

REDUCING BULLYING: MEETING THE CHALLENGE

“Everyday, over 52 million children attend 114,000 schools in the United States, and when combined with the 6 million adults working in schools, almost one-fifth of the population in the U.S. are to be found in schools on any given week” (Huang et al. 2005, p.623.)

INTRODUCTION

Bullying in schools is a frequent and serious problem that is often a precursor of aggressive and violent behavior. Schools, in concert with parents and community members, can significantly reduce bullying behavior. This section of the Website is designed to provide practical guidelines on how to reduce and prevent bullying behaviors. The practical "how to" guidelines are presented in six dropdown **MENUS**.

FAQ'S

FREQUENTLY ASKED QUESTIONS

MENU I offers

INFORMATION ABOUT BULLYING

MENU II highlights

THE CRITICAL ROLE OF THE PRINCIPAL IN BULLY REDUCTION PROGRAMS

MENU III describes

ASSESSMENT PROCEDURES OF BULLYING

MENU IV describes

SCHOOL-WIDE POLICIES AND PRACTICES

MENU V considers

SPECIFIC INTERVENTIONS TO REDUCE BULLYING

MENU VI provides

ADDITIONAL RESOURCES OF INFORMATION ABOUT BULLYING

A list of **Specific Topics** in the form of **Frequently Asked Questions** are also provided, so you can immediately look up answers to specific questions.

Before we consider the specific practical suggestions a brief historical perspective on bullying interventions and a consideration of the general lessons learned from these past interventions will be presented. We conclude this introduction with a checklist of the key components of a bully prevention program, so one can see where specific practical suggestions fit into the "big picture."

BRIEF HISTORICAL PERSPECTIVE

The first major anti-bullying intervention program in schools was conducted in Bergen, Norway in 1983 by Dan Olweus. This program was introduced following three suicide deaths of boys ages 10 to 14 year-old, who had each been severely bullied by their peers.

In the initial Olweus intervention program there was a reduction of up to 50% in bullying behavior. This change was maintained after two years of the intervention. There was no displacement from bullying at school to bullying on the way to and from the school. Moreover, the results revealed more positive pupil relationships and a significant drop in rates of vandalism, theft and truancy.

Since 1983, bullying prevention programs have been implemented in 11 countries and on three continents. We can now ask:

- a) What are the lessons that have been learned from these many anti-bullying interventions that my school can benefit from?
- b) What are the core elements of a bullying prevention program and how can we implement and evaluate such interventions?

LESSONS LEARNED FROM PREVIOUS EFFORTS TO IMPLEMENT A BULLYING PREVENTION PROGRAM

Lesson 1. While there is considerable evidence of success in the actions of schools against bullying, the level of success varies greatly between schools. Those schools that did the most, achieved the most.

Lesson 2. The leadership by the principal or head teacher and administrative commitment are critical to the success of a bully reduction program. Consider the following observations offered by leading researchers in anti-bullying:

“A principal can influence the staff’s attitudes and behavior by putting anti-bullying work in the school’s official agenda, initiating plenary meetings with staff and parents, and providing clear guidelines about the organization of the supervisory system during break periods. It is important that the principal allocate time and financial resources to such activities” (Dan Olweus, 2004, p. 32.)

“ We believe that without the commitment of the leadership and staff, the anti-bullying program would not get off the ground” (Pepler, 2004, p. 126 - leading Canadian researcher on bullying.)

“A necessary prerequisite to the effective implementation of a

Bullying Prevention Program is the commitment of the school administrator (principal) and a majority of school staff to addressing problems associated with bullying” (Limber et al, 2004, p. 66 researcher who brought Olweus’ anti-bullying program to the U.S.)

“Administrative commitment to the classroom meeting concept proved particularly crucial in our middle schools, as the principal needed to approve changes to the students’ schedules and creatively encourage teachers to hold such meetings” (Limber et al, 2004, p. 69.)

“As would be expected, the principal’s involvement was pivotal to the success of the project’s implementation, particularly the whole-school activities. The promising gains in policy implementation initiatives were made in intervention schools where the principals attended the training and were actively involved in their whole-school committee” (Cross et al, 2004, p 199 – researcher who created the Friendly Schools project in Australia.)

In short, bullying prevention programs are unlikely to be effective without the commitment and investment of the principal.

- Lesson 3.** “Successful school-based interventions for bullying depend on teachers and principals to create a climate that discourages bullying and encourages peer processes that support and include vulnerable children. Teachers should label bullying behavior, not the person. Identify the problem as bullying behavior and avoid labeling children and youth as “bullies and victims.” These labels limit how they think about themselves and how others think of them.” (Pepler et al, 2004, p.311.)
- Lesson 4.** “Only with consistent sustained effort (at least two years of intervention) is the incidence of bullying and related behaviors likely to be reduced. It takes more than six (6) months to effect change in bullying problems in elementary schools” (Pepler et al, 2004.)
- Lesson 5.** Anti-bullying efforts cannot be separated from the core tasks of effective teaching. Engaging teachers with good classroom management skills have less problems with students’ bullying behaviors. Academic progress increases when schools work to improve the quality of teachers’ classroom management and positive behavior discipline techniques. High student engagement reduces bullying opportunities.
- Lesson 6.** “It is difficult at this stage to identify the crucial elements in the anti-bullying programs or to say which programs are most effective. Most of the programs to counter bullying have resulted in a degree of success, at least on some outcome measures. This is encouraging” (Rigby, Smith & Pepler, 2004, p. 2.)
- Lesson 7.** “There is a greater likelihood of success of anti-bullying intervention programs at younger primary grades (e.g. kindergarten to grade 4) than with older middle and secondary students. Changes in anti-bullying attitudes and group norms are more

common in younger students. They are more likely to respect the authority of teachers. Research on the stability of victim and bully status suggests that few pupils enter into stable roles before 8 to 9 years old.” (Rigby et al, 2004.)

Lesson 8. “At this stage in the development and refinement of bullying interventions, the research is not at the point where we can reliably point to specific elements of interventions that are known to be the active and essential elements associated with change” (Pepler, 2004, p. 313.)

Lesson 9. Hazler and Carney (2006) propose that effective bullying prevention programs should

- a) involve diverse groups in the planning and implementation of the program;
- b) increase initial awareness by bringing the problem of bullying to the surface and foster empathy by focusing student and staff attention on the feelings of all participants in bullying;
- c) implement policies that nurture pro-social behavior
- d) skill development in which perpetrators, victims and bystanders are targeted with a wide array of social skills training;
- e) continuing involvement that keeps the issues, changes, problems and necessary actions alive for ongoing discussion;
- f) assessment of progress and adjustment of efforts.

Lesson 10. There are no "magic bullets, nor quick fixes". True success requires extensive coordinated and sustainable efforts. A successful anti-bullying program is an ongoing, rather than a one-time only program.

With these lessons in mind, we can consider what are the **core elements of any anti-bullying program**. All too often bully reduction programs are implemented in a short-term fashion, with some staff members enthusiastically advocating one aspect of the intervention (e.g.; use of role-playing and videotaping of students in high risk settings, or changes in supervision patterns, or implementation of a school wide anti-bullying curriculum.)

How many of the following core elements does your school implement?

A CHECKLIST OF KEY COMPONENTS OF A BULLY PREVENTION PROGRAM

A. At the Principal’s Administrative Level

1. Familiarize administrators and school staff with specific schools laws and school district policies relevant to school violence, bullying and sexual harassment. Enforceable legislation that clearly defines that every student has the right to a safe school environment.
2. Demonstrate leadership commitment to reduce bullying and sexual harassment as serious school violence issues by providing resources and training, as well as reducing barriers to anti-bullying interventions.

3. Establish a school safety committee of six to eight (6-8) key personnel (e.g., school administrators, preferably principal or assistant principal, teachers representing different grade levels, school staff such as bus drivers, recess monitors, parents and community members) who meet regularly. The committee considers ways to anticipate and address possible barriers that might interfere with the implementation of the anti-bullying program (e.g., attitudinal, personnel, resources, leadership barriers).
4. Assess on an ongoing basis for the incidence, type and impact of bullying, harassment and gang activities using input from multiple sources (e.g., students, staff, parents, community members) and utilizing multiple measures (e.g., survey, interviews, observations). Administer an anonymous questionnaire to assess the nature and extent of bullying in your school.
5. Review evidence-based programs to identify one that best fits your school's particular needs (e.g., grade level, severity of behavior problems, time commitment, available resources and personnel).
6. Establish and maintain a confidential reporting system of bullying incidents and the consequences for children who bully, victims of bullying, and bystander activities. Keep in mind that bullying is a group phenomenon.
7. Implement anti-bullying interventions on various levels including; a primary prevention school-wide level; an indicated secondary prevention level with "high-risk" students; a selected tertiary prevention level with students and families who require more extensive wrap-around services. For example, middle and high school personnel conduct early screenings and proactively identify high-risk students from feeder schools. Those students who have needs beyond the school's capacity, require clinical support from community agencies. There is a need for flexibility and resourcefulness.
8. Collaborate with staff to establish doable, obtainable and measurable school goals and objectives for bullying prevention. Create a public relations campaign to make these known to the school population, parents and community members. Nurture awareness among staff of what the school wants to change.
9. Continually monitor and evaluate progress toward achieving goals and adjust interventions accordingly. Use data-guided decision-making and systematic follow-ups.
10. Establish a whole school-wide anti-bullying policy and anti-sexual harassment policy. Define what is considered bullying behaviors. Develop clear **school-wide** rules and **consequences** against bullying; making it clear to all students that bullying will not be tolerated. Include these policies in the school's Mission Statement, Code of Conduct and Bill of Rights.

11. Create a positive school climate where all students feel welcomed and connected with school personnel. The school atmosphere should be characterized by a warm, adult involvement, firm limits, and high expectations that respect cultural diversity. At the class level, nurture a climate of positive cooperative relationships between students and teachers, and among students. For new students, the school should have a welcoming program. Provide an adult mentoring program for students who are “marginalized.” Administrators should be careful not to bully their staff.
12. Disseminate information about anti-bullying policies, reporting forms used for assessment and critical incidents, intervention and evaluation plans by such means as staff meetings, assemblies, drama presentations, class and parent meetings, letters home, school website and student handbook.
13. Build anti-bullying material into the entire curriculum and school activities. Implement curriculum-based, class level discussions and activities against bullying (e.g. role-play activities) to be conducted in an age-appropriate level for each grade level.
14. Educate school personnel, students, parents and community members about bullying (e.g., different forms; distinction between playful teasing and joking and negative hurtful teasing and bullying; how bullying is a group phenomenon and a relationship problem; the role of bystanders and how they can help the victims of bullying or ways to seek adult help). Include related discussions on the topics of racism and sexism. Extend this discussion to parents and proactively involve parents.
15. Provide explicit training and ongoing supervision to teachers delineating how to identify, report and intervene in bullying episodes. At least two full days of training, ongoing personal consultation and telephone consultations should be provided to key personnel. A school needs an on-site coordinator who is committed to the bullying prevention program.
16. Alter supervisory patterns so adults are visible and available at “hot spots” where bullying may occur. Bullying is lower where there is high supervision by adults.
17. Promote playground activities that reinforce prosocial interactions. Work with recess supervisory staff. Teachers are more likely to intervene in bullying episodes that unfold in the classroom as compared to the playground context.

B. At the Classroom Level

1. Establish class level rules that promote good social skills and reduce bullying (*e.g., Respect other students. Try and help students who are bullied. Include students who are left out. Provide help. Get help.*)
2. Use regular classroom meetings (at least once a week) to discuss bullying and

ways to get along with others.

3. Improve the quality of day-to-day classroom management. Use democratic principles and nurture respect.
4. Use adjunctive procedures such as role plays, story circles, creative writing, peace gardens and peace assemblies, as a means to discuss what could be done about bullying and victimization.
5. Emphasize examples of the “Fourth R” for relationships by using such activities as videotape role-plays of “high-risk” situations students may encounter.
6. Define and demonstrate empathy as fundamental to interpersonal relationships in order to reduce bullying behaviors.
7. Provide access to library materials where there are books about bullying.
8. Show videos about bullying as a catalyst for class discussion.

C. At the Classroom and Counselor Level

1. Train students in bystander intervention on how to become a “courageous bystander” by speaking up for victimized and vulnerable students or getting help from adults.
2. Arrange for “marginalized” students to be welcomed and accepted.
3. Provide direct one to one (1:1) discussions with children who bully and victims of bullying (also bully/victims.) Meet with the student who was victimized first and obtain a picture of what happened. Then meet with the student who bullied and other involved students, separately.
4. Consider the range of options from least to most intrusive with students who bully. Interventional discipline is intended to redirect the student’s bullying behaviors into prosocial relationship skills.
5. Meet with students involved in a bullying incident individually (e.g.; see Pikas, 1989, Method of Shared Concern.)
 - (a) Meet with students
 - (b) Send students to administrator’s office
 - (c) Contact and meet with parents
 - (d.) Refer student for training within the school system—empathy training, conflict resolution skills, social problem solving

- (e) Refer students and families to community-based services
 - (f) Take administrative actions (in-school, out-of-school suspensions, transfer to special setting, expulsion).
 - (g) Monitor effectiveness of the interventions.
6. Provide training for victims of bullying including assertiveness training, friendship-building skills, self-enhancement skills, and negotiation skills. Involve parents as part of the training, create a Circle of Friends and identify supportive staff members. ***“Is there an adult in the school building to whom you could turn to for help with your problems?”***
 7. Keep in mind that children who fit the category of bully/victims (children who bully others and are also victims of bullying) are most high-risk for psychosocial problems.

