

# GETTING TO THE BOTTOM OF IT

Bullying Prevention through Empathy and Kindness



**IBPA 2016 ANNUAL CONFERENCE**  
November 6-8 • Sheraton New Orleans Hotel



**For details or to register: call 800-929-0397 or visit [ibpaworld.org](http://ibpaworld.org)**

Attend this conference, support the important work being done in our communities and interact with passionate and caring bullying prevention professionals from around the world.

# LETTER FROM THE PRESIDENT

Patti Agatston, Ph.D., President, International Bullying Prevention Association

On behalf of the International Bullying Prevention Association's (IBPA) Board of Directors, thank you for your time and participation in our 13th conference and for your commitment to finding solutions to the problem of bullying worldwide. I would like to welcome you to New Orleans, a conference site that has special significance to IBPA. We were here five years ago in order to help support the return of tourism to the city after the devastation of Hurricane Katrina. We are thrilled to return and recognize how the community has continued to develop and thrive as a result of the resiliency and tenacity of its residents. There are lessons to be learned here for each of us, as well as an exceptional cultural experience that will invigorate all of us.

This year's theme, **Getting to the Bottom of It, Bullying Prevention through Empathy and Kindness**, will focus on the importance of relationship building and social-emotional learning in our efforts to prevent and respond to bullying. We are thrilled to have keynotes by two outstanding presenters who represent both research and practice in their work. Dr. Michele Borba, is an internationally recognized educational psychologist and will be presenting on **Empathy: The Forgotten Antidote to Bullying**. Dr. Sameer Hinduja of the Cyberbullying Research Center, will discuss **Resilience: Avoiding Victimization through Social Problem Solving and Emotional Self-Regulation**.

Our conference on bullying prevention is unique to others in that we stress the importance of research to inform our practice. Many of us who have been working in the field for a while recognize that while there are lots of "programs" to prevent bullying, far fewer are grounded in research and practices that have been shown to be effective or promising approaches. That's why we are excited to have both solid research to practice-based presentations by a number of presenters as well as a special panel this year to highlight the **National Academies of Science** work, **Preventing Bullying through Science, Policy, and Practice**. This panel will highlight findings from the report that we at IBPA believe are critical. Specifically, the National Academies' finding that, "programs that appear most effective are those that promote a positive school environment and combine social and emotional skill-building for all students, with targeted interventions for those at greatest risk for being involved in bullying." Similarly they conclude that "resources should be directed to evidence-based policies and programs for bullying prevention in the United States." IBPA recommends such a focus be used internationally as well, and we are thrilled to have several outstanding presentations that will focus on International efforts regarding bullying prevention.

While we stress the importance of research to inform our efforts, we understand that there is no "one size fits all" to bullying prevention. Our conference program reflects a diversity of approaches and voices in our efforts to make a difference. Once again we will have a number of student-led sessions that highlight the importance of student voice in our efforts and we welcome student attendees as well.

Truly, this year's conference is reflective of the Board's belief that we all must courageously work together to address bullying in all its forms and environments. This year's conference would not be possible without the support of our tremendous sponsors and exhibitors. We are extremely grateful for our conference sponsors, including Facebook, Microsoft, Friends, Hazelden, Second Step/Committee for Children, Sprigeo and Crestmark.

Finally, this year's conference offers opportunities for each of us to network with a wonderfully diverse group of equally dedicated individuals committed to the issue of bullying prevention. We hope you take advantage of these opportunities to connect. If you haven't already, please consider joining as a member so that you can will have access to exceptional learning opportunities and the chance to network throughout the year.

The Board of Directors of IBPA has worked diligently to make this the best conference possible for you. It is truly a labor of love that they donate so many hours to improving the organization and advancing the field of bullying prevention and response through this annual conference, as well as the newsletter, webinars and partnerships with other like-minded organizations. We are very excited that you are joining us and look forward to adding your voice to our efforts.

With much gratitude,

Patti Agatston, Ph.D.

President, International Bullying Prevention Association

# 2016 IBPA CONFERENCE TOPICS

Designed for advocates working to reduce incidents of bullying in their schools and communities.

**CYBERBULLYING**

**RESTORATIVE PRACTICES**

**BULLYING PREVENTION ACTIVITIES**

**ANNUAL RESEARCH PANEL**

*with the very  
latest data!*

**TRAUMA INFORMED STRATEGIES**

**IDENTITY BASED BULLYING**

**LEGAL ASPECTS OF BULLYING PREVENTION**

**HEALTH CONSEQUENCES OF BULLYING**

*get insight  
get inspired*

**STUDENT-LED SESSIONS**

**MANY MORE!**

# IBPA 2016 KEYNOTE PRESENTERS

Leading experts begin and end our conference with featured presentations of relevant topics.

## Empathy: The Forgotten Antidote to Bullying

### *Dr. Michele Borba*

Research is clear: Bullying is learned, and can be unlearned. What's more, cultivating empathy is the forgotten antidote for bullying. Dr. Borba shares the evidence: that the best way to reduce bullying is not with a packaged program but with homegrown, data-driven efforts by a staff that applies only proven practices. Best yet, none of the strategies cost a dime! Dr. Borba's empowering, informative presentation is brimming with real life stories, the latest behavioral research, and simple tools to reduce bullying and victimization as well as inspire Upstanders to speak up so audiences leave ready to instill empathy right away in their classrooms, schools, organizations and homes.



Dr. Michele Borba is an internationally-recognized educational psychologist and parenting, bullying and character expert whose aim is to strengthen children's empathy and resilience, and create safe, compassionate school cultures. She has spoken to parents and teachers on six continents and delivered keynotes to over one million participants. She is a regular NBC contributor appearing 135 times on the Today show, featured on three Dateline specials as well as Dr. Phil, Dr. Oz, Dr. Drew, The View, NBC Nightly News, The Doctors, Fox News, The Early Show, CNN and others. A best-selling author of 22 books. Her latest: *UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World* and the 6Rs of Bullying Prevention.

## Resilience: Avoiding Victimization Through Social Problem-Solving and Emotional Self-Regulation

### *Dr. Sameer Hinduja*

As more attention is given to the importance of cultivating socio-emotional learning skills among students, it seems vital to increasingly consider one often-neglected component: resilience. As critical as it is to shape and improve the external around a child (e.g., school climate, peer behaviors, social norming, kindness initiatives, staff training, policies), it seems equally essential to focus on the internal – the learned ability of youth to personally handle bullying (both offline and online) and other offenses in a way that leads to positive outcomes. Based on research, this keynote seeks to inspire you to help develop emotionally-healthy and resilient students who understand and embrace their own agency to deal with social and relational adversity.



Dr. Sameer Hinduja is a Professor in the School of Criminology and Criminal Justice at Florida Atlantic University and Co-Director of the Cyberbullying Research Center. He is recognized internationally for his groundbreaking work on the subjects of cyberbullying and safe social networking, concerns that have paralleled the exponential growth in online communication by young people. He has written seven books, and his interdisciplinary research is widely published and cited in a number of peer-reviewed academic journals. As a noted bullying speaker, Dr. Hinduja also provides training to schools, youth organizations, parents, and teens on the best practices of identification, prevention, and response. In addition, he is frequently asked to provide expert commentary by news organizations, and he has been featured in venues that include CNN's Anderson Cooper 360, NPR's All Things Considered, the BBC, and The New York Times.

# BY THE NUMBERS

Check out the highlights of the conference, and see just how much there is to experience.

40

workshops

5

student-led sessions

1

annual bullying prevention research panel

9

TED inspired speed learning sessions

13

hours to explore exhibits

1

live performance of "How to Make a Difference" student play

up to  
20

contact hours available

4

pre-conference half-day sessions to choose from (ticketed events)

2

days of continental breakfast on included in your registration

1

stop for bullying prevention professional development



# IBPA 2016 NEW ORLEANS SCHEDULE

We're adding more ways to interact and opportunities to network all the time!

## Sunday, November 6, 2016

Preconference Sessions (ticketed events)	8:00 am – 5:00 pm
Registration	3:00 pm – 8:00 pm
Exhibit Hall Reception	6:00 pm – 7:30 pm
<i>Making a Difference</i> Performance	7:30 pm – 9:00 pm

## Monday, November 7, 2016

Yoga	6:45 am – 7:30 am
Membership Breakfast	7:00 am – 8:00 am
Exhibits Open	7:30 am – 4:00 pm
Continental Breakfast	7:30 am – 8:15 am
Keynote	8:15 am – 9:30 am
Coffee Break	9:30 am - 10:00 am
Monday Morning Workshops	10:00 am – 11:15 am
Lunch (on your own)	11:15 am – 12:30 pm
Monday Early Afternoon Workshops	12:30 pm – 1:45 pm
Refreshment Break	1:45 pm - 2:15 pm
Monday Afternoon Workshops	2:15 pm – 3:30 pm
Research Panel	3:45 pm – 5:00 pm
Special Event for IBPA Members	5:00 pm – 6:00 pm

## Tuesday, November 8, 2016

Yoga	6:45 am – 7:30 am
Staying Strong Self-Care Session	7:00 am – 7:45 am
Exhibit Hall	7:30 pm – 11:00 am
Continental Breakfast	7:30 am – 8:00 am
Tuesday Early Morning Workshops	8:00 am – 9:15 am
Coffee Break	9:15 am – 9:45 am
Tuesday Morning Workshops	9:45 am – 11:00 am
Closing Keynote	11:15 am – 12:30 pm
Lunch (on your own)	12:30 pm – 1:45 pm
Tuesday Afternoon Workshops	1:45 pm – 3:00 pm



# 2016 CONFERENCE SPONSORS

Special thanks to these organizations for making this conference possible!

