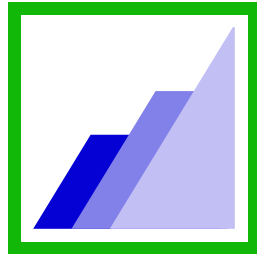




INTERNATIONAL
BULLYING
PREVENTION
ASSOCIATION



**REACHING NEW HEIGHTS
IN BULLYING PREVENTION
THROUGH EMPATHY & KINDNESS**
IBPA ANNUAL CONFERENCE 2015



INTERNATIONAL BULLYING PREVENTION ASSOCIATION
12th ANNUAL CONFERENCE

For details or to register: call 800-929-0397 or visit 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

On behalf of the International Bullying Prevention Association's (IBPA) Board of Directors, I would like to invite you to Denver, Colorado for this year's IBPA Conference. Thank you for your time and participation in the twelfth year of this important event and for your commitment to finding solutions to the problem of bullying world-wide.

The Twelfth Annual Conference theme, **Reaching New Heights in Bullying Prevention through Empathy and Kindness**, speaks directly to the Board's hope and outcome for our conference. We gather to be strengthened with new knowledge, research, and practices which will inspire, invigorate, challenge, and renew our collective courage to end bullying. We will hear outstanding leaders from across the nation and the world sharing their research, strategies and solutions for schools and communities dedicated to bullying prevention and intervention practices.

A focus of this year's conference will include the importance of adult--youth partnerships which are critical to our collective efforts, with different student led sessions offered throughout the conference. The Board of IBPA is thrilled to have an outstanding opening keynote presented by Dacher Keltner, the Director of the Social Interaction Lab at the University of California at Berkeley and Faculty Director of the Berkeley Greater Good Science Center, author of the books *Born to Be Good: The Science of a Meaningful Life* and *The Compassionate Instinct*. In closing statements we will hear from Carlotta Walls LaNier, the youngest of the Little Rock Nine, a group of African-American students who, in 1957, were the first black students ever to attend classes at Little Rock Central High School in Little Rock, Arkansas. She will provide a passionate and thought provoking hour to inspire our work.

Welcome to Denver, where 300 days of sunshine, a thriving cultural scene, diverse neighborhoods, and natural beauty combine for the world's most spectacular playground. A young, active city at the base of the Colorado Rocky Mountains, Denver's stunning architecture, award-winning dining, and unparalleled views are all within the walking distance from the 16th Street pedestrian mall just steps from the conference hotel.

Because the mission of the International Bullying Prevention Association is advancing bullying prevention best practices, we are privileged to have a host of extremely talented workshop presenters who will address a wide variety of topics including cyber bullying, research, prevention and intervention strategies, as well as bullying within special populations. 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. Many thanks to Facebook, Cartoon Network, Second Step/Committee for Children and Hazelden for helping to make this conference possible.

Finally, this year's conference offers opportunities for each of us to network with a wonderfully diverse group of like minded individuals committed to the issue of bullying prevention. We hope you will take advantage of this great opportunity!

The Board of Directors of IBPA has worked diligently to make this the best conference possible for you. It is with the highest regard that I express my heartfelt gratitude and appreciation for their leadership and commitment to the work of bullying prevention and the success of the Twelfth Annual IBPA Conference. Their labour of love and tireless commitment to putting this conference together have set the stage for an incredible-and sure to be well received-great conference.

Respectfully, and with immense gratitude,

Mara Madrigal-Weiss

President, International Bullying Prevention Association



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CONTINUING EDUCATION CREDITS

IBPA has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6687.

- Programs that do not qualify for NBCC credit are clearly identified
- IBPA is responsible for all aspects of the programs
- 20 NBCC hours available if you attend both morning and afternoon pre-conference sessions
- 12 NBCC hours available without pre-conference sessions



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ARE YOU A MEMBER?



IBPA Membership is only \$75 and includes:

- \$50 discount on your registration fee for the conference
- Quarterly newsletters packed with the latest research and information from the field
- Webinars on topics which include Cyberbullying, Legal Issues, Sports and Bullying and much more
- Membership certificate and access to members-only content on the website, including conference handouts and webinar files

Join IBPA at the IBPA registration desk during the conference and receive a special gift!



SUNDAY, NOVEMBER 8

8:00 AM – 4:00 PM

PRE-CONFERENCE FULL DAY WORKSHOP

\$70

Olweus Trainers Day

Each year Olweus Bullying Prevention Program (OBPP) certified trainers gather to network, to share experiences from their work, to hear OBPP updates, and to review new tools and research. New research will be reviewed and discussed along with works of other invited guests.

You must be an OBPP certified trainer to attend this session.

Lunch on your own 12:00 – 1:15 pm

8:00 AM – 12:00 PM

PRE-CONFERENCE HALF-DAY SESSIONS: MORNING

\$55

Bullying 101

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, Dawn 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.

Restorative Practices

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. School administrators from the Denver area will be participating in this workshop to give first-hand knowledge of and practical tools for implementing a restorative school culture.

Elizabeth Smull, CADC, a lecturer for the International Institute for Restorative Practices (IIRP), is the Supervision Program Coordinator at CSF Buxmont, where she supervises a drug and alcohol outpatient counseling program for at-risk youth, as well as the conferencing program, which includes Family Group Decision Making (FGDM). She is coauthor of the book, *Family Power*, which offers practical guidance for engaging and collaborating with families.



SUNDAY, NOVEMBER 8

1:00 PM – 5:00 PM

PRE-CONFERENCE HALF-DAY SESSIONS: AFTERNOON

\$55

Bullying in the Context of School Safety

In this interactive session, participants will receive an introduction to the Guide for High-Quality EOPs, and examine the five mission areas of school safety. They will better understand where bullying fits into overall school safety, and identify the areas in which schools/districts still need to work. Finally, participants will have an opportunity to work through mini-tabletop school safety scenarios with an opportunity to share stories and gain skills.

Mike Donlin is Program Supervisor for the School Safety Center, Olympia, WA. He was a teacher and program administrator in Seattle Public Schools, overseeing ELL, technology, community technology, and bullying prevention and intervention programs. He oversaw the development of the SPS Middle School Cyberbullying Curriculum and wrote a series of cyberbullying prevention modules for the Committee for Children's Steps to Respect program.

Christine R. Harms, M.S., Director, Colorado School Safety Resource Center, is a Pennsylvania native and former public school teacher, private school administrator, psychotherapist and trainer with over 30 years of experience working with youth, professionals and parents in schools, private practice and victim serving agencies. Her undergraduate degrees are in psychology and education and she earned her Master of Science degree in counseling and human relations from Villanova University. Chris has taught at the pre-school and elementary school levels.

Addressing Identity Based Bullying

Some of the most serious cases of bullying are the result of identity-based bias and assumptions. Join four organizations, Anti-Defamation League, GLSEN, One Colorado and Peace Jam as we join together to provide a comprehensive look at addressing bias-based bullying in schools. This interactive workshop will explore bullying from a personal, social, and institutional perspective and empower practitioners to create safe and inclusive spaces for all. Drawing on concrete examples and participant experiences, this workshop will explore the relationship between bullying, stereotypes, social norms, and the school culture. We will discuss concrete strategies for not only responding effectively to identity-based bullying, but also creating inclusive school environments.

Jenny Betz has nearly 15 years of experience in the safe schools and social justice movements. She is currently the Senior Education Manager at the Gay, Lesbian & Straight Education Network (GLSEN), a national non-profit championing LGBT issues in K-12 education.

Lauren Cikara has been working with and for students for over 14 years. As the Safe Schools Manager with One Colorado, Lauren works with school board members and administrators to change policy, students to start gay-straight alliances and allies clubs, and area educators and school personnel to create safe cultures in their school buildings.