D. At Parents and Community Members Level

1. Disseminate information about bullying to parents and actively engage them in the program. (Most instances of bullying are reported to parents and not to school personnel. But less than 1/3 of parents usually attend school meetings and these parents are not usually the parents of children who bully.)
2. Highlight ways to communicate with school personnel (e.g., have a parent information night, establish a parent committee; see Project LIFT- - home-school communication system).
3. Meet with the parents of children who bully and victims of bullies.
4. Engage community members (e.g., interested citizens, members of media) to develop resources and support for anti-bullying programs.

The remainder of this section of the TSS website on Bullying Prevention is designed to provide specific practical information on how to implement each of these core elements.

MENU 1

I. ABOUT BULLYING

A. Quiz-Test Your Knowledge About Bullying

- 1. True-False Quiz**
- 2. Answer explanations**

B. Learn About Bullying

- 1. What is bullying?**
- 2. What are the different types of bullying?**
- 3. How do the characteristics of bullying differ for boys versus girls?**
- 4. How widespread is bullying?**
- 5. What are the consequences of bullying for children who bully and their victims?**
- 6. What are the characteristics of children who bully?**
- 7. What are the characteristics of children who are victims of bullying and harassment?**
- 8. What can be done to reduce bullying in my school: A 10 Step Program.**

A. QUIZ - Test Your Knowledge About Bullying

(Please take this QUIZ and then click EXPLANATION for answers.)

What is your knowledge about bullying? How many myths about bullying do you hold? After taking this QUIZ, we invite you to consider the most Frequently Asked Questions (FAQs) about Bullying and the accompanying answers.

A.1. TRUE/FALSE

- 1. Only boys bully.**
- 2. Spreading rumors is a form of bullying.**
- 3. Bullies are insecure and have low self-esteem.**
- 4. Bullying usually occurs in the absence of peers.**

5. Bullies have more power than their victims.
6. Victims should ignore bullying behaviors and learn to fight back.
7. Children will outgrow bullying.
8. Telling on a bully will only make the situation worse.
9. Teachers intervene often to stop bullying.
10. Nothing can be done at schools to reduce bullying.
11. Parents are usually aware that their children are bullies.
12. The principal of the school is the most critical person in implementing and evaluating a school anti-bullying program.

A.2. CORRECT ANSWERS AND EXPLANATIONS TO BULLYING QUIZ

1. FALSE Only boys bully.

Physical bullying by boys is the most common and obvious bullying behavior among students. However, physical, verbal and relational bullying occurs among both boys and girls.

2. TRUE Spreading rumors is a form of bullying.

Spreading rumors, name calling, isolating or ostracizing others and causing embarrassment are all forms of bullying that can cause serious long-term consequences. These relational forms of bullying may occur in both girls and boys. Some studies have found a higher incidence of relational aggression in girls.

3. FALSE Bullies are insecure and have low self-esteem.

Many children who bully are popular, powerful, have high social status, are socially skillful and they have average or better than average self-esteem; taking particular pride in their aggressive behavior and sense of control over less powerful peers whom they victimize. Bullies may be members of a group where bullying behavior is held in

high regard. On the other hand, some children who bully may have poor social skills and experience feelings of being socially anxious or depressed, and bullying is a form of bravado or “emotional toughness.”

4. FALSE Bullying usually occurs in the absence of peers.

Peers are present in approximately 85% of bullying episodes in school settings. Over 90% of students report having witnessed instances of bullying in their schools. Bystanders are almost always present, whereas adults rarely witness bullying. Approximately 75% of the time that peers are witnessing bullying, they are reinforcing the child who is bullying with positive attention or by joining in.

5. TRUE Bullies have more power than their victims.

Bullies usually choose victims who are physically weaker or different or who have lower social status. However some students both bully themselves and are bullied by others. The children who are both bullies and victims are at highest risk for problems: they are more likely to experience depression and anxiety and more likely to become involved in delinquent behavior.

6. FALSE Victims should ignore bullying behaviors and learn to fight back.

Bullying is a reflection of a power imbalance that becomes consolidated through repeated interactions in which children who are victimized are unable to stop the bullying on their own and are in need of the assistance of an adult to protect them. Ignoring bullies by victims, peers and teachers sends the wrong message to bullies that they can continue to act as they have. Victims who fight back have the potential of escalating the power imbalance. Some victims are provocative and can spark bullying, but these children are very few and are in need of help. It is important not to blame the victim and it is essential to ensure that victimized children are protected and safe.

7. FALSE Children will outgrow bullying.

Although aggression and bullying decrease as children mature, unless adults or influential peers intervene, bullying is likely to continue and, in some instances, escalates into violence and delinquency. Children considered chronic bullies are likely to persist in such aggressive behavior into adulthood.

8. FALSE Telling on a bully will make the situation worse.

Teachers need to teach students the difference between tattling and reporting: Tattling is to get someone into trouble; telling is to get someone out of trouble. A major goal is to establish the school climate and social conditions whereby both victims and bystanders trust teachers enough to report incidents of bullying. Research indicates

that children who report being victimized to an adult are less likely to continue being victimized compared to those who do not tell.

9. FALSE Teachers intervene often to stop bullying.

Bullying is an “underground” activity that adults often miss. Teachers intervene in only 14% of classroom bullying episodes and in only 4% of playground episodes of bullying. School staff is generally unaware of the episodes of bullying and victimization.

10. FALSE Nothing can be done at schools to reduce bullying.

Various school-based interventions reported worldwide have reduced bullying by 15% to 50%. The most successful interventions are ecological involving the entire school staff, parents and community members.

11. FALSE Parents are usually aware that their children are bullying others.

Parents are often unaware of the extent of bullying and victimization of their children. Moreover, parents do not usually discuss bullying with their children. Parents need to be active partners in promoting their children’s healthy relationships and preventing bullying.

12. TRUE The principal of the school is the most critical person in implementing and evaluating a school bullying prevention program.

While it takes an entire “village” to reduce school violence, a principal who can inspire, demonstrate leadership, and establish a school climate of student and staff responsibility and respect, as compared to a school climate of fear and obedience, has been found to be most effective in reducing bullying. The principal is a key person in setting the tone for discipline in the school.

B.1. WHAT IS BULLYING?

Bullying is a relationship problem in which power and aggression are used to cause distress to a vulnerable person. Bullying has been defined as negative physical or verbal actions that have hostile intent, cause distress to victims, are repeated over time, and involve a power differential between a child who bullies and a child who becomes a victim. With repeated bullying, the power relationship between children as bullies and their victims becomes consolidated: bullies increase in power and victims lose power. Children who are being repeatedly bullied become increasingly powerless to defend themselves. Bullying is a form of aggression and is not accidental; it is intended to harm. Bullying affords dominance and social status; it is often rewarded and supported by other children.

Bullying can be distinguished from the usual conflicts between children in that bullying behavior is a combination of aggression and power. Bullies prey on those who cannot or will not defend

themselves. Bullying others may give children a sense of power and importance that they cannot obtain as easily through prosocial behaviors.

Bullying most frequently occurs in hallways, bathrooms, gyms, playgrounds, cafeterias, on school buses and in areas that are “unsupervised.” Bullying may also occur in the community on the way to and from school, at the mall and via the Internet. Bullying may occur at home among siblings.

Bullying tends to peak during middle school, especially the first years of middle school (grades 5 to 8). **Middle schools make an excellent target population for bullying prevention efforts.**

Schools that ignore bullying and antisocial behavior and that provide inconsistent consequences and that do not nurture a sense of school belongingness for students, parents, and staff and inadvertently contribute to the high incidence of bullying. The lack of intervention conveys that bullying is acceptable and can be performed without fear of consequences. Without intervention, the cycle of victimization will intensify.

B.2. WHAT ARE THE DIFFERENT TYPES OF BULLYING?

Bullying can take many forms. Bullying can be direct, indirect, physical, verbal, psychological and/or electronic.

Direct (Face-to Face)

- **Verbal bullying** – name calling, mocking, hurtful teasing, insults, put downs, humiliating, racist or sexist comments, harassment*
- **Physical-bullying** – shoves, pushes, hitting, beating up,* stealing or damaging property,* assault*
- **Psychological bullying** – giving dirty looks, uttering threats,* forms of intimidation, extortion*
(**These actions are against the law.*)

Indirect (Behind Someone’s Back)

(This is also referred to as relational aggression or social bullying.)

- **Gossiping** – lowering people’s opinions about the student who is targeted as a victim
- **Social aggression** – telling people not to be friends with a student who is targeted as a victim, spreading rumors, damaging friendships
- **Leaving out** - shunning, exclusion

Cyber-bullying (Use of Electronic Technology)

The use of electronic technology as a means of bullying and harassing may involve:

- sending threatening or harassing emails or instant messages
- creating a website that belittles or ridicules another student

- taking unflattering or inappropriate pictures of other students without their permission and sharing them with others or posting them on an internet site
- stealing someone's password and sending mean messages to others
- tricking someone into sharing sensitive personal information while instant messaging and then forwarding that information to others
- using cell phones to send derogatory, threatening or harassing text messages

See the following Websites for information on Cyber-bullying:

www.isafe.org
www.cyberbully.org

The significance and form of bullying change with age. While the proportion of children who use physical aggression declines with age, with maturational development the proportion of children who use verbal and indirect forms of aggression increases during childhood and early adolescence.

Bullying behavior has different meaning and serves different functions at different developmental stages. In Grade 1, bullying is not related to negative peer status; by Grade 3, children who bully are rated negatively by peers. In the later years, there are many different types of children who bully: some are consistently aggressive and unskilled; others may be highly skilled and popular within their peer groups.

See: Rodkin, P.C., & Hodges, E.V. (2003.) Bullies and victims in the peer ecology. Four questions of psychologists and school professionals. School Psychology Review, 32, 384-400.

B.3. HOW DO THE CHARACTERISTICS OF BULLYING DIFFER FOR BOYS VERSUS GIRLS?

- Boys are generally more aggressive than girls, as is their involvement in delinquent and criminal behavior. On self-report measures, boys report bullying almost three times (3x) more frequently than girls (23% of boys versus 8% of girls). These differences may be biased because girls are disinclined to view relational forms of aggression, such as exclusionary behaviors, as being forms of bullying.
Implication- There is a need to bring the subject of girl's bullying out into the open so there is better recognition.
- Boys have been observed to bully at a rate of 5.2 episodes per hour and girls bully at a rate of 2.7 episodes hourly.
- Although male students are more likely to be in fights, 24% of female students report they had been in physical fights in the previous year and that 7% of these fights took place on school property.

- Males are more likely to be bullies and victims of bullying than females. Males are more likely to be physically bullied, while females are more likely to be verbally and psychologically bullied.
- Girls tend to use indirect aggression involving hostile acts such as gossiping and manipulating others to exclude a victim. Boys have also been found to use relational forms of aggression, but they are more likely to use physical forms of aggression, yelling and assertions of status and dominance.
- Although girls bully less frequently than boys, those girls who do bully regularly, relative to other girls, are as much at risk as highly bullying boys for a variety of adjustment problems.
- Boys and girls report being victimized at relatively similar rates. Girls were equally as likely to fight with boys as with other girls.
- Violent girls report significantly greater rates of victimization and abuse plus a greater likelihood of co-occurring problems with depression, low self-esteem and revictimization than their male counterparts. There is a need to tailor interventions to meet the specific needs of girls and boys.

(See discussion of gender-specific intervention for girls –EarlsCourt Girls Connection and see [Link to gender differences on TeachSafeSchools website.](#))

B.4. HOW WIDESPREAD IS BULLYING?

The exact answer to this question is influenced by how bullying is assessed. For instance, if students are asked if they were bullied or if they bullied someone else over a short time frame (e.g. last 5 days versus last 6 weeks,) then a smaller proportion of students report being involved in bullying or victimization. But no matter how bullying is assessed (*see [Link 3B,](#)*) the incidence of bullying worldwide is a very serious problem.

Consider the following research findings:

- Worldwide prevalence rates of bullying in students range from 10% of secondary students to 27% of middle school students. The prevalence of bullying is quite consistent across countries according to the World Health Organization.
- A study of 15,000 U.S. students in grades 6-10 found that 17% of students reported having been bullied “sometimes or more often” during the school year. Approximately, 19% said they bullied others “sometimes or more often” and 6% reported both bullying and being a victim of bullying. Six out of 10 American teenagers witness bullying in school at least once a day.