## SCHOLARSHIP SPONSOR



## PLATINUM SPONSOR



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## WORKSHOP SPONSORS



# SUNDAY, NOVEMBER 6

Getting started

**8:00 am – 4:00 pm      Olweus Day Preconference Session      \$75**

## **Olweus Day (open to certified Olweus trainers only)**

Each year, certified OBPP Trainers/Consultants gather to network, to share experiences from their work, hear OBPP updates and review new tools and research. Program updates and research will be reviewed and discussed along with works of other invited guests. You must be a certified OBPP trainer/consultant to attend this session. (lunch on your own from Noon – 1:15 pm)

**8:00 am – 12:00 pm      Morning Preconference Sessions      \$55**

## **Bullying Prevention Best Practices**

Following definitions of bullying and cyberbullying, participants will learn specific techniques and strategies that will help them develop a better understanding of offline and online bullying behavior. They will review research-based best practices and learn practical guidelines for implementing a whole-school approach to preventing peer abuse. Participants will also discuss myths about bullying, ways to acknowledge positive behavior, and to empower bystanders to help targets of bullying. The presentation will give participants practical ways to ensure that their schools have peaceful learning environments where positive and respectful behaviors are practiced in order for all students to achieve academic success as well as personal and interpersonal success.

Dawn Jaeger is a school social worker with AEA 267 in Iowa. Recognized as the 2012 Iowa School Social Worker of the Year, Jaeger has 20 years of experience in the field of bullying prevention and provides training in Positive Behavior Interventions and Supports, the Olweus Bullying Prevention Program, Check and Connect, School Wide Information Systems and other culture and climate issues.

Kathleen Lockard, Olweus technical assistant consultant, is from Afton, Iowa and offers a wealth of knowledge and experience with implementing bullying prevention programs.

## **Race, Class, Humor, and Laughing Until It Hurts Someone Else**

Is your class clown using their gift of humor to bully? How do educators use humor in the classroom? This workshop will explore the ways in which humor has the potential to perpetuate racial and class bias by negatively impacting youth attitudes about cultural differences. Educators will leave with strategies to challenge bias and help youth raise the bar on humor.

Eva Vega-Olds is an experienced anti-bias trainer, diversity and inclusion practitioner and performer of 17 years, working directly with elementary school students to adult audiences on issues related to bias, bullying, social justice and leadership. Using performance-driven education, keynotes and interactive workshops, her programs are created to entertain and engage audiences in finding solutions for meaningful social change. Vega-Olds sits on the Advisory Board for MTV's Look Different Campaign- a multi-year multimedia social impact campaign designed to challenge racial, gender, and anti-LGBT bias with millennial audiences, and to generally shift the national conversation to social justice issues. She currently serves as the director of Community and Diversity at The Town School in New York City. In this role Vega-Olds serves as the point person on social justice education, community service and social impact, policy development and curriculum. Vega-Olds received a Master's Degree in Sociology from the New School for Social Research.



# SUNDAY, NOVEMBER 6

1:00 pm – 5:00 pm

**Afternoon Preconference Sessions****\$55**

## **Restorative Practices: The Victim, The Community, The Bully**

Restorative practices is based on the premise that people are happier, more productive and increasingly willing to make positive changes in their lives when people do things with them rather than to or for them. Restorative practices works to proactively prevent bullying by strengthening relationships, building community, and reinforcing behavioral norms. This workshop will be an overview of the basic restorative practices that include the social discipline window, restorative questions, shame and affect, and how these principles relate to creating a positive culture. We will explore how these practices have been used in schools and in other youth-serving environments to address bullying and build a safer, saner culture. Traumatic experiences lead to chronic cycles of bullying where we may become stuck as victim or aggressor. Traumatic experiences are unavoidable. Some of us experience trauma more often, some of us more severely. Some of us recover more successfully over time, depending on our capacity to feel empathy, our problem-solving skills and our surrounding group support—all of which contribute to building resilience. Understanding trauma—what it is, what causes it, and what to do about it—helps us support others who are struggling to break free of the effects of trauma. This workshop is grounded in an analysis of the various types of trauma and the behavioral responses to trauma. We will examine how restorative practices can be a reactive and proactive response to trauma. We will explore how a restorative approach can build empathy and positive interaction building resilience. Understanding how trauma impacts our students and ourselves is a critical component in our interventions with students and colleagues.

Lee Rush, M.Ed., is the executive director of justCommunity, Inc., a non-profit organization based in Quakertown, PA. that provides training and consultation services to communities, schools and organizations in the area of youth development, community mobilization strategies, student assistance programs and restorative practices. Rush is also an instructor and consultant with the International Institute for Restorative Practices, the world's first graduate school dedicated solely to Restorative Practices.

Lou Furman, R.D.T., M.F.A., is a mediator and restorative practitioner focusing on community issues and police/civilian relationships. He is formerly director of Community Mediation Services and Professor Emeritus at Washington State University. He has established programs in alternative and charter schools, worked extensively with incarcerated youth and special populations and is an author in the fields of drama for young people and drama therapy. He facilitates trainings in communication skills, mediation, restorative practices and trauma.

Susan Norwood is a mediator, restorative practitioner and trainer active in educational, community and juvenile justice settings. She has conducted trainings for school professionals, social workers, truancy officers, probation officers and others interested in restorative practices.

## **Beyond “Bullying is Bad” – Experiential Activities for Effective Classroom Meetings**

Many schools use classroom meetings in homerooms, advisee groups and other settings to address bullying and school climate. Once the meeting has covered what bullying is and why it is destructive, what other topics and activities are most helpful? Stan Davis and Chuck Saufler, who have worked worldwide in bullying prevention, restorative interventions, and activity-based learning for decades, will present and teach a selected group of easy-to-lead, effective experiential activities to build positive climate, connection, resiliency and positive behavior norms.

Stan Davis worked as a child and family therapist and school counselor for more than four decades. He has been active in bullying prevention since the early 1990s and has authored and coauthored three books in this field published by Research Press, including the recent *Youth Voice Project: Student Insights into Bullying and Peer Mistreatment* (with Dr. Charisse Nixon).

Chuck Saufler has worked as a school counselor and as the lead trainer for bullying education at the Maine Law and Civics Education Program, University of Maine School of Law. He is currently a trainer/consultant for Safe Schools for All and for the Restorative School Practices Collaborative of Maine.

# SUNDAY, NOVEMBER 6

Conference registration includes participation in all events from this point forward with the exception of the two member-only events.

## 6:00 pm – 7:30 pm Exhibit Reception

Enjoy light food and refreshments while meeting with exhibitors and networking with other attendees from across the world.

## 7:30 pm – 9:00 pm SPECIAL PERFORMANCE - *You Make a Difference: No More Bullying!*

### Book by Debra L. Freeberg, Music by Tricia Bayfield, Lyrics by Freeberg and Bayfield

A play for upper elementary and middle school students (open to all attendees)

Sticks, Pellagia and Diamond have reason to be afraid. For them school isn't a safe place. The Insiders make it their mission to show Sticks, Pellagia and Diamond what losers they are. Through touching on moments of bullying, the play asks the characters and the audience to reflect and challenge what they witness. The play encourages the bullied characters to take a step toward resiliency.

Enjoy this special, live performance by actors from Calvin College in Michigan!



# MONDAY, NOVEMBER 7

A full day of learning together

6:45 am – 7:30 am	<b>Yoga</b> (all levels of experience welcome)
7:00 am – 8:00 am	<b>IBPA Membership Meeting and Breakfast</b> (invitations will be sent to members with the location of this event)
7:30 am – 4:00 pm	<b>Exhibits Open</b>
7:30 am – 8:15 am	<b>Continental Breakfast</b>
8:15 am – 9:30 am	<b>Opening Keynote</b>

## **Empathy: The Forgotten Antidote to Bullying**

Research is clear: Bullying is learned, and can be unlearned. What's more, cultivating empathy is the forgotten antidote for bullying. Dr. Borba shares the evidence: that the best way to reduce bullying is not with a packaged program but with homegrown, data-driven efforts by a staff that applies only proven practices. Best yet, none of the strategies cost a dime! Dr. Borba's empowering, informative presentation is brimming with real life stories, the latest behavioral research, and simple tools to reduce bullying and victimization as well as inspire Upstanders to speak up so audiences leave ready to instill empathy right away in their classrooms, schools, organizations and homes.