Dr. Kate Cumbo has a Ph.D. in Educational Psychology and is the Director of Program for the PeaceJam Foundation – an international education organization that connects youth with Nobel Peace Laureates. As Director of Programs, Dr. Cumbo manages a nationwide and international network of PeaceJam Affiliates and develops PeaceJam's award-winning curriculum for youth ages 5-25, including their new "Compassion in Action" Bullying Prevention Curriculum.

Beth Yohe is the Director of Training for the Anti-Defamation League's (ADL) Education Division. Beth has over 15 years of experience developing and delivering training and curricular materials in the fields of anti-bias education, bullying prevention, and social justice training delivered across the country and internationally.

Meeting the Challenge of Cyberbullying

This session will provide a brief overview of the research and legal issues related to cyberbullying. It will also incorporate activities and small group discussion time to wrestle with the unique challenges of responding to cyberbullying and effective strategies for intervention.

Dr. Patti Agatston is a Counselor with the Prevention/Intervention Center and consultant with Cyberbully Help. She has co-authored a book and prevention curriculum on cyberbullying, and has presented nationally and internationally on bullying and cyberbullying.

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 six books, and his interdisciplinary research is widely published and cited in a number of peer-reviewed academic journals.

6:00 PM – 8:00 PM

EARLY REGISTRATION / OPENING RECEPTION / EXHIBITS OPEN

Come enjoy snacks and refreshments while visiting the exhibit tables and sponsors. If this is your first conference, don't miss the **First Timer Area to Connect**



MONDAY, NOVEMBER 9



6:30 AM – 7:15 AM **YOGA**

Start your day off right with a fantastic yoga session designed for those of all levels.

7:00 AM – 4:00 PM **EXHIBITS OPEN**

7:00 AM – 8:00 AM **IBPA MEMBERSHIP BREAKFAST**

Invitations will be sent to all current IBPA members. Come enjoy a warm breakfast, network with other IBPA members, and give input to the future of this important association.

7:00 AM – 8:00 AM **REGISTRATION / CONTINENTAL BREAKFAST**

8:15AM – 9:30 AM **OPENING KEYNOTE: DR. DACHER KELTNER**



The Science and Practice of Cultivating Compassion

In this talk, Dr. Keltner will detail the latest evolutionary thinking about why humans are a compassionate species. He will detail science-tested practices for cultivating kindness in schools, families, and communities more broadly, focusing on what we have learned about gratitude, mindfulness, touch, and awe.

Dacher Keltner is the Director of the Social Interaction Lab at the University of California at Berkeley and the Faculty Director of the Berkeley Greater Good Science Center. He is the author of *Born to Be Good: The Science of a Meaningful Life* and *The Compassionate Instinct*. Keltner's research focuses on the biological and evolutionary origins of compassion, awe, love, and beauty, as well as power, social class, and inequality. From examining how we negotiate moral concerns to exploring the determinants of power and status, Dacher Keltner looks at the social practices by which we navigate the world. WIRED magazine recently rated the podcasts of his course "Emotion" as one of the five best educational downloads, and he has collaborated with directors at Pixar and the design team at Facebook.

9:30 AM – 10:00 AM **COFFEE BREAK**



MONDAY, NOVEMBER 9

10:00 AM – 11:15 AM MORNING BREAKOUTS

1A Students United for Safe Schools (SUSS)

(STUDENT-LED SESSION)

This workshop will demonstrate how using a student leadership, team-building program can reduce the incidence of bullying and cyber-bullying and increase pro-social behaviors. SUSS uses a social norms approach to empower students as agents of change. Participants will learn how to use the data from a social norms survey to implement program initiatives aimed at dispelling inaccurate student beliefs regarding bullying, promoting positive pro social behaviors, and improving school climate.

Kara Santucci is a bullying prevention specialist at The Bullying Prevention Center at Child Abuse Prevention Services (CAPS) in Roslyn, NY. An experienced counselor in high schools on Long Island and Westchester counties, she has also worked on the college level as an admissions counselor and with early intervention pre-school children and their families. A team of SUSS students will be presenting their involvement with an excellent high school program.

2A Class Meetings in ACTION

Play. Learn. Grow. Become part of a class meeting in ACTION. Experience field-tested activities focused on getting students on their feet – moving, interacting, learning, laughing, and exploring. Learn how to use improvisation activities that stimulate creative thinking and lead to meaningful discussions beyond ‘this is what is’ to ‘this is what’s possible’.

Sue Black is certified Olweus Bullying Prevention Trainer, she graduated from the University of Wisconsin with a degree in sociology and secondary education. An Illinois Arts Council Arts-in-Education teaching artist and founder of You and Me – Bully Free, Sue has 35+ years of experience working with students, teachers, and parents.

3A Immigrant Bullying – How Can We Address It?

Bullying which targets immigrants violates Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin. This session will examine the problem and prevalence of bullying which targets ELLs and immigrant students. Finally, the session will conclude with information on preventing, recognizing and responding to protected class bullying in order to create a safe, supportive, harassment-free school climate.

Michelle Gwinn Nutter, a PA-certified teacher, Olweus Trainer and former Civil Rights Investigator, is the PA Center for Safe Schools' Safe and Supportive Schools Manager. Ms. Nutter is also the PA-Coordinator for the Mid-Atlantic Equity Center, one of 10 regional equity assistance center funded by US Ed's Office for Civil Rights. She received her B.A. in English Education from Messiah College and will receive her M.S. in Education Law in 2015 from Nova Southeastern University.

4A Choosing Ally Behavior: Empowering Students to Combat Bullying

This interactive session will focus on ways educators can empower students to recognize and effectively address name-calling, bullying and bias. Help students to better understand the specific role of being an ally and to develop the motivation and the skills to be an effective ally to targets of name-calling and bullying, with emphasis on powerful ways to be an ally that don't involve confrontation. Participants will leave with sample classroom activities and resources.

Tara Raju, Education Project Director for the Anti-Defamation League's Mountain States Regional Office, has over 15 years of experience working with schools, K-12 and higher education, focused on student leadership, anti-bias education, and systemic change in cities including Philadelphia, Chicago, Portland, and the Denver metro area. She has a Master's Degree in Social Work from the University of Pennsylvania and a Bachelor of Arts in African and Afro-American Studies and Political Science from Washington University, St. Louis.

Beth Yohe is the Director of Training for the Anti-Defamation League's (ADL) Education Division. Beth has over 15 years of experience developing and delivering training and curricular materials in the fields of anti-bias education, bullying prevention, and social justice training delivered across the country and internationally.



MONDAY, NOVEMBER 9

10:00 AM – 11:15 AM MORNING BREAKOUTS

5A Fostering Empathy and Compassion: Uniting Social-Emotional Learning, Content Instruction and Family Partnering

This workshop provides an overview of research-based strategies that embed empathy and compassion instruction in academic content teaching in preschool and elementary school. The workshop also provides examination of family partnering and education techniques that foster wellness and achievement. Presenters will facilitate discussion and practice in the instructional and partnering methods as well as techniques to reflect on classroom outcomes.

Shayna Whitehouse, Ph.D., is a school psychologist and currently is Curriculum Development and Evaluation Coordinator with Healthy Learning Paths. She also works individually with children and families to support learning and emotional development. Shayna is invested in promoting social-emotional health for children and communities and believes strongly in engaging parents in education and health through partnership and collaboration.

6A Gender Out of the Box: Proactive Strategies to Address Gender Identity Based Bullying

Gender is so much more than biology! If we want to truly address gender identity based bullying, we must take a deeper look into understanding gender. When we put systems in place to make schools gender expansive and create an environment that allows students to be who they are, we are proactively creating an environment that is welcoming to all students.

