#### Resilient Systems Part I: Using Data-Based Decision-Making to Reduce Bullying



Susan M. Swearer, Ph.D.

University of Nebraska – Lincoln

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In Memory of Jessica Kassandra Haffer

October 2, 1989-November 23, 2003

www.jessicahaffer.

If you think you're too small to make a difference, try sleeping in a room with a mosquito.

--African Proverb



#### Target Bullying: Ecologically-Based Prevention and Intervention for Schools

- A partnership between individual schools and/or districts and the University of Nebraska – Lincoln.
- Recent studies: Social-ecological models of bullying; internalizing and externalizing problems in youth involved in bullying; developmental issues in bullying; international study of bullying; cognitive factors associated with bullying; alternative intervention to in-school suspension for bullying behavior; cognitive-behavioral interventions for bullying; using data-base decision-making to change the school climate.

## Target Bullying: Ecologically-Based Prevention and Intervention

- Target Bullying (sample publications)
  - An Ecological Framework for Bullying and Victimization (Swearer & Doll, 2001).
  - Relationship between Depression, Anxiety, and Bully/Victim Status (Swearer et al., 2001).
  - Perceptions and Attitudes toward Bullying (Swearer & Cary, 2003).
  - Research on bullying and victimization: What have we learned and where do we go from here? (Espelage & Swearer, 2003).
  - Cognitive-behavioral interventions for participants in bullying and coercion (Doll & Swearer, 2005).
  - A social-ecological model for bullying prevention and intervention in early adolescents (Swearer, Peugh, Espelage, Siebecker, Kingsbury, & Bevins, 2006).
- Bully Survey Youth, Elementary, Teacher, Parent, Mentor (Swearer, 2001—available on Survey Monkey)
  - Bullying Attitudinal Scale (Swearer, 2001)
- · Psychological Measures (Internalizing and Externalizing)

## Afternoon Workshop Objectives

- Understand how assessment and intervention are inextricably linked
- Understand the key elements for creating a positive school climate
- Identify how to use data-based decisionmaking
- Identify the critical elements for bullying prevention and intervention
- Review evidence-based resources

#### **Morning Workshop Objectives**

- Define bullying and identify best practices for accurate assessment
- Understand the social-ecological perspective of bullying behaviors
- Understand psychological consequences of involvement across the bully/victim continuum
- Understand why bullying peaks in middle school
- Understand the real reasons behind barriers to effective intervention
- Understand the benefits of anti-bullying policies and how data should inform policy

#### What are We up Against?

- "Bullying is not an issue that needs to be specifically addressed."
- "Not all districts/schools have problems with bullying."
- "A new policy...will not eradicate bullying. Have they forgotten what growing up is like?"
  - From the Nebraska Council of School Administrators survey in 2003

## **Bullying Myths**



- Bully Quiz
- Review answers

#### **Question 1: True**

 Most bullying (2-3 times as much) happens in school rather than on the way to/from school; generally bullying during school hours occurs where there is limited or no adult supervision, including lunchtime, between periods, and recess.

#### **Question 2: True/False??**

- Boys tend to engage in more direct physical bullying; girls in more indirect: boys tend to use behaviors such as pushing, shoving and girls use words like spreading rumors and name-calling. However, there are conflicting findings.
- Physical bullying tend to peak in elementary grades; verbal bullying stays constant.

# Gender Differences on Bully/Victim Scales Espelage, Mebane, & Adams, in press; Espelage & Mebane, 2003

#### **Question 3: True**

- Older students pick on younger students, rather than on older students or their same age peers.
- Boys and smaller children are at greatest risk for physical bullying.
- Weakness can also be defined as social status within the school culture. Weaker students may be the ones that do not have many peers or who do not belong to the popular cliques.

#### **Question 4: True**

- Although when researchers include exclusion as a form of bullying, which is the type of bullying that girls do most, the gender "difference" is somewhat more equal.
- Boys also tend to be victimized more than girls.

#### **Question 5: True**

- The incidence of bullying looks like a bell curve—bullying peaks between grades 4-7
- Bullying steadily declines as students get older, but it never totally disappears.
   Research suggests that students change tactics (i.e., reports of sexual harassment increase at about the time reports of bullying decrease).
- Studies in Canada and the UK of students in grades 1-8 show that as they get older, students are more likely to join in bullying and less likely to help victims.