Dr. Michele Borba is an internationally-recognized educational psychologist and parenting, bullying and character expert whose aim is to strengthen children's empathy and resilience, and create safe, compassionate school cultures. She has spoken to parents and teachers on six continents and delivered keynotes to over one million participants. She is a regular NBC contributor appearing 135 times on the Today show, featured on three Dateline specials as well as Dr. Phil, Dr. Oz, Dr. Drew, The View, NBC Nightly News, The Doctors, Fox News, The Early Show, CNN and others. A best-selling author of 22 books. Her latest: *UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World* and the 6Rs of Bullying Prevention.

# MONDAY, NOVEMBER 7

10:00 am – 11:15 am Monday Morning Workshops

## A1 4-H and NO BULL (student-led session)

The 4-H Program across the nation has taken the initiative to decrease bullying for our youth. With one of its partner organizations, NO BULL, the program will share resources with other educators to use. Cameron Sanford and Oakley G. Perry will lead activities from a variety of 4-H Curriculums, show how to implement activities in school programs and after school and share the basics of the NO BULL program. Sanford and Perry are both youth leaders for National 4-H Council and lead programs across the country.

Cameron Sanford is a dedicated college student who has spent over 10 years working in youth development organizations and bullying prevention programs. Sanford is studying organization leadership and non-profit management so he can continue his passion after college.

Oakley G. Perry is a Georgia 4-H Alumnus who helped start bullying prevention programs in Georgia 4-H. Perry is currently a student at the University of Tennessee, Knoxville who travels the country teaching bullying workshops.

## A2 Empowering Teens to Delete Cyberbullying and Make Kindness Go Viral

*sponsored by Crestmark*

This presentation is all about strategies and solutions. Since teens are uniquely positioned to be the primary catalyst of lasting change in their schools, educators are encouraged to marshal the powers of peer influence and social culture to curtail peer conflict, harassment and other problem behaviors. Primarily, this workshop will detail how to connect with youth to implement peer mentoring, social norming, kindness campaigns and movements, and other proven messaging strategies. Attendees will discuss how to get youth to not only NOT do the wrong thing (i.e., mistreat others), but to actually do the right thing (i.e., intentionally work to create and maintain a culture of compassion, peer respect, and mutual acceptance).

Sameer Hinduja, Ph.D., is a professor in the School of Criminology and Criminal Justice at Florida Atlantic University and co-director of the Cyberbullying Research Center. He is recognized internationally for his groundbreaking work on the subjects of cyberbullying and safe social networking, concerns that have paralleled the exponential growth in online communication by young people. He has written seven books, and his interdisciplinary research is widely published and cited in a number of peer-reviewed academic journals. As a noted bullying speaker, Dr. Hinduja also provides training to schools, youth organizations, parents, and teens on the best practices of identification, prevention, and response. In addition, he is frequently asked to provide expert commentary by news organizations has been featured in venues that include CNN's Anderson Cooper 360, NPR's All Things Considered, the BBC, and The New York Times.





# MONDAY, NOVEMBER 7

10:00 am – 11:15 am Monday Morning Workshops

## A3 Advancing Efforts Around Student Wellness: Braiding Initiatives

Restorative Practices, PBIS, Social and Emotional Wellness, Social Skills, Mindfulness, Cultural Responsiveness...how do all of these initiatives fit together within a comprehensive tiered system of support? Dr. Jon Eyler has worked with hundreds of schools, districts, and county offices of education throughout California to address this question. This session will unpack the complexities of establishing a truly coordinated system of support for students AND adults. Participants will learn about the organizational and implementation strategies used to connect these initiatives and build an effective system of support that reflects both fiscal responsibility and long term sustainability.

Dr. Jon Eyler is a widely recognized expert in behavior, social/emotional wellness, implementation, data and equity. He currently operates an educational consulting firm based in Southern California. His work with districts focuses on behavior, social/emotional wellness, restorative practices, data, and equity.

## A4 Understanding Bullying Prevention Through the Lens of Cultural Competence

Understanding and appreciating the richness of diversity and cultural backgrounds is key in promoting civil discourse in schools and the workplace. In this session participants will explore cultural competency and diversity in terms of culture, age, gender, sexual orientation, spiritual beliefs, socio-economic status, and language as it relates to best practices in fostering kindness and empathy and reducing bullying and harassment.

Eric Johnson is currently the vice president of Youth Development at STARS Nashville. He has spoken to educators, mental health professionals, administrators, communities, and young people across the US on youth leadership development, bullying prevention initiatives, school culture and climate enhancement and cultural competence.

## A5 Evidence-Based Programs to Reduce Root Cause Factors: How to Get More Bang for Your Buck

Evidence-based programs have been shown to be effective at reducing risk factors related to substance abuse. This session will present findings from root cause analysis of factors that predict bullying. The session will explore how to the implementation of substance abuse prevention programs can also reduce the root causes of bullying. The session will include a discussion about integrating substance abuse and buying prevention strategies.

Lynne Gochenaur has provided training and technical assistance consulting for the Olweus Bullying Prevention program and the LifeSkills Training program throughout the United States.

Rob Lillis is a research and evaluation consultant for numerous school and community based substance abuse, bullying and youth development programs. He has over 40 years of experience in the private sector, state government and university settings.

## A6 Survey Says: An Interactive Workshop on Developing Student Surveys to Assess Biased-Based Bullying, Safety and Harassment in Local Schools

This interactive research for advocacy workshop will introduce bullying prevention practitioners of all experience levels to GLSEN's Local School Climate Survey (LSCS), a free, online resource that collects data on students' experiences in school. This workshop will provide participants with the tools necessary to effectively design and implement a student survey using the LSCS, as well as how to use this data to identify programmatic and policy needs.

David Danischewski is a research assistant at GLSEN and holds an M.A. in experimental psychology from Brooklyn College of the City University of New York (CUNY). At GLSEN, David works on primary research studies and provides administrative and technical assistance for GLSEN staff, chapter volunteers and other constituents, as it relates to GLSEN Research.



# MONDAY, NOVEMBER 7

## 10:00 am – 11:15 am Monday Morning Workshops

### A7 **Cultivating Empathy: Fostering Students' Emotional Intelligence Skills**

This interactive session uncovers the emotional intelligence skills required to engage in empathy and perspective taking. Participate with other educators and explore how to effectively integrate social and emotional intelligence skills into your classroom practice so that your students become more effective at perceiving, naming and understanding emotions in themselves and others. This experiential workshop is theoretically based and applies research directly to practice; participants will leave the session with a set of strategies that can be applied in their context.

Miriam Miller is an educational and research consultant committed to bringing social and emotional learning to the forefront of the education community. The combination of Miller's background as an educator and her current role as a researcher allows her to dynamically present research-to-practice for educators. She is an educational and research consultant doctoral student at the University of British Columbia.

### A8 **Teen Dating Violence and Academic Achievement**

This workshop helps educators, school personnel, youth leaders and others working to improve the health and safety of teens. This training is designed for anyone interested in learning more about how to stop teen dating violence—before it happens. Participants will learn: characteristics of healthy and unhealthy teen relationships; early warning signs and factors that may increase a teen's risk for dating violence; statistics, examples and consequences of teen dating violence; and ways to promote healthy relationships and prevent unhealthy and violent ones. The target audience for this workshop is middle and high school educators. A secondary audience is all others who work with youth and play a role in teen dating violence prevention. It is important that participants of this training work regularly with youth in a school or other setting. However, parents, administrators and other caring adults can also benefit from taking this workshop.

Tamiko Lowry-Pugh is founder of The Still Standing Foundation and CEO of EmpowerME! Life Coaching & Consulting in Atlanta, Georgia.

### A9 **Mindsets, Resiliency and Grit: 3 Keys to Unleashing the Potential of Every Child**

The mindset and internal dialogue of students plays a huge role in their perceptions, beliefs, choices and motivation. Carolyn Dweck's powerful research on the Growth vs. Fixed Mindset is a key to helping adults help students redefine how they view success and how to reach it. Understanding how to help students reframe their thinking and embrace a growth mindset will increase their grit, resiliency, self-confidence and belief in their ability to form healthy relationships and create a brighter future.

Known as 'The Connection Coach,' Tara Brown is an award-winning educator, author and international speaker whose 30-year professional journey includes rural Florida, gang territory in California and one of the largest high schools in Tennessee with over 40 countries represented. Brown believes strongly that a key to unleashing student's potential is through the power of positive connections with caring adults.

## 11:15 pm – 12:30 pm **Lunch on your own**

Check the IBPA conference mobile app for details on meeting with others from the conference in an informal way. We will have restaurants listed to meet at (close to the hotel) if you would like to get together with other attendees in your region of the country.

# MONDAY, NOVEMBER 7

12:30 pm – 1:45 pm **Monday Early Afternoon Workshops**

## **B1 Successes and Challenges for Students Leading the Diversity Conversation in High School: A Presentation of New Orleans Students**

Join some of New Orleans student leaders as they discuss their challenges and successes as they work to break down social, racial and ethnicity barriers that are commonly found within their school environments. From student-led diversity clubs, anti-bullying initiatives, and leadership development find out from students what works, what doesn't, and what they wish they could do with the right guidance. Find out from these students what diversity means to them and how schools can best work to support their ideas.