- It has been estimated that approximately 25% to 30% of school-aged youth are involved in moderate to frequent bullying (13% bully others, 10% being bullied, and 7% report bullying others and being bullied.) In some studies, one out of six children who bullied was also victimized.
- According to observations on elementary school grounds, it has been estimated that students are involved in bullying once every seven (7) minutes.
- Bullying tends to peak during middle school, especially during the first year of middle school. It generally decreases with age.
- Bullying increases when students make transitions to the middle school and high school where the issue of establishing social status in a new peer group is important.
- Some studies report that up to one-half of 6th graders are involved in some level of bullying, victimization, or both as a child who is bullied and victimized.
- The majority of children engage in bullying at some point during their school years, but only a minority have chronic bullying problems. The students who consistently bully at a high rate require substantial support through intervention to shift their style of relating to others.
- It is estimated that 15% to 20% of all students will encounter bullying during their school years.
- Thirty-three percent (33%) of students in grade 9 through grade 12 reported that they had been in physical fights on school property.
- Half of all girls who have been bullied report being harassed by groups of boys.
- One (1) out of every 20 students in public school report that they stayed home in the previous 30 days because of safety issues. It has been estimated that as many as 163,000 students in schools in the U.S. stay home each day because of fear of being a victim of bullying.
- The assessment of bullying is complicated by the fact that both school staff and parents are often unaware of bullying and victimization.
 - School staff is generally unaware of the extent of bullying and victimization problems. Eighty percent (80%) of the time school staff do not know that bullying episodes have occurred. This may happen because the majority of bullying episodes are verbal, brief, occur when monitoring is low and over 50% of students do not report such bullying incidents to school staff.
 - Parents are also generally unaware of the extent of bullying and victimization problems. This may occur because more than half of their children report that they do not talk to their parents about bullying episodes and parents do not usually initiate such discussions with their children. Moreover, some parents of children who bully may inadvertently support this form of bullying behavior, especially if

the parents model the use of power and aggression to resolve conflicts, and if they fail to monitor, set limits and intervene with appropriate consequences for bullying at home.

B.5. WHAT ARE THE CONSEQUENCES FOR CHILDREN WHO BULLY AND FOR CHILDREN WHO ARE VICTIMS OF BULLYING?

There are both immediate and long-term consequences for children who bully and for children who are victims.

Consequences		
	Child who Bullies	Victimized Child
Immediate	1)	3)
Long-term	2)	4)

A. The **immediate and long-term consequences** of bullying are influenced by frequency, duration, pervasiveness and severity.

- (1) How frequently does the bullying occur? Does it occur often in the child's life? **Is it frequent?**
- (2) Over what period of time has this child been involved in bullying and/or victimization? **Is it chronic** occurring over a long time since early childhood?
- (3) In how many different places or relationships do the bullying and/or victimization occur? **Is it pervasive?**
- (4) How serious is the aggressive behavior and the impact associated with the bullying? Does it involve serious physical or verbal aggression? **Is it severe?**

The more frequent, serious, chronic and pervasive (over time and across settings and relationships), as either a perpetrator, victim, or both, the higher a student's risk for psychological and behavioral problems such as depression, anxiety, involvement in substance abuse and delinquent acts. Students who are involved in frequent, serious, and pervasive bullying problems are more likely to evidence emotional, behavioral and social problems.

Students with a long history of bullying are more likely to be part of a stable group of other bullies. These students will require a comprehensive intervention targeting multiple behaviors in multiple settings that incorporates frequent monitoring.

B. Why should we focus on bullying?

Bullying can have lifelong consequences for both children who bully and children who are victimized by bullying. Bullying also affects the entire school climate. Students who witness bullying can become fearful and develop the belief that the adults are not in control or are uncaring. Consider some of the long-term consequences.

C. Long-term Consequences for Children Who Bully

For youth who continue to bully, the pattern of using aggression to assert power can lead to serious long-term problems.

- Children who bully are four times more likely to engage in delinquent behavior and substance abuse as adolescents compared to those who do not bully.
- Students who bully tend to skip or drop out of school and they are more likely to smoke, drink, get into fights and vandalize.
- Children identified by their peers as bullies by age 8 are six times more likely to be committed for a crime by age 24, and five times more likely than non-bullies to end up with a serious criminal record.
- Sixty (60%) of children who engaged in bullying between grades 6 and 9 have criminal convictions by age 24.
- Bullying in elementary school is related to later sexual harassment and to aggression in adolescent dating relationships; it may establish patterns that lead to later spouse abuse.
- The problems of children who bully carry forward into their parenting. The children of former bullies are at risk of becoming bullies themselves.
- Such bullying behavior may lead to peer rejection and peer avoidance. The incidence of students leaving school before graduation among peer-rejected children is two or three times higher than among children who are not rejected by their peers.
- The lessons learned in bullying within peer relationships generalize to other developmentally significant relationships.
- Most school bullying does not lead to extreme aggression, but research on school shootings indicates that two-thirds of school shooters felt bullied, harassed or threatened by fellow students and in some instances by teachers. The majority of school shooters were motivated by a desire to get even. When students were asked “Who among your fellow students is most likely to become violent in school?” they identified potentially violent classmates as generally being a boy who has been bullied by others, rather than the bully himself. Moreover, school shootings often involve anti-gay bullying.

D. Consequences for Children Who are Victimized

Children who are **victimized** by their peers (being teased, harassed, bullied) are at greater risk for psychological maladjustment, as well as somatic complaints (e.g. headaches, stomachaches), or physical manifestations of stress, sleep disturbance and poor school performance, than other students. Victimized students often respond to bullying by escaping or engaging in avoidant behavior (not going to school, refuse to attend certain events, running away). Victims of bullying have greater difficulty making friends and are lonelier.

Long-term consequences of repeated victimization may result in low self-esteem, increased anxiety, depression, and even suicidal behavior. Some victims may become bully-victims.

E. Consequences for Children Who both Bully and are Victimized

Bully-victims (students who are both bullies and recipients of bullying) are the children at greatest risk for a range of problems. They tend to experience social isolation, do poorly in school, and engage in problem behaviors such as smoking, drinking, delinquent and criminal behavior. Bully-victims have been found to experience higher levels of depression and anxiety than the bully-only group or the victim-only group.

Such bully-victims may fight back when bullied, which leads to an ongoing pattern of victimization and aggression. They are more likely to have behavioral problems such as ADHD, academic problems, especially reading problems, have poor peer interactions and be disliked by teachers. It has been suggested that the group of bully-victims be treated separately from the bully only or victim only groups of students. This group of students may require mental health services because of the levels of their psychological and social problems

Some children who bully are **Desisters** and discontinue bullying as they mature. Desisters may have some protective assets such as positive friendships and relationships with adults (mentors, coaches, parents) who help them move away from using power and aggression in relationships.

B.6. WHAT ARE THE CHARACTERISTICS OF CHILDREN WHO BULLY?

Researchers have found that not all children are equally at risk for involvement in bullying and/or victimization. Three groups of students have been identified as:

- ❖ Those students who are relatively uninvolved in bullying or victimization (approximately 75% to 80%,) although they may be negatively influenced when they watch bullying occurring;
- ❖ Those who are occasionally involved in bullying (approximately 10% - 15%)

- ❖ Those who are frequently involved in bullying (more than twice weekly) or have a long-term involvement in bullying (approximately 5% to 10%).

a. What are the characteristics of students who are persistent bullies?

Students who bully are a diverse group.

- Some who bully are popular, well liked, become leaders within a portion of their peer groups. They exhibit some skillfulness and high self-esteem. They tend to engage in aggressive behaviors when there are threats to their “ego.”
- In contrast, some who bully tend to show social deficits, with a strong need to dominate other students, and to get their own way. They are prone to be impulsive, inflexible and easily angered. They are often defiant and aggressive toward adults, including teachers and parents. They show little empathy toward victims. They have difficulty following rules and a low level for tolerating frustration. They evidence a decreasing interest in school.
- If they are boys, they are usually physically stronger than boys in general and tend to have friends who have a positive attitude towards violence.
- Youth who are persistent bullies tend to be bullied at home and exposed to aggressive parental models who evidence a lack of parental supervision and involvement and are overly permissive. Youth with more siblings are more likely to bully in school.
- Bullies tend to have a high level of conduct problems and externalizing behaviors. But bullying is not restricted to children with conduct problems. Observational research in elementary schools found that the level of bullying initiated by children whom teachers identified as aggressive and nonaggressive children was almost identical on the playground. In the classroom the nonaggressive children ceased bullying, whereas the aggressive children continued to bully their peers. Bullies like school less and are less popular with their teachers.
- Youth who both bully and are victims demonstrate even poorer psychological functioning than youth who only bully or are only victimized.

b. What are some signs that a child might be involved in bullying behaviors?

- Teases, threatens, physically hurts other children
- Acquires new toys or objects without explanation
- Seems to have a lot of extra money
- Talks on the phone or chats on the Internet about others’ shortcomings

- Brags about having power over another student
- Bullies or is aggressive with siblings and parents at home
- Is hot-tempered, is impulsive; has a hard time following rules
- Is tough, shows no sympathy toward children who are bullied
- Has been involved in other anti-social activities such as vandalism or stealing

B.7. WHO ARE THE VICTIMS OF BULLYING?

In the same way that individuals who bully represent a heterogeneous group, so are the victims of bullying who are as varied in their makeup. In general, victims of peer harassment and bullying tend to be perceived as being “different,” “exceptional,” “marginalized” from their fellow students and/or they behave in a manner that may elicit negative peer reactions. Some of the characteristics of victims that have been identified may be both a consequence, as well as a partial cause of bullying.

Consider the following:

- Victims of bullying tend to be cautious, sensitive, quiet, withdrawn and shy.
- They also tend to be anxious, insecure, unhappy and have low self-esteem.
- Some victimized children engage in behaviors that inadvertently provoke the bully (e.g. cry easily, appear fearful, have few friends)
- Some students are victimized or picked on because they differ in terms of physical deformities, evidence learning disabilities, because of placement in alternative educational or vocational settings, or because of their race, religion, ethnic background and sexual orientation. Victims tend to be smaller and weaker than peers.
- Students who are classified as having emotional and behavioral disorders are 20 times more likely to experience victimization in school and they also have the highest school dropout rate, approaching nearly 50%.
- Victims often do not have a single good friend and they tend to relate better to adults than to peers. Victims of bullying often lack interpersonal skills needed to develop friendships.
- If they are boys, victims of bullying may be physically weaker than their male peers. They may not fit the “macho” social image and not enjoy athletics and tend to be perceived as being “artsy.”
- If they are girls they tend to be less physically attractive than female peers. Girls who develop early and who are seen as attractive are more likely to be sexually harassed by boys.
- In contrast to “passive” victims, there is a group of “**provocative victims**” who are hot-tempered and show high level of aggression (bully-victims). As noted, this group of students is more likely to be rejected by peers and teachers and evidence the most severe emotional and behavioral disorders.
- Studies show that victims have a higher prevalence of overprotective parents or school personnel. As a result, they often fail to develop their own coping skills.

Special Case of Students Who Are Gay and Lesbian

No matter what one's attitude toward homosexuality, school administrators are responsible for the safety of all students in their school. Consider the data on students who are gay and lesbian who are victimized.

- Research indicates that 31% of gay and lesbian youth are threatened or injured at school each year. For every gay and lesbian youth harassed for being gay, four straight students reported that they were harassed by fellow students because they were perceived as being “gay” or a “lesbian.”
- Eighty percent (80%) of the youth harassed as being gay identified themselves as being heterosexual. It has been estimated that as many as 10% of youth report uncertainty about their sexual orientation.
- Ninety-three (93%) of all students hear anti-gay comments in school. Students with atypical gender behaviors are often singled out for verbal and physical abuse.
- As a result, gay students are five (5) times more likely to skip school over fears about safety. They have a 28% dropout rate from high school. Gay and lesbian youth are more likely to use drugs and alcohol, in part, as a result of homophobia in school and rejection by parents.
- Gay and lesbian youth are two (2) or three (3) times more likely than their heterosexual peers to attempt suicide. Thirty percent (30%) of all suicides among youth (20 and younger) each year are by gay and lesbian youth.
- School shooters are often victims of anti-gay bullying.

There are several very useful references to help reduce bullying toward gay and lesbian students.

National Mental Health Association
www.nmha.org/whatdoesbeinggaymean/
infoctr@nmha.org

YES Institute of Miami, Florida
www.yesinstitute.org

Also see LINK - Lessons From Canada where educators must address the government's decision to legalize the marriage of homosexual couples. (ADD LINK HERE)

What are the signs that a child is being victimized?

Children who are victimized are often hesitant to tell an adult (i.e., parent, teacher, administrator) about their experiences because of shame, fear of retaliation, and a sense that adults cannot help to solve the problem. Research shows that children who stop being victimized over a one-year period are more likely to have told an adult than those who continued to be victimized. Adults are critical in shifting the power imbalance in bullying and in protecting victimized students. It is important, therefore, to be aware of the signs of victimization and to talk openly with students about these experiences and about the support that adults can provide. Children who are victimized may:

- Lose objects without a reasonable explanation
- Have cuts bruises, scratches
- Come home from school with torn or dirty clothing
- Need extra money
- Need extra treats in lunch bag
- Be hungry after school (when lunch is extorted)
- Be reluctant to go to school and lose interest in school work
- Have headaches, stomachaches, nervousness, difficulty sleeping (doesn't sleep well, has bad dreams)
- Show significant changes in mood from normal – more angry, sad, fearful, depressed, becoming quiet and passive
- Be concerned about inviting friends over or accepting invitations from friends
- Have few friends

B.8. WHAT CAN BE DONE TO REDUCE BULLYING IN MY SCHOOL: A 10 STEP PROGRAM

At the onset of this section on bullying, we enumerated the **CORE ELEMENTS** of what needs to be considered in a comprehensive approach to reducing bullying. The **10 Step Program** is a simplified version of the more detailed blueprint for reducing bullying.