#### **Question 6: False**

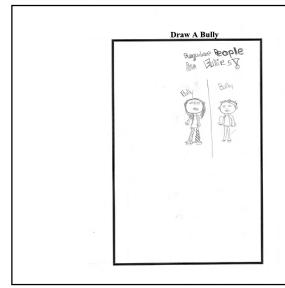
- Bullies typically time their bullying so they are not caught!
- However, observational data have shown that often adults aren't aware or attending when bullying occurs.
- Most disturbing is that when adults do observe bullying or when students tell them, their responses are not helpful in terms of reducing aggressive behavior.
- School-wide policies may not be consistently adhered to or enforced.

#### **Question 7: False**

- Students are often admonished to work it out on their own but without support or cues on how to do that.
- Even with all we know about the serious effects bullying can have (suicide, life-long trauma), it is typically considered a "normal" part of growing up that must be endured.
- Bullying is tacitly accepted and many adults even say they think it helps "build character."

#### **Question 8: False**

- Studies show that all three participant groups (bullies, victims, bystanders) are affected by bullying.
- The passive role of bystanders leads to a sense of powerlessness, fear of being victimized, and anxiety that they'll do the wrong thing. In addition, they can become desensitized to negative behavior, repressed feelings of empathy for victims, and decreased connection in relationships.



"I hope to die during an in-service workshop because the transition from life to death would be so subtle."

-Anonymous

#### Why Target Bullying?

- Bullying may be part of a larger pattern of antisocial behavior-- one out of four male bullies at age 8 had a criminal conviction by age 30 (Olweus, 1993)
- Bullying was a factor in 2/3 of the 37 school shootings reviewed by the U.S. Secret Service (i.e., shooters reported being chronically victimized).
- Victims and bully-victims are more depressed and have lower self-esteem than nonvictimized youth (Olweus, 1993; Swearer et al., 2001)

## How Prevalent is the Bullying Problem?

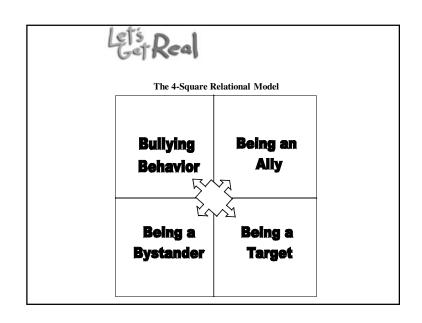
- 10.1% (Solberg & Olweus, 2003) to 37% of students (Limber & Small, 2000) report being bullied two or three times a month
- 8.4% (Nansel et al., 2001) to 34% (Stockdale et al., 2002) of students in the U.S. report being victimized at least once per week.
- 75% of adolescents report having been bullied at some time during their school years (Hoover, Oliver, & Hazler, 1992)
- Involvement in bullying will vary across schools and communities!
- How do you know how prevalent the problem is if you don't collect the data?

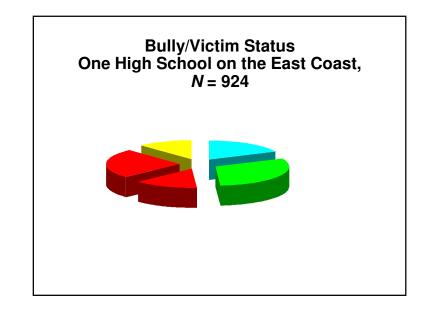
#### The Costs of Bullying

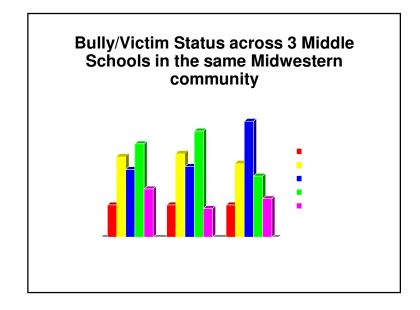
- Bullying is a social problem that negatively impacts 3 out of 4 students during their school years.
- Bullying is a health problem the psychological consequences for students involved in bullying is severe-depression, suicide, antisocial behavior.
- Bullying helps create feelings of helplessness, anger, and frustration.
- Adults often do not know how to effectively respond.
- Bullying is expensive dropout, suicide, litigation.

