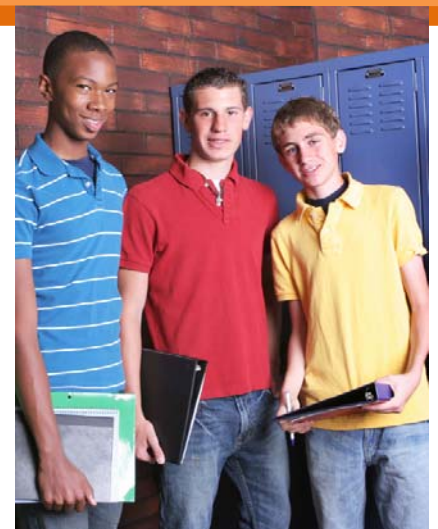


# The Peer Advocacy Guide

*How to address bullying of students with disabilities by engaging, educating, and empowering their peers with advocacy skills.*



**PACER's National Bullying Prevention Center**  
PACER.org/Bullying



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## The Peer Advocacy Program

*A model program to address bullying of students with disabilities by engaging, educating, and empowering their peers with advocacy skills.*

A toolkit designed to help you start a peer advocacy program in your school or community. The target audience is students 4<sup>th</sup> through 12<sup>th</sup> grade.

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Special thanks to Audrey Berdahl-Baldwin and Sarah Busch who made significant contributions to the development of this toolkit.

Founded in 2006, PACER's National Bullying Prevention Center unites, engages, and educates communities nationwide to address bullying through creative, relevant, and interactive resources. PACER's bullying prevention resources are designed to benefit all students, with an emphasis on students with disabilities.

PACER is the founder of [National Bullying Prevention Month](#), held annually in October since 2006, which unites communities nationwide to raise awareness of bullying prevention through events, activities, and education. During National Bullying Prevention Month in October – and throughout the year – the community is encouraged to use these creative resources to educate and inspire others to join the movement. PACER also offers individual assistance by phone and e-mail to students, parents, and professionals to address bullying-related situations.

Whether you are an educator, student, family, or individual who cares about students, PACER offers the tools you need to address bullying in your school, recreational program, or community organization.

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# Foreword by the Author

*By: Julie Hertzog, Director of PACER's National Bullying Prevention Center*

In the summer of 1996, my life was forever changed by the birth of our second child. When our son David came into this world, we were given the news that he was born with the genetic condition called Down syndrome. To further complicate his already fragile life, he was diagnosed with a complex heart condition, which only a small percentage of children survived. The first three years of his life were an introduction to a world we never knew existed, a world filled with constant medical appointments, maintaining hospital-level care in our home, and administering medical care that even a certified nurse could admire. Uncertainty, anxiety, and worry became our daily routine, but through it all we had only unconditional love for David. He became a constant source of inspiration, not only in our own family and personal life, but in my professional career as well.

When David was ready to enter kindergarten, I reflected on the challenges that he had endured through his first few years of life. I also thought about how people with disabilities were treated by their peers when I was in school, with teasing, manipulation and disrespect. I felt that David had already been through so much in life that, at a minimum, he deserved a school experience that was positive and free from harassment about his abilities. I also believed he deserved to be surrounded by friends and adults who cared about him.

Having advocated for his rights in the medical community, I became his advocate for his right to be safe at school. David's elementary school was wonderful and had very supportive teachers and administrators. Each year we came to his classroom to talk about his disability and some of his specific traits, such as being nonverbal, having a feeding tube, and having a pacemaker. This interaction increased his peers' comfort level with his differences.

Just as David's introduction to kindergarten led me into action, so did his transition into middle school. I knew that the stakes were changing. There would be a decrease in the individual monitoring of students, less supervision during hallway transitions between classes, and more opportunity for unsupervised situations. Not to mention the jockeying for social status that often leads to bullying and can define the middle school experience for students. I recognized that all of these factors increased David's vulnerability to bullying. I knew that now was the time to reconsider our strategy for keeping him safe. In evaluating options to keep David safe from bullying, I took into consideration that David did have allies, peers who cared about him and his well-being. I also knew that several teachers were invested in creating a positive school experience for David. I knew that students often know about bullying incidences before the adults because bullying in middle school mostly happens outside the periphery of adult view. Students had told me that they wanted to take action against bullying but that they didn't know how and lacked support from adults in the school.

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From there, the theory was simple. I worked with David’s special education teacher to write into his Individualized Education Program (IEP) that there would be four to five students who would be educated, supported, and encouraged to take action if they saw David being bullied. These students, who were already David’s allies, would be given information about David’s disability and taught how to identify bullying as well as what they could (safely) do to intervene in a bullying situation. If they had questions or concerns, the students could turn to a school staff member who would mentor the initiative. With the support of the school, the model quickly fell into place and the outcome quickly exceeded anyone’s expectations. The student advocates appreciated having the opportunity to make a difference for another student. We also noticed that David’s self-esteem blossomed; with supportive friends, he started making eye contact with other students, initiated high fives, and expanded his circle of social inclusion.