1. Increase the commitment and leadership of the principal to reduce school violence, bullying and harassment.

Without the **principal's investment and leadership**, it is unlikely that any school intervention will work and be sustained. (*See II for a discussion of the Principal's responsibilities and ways to implement them.*)

2. Conduct a Needs Assessment

A recognition that no one intervention program fits all school needs and resources is an important beginning step. Schools differ and bullying and harassment vary across schools and grade levels. It is critical to **conduct a Needs Assessment** (*See III A*) and **ongoing assessment** for bullying. (*See III B*)

3. Improve the schools climate and sense of school belongingness for all students.

There is a need to first **assess your School’s Climate** (*See IIB*) and discover ways to **improve the School Climate** and student **connectedness**. (*See V.A.*)

- 4. Increase teachers’ awareness, commitment and ability to intervene as well as integrate any intervention program into the curriculum and school routines.**

Bullying unfolds in a relationship characterized by a power imbalance that makes it increasingly difficult for victimized students to end the bullying on their own. Adults have to play an essential role in protecting victimized children and reducing bullying. That teachers buy into the intervention program is critical.

Train all school personnel (*See V.C.*) on ways to identify and intervene in bullying episodes, defuse angry students (*See V.H.*), promote positive relationships, foster generalization or transfer of any school-wide programs, and improve classroom management procedures. (*See V.C. ii.*)

- 5. Implement and evaluate school-wide intervention programs that are evidence-based.**

Conduct a careful review of what has been found to work and what programs do not work (*See II.E*). Implement proven programs that **assess outcomes** on a regular basis (*See III.E.*). **Anticipate possible barriers** that will undermine and interfere with the success of the program; have a “game plan” on how to anticipate and address these potential obstacles. (*See III.E.*)

It is not sufficient to work with individual children. Solutions to bullying need to be both systemic and evidence-based.

- 6. Establish a follow-up intervention with “high-risk” students who do not improve with the school-wide and classroom-based interventions.**

Quite simply, some students will require further interventions. The ways to conduct and evaluate these interventions are examined (*See II. F.*) with special programs for high-risk students who bully, are victims of bullying, as well as those at highest risk who are bully-victims.

- 7. Efforts to bully-proof schools need to include bystander intervention programs that nurture student leadership and involvement.**

Peers can play a critical role in supporting bullying and promoting a culture of aggression. But when peers intervene to come to the assistance of victims, they can be equally effective in stopping bullying. Whether it is in the form of bystander intervention programs (*See V.D.*), a peer-warning system (*See Peer Warning Site*) or a peer-mediation program (*See site for peer-mediation,*) the students’ participation is critical.

- 8. Involve parents from the outset and provide ongoing training and feedback.**

A **school-parent partnership** is the “glue” that makes bullying programs work and helps to improve the students’ academic performance. The principal needs to take the leadership role in making **parent participation** a high priority for his/her school (*See V.B.*).

9. Improve school safety by addressing the presence of gangs.

The best-intentioned programs can be compromised by the presence of gangs and peer pressure. There is a need to systematically assess for the presence of gang influences on your school campus (*See III. B9*).

10. Develop school-community partnerships that are designed to reduce school violence and bullying/harassment.

As the saying goes, “It takes a village to raise a child” and this is most important when addressing bullying and harassment. Whether the member of the wider community is the School Superintendent (*See V.J.*), a member of the media or newspaper reporter who writes stories about school violence and bullying (*See V.K.*), there are a number of ways for the community to join with schools to reduce bullying.

MENU 2

II. PRINCIPAL'S RESPONSIBILITIES

- A. Report Card for Principals**
- B. Create a Vision for Change to Provide Inspiring and Effective Leadership**
- C. Become Familiar with Any Relevant State Laws and School District Regulations on School Violence**
- D. Move Toward a “Gold Standard of Care”: Guidelines for Principals and School Superintendents**
- E. Choose Evidence-Based Interventions**

CONSIDER THE CHALLENGES FACING PRINCIPALS

- Between 5% to 10% of students in U.S. schools evidence clinically significant aggressive behaviors, with boys outnumbering girls approximately 3 to 1.
- Across the U.S. some 4 to 6 million students are at “high-risk” for developing aggressive and antisocial behaviors.
- In the U.S. 2.7 million violent crimes are committed at or near schools annually.
- Forty percent (40 %) of high school students report having been involved in a physical fight; 33 % have had property stolen or been vandalized at school; 8 % carry weapons to school; 7% have been threatened or injured with a weapon at school; 4% report having stayed home away from school with fear of becoming victimized at school.
- Eleven percent (11%) of teachers experience victimization by students. This translates into some 183,000 instances of teacher victimization from 1999 through 2003.
- In 1999-2000 about 54 % of public schools took at least one serious disciplinary action against a student, accounting for about 1,163,000 actions.
- Longitudinal studies show that children with such aggressive behavior and conduct problems persist in a significant percentage of cases. For example, researchers have found that approximately 45% of school-aged children with conduct disorders will evidence similar problems four years later. Note this also means that some 50% of

initially identified conduct disorder students will improve over time, no longer showing signs of aggressive antisocial behaviors.

- Those who persist in childhood aggression are more likely to develop subsequent substance abuse, delinquency, school failures, date violence, adult maladjustment, employment difficulties, marital dysfunction and spouse abuse.

What can principals and schools, in partnership with others, do to influence the developmental trajectory of aggressive students? This section of the website is designed to assist Principals and Teachers in the use of evidence-based interventions to help students feel safe in school. We begin with a set of guidelines, in the form of a Principal's Report Card, to foster a consideration of the "awesome" responsibilities principals must meet.

II A. REPORT CARD FOR PRINCIPALS

"The success of a bullying prevention program and other violence prevention programs depends on the commitment, understanding and actions of the principal. The principal sets the school's tone and ultimately provides the time, resources and opportunities for the implementation and evaluation of the interventions"
(Canadian Initiative to Prevent Bullying Website <http://www.cipb.ca>.)

The key to any violence prevention program is the Principal. There are approximately 114,000 principals in the U.S. How good a job are these principals doing in demonstrating leadership and creating a vision of a violence-free school? The following checklist provides an illustrative list of possible criteria to evaluate principals and to have principals self-evaluate themselves. This list is NOT exhaustive. This section of the TSS Website on Bullying is designed to provide information about how each of these various checklist items can be achieved.

1. Demonstrate Leadership.
2. Collaboratively create a vision of a violence-free school.
3. Model collaborative problem-solving.
4. Create an inviting and safe learning environment for students, staff and parents. Alter teacher supervisory behaviors.
5. Conduct a needs assessment of the school safety and assess for bullying behaviors.
6. Disseminate information about state and district policies relevant to violence. Post school-wide policies against bullying and harassment.
7. Initiate an early identification screening program with accompanying

intervention programs that are regularly evaluated.

8. Obtain information about evidence-based programs that can be conducted at the school-wide level, with targeted students, and with chronic offenders.
9. Create a team of “Champions for Student Safety” or some other group who are designated to provide leadership.
10. Actively support professional staff training and establish a confidential reporting system of bullying behavior.
11. Roam in the school building and be perceived as supportive and inviting.
12. Actively seek parent involvement and establish procedures to respond to parents of children who bully and who are victims of bullies.
13. Actively engage community members and establish referral services for children and families in need.
14. Prepare for possible crises/disasters .

Let us now consider how principals can achieve each of these activities.

II B. CREATE A VISION FOR CHANGE TO PROVIDE INSPIRING AND EFFECTIVE LEADERSHIP

Vision and Leadership

“There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile and achievable vision of the future, widely shared.” (Nanus, 1992, p. 3.)

“The research on school climate suggests that the principal is the single most important person to have involved in school violence-reduction programs. Researchers have consistently reported that principal’s leadership and vision predict the degree to which the staff is able to effect needed reform, particularly in discipline matters.” (Hoover & Oliver, 1996, p. 38.)

Ways principals can inspire and provide effective leadership:

1. Be an effective role model of those behaviors he/she would like to see the school staff and students demonstrate.
2. Challenge staff to share your vision of a violence-free school. Ask staff to discuss the nature and level of violence, bullying and harassment in your school. Have them fill out Assessment Measures on Bullying. (*See Link III 3B.*) Ask them to address such questions as:

“If there was no more violence or threats of violence in our school, what changes would we see?”

“In order to achieve the objective of violence-free schools, the steps we should take are....”

“Envision a school where students would refrain from picking on others, where bystanders to bullying would intervene to help victims, where students and teachers used their skills to deal with bullying effectively and where principals demonstrated the leadership and passion to have these objectives come to be.”

Help the staff to translate their responses into doable goal statements (*See link III C.*)

3. Create a collaborative team made up of potential agents of change and “Champions of Students.” This group should include school staff, student leaders, parents and community members.
4. Ensure that teachers are aware of school district policies, state laws, and school policies and procedures.
5. Help staff to select intervention programs and evaluative procedures that are tailored to fit your school and community’s needs (*See II H Choose Evidence-Based Intervention.s*)

II C. Become Familiar with Any Relevant State Laws and School District Regulations on School Violence

Prevention of bullying is becoming a legal obligation of the schools. Bullying prevention programs are a necessity for schools given in their **in loco parentis** legal responsibilities.

❖ *Prevention of bullying is becoming a legal obligation of the schools.*

❖ *Increasingly parents are seeking legal redress to the harassment of their children.*

- ❖ *“Many bullying and harassment behaviors are not just wrong, they are illegal and State Supreme Courts have held school officials responsible for not intervening to reduce bullying and sexual harassment.” (Shoop, 1994.)*
- ❖ *Severe school bullying that targets a victim specifically because of race/ethnicity or gender/sexual identity can be considered a hate crime.*

Gale Morrison and her colleagues (2005) have observed that federal and state governments have initiated a procedure to identify “persistently dangerous” schools and, according to the federal No Child Left Behind Act (NCLB), states must develop and implement the Unsafe School Choice Option which allows students to transfer to a “safer” school if they attend “persistently dangerous schools.”

There is some debate among educators as to how to define “persistently dangerous schools.” While some educators would limit the threshold to violent criminal offenses committed on school property, others would highlight:

- the occurrence of recurrent school discipline problems;
- instances of defying authority;
- physical altercations;
- gang presence;
- bullying and harassment.

Wherever administrators put the bar for defining “persistently dangerous schools,” the legal onus falls upon principals to ensure that they:

- are aware of their school districts’ policies;
- demonstrate that they have taken steps to prevent school violence;
- ensure that all students learn in an environment that is safe from threat of harm and harassment. See the website Stop Bullying Now for a list of state legislation guidelines (<http://stopbullyingnow.hrsa.gov>).

Another example of where state policies impact schools comes from the legislation on parent involvement. Seventeen states require parent involvement policies in schools. Fifteen states have legislated that employers allow time for parents to attend school meetings and activities (See <http://www.ecs.org/clearinghouse/59/11/5911.pdf>).

II. D. TOWARD A “GOLD STANDARD OF CARE”: GUIDELINES FOR PRINCIPALS AND SCHOOL SUPERINTENDENTS

Imagine that you are a Principal or a School Superintendent going to be held accountable in court for the violence that occurred in your school. The lawyer for the aggrieved students’ and their parents may ask the administrators what they have done to protect students and reduce school violence. **How many of the following questions would you feel comfortable answering?**

The lawyer might ask principals and school superintendent:

- 1. “Please tell us. Are you able to enumerate your school district’s and your state’s policies and laws concerning bullying and harassment?”**
- 2. “What did you do to assess for the incidence of bullying, harassment, and the presence of gangs in your school? (What specific assessment tools did you use?)”**
- 3. “What did you do to create an inviting school environment for students, staff and parents, so all students feel welcome and safe? What did you do explicitly to nurture diversity and tolerance in your school?”**
- 4. “How did you train your school staff to identify and intervene in bullying and harassment episodes, and monitor and evaluate their effectiveness?”**
- 5. “What empirically-based interventions did you decide to implement and evaluate at the primary (school-wide level), at the secondary level with “high-risk” students, and at the tertiary level using wrap-around services with students who evidence chronic behavioral problems?”**
- 6. “What did you do to identify “high-risk” students and what specific interventions did you provide on a preventative basis? How did you evaluate their effectiveness?”**
- 7. “What steps did you take to reduce gangs in your school?”**
- 8. “What other activities, if any, have you taken to reduce school violence?”**

II E. CHOOSING EVIDENCE-BASED INTERVENTIONS

In discussing the implications of evidence-based interventions designed to reduce bullying, Orpinas and Horne (2006) provide three important reminders.

“A bullying prevention program no matter how good it is can never replace the development of a positive school climate.” (p. 169.)

“Short-term fragmented initiatives without teacher support and without a clear tie to the mission of the school will likely prove ineffective” (p. 169.)

“Short- term interventions produce short- term results; multi-year programs are needed to seed and maintain improvements in social competence and school climate” (p. 170.)

“The success of a bullying prevention program depends on the commitment, understanding and actions of the leader of the organization. The leader sets the tone and ultimately provides the time, resources and opportunities for the implementation and evaluation of the interventions.”

A key aspect of the principal’s leadership is the need to be critically-minded and judicious in the selection of violence prevention programs. Consider that the *School Resource Center, 2001, p.3* observed that:

“Of 380 youth violence prevention programs reviewed, only 23 (6%) were found to show evidence of program effectiveness.”

Similarly, two major researchers on school violence observed:

“While knowledge is increasing about effective prevention and treatment interventions for reducing childhood mental disorders and related problems, the translation and application of these potentially valuable interventions to widespread practice is quite limited” (Tolan & Dodge, 2005, p. 605.)