## **B2 Children's Mental Health and Bullying**

Over 20% of North American youth have serious mental health problems linked to profound distress and impairment. Globally, mental health problems in youth are a leading cause of health-related burden, and in adults, they are the leading cause of disability. Most adult mental health problems begin in childhood and thus reducing the burden of illness in childhood should have a notably positive impact on adult mental health. This workshop focuses on the link between mental health problems and bullying. Although research consistently points to a causal relation between being bullied and subsequent mental health problems, there is also evidence supporting a symptom-driven pathway (poor mental health to bullying to poorer mental health). The temporal priority between mental health problems and exposure to bullying will be addressed.

Dr. Tracy Vaillancourt is a Canada research chair in Children's Mental Health and Violence Prevention at the University of Ottawa where she is cross-appointed as a full professor in Counselling Psychology and the School of Psychology. She is also an elected member of The College of the Royal Society of Canada. Dr. Vaillancourt's research examines the links between bullying and mental health, with a particular focus on social neuroscience. She is currently funded by the Canadian Institutes of Health Research, the Social Sciences and Humanities Council of Canada, and the Ontario Mental Health Foundation.

## **B3 Images of Possibilities: How to Create Empathetic, Caring and Respectful Schools-And Why We Must**

Something is changing in our youth: a trouble prevalence of peer abuse, a sense of entitlement, disturbing mental health needs and a belief that grades matter more than character. And we know it is virtually impossible for students to thrive in school when they don't feel safe. So states pass anti-bullying laws; schools implement zero-bullying policies; pediatricians post warnings; communities host Stop Bullying Week or Kindness Days. But what we may be overlooking is that change must come not with prepackaged posters, assemblies or worksheets but be systemic from the inside out. You'll learn dozens of simple, no-cost ways educators around the world are making a difference in students' lives by creating empathic, caring and respectful schools. This inspiring and timely address filled with uplifting stories and proven, practical solutions for turning today's "Crisis of Youth Character" around so society produce quality 21st century students with hearts as well as minds. (This session was given twice to the Harvard School of Education).

Dr. Michele Borba is an internationally-recognized educational psychologist and parenting, bullying and character expert whose aim is to strengthen children's empathy and resilience, and create safe, compassionate school cultures. She has spoken to parents and teachers on six continents and delivered keynotes to over one million participants. She is a regular NBC contributor appearing 135 times on the Today show, featured on three Dateline specials as well as Dr. Phil, Dr. Oz, Dr. Drew, The View, NBC Nightly News, The Doctors, Fox News, The Early Show, CNN and others. A best-selling author of 22 books. Her latest: *UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World* and the 6Rs of Bullying Prevention.

# MONDAY, NOVEMBER 7

12:30 pm – 1:45 pm **Monday Early Afternoon Workshops**

## **B4 Enhancing Healthcare Provider Response to Bullying: Lessons Learned From The Field**

Healthcare providers see children with health concerns related to issues of bullying, and are often ill-equipped to intervene or provide appropriate guidance. The Pediatrician Bullying Screening Project has demonstrated effective methods of improving healthcare provider screening/assessment, evaluation and response to children who have health consequences as a result of bullying. This program reviews those findings and identifies barriers to better screening/assessment of children and strategies to overcome those barriers within the healthcare environment.

Dr. Diana Schroeder is director of Bullying Prevention Initiatives at the Center for Health Promotion and Disease Prevention and is a certified Olweus Trainer. She also serves as assistant professor and program coordinator of the Bachelor of Science Nursing program at the University of Pittsburgh at Johnstown.

Shiryl Barto is an educator and a certified Olweus bullying prevention trainer and OTAC for OBPP. She serves as the manager of Bullying Prevention Initiatives and has over 15 years of experience in bullying prevention. She is a contributing author to the book "Public Health Approach to Bullying Prevention."

## **B5 Ten Years Later: One School District's Journey in Bullying Prevention**

Elkhart Community Schools in Elkhart, Indiana began a district-wide (K-12) bullying prevention initiative 10 years ago. The district has braided multiple efforts together, including bullying prevention, positive behavior intervention supports and character education. The district is now adding Restorative Practices into the mix. This session will address how Elkhart Community Schools weathered the hiccups and challenges of the effort offering ideas and advice for what worked well and what did not work as planned. Participants can expect to leave this session with concrete examples of how to implement a district prevention program along with ideas for funding and enhancing current efforts.

Mary Yoder Holsopple, M.S., is the bullying prevention coordinator for Elkhart Community Schools in Elkhart, Indiana. As a certified Olweus bullying prevention program trainer, Holsopple consults regularly with organizations and schools about bullying prevention and safe climate issues in student services. She is the lead author of the book *Building Peace: Overcoming Violence in Local Communities*. She also co-authored *More Class Meetings that Matter: Respecting Others with Disabilities for Grades K-5, 6-8, and 9-12*.

Additional presenters include: school administrators; Jill Balcom, Anthony England, Mary Wisniewski, Skip Smeltzer, Jean Milfort.

## **B6 Bullying and Students with Disabilities**

Studies have found that children with disabilities are two to three times more likely to be bullied than their nondisabled peers. This session is presented by PACER's National Bullying Prevention, which has an emphasis on advocating for families of students with disabilities. Topics to include laws and policies designed to protect students with disabilities, helpful facts to know, methods to build advocacy, and resources designed by PACER to address bullying of students with disabilities. This interactive session also includes role play and brainstorming of ideas and solutions. Agenda features creatively sharing information and resources through: story telling role play presentation with laws, rights, things to know group brainstorming with presentation of end results videos with classroom activities.

Julie Hertzog is a nationally recognized leader on bullying prevention, working to actively lead 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, and the safety and well-being of students. Hertzog holds a Master's Degree in Counseling Psychology and has been on staff at PACER Center since 2000. She is married with three children: Laura, David and Grace. David, who was born with Down syndrome, has been the inspiration for much of Hertzog's work, as students with disabilities are 2-3 times more likely than their peers to be bullied.

# MONDAY, NOVEMBER 7

12:30 pm – 1:45 pm **Monday Early Afternoon Workshops**

## **B7 Creating a Caring and Connected School Environment begins with Resilience and Empathy**

Learn a guaranteed method to involve your school community in efforts increase kindness and positively impact student achievement. You will leave with easy-to-replicate resources, a story guaranteed to capture the commitment of citizens, and the simple language necessary to pass it along.

Derek Peterson is an international child/youth advocate, whose integrative approach offers a consilience model of optimal youth development as it relates to student achievement, civility, and overall well-being. Peterson's work guides local, state, national, and international governing boards, policy makers and program leaders to measure the impact of their efforts upon the developmental ecology of youth.

## **B8 It is Everyone's Job! Training All School Staff to be Trauma Informed and Providing the Tools to Empower Staff to Intervene in Bullying with At-Risk Students**

This workshop will provide information on ways to empower the entire school to address bullying using trauma-informed practices to positively influence school culture. The presenters will cover topics ranging from the relationship between bullying and trauma and fostering resiliency in at-risk students to federal and state mandated reporting laws. By training all school staff on trauma issues your school staff will feel more empowered, empathetic and educated to intervene and prevent bullying on your campus.

Amanda Schroeder is an LPC and NCC. For over six years she has counseled children in private and public schools in New Orleans. Schroeder is currently the director of Student Services at Communities In Schools of Greater New Orleans and supervises other mental health professionals in New Orleans public schools. She is currently completing dissertation work for her Ph.D. in Counseling. Her study is focused on the effects of trauma caused by living amongst violence. Lesley DeMartin is a PLPC and NCC. In 2015, she graduated from Loyola University New Orleans and received the Clinical Excellence Award. DeMartin is currently the site coordinator with Communities in Schools at ReNEW Accelerated High School.

## **B9 The Price of Bullying**

What is society prepared to pay to prevent children and adolescents from growing up with violence, exclusion and loneliness? And what is the price of not doing so? Children's suffering cannot be measured in dollars and cents, but it is possible to demonstrate that efforts to prevent bullying are also economically viable and profitable. Results of Friends International Center's socio-economic analysis of the price of bullying in the society and the cost distribution for various social factors, using the situation in Sweden as an example.

Jacob Flårdh Aspegren works as director of Friends International Center - a knowledge center working with research, education and guidance. Aspegren has worked with bullying prevention for eight years and has helped develop the Friends program. Johan Rahm has worked with communication within various non-profits and governmental bodies for the last 15 years. Rahm is currently head of communications at Friends.



# MONDAY, NOVEMBER 7

2:15 pm – 3:30 pm **Monday Afternoon Workshops**

## **C1 Louisiana Student- Led Session on PBIS**

Einstein charter school uses Positive Behavior Intervention and Support (PBIS) to encourage a safe school environment. Students do not learn best under “no excuse” discipline rules, so we use PBIS for constant messaging that students are safe, responsible, respectful, and ready to learn.