Cheryl Greene has extensive knowledge in bully prevention and intervention and utilizes her strengths in PK-12 professional development as well as in graduate level education. She has more than 22 years of experience in education, is an Olweus Certified Bullying Prevention Specialist and Program Coordinator for Hamline University Graduate Bullying Prevention Certificate Program.

7A The Bully, the Bullied, and the Not-So-Innocent Bystander

Breaking the cycles of violence and creating caring communities require that we examine the why and how kids become bullies or the target of bullies as well as the role bystanders play in perpetuating the cycle. Providing resources to deal with online and offline bullying, Barbara Coloroso shows how young people can become a potent force as active witnesses-- standing up for their peers, speaking out against cruelty, and taking responsibility for what happens among themselves.

Barbara Coloroso is an internationally recognized speaker and consultant on non-violent conflict resolution, restorative justice and bullying. She is the author of the bestseller, *The Bully, The Bullied, and The Not-So-Innocent Bystander, From Preschool and High School and Beyond: Breaking the Cycle of Violence and Creating More Deeply Caring Communities*.

8A Creating a Community of Care with Restorative Practices

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 proactively to create a safer school climate by strengthening relationships and building community while holding students accountable. This workshop will explore the basic framework of restorative practices, how to incorporate the ideals into any system, and ways to integrate with current bullying prevention approaches by creating a community of care.

Elizabeth Smull is lecturer at the International Institute for Restorative Practices (IIRP) Graduate School. Elizabeth is well versed in restorative practices. She provides professional development across the country in the restorative practices approach to adversity and trauma as well as leadership. Elizabeth coauthored the book, *Family Power*, which offers practical information for engaging and collaborating with families.

11:15 PM – 12:45 PM LUNCH ON YOUR OWN



MONDAY, NOVEMBER 9

12:45 PM – 2:00 PM

MONDAY EARLY-AFTERNOON WORKSHOPS

1B Rampart High School & No Place for Hate® Initiative – Working Together to Create an Inclusive School Culture

(STUDENT-LED SESSION)

Change is a process. Creating school culture takes time, patience and leadership. Rampart High School students and staff have had success with all of these elements. This informative workshop will provide insight and strategies on how strong collaborations between students, staff, administration, and partner organizations can engage a whole school community to build a school culture that is safe and inclusive.

Rampart High School Students ADL team will be presenting this session.

2B Beyond “Bullying is Bad” – Experiential Activities for Effective Classroom Meetings K-12

Many schools use classroom meetings in homerooms, advisee groups, and other settings to address bullying and school climate. Once the meeting has talked about 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.

3B Bullying Gets under Your Skin

This workshop will explore the relation between being bullied and subsequent mental and physical health problems, such as depression and poorer immune function. The results of longitudinal studies pointing to changes in the body's stress response system triggered by peer abuse will be covered. By explaining the insights and the limitations of these research findings, Dr. Vaillancourt will elaborate on what we know about why some children and youth experience adverse health outcomes because of poor treatment by peers, while others do not. Further, she will underscore the urgent need to eliminate bullying among children and youth by highlighting the 'invisible' biological changes that promote risks to health and well-being.

Dr. Tracy Vaillancourt is a Professor and Canada Research Chair in Children's Mental Health and Violence Prevention at the University of Ottawa in the Faculty of Education and the School of Psychology. She is an adjunct professor in the Department of Psychology, Neuroscience & Behaviour at McMaster University and a core member of the Offord Centre for Child Studies. Dr. Vaillancourt's research examines the links between aggression and bio-psychosocial functioning and mental health, with particular focus on bully-victim relations.



MONDAY, NOVEMBER 9

12:45 PM – 2:00 PM

MONDAY EARLY-AFTERNOON WORKSHOPS

4B Undercover Anti-Bullying Teams

Undercover Anti-Bullying Teams are a creative approach to altering the bullying relationship so that bullying stops and the target of the bullying is supported. It has proven remarkably successful at elementary, middle and high school levels. Surprisingly, the bullies are recruited into the anti-bullying team. The undercover aspect creates intrigue that appeals to students. The approach will be explained and illustrated and research into its efficacy will be presented.

John Winslade is a professor of Counseling at California State University San Bernardino. He is passionate about reducing violence in schools through restorative practices, including the use of undercover anti-bullying teams.

5B Cultivating a Culture of Kindness with Parents after an Incident of Bullying

Working with the parents of students involved following an incident of bullying can be a challenge. We have all felt the wrath of parents who out of fear and desperation have “attacked” with angry outbursts, defensive posturing, blame, guilt daggers, and threats of a law suit and/or media attention. In turn, our challenge is to not feel personally threatened or react in a way that disempowers or dismisses the parent. How do we talk with parents after an incident of bullying in ways that will promote a culture of kindness, compassionately communicate our concern, and help avoid triggering angry or defensive reactions? How the initial contact is managed can make things worse or make things better. Learn 10 specific phrases to avoid using, learned from communications with parents that seemed right at the time but actually made things worse. Learn 5 proven techniques to prevent and deal with potential parent conflicts, acknowledge and affirm parent concerns, maintain positive parent relationships, and validate the core needs being expressed. Research including Davis and Nixon's Youth Voice Project will give insights in communicating with parents, adult, peer and self-actions that make things better, and promote a culture of kindness.

Frank A. DiLallo is a licensed counselor/educator with over 30 years of experience in agencies, private practice and preK - 12 schools, and frequent regional, state and national conference presenter on bullying prevention. He is author of *The Peace Project*, *Peace2U* *Three Phase Bullying Solution* and *Peace Be With You Christ Centered Bullying Solution*.

6B Bully Prevention with a PBIS Framework Part I

(Part II is on Tuesday morning - see 6E)

This session is intended to inform and support all levels of learners with the effective application of bully prevention and intervention within a Multi-Tiered System of Supports (MTSS) framework. Attendees will learn how PBIS provides a framework for effective and sustainable implementation of bully prevention, as well as gain a deeper understanding of the integration of best practice bully prevention within a positive school climate and culture framework. Additionally, this presentation will give attendees strategies to take home and start implementing immediately.

Erin Sullivan is the Colorado PBIS Statewide Coordinator and the Colorado Department of Education's facilitator of statewide Bullying Prevention & Intervention efforts. Erin has a M.S. Ed. in Curriculum and Instruction, a M.A. in Counseling Psychology, and is a doctoral candidate in Child, Family, and School Psychology.

Scott W. Ross, Ph.D., BCBA-D, is currently an Assistant Professor in the Department of Special Education at Utah State University. He is the author of the Bullying Prevention in Positive Behavior Support curriculum and corresponding empirical analyses, for which he received the Initial Research of the Year award in 2011 from the Association of Positive Behavior Support.



MONDAY, NOVEMBER 9

12:45 PM – 2:00 PM

MONDAY EARLY-AFTERNOON WORKSHOPS

7B Compassion Research on Bullying Flow

Attend this workshop to learn the latest on what the staff at Facebook are working on specific to bullying prevention. This is certain to provide you with current data and research that you don't want to miss.

Members of the team at Facebook will be presenting this session.

8B Bullying and Students with Disabilities

Research has consistently found that children with disabilities are two to three times more likely to be bullied than their peers without disabilities. This session is presented by PACER's National Bullying Prevention, which has over 40 years of experience in advocating for families of children with disabilities. Topics to include laws and policies designed to protect students with disabilities, helpful facts to know, methods to build self-advocacy, and resources designed by PACER to address bullying of students with disabilities.

Julie Hertzog, Director of PACER's National Bullying Prevention Center, is a nationally recognized leader on bullying prevention. Since she helped create the Center in 2006, she has led in the development of its resources, including creating content for its innovative websites—PACERKidsAgainstBullying.org and PACERTeensAgainstBullying.org—which were designed to engage, educate, and inspire students. In addition to developing classroom toolkits, curricula, and other innovative resources, such as the peer advocacy project and "The WE WILL Generation," Hertzog also helped create initiatives such as PACER's National Bullying Prevention Month, Unity Day, and Run, Walk, Roll against Bullying, which are now nationally recognized events each October.





MONDAY, NOVEMBER 9

2:15 PM – 3:30 PM

MONDAY AFTERNOON WORKSHOPS

1C Successful Bullying Prevention Program

(STUDENT-LED SESSION)

Students from Poudre High School in Poudre, Colorado will present what has worked for their school specific to students being actively involved in bullying prevention efforts. Specific strategies will be shared from high school students that have been an integral part of this program.

Poudre High School Students will present this session.

2C What Would You Do If...?

Participants will work through real-life scenarios in this very interactive workshop. They will use these situations to discuss and determine what their next action(s) might be. Within the discussions, they will look at policy, procedures, best practice and potential outcomes of their actions.

Mike Donlin is Program Supervisor for the School Safety Center, Olympia, WA. He was a teacher and program administrator in Seattle Public Schools, overseeing ELL, technology, community technology, and bullying prevention and intervention programs. He oversaw the development of the SPS Middle School Cyberbullying Curriculum and wrote a series of cyberbullying prevention modules for the Committee for Children's Steps to Respect program.

3C Asian American and Pacific Islander Bullying Prevention Task Force

In November 2014, the federal government launched the Asian American and Pacific Islander Bullying Prevention Task Force in response to community concerns about bullying of Asian American and Pacific Islander (AAPI) students across the country. The AAPI Task Force includes members from across the federal government, including from the White House Initiative on Asian Americans and Pacific Islanders, the U.S. Department of Education, the U.S. Department of Justice, and the U.S. Department of Health and Human Services, all of which are working to help ensure that the federal government's response to this important issue is as effective as possible.

Stephen Chen has worked for the US Department of Education's Office for Civil Rights (OCR) for over 14 years. OCR is responsible for ensuring equal access to education by enforcing Federal civil rights laws that prevent discrimination on the basis of race, color, national origin, disability, and sex. He started his tenure in the New York field office and then moved into a management position in their San Francisco office before coming to the Denver regional office. He also served as the Executive Director of the Department's Equity and Excellence Commission, which examined the role of school financing on issues of equity and student achievement. A graduate of Emory University for both college and law, he also holds a Masters in Education from Harvard. Stephen serves as the Region Lead for the White House Initiative on Asian Americans and Pacific Islanders' Rocky Mountain Regional Network and is also part of WHIAAPI's Anti-Bullying Task Force.

4C Improving School Climate by Building Empathy in Middle School Girls

This hands-on workshop will guide participants through the minds of middle school girls. Participants will briefly become 7th graders, and take part in activities and discussions culled from the Girls Unlimited, evidence-based, empathy-building in-school program. A brief look at the research into relational aggression in boys will also be presented.

Karin Kasdin holds a B.S. in Communications from Northwestern University and an M.Ed. from Harvard with specialization in adolescent development. She has worked with young people for more than 30 years in the classroom, on stage, and in coaching sessions. Ms. Kasdin created "Girls Unlimited" to address relational aggression in middle school. The program has been highly successful and was recently cited by Senator Bob Casey as being a model for other schools nationwide.

Debbie Burns is the associate director of The Peace Center.



MONDAY, NOVEMBER 9

2:15 PM – 3:30 PM

MONDAY AFTERNOON WORKSHOPS

5C Teacher Intervention in School Bullying: Empathy and Other Factors which Influence Response

Teachers have a unique role in the identification of and intervention in incidents of school bullying. While teachers are obligated – both legally and ethically – to intervene in these incidents, research identifies a number of factors which influence such intervention, including empathy. This session will review the current literature specific to teacher intervention in school bullying and discuss the context and support in which teachers can best be supported to intervene in incidents of bullying.

Jennifer Farley is a Doctoral Candidate in the School of Education at Iowa State University, where she is a research and teaching assistant and has pursued certification in Research and Evaluation Methods.

Penny Bisignano serves on the Board of Directors for the International Bullying Prevention Association (IBPA), and is co-chair of the advocacy committee. Penny is the State Coordinator for Olweus Bullying Prevention Programming in Iowa. She is a private Educational Consultant and continues to support bullying prevention and intervention in Iowa schools. Penny works collaboratively to support efforts to strengthen Iowa's Bullying and Harassment Law.

6C Cyberbullying, Digital Sexual Harassment, and Sexual Assault: A Study of Assistance and Information in a Randomly-Selected Sample of Universities

Research examining the prevalence of cyberbullying, digital sexual harassment, and sexual assault in higher education will be reviewed, and new research presented. This workshop will present a study examining 150 randomly-selected universities in the United States, to ascertain how effectively they promote preventative information about cyberbullying, digital sexual harassment, and sexual assault, and if they use best practices in offering assistance to victims. For example, are victims of sexual assault guided towards specialized medical care, after they have been victimized?

Dr. Elizabeth Englander is a Professor and directs the Massachusetts Aggression Reduction Center at Bridgewater State University, for which she was awarded Most Valuable Educator 2013 by the Boston Red Sox and was a 2015 Nominee for the National Crime Victims' Service Award. She has served as Special Editor for two journals, has authored articles, books and three curricula. She also works with the Institute of Digital Media and Child Development and the National Academy of Sciences.

Sherry Sherman is a graduate student studying for her Master's degree at Bridgewater State University. She conducts research in the Massachusetts Aggression Reduction Center and plans to complete her studies in June, 2016.

Keith Devlin is a graduate student at Bridgewater State University, studying for his Master's degree and employed as a Graduate Assistant in the Massachusetts Aggression Reduction Center. There, he conducts research, supervises undergraduate students, and helps train children from K-12 in proactive and positive bullying and cyberbullying prevention methods.

7C Bullying Among Children with Disabilities: Research and Resources

In this interactive workshop, we will review key research findings related to bullying among children and youth with disabilities, answering questions such as: Are children and youth with disabilities more likely to be involved in bullying? What factors increase their risk of involvement? What effects does bullying have on children with disabilities? We also will review resources available to educators and other professionals to help raise awareness about bullying among these children and youth, to help prevent bullying from occurring, and effectively address bullying that takes place. Federal requirements to address bullying of and by children with disabilities will be examined.

Dr. Limber's research and writing have focused on legal and psychological issues related to bullying among children. She has published numerous articles on the topic of bullying and co-authored the book *Cyberbullying: Bullying in the Digital Age*.

Dr. Agatston is a counselor and consultant with the Prevention/Intervention Center in Marietta, Georgia. She is co-author of a book and curricula on cyberbullying and serves on the Board of Directors for the International Bullying Prevention Association.

Clint Bolser has been supporting individuals with intellectual and developmental disabilities for the past 18 years. He started his career as an Employment Consultant and currently is the President and CEO of LOGAN Community Resources, Inc. located in South Bend, Indiana.

Marlene Snyder, Ph.D., is the author of articles on AD/HD for educators and judges, as well as a book on AD/HD and Driving. She provides technical assistance for professional development for education, child welfare, and judicial education. Dr. Snyder is co-author of US Olweus Bullying Prevention program materials and served as the founding president of IBPA.

Mr. Harrington is President and CEO of the United Way of St. Joseph County, IN. He was the former Director of Marketing for LOGAN Community Resources and is a parent representative on the Bullying Prevention Coordinating Committee at his child's school.



MONDAY, NOVEMBER 9

2:15 PM – 3:30 PM

MONDAY AFTERNOON WORKSHOPS

8C International Bullying Prevention

(TED-inspired: 20 minute sessions + networking time)

1 Links between Categories of Bullying Victimization, Psychosomatic Maladjustment and How Social Support from Teachers May Promote Well-Being

Based on a research project involving Swedish schoolchildren, the goal of this presentation is to present patterns of stability or persistence of bullying victimization and how experiences of being bullied relate to different aspects of children's well-being, as well as to quality of relationships with teachers and peers. The presentation will further discuss the importance that perceived social support from teachers may have on bullied children's health.

Karin Hellfeldt is a Ph.D. student in social work at Orebro University in Sweden. She is writing her thesis on how bullying effects different aspects of children's well-being.

2 Implementation of a Whole School Approach – Key Factors and Challenges. Experience from Friends Work in Sweden

In order to develop a “whole school approach” for schools to succeed in preventing and dealing with bullying, the Friends program experience-from their work in Sweden-is that there needs to be a structure in place and a combination of different measures used in an intentional and systematic way. During this lecture, Friends presents different key factors but also challenges in creating an anti-bullying prevention structure based on a whole school approach.

Jacob Flärdh has worked with bullying prevention for many years. He has visited hundreds of schools in Sweden and worked with development of preventive work against bullying. He has helped develop the Friends program and is currently Head of Research and Development at Friends.

Lars Arrhenius was formerly the Swedish School Inspectorate, lawyer and judge in Svea appeal court. He became president of ECPAT Sweden in 2010. Arrhenius has also served on the board of UNICEF Sweden. He is now Secretary-General for the anti-bullying organization Friends, where he continues to fight for children's rights.

3 The Next Generation of Measuring School Bullying

By refining self-report survey tools researchers can reduce measurement error and more accurately estimate the prevalence of bullying and cyberbullying. Improved measurement will also support the evaluation of prevention programs. This presentation will discuss the results and lessons learned from refining the measurement of bullying scales. The focus of this session is to share with audience members the key measurement concerns that can preclude accurate measurement of bullying experiences.

Hannah Thomas is a Ph.D. candidate at the University of Queensland, Australia. Her research interest is in youth mental health and how public health approaches can be used to help reduce mental illness in this population.



MONDAY, NOVEMBER 9



3:45 PM – 5:00 PM

RESEARCH PANEL

Facilitated by Anne Collier

Don't miss this opportunity to hear from three experts in the field who have years of research to share that you can take back and use in your communities.

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 six books, and his interdisciplinary research is widely published and cited in a number of peer-reviewed academic journals.

Susan Limber, Ph.D., M.L.S., is the Dan Olweus Distinguished Professor at the Institute on Family and Neighborhood Life at Clemson University. She is a developmental psychologist who also holds a Master's Degree of Legal Studies. Dr. Limber's research and writing have focused on legal and psychological issues related to bullying among children. She has published numerous articles on the topic of bullying and co-authored the book, *Cyberbullying: Bullying in the Digital Age*.

Dr. Tracy Vaillancourt is a Professor and Canada Research Chair in Children's Mental Health and Violence Prevention at the University of Ottawa in the Faculty of Education and the School of Psychology. She is also an adjunct professor in the Department of Psychology, Neuroscience & Behaviour at McMaster University and a core member of the Offord Centre for Child Studies. Dr. Vaillancourt's research examines the links between aggression and bio-psychosocial functioning and mental health, with particular focus on bully-victim relations. Dr. Vaillancourt is currently leading a Community-University Research Alliance on the prevention and intervention of bullying which is funded by the Social Sciences and Humanities Research Council of Canada and the Canadian Institutes for Health.

7:00 PM – 9:00 PM

DESSERT RECEPTION

Open to all conference participants, this evening of scrumptious desserts and entertainment is sure to make your time in Denver special!



TUESDAY, NOVEMBER 10

6:30 AM – 7:15 AM **YOGA**

Start your day off right with a fantastic yoga session designed for those of all levels.

7:30 AM – 4:00 PM **REGISTRATION OPEN**

7:30 AM – 8:00 AM **CONTINENTAL BREAKFAST**

7:30 AM – 11:00 AM **EXHIBITS OPEN**

8:00 AM – 9:15 AM **TUESDAY EARLY MORNING WORKSHOPS**

1D **A Young Author's Journey in Bullying Prevention** (STUDENT-LED SESSION)

Presenter to be Announced

2D **When Bullying Becomes a Civil Rights Issue**

The U.S. Department of Education, Office for Civil Rights and the Region VII Equity Assistance Center at Metropolitan State University of Denver will provide an interactive presentation for educators and administrators about when bullying is also unlawful discrimination. We will address when bullying is also a civil rights issue, what additional steps an educator and administrator should take to respond to the incident.

Heidi Kutcher is a Civil Rights Attorney with the U.S. Department of Education, Office for Civil Rights. She has served in this capacity for more than fourteen years and regularly provides technical assistance presentations on a variety of subjects, including harassment and the Office for Civil Rights.

Jan Perry Evenstad, Ph.D., is an Assistant Professor at Metropolitan State University of Denver in the Department of Elementary, Linguistically Diverse, K-12 and Secondary Education. She also serves as the Co-Principal Investigator of the Region VIII Equity Assistance Center. Jan has a Ph.D. from the University of Denver in Education Administration. She is a member of IBPA and a trainer for Olweus Bully Prevention Program and Aggressor Victims and Bystanders.

CONTINUING EDUCATION CREDITS

IBPA has been approved by NBCC as a Continuing Education Provider, ACEP No. 6687.

- Programs that do not qualify for NBCC credit are clearly identified
- IBPA is responsible for all aspects of the programs
- 20 NBCC hours available if you attend both morning and afternoon pre-conference sessions
- 12 NBCC hours available without pre-conference sessions



TUESDAY, NOVEMBER 10

8:00 AM – 9:15 AM

TUESDAY EARLY MORNING WORKSHOPS

3D Whole School Anti-Bullying Program Buy In or A-la-carte? Is Cutting Back on Whole School Programs Worth the Risk?

Schools have been faced with choices to invest in a whole school program or take parts of one or many to reduce school bullying. However, doing so can compromise the fidelity and intent of an ecologically-based whole school program. This workshop will bring you up to date on the latest research that addresses the issue of a-la-carte anti-bullying efforts and will allow workshop participants to speak about their own experiences and findings.

Before teaching social work at Indiana University, **James Brown** spent 13 years as a school social worker in Michigan Public Schools. James has published journal articles on bullying and is currently evaluating a large urban school that no longer uses a whole bullying program but instead an a-la-carte approach in addressing school bullying.

Isaac Kari is earning his Ph.D. in social work while doing research on school bullying.

4D Empathy and Kindness: What Other Ingredients Do We Need to Put in the Mix to Effectively Address the Behavior of Higher Risk Youth Involved in Bullying?

This workshop will answer the following questions: What is the association between bullying, depression, trauma and substance abuse? How can professionals identify and address the needs of youth involved in bullying? What are universal, selective and indicated strategies to prevent and reduce bullying and increase empathy and kindness?

Andrea Fallick, Assistant Director, School Based Programs is a licensed clinical social worker, credentialed substance abuse counselor/prevention professional and a certified Olweus Trainer/Technical Consultant. She has provided extensive bullying and substance abuse prevention training and consultation to schools and professionals.

5D Backing Up for the Big Picture on Cyberbullying, Sexting and Online Shaming

For both case studies and research backup, join Dr. Patti Agatston and Anne Collier to get context and perspective for effective handling of social media issues at school. Anne will offer both historical context and, with research milestones, the view from 30,000 feet. Patti will share case examples of prevention and intervention efforts that have gone awry, been ineffective, or sent the wrong message, as well as positive examples, best practices, and promising approaches for addressing risky behavior of youth online.

Dr. Patti Agatston is a Counselor with the Prevention/Intervention Center and consultant with Cyberbully Help. She has co-authored books and curricula and has presented nationally and internationally on bullying and cyberbullying.

A journalist, author and youth advocate, **Anne Collier** is president of the nonprofit Net Family News, Inc. She has served on three national task forces about internet safety and connected learning, co-authored a book on social media and contributed to two others, has been quoted in numerous publications, and serves on a number of advisory boards, including Facebook's and Ask.fm's.

6D Why Do I Have to Work with You?!

In this era of high tech, low touch communications, this session will help professionals focus on having crucial conversations and build relationships with colleagues (supervisors and direct reports), clients, community relationships, or business partners. Whether you have great workplace relationships or face challenges, this session will help participants explore positive solutions to enhance or improve work conditions.

Rodger Dinwiddie is the CEO of STARS Nashville, an evidenced-based Student Assistance Program as recognized by the National Registry of Evidenced-based Programs and Practices.

Teresa Whitaker, PHR, Ph.D., has over 30 years of human resources experience in both the corporate and nonprofit sectors. In her current role as Chief Operations Officer of STARS Nashville, she oversees all programmatic components and human resources.



TUESDAY, NOVEMBER 10

8:00 AM – 9:15 AM

TUESDAY EARLY MORNING WORKSHOPS

7D Bullying Prevention in High Schools – Yes, It IS Possible: Athletics, Activities and Independence, Oh My!

This highly interactive workshop will provide participants with practical knowledge and methods for developing student leadership/bullying prevention teams at the high school level. Strategies for empowering these teams to teach and guide other student groups including the hard to access areas of athletics, activities, and the academic classroom to become Upstanders will be discussed. Participants will leave with concrete ideas for establishing student led bullying prevention, curriculum for various subgroups, and strategies for systemic implementation in our complex high schools.

Marla Bonds has been working in Cherry Creek Schools as a Clinical and School Psychologist for the past 20 years. Dr. Bonds co-authored the book, *Bully-Proofing Your School, A Comprehensive Guide for Middle Schools*, and conducts bullying prevention training for school districts nationally and internationally.

Sameen DeBard is a Profession School Counselor at Cherokee Trail High School in Aurora, Colorado. Sameen participates on the Colorado School Counselor Association Board and has also been presenting on topics such as bullying prevention, facilitating small groups, social/emotional intelligence, and relational aggression for the past 10 years.

Kedar Witte holds Master's degrees in both School Counseling and School Administration. He has been working as a school counselor and athletic coach at the high school level for the past 16 years.

8D Roundtable Discussions by Topic

Roundtables: 10 people at each table, reservations at a table are given on a first-come first-serve basis. There is no additional fee to attend a roundtable. You must select your topic, only one, when registering for the conference.

I Staying Alive: Reaching New Heights and Keeping the Momentum Going (and Growing)

Sustaining bullying prevention efforts over time is critical to successful programs. Using insights gained from research on sustainability, this session will explore practices and tools used to maintain and enhance bullying prevention and intervention over time. Participants are encouraged to be prepared to share ideas, experiences and the tools used in keeping the momentum going and growing!

Kathleen Lockard, Olweus Technical Assistant Consultant, is from Afton, Iowa and offers a wealth of knowledge and experience with implementing bullying prevention programs.

Dawn Jaeger is a School Social Worker with AEA 267 in Iowa. Recognized as the 2012 Iowa School Social Worker of the Year, Dawn 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.

II Teacher Perceptions of Bullying Among School-aged Students: A Pilot Study

This roundtable will present results from a pilot study that examined the differences between pre-service teachers' and in-service teachers' knowledge of bullying among school-aged students. Further discussion will ensue that initiates similarities and/or differences seen between roundtable attendees.

Dr. Maria Peterson is an Assistant Professor of Special Education at Texas A&M University-San Antonio. Her research interests include: teacher preparation, bullying, cyberbullying and educational technology.



TUESDAY, NOVEMBER 10

8:00 AM – 9:15 AM

TUESDAY EARLY MORNING WORKSHOPS

III Blending Bullying Prevention Initiatives with Positive Behavioral Interventions and Supports

This roundtable will provide an opportunity for attendees to discuss the strategies needed to effectively blend bullying prevention strategies with the Positive Behavioral Interventions and Supports framework. Features of need, intervention precision, evidence-base, efficiency, required skills, value alignment, resources, and administrative support will all be considered in an effort to help practitioners determine the steps necessary to make the different systems of support combine.

Scott W. Ross, Ph.D., BCBA-D, is currently an Assistant Professor in the Department of Special Education and Rehabilitation at Utah State University. Dr. Ross is the author of the Bullying Prevention in Positive Behavior Support framework and corresponding empirical analyses, for which he received the Initial Research of the Year award in 2011 from the Association of Positive Behavior Support.

IV How Can Teachers, Guidance Counselors and Educators Encourage the Longevity of Up-stander Behavior in Schools?

Academic research claims that Up-standers can stop bullying from continuing within the first ten seconds of it occurring. Thus, the aim of the roundtable session is to allow conference delegates to explore various means to encourage the longevity of Up-stander behavior in schools. Through questions addressing the socio-economic factors and individual psychological perspectives to bullying and a brief questionnaire, delegates can address the core issues of bullying and share measures that work for them.

Dr. Sairah Qureshi is the founder and CEO of Action Against Bullying, a non-profit organization. Her work focuses on developing preventative measures that examine bullying from a socio-economic and psychological perspective.

V Stress, Bullying, and Depressive Symptoms in 9th Grade Adolescents

This presentation will include results from a 2014 study conducted with 9th grade adolescents (n = 143) in two independent high schools in the South. Information provided includes gender, pubertal status, and gender identity differences in stress, bullying, and depressive symptoms during this transition to high school. In addition, results from salivary cortisol analysis will be discussed in relation to gender, gender identity, pubertal status, and depressive symptoms. Specifics on the type of stressful experiences and the perception of being in the 9th grade will be discussed.

Susan Williams has been an active volunteer with the Mobile County Coalition Against Bullying for the past five years. Her dissertation research is related to stress, bullying, and depressive symptoms in 9th grade adolescents.

VI The 10 Essential Data Points to Prevent Bullying

This session examines the results of more than 500 middle and high school students' responses to the National Youth-At-Risk Bullying Survey. Emphasis will be placed on problem identification and an interactive session on using real time data to implement proactive strategies to address bullying in schools and other settings serving students.

Dr. Eric Landers earned his Ph.D. from the University of Florida with an emphasis on children with EBD. He has worked as a classroom teacher and a professor at WVU and GSU. Dr. Landers is an expert in the area of bullying, responding to challenging behaviors, teacher job satisfaction, and PBIS. He is the Co-Director of the National Youth-At-Risk Center at Georgia Southern University and the founder/director of the Southeast Conference on PBIS.



TUESDAY, NOVEMBER 10

8:00 AM – 9:15 AM

TUESDAY EARLY MORNING WORKSHOPS

VII Using Reader's Theatre and Exemplary Texts to Develop Empathy in the Classroom

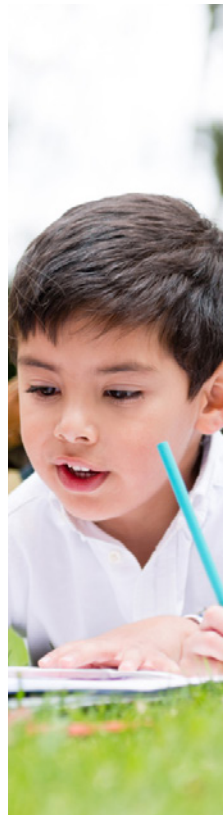
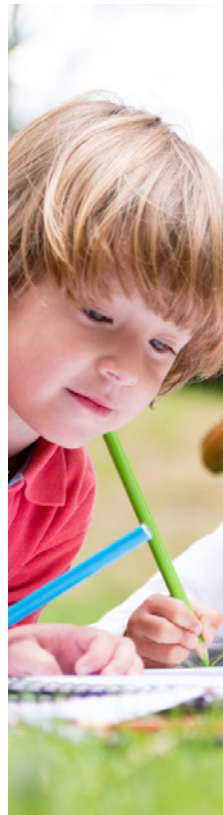
Are you looking for a research based instructional strategy that will also help develop empathy among students in your classroom? Then Reader's Theatre is what you've been missing out on! Come to our session ready to participate and learn about how to use this strategy to build classroom culture, improve reading skills, and develop empathy among your students.

Dr. Stephanie Richards studied student perceptions of violence at school as a Ph.D. student before becoming a jr/sr high school principal in Colorado and a superintendent in Alaska. Later, she went on to teach methods courses and supervise upperclassmen in the field at Tennessee Tech University, where she also began to study and present on the topic of using Reader's Theatre to develop empathy as related to bullying.

Dr. Kristen Trent is a literacy expert who has been presenting on the topic of using Reader's Theatre to develop empathy in the classroom for the last three years to audiences both locally and nationally. Additionally, she is responsible for over \$1.49 million dollars in grant money to fund literacy projects in the past several years at Tennessee Tech University.

9:15 AM – 9:45 AM

REFRESHMENT BREAK





TUESDAY, NOVEMBER 10

9:45 AM – 11:00 AM

TUESDAY MORNING WORKSHOPS

1E Building a Culture of Allies and Upstanders: Middle School Allies Clubs*(STUDENT-LED SESSION)*

A learning environment that is physically and emotionally safe and socially welcoming to all students is critical to academic success. For most LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning) students, as well as many others who do not fit gender stereotypes, schools are neither safe nor welcoming. Bullying prevention programs have been put in place in schools for years, yet they aren't working. Acceptance of ALL students requires students to lead the change with their own peers, and this change agent role must be nurtured, encouraged and enabled intentionally at school. One core strategy showing great promise is the Manhattan Allies in Diversity Club, a GSA (Gay Straight Alliance), where students come together during the school day to build upstander skills, get educated about LGBTQ, and dive deep into their own social emotional center to become committed Allies to all students. Once a small group of twelve students, the Manhattan Allies program boasts over 100 trained and committed student Allies each year and a culture of acceptance that reflects this work. Come find out how to create and sustain your own Allies Club—students will be presenting and it will be interactive, fun and educational. It's time to take on this important work in middle school!

Barb Miller along with **students from Manhattan Middle School of Arts & Academics** in Boulder, Colorado will present this session.

2E Bullying and the Resulting Trauma: Wilderness Therapy as an Effective Intervention

Research clearly links bullying and trauma. Bullied individuals often develop trauma responses and negative beliefs about themselves. These attempted solutions can perpetuate further bullying and create unintended patterns of behavior. Wilderness therapy can serve as an effective intervention for the individual to work through past trauma and develop healthier patterns of behavior and relationship. This research-based presentation will present the "What," "Why," and "How" of wilderness therapy as it relates to individuals who have been traumatized from bullying.

Dr. Tony Issenmann is a licensed Marriage and Family Therapist who has clinical experience working in a variety of settings including wilderness therapy programs, community agencies, a day treatment center for schizophrenic clients, and family therapy centers. He has presented at regional, national, and international conferences and is currently the Clinical and Family Services Director at Open Sky Wilderness Therapy.

Nathan Oglesbee, M.Ed., works in the field with teens and young adults. He has worked with bullied students in a variety of outdoor education, wilderness therapy, and group home settings.

3E Acknowledging that Race Matters: An Empathetic Response in Bullying Prevention

This presentation demonstrates how race plays out in communities, schools, and classrooms in certain parts of the United States, specifically in Northern Colorado for Latino students. Based on a study of middle and high school Hispanic and Latino/a students, 113 racialized experiences are examined using Pierce's (1988) theory on stress created by racial micro-aggressions. Come hear about Hispanic and Latino/a students being bullied and often harassed in their communities and empathetic strategies to impact change.

María L. Gabriel, Ph.D., has been a PK-12 Latina educator in public education in Northern Colorado since 1997. She has served on boards, presented, published, and lead workshops locally, nationally, and internationally on multicultural education, equity, and culturally responsive educational practices.



TUESDAY, NOVEMBER 10

9:45 AM – 11:00 AM

TUESDAY MORNING WORKSHOPS

4E Take the Next Step in Building Empathy and Kindness: Train Your High School Bystanders to be Bridges for the Most Vulnerable

Participants will gain knowledge, specific tools, and procedures to train high school students to be bridges to inclusion and friendship for students who are at the greatest risk for bullying and exclusion. This will include strategies to build long term friendships that are mutually beneficial for high school students and their peers who are challenged with multiple disabilities.

Carolyn Falcone has been a Certified Olweus Trainer since 2001. Currently, Mrs. Falcone works in the Garnet Valley School District in Delaware County, Pennsylvania providing Olweus training and consultation while coordinating the GVSD Student Assistance and Olweus Programs K-12.

5E Ten Practical Strategies to Help Kids Thrive and Connect in Out-of-School-Time Settings

Summer camps, after school programs, and sports leagues are just a few of the many settings that can offer children and youth supportive opportunities for recreation, learning new skills, making new friends, and connecting with caring adults. But when youth experience harsh, exclusive, or unkind treatment from peers, their social and emotional health may be at risk. Learn ten practical strategies from evidence based practices to create positive, fun, inclusive, and healthy climates in out-of school time and community youth organizations.

Jane Riese, L.S.W., is the Director of Training for the Olweus Bullying Prevention Program and is a research associate with Clemson University's Institute on Family and Neighborhood Life. She currently oversees OBPP Trainer/Consultant certification and is co-author of OBPP materials.

Catherine Casti has been a strong advocate for providing a safe, positive experience for children and youth in the non-profit sector for twenty-five years. Catherine played an integral role in a large organization-wide implementation of out-of-school bullying prevention programming in her community.

6E Check-in Check-out + Social Skills: Bullying prevention strategies for non-responders to Bullying Prevention in a PBIS framework

(Part II from Monday's session - see 6B)

Participants in the current session will consider efficient strategies for responding to students exhibiting bullying behaviors even after effective Tier I bullying prevention strategies have been implemented. The CICO+SS intervention will be demonstrated along with discussion of its development and empirical evaluation. Implementation and outcome data collection critical to sustainability will also be discussed.

Erin Sullivan is the Colorado PBIS Statewide Coordinator and the Colorado Department of Education's facilitator of statewide Bullying Prevention & Intervention efforts. Erin has a M.S. Ed. in Curriculum and Instruction, a M.A. in Counseling Psychology, and is a doctoral candidate in Child, Family, and School Psychology.

Scott W. Ross, Ph.D., BCBA-D, is currently an Assistant Professor in the Department of Special Education at Utah State University. He is the author of the Bullying Prevention in Positive Behavior Support curriculum and corresponding empirical analyses, for which he received the Initial Research of the Year award in 2011 from the Association of Positive Behavior Support.



TUESDAY, NOVEMBER 10

9:45 AM – 11:00 AM

TUESDAY MORNING WORKSHOPS

7E Building Supportive Communities United in Digital Citizenship

How can schools build strong communities where the norm is to participate ethically and responsibly in digital spaces, promoting kindness and empathy? In this workshop, learn how to build a supportive school community united in digital citizenship. You'll learn about free resources to teach students and engage parents, tools for communication and collaboration to promote dialogue and model behavior, and strategies to truly transform your school culture, aiming to prevent cyberbullying and online cruelty.

Brian Dino is the Common Sense Education Program Manager in Denver Public Schools, where he supports DPS and other Colorado districts with digital citizenship programs, parent education, and helping teachers integrate quality tools for learning.

Ellen Kelty, M.A., NCSP, is Program Manager for the Department of Social Work and Psychological Services at Denver Public Schools. She is a Nationally Accredited School Suicide Prevention Expert, supporting 230 school psychologists and social workers in the district.

8E Social Emotional Learning

(TED-inspired: 20 minute sessions + networking time)

1 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.

2 Games: the New Best Practice in Social-Emotional Learning Skill Assessment

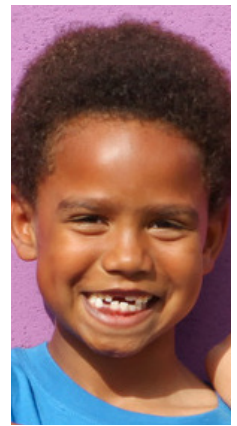
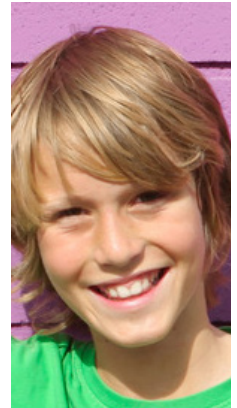
Social-emotional learning games expert Jessica Berlinski explores how digital games can be used to effectively and efficiently assess social-emotional skills such as empathy and emotion regulation in youth. She provides concrete examples from research-proven Department of Education funded game Zoo U, and shares how games can help educators move beyond the limitations of traditional assessment methods, making effective SEL assessment accessible on a broad scale.

Jessica Berlinski has over a decade of experience leading organizations dedicated to supporting the "whole child" through academic and social and emotional learning (SEL) programs. As Chief Impact Officer of Personalized Learning Games, she helps educators assess and students improve SEL skills through evidence-based Dept. of Ed. funded games.

3 TBD



TUESDAY, NOVEMBER 10



11:30 AM – 12:45 PM

CLOSING KEYNOTE: CARLOTTA WALLS LANIER



Civil Rights Then and Now

In 1957, at age 14, Carlotta Walls LaNier was the youngest “Little Rock Nine” member to integrate Central High School. This act of courage and defiance became the catalyst for change in the American educational system and furthered civil rights in America. A sought-after lecturer, Mrs. LaNier speaks about the early days of race barriers being broken in the U.S. and continues the dialogue to present day race and diversity issues.

Carlotta Walls LaNier, the youngest of the Little Rock Nine, when she and eight other African American students became the first to integrate Central High School in Little Rock, AR in 1957. After graduating from CHS, she attended Michigan State University and graduated from Colorado State College (now the University of Northern Colorado). Mrs. LaNier speaks about the early days of race barriers being broken in the U.S. and continues the dialogue to present day race and diversity issues.

12:45 PM – 2:00 PM

LUNCH ON YOUR OWN



TUESDAY, NOVEMBER 10

2:00 PM – 4:00 PM

TUESDAY AFTERNOON WORKSHOPS

1F Interview and Investigation Skills: The Foundation of a Responsible Bullying/Harassment Response

You've worked to implement state and federal bullying/harassment laws through local policies and procedures. Yet, often, interviews performed by site administrators aren't yielding the information necessary to make informed decisions or insure quality documentation. You'll be introduced to techniques for investigative interviews that are the foundation of legally sound and balanced investigations.

Mary Jo McGrath is a nationally recognized Education Law Attorney, Independent Investigator, and Bullying/Harassment Expert Witness. In her work with school districts around the country, she has trained administrators, educators and staff in sound investigative skills that help minimize the risk of harm to students and the liability of school districts in bullying/harassment lawsuits.

2F Empowering Teens to Delete Cyberbullying and Make Kindness Go Viral

This presentation is all about strategies and solutions. Since teens are uniquely positioned to be the primary catalysts of lasting change in their schools, we encourage educators to marshal the powers of peer influence and social culture to curtail peer conflict, harassment, and other problem behaviors. Primarily, we will detail how to connect with youth to implement peer mentoring, social norming, kindness campaigns and movements, and other proven messaging strategies. Furthermore, we 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).

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 six books, and his interdisciplinary research is widely published and cited in a number of peer-reviewed academic journals.





TUESDAY, NOVEMBER 10

2:00 PM – 4:00 PM

TUESDAY AFTERNOON WORKSHOPS

3F **Moving from Indifference to Empathy**

(TED-inspired: 20 minute sessions + networking time)

1 Deliberate Indifference: The Federal Liability Standard for Discriminatory Harassment is Tougher than You Think

Many believe that taking legal action in federal court against a school district can effectually accomplish two ends: retribution for the school or school district and enhancement of the school district's efforts to prevent bullying and improve school climate. Such beliefs are largely overblown. Unfortunately, the legal standard adopted by the Supreme Court in *Davis v. Monroe County Board of Education* is the law of the land. This presentation will elucidate and enumerate the nature of these standards through real and hypothetical case studies. The purpose of this session is to provide guidance to parents, schools, and students.

Michael Greene is a developmental psychologist who has written and spoken extensively on school bullying and harassment. He has also served as an expert witness in litigation involving peer-to-peer school-based harassment.

2 Educator Interventions in Bullying of Male and Female High School Students in Ohio

Bullying and other interpersonal aggression are rampant in high school. Little research exists examining bullying in high school. Nearly none has examined educators' responses to bullying in high school and whether gender is a factor. This research, conducted in Ohio, indicates this is an area that needs more examination.

Anna Bucy has spent more than 20 years examining issues of gender differences in education, which culminated in her dissertation research that examined gender differences in educator responses to bullying events in high school. A bullying victim herself, her aim is to help educators cultivate healthy, communication-competent classrooms.

3 Sexual Harassment - Gender, Violence and Normalization

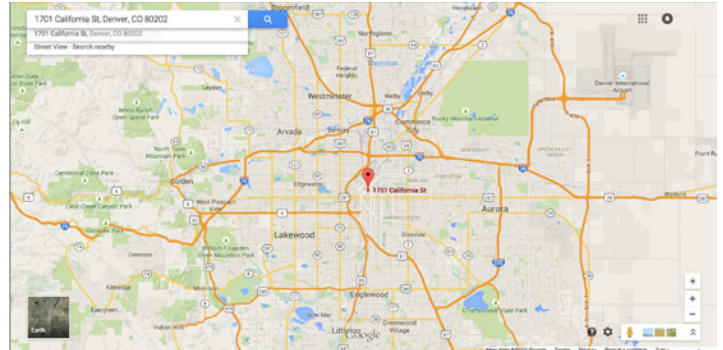
This session focuses on peer sexual harassment, a phenomenon that is both common and concealed amongst young people. Although sexual harassment has such high frequency, there are very few adults who actively elucidate and emphasize the problem as it occurs. An adult's passive and negligent behavior towards the problem with peer sexual harassment often results in self-accusation and promotes normative inequalities. Friends' long experience in working in schools proves there is a widespread problem of sexual harassment that encompasses physical, psychological and verbal abuse. Together with Örebro University in Sweden, we have presented statistics and data that reveal both frequency and the different expressions of peer sexual harassment. This session highlights young people's experiences of sexual harassment and the adult's inability to handle the problem. This will form a story about power, violence and normalization. Together we will discuss both hands-on and long term preventive solutions.

Jacob Flärdh has worked on bullying prevention for many years. He has visited hundreds of schools in Sweden and worked with the development of preventive work against bullying. He has helped develop the Friends program and is currently head of research and development at Friends.

Frida Warg has worked in education on the prevention of bullying for many years and participated in the development of the Friends program. She is also specialized in bullying prevention among young children and works with method development/developing the content of the Friends courses and other methods.



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Denver International Airport – DEN
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