To illustrate their point, they offer the example of the evaluation of drug use prevention programs conducted in schools. A survey of 1795 schools indicated that only 17% of the schools had implemented efficacious, evidence-based, peer interactive procedures. Many were using programs that had been found to be ineffective. (See Jimerson and Farley, 2006, for a [Handbook on School Violence and School Safety](#) that is designed to move from research to practice.) With these reminders in place, we can now consider the “**state of the art**” in reducing bullying and how to implement model programs.

We begin with what the research literature shows **does not work**.

1. What does not work in reducing school bullying.

- **Inflexible zero tolerance policies**
- **Grade retention or holding back students**
- **Suspensions and expulsions of students without school reentry plans or daytime supervision. (In-school suspension that ensures student’s participation plus counseling are more effective.)**
- **Segregation of students with emotional and behavioral differences, grouping aggressive students together**

- **Unstructured counseling (individual and group)**

2. What works in reducing school bullying.

- **Comprehensive, multilevel, school-wide programs that involve all parties (principals, teachers, office staff, cafeteria staff, bus drivers, students, parents, community members) and that establish a school climate characterized by warm, positive interest in students with involvement and supervision by adults**
- **Programs that establish, implement and monitor school policies with firm limits, are non-punitive, and use nonphysical consequences for unacceptable behavior and violation of clearly specified school rules**
- **Programs that improve classroom management**
- **Programs that emphasize the inclusion of all students while nurturing a sense of belonging and school-connectedness**
- **Programs that employ cognitive behavioral skills training and provide closely supervised bystander and peer interventions (e.g., peer counseling and peer teaching, and conflict-resolution interventions)**
- **Programs that provide adults who act as positive role models**

For example, in the original Olweus Bullying Prevention Program in Norway, his analyses found:

- a 30% - 50% reduction of bullying problems over a two-year period.
- an accompanying reduction in students' reports of general antisocial behavior such as vandalism and truancy.
- improvement in the school's social climate.
- improvement of students' satisfaction with school.

Six large scale evaluations over the last 20 years have yielded similar, but somewhat less substantial results (10% - 30% reductions in bullying), depending upon the fidelity and comprehensiveness of the intervention program.

Various agencies have summarized lists of promising, effective model programs. A beginning point is to visit these organizations' websites that evaluate bullying prevention programs.

ACT- Adults and Children Together Against Violence Project
<http://www.ACTAgainstViolence.org>

American Federation of Teachers: Five Promising Discipline and Violence Prevention Programs

www.aft.org

Canadian Initiative for the Prevention of Bullying (CIPB)

<http://www.cipb.ca/>

Center for the Study and Prevention of Violence, University of Colorado at Boulder

<http://www.colorado.edu/cspv/blueprints>

The Development Services Group: Model Programs Guide and Database

<http://www.dsgonline.com>

National Association of School Psychologists Exemplary Mental Health Programs

www.naspcenter.org

Substance Abuse and Mental Health Services Administration (SAMHSA)

The reviewed programs focus on a variety of risk behaviors such as bullying, aggression and drug abuse.

<http://mentalhealth.samhsa.gov/15plus/aboutbullying.asp>

U.S. Department of Education: Exploring the Nature and Prevention of Bullying

<http://www.ed.gov/admins/lead/safety/training/bullying/index.html>

U.S. Department of Education: Exemplary and Promising Safe, Disciplined and Drug-Free Schools Program

<http://www.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf>

Also see the list of websites on bullying that provide many additional resources.

The following list of **Bully Prevention Programs** includes examples of intervention programs that have been found to reduce bullying ([See list of Websites.](#))

Olweus Bullying Prevention Program	Olweus, 1991,1993.2000
Expect Respect	Safe Place, 2001
Bully Busters	Guzman, 2001, Horne et al. 2003 Newman et al. 2000
No Bullying Allowed Here	Rock et al. 2005
Bully-Proofing Your School	Garrity et al., 2000; 2004 Stein et al. 1991

Back off Bully Program	Twemlow et al., 2001
Targeting Bullying: An Ecological Approach	Espelage & Swearer, 2004; Swearer& Espelage, 2004
Partners for Success Program	Sessions et al. 2003
Expect Respect Program	Macklem, 2003
University of Illinois School Bullying Program	Espelage, 2004
Positive Discipline in Classrooms	Nelsen et al., 2000
Recess Program: Reprogramming Environmental Contingencies for Effective Social Skills Programs	Walker et al., 1993
Student Watch Program	Maher, 1987
Peer Support Model	Cowie, 2000; Menesini et al., 2003
Safe School Ambassadors Program	Community Masters, 2003
Steps To Respect	Committee for Children, 2001

In addition to these ecological, school-wide intervention programs that are directed primarily at all students, there are evidence-based programs that focus on teaching social and self-control skills to selected groups of students. See the following websites:

Bully Proofing Your School (Carla Garrity, 303-743-3670)
<http://www.sopriswest.com>

PATHS- Promoting Alternative Thinking Strategies (Mark Greenberg, 814-863-0241) *<http://www.psu.edu/dept/prevention/PATHS.html>*

PEACEBUILDERS (Kathleen Lackey, 1-877-423-2236)
<http://www.peacebuilders.com>

Resolving Conflict Creatively Program (RCCP) (Linda Lantieri, 212-509-0022)
<http://www.esrnational.org/about-rccp.html>

Second Step: A Violence Prevention Curriculum (The Committee for Children, 1-800-634-4449) *www.cfchildren.org*

Social Decision Making/Social Problem Solving Program (Maurice Elias,

732-445-2444) <http://www.EQParenting.com>; <http://www.EdParenting.com>;
<http://www.casel.org/home/index.php>

**Working it Out: Tools for Everyday Peacemakers (Michael Buscemi
1-800-446-2700) <http://www.quest.edu/wio.htm>**

**Additional Bully Prevention Programs such as Child Development Project, that is designed to create a caring learning community; Don't Laugh at Me Program developed by Peter Yarrow of the folk group Peter, Paul and Mary, and Aggressors, Victims and Bystanders AVB program of Palm Beach County, Florida are described on the following website:
<http://www.ed.gov/admins/lead/safety/training/bullying/index.html>**

MENU 3

III. ASSESSMENT PROCEDURES

A. Needs Assessment Questions

B. How to Assess for Bullying

- 1. Open-ended interview**
- 2. Structured interviews**
- 3. School maps of “hot spots”**
- 4. Survey measures**
- 5. Peer nominations**
- 6. Teacher nominations and ratings**
- 7. Social Action Measures- Use school information**
 - a) Office Discipline Referrals**
- 8. School Climate Measures**
- 9. Assess for gang presence**

C. Identifying “High-risk” Students

D. Outcome Measures

E. Possible Obstacles Assessment

III A. CONDUCT A NEEDS ASSESSMENT ON AN ONGOING BASIS TO DETERMINE THE INCIDENCE OF BULLYING AND HARASSMENT.

A first step in implementing an anti-bullying program is to conduct a **Needs Assessment** to obtain a set of base-rate (preintervention) measures against which to evaluate the efficiency of any preventative and treatment interventions.

Bullying is a covert or “underground” activity that is difficult for adults to detect for many reasons.

- The majority of bullying is verbal rather than physical.
- Bullying episodes are, on average, short-lived. Observations of bullying on elementary school playgrounds indicated that they lasted an average of 37 seconds.
- Bullying is an underground activity that adults often miss.
- Teachers rarely observe bullying directly.
- Teachers intervene in only 14% of classroom bullying episodes and in only 4% of playground episodes of bullying.
- School staff is generally unaware of the extent of bullying and victimization problems, even though much of bullying occurs on the playground, in hallways, classrooms, and locker rooms where teachers are immediately available to observe or intervene.
- Children who have been bullied report that teachers ignore their requests for help more than half the time.
- On surveys, teachers are only able to accurately identify fewer than one-half of bullies identified by peers.
- Parents are often similarly unaware of the extent of bullying and victimization and they do not discuss bullying with their children.
- Children are more likely to discuss bullying with their parents than with a teacher. Therefore, parents must be active partners in anti-bullying interventions.

This section of the website will examine ways adults can **ask about, survey and observe** bullying, then determine how to translate this information into achievable goals, while anticipating possible barriers to proposed interventions.

The following provides:

- ❖ **A list of questions the Needs Assessment should address**

- ❖ **Various ways to obtain this information and conduct assessment**
- ❖ **Ways to translate the information into measurable and doable goals**
- ❖ **Possible barriers that may get in the way of intervention efforts and how these barriers can be anticipated and addressed.**

Another useful resource for assessment tools for bullying and harassment can be found on the website **Canadian Initiative for the Prevention of Bullying (CIPB)**
<http://www.cipb.ca/> (*See their Teacher, Student and Parent Checklist.s*)

The Needs Assessment should help answer the following questions:

1. What is the prevalence and how widespread are bullying and victimization in my school? Is it both on and off campus?
2. What form (type) of bullying occurs in my school?
3. Where and under what condition does bullying take place in my school?
4. Are school staff members present in areas where bullying occurs?
5. How do teachers and administrators respond to such bullying incidents?
6. How effective are teachers and administrators in controlling bullying? What evidence is there that such interventions work?
7. What is the form of the critical incident reporting and accompanying referral systems?
8. Does the bullying occur alone or as part of a group activity?
9. Do gang-related activities occur on campus?
10. What are the characteristics of children who bully? Who are the victims?
11. What factors likely motivate the children who bully (e.g., issue of exerting power/control; obtain and maintain social status; self-protection and revenge; obtain possessions; part of group activity; lack of social and self-regulation skills; other reasons?)
12. What has the school done in the past to reduce bullying, harassment, and other forms of violence?
13. What specific intervention programs have been implemented to help children who bully and help children who are victims?

14. How do bystanders react? What can be done to engage bystanders to be part of the solution?

15. What evidence-based interventions have been found to reduce bullying? What interventions have not been found to be effective in reducing bullying? What lessons have been learned?

16. What obstacles/barriers got in the way of prior efforts? How can these be anticipated and addressed in the future?

17. What can be done to enhance positive relationships between students, school staff and parents and community members, administrators (principal) and teachers?

18. How have parents been involved in the anti-bullying program?

In addition to these questions, Morrison et al. (2003) suggest that educators should also address the following questions:

Who - Who are the students who repeatedly get sent to the office (grades, academic status, special education status, ethnicity, gender?)

Nature of the Behavior - What is the nature of their misbehavior? Did these behaviors result in office referral? Are there behaviors that are handled by some teachers in their classrooms, while other teachers use office referrals? Is there a trend in the type of disruptive behaviors?

Personnel Reactions - Who refers students most often (teachers, yard supervisors)? Would the misbehavior receive the same response in other classrooms?

When - When (time of day) do students tend to get in trouble? What months or days of the week are most likely to result in office referrals?

Effectiveness - What consequences seem to reduce office referrals? Do these consequences work differently for different types of students? Is there a sequence of interventions that work? Are the consequences teaching students the skills and understanding that they lack?

III B. HOW TO ASSESS FOR BULLYING: USE MULTIPLE SOURCES AND MULTIPLE INFORMANTS

B1. OPEN-ENDED INTERVIEW (STUDENTS HAVE A LOT TO TELL US IF WE JUST ASK AND LISTEN).

Hoover and Oliver (1996) have suggested that educators interview students, either individually or in small (6-8 students) focus-oriented groups inquiring about bullying. Here

are some sample questions that they suggest. These questions can be rearranged or added to as needed. It is important that the interviewer highlight the confidential nature of all responses.

Suggested Interview Questions

(Note it is not unusual to have half of the students or more answer “yes” to the question that they had been bullied at school. It is the repetitive and increasingly aggressive form of bullying that has the worst effects.)

- 1. What is it like here at _____ [name of school]? That is, what is the feeling or climate like here? Describe it.*
- 2. Generally speaking, how well do students get along with one another?*
- 3. Are there identifiable [nameable] groups? What are the names of the main groups?*
- 4. Is it common that certain students hang together? If so, could these groups be described with names? How do members of the groups relate to one another? For example, how do the [athletes] get along with [artsy] students? Where do you fit in?*
- 5. In your view, what is bullying?*
- 6. What are some behaviors that make up bullying? [What might student A do to pick on student B?]*
- 7. How much bullying [picking on/scapegoating] goes on at _____ [name of school]?*
- 8. How does bullying affect young people? Can you provide an example?*
- 9. Is it important to reduce bullying here?*
- 10. If so, why? If not, why not?*
- 11. Have adults [teachers, counselors, administrators] in the building done anything to reduce bullying?*
- 12. If yes to # 11, what?*
- 13. If yes to #11, how has it been going?*
- 14. Specifically, what has worked? What hasn't? Why?*
- 15. Are there any things that teachers or other adults have done that have made things worse? Can you give examples? You don't have to use anyone's name.*
- 16. Do some students get picked on more often than others? If so, why?*

17. *Why do other students get picked on?*
18. *Do you get picked on frequently? If so, why?*
19. *Is there an adult in the school building to whom you could turn to for help with a problem?*
20. *How do you like recess time? What is it that you like and dislike about recess? What could be done to improve recess time? What could be done to improve classroom discipline?*
21. *Tell me some things that teachers or other adults in the building do to stop bullying and make student relationships better?*
22. *How do you or others handle bullying?*
23. *How do you feel when you see someone being picked on? What do you and others do when you see bullying occurring?*
24. *Do you ever step in when someone is being bullied? Why or why not?*
25. *What causes some students to bully others?*
26. *How do you feel about bullying? Is there anything you'd like adults in the building to know about bullying?*
27. *What have you learned from any discussions of bullying?*
28. *Generally, how does this school feel to you?*
29. *Do you have any other suggestions about how our school can curb violence?*
30. *If you were the principal what would you do to make our school safer?*

The open-ended interview offered by Hoover and Oliver can be supplemented by more close-oriented structured student **Self-Report Interviews** and **Questionnaires**. Here are some examples and a list of additional measures.