#### **Bully/Victim Continuum**

- Bully reports bullying others
- · Victim reports being bullied by others
- Bully-victim reports bullying others & being bullied
- Bystander reports observing others being bullied
- No Status/Not involved does not report any involvement with bullying





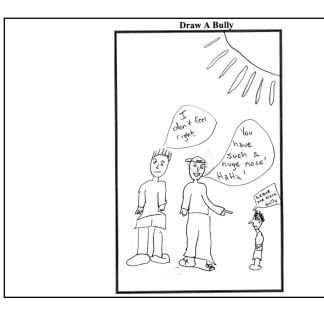


## What is Bullying?

While the definition of bullying can be agreed upon by scholars and educators, students and teachers often struggle with the distinction between playful teasing versus bullying.

## Why Adults Can't Always Tell When It's Bullying

- The same aggressive behaviors (taunting, teasing, hitting, pushing...) can be playful or deliberate conflict depending on whether they occur between friends or not-friends.
- · Adults typically don't see the bullying.
- The dividing line between bullying (repeatedly and to intimidate) and being mean (a single aggressive act) is not immediately apparent to adults.
- BULLYING IS A COMPLEX DYNAMIC!



#### **Definition of Bullying**

Students are being bullied when another student or several other students:

- Say mean and hurtful things to them or make fun of them.
- Completely ignore or exclude them from their group of friends or leave them out of things on purpose.
- Hit, kick, push, shove around, or lock them inside a room.

#### **Definition (continued)**

 Tell lies, spread false rumors about them or send mean notes and try to make other students dislike them.

#### And...

- These things happen repeatedly.
- It is difficult for the student being bullied to defend himself or herself.

#### Therefore.....

#### **Bullying is:**

- 1) negative, mean behavior that
- 2) occurs repeatedly (over time)
- 3) in a relationship that is characterized by an imbalance of power or strength.

(Olweus, 1999)

## Cyberbullying (aka, internet bullying; online bullying)

#### **Bullying meets technology!**

Remember part of the definition of bullying:

- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Getting certain people to "gang up" on others

In cyberbullying, the same dynamic takes place, it just takes place in chat rooms, text messaging, IMs, blogs, emails, and websites (i.e.,MySpace; Facebook).

#### Survey Definition (Swearer, 2001):

- Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.
  - Punching, shoving and other acts that hurt people physically
  - Spreading bad rumors about people
  - Keeping certain people out of a "group"
  - Teasing people in a mean way
  - Getting certain people to "gang up" on others

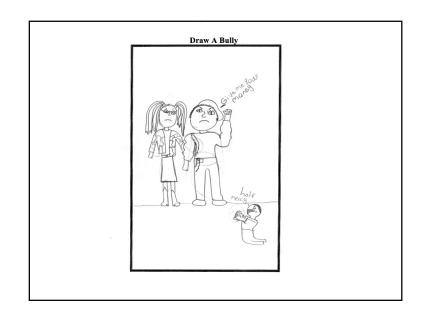
## Why is cyberbullying so detrimental?

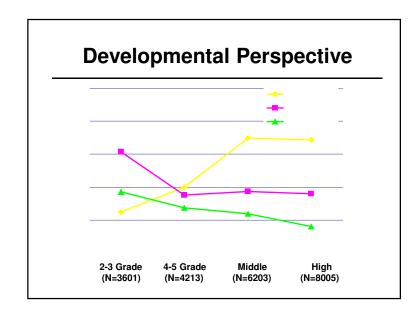
- Anonymous
- Vicious
- · Easier to get away with it
- · Free speech rights
- Many bullying and harassment polices address actions on school grounds – not in the home
- Unless there's a paper trail, cyberbullying is difficult to detect and prove

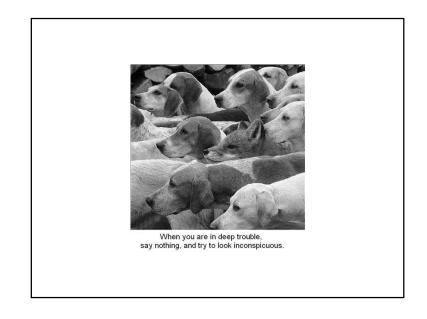
#### **An Ohio Example**

"At Saint Ursula Academy, a Catholic girls' school in Cincinnati, students sign an agreement at the beginning of the school year obligating them to ethical use of the Internet, e-mail and the school network. School policy puts teeth into the agreement by defining bullying as actionable whether it occurs on or off campus, in writing or in person. Online bullying may be punished with demerits that may lead to probation or dismissal."