## **C2 Helping teachers to prevent and intervene in bullying situations in the classroom: A focus on coaching tools and strategies**

The classroom is a particularly important context for bullying prevention, as the vast majority of bullying occurs within the classroom, due in large part to the proportion of time spent in the classroom relative to other school settings. Teachers need additional professional development and support in both detecting bullying and effectively responding to mitigate bullying and its effects. This session provides an overview of issues related to bullying prevention in the classroom, with an emphasis on coaching teachers to detect and effectively intervene in bullying situations. This session will also identify potential coaching tools and strategies (e.g., TeachLivE mixed-reality simulator, Classroom Check-up) that may be helpful for addressing bullying in the classroom.

Catherine Bradshaw, Ph.D., M.Ed. is a professor and the associate dean for research and faculty development at the Curry School of Education at the University of Virginia (UVA). She is also the co-director of the CDC-funded Johns Hopkins Center for the Prevention of Youth Violence and co-director of the NIMH-funded Johns Hopkins Center for Prevention and Early Intervention. She collaborates on research projects examining bullying and school climate; the development of aggressive and problem behaviors; effects of exposure to violence, peer victimization and environmental stress on youth; and the design, evaluation, and implementation of evidence-based prevention programs in schools. She has coauthored nearly 200 articles and chapters and collaborates on federally funded randomized trials of school-based prevention programs to improve school climate and prevent behavior and mental health problems. She is the editor of the journal *Prevention Science*, a co-editor of the *Handbook of School Mental Health* and editor of the forthcoming *Handbook on Bullying Prevention: A Life Course Perspective*. Joseph Wehby, Ph.D., is associate professor and chair of Special Education Department at Vanderbilt University in Nashville.

## **C3 I am Just a Little Tiger: How to Work against Bullying in Pre-school and Kindergarten**

This interactive workshop will present research and best practices to implement a successful bullying prevention and intervention program in preschools and kindergartens. Participants will learn why early childhood sites should address bullying and the importance of approaching the issue on multiple levels. A discussion of age-appropriate strategies to prevent and intervene in bullying situations will be followed by participation in activities designed to teach pro-social skills and reflect on bullying situations.

Jan Urbanski, Ed.D., is director of Safe and Humane Schools at Clemson University where she oversees the Olweus Bullying Prevention Program and related initiatives focused on reducing bullying and violence. Urbanski has 24 years of school district experience and has authored several bullying prevention publications and curriculum.

Stein Gorseth works as a school psychologist in Norway and since 2002 has worked for the national project in Norway to implement bullying prevention in Norwegian schools. He has a Master's Degree in special education from the Norwegian University of Science and Technology (NTNU) and is co-author of a book offering support to parents of children with social and emotional problems as well as a bullying prevention Community Youth Organization Guide.

Live Herheim is a primary school teacher in Norway and has experience working in kindergarten, with children who use Sign Language and teaching drama at the University of Stavanger. She has a Master's Degree in drama and theater from the Norwegian University of Science and Technology and has co-authored a book about drama in education. Since 2007, she has focused on anti-bullying work, using puppets to reflect on bullying situations.



# MONDAY, NOVEMBER 7

2:15 pm – 3:30 pm **Monday Afternoon Workshops**

## C4 **Are You a Contender or a Pretender?**

Schools that are contenders use research-based best practices to problem solve their concerns. Pretenders, on the other hand, go through the motions to make it look like they're addressing a problem but the results do not show measurable success. This workshop will present 10 strategies to empower your school to be a contender. Sources will include research illustrating the effectiveness of anti-bullying programs along with the speaker's hand-on experiences.

Michael R. Carpenter, Ph.D., author of *Bullying Solutions*, *Setting the Tone*, & *Waging Peace*, is a violence, alcohol and other drug, bullying and suicide prevention consultant living in Peachtree City, Georgia. He has worked in public/private school education statewide for the Departments of Education/Human Resources and consulted throughout the United States and internationally. Dr. Carpenter is a National Bullying Prevention Trainer, Student Assistance Program Trainer and a specialist in the area of underage alcohol prevention.

## C5 **Coach or Bully? The Intersection of Player and Team Motivation in Competitive Athletics and a Culture of Positivity**

Anyone who has been a part of competitive athletics in the secondary education environment knows that negative motivation is often a core component of player and team performance. This workshop will focus on how schools are dealing with the new standards of care for addressing bullying in the context of athletics. Topics covered include types of parent and player complaints, realistic remedies, coach development and supervision, hazing prevention and how a coach's discretion figures in program performance and school culture.

Chris Burton is the executive director of compliance and legal affairs for the Issaquah School District. He has over 20 years of experience in K-12 education, including classroom teacher, coach, district office administrator and is the former director of the Washington School Personnel Association. In his current position he serves as the district compliance officer for all harassment, intimidation and bullying complaints, staff training and related legal counsel and parent outreach.

Charles Leitch serves as legal counsel to many Washington School districts and helped draft the state's model bullying policy and procedure. In addition, he routinely conducts trainings throughout the Western Hemisphere on supervisory challenges of technology, bullying and cyberbullying response.

## C6 **ABBL – Anti-Bullying, Middle School Transition Program**

The aim of this presented anti-bullying program is to prevent negative interpersonal behavior by influencing context and targeting mechanisms which fuel bullying in the newly forming peer group. It is designed to help teachers manage new group dynamics from the outset, creating a supportive class atmosphere which would counteract negative intragroup behavior such as exclusion of individuals from the dominant peer group, scapegoating, bullying and victimizing. Eleven comprehensive and easy applicable lesson scenarios will be presented together with theories, techniques and aims.

Malgorzata Wójcik is an assistant professor at SWPS University in Poland. Before entering the field of research she had been working as a middle school teacher and educator. Her research interests are connected with peer group dynamics. Wójcik has been especially interested in bullying, victimization and prevention programs. She has implemented research based anti-bullying program for students during transition to middle schools which has proven to be successful in reducing five types of bullying behavior.

# MONDAY, NOVEMBER 7

2:15 pm – 3:30 pm **Monday Afternoon Workshops**

## **C7 Legally Compliant, Non-Confrontational Tackling of School Bullying**

Using the Baldrige Performance Excellence Model, this workshop will walk through the non-confrontational process of creating policies, protocols, and procedures for school districts to use to prevent bullying through empathy and kindness. The objectives for this presentation include showing the process by which school district personnel learned to conduct and monitor the status of bullying complaints, how the complaints are being addressed non-confrontationally by administrative staff, and how they have created policies, protocols, and procedures to empathetically address staff, parent, and student concerns about bullying so that a kinder environment free from bullying can be created.

Lawrence J. Altman is an adjunct professor at Avila University in Kansas City, Missouri. Until he retired in January of 2016, Altman was the special education lead attorney and compliance officer for the Kansas City Missouri Public School district and the Title IX coordinator for the district. Altman graduated from St. Louis University Law School in 1976. His undergraduate degree, in physics, was awarded in 1973 by Washington University in St. Louis.

## **C8 Understanding the Traumatized Bully: Wilderness Therapy as an Assessment and Treatment Model**

Using trauma informed therapy to treat victims of bullying is a long standing practice. This presentation will explore how wilderness based interventions can, and often do, utilize a similarly informed model to treat youth who bully as well. This session will discuss the ways that trauma informed care can help youth who bully to understand the roots of their behaviors as well as explore the impact of early childhood trauma on youth who bully.

Dr. Tony Issenman is a licensed marriage and family therapist and the clinical director at Open Sky Wilderness Therapy. His work with students and families helps them to understand and overcome long standing patterns of destructive behavior. Chris Blankenship is a social worker and clinical therapist at Open Sky Wilderness Therapy. His experience as a teacher and therapist allows him to guide struggling youth through the throws of adolescence.

# MONDAY, NOVEMBER 7

2:15 pm – 3:30 pm **Monday Afternoon Workshops**

## C9 **TED-Inspired Session on Empathy**

### **“I Changed with Her” — The Prevention Power of Building Empathy with a Story**

(first 20 minutes)

The most powerful projects for bullying prevention are often those that build empathy by engaging young readers with characters in realistic fiction. Author Doug Wilhelm has seen this strategy employed creatively by schools across the country as they've worked with *The Revealers*, his widely used novel on bullying, and its sequel *True Shoes* on cyberbullying. With examples and storytelling, Wilhelm shares the best of what he's seen: practical, inspiring best practices from the field.

Former Boston Globe reporter Doug Wilhelm has published 14 books for middle school readers. His novel on bullying, *The Revealers*, has been the focus of reading and discussion projects in over 1,000 U.S. middle schools.

#### **What's Empathy Got to Do with It?**

Empathy has been shown to be linked to bullying but the relationship is complicated. This presentation will examine multiple aspects of the concept of empathy and explore the complex relationship between bullying and empathy, with concrete examples from the field of school-based bullying prevention.

Dr. Brian Smith received his Ph.D. from the University of Washington in 2005. He is a research scientist at Committee for Children where he has been involved in designing and evaluating multiple school-based bullying prevention interventions and has published journal articles in the bullying prevention field.

#### **Why Use Readers' Theatre to Create Empathy as You Address Bullying in Your Classroom (or Other Setting)?**

Learn how Reader's Theatre is a powerful instructional strategy both to prevent and reduce bullying by creating empathy among your students and also to improve reading comprehension at the same time. Learn how it can be utilized cheaply and quickly tomorrow in your classroom, after school or counseling setting. Finally, share ideas about how you've used Reader's Theatre effectively already and what the results have been!

Stephanie Richards is an assistant professor at Tennessee Tech University. She has been in education 27 years as a K-12 teacher, administrator and professor. Her dissertation was on school violence which led to her interest in bullying. She has presented nationally on the topic for 10 years, and more specifically, as it relates to Reader's Theatre for the past five years. Currently, she is involved in a study examining picture books and bullying.

# MONDAY, NOVEMBER 7

3:45 pm – 5:00 pm

## Research Panel



*sponsored by Random Acts of Kindness*

This research panel will feature the findings, conclusions and recommendations from a new report from the National Academies of Sciences, Engineering, and Medicine, Preventing Bullying Through Science, Policy and Practice. This report evaluates the state of the science on biological and psychosocial consequences of bullying as well as the context, scope and impact of the problem. The report also outlines next steps in prevention for policymakers, parents, educators, healthcare providers and others concerned with the care of children. Drs. Tracy Vaillancourt and Catherine Bradshaw, members of the Committee on the Biological and Psychosocial Effects of Peer Victimization: Lessons for Bullying Prevention, will present the report.

Catherine Bradshaw, Ph.D., M.Ed. is a professor and the associate dean for research and faculty development at the Curry School of Education at the University of Virginia (UVA); she is also the co-director of the CDC-funded Johns Hopkins Center for the Prevention of Youth Violence and co-director of the NIMH-funded Johns Hopkins Center for Prevention and Early Intervention. She collaborates on research projects examining bullying and school climate; the development of aggressive and problem behaviors; effects of exposure to violence, peer victimization, and environmental stress on youth; and the design, evaluation, and implementation of evidence-based prevention programs in schools. She has coauthored nearly 200 articles and chapters and collaborates on federally funded randomized trials of school-based prevention programs to improve school climate and prevent behavior and mental health problems. She is the editor of the journal *Prevention Science*, a co-editor of the *Handbook of School Mental Health*, and editor of the forthcoming *Handbook on Bullying Prevention: A Life Course Perspective*.

Dr. Tracy Vaillancourt is a Canada research chair in Children's Mental Health and Violence Prevention at the University of Ottawa where she is cross-appointed as a full professor in Counselling Psychology and the School of Psychology. She is also an elected member of The College of the Royal Society of Canada. Dr. Vaillancourt's research examines the links between bullying and mental health, with a particular focus on social neuroscience. She is currently funded by the Canadian Institutes of Health Research, the Social Sciences and Humanities Council of Canada and the Ontario Mental Health Foundation.

5:00 pm – 6:00 pm

## Special Event for IBPA Members

**Q&A session with keynote presenters Michele Borba, Ph.D., and Sameer Hinduja, Ph.D.**

(invitations will be sent to all current IBPA members with the location of this event)

# TUESDAY, NOVEMBER 8

Finishing strong

**6:45 am – 7:30 am**     **Yoga (all levels of experience welcome)**

**7:00 am – 7:45 am**     **Staying Strong**

## **Staying Strong: Self-Care and Secondary Trauma Prevention Workshop and Breakfast**

Staying Strong is an engaging and interactive workshop for helping professionals. Session participants will explore how empathic work has affected their personal well-being. Through structured activities and discussion, participants will gain an introduction to secondary traumatic stress and the importance of self-care in the prevention of symptoms. Participants will engage in informal self-assessments, group dialogue and personal goal setting activities.

Karaline Zeigler has worked in New Orleans-area public schools for the past eight years. She is currently a social worker and school-based site coordinator with Communities in Schools. Tralana Eugene has worked in the social service field for the last six years. She holds a Master's Degree in Marriage and Family and School Counseling from Our Lady of Holy Cross College and is currently pursuing a doctoral degree. She has experience working in the school and the community as a mental health professional, and has recently joined Communities in Schools as a site coordinator. She is also currently working in private practice.

**7:30 am – 11:00 am**     **Exhibit Hall Open**

**7:30 am – 8:00 am**     **Continental Breakfast**

## **8:00 am – 9:15 am**     **Tuesday Early Morning Workshops**

### **D1**     **NOLA Student-Led Session**

A team of students will share details about their school's bullying prevention program. Hear what they see as their keys to success and ask questions you have. This program has had long-term success and is using the Olweus model for their programming.

### **D2**     **Examining Assumptions about New Technology and Bullying in a National Survey of Youth: Findings from the Technology-Based Harassment Victimization Study (THV)**

This workshop will provide participants with summary findings from a national survey of youth that examined how technology-based harassment experiences fit into the broader spectrum of peer victimization. Based on results from the Technology-based Harassment Victimization Study (THV), the presenters will review the validity of assumptions about cyberbullying and technology-involved peer harassment, present findings on incidents characteristics that increase negative impact among youth and discuss implications of findings for prevention and intervention efforts.

Kimberly Mitchell, Ph.D., is research associate professor of psychology at the Crimes against Children Research Center. Dr. Mitchell has specific expertise in research methodology and children's exposure to violence. In her 17 years of experience she has conducted numerous national youth surveys on topics such as victimization online and in-person and the health impact of such experiences. Her work has resulted in over 85 peer-reviewed publications which have made significant contributions to policy and practice.

Lisa M. Jones, Ph.D., conducts research on child victimization, including epidemiological studies, measurement development, and evaluations of prevention and intervention efforts. She has published extensively on child victimization issues and is currently principal investigator of a study of youth bias victimization.



# TUESDAY, NOVEMBER 8

8:00 am – 9:15 am Tuesday Early Morning Workshops

## D3 Using a Shared Risk and Protective Factor Approach to Prevent Bullying and Suicide

The Colorado Department of Public Health and Environment (CDPHE) uses a unique strategy in addressing high rates of bullying and suicide. With a shared risk and protective factor approach, CDPHE has focused on strategies at the individual and relationship levels of the social ecology to build life skills and increase school connectedness. This session will explore how to use this approach to leverage resources and increase impact and provide practical tools to strengthen school connectedness.

Danielle Tuft is the sexual violence prevention unit coordinator at the Colorado Department of Public Health and Environment. As a public health professional, she has worked on a variety of projects in partnership with both the government and nonprofit sectors. In her work, she uses a shared risk and protective factor approach that provides a platform to connect various forms of violence including sexual violence, bullying and suicide.

## D4 Safe and Affirming Spaces for LGBT Youth: Prevention and Intervention Strategies for Secondary School Educators

Across the country, lesbian, gay, bisexual and transgender (LGBT) students face hostile school environments where they experience high levels of victimization based on their sexual orientation and gender expression. The disproportionate rates of victimization can lead to increased depression and anxiety, lowered grades, absenteeism and lowered sense of school belonging (GLSEN 2013). Research shows, however, that LGBT students are not destined to suffer such bias, intimidation and stigma. Interventions, such as supportive educators, inclusive curriculum, enumerated and comprehensive policies and Gay Straight Alliances (GSAs), can make schools better for LGBT students, their allies and the entire student body (GLSEN 2013). It is important to equip educators with the knowledge and skills to address LGBT issues in their schools. This presentation will outline what educators need to know to successfully meet the needs of LGBT students and positively impact school climate.

Jenny Betz has more than 15 years of experience in the safe schools and social justice movements. She is currently the director of education & youth programs at GLSEN, a national non-profit championing LGBT issues in K-12 education.

## D5 Teaching with Acceptance and Commitment: Relationship Skills for Bullying Prevention

Cultivating kindness and empathy in students requires teachers to engage with students in caring and committed ways, which can be personally and emotionally challenging for teachers. This workshop is intended to assist educators in developing the mental attitudes and skills required to effectively implement these relationship solutions to bullying. This experiential approach cultivates mindfulness and equips teachers to navigate challenging relationships with students using values-guided action.

Dr. David Smith is psychologist and professor of counselling at the Faculty of Education, University of Ottawa. For 15 years, he has led and contributed to school-based research related to bullying prevention programs, school climate and student-teacher relationships. He is a member of several bullying research and prevention groups (PREVNet and BRNet), and he speaks often in the news media about bullying and to educators about bullying prevention.

# TUESDAY, NOVEMBER 8

8:00 am – 9:15 am Tuesday Early Morning Workshops

## D6 Rejected! Addressing Social Ostracism in Schools

*sponsored by Second Step*



We all have a fundamental need to belong and feel valued by our peers, yet most of us have experienced social ostracism at some point in our lives. Who hasn't felt excluded or invisible at school, work, or a social gathering? Learn more about the latest research findings on social ostracism and get ready to participate in fun, adult-guided activities you can do with youth to foster a more inclusive, kinder, and caring school community.

Trudy Ludwig is an internationally renowned children's advocate, speaker, and award-winning author of 9 children's books including *The Invisible Boy*, a School Library Journal Best Picture Books Selection and International Reading Association's Teachers' Choice Selection. Recognized for her work to empower children to be kinder and more compassionate in their social world, Trudy has collaborated with leading experts and organizations.