B2. STRUCTURED INTERVIEWS

*We say that someone is **bullying** when he or she hits, kicks, grabs or shoves you on purpose. It is also bullying when a student threatens or teases you in a hurtful way. It is also bullying when a student tries to keep others from being your friend or from letting you join in on what they are doing. It is **not** bullying when two students of about the same strength argue or fight.*

1. By this definition, have you ever been bullied or picked on?
2. By this definition, how often have you been bullied in the past month?
(Never, Once or Twice, About once per week, Several times per week)
3. By this definition, how often have you bullied others in the past month?
(Never, Once or Twice, About once per week, Several times per week)
4. What happened when you were bullied or picked on?
5. How many times in the last month (week) have you bullied or picked on someone younger, smaller, weaker or different (not including your brother or sister)?
(Zero, 1-2 times, 3-6 times, more than 6 times)
6. How many times have you had something taken from you by force or by threats?
7. How many times have you been made to do something you did not want to do?
8. How many times have you been threatened or physically hurt?

B3. SCHOOL MAP OF “HOT SPOTS”

The “Hot Spots” activity helps assess bullying in your school by allowing students to communicate their concerns non-verbally and anonymously. This enables students who are not willing, or those who are unable, a way to express their worries about bullying in school and the neighborhood.

1. Provide students with a map of the school and ask them to indicate the three (3) most frequent areas where bullying is likely to occur inside and outside of the school building. Are there times when the places you marked are more dangerous?
2. Ask students to draw a map of how they get from their home to school and where bullying or some other form of violence might occur.
3. Provide teachers and administrators with a school map and ask them to identify areas that are unsupervised or “unmanned” (e.g., bathrooms, hallways, stairwells, certain areas of playground, locker room) where bullying is likely to occur.

B4. SURVEY MEASURES

A number of assessment measures have been developed to ask students, teachers and principals about the prevalence of bullying in their school and related attitudes towards bullying. A good example of these measures has been offered by Orpinas and Horne (2006.).

There are other measures that may be better suited to your school and to your intervention objectives.

Upper Elementary Aggression and Victimization Scale *

Think about what happened DURING THE LAST 7 DAYS, when you answer these questions.

During the last 7 days	0 times	1 time	2 times	3 times	4 times	5 times	6 or more times
1. How many times did a kid from your school tease you?	0	1	2	3	4	5	6+
2. How many times did a kid push, shove or hit you?	0	1	2	3	4	5	6+
3. How many times did a kid from your school call you a bad name?	0	1	2	3	4	5	6+
4. How many times did kids from your school say they were going to hit you?	0	1	2	3	4	5	6+
5. How many times did other kids leave you out on purpose?	0	1	2	3	4	5	6+
6. How many times did a student make up something about you to make other kids not like you anymore?	0	1	2	3	4	5	6+
7. How many times did you tease a kid from your school?	0	1	2	3	4	5	6+
8. How many times did you push, shove or hit a kid from your school?	0	1	2	3	4	5	6+
9. How many times did you call a kid from your school a bad name?	0	1	2	3	4	5	6+
10. How many times did you say that you would hit a kid from your school?	0	1	2	3	4	5	6+
11. How many times did you leave out another kid on purpose?	0	1	2	3	4	5	6+

12. How many times did you make up something about another student to make other kids not like them anymore?

0 1 2 3 4 5 6+

Victimization Scale: Overt victimization = questions 1-4, relational victimization = questions 5-6.
Aggression Scale: Overt aggression = questions 7-10, relational aggression = questions 11-12.

(Reference Orpinas & Horne, 2006, p. 162)

For example, ask students if they:

- **Repeatedly push, shove or threaten other students because you felt like it?**
- **Spread nasty rumors about someone?**
- **Teased someone in a mean way or made fun of someone because he/she is different?**
- **With their friends or by themselves, excluded someone on purpose?**
- **Had someone else hurt or embarrass someone you don't like?**
- **Been part of a group that do any of these things?**

ADDITIONAL ASSESSMENT MEASURES

Revised Olweus Bully/Victim Questionnaire	Olweus, 1996
Peer Relations Questionnaire	Rigby & Slee, 1995
Social Climate Survey	Lehr & Christianson, 2002; Pyper et al 1987
California School Climate and Safety Survey	Furlong & Morrison, 1998
Measures of Sexual Harassment	AAUW, 2001; U.S. Dept. of Education, 1999
Bully Survey	Swearer et al., 2001
Aggression and Victimization Scales	Orpinas & Frankowski, 2001; Orpinas & Horne, 2006
Students' Attitudes Toward Bullying	Hoover & Oliver, 1996; Rigby, 1997

Principals' Attitudes Toward Bullying	Tattum, 1997
University of Illinois Aggression Scales	Espelage, 2001; Espelage & Swearer, 2004
Peer Victimization Scale	Nasby & Joseph, 1994
Children's Inventory of Anger	Nelson & Finch, 2000
Vengeance Scale	Stuckless & Garansen, 1992
Loneliness and Social Dissatisfaction Scale	Asher & Wheeler, 1985
System Screening for Behavior Disorders	Walker & Severson, 1990
Teacher Inventory of Skills and Knowledge about Bullying	Horne et al., 2003
Teachers' Attitudes Toward Bullying	O'Moore, 1997
Behavior Assessment System for Children	Reynolds & Kamphaus, 1992

For additional ways to assess students see Kelly et al. (2003,) Dahlberg et al. (2005,). These measures can be supplemented with locally developed needs assessment measures and behavioral observations. Order information of the widely used Olweus Bully/Victim Questionnaire can be obtained at <http://www.ed.gov/admins/lead/safety/training/bullying/index.html>

B5. PEER NOMINATIONS: ASK STUDENTS

Another way to assess for bullying is to use **peer nominations** by asking students to offer names of fellow students who bully others, and names of fellow students who are victims of bullying.

(Note that the correspondence between self-report and peer reports is near zero at kindergarten and increases to about .50 among 4th graders, but can range from .14 to .50.)

- Name the students in your grade who get picked on and teased by other kids.
- Name the students who get hit, pushed or picked on by others.
- Name students who have rumors, lies or mean things said about them.
- List three students who frequently bully others.

- List three students who are bullied often.

Often **peer nominations** are embedded in what is called a **Class Play Measure** where students are asked to play the part of a Director of a movie or play. The Director gets to choose which students play which parts. The students are then given a sheet with all of the boys' names in the class and a sheet with all of the girls' names. They are then asked to check the names of which students in their class would be "best" to play the part of someone who:

At this point, both positive and negative roles are offered such as:

- "Someone who helps younger students"
- "Someone who would be fun at a birthday party."

They are also asked to identify which students would be "best" to play the part of:

- "Someone who picks on younger children"
- "Someone who bullies (picks on) others."

Such a Class Play Measure can be used to obtain **peer nominations**

B6. Teacher Nominations and Ratings

Jim Larson (2005) suggests that teachers be asked to nominate students who could be candidates for a skills-based intervention program. The **Teacher Nomination** form he uses is as follows:

To the Teacher:

Please think about the pupils in your classroom and identify those children, who to some degree, seem to fit at least three (3) of the five (5) statements below. Please feel free to be "liberal" in your selection; we will narrow it down later.

1. The child has marked difficulties with interpersonal problem-solving; seems to argue or fight with other children more than most.
2. The child is prone to anger management problems and may use both physical and non-physical aggression against peers at rates higher than most.
3. The child is frequently disruptive and gives oppositional responses to teacher directives.
4. The child seems to be rejected by the more adaptive children in the class.
5. The child is having academic failure or underachievement problems.

Please list the names below. Rank ordering or filling in all of the slots is not necessary.

Teacher Name: _____

Room: _____

B7. Social Action Measures

The objectives of the **Office Discipline Referrals** and the **Critical Incident Reports** are to:

1. Track school discipline incidents;
2. Provide a tool where students can reflect on their actions;
3. Provide means to engage students in a collaborative problem-solving exchange;
4. Provide a way to solicit the student's commitment to future behavior change;
5. Provide a mechanism for parent contact.

a. Office Discipline Referrals and Critical Incident Report

While the specific information included in office referrals varies from school to school, Morrison et al. (2005) indicates they may include:

OFFICE REFERRAL FORM

Students Name _____
Date of Offense _____
Location of Offense _____

Grade _____
Teachers Name _____

Narrative description of offense (by teacher/by student)

Who else was involved or present _____

Consequences or actions taken _____

Acknowledgement of offense by student
(narrative apology) _____

Documentation of previous offenses _____

Signature of student _____
Signature of teacher _____
Signature of parent _____ Date _____

CRITICAL INCIDENT REPORT

Students Name _____ Grade _____ Date _____
Teachers Name _____ Date of Offense _____
Location of Offense _____
Name of Reporting Person _____

Description of offense _____

Who else was present _____

Comment on the students account and reactions to the offence _____

Actions taken _____

Evidence of previous offenses _____

These **Office Referral Forms** will permit the school to answer the following questions:

- 1) **Who** – Who are the students who repeatedly get sent to the office?

2) **Nature of Behavior**-- What is the nature of the misbehavior? Are these behaviors handled by some teachers?

3) **Location/When**-- Where and when did the behavior occur? Alone or with peers?

4) **Effectiveness**-- What were the consequences and are they effective in reducing office referrals? What should be tried and how should they be evaluated?

In some schools it is not unusual for a majority of the students being referred to the principal's or vice principal's office to be made up of less than 10% of the schools' population. Teacher referrals for problem behavior tend to peak in Grades 9 and 10. Walker and his colleagues (2004) observe that this percentage is consistent with research that indicates that 65% of all juvenile crime is accounted for by 6%-8% of the juvenile population.

The typical antisocial student in the intermediate elementary grades will average 10 or more office referrals per year. **Any student who has 10 or more office referrals per year is considered to be a chronic discipline problem and in need of intervention.**

Useful resources to monitor and analyze **Office Discipline Referrals** are available from School Wide Information System, a computer monitoring system (*Contact Rob Horner, Ph.D. College of Education, University of Oregon OR 97403 <http://swis.org>*)

Also see:

Boys Town Report System

www.girlsandboystown.org/pros/training/education/index.asp

Powers Goal Assessment

www.apple.com/education/powerschool/

School Safety Software

<http://www.schoolsafetysoftware.com/default.htm>

Schoolmaster Assessment

www.schoolmaster.com

B8. School Climate Measures

The **School Climate** reflects the degree to which a school is perceived as being safe and inviting. Measures of School Climate have been developed by Furlong and Morrison (1998), Lehr and Christianson (2002) and Pyper et al (1987.)

In addition, to these general measures, each school has specific data that reflect the school's climate. The following list provides examples of the type of indices that delineate School Climate.

Indicators of School Climate

Student Data Indicators

- Attendance Records (Truancy)
- Lateness Reports
- Critical Incident Reports
- Office Referrals
- Number of violent assaults occurring on campus
- Number of incidents reported to the police
- Number of after-school detentions
- Number of suspensions (out of school, in-school and length of each suspension)
- Number of expulsions
- Percentage of students who dropout of school (graduation rates)
- Percentage of students who are referred to community agencies (mental health, justice department)

In high school, student academic performance measures include the percentage of students:

- in your school in college preparation track
- taking college level courses
- expected to complete at least a four year college program
- participating in extra-curricular activities

Schoolwide Indicators

- Parent involvement (e.g, attendance at parent meetings, parent participation in student and school activities)
- Community Involvement
- Integration of different groups and cliques of students (e.g., efforts to integrate diverse ethnic and racial groups)
- Acceptance of all types of students (e.g., groups who differ in academic abilities, physical limitations, sexual orientation)
- Teachers' involvement

The following Scale by Altman and his colleagues provides some way to assess your **School Climate**.

SCHOOL ASSESSMENT MEASURE

(Adapted from Altman, 1996)

This self-assessment tool can provide a means to determine the level of “risk” for violence in our school. These questions can be addressed by all interested parties and provide the basis for intervention planning.

How safe is your school?

1. How many fights have occurred on school property during the last 12 months?
2. How often have weapons (knives, guns, etc.) been brought into the building during the last 12 months?
3. How often has drug dealing been observed on school property within the last 12 months?
4. How often has property been deliberately damaged or stolen on school grounds within the last 12 months?
5. How safe/secure do the faculty/staff feel when they are on school property? (1 = very unsafe/insecure; 7 = very safe/secure)
6. How safe/secure do the students feel when they are on school property? (1 = very unsafe/insecure; 7 = very safe/secure)

How safe is the route to your school?

1. How many fights have reportedly occurred before or after school during the last 12 months?
2. How often are children recruited for gang membership on the way to and from school? (1 = not at all; 7 = daily)
3. How much illegal drug trafficking exists in the neighborhood surrounding the school? (1 = none; 7 = primary economic activity in the community)
4. Do you have a parent patrol or some other mechanism for ensuring that caring adults are visible on the routes to and from school?
5. How safe/secure do the faculty/staff feel when they are on the way to and from school? (1 = very unsafe/insecure; 7 = very safe/secure)
6. How safe/secure do the students feel when they are on their way to and from school? (1 = very unsafe/insecure; 7 = very safe/secure)

What resources do your school and community already have?

1. What violence prevention efforts are occurring in your school?
2. What already exists in your school's instructional program that covers topic areas related to violence prevention and teaches accompanying skills?
3. Who in the school community (students, teachers, parents, community members) has the potential for taking leadership roles in promoting a safe, inviting school?
4. How involved are <u>student leaders</u> in developing and implementing plans for school improvement and violence prevention? (1 = not at all involved; 7 = very involved)
5. How involved are <u>parents</u> in developing and implementing plans for school improvement and violence prevention? (1 = not at all; 7 = very involved)
6. How involved are <u>community leaders</u> in developing and implementing plans for school improvement and violence prevention? (1 = not at all; 7 = very involved)
7. What other violence prevention efforts are occurring in your school community?
8. Which adults (faculty, administrators, maintenance staff, food service personnel, parents) in the school do students go to when they have problems?
9. Who in the school community has the potential for taking leadership roles in promoting a nonviolent community?
10. What additional resources do you have or would you like to obtain in order to create and maintain a nonviolent school?

B9. Assess for Gang Presence

Bullying behavior in schools is more likely to occur when there is a gang presence on the school grounds. The following **Gang Assessment Tool** provides a way to determine the degree of gang presence on your campus.

GANG ASSESSMENT TOOL

*(National School Safety Center, Pepperdine University,
4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362)*

1. Do you have graffiti on or near your campus? (5)
2. Do you have crossed-out graffiti on or near your campus? (10)
3. Do your students wear colors, jewelry, (or) clothing, flash hand signals, or display other behavior that may be gang-related? (10)
4. Are drugs available near your school? (5)
5. Has there been a significant increase in the number of physical confrontations or stare downs within the past 12 months in or around your school? (5)
6. Is there an increasing presence of weapons in your community? (10)
7. Have you had a drive-by shooting in or around your school? (15)
8. Have you had a “show-by” display of weapons in or around your school? (10)
9. Is the truancy rate of your school increasing? (5)
10. Are there increasing numbers of racial incidents occurring in your community or school? (5)
11. Is there a history of gangs in your community? (10)
12. Is there an increasing presence of “informal social groups” with unusual names – for example: “Woodland Heights Posse,” “Rip Off and Rule,” “Males Simply Chillin,” or “Kappa Phi Nasty”? (15)

(Source National School Safety Center, 1992)

0 – 15 Points - indicate no significant problem

20 – 40 Points- indicate an emerging gang problem

45 – 60 Points - indicate significant gang problem for which an intervention – prevention should be developed

65 + Points - indicate an acute gang problem that requires urgent attention

III C. IDENTIFYING “HIGH-RISK” STUDENTS

C1. Screening for High-Risk Children

The need to identify high-risk children early before such behavioral patterns consolidate and become resistant to change is underscored by the observation that:

“Children who have not learned to achieve their social goals other than through coercive behavioral strategies by around 8 years of age (end of Gade 3) will likely continue displaying some degree of antisocial behavior throughout their lives” (Walker et al. 2004, p. 9.)

In most instances, aggressive behavior declines with age as children learn to **control** their natural tendency to be aggressive. Preschool children who have not learned more socialized behaviors to replace their “inborn aggressive tendencies”, will often persist unless they are provided with the necessary supports to learn how to control their behaviors and emotions and get along with others.

The children who are referred by elementary teachers because of their behavior and attentional problems with accompanying academic difficulties, especially in reading, will often evidence continuing adjustment difficulties.

C2. Guidelines for Early Screening

Walker and his colleagues (2004) offer the following guidelines when conducting screening of high-risk students.

1. Universal screening procedures should be implemented at least twice annually (preferably in October and February.)
2. Screen and identify at-risk students as early as possible in their school careers - ideally at preschool and kindergarten levels.
3. Use a multi-agent (teacher, parent, peers, observers) and a multi-setting (classroom, playground, home setting) screening identification approach.
4. Use teacher nomination and rankings or ratings in the early stages of screening and supplement these later with direct observations at school..

Several instruments have been developed to screen for high-risk in young students.

<u>Measure</u>	<u>Reference</u>
Systematic Screening for Behavioral Disorders (SSBD)	Walker & Severson, 1990
Student Risk Screening Scale (SRSS)	Drummond, 1993
Teacher Rating Scale Anger Inventory	Dodge & Coie, 2006
Multidimensional School Anger Inventory	Furlong & Smith, 2006
Social Skills Rating Inventory	Elliott, 1991

a. The **SSBD Measure** uses a multi-gating procedure that combines teacher nominations (**Gate 1**) with teacher rating scales (**Gate 2**) and direct observations of classroom plus playground behavior (**Gate 3**). Examples of student behaviors include:

1. Defying teachers
2. Aggressing toward others
3. Failing to comply with teacher directions
4. Arguing
5. Social withdrawal, depression, anxiety
6. The amount of academic engaging time (AET).

The SSBD has been extended downward for children ages 3-5 (Severson & Walker, 2002).

b. The **SRSS Measure** asks teachers to rate students on seven items:

1. Stealing
2. Lying, cheating, sneaking
3. Behavior problems
4. Peer rejection
5. Low academic achievement
6. Negative attitude
7. Aggressive behavior

When considering the results of these screening efforts keep in mind the so-called **50% rule**.

- Fifty percent (50%) of hard-to-manage preschoolers do not persist in evidencing problem behaviors past ages 6 to 9.

- Fifty percent (50%) of children diagnosed with conduct disorders will improve over time, no longer showing signs of aggression or antisocial behavior.

C3. Evidence for the Stability of Aggressive Behavior

The presence of ongoing risk factors in the school, home and community, and the absence of protective factors that nurture “resilience,” will determine the likelihood of aggressive behavior persisting (*See LINK for Ways to Nurture Resilience*).

- Which students are most “high-risk” for engaging in aggressive and violent behavior at school?
- How early and with what reliability can we identify these potentially “high-risk” students?

Clearly, the best predictor for the likelihood of students being violent is their past history of aggressive behavior. There is a relatively high stability in students’ aggressive behaviors when aggression began early in life. **The following illustrative findings on stability of aggressive behaviors underscore the need for early identification and interventions.**

- Repetitive noncompliance in preschool predicts school age aggression (e.g. 18 months predicts 2 years of age.) Temper tantrums and physical aggression peaks around the end of two years of age and the beginning of year three 50 % of boys and 40% of girls evidence aggressive behavior and need to learn prosocial behavior.
- Fifty percent (50%) of children as young as 4 and 5 years of age, who evidence aggressive problems, will develop persistent adjustment problems.
- Thirty-eight percent (38%) of kindergarteners who evidence aggressive behavior will fail Grade 3. Those who fail Grade 3 have a 33% chance of evidencing adolescent delinquent behavior.
- Aggressive behavior in grade 4 leads to peer rejection at grade 6 and accompanying academic failure. Two-thirds of aggressive boys are rejected, while only 20% of non-aggressive boys are rejected. Rejected children are two to three times more likely to leave school before graduation.
- Children identified as bullies have a four-fold increase in criminality as adolescents. Sixty percent (60%) of children who bully between Grades 6 and 9 have one criminal conviction by age 24. Forty percent (40%) of children who are considered to be bullies engage in criminal activities as adolescents.

C4. Which Students Are Most at Risk for Engaging in Aggressive Behavior at School?

Students who:

- Have a past history of physical fights (either alone or with groups of students.)
- Were injured and/or treated for aggressive acts.
- Are sent to the principals office repeatedly (10 or more times per year).
- Carry a weapon to school.
- Use substances at school (alcohol, tobacco, cigarettes, marihuana, and/or sell drugs.)

- Steal property at school and/or who damage school property.
- Have been in trouble or who have been arrested before age 12.
- Are potential dropouts. Youth who are having frequent thoughts about quitting school (e.g., in one study, 34% of these students reported carrying a gun to school.)
- Are absent frequently (3 or more times without an excuse or without permission).
- Have been suspended 1 or more times.
- Associate with like-minded peers and are members of gangs. Association with a peer who is carrying a gun is one of the best predictors for students bringing guns to school.

For a discussion of how boys and girls differ in the development of aggressive behavior, (*See LINK to Gender Difference.s*)

III D. OUTCOME MEASURES

How can one tell if the anti-bullying interventions are working? A variety of indicators should be used that include:

- a) reports and observations of students**
- b) reports and observations of teachers**
- c) reports of parents**
- d) school indicators**

A useful resource has been offered by Dahlberg et al. 2005. **Measuring violence-related attitudes, behaviors and influences on any youth: A compendium of Assessment Tools Student Measures, www.cdc.gov/ncipc**

D1. Student Measures

1. Administer self-report measures (students being bullied and bullying others.)
2. Use student reports of interventions by others in bullying episodes. (Did teachers, school staff and/or peers intervene?)

3. Assess students' attitudes toward bullying and subjective norms towards bullying.
4. Record the occurrence of observed peer instances for giving assistance to victims of bullying.
5. Determine the student's involvement in school-wide anti-bullying activities.
6. Assess the student's sense of school belongingness. Ask the student:

“If you were absent from school, who besides your friends would notice you are missing and would miss you?”

D2. Teacher Measures

1. Supervision patterns are increased in “high-risk” areas where bullying occurs.
2. Teachers intercede in bullying episodes in and out of their classrooms.
3. Classroom curriculum includes discussion about bullying and victimization.
4. Teachers report that students approached them about bullying.
5. Teachers' attitudes towards bullying reflect a constant concern for students' wellbeing.
6. Teachers foster student and staff involvement in schoolwide anti-bullying activities.
7. Teachers use the “teachable moment” to immediately address bullying issues throughout the academic day.

D3. Parent and Community Members Measures

1. Reports discussion about bullying with students.
2. Role model and encourage prosocial behaviors
3. Actively participate in schoolwide anti-bullying activities.

D4. School Indicators for Measure

1. Critical Incident Reports
2. Office referrals
3. Absentee rates

4. Social action indicators such as detentions, suspensions and expulsions
5. Principal's initiatives and involvement

III E. POSSIBLE OBSTACLES ASSESSMENT

Any assessment approach needs to realistically consider the possible barriers or obstacles that may interfere with both assessment and intervention efforts, and plan accordingly. **Being prepared is the best strategy.**

Some of the obstacles may be practical in terms of resources (money, time, personnel,) but the biggest **barriers** are likely to be **attitudinal**.

What are some of the attitudes that might interfere with the implementation of an anti-bullying program? Consider the following expressed attitudes that adults may offer.

Possible Attitudes That May Act As Barriers:

“Boys will be boys.”

“Bullying is part of growing up. Bullying is child’s play.”

“Children out- grow bullying.”

“Children need to learn how to handle bullying if they want to succeed in this competitive world.”

“My intervening will only make it worse. It is like adding fuel to the fire.”

“The bully will retaliate more.”

“It is best to ignore bullying incidents.”

“The victim most likely was asking for the bullying.”

“Bullying is part of the natural social order.”

“If other students intervene to stop bullying, they will be bullied and lose social status with peers.”

“Teachers aren’t trained to intervene and it’s not their job to be a policeman.”

“Teachers can’t really be sure what happened, so it is better not to intervene.”

“There is not enough time during the school day to address bullying.”

“I don’t have the energy to take on additional work”

“I don’t feel comfortable with intervening”

“Bullying prevention is the program de jour”

“Bullying programs don’t work.”

“Bullying is not a problem in my class or in my school.”

Educators who want to introduce a bullying prevention program in their school need to consider how they would address each of these attitudinal statements. In fact, these attitudinal statements fall into the following categories:

- 1. Bullying is a normal part of growing up.**
- 2. Interventions will make things worse.**
- 3. There are too many barriers to intervene (lack of teacher training and resources).**
- 4. There are questions about the effectiveness of such programs.**

How can promoters of anti-bullying programs respond to each category of attitudes? As Espelage and Swearer (2004) observe:

- 1. Bullying is not a normal part of growing up. Most children do not bully others and ignoring bullying by teachers and adults sends the wrong message of acceptance and can have long-term consequences for all students.*
- 2. Intervening by teachers and peers has been found to reduce bullying. Teachers need to teach students the difference between tattling and reporting as well as provide a classroom that is safe and supportive where all students have a meaningful bond with someone in their school.*
- 3. When students bully others without consequences, it can undermine school climate and interfere with academic performance. The costs of not addressing bullying far outweigh the efforts at intervening. Training students in bystander intervention programs, involving parents and community members in anti-bullying programs may take some effort initially, but will save time in the end.*
- 4. The increased awareness and assessment of bullying and harassment may result in*

an initial increase in such reports of bullying. This is a good sign. It means teachers will do something about bullying.

5. Research has indicated that a comprehensive intervention program to which the principal and teachers, students and parents are committed can reduce the level of bullying and lead to many other favorable results.

IV. SCHOOL POLICIES AND PRACTICES

A. Developing a School Mission Statement

B. Translating Mission Statement into a Code of Conduct

C. Ways to Disseminate School Policies

“Safe and effective learning environments arise out of the vision and efforts of strong leadership” (Larson, 2005, p.25.)

As highlighted in Section II on Principal’s Responsibilities, how school principals demonstrate leadership and engender a shared vision sets the tone of the school. One way to provide this leadership is to establish a school policy that conveys a vision of a violence-free school, values and respects all students, honors and nurtures diversity. The school policy should be conveyed in terms of:

1. Creating an inviting environment for students, parents and staff;
2. Explicitly honoring and nurturing diversity;
3. Collaboratively generating explicit written documents such as a Mission Statement and Code of Conduct for all members of the school community which need to be widely disseminated; and
4. Most importantly, ensuring that these laudable objectives are implemented and followed.

For a comprehensive discussion of the nature of various school policy and disciplinary procedures see:

<http://www.safehealthyschools.org/whatsnew/capzerotolerance.htm>

IV A. Developing a School Mission Statement

We begin with a consideration of the school’s Mission Statement, which should be aspirational in nature, inspiring change and conveying a shared vision. What is your school’s Mission Statement? Compare it to the following illustrative Mission Statement.

Example of a Mission Statement

This school (or School District) (include Name of School or School District) is committed to each student’s success in learning within a responsive and safe environment. We are committed to providing a learning environment, which is free from discrimination, threats, bullying and harassment for all students.

We will work to ensure that all students have the opportunity and support to develop to their fullest potential and that all students have a personal, meaningful bond with someone in the school community.

Compare your school’s or school district’s Mission Statement to this Mission Statement. Why is it important to have such a public statement? What does it take to translate such a Mission Statement into a working reality?

There is a difference between having a laudatory Mission Statement and turning it into a working document that actually makes a difference. For example, with regard to this illustrative Mission Statement, can the school community (principal, teachers, students, parents) enumerate exactly what the school is doing to create and maintain:

- a) a responsive and safe environment;
- b) an environment, that is free of discrimination, bullying and harassment for all students;
- c) a school environment that helps to develop all students’ potential;
- d) personal and meaningful school bonds for all students?

If the school community cannot specify how each of these four aspirational goals are being worked on and evaluated on a regular basis, then the Mission Statement is only there for “show.” A principal should be encouraged to give an annual “State of the School” presentation with regard to the Mission Statement. Members of the school community should be invited to be partners in the achievement of each of these goals. A School Superintendent may similarly be encouraged to give an annual “State of School District” address or report with accompanying data. (See V. K. Link on how the School District is attempting to achieve each goal.)

IV B. Translating a Mission Statement into a Code of Conduct

“A Code of Conduct is a vital aspect of an overall school’s discipline plan in that it helps to establish a norm of expected behavior and serves to justify actions needed to address problem behaviors among the students.” (Larson, 2005, p.32).

A **Code of Conduct** is a means to transform abstract concepts into tangible interventions and a means of creating rules with consequences based on the school's values that have been espoused in the school's Mission Statement. A living, dynamic Code of Conduct can help put a framework around the discipline structure and help articulate the shared vision of all stakeholders.

Guidelines for Establishing a School's Code of Conduct (Adapted from Larson, 2005)

- 1) Keep in mind that good school rules are not enough. Strong administrative leadership, good teaching and long-term schoolwide planning and programs are required to make any Code of Conduct effective.
- 2) The code should be developed in a collaborative manner involving teachers, students, parents, and supportive services.
- 3) The code should arise legitimately out of official School Board business, so it is recognized as official policy and can obtain legal status for disciplinary due process matters in the school.
- 4) Code of Conduct should address the conduct of everyone involved in the school not just the students.

“Code of Conduct for _____ School”

Mention throughout the document that

“Students and staff at _____ school understand that ...”

The Code of Conduct should identify, define, teach and support a small set of expected behaviors, rather than presenting a laundry list of unacceptable behaviors. These should be stated in positive terms of what individuals will work to accomplish, rather than those behaviors to be curtailed. For example,

Be safe. Be respectful. Be responsible. Be kind.

- 5) The Code of Conduct should clearly articulate, define and provide examples of desired actions and behaviors, noting distinctions between minor and serious violations.
- 6) The Code of Conduct should be revisited on a yearly basis for updates and refinements.
- 7) The Code of Conduct may be supplemented by a statement of a **Student Bill of Rights**.

STUDENT BILL OF RIGHTS

Each student at _____ (Name of school) has the right to:

- 1) learn in a safe and friendly place;*
- 2) be free of harassment and bullying;*
- 3) receive the help of caring adults if any of the above rights are violated.*

The following list of school Websites provide examples of exemplary Code of Conducts.

Arlington (Texas) Independent School District

www.arlington.k12.tx.us/pdf/coc.pdf

Bayless High School, St. Louis, Missouri

<http://info.csd.org/schools/bayless/highschool.conduct.htm>

Chicago Public Schools, xxx

<http://www.cps.k12.il.us/instruction/UDC/udc.htm/>

Dear Park Independent School District, Texas

<http://198.216.248.1/stucode/index.htm>

Durham Public Schools, North Carolina

<http://dpsnc.com/DPS/structure/board/BoardPolicies/Policy4000new/4301.html>

Fairfax Country Public Schools

www.fcps.k12.va.us

Hamilton High School, Hamilton, Ohio

<http://www.hamiltonhigh.net/policies/code.shtml>

Lamar Consolidated Independent School District, Texas

<http://www.lcisd.org/polhan/stucode.htm>

Leon Country (Florida) School District

www.planning.leon.k12.fl.us/policies/708.htm

Madison (Wisconsin) Metropolitan School District

www.madison.k12.wi.us/policies/4502.htm

Montgomery County (Maryland) Public Schools

www.mcps.k12.md.us/departments/publishingservices/PDF/studntrr.pdf

Pegasus Charter School in Dallas, Texas

www.pegasuscharter.org

Texas Association of School Boards

<http://www.tasb.org/policy/index.shtml>

Westminster High School, Westminster, Maryland
<http://www.carr.org/ccps/whs>

IV C. Ways to Disseminate School Policies

There is a need to disseminate the school's Mission Statement and accompanying Code of Conduct, with disciplinary policies and procedures, to all members of the school community. For example, is the school's Mission Statement

- Posted prominently at the main entrance of the school and in the Principal's office?
- Included on the school's Website, if one exists?
- Included in the Student's Handbook and Newsletters?
- Discussed in student assemblies?
- Discussed in class meetings and integrated throughout the school curriculum (e.g., anti-bullying messages, Character Education lessons)?
- Discussed at parent meetings?
- Included in a letter sent home to parents?
- Distributed to interested community members?

Work with the school's media specialist to have books available and on display that illustrate the school's mission and procedures (e.g., books on anti-bullying, honoring diversity). (***See Link to Resources VI***). Have a supply of videotapes and related biblio materials (***See Link to Resources VI.G***).

V. INTERVENTIONS

A. Creating an Inviting Learning Environment

B. Improving Parent Involvement

C. Training Teacher

- 1. How to Intervene in Bullying Incidents**
- 2. How to Improve Classroom Management**
- 3. How to Recognize and Reinforce Students' Behaviors**

D. Training Students:

- a) Bystander Intervention Programs**
- b) Student Mediated Conflict Resolution Programs**

E. School-Wide Intervention Programs

F. Playground Interventions

G. Interventions With “High-Risk” Students

- 1. Helping Children Who Bully**
- 2. Helping Children Who are Victimized by Bullying**

H. Ways to “Defuse” Angry Students

I. Addressing Gang Problem

J. Role of School Superintendent

K. Role of Media/Newspaper Reporters

V A. Creating an Inviting Learning Environment

Students who engage in anti-social and bullying behavior have poor “connectedness” or “bonding” with school personnel. They have difficulty answering the following questions:

“If you were absent from school, who besides your friends would notice your absence and would miss you?”

“Is there an adult in your school building to whom you can turn if you have a problem?”

While some students who bully may be popular with peers and have social skills, others are rejected by peers and have a high likelihood of dropping out of school or being “pushed out” of school.

This section is designed to provide suggestions about what principals, teachers and peers can do to make the school environment more inviting for all students, their parents and for staff. This list is not exhaustive, but illustrative so you can compare your school against this list of suggestions.

Principal’s Suggestions

Once again, the principal sets the “tone” of the school and without his/her leadership in creating an inviting learning environment, it is unlikely to develop. How many of the following Principal’s Behaviors would we see in your school?

1. Creates a climate of safety and security.
2. Creates a physical place that is inviting (clear, cheery, decorated with school slogans, Mission Statement, Code of Conduct, student activities and accomplishments), and that nurtures a sense of community and pride in the school.
3. Greets students, parents and staff by name and spends time out of his/her office.
4. Involves parents (*see LINK to Improving Parent Involvement V5*).
5. Creates an active absentee/truancy program and tracks down missing students; develops an intervention program.
6. Treats students, parents and staff with respect and seeks their input on important school decisions.
7. Provides opportunities for staff to receive professional development, implements a teacher mentoring and buddy system for new teachers.
8. Visits classrooms with teachers’ permission to observe students’ work and to provide constructive feedback to teachers. (A supportive mentoring role for principal).
9. Keeps announcements on the intercom to a minimum.
10. Conveys personal availability (hotlines, office hours, e-mail, school website).
11. Implements programs to reach out to students (e.g. telephone hotline for help with homework and provides extra assistance for special needs students).
12. Holds regular school assemblies where students’ birthdays and accomplishments are acknowledged.

14. Implements character education where students are encouraged to practice and are reinforced for positive attributes (e.g. courage, honesty, charity, caring). This helps set a tone.
15. Provides extracurricular activities (athletics, clubs), works in particular to engage “marginalized” students in prosocial activities with adult models (e.g. Implement a mentoring program—*LINK to Mentoring Program*).
16. Is active in meeting with other schools (feeder schools, transition schools) in order to identify potentially high-risk students. Implements early screening program—(see *LINK MENU 3C on Identifying High-risk Students*).
17. At the secondary school level, the principal establishes small instructional units of between 600-900 students each. Research indicates that such an arrangement promotes a greater sense of school belongingness and promotes greater learning opportunities
18. Regularly assesses for school climate and student connectedness (see *LINK MENU 3 8-- School Climate Measures*).
19. Helps teachers create the sense that the school and each class is a “family” that cares for each other.
20. Ensures that “high-risk” students (e.g. those exposed to traumatic events, family mental illness and disruptedness) receive needed services.
21. Conducts follow-up on “high-risk” students (absentees, behavioral problems, those suffering from mental disorders) to ensure they are receiving wrap-around services.

Teacher’s Suggestions

Teachers establish the classroom learning environment and create the foundation for every student to become a literate, productive member of society. How many of the following Teacher’s Behaviors would we see at your school?

1. Treats students with respect, warmth, and conveys concern (see *LINK to Ways to Improve Classroom Management 5C2*).
2. Communicates with students outside of classroom in other settings.
3. If student is absent for a prolonged period of time (more than a week), the teacher calls the student or has someone from the school call the student’s home.
4. Has a student helper make a copy of work missed during the student’s absence.
5. Conveys interest, availability, and accessibility to students and their parents (see *LINK for Improving Parent Involvement 5B*).

6. Conveys high expectations and confidence that all students can learn and that the difference between students who do well and those who do not is that the achieving students “know the tricks or strategies” to perform academic tasks. All students, with effort, can begin to learn these strategies.
7. Nurtures hope in students of future “possible selves” of what they could accomplish and become. *(For example, a study of 25,000 students who were followed from Grade 8 to Grade 12 found that the best predictor of academic achievement was the student’s ambitions and plans for the future. Students who had hopeful, but realistic visions of themselves in being successful in the future had higher achievement levels. The students’ level of self-esteem was more predictive than if the students attended private or public school or came from intact or single parent families).*
8. Makes subject matter and teaching strategies “relevant” to students’ levels and uses “authentic education” (see *Meichenbaum & Biemiller, 1998 for ways to Nurture Independent Learners*).
9. Develops a cooperative learning atmosphere among students.
10. Gives students responsibilities (help with attendance, distribute materials, copy notes for absent students and the like).
11. Avoid confrontation with students that could lead students to “lose face” in front of peers (e.g. teacher uses soft reprimands rather than loud reprimands). Send home parent requests on how they can be of help to reduce bullying as described in Memos 1 and 2. ([Link to two MEMO'S](#))
12. Uses an evaluative system that nurtures personal attributions so student success is due to students’ efforts and use of strategies, not just due to abilities.
13. Provide students with opportunities to talk about bullying (e.g., examples, definitions of bullying as a form of unacceptable behavior, how to be of help.)
14. Include students in establishing classroom rules against bullying. Include in the list of rules that the teacher will intervene (be of help) and not look away when bullying occurs. Help create a trusting environment so students feel safe and comfortable in coming to the teacher to report any instances of bullying. Highlight that reporting or telling about bullying is different from tattling or snitching.
15. Indicate that one of the class rules is that the teacher will take immediate action when bullying occurs and not allow anyone to be mistreated. (Note that the teacher should confront the bully in private and avoid attempting to mediate the bullying situations since there is a difference in power between the bully and the victim.) Described below are specific suggestions on how teachers can intervene in order to maintain an Inviting Learning Environment. ([See LINK to VC.](#))

Peer’s Suggestions

Peer relationships are at the core of violence prevention. When the adults in their lives model pro-social skills of mutual respect, anger management, conflict resolution and empathy, then students can relate these lessons to their own social contacts. How many of the following peer's behaviors would we see at your school?

1. Welcomes new students, helps them feