

December 2014

Volume 3, Issue 10

**Project 10 Topical Briefs** are published on a monthly basis. Each issue focuses on a specific topic or theme. This month the *Topical Brief* is focused on

## Bullying Prevention



### PACER's National Bullying Prevention Center

"The facts - Students with disabilities are much more likely to be bullied than their nondisabled peers" (p. 1).

PACER's National Bullying Prevention Center  
<http://www.pacer.org/bullying/>

Founded in 2006, PACER's National Bullying Prevention Center actively leads social change so that bullying is no longer considered an accepted childhood rite of passage. PACER provides innovative resources for students, parents, educators, and others and recognizes bullying as a serious community issue that impacts education, physical and emotional health and the safety and well-being of students. PACER offers digital-based resources for parents, schools, teens and youth.

Bullying and Students with Disabilities Publications  
<http://www.pacer.org/bullying/resources/Publications/#BP-27>

Bullying and Harassment of Students with Disabilities  
<http://www.pacer.org/publications/bullypdf/BP-18.pdf>



### Safety in the Online Community

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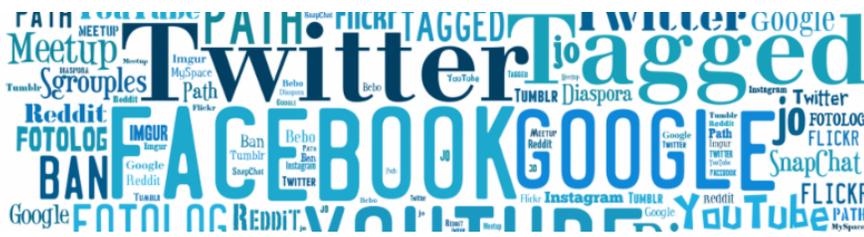
### International Day of Persons with Disabilities



#### International Day of Persons with Disabilities - December 3rd, 2014

This year the International Day of Persons with Disabilities theme is "**Sustainable Development: The Promise of Technology.**" This theme will focus on the role of technology in:

- Disaster Risk Reduction and



"Just a generation ago, teens were asking their parents for a phone in their room - maybe even one with a separate line or three-way calling - so they could connect with more friends" (p. 2).

This guide, from PACER in partnership with Facebook and Instagram, was designed to help parents talk with their teens about using Facebook and Instagram. It covers setting up a new account, safety tips and commonly asked questions. The guide is also accompanied by a checklist of discussion points for talking with youth and how to respond to harassing content.

- Safety in the Online Community, <http://www.pacer.org/publications/bullypdf/BP-27.pdf>
- Five Discussion Points Checklist, <http://www.pacer.org/bullying/resources/publications/SafetyDiscussionPoints.pdf>

## Risk and Protective Factors for Online Victimization

According to Whittle, Hamilton-Giachritsis, Beech, and Collings (2012), risk and protective factors for online victimization can be examined in three main contexts: individual, family, and community. Individual risk factors included being an adolescent, female, low self-esteem, mental health issues or disability, and engaging in risk-taking behaviors. Familial risk factors included substance abuse, low socioeconomic status, parental failure to monitor child's online activity, and parental lack of involvement with the Internet. Community risk factors included problems with school, isolation, and limited peer support.

Protective factors at the individual level included emotional stability, social support, and no risk taking behavior. At the familial level, protective factors included supportive relationships, Internet monitoring, child's awareness of parental monitoring, and high parental education. The protective factor at the community level was a high level of satisfaction regarding peer support (Whittle et al., 2012). There are resources available at Secure Florida, which are designed to educate and assist teachers, parents, and students in online navigation.

### References

Whittle, H., Hamilton-Giachritsis, C., Beech, A., & Collings, G. (2012). *A review of young people's vulnerabilities to online grooming*. Retrieved from Elsevier SD College Edition Health & Life Sciences database.

### Resources

Secure Florida, [www.SecureFlorida.org](http://www.SecureFlorida.org)

Secure Florida, an initiative of the Florida Department of Law Enforcement, provides information kits for parents and teachers, best practices for youth, guidelines for social networking, tips for increasing security, and general legal resources.