The humble genesis of the peer advocacy model was a mother wanting a safe school environment for her son, a child who is incredibly vulnerable and who she at one time thought would be the poster child for someone who is bullied – small in stature, nonverbal, delayed cognition, dependent on a feeding tube and pacemaker. What began with four students in one middle school looking out for their peer with Down syndrome evolved—in only three months—to sixteen students advocating for four students with disabilities, and within twelve months consisted of more than fifty students. Much of this evolution was due to the four original students spreading the word about their great experience.

The rapid evolution of the peer advocacy model demonstrates that when students are given the opportunity and are supported in their efforts to make a difference, everyone in the school can benefit from the courage and kindness of these students.

*Julie Hertzog has been the Director of PACER’s National Bullying Prevention Center since 2006. David, now in high school, is looking forward to spending time with his friends at school and is excited about being asked to participate in pep band with his peers.*

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# Overview

Students with disabilities are bullied at a statistically higher rate than their peers. Studies show that as many as 75 percent of students with disabilities experience bullying.

The factors that are highly indicative of becoming a target of bullying – social isolation and a vulnerable reaction to the bullying behavior – are the hallmark characteristics of many students with disabilities. Oftentimes students with disabilities have few or no friends. It is much easier for someone who bullies to pick on students who are alone or don't have an ally looking out for them. In addition, many students with disabilities are not as adept as their peers at navigating the complexities of social relationships, so they often react by expressing such emotions as anger, sadness, and fear in a way that encourages someone who bullies.

Research has demonstrated that peer engagement is a critical factor in reducing bullying in the school climate. Student engagement is also important because bullying can be covert, is not always recognized by adults, and often occurs outside the periphery of adult view with only the students themselves as witnesses.

Many students are already informally intervening in bullying situations. A peer advocate program creates a formal process that identifies, trains, and supports a designated group of students who watch out for students with disabilities.

Bystanders can have a positive, lasting impact by taking a few simple actions. The peer advocacy program provides the opportunity for students to take more formal action. The research by Stan Davis and Charisse Nixon (Youth Voice Project, 2010) indicates that four actions have the most potential to “make things better” for targets of bullying:

- Spending time with students who are bullied
- Trying to get students who are bullied away from the situation
- Listening to students who are bullied
- Telling the student that no one deserves to be bullied

The peer advocacy process establishes a support system from peers as well as logistics for adult supervision and support. Purposeful engagement of peers to intervene in systematic ways is a powerful step to reduce bullying.

Additional data from the Youth Voice Project, Davis and Nixon, 2010 is in the appendix.



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# Benefits for the School and Students

Peer advocacy can benefit students with disabilities as well as the students who advocate on their behalf. Students with disabilities report feeling that they have more friends, that someone cares about them, and that they are more included in activities. Students who are advocates report that they feel as if they are doing something that matters, that they feel valued by making a difference for others, and that they have learned much about themselves and about others who are different from them.

## Pilot Program Results

The pilot was highly successful in keeping students safe from bullying and had the unexpected outcome of dramatically increasing social inclusion for the students with disabilities

Student responses from a pilot site report with 36 of 43 students reporting:

Would you recommend that other schools adopt peer advocacy programs?

Yes 100%

No 0%

Do you feel your involvement made a difference?

Yes 100%

No 0%

Did this experience increase your understanding of others with disabilities?

Yes 100%

No 0%

## Excerpts from open-ended question, “What do you want other kids to know about this experience?”

- It’s fun, but serious.
- That it makes you feel really good to help other people, and it’s fun to be with kids different from yourself.
- To understand about kids who have disabilities and how they and other kids who don’t have disabilities view it and how it makes them feel.
- That there are so much more steps they [students with disabilities] have to take than others and their families are so supportive.
- It’s really inspiring. The littlest things can make a difference. This has opened my eyes and changed the way I think about things.
- That just because you have a disability doesn’t mean you’re different. You are the same as everyone else.

Complete statistics and results from the pilots can be found in the appendix.

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# Create a Peer Advocacy Program at Your School or In Your Community

## *Engage the School Administration*

A parent or teacher can approach the school administration with the idea of initiating a Peer Advocacy Program. The primary target audience is 4<sup>th</sup> through 12<sup>th</sup> grade students. It may be best to schedule the first meeting with a person at school whom you feel comfortable approaching.

Adult investment needs to come from a supportive administration that will help identify those responsible for the day-to-day implementation.

When talking with school personnel about the program, the following tools can be helpful resources to start the conversation. They are available at:

<http://www.pacer.org/bullying/resources/students-with-disabilities/peer-advocacy.asp>

- PACER handout “Peer Advocacy Pilot and Results”
- Video, “Peer Advocacy”, developed in collaboration with Watertown-Mayer school and PACER’s National Bullying Prevention Center
- CNN Article, “Activist Inspired by Down syndrome Son”

The following resource can be found in the appendix of this toolkit:

- Research of Dr. Charisee Nixon and Stand David, of the Youth Voice Project, <http://www.youthvoiceproject.com/>, which provides insight into effective bystander intervention

## *Using the Individualized Education Program (IEP)*

A student’s IEP can be used to facilitate their participation in the Peer Advocacy Program. An example of a goal to be included in the IEP is below.

### **Goal:**

Given the opportunity to participate in a peer mentoring program, \_\_\_\_\_ will develop more appropriate social skills and self-advocacy skills and decrease social isolation and vulnerable reactions to bullying situations as measured by the benchmarks listed below.

### **Benchmarks:**

- Given the opportunity to meet and begin a relationship with an adult mentor who will take responsibility for receiving training, training the peer mentors, maintaining a regular meeting schedule with the mentors and promoting the project, \_\_\_\_\_ will practice

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sharing information about (his/her) disability, and sharing his/her ideas regarding ways the student mentors can provide assistance and support to \_\_\_\_\_ during and following bullying situations.

- Given the opportunity to select and invite potential student mentors to engage in a mentoring program, \_\_\_\_\_ will select peers who (he/she) believes will be good friends and who possess the traits of empathy and autonomous thinking.
- Given the opportunity to participate in a training session that will educate the selected student mentors, \_\_\_\_\_ will share information about (his/her) disability, and ideas regarding ways the student mentors can provide assistance and support to \_\_\_\_\_ during and following bullying situations.
- Given the opportunity to participate in regularly scheduled meetings with peer mentors that involve doing activities together or sitting by each other for lunch, \_\_\_\_\_ will display skills that represent a connection and social relationship.
- Given the opportunity to receive ongoing support from the adult mentor and peer mentors, \_\_\_\_\_ will decrease (his/her) social isolation and vulnerable reactions to bullying situations.

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# Establish a Peer Advocacy Team

Once the school or organization has made the decision to explore or establish the program, develop a team assigned to make decisions, coordinate responsibilities, and implement the program.

## ***Team Lead***

Designate an adult, such as a guidance counselor or special education teacher, who will serve as the lead of the Peer Advocacy Program. The lead will:

- be responsible for creating the agenda for the team meetings
- oversee the overall success of the Peer Advocacy Program
- consider assignment of specific responsibilities to the different members of the team (each member could have more than one role)

## ***School and Community***

Include other adults on the team who will help make decisions, coordinate the implementation of the program, respond to questions, and serve as adult representatives of the Peer Advocacy Program throughout the school. This team could consist of general education teachers, special education teachers, guidance counselors, the school nurse, members of the administration, and parents.

## ***Students***

Choose one to three students who will serve as the student representative(s) for the Peer Advocacy Program, offering a student perspective throughout the implementation of the program. (This will happen after the team's first meeting.)

Team roles can include:

- Bullying prevention leader: assists with training, serves as an adult to notify if a bullying situation occurs
- Disabilities awareness leader: assists with training, offers advice
- Timeline supervisor and lunch schedule organizer: helps look at the overall goals and schedule for the Peer Advocacy Program, schedules lunch meeting schedule
- Outside-of-school activities coordinator: arranges large group outside-of-school activities, which could occur monthly
- In-school activities coordinator: arranges large and small group activities at school
- Documentation and data coordinator: administers pre- and post-evaluations; arranges for different student, teacher, and parent blogs; takes videos and photos throughout the year; and conducts short, regular surveys

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# Select Participants

Decide which students, ideal target age for the program is 4<sup>th</sup> to 12<sup>th</sup> grade, will be invited to join the Peer Advocacy Program; that is,

- which **student with disabilities** and
- which **peer advocates**

Ideally, assign four to six **peer advocates** to one **student with a disability**, while making sure that the entire group – all students involved – will have opportunities to meet as a large group. This will allow for interaction in both a small group (consisting of one **student with a disability** and four to six **peer advocates**) and a large group setting, creating solidarity and community.

## *Students with disabilities*

Determine the strategy to decide how many students with disabilities will be involved. For example, will the program start with just one or two students with disabilities and then add additional students throughout the school year, or will all the students with disabilities be involved at the onset? It is a good idea to establish what is considered manageable. There are benefits to starting small and then building the project to full capacity.

When deciding which students with disabilities would benefit from peer advocacy, it may be helpful to consider if the students are:

- already receiving special education classes
- currently don't possess the skills to protect themselves from harm
- and/or are socially isolated from their peers

## *Students as Peer Advocates*

The Peer Advocacy Team should think about which students would be good advocates. The peer advocates should possess the traits of empathy, critical thinking, and autonomous thinking. The students don't necessarily need to know the student with a disability, but it does help to have a previous relationship or connection. Think outside the box when selecting advocates. They can be students who wouldn't necessarily be considered for leadership positions, but who are able to speak out for others and be diplomatic.

At this time, the team can either:

- decide which student(s) they should ask to be members of the team and create a list of candidates to consider and select once the program has started, or
- have an application process that will be made available to students.

Once the Peer Advocacy Team has determined which participants they would like to include in the program, the team should decide how the participants will be invited to join.

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# Notify Parents

Call, e-mail, or write the parents of the students involved, both the peer advocates and the students with disabilities. Be sure they approve of, support, and understand the program. Determine how you will notify the parents and create a template letter and phone conversation outline that will be used.

Provide information about the project, along with a permission form to be signed. This allows the parents to be informed about the process and provides the opportunity for parents to have a dialogue about the program and to have ongoing communication about their role in the program.

The appendix provides a sample letter and parent permission form.