(Simmons, R. washingtonpost.com, "Cliques, Clicks, Bullies And Blogs")







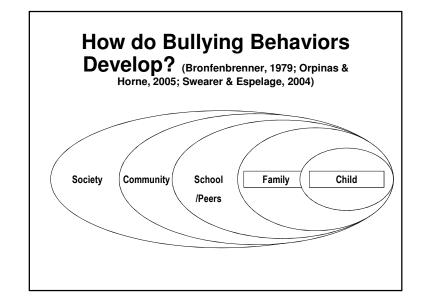
# There are No Easy Solutions!

 Bullying is a complex phenomenon that MUST be understood from a social- ecological perspective.



# We need to ask the right question:

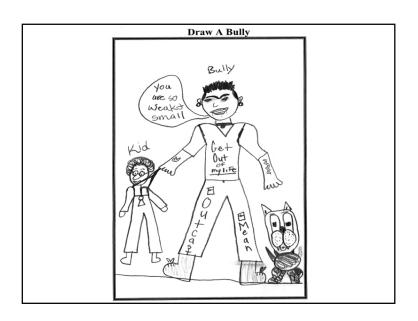
"What are the conditions that allow bullying behaviors to occur?"



## Bullying is an Ecological Phenomenon

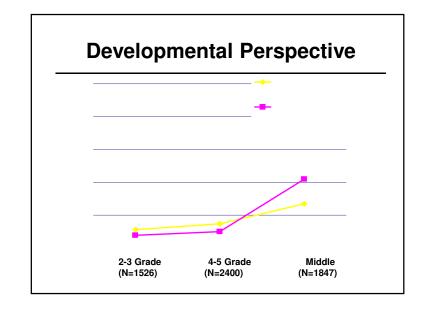
 Internal factors in the individual (e.g., impulsivity, depression, anxiety, anger) interact with the social environment (e.g., class rules, teacher behaviors, peer group), which then serve to encourage or inhibit bullying and/or victimization behaviors.

(Swearer & Doll, 2001)



# Developmental Perspective of Bullying

- Bullying in elementary schools tends to include more overt physical aggression.
- Bullying in middle and high school includes more covert behaviors (I.e., verbal teasing, social exclusion, etc.).
- Bullying behavior tends to peak in middle school and generally decreases with age (Hoover et al., 1992; Pellegrini & Bartini, 2000).



## Family and School Risk Factors

- FAMILY
  - Lack of supervision
  - Lack of attachment
  - Negative, critical relationships
  - Lack of discipline/ consequences
  - Support for violence
  - Modeling of violence

- SCHOOL
  - Lack of supervision
  - Lack of attachment
  - Negative, critical relationships
  - Lack of discipline/ consequences
  - Support for violence
  - Modeling of violence



#### **Data-Based Decision-Making**

- Assessing the ecology of bullying behaviors is a complex task and must be done carefully and comprehensively
- Survey Data (Swearer, Olweus, etc).
- Scale Data (Espelage, Reynolds, etc).
- Develop a school and community task force to find which approach will work for you.
- What are the questions you want answered?

#### **Best Practices: Assessment**

- Bullying and victimization MUST be assessed using a multiple informants
- Self-report, teacher report, and peer report should be used
- Accurate assessment is complex and must include:
  - School context and climate variables (including technology issues).
  - Classroom contexts.
  - Peer contexts.
  - Individual variables.
  - Adult beliefs and responses.

## An Example of Data-Based Decision-Making

 School's basic question: Is verbal harassment as detrimental as other forms of harassment?



#### "You're so gay;" Reasons for Victimization and Psychological Impairment Among Adolescent Males

- We hypothesized that boys who were bullied by being called "gay" would display greater internalizing problems, more overt and covert forms of being bullied, and more negative perceptions of school climate compared to boys who were bullied for other reasons.
- Additionally, boys who were the recipients of homophobic bullying, could be differentiated by a combination of psychosocial factors from boys who were bullied for reasons.

#### **Participants**

- 251 ninth (*n*=77), tenth (*n*=96), and eleventh (*n*=78) grade male students.
- This study utilized a cross-sectional portion (Spring 2005) from the longitudinal data set.
- Age ranged from 14 to 18 years old (14-7%; 15-31%; 16-35%; 17-26%; 18-1%).
- 90% Caucasian, 5% Latino/Hispanic, 2% African-American, 2% Biracial, 1% Asian-American.
- 25% of the participants received financial aid.
- · 82% lived with both parents.
- 73% did not receive special education services.

#### Two groups of victims

- Out of the 251 participants, 121 (48%) reported being bullied and 127 (50%) stated that they had not been bullied during the past school year (2% did not respond).
- Of the 121 participants who had been bullied, 32 (26%) reported that they had been bullied because others called them "gay" (Group 1) and 89 (74%) reported that they had been bullied for other reasons, exclusive of being called "gay" (Group 2).

## Group 2's reasons for being bullied

The top five reasons for being bullied endorsed by Group 2 were:

- 1. "I get good grades" (28%);
- 2. "they think I'm a wimp" (27%);
- 3. "I am different" (23%);
- 4. "they think my friends are weird" (16%);
- 5. "the clothes I wear" (15%).

## Measures (cont')

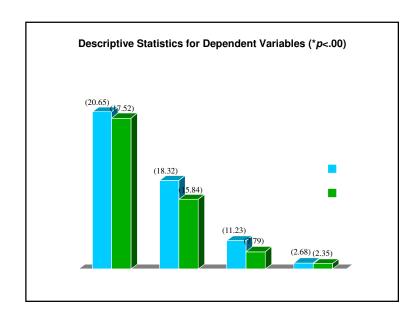
- Hopelessness. The Hopelessness Scale for Children (HSC; Kazdin, French, Unis, Esveldt-Dawson, and Sherick, 1983). Alpha = .68
- Internal/External Locus of Control. The Children's Nowicki-Strickland Internal-External Scale (CNSIE; Nowicki & Strickland, 1971). Alpha = .75
- Perceptions of School Climate. The Thoughts About School (TAS; Song & Swearer, 2001).
   Alpha = .73

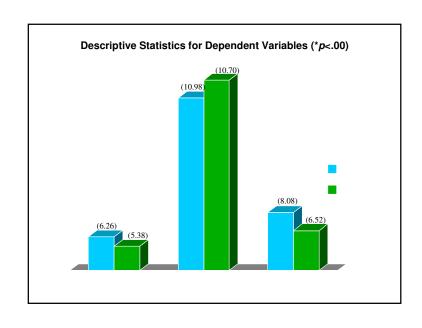
#### **Measures**

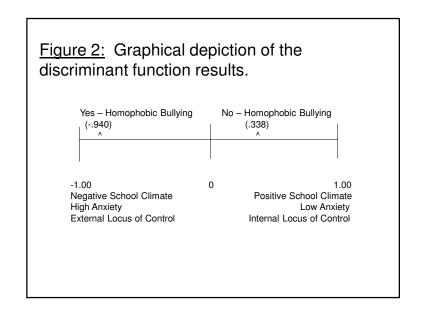
- Bully/Victim Experiences. The Bully Survey (Swearer, 2005)
- Overt and Covert Bullying Scale (OCBS; Swearer, 2005). Alpha = .87
- Aggression symptoms. The Aggression Questionnaire (AQ; Buss & Warren, 2000).
   Alpha = .90
- Anxiety symptoms. The Multidimensional Anxiety Scale for Children (MASC; March, 1997). Alpha = .91
- Depression symptoms. The Children's Depression Inventory (CDI; Kovacs, 2001).
   Alpha = .86

## The Bully Survey (Swearer, 2004)

- is a four part, 31-question survey that queries students regarding their experiences with bullying, perceptions of bullying, and attitudes toward bullying. Bullying is defined, using the HRSA definition of bullying, in each section of the survey.
- · Based on responses these subtypes are identified:
  - bullies, bully-victims, victims, bystanders, not involved.
- · A 14-item bullying attitudinal scale is included.
- · An 11-item overt/covert bullying scale is included.
- · Parent and teacher versions are available.

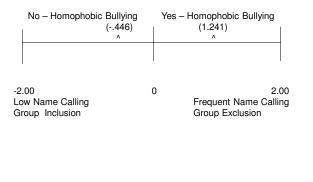






ÎTEM	Covert	Overt	
% of Variance explained	34.23	23.43	
Made fun of me	.82		
Said mean things behind my back	.78		
Called me names	.73		
Won't let me be a part of their group	.68		
Nobody would talk to me	.68		
Wrote bad things about me	.63		
Played jokes on me	.55		
Attacked me		.86	
Pushed or shoved me		.84	
Broke my things		.65	
Said they will do bad things to me		.59	

## <u>Figure 1:</u> Graphical depiction of the discriminant function results.

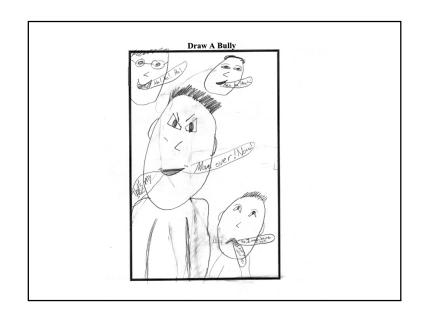


#### **Conclusions and Limitations**

- Adolescent males who are the victims of homophobic bullying have negative perceptions of school climate, higher anxiety, and an external locus of control.
- Adolescent males who are the victims of homophobic bullying experience frequent name calling and group exclusion.
- Being called "gay," regardless of one's sexual orientation has negative psychological, school, and peer group consequences.
- Limitations include: sample size of group 1; sample was majority white, upper middle class from a private school-limiting generalization; self-report-common method variance.

## What did this school do as a result of the data?

- · Staff training—verbal bullying IS detrimental
- Consistently enforced serious consequences for name-calling
- Treated name-calling as seriously as physical aggression
- The Gender Public Advocacy Coalition (GenderPAC) works to end discrimination and violence caused by gender stereotypes. To find out more, visit www.gpac.org/join.
- GenderPAC's GenderYOUTH network supports an annual "Drop the Labels" campaign. "Drop the Labels" is an anti-bullying public education campaign that engages students across the country in educating their peers, faculty, community members, and elected officials about gender-based bullying and harassment.



#### **Peers are Critical**

Bullying HAS TO BE examined within the larger social context -- including the PEER GROUP



## Why do students bully others? – Kids' Voices

"They can be a part of a group and they do it so the group will respect them more. People just want to be cool and fit in."



(Espelage & Asidao, 2001)

#### **Peer Groups & Bullying**

- Craig & Pepler (1997):
  - Videotaped aggressive & socially competent children (grades 1-6)
  - peers were involved in bullying in 85% of bully episodes
  - active participation in the episode (30%), observing the interaction (23%), and intervening (12%)
  - peers empathized with the bully in 74% of the episodes and only empathized with the victim in 23% of the episodes
  - social-ecological perspective interaction between individual characteristics and the social context (i.e., peer group and school social system)

## Bullies may be the popular kids!

Not all students who engage in bullying are socially rejected!



#### **Popularity & Bullying**

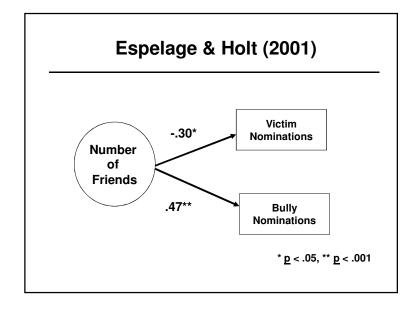
#### · Pelligrini et al. (1999):

- 154 5th graders completed measures related to bullying, victimization, friendship & popularity.
- Popularity and self-reported bullying were negatively correlated.
- Bullies received popularity nominations from other bullies and bystanders.
- For bullies, popularity was associated with proactive aggression (aggressive used effectively).
- Leaders in the bully group may be popular; while the other members are rejected.

#### **Popularity & Social Behavior**

#### • Rodkin et al. (2000):

- 452 boys in 4th 6th grades; students and teachers completed behavioral and popularity measures
- cluster analysis of teacher nominated data yielded popular prosocial (N = 121) and popular antisocial (N = 59) groups
- popular antisocial received more nominations for "being cool" and athletic than other males (e.g., passive, troubled)
- popular antisocial overrepresented in classroom cliques perhaps these kids are the leaders in their cliques and use bullying to get what they want



# **Bullies May be Part of Dominant Social Groups**

- Research suggests that bullying is a way to achieve power and dominance (Long & Pellegrini, in press).
- "Pro-social" bullying maintains power relationships in schools (Garbarino & deLara, 2002).
- The culture of athletics may support "pro-social" bullying.

# Bystanders are a Key to Reducing Bullying

Although peers are involved in bullying in some capacity - many DO NOT actively participate.



#### **Importance of Bystanders**

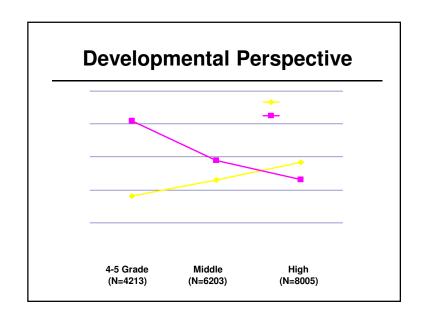
- Although peers are involved in bullying in some capacity - many DO NOT ACTIVELY PARTICIPATE.
- Bystanders are key to school climate.
- When bystanders take a stand against bullying they help create an environment that is safer and more conducive to learning.

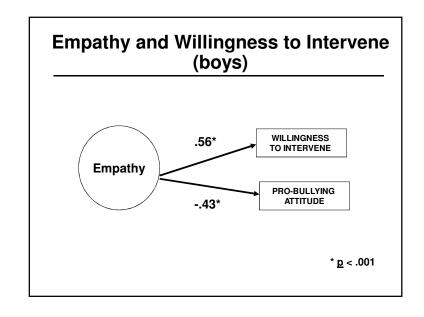
(Tremlow, Peaceful Schools Project, study with Topeka schools, 2002)

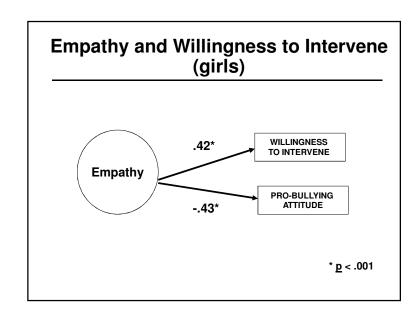


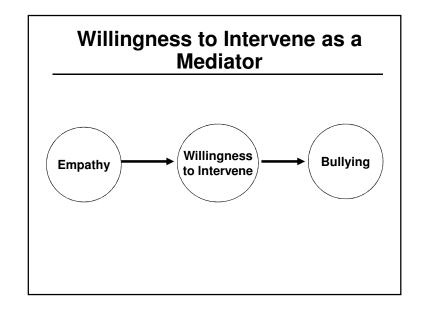
# How can we Teach Bystanders to Intervene?

- •Willingness to Intervene Needs to be studied – why do some individuals take a stand against bullying?
- •There are REAL fears that kids (and adults) face about intervening.
- •Read "the power of bystanders" in Bullying in Secondary Schools.









## Psychological Consequences of Bullying

Bullying has serious psychological consequences for youth who bully, who are victims, who are bully-victims, and who are observers of bullying.

#### **Depression and Anxiety**

- Bullies, victims, bully-victims, and bystanders experience elevated levels of depression and anxiety compared with students not involved in bullying.
- Interventions that focus on coping with both depressive and anxious feelings should be directed toward students as they transition from elementary to middle school.
- Transitional years (entry and exit years into middle school) appear to be the most difficult for students in terms of internalizing problems.

## Assess for Internalizing Problems

- In one school, bullies had a bimodal distribution on the depression measure – some of the MOST depressed students were bullies and some of the LEAST depressed students were bullies.
- In another school, some of the bullies had the highest levels of social anxiety. How might social anxiety "fuel" bullying?
- Across several schools, the bully-victims had BOTH the highest levels of depression and anxiety.

#### **Warning Signs of Victimization**

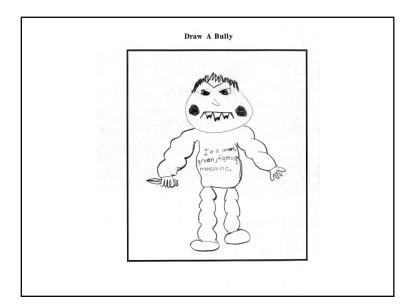


- Increasingly withdrawn
- Increasingly sad and melancholic
- Reactive aggressive, low frustration tolerance
- Deterioration of school/work performance
- Low involvement in groups
- Illness prior to group activities
- Frequent somatic complaints
- Absenteeism without explanation
- Bruises, cuts, scratches
- Lack of interest in activities

## What are some short and long-term effects of victimization?

- Peer rejection
- Fear and avoidance of social situations
- Low self-esteem
- Stress-related symptoms
- Feeling of alienation and loneliness
- Hopelessness