## D7 Maximizing Positive Student Outcomes by Integrating Multiple Evidence-Based and Promising Practices in Schools: PBIS, Bullying Prevention, and Restorative Practices

How can the leading national school climate reform programs work together to create a more effective movement for change? This session will present lessons learned and offer discussion, question and answer about lessons learned in integrating two or more evidence-based programs. Positive Behavior Interventions and Supports, Olweus Bullying Prevention Program and the IIRP Restorative Practices approach will be represented.

Dr. Jeffrey Sprague is a professor of special education and director of the University of Oregon Institute on Violence and Destructive Behavior. He directs federal, state and local research and demonstration projects related to positive behavior interventions and supports, multi-tiered support systems (MTSS), alternative education, bullying prevention, juvenile delinquency prevention and treatment, restorative practices and school safety. He has published more than 200 journal articles and book chapters.

Jane Riese, L.S.W., is the associate director of Safe and Humane Schools at Clemson University. She serves as the director of training for the Olweus Bullying Prevention Program (OBPP), U.S. and is co-author of OBPP materials. A licensed social worker, she developed and directed dialogue-based restorative justice programming in her community.

Keith Hickman, B.S., is the director of Continuing Education for the IIRP Graduate School. He has brought restorative practices instruction and consultation to a variety of educational settings in the U.S. and the Republic of Jamaica, including the cities of Pittsburgh, Baltimore, Chicago, Boston, New York, Baton Rouge, Los Angeles, San Antonio, Washington, D.C. and Kingston, Jamaica. Keith has served in high-level leadership positions for various K-12 educational organizations including the New York City Department of Education and New Leaders for New Schools.

## D8 Unconference Session – Parent Engagement

The audience will lead a discussion on the topic with the help of a facilitator. Participate in a new format session that will allow you to be actively involved in the conversation, share what is working or learn from others that have had success with parent engagement in their programs.

# TUESDAY, NOVEMBER 8

9:45 am – 11:00 am Tuesday Morning Workshops

## **E1 Cultivating Kindness: How to Create a Student-led Kindness Club at Your School – student led session**

This student-led session will focus on the elements of an anti-bullying group and how to implement an effective student-led organization in schools. The first half of the session will focus on the elements of a kindness club and the last half will provide an opportunity for participants to create a blueprint for an anti-bullying group unique to their own schools.

Bayfield High School F.O.R. Club is a student-led organization that focuses on spreading kindness and empathy throughout the school. They attempt to combat bullying by changing the culture of the school and educating students on the detrimental effects of bullying. The club has over 50 student members, eight of whom are members of the F.O.R. Club advisory board.

## **E2 Looking at Resiliency from a Different Angle - The Effects of Induced Empathy, Gratitude and Perspective Taking on Children's Well-Being**

This session will present recent work on resiliency as it relates to optimizing children's developmental outcomes and general well-being. The role of forgiveness, empathy, connection and perspective taking will be highlighted as they relate to enhancing students' resiliency in the face of adverse social experiences. Experimental work will be highlighted to examine the power of the 'back story' when it comes to contextualizing mean peer behavior.

Charisse Nixon received her Ph.D. from West Virginia University and is currently a full professor of Psychology at Penn State Behrend. Her primary research interest focuses on increasing students' pro-social behaviors and decreasing negative behaviors including various forms of peer mistreatment (e.g., relational and physical mistreatment). Nixon is currently studying effective prevention and intervention efforts (including mentoring) to reduce at-risk behaviors. Building students' resiliency is a core tenet of her work.

Stan Davis is a Maine therapist and guidance counselor and has been among those at the forefront of this work. As a trainer, consultant and researcher, he has continued to develop and modify research-based techniques for both macro- and micro- interventions related to peer mistreatment.

## **E3 Cross System Collaborations to Avoid Traditional Criminal Justice Responses to School Bullying and Other Aggressive Behaviors**

Providing best practices in cross system collaborations between the Juvenile Justice System and the San Diego County Office of Education allows for a more restorative practice approach to bullying intervention. By applying multi- disciplinary and restorative practice approaches to bullying and aggressive behaviors on campus, we avoid the traditional criminal justice response to school bullying incidents.

Mara Madrigal-Weiss works for the San Diego County Office of Education (SDCOE) as the coordinator of student mental health and well-being. Her areas of expertise include implementation of comprehensive violence and bullying prevention programs, and the coordination and implementation of Positive Behavior Intervention Supports (PBIS), Restorative Practices, and Trauma Informed Practices in Schools. Ms. Weiss has earned an M.A. in Human Behavior, M.Ed with an emphasis in Counseling and an M.Ed in Educational Leadership.

Lisa Weinreb has been a prosecutor for 24 years and is currently the assistant chief of the Juvenile Branch of the San Diego County District Attorney's office. Additionally, she has been an adjunct professor at California Western School of Law for 18 years.

# TUESDAY, NOVEMBER 8

9:45 am – 11:00 am Tuesday Morning Workshops

## E4 Teaching Teachers Social and Emotional Learning: A Ripple Effect of Kindness

This workshop highlights the efforts of local professors from Tulane University who have integrated social and emotional learning research into their own interactions and in their classes for pre-service and practicing teachers. They work from the belief that efforts to deter bullying lie in teaching students the processes of identifying and navigating their own feelings and having meaningful relationships with other and that this process begins with the teachers' own social and emotional competence and training.

Shannon L. Blady, Ph.D., is a professor of practice and the director of the Teacher Preparation Program at Tulane University. She has been an educator for 15 years at the elementary, middle, high school and university levels.

Brooke Grant, Ph.D., is currently a professor of practice in the Tulane Teacher Preparation and Certification Program where she focuses on secondary education as well as the teacher candidate residency program. Grant's teaching career began outside of Buffalo, New York where she spent over 10 years teaching middle school social studies.

Vicki Templet, Ed.D., currently teaches the course Education in a Diverse Society. She has been an educator for 14 years, serving in roles as teacher, mentor teacher, literacy coach, reading interventionist and instructional data coach.

Monique Hodges is currently the TPCP school liaison and serves as a co-leader for the Teacher Residency Program. She works with university departments and local schools to improve student learning and teacher achievement.

## E5 Can We Talk? Understanding What It Takes to Develop A Statewide Bullying Prevention Consultation Phone Line

In this session, participants will learn the fundamentals associated with developing a statewide Bullying Prevention Consultation Phone Line. Participants will gain an understanding of the importance of collaboration and coalition building to provide this type of service, development of necessary resources to support a diverse population of callers and specific strategies for assisting students, families, schools and communities in addressing individual bullying concerns and bullying prevention efforts in general will also be discussed.

Karla Joyce-Good is a licensed social worker and serves as a bullying prevention consultant for the Pennsylvania Department of Education. In this role, she is responsible for staffing the PA Bullying Prevention Consultation Line which serves as a statewide resource for students, families, schools and community members in need of effective bullying prevention resources and support.

Mary Dolan serves as the bullying prevention consultant for the Pennsylvania Department of Education. Her professional background includes Pennsylvania school counselor and Safe Schools Coordinator. Dolan has received training in peer mediation, the PA Student Assistance Program, the Olweus Bullying Prevention Program and comprehensive safe schools planning. As a certified OBPP trainer and national Olweus technical assistant consultant, she has rich experience in the implementation and sustainability of research-based, comprehensive bullying prevention frameworks.

# TUESDAY, NOVEMBER 8

9:45 am – 11:00 am Tuesday Morning Workshops

## E6 In Your Shoes: Cultivating Empathy for Healthy Relationships

Empathy is important for healthy relationships to flourish. It is the foundation for teamwork and strong leadership and the key to healthy communication. During this workshop, participants will identify the components of effective programming which can cultivate empathy among youth in order to help them thrive in tomorrow's workforce. Participants will list strategies to motivate youth to become empowered bystanders who confidently respond when peer abuse occurs.

Stephanie Colvin-Roy provides technical assistance and professional development to schools and youth serving agencies focusing on bullying prevention and social emotional learning. She has developed curriculum incorporating social emotional learning elements, a teambuilding curriculum for out of school time, prevention lessons on alcohol and other drug abuse, addiction, bullying, cyberbullying, diversity, resiliency, and gambling prevention. Colvin-Roy is a certified OLWEUS trainer, a trainer for adults and educators and a presenter to youth and adults.

Wilson Gadsden is a certified Olweus Bullying Prevention Program trainer and consultant through Clemson University and a graduate of the Workplace Bullying University for Professionals. She has delivered workshops on school and workplace bullying locally and nationally.

## E7 Bullying Prevention and Online Safety on Facebook

Facebook considers safety its most important responsibility. Attend this workshop to learn all about Facebook's approach to online safety and the policies, tools, programs and resources Facebook provides so you can control your online safety and prevent bullying.

Karuna Nain is the global safety programs manager at Facebook. She oversees the development and implementation of Facebook's safety policy programs throughout the world. Prior to this role, she managed safety policy programs for teens and women in India.

## E8 Even though We're Working so Hard, Why Don't Student's Learn?

Learn about Adelman and Taylor's Learning Supports Framework, which explains why current educational efforts don't always have the desired effect for all students. The framework also provides a roadmap for partnerships with families and communities to ensure that all students have the opportunity to benefit from high quality instruction.