# Establish Communication

Decide how communication between those involved in the project will be handled.

Will the communication happen in person, during meetings, through a website, e-mail, blog, or on a Facebook site?

Communication channels to consider:

- ***Between peers.***  
How will the student group connect, and what opportunities are there for them to meet?
- ***Between peers and adults at school.***  
Determine points in the timeline when peer advocates and students with disabilities will meet with adults at the school.
- ***Between adults at school and parents.***  
What will communication look like from school to home?
- ***Between school and PACER.***  
PACER can the process to allow for regular updates that might include evaluations, technical assistance, presentations, interviews, and sharing anecdotal outcomes. See more details under the “Maintain Records” at page 18.

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# Develop Program Timeline

Map out a timeline to use as a guide for the program during the school year. Consider the following when developing a timeline. Meetings, at all levels, for the team and the advocates, should be held on a consistent basis, at least every two weeks.

## ***Team Meeting Schedule***

The Peer Advocacy Team should plan to meet on a regular basis throughout the year to keep each other updated on the program's progress and discuss the agenda for the upcoming weeks. Most of these meetings do not have to be complex or very long – the meetings could last only 15 minutes and occur via e-mail or phone, if not in person.

Once the Peer Advocacy Team has been assembled, schedule your first meeting as a team. This first meeting will only have adult members in attendance, as the student representative(s) have not been chosen yet. The agenda of the meeting will be to explore the variables listed in this toolkit; determine the next steps for beginning the program; and work to set the overall structure of the program over the course of the year, with a more intense focus on the goals for the first quarter of the school year.

## ***Introduction of Students in the Program***

How will the students first meet? Will they meet in as a small group or large group first? Will there be a party? Kickball game? Lunch meeting?

## ***Training for Students in the Program***

Scheduling:

- When will the peer advocates meet, when will the small group meet, and when will the large group meet? During school? After school?
- How often will “training and education” be provided?
- What follow-up activities will you offer, if any?

## ***Establish a Peer Advocate Meeting Schedule***

Peer advocates should meet as a group on a regular basis with the students with disabilities. These meetings can involve doing activities together, sitting by each other for lunch, etc. This facilitates a connection that goes beyond just advocacy and allows for the development of a relationship. Individual meetings can also be established. All peer advocate “groups” (each set of four to six students) should also meet on a regular basis for training and to simply connect, which allows for establishing a larger support system among the students.

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### ***Social Inclusion***

Develop a lunch schedule so several of the peer advocates eat lunch with the student with a disability who is paired with their group. The schedule could rotate the peer advocate group members so they would also have opportunities to get to know each other better.

Schedule opportunities for the large group to connect in both school and out-of-school settings. Activities at school could be a game board day, a kickball event, or art and craft projects. Out-of-school excursions could be an apple-picking field trip or a movie theater visit.

### ***Celebration***

Do something special to conclude the year, and then work to plan for next year.

An idea for a celebratory closure event is to have everyone together with a special desert and beverages. The peer advocates could create a scrapbook with pictures from that year or a poster with a positive statement. The scrapbook and poster could then be given to the student with a disability. Students could create a slide show with pictures they took throughout the year. These are just a few ideas, feel free to create your own way to celebrate!



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# Provide Training

An important aspect of the program is to provide ongoing education about bullying prevention, advocacy, and disability awareness.

## ***How to Handle Bullying Situations:***

Intervention strategies can be tailored for each situation. Some advocates will feel comfortable with direct interventions, such as telling the person bullying to stop. Others may want to approach indirectly, such as supporting the person after an incident or reporting it to the adult leader.

PACER Center is designing a bystander intervention curricula that will be available in 2013.

## ***How to Report a Bullying Incident:***

What is the process a student should follow if there is a situation that a peer advocate handled? What is the procedure if a student needs help with a bullying situation? Will there be a point person assigned in the school? Will a form need to be completed?

## ***Disability Training:***

Peer advocates should understand the dynamics and characteristics of the disability of any students they are advocating for. Sources for training include the student with disabilities providing information, the parents providing a student in-service, consulting with a disability specific organization (for example, The Tourette Syndrome Association) and having the students do research.

## ***Sharing Information About the Student with a Disability:***

Provide the **peer advocates** with specific information about the **student with a disability who is assigned to their group**, such as the student's likes, dislikes, health issues, favorite sports, etc.

## ***Guest Speakers:***

Decide if your team would like to invite guest speakers from disability organizations, peer-based organizations, or the PACER Center, and see how these opportunities would fit with your schedule.

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# Maintain Records

## ***Recordkeeping***

Develop a method to track information about the program. This information can include:

- Anecdotal stories about the program
- Meeting agendas and notes
- Summary of bullying situations that were handled by peer advocates
- Summary of bullying situations reported by peer advocates

## ***Data***

Administer pre- and post-evaluations for the students and adults involved in the Peer Advocacy Program. The evaluations should examine changes in education, attitudes, and impact.