- Lack of sleep
- Bed-wetting
- Lower academic grades
- Drop out, truancy
- Chronic illness
- Depression
- Suicide



#### Warning Signs of Bullying



- May be popular, dominant
- Increasingly aggressive
- Climate (home/school) reinforces that aggression is instrumental
- May be a poor student (i.e., correlation between poor reading and aggressive behavior)
- May be a leader in a small, closed peer group
- May be an athlete or in a leadership position
- May have little empathy for others
- May be involved in drug use/abuse
- May have superior theory of mind

## What are some short and long-term effects of bullying others?

- Peer rejection OR
- Peer acceptance
- Low self-esteem OR
- High self-esteem
- Rejection from adults OR
- Acceptance from adults
- Bullies at age 9 are 2/3 more likely to have a legal conviction at age 24
- More likely to be involved in illegal activities as a young adult
- Substance Abuse
- Depression
- Aggression
- Risk of drop-out

## Warning Signs of Engaging in Bully-Victim Behaviors



- Low frustration tolerance
- See that adults and peers don't intervene social learning theory
- Anger
- Heightened sense of unfairness
- Truancy
- More impaired psychologically
- May be more likely to be bullied at home

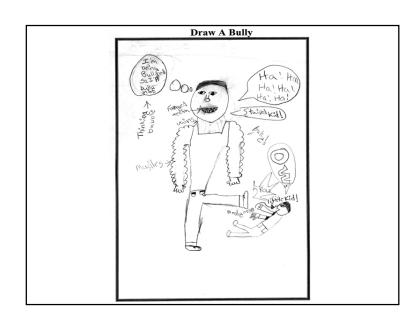
#### What are Some Short and Long-Term Effects for Bully-Victims?

- Peer rejection
- Poor social skills
- Low self-esteem
- Increased hopelessness
- More external locus of control
- Extreme frustration with "the system."

- Anger
- Lower academic grades
- Drop out, truancy
- Depression
- Increased aggression
- Anxiety
- Suicide

# Bully-Victims are at the Greatest Risk

Kids who BOTH bully others and are bullied (bully-victims) are the most impaired group along the bully/victim continuum and are more common than previously thought.



#### Commitment



## Anti-Bullying Policy:

NO bullying in ANY form will be tolerated!

## Top Ten List for Developing an Anti-Bullying Policy

- 1. Must be created by school staff.
- 2. Is written with input from students and teachers.
- 3. Is focused around a school mission statement and communicates the vision of a safe school.
- 4. Outlines procedures to be used by staff to achieve consistency in daily interactions with students and supervision of school areas.
- 5. Should provide flexibility for classroom teachers.

## One District's Anti-Bullying Policy

- "Anywhere Public Schools provides physically safe and emotionally secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding and acceptance of others) are encouraged in the educational program and are required of all staff. Inappropriate behaviors, including but not limited to bullying, intimidation and harassment, must be avoided by students and all staff. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors."
- · Do you see any problems?

#### **Top Ten List (continued)**

- 6. Protocol for behavioral problems that enforced school-wide
- 7. Guides staff development and supports staff growth.
- 8. Is evaluated and updated annually.
- 9. Is consistent with school board policies and state and federal laws.
- 10. Is frequently reviewed with staff, parents, and students.

#### **Develop an Anti-Bullying Policy**

- Suggestions for developing policy and implementation
- · Small group activity:
  - Does your school currently have a policy?
  - What are important elements to include in an anti-bullying policy?
  - Report back to the group



#### A Video Resource

#### "Bully Dance" video

Bullfrog Films Box 149 Oley, PA 19547

(610) 779-8226

Web: www.bullfrogfilms.com

#### Video and training resource

- · "Let's Get Real" video and curriculum guide
- www.respectforall.org
- Part of
   The Respect for All Project
   Running Time: 35 minutes
   Format: VHS and DVD Special features include director's interview, clips from other RFAP films, chapter-by-chapter version of the film corresponding to the curriculum guide.
- Price: Individuals \$99
   K-12 Schools, Community Groups & Public Libraries \$99
   Colleges & Universities \$249
- Give this code: BTQL8U for a 20% discount off the K-12/Community Organization price and the Higher Ed/Institution price

#### Using video as a teaching tool

 How might you use these videos with:

Staff?





Parents?