Ron Mirr is a senior vice president for Scholastic Education where he leads Scholastic's efforts around Learning Supports and Family and Community Engagement. Prior to his joining Scholastic, Ron worked as a mental health clinician, a school administrator, a staff developer and an executive consultant. Mirr holds a Master's Degree in Social Work and has 30 years of experience working with K-12 schools and social service agencies.



# TUESDAY, NOVEMBER 8

9:45 am – 11:00 am Tuesday Morning Workshops

## E9 TED-Inspired Session on Inclusion

### How Cultural Intelligence Directly Correlates with the Implementation of an Empathy Building Program

This session will discuss qualities that are essential when trying to connect with students from diverse backgrounds. The discussion is informed by the presenter's involvement in a descriptive evaluation research in assessing an empathy building program with elementary and middle schools in a large metropolitan public school system. The focus of this session is to share with the audience the importance of cultural intelligence in being an effective educator, and the research that supports this finding.

Burton Patterson is a manager for the Social Health Association of Indiana, teaching bullying prevention to students across the state. His experience working in the mental health and addiction fields led him to focus more on childhood trauma prevention.

### Your Shoes and Mine – Together We'll Traverse the Globe!

In this dynamic TED-inspired session, the notion of "spherical empathy" is introduced as a viable and effective method to help leadership model and maintain empathy and kindness within any organizational structure. Through the powerful tool of personal positivity – built from imagination, acceptance, and love toward one's self and others – attendees will receive powerful takeaways based in self-respect and reciprocative care relative to anti-bias thinking.

Gordon Hamby is a certified life coach, motivational speaker and certified mentor based out of Denver, Colorado. He is also a contracted trainer for the Anti-defamation League's No Place for Hate program. He has received summa cum laude honors as well as the Rosa Park Diversity award from the University of Colorado Denver for his focus on diversity and inclusion.

### More Than Just "Stand Up": The Power of University Students in the Fight Against School Bullying

Building Our Safe Schools (BOSS) is an idea and a movement. BOSS is a movement towards long-term sustainable bullying prevention programs in schools. As a club at McMaster University in Hamilton Ontario Canada, BOSS is led by a group of youth who believe in the power of mentorship, leadership development and guidance in the systematic fight against bullying. A large number of schools already have bullying prevention clubs or teams, however, most of these student-led initiatives or clubs are not successful in achieving this goal. Yet they have the potential to effectively change the culture of their school to one that is passionately opposed to bullying. Learn why student activism has the most potential to bring about real and long-lasting change.

Amr Saleh is a third-year university student. His qualifications in bullying prevention include: leading his high school's bullying prevention team, attending multiple training sessions on effective bullying prevention methods, working with multiple middle school classes in Mississauga, empowering students to take a stand against bullying and founding BOSS at McMaster. He also is a Red Cross certified bullying prevention trainer.

# TUESDAY, NOVEMBER 8

11:15 am – 12:30 pm **Closing Keynote**

## **Resilience: Avoiding Victimization Through Social Problem-Solving and Emotional Self-Regulation**

As more attention is given to the importance of cultivating socio-emotional learning skills among students, it seems vital to increasingly consider one often-neglected component: resilience. As critical as it is to shape and improve the external around a child (e.g., school climate, peer behaviors, social norming, kindness initiatives, staff training, policies), it seems equally essential to focus on the internal - the learned ability of youth to personally handle bullying (both offline and online) and other offenses in a way that leads to positive outcomes. Based on research, this keynote seeks to inspire you to help develop emotionally-healthy and resilient students who understand and embrace their own agency to deal with social and relational adversity.

Sameer Hinduja, Ph.D., is a professor in the School of Criminology and Criminal Justice at Florida Atlantic University and co-director of the Cyberbullying Research Center. He is recognized internationally for his groundbreaking work on the subjects of cyberbullying and safe social networking, concerns that have paralleled the exponential growth in online communication by young people. He has written seven books, and his interdisciplinary research is widely published and cited in a number of peer-reviewed academic journals. As a noted bullying speaker, Dr. Hinduja also provides training to schools, youth organizations, parents, and teens on the best practices of identification, prevention, and response. In addition, he is frequently asked to provide expert commentary by news organizations, and he has been featured in venues that include CNN's Anderson Cooper 360, NPR's All Things Considered, the BBC, and The New York Times.

12:30 pm – 1:45 pm **Lunch on your own**

1:45 pm – 3:00 pm **Tuesday Afternoon Workshops**

## **F1 The Bully, the Bullied and the Not-so-Innocent Bystander - Breaking the Cycle of Violence and Creating Safe and More Deeply Caring Communities**

It's a deadly combination: Bullies who get what they want from their target; bullied kids who are afraid to tell; bystanders who watch, participate, or look away; and adults who explain incidents as simply "teasing" and a normal part of growing up. Today's newspapers are filled with stories of chilling brutality and even teen suicides relating to bullying. Discussing her book, *The Bully, the Bullied, and the Not-So-Innocent Bystander*, Barbara Coloroso gives parents, caregivers, educators, the medical community and juvenile justice personnel and security personnel the tools to break this cycle of violence.

Barbara Coloroso is an international bestselling author and for the past 45 years an internationally recognized speaker and consultant on parenting, teaching, school discipline, positive school climate, bullying, grieving, nonviolent conflict resolution and restorative justice. Her uniquely effective parenting and teaching strategies were developed through her years of training in sociology, special education, and philosophy, as well as field-tested through her experiences as a classroom teacher, laboratory school instructor, university instructor, and seminar leader.

# TUESDAY, NOVEMBER 8

1:45 pm – 3:00 pm Tuesday Afternoon Workshops

## F2 TED-Inspired Session on Cyberbullying

### iCanHelpLine

Learn about how we help schools and districts with school-related problems in social media – problems such as harassment, cyberbullying and sexting. iCanHelpline is a first in a number of ways: providing help on the intervention as well as prevention sides of social media issues, bringing social media intelligence to school incident response, supporting schools on-demand via email or toll-free calls, email offering on-site digital leadership training to students as well as school staff.

Anne Collier is founder of iCanHelpline.org and executive director of its parent nonprofit organization, The Net Safety Collaborative. Collier has served on three national task forces on Internet safety and, since 1997, has written and spoken widely on youth and digital media in books, magazines, her own blog, NetFamilyNews.org, and at conferences and news outlets in many countries. She holds B.A. and M.A. degrees and lives with her family in San Jose, California.

### More Than Just “Stand Up”: Effectiveness of Witness Interventions in Cyberbullying Incidents

This session will draw on research conducted in 2015 to explore what Canadian youth identified as the most effective bystander responses to cyberbullying incidents, the reasons why they sometimes chose not to intervene, and factors that they identified which would make them more likely to intervene. The session will provide both practical advice for encouraging and empowering youth to intervene in a positive way when they witness cyberbullying and directions for future research.

Matthew Johnson is the director of education for MediaSmarts, Canada’s center for digital and media literacy, for whom he develops resources on various digital literacy topics including empathy, privacy, digital citizenship and cyberbullying.

### Ecological Factors Associated with Middle School Students’ Experiences with Cyberbullying

An ecological systems framework was used to explore the risk and protective factors associated with cyberbullying. Middle school students (N=1059) from the northeastern region of the United States were surveyed on their experiences with cyberbullying; relationships with parents, peers, teachers; school climate; as well as their socio-demographic variables. The results of this research will be shared and implications for clinical applications will be discussed.

Brenda McQuillan, an assistant professor of Social Work at Roberts Wesleyan College, has 15 years of experience as a social worker with adolescents and their families in school, community and mental health settings. Her research, conducted through the University of Rochester, focuses on the ecological factors associated with cyberbullying.

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What you'll see, what they're saying.



IBPA is my go-to place for information on the latest in the field of bullying prevention. So many of my school contacts want additional information to enhance their work with students that's not only accurate but field-tested as well. I always send them to the IBPA website, where they'll find research, news, seminars, and details on their world-class conference.

**Sue Black**  
 Certified Bullying Prevention Trainer, Clemson University Institute on Family and Neighborhood Life, Illinois Arts Council Arts-in-Education Teaching, Artist, Storyteller



My effectiveness as a trainer and consultant in the field of bullying prevention is enhanced because IBPA provides me with connections, resources, and information. Whether I am reading the newsletter, perusing the web-site, attending the annual conference or participating in a webinar, my knowledge and understanding of the topics discussed are increased and I am energized to share and implement the information. I've established valuable connections with leaders in the field of bullying prevention that I can call on for advice and assistance. I would not be the trainer/consultant I am today without IBPA.

**Dawn M. Jaeger**  
 School Social Worker, AEA 267, Grinnell, IA



IBPA is an invaluable resource that allows me to learn from and network with nationally and internationally renowned experts specializing in evidence-based bullying prevention and the cultivation of empathy. How wonderful it is for me to be a member of an organization comprised of dedicated professionals whose mission is to empower kids and the adults in their world to create safer, more inclusive and caring school communities!

**Trudy Ludwig**  
 Children's Advocate & Bestselling Author of *My Secret Bully* and *The Invisible Boy*