*A sample evaluation is available in the appendix.*

## ***Documentation***

Create a historical account of the program, including anecdotal data. Both students and adults can be involved in this process. Examples of ways to document the information include:

- Short video testimonies
- Pictures of those involved
- PowerPoint outlining the process
- Student, teacher, or parent interviews
- Student, teacher, or parent blog
- Brief surveys throughout the process

---

# Appendix A:

## Pilot Results

### Results from Peer Advocate Survey

Would you recommend that other schools adopt peer advocacy programs?

Yes 100%

No 0%

Do you feel your involvement made a difference?

Yes 100%

No 0%

Did this experience increase your understanding of others with disabilities?

Yes 100%

No 0%

### Excerpts from open-ended questions

#### ***What do you want other kids to know about this experience?***

- It's really fun, and you get to know the kids you help.
- It's fun, but serious.
- That it makes you feel really good to help other people, and it's fun to be with kids different from yourself.
- To understand about kids who have disabilities and how they and other kids who don't have disabilities view it and how it makes them feel.
- That there are so much more steps they [students with disabilities] have to take than others, and their families are so supportive.
- I think kids can learn more in-depth about their disabled friends.
- That it is very nice, and that kids with disabilities are really nice people with cool personalities.
- It's really fun, and you get to learn about people with disabilities.
- It's really inspiring. The littlest things can make a difference. This has opened my eyes and changed the way I think about things.
- That just because you have a disability doesn't mean you're different. You are the same as everyone else.

#### ***What do you think you learned about yourself during this experience?***

- How lucky I am, and how great they were to be friends with.
- That I am not alone when I am bullied.
- That there should be kids helping others with disabilities, and they enjoy us being with them.

- 
- I think I've learned how difficult others' lives are versus my own.
  - I learned that I can really make a difference in the end of bullying!
  - That literally the smallest things like saying dumb or stupid can be really offensive to people. But I learned a lot.
  - Kind of the same thing as the question above this, but this program is so inspiring. I love it!

***Describe the ways that you think your peers (the students you were advocating for) benefitted from this experience.***

- I have noticed that H, J, and D have really got to know me more, and they know they can talk to me, which they do a lot.
- I think that H, J, and D have opened up a little more, like they are talking more than they used to! It is amazing what we did together.
- More closer friends.
- They probably thought it was nice to hang out with more during school.
- They learned what was right and wrong.
- I think they really realized that they have good friends and other people than their family.
- They can show the world how they can help, and they can spread the word of this cause.
- I think they benefitted because they have something in their day to look forward to.
- They have more friends, and they have someone to share things with, and they now know they don't have to put up with bullying.
- Happy.

---

# Appendix B:

## Sample Parent Permission Form

### Peer Advocate Permission Form

#### Student

I understand that by agreeing to participate in the Peer Advocate Program at insert school's name, I am agreeing to fulfill all expectations of me set forth by the program. I understand that I am making a commitment to attend meetings and activities and to meet expectations for my behavior outside of scheduled meetings and activities.

#### Parent

I give permission for my child to participate in the Peer Advocacy Program at insert schools' name. I understand that his/her participation entails participation in activities both during and after school. I understand the expectations for my child's participation in this program as well as my responsibilities to maintain ongoing communication with my child about the program. I give the school permission to contact me about my child's role in the program.

---

Student Signature

Date

---

Print Student's Name

---

Parent/Guardian Signature

Date

---

Print Parent/Guardian's Name

---

# Appendix C:

## Sample Parent Letter

Dear \_\_\_\_\_

Your son/daughter, insert name here, has been selected to be given the opportunity to participate in the school's Peer Advocacy Program. The mission of this program is to address bullying of students with disabilities by engaging, educating and empowering their peers with advocacy skills. Pioneered by PACER Center's National Bullying Prevention Center, the Peer Advocacy Program pairs students with disabilities with several of their peers to provide a support system and a sense of social inclusion. These peer advocates are given training, support, and resources to serve as champions for students with disabilities. Your child has been selected because we believe that he/she possesses the necessary traits of compassion, courage, and diplomacy to prevent bullying of students with disabilities.

Students with disabilities are bullied at a statistically higher rate than their peers. Studies show that as many of 75 percent of students with disabilities experience bullying. The factors that are highly indicative of becoming a target of bullying – social isolation and a vulnerable reaction to the bullying behavior – are the hallmark characteristics of many students with disabilities. It is much easier for someone who bullies to pick on students who are alone or don't have an ally looking out for them.

Research has demonstrated that peer engagement is a critical factor in reducing bullying in the school climate. Many students are already informally intervening in bullying situations. A peer advocate program creates a formal process that identifies, trains, and supports a designated group of students who watch out for students with disabilities.

The level of commitment required of participants in this program will largely be determined by the group as a whole once it is formed. However, general responsibilities include regular meetings with the Peer Advocate Team as well as with their small group, eating lunch or participating in other small group activities, and committing to identifying and appropriately responding to bullying situations as they arise. The time commitment will largely be completed within the school day but there may be opportunities for after-school activities.

We hope you will allow your child to take part in this valuable opportunity. Past participants in the program have said they learned important lessons, not only about disability and diversity, but also about their own power to create change. Please consider giving your child the same opportunity to learn more about others and themselves. If you wish to give your permission for your child's participation, please complete the permission form attached to this letter and return it to insert name here.