### Emergency Response

- Creating Enabling Working Environments
- Disability-Inclusive Sustainable Development Goals

The annual observance of the International Day of Disabled Persons was proclaimed in 1992, by the United Nations General Assembly resolution 47/3. The observance of the Day aims to promote an understanding of disability issues and mobilize support for the dignity, rights and well-being of persons with disabilities. It also seeks to increase awareness of gains to be derived from the integration of persons with disabilities in every aspect of political, social, economic and cultural life. For more information, please visit <http://www.un.org/disabilities/default.asp?id=111>

## National Influenza Vaccination Week

**GET VACCINATED**

**It's National Influenza Vaccination Week**

[www.flu.gov](http://www.flu.gov)



<http://www.cdc.gov/flu/nivw/>

**National Influenza Vaccination Week is December 7-13, 2014**

Centers for Disease Control (CDC) recommends an annual flu vaccine for everyone six months of age and older. There are documented benefits from flu vaccination, including reductions in flu illnesses, related doctors' visits and missed work or school. Vaccination also prevents flu-related hospitalizations and deaths. This is especially important for youth with special needs. Family Voices, a nonprofit dedicated to family centered care for children and youth with special healthcare needs (CYSHCN), has launched a

## Bullying Prevention Fact Sheet and OCR Guidance Letter

During National Bullying Prevention Awareness Month in October, the U.S. Education Department's Office for Civil Rights (OCR) issued guidance detailing their responsibilities under Section 504 of the Rehabilitation Act and Title II of Americans with Disabilities Act (ADA) regarding the bullying of students with disabilities. If a student with a disability is being bullied, federal law requires schools to take immediate and appropriate action to investigate the issue and, as necessary, take steps to stop bullying and prevent it from recurring. What's more, schools must act to ensure that bullying, whether or not it is based on a student's disability, does not interfere with a child's ability to receive special education or other disability-related services.

To view OCR's guidance detailing public schools' responsibilities regarding the bullying of students with disabilities in English, please visit <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf>. For the Spanish version, <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410-sp.pdf>.

Additional information for parents, creative resources for elementary, middle and high school classrooms to talk about bullying and ideas for community awareness activities are available at <http://www.pacer.org/bullying/>.

## The Minnesota Special Education Experience Study (August 2014)

As a follow up to the 2013 K-12 Education Study for Students with Developmental Disabilities conducted by Market Response International, the Minnesota Special Education Experience Study (2014) was conducted to obtain benchmark measures of overall quality and satisfaction levels of the special education experience from the perspective of parents and students. Results show satisfaction levels by grade level and geographic location, quality drivers of the education experience and awareness of and attitudes about positive behavioral interventions and supports. When looking at satisfied/dissatisfied respondents, researchers asked students to choose four to six words to describe their experience in public education. The word "bullied" was selected by 11% of respondents and of those who chose the word, "bullied", 7% were satisfied with their public education experience and 24% were dissatisfied. Researchers then juxtaposed those words with five different levels of respondent satisfaction on an empathy map. The word, "bullied," gravitated heavily toward the "very dissatisfied" level on the map. To view the study, please visit <http://mn.gov/mnddc/extra/customer-research/special-education-experience-study.pdf>

(Minnesota Special Education Experience Study, Empathy Map, 2014, Slide 25)

collaborative campaign with CDC that aims to inform parents and caretakers about the importance of flu vaccination among people in this group. This collaboration helped reach a new audience with critical messaging about the importance of flu prevention – a major achievement for the campaign. For more information, please visit <http://www.cdc.gov/flu/partners/success-family-voices.htm>

## World AIDS Day



### World AIDS Day is December 1, 2014

The World Health Organization established World AIDS Day in 1988. The World AIDS Campaign is the leading international organization which plans and implements the observance. More than 1.1 million people in the United States are living with HIV infection, and almost 1 in 6 (15.8%) are unaware of their infection. To learn more about World AIDS Day and local resources, please visit <http://aids.gov/news-and-events/awareness-days/world-aids-day/>



## correspondence analysis – empathy map

The correspondence analysis map shown below visually displays the correlations between the words selected to describe the education experience and the overall level of satisfaction with the experience. Each respondent's level of satisfaction with their students education experience was strongly correlated with the words they chose to describe that experience. As expected, the most positive feelings were selected by the most satisfied respondents. (Numerical detail is provided in the Appendix, pages 44-46.)



## Leverage the Holidays to Promote the Value of Attendance



The winter holidays represent a challenge, and an opportunity, for educating parents about the importance of good attendance. Absences often spike in the weeks before and after winter break, as families try to squeeze in a few more vacation days. The Attendance Works website provides free tools to help remind parents that the best gift they can give their children this year, and every year, is a good education that begins with getting to school every day. Click the following link to download these free tools: <http://www.attendanceworks.org/tools/for-public-messaging/holiday-messaging/>

# REGISTER

now!

### Project 10 Regional

### Winter Institutes with Team Cadre Meetings

District transition contacts and teams: Be sure to register for the annual Project 10 Regional Institute! Join us to hear the latest transition updates and report progress made on transition goals your team set at the VISIONS/NSTTAC Planning Institute.

- **Region 5: February 2, 2015,**  
Sunrise Grand Ballroom, 10610 W. Oakland Park Blvd., Sunrise, FL
  - Project 10 Regional Institute Memo, Region 5: [http://www.project10.info/files/Reg5\\_2015\\_Inst\\_12.09.14.pdf](http://www.project10.info/files/Reg5_2015_Inst_12.09.14.pdf)
  - Registration (Region 5 only): <https://adobeformscentral.com/?f=pUyOPcc5N0j6SAnzyfXlyQ>

- **Regions 3 and 4: February 4, 2015,**  
Florida Polytechnic University, 4700 Research Way, Lakeland, FL, Room 1067-1068 (Only Academic Building on Campus)
  - Project 10 Regional Institute Memo, Region 3 and 4:  
[http://www.project10.info/files/Reg3\\_4\\_2015\\_Inst\\_12.09.14.pdf](http://www.project10.info/files/Reg3_4_2015_Inst_12.09.14.pdf)
  - Registration (Region 3 and 4 only): <https://adobeformscentral.com/?f=TOWglaShg9EzxNuQ9VOI8g>
- **Regions 1 and 2: February 6, 2015,**  
FDLRS Miccosukee, Aquilina C. Howell Institutional Services Center, 3955 W. Pensacola St., Tallahassee, FL
  - Project 10 Regional Institute Memo, Region 1 and 2:  
[http://www.project10.info/files/Reg1\\_2\\_2015\\_Inst\\_12.09.14.pdf](http://www.project10.info/files/Reg1_2_2015_Inst_12.09.14.pdf)
  - Registration (Region 1 and 2 only): <https://adobeformscentral.com/?f=J9Be4HwSppwVPogaCOkog>

For more information, please visit the Project 10 website at <http://www.project10.info/WhatsNew.php>.

## Bullying Prevention Resources

### Center for Safe Schools

<http://www.safeschools.info/bullying-prevention>

The Center for Safe Schools has been committed to serving as a statewide clearinghouse for schools, law enforcement, parents and others on school safety and youth violence prevention and is committed to preventing and reducing the incidents of bullying in schools through technical assistance, training, evaluation and research.

### Indicators of School Crime and Safety: 2013

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014042>

This report, published in 2014 from the National Center for Education Statistics, presented statistics on crime and safety at schools and on college campuses using data collected from students, teachers, principals and postsecondary institutions, drawn from an array of sources. The report covers topics such as victimization, bullying, school conditions, fights, weapons, the presence of security staff at school, availability and student use of drugs and alcohol, student perceptions of personal safety at school and criminal incidents at postsecondary institutions.

### Preventing and Handling Bullying of Students with Significant Cognitive Disabilities Schoolwide, Parts I & II

Part I: <http://thebehaviorco.com/preventing-and-handling-bullying-of-students-with-significant-cognitive-disabilities-schoolwide/>

Part II: <http://thebehaviorco.com/preventing-and-handling-bullying-of-students-with-significant-cognitive-disabilities-in-the-classroom/>

Historically, students with significant disabilities have been mistreated by some of their non-disabled peers through teasing, intimidation and being the subject of demeaning jokes and comments. Educators have struggled to protect students with special needs from teasing and harassment since these students started being educated in schools with peers. Educators and parents have worked to integrate students with special needs to the greatest extent possible, and help students have an understanding of and acceptance for their peers with disabilities. This blog post from Review 360 Behavior Matters highlights some recommendations for avoiding bullying schoolwide and in the classroom.

### Risk and Protective Factors Associated with the Bullying Involvement of Students with Emotional and Behavioral Disorders

[http://thebehaviorco.com/risk-and-protective-factors-associated-with-the-bullying-involvement-of-students-with-emotional-and-behavioral-disorders/?utm\\_campaign=bmr914&utm\\_medium=newsletter&utm\\_source=nlorig&utm\\_content=side](http://thebehaviorco.com/risk-and-protective-factors-associated-with-the-bullying-involvement-of-students-with-emotional-and-behavioral-disorders/?utm_campaign=bmr914&utm_medium=newsletter&utm_source=nlorig&utm_content=side)

This Review 360 Behavior Matters blog post describes recent research relating to the fluidity of the bully/victim dynamic with regard to students with emotional and behavioral disorders, as well as synthesizes information from Rose and Espelage (2012) who examined rates of bullying involvement and the intersection of individual attributes among middle school students identified with specific disabilities and their peers without disabilities.

### StopBullying.gov

<http://www.stopbullying.gov>

Managed by the U.S. Department of Health and Human Services, StopBullying.gov provides information from various government agencies on bullying, including cyberbullying, who is at risk as well as and how you can prevent and respond to bullying.

### Tips and Strategies for Protecting Students with Disabilities from Bullies

<http://thebehaviorco.com/tips-and-strategies-for-protecting-students-with-disabilities-from-bullies/>

While any student can be the target of bullying, a student with a disability is particularly vulnerable. Exceptional children may be targeted because they may exhibit anxiety or do not recognize or respond to appropriate social cues, which may cause them to be singled out. Consequently, bullying behavior, whether direct or indirect, is problematic for exceptional students who may already be experiencing academic difficulties (Estell, et al., 2009; Mishna, 2003).



## Upcoming Webinars

### **Decreasing Dropout Rates for Minority Male Youth with Disabilities from Culturally and Ethnically Diverse Backgrounds**

**December 10, 2014**

**12:00pm to 1:30pm**

[http://online.krm.com/iebms/reg/reg\\_p1\\_form.aspx?oc=10&ct=0016164&eventid=22188](http://online.krm.com/iebms/reg/reg_p1_form.aspx?oc=10&ct=0016164&eventid=22188)

Presenters: Dr. Susan Faircloth, Associate Professor of Education, North Carolina State University, NC, Dr. Robert Lucio, Associate Professor of Education, St. Leo University, FL

The National Dropout Prevention Center for Students with Disabilities (NDPC-SD) has recently published a monograph that examines the problem of high school dropout rates among males with disabilities through the lens of three ethnicities, American Indian, African American and Latino.

Three chapters explore the nature of the problem, review the existing, and paucity of, research, examine root causes and risk factors, consider conditions that protect against dropout, suggest existing programs and strategies that help these young men to stay in school, offer direction for much-needed research and articulate important changes that need to be made in both policy and practice to better serve young males of color.

During this webinar, Drs. Susan Faircloth and Robert Lucio will examine and discuss the NDPC-SD report, its recommendations and how state departments of education and school districts across the country are attempting to address this serious and critically relevant issue.

### **Institute on Human Development and Disability Webinar: Rural Job Development**

**December 12, 2014**

**11:00am to 12:00pm**

<https://attendeegotowebinar.com/register/3586476448244314114>

Presenter: Nancy Brooks-Lane, Senior Consultant, Griffin-Hammis Associates, LLC.

Is job development in small towns possible? What are the necessary knowledge, skills and abilities that are required of an Employment Specialist working in areas where by all apparent indicators, there are no jobs? This session will focus on approaching job development with an eye toward social capital, economic development and even self-employment as an option. Please join this webinar which will discuss all things small and rural in supported employment!

### **Save the Dates: FCIC's 2015 Employment Webinar Series**

**Third Wednesday of each month**

**5:00pm to 6:00pm EST**

<http://www.flcic.org>

Join the Florida Center for Inclusive Communities (FCIC) for an opportunity to participate in a series of webinars geared to build capacity on an array of employment related topics. The FCIC is a University Center for Excellence in Developmental Disabilities Education, Research, and Service.

Employment Webinar Series Dates for 2015:

- **January 21, 2015:**  
What's due? What's new? - IRS Tax Season
- **February 18, 2015:**  
Self-Advocacy in the Workplace
- **March 18, 2015:**  
A Parent Employment and Parenting a Child with IDD
- **April 15, 2015:**  
Traveling by Air for Business or Pleasure
- **May 20, 2015:**  
Transportation Disadvantage - Getting To and From Work
- **June 17, 2015:**  
Transition to Adulthood: Essential Skills to Getting a Job
- **August 19, 2015:**  
Navigating the Workplace with Invisible Disabilities
- **September 16, 2015:**

[Join Our Mailing List](#)



### About **Project 10** Topical Briefs:

Project 10 *Topical Briefs* provide short information summaries and resource links related to secondary transition.

***Have a question? Want to find or recommend a resource? Have some great news to share?***

Send us an email at

[project10@stpete.usf.edu](mailto:project10@stpete.usf.edu)

For back issues of Project 10 Topical Briefs, visit the newsletter page on the Project 10 website at <http://www.project10.info/>

[Newsletter.php.](#)

### **Project 10:**

#### **Transition Education Network**

assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

**Project 10: Transition Education Network**

**University of South Florida St. Petersburg**

Questions or comments?

Email us at

[project10@stpete.usf.edu](mailto:project10@stpete.usf.edu)

[www.Project10.info](http://www.Project10.info)

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