If you have any questions, please don't hesitate to contact insert *name of school social worker, counselor, or Peer Advocate Team leader at XXX.XXX.XXX*.

Sincerely,

(Peer Advocate Team Leader)

# Appendix D

## Pre- and Post-evaluation, STUDENTS

Please rate your responses to the following questions before starting the program and again at the end of the program.

1. I have the resources I need to help prevent bullying of my peers with disabilities.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

2. I understand how to help stop bullying and socially include my peers with disabilities.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

3. I have the tools and resources needed to help me understand my peers with disabilities.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

4. Students with disabilities in my school are often socially isolated, lack peer support, and have few allies.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

5. Students with disabilities in my school are vulnerable to being bullied.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

6. I want to include students with disabilities in school social activities but lack the support to make this happen.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

7. In my school, students regularly interact with students with disabilities.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

What challenges would you attribute to being able to socially connect with students with disabilities? Select all that might apply.

- Comfort level with behaviors
- Comfort level with communication
- Physically isolated or separated
- Lack of common interests
- Stigma associated with social status
- Opportunities to interact on a meaningful basis
- Don't know what to say or do
- Other \_\_\_\_\_

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**Additional Comments**

1. What concerns or questions do you have about implementing this project?

2. Please share any additional comments:

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## Pre- and Post-evaluation, EDUCATORS

1. I have the resources I need to prevent bullying of students with disabilities.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

2. I understand how to engage general education students to support bullying prevention and social inclusion of students with disabilities.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

3. I have the tools and resources needed to help general education students better understand their peers with disabilities.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

4. Students with disabilities in my school are often socially isolated, lack peer support, and have few allies.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

5. Students with disabilities in my school are vulnerable to being bullied.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1



6. Students want to include students with disabilities in social activities but lack the structure to facilitate these interactions.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

7. In my school, general education students regularly interact with students with disabilities.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

What challenges would you attribute to general education students being able to socially connect with students with disabilities? Select all that might apply.

- Comfort level with behaviors
- Comfort level with communication
- Physically isolated or separated
- Lack of common interests
- Stigma associated with social status
- Opportunities to interact on a meaningful basis
- Don't know what to say or do
- Other \_\_\_\_\_

**Additional Comments**

1. What concerns or questions do you have about implementing this project?

2. Please share any additional comments:

# Appendix E

## Youth Voice Project

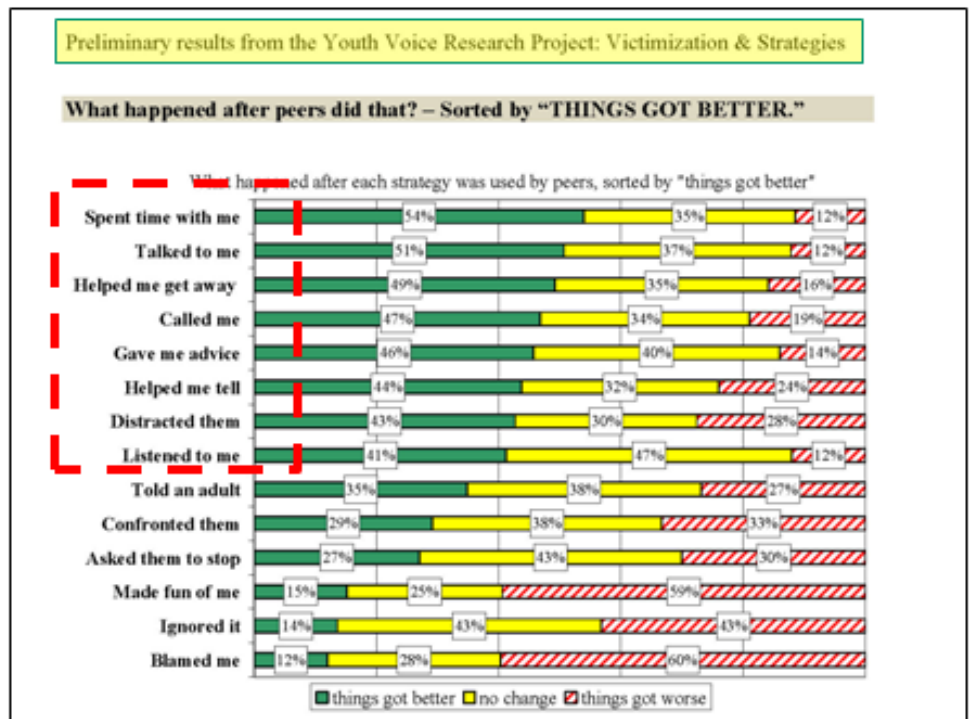
### Youth Voice Research Project

Bystanders can have a positive, lasting impact by taking a few simple actions. Research by Stan Davis and Charisse Nixon indicates that four actions have the most potential to “make things better” for targets of bullying:

- Spending time with students who are bullied
- Trying to get students who are bullied away from the situation
- Listening to students who are bullied
- Telling the student that no one deserves to be bullied

The following charts from the Youth Voice Research Project <http://www.youthvoiceproject.com/> illustrate students’ responses to various strategies. A study of peer intervention by Davis and Nixon (2010) indicates that the top responses that made a target’s situation better were:

- “Spent time with me”
- “Talked to me”
- “Helped me get away”
- “Called me”
- “Gave me advice”
- “Helped me tell”
- “Distracted them”
- “Listened to me”



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# Appendix F

## Other Ways To Be A Champion Against Bullying

PACER offers digital resources for parents, schools, teens, and youth, including:

[PACER.org/Bullying](http://PACER.org/Bullying): This is the portal for parents and educators to access bullying resources, including educational toolkits, awareness toolkits, contest ideas, promotional products, and more.

[PACERTeensAgainstBullying](http://PACERTeensAgainstBullying): Created by and for teens, this website is a place for students in middle school and high school to find ways to address bullying, take action, be heard, and “own” an important social cause.

[PACERKidsAgainstBullying](http://PACERKidsAgainstBullying): A creative, innovative, and educational website designed for elementary school students to learn about bullying prevention, engage in activities, and be inspired to take action.

### Classroom Toolkits – Available on [PACER.org/Bullying](http://PACER.org/Bullying)

- [Digital Petition Toolkit](#)  
Hold an “End of Bullying Begins With Me” petition signing event at your school.
- [Introduction to Bullying Prevention](#) – *School-wide, all ages and grades.*  
Looking for a way to introduce bullying prevention and awareness into your classroom, school, or community organization? The Bullying Prevention Month Introductory Toolkit contains daily learning opportunities and engaging activities to start students talking about bullying. The toolkit provides the basics about bullying and sets the stage for student-supported initiatives.
- [Elementary School, Educational Lesson Plan](#)  
Use the [KidsAgainstBullying.org](http://KidsAgainstBullying.org) website as a resource tool in your classroom. The site is appropriate for elementary school students with a suggested audience of 10-25.
- [Elementary School, Starting the Discussion](#)  
A complete classroom tool kit for discussing bullying prevention during National Bullying Prevention Awareness Month. It features free downloads of daily activities, games, and contests.
- [“Spookley” The Square Pumpkin, Classroom Education Resources \(PreK – Grade 3\)](#)  
Spookley the Square Pumpkin is a square pumpkin who lives in a world of round pumpkins. In “The Legend of Spookley the Square Pumpkin,” a perennial fall favorite children's story, Spookley helps children understand how the things that make them different are what make them special. This resource is presented in collaboration with Holiday Hill Enterprises, LLC.
- [Middle and High School, Starting the Discussion](#)  
Promote bullying awareness in your classroom by using the activities and resources in this day-by-day toolkit. Whether you have just a few minutes or you can devote 15 to 30 minutes a day to this important issue, you’ll find everything you need – links to informative websites, materials for download, interesting activities, and a powerful video project called “Rewind.”

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## Coloring Books

PACER's [coloring book](#) offers teachers and students a fun activity and a great opportunity to talk about bullying. Each page includes an important message about respecting others, valuing differences, and being a friend. Download these pages and discover how kids and crayons can help prevent bullying.

## Petition Signing

Unite with others and add your voice to the online petition, "The End of Bullying Begins With Me." When you sign this [petition](#) (only your first name, age, and state will be shown), you will:

- Strengthen the cause.
- Show those who are being bullied that people do care.
- Unite others who are willing to stand up against bullying.
- Create schools that are safer for all students.
- Influence legislation to protect students.
- Receive bullying prevention updates via e-mail (optional).

## Want To Do More? Encourage Others to Sign the Petition

Hold a petition-signing event at your school. It's easy, it helps raise awareness, and it makes a difference.

1. Print the
  - [Petition guidelines](#)
  - [Elementary or middle or high school](#) flyers
2. Bring the petition and support materials to your school or organization.
3. Talk with teachers, guidance counselors, or the principal.
4. Set up a location with the materials.
5. Encourage others to sign the petition.
6. Send the signed petition forms to PACER and the names will be added to the national petition.

## Sharing Stories

Personal stories are a powerful way to share experiences and provide others with information and hope, and create unity. Submit a video, story, poem, artwork, or audio clip expressing how you feel about bullying, how you think it affects students and schools, what you have done to prevent bullying, or what others can do to prevent bullying. E-mail materials to [Bullying411@PACER.org](mailto:Bullying411@PACER.org)

## National Bullying Prevention Month (October) – *Special events in October include:*

**Run, Walk, Roll Against Bullying** – Communities nationwide are urged to join forces with PACER's National Bullying Prevention Center by coordinating a Run, Walk, Roll Against Bullying in their community as a kickoff to National Bullying Prevention Month. PACER provides a free toolkit that can be used as a guide for organizations, schools, and individuals to design their own community event.

**Unity Day – Make it orange and make it end!** Unity Day is a day for communities to come together and show their support against bullying. The call to action is wearing orange.

What are your true colors when it comes to bullying? If you care about students who are bullied and want bullying to end, make your color **ORANGE** on **Unity Day**. That's the day everyone can link together – in

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schools, communities and online – and send one large, **ORANGE** message of support to students who have experienced bullying.

**Unity Dance** – Dance, unite, and make a statement against bullying by joining PACER’s Unity Dance. Join schools, students, and community organizations around the world, in conjunction with PACER’s National Bullying Prevention Center, using music and dance to bring awareness to bullying prevention.

You can dance to a song of your own selection or use the song selected for the event, “You Can’t Take That Away From Me,” which was created by Nashville songwriters Tim Akers and Libby Weaver. Akers, the father of a child with a disability, has seen first-hand the struggles and frustrations that some children deal with because they are viewed as “different.” The song speaks about the importance of teaching children to recognize that personality and character are more important than popularity and outward appearances. The song is performed by 11-year-old Nashville singer Tristan McIntosh and choreographed by local teens.

### **Informational Handouts**

PACER’s National Bullying Prevention website has numerous resources to help educate your community on bullying prevention. Below are just a few of the handouts PACER offers. Depending on your motivations for holding a bullying prevention event and the intended audience, you may want to have other handouts and bullying prevention resources than the ones listed below. To explore these additional options, click [here](#).

#### ***Student Action Plan Against Bullying***

If you are an educator working with a student being bullied, a parent looking for ways to help your child, or a student who wants to take action against bullying, this action plan can help. As a student, bullying is something that impacts you, your peers, and your school – whether you’re the target of bullying, a witness, or the person who bullies. Bullying can end, but that won’t happen unless students, parents, and educators work together and take action.

The first step is to create a plan that works for you and your situation. This student action plan is an opportunity for you – either on your own or with your parents and teachers – to develop a strategy to change what’s happening to you or someone else. It’s your chance to make a difference.

To get started:

Step one, download the [Student Action Plan](#) and learn more about developing a plan.

Step two, download [My Personal Plan](#) to develop your own student action plan

#### ***Common Views About Bullying***

In spite of the significant impact that bullying can have on a target, it often continues to be viewed as acceptable behavior. There are many misperceptions that adults may have about bullying, all of which can lead to minimizing the behavior. Learn more about responses such as “boys will be boys” or “it’s only teasing” [learn more](#)

#### ***Drama: Is It Happening to You?***

Drama. Bullying. Teasing. Harassment. No matter what you call it, it hurts. If you’re pushed, hit, or your things are ripped off or trashed, it can hurt physically. If you’re ignored by friends or cruel things are posted about you

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online, it can hurt emotionally. If it happens to you, you've probably asked yourself, "Why me?" You know how painful it is to be treated this way. So seriously, what can you do? A lot! [Learn how.](#)

***Steps To Take If Your Child Is Being Bullied At School***

A [guide](#) explaining the three steps to take when your child is being bullied at school: work with your child, work with the school, and work with district administration.

***Notifying the School About Bullying – Using a Template Letter***

Parents should contact school staff each time their child informs them that he or she has been bullied. PACER Center has created template letters that parents may use as a guide for writing a letter to their child's school. These [letters](#) contain standard language and "fill in the blank" spaces to customize for your child's situation.





# PACER's National Bullying Prevention Center®

## PACER.org/Bullying

The screenshot shows the PACER's National Bullying Prevention Center website. At the top, it says "PACER's National Bullying Prevention Center. The End of Bullying Begins with You." There are navigation tabs for "National Bullying Prevention Month", "Videos", "Stories", "Resources", "Get Involved / Sign The Petition", "Stuff for Teens and Adults", and "News". A featured article titled "Notifying the School About Bullying—Using a Template Letter" is highlighted. A sidebar on the right lists "Features" including "Sign the Digital Petition", "Kids Against Bullying Color Book", "Bullying Prevention Videos for Teens", and "New Audio CD Supports PACER".

## PACER.org/Bullying

This is the portal for parents and educators to access bullying resources, including educational toolkits, awareness toolkits, contest ideas, promotional products, and more.

The screenshot shows the "PACER CENTER'S TEENS AGAINST BULLYING" website. It features a central image of a girl holding a book titled "Bullying Feels...". Navigation buttons include "HOME (IDENTIFY)", "RESPOND", "LISTEN", "ACT", and "RESOURCES". A sidebar on the right lists "Creative Writing" topics like "Cliques", "I Am Unique", "Bullying Feels - 2", "Not Okay", "Bulles", "Bullying Feels - 3", "Chick's Story", and "Bullying Feels - 4". At the bottom, it says "DEMI LOVATO IN THE NEWS SIGN THE PETITION DONATE AWARENESS MONTH".

## PACER Teens Against Bullying

Created by and for teens, this website is a place for students in middle school and high school to find ways to address bullying, take action, be heard, and "own" an important social cause.

The screenshot shows the "KIDS AGAINST BULLYING" website. It has a colorful, cartoonish design with a brick wall background. A sign on the wall says "BULLYING CAN BE PREVENTED". Navigation buttons include "SPOT", "STOP", "SHARE", "OWN", and "PLAY". A sidebar on the right lists "I CARE BECAUSE...", "TAKE THE PLEDGE", and "CAST YOUR VOTE!". At the bottom, it says "YOUR OPINION COUNTS SIGN THE PETITION STUFF FOR ADULTS".

## PACER Kids Against Bullying

A creative, innovative, and educational website designed for elementary school students to learn about bullying prevention, engage in activities, and be inspired to take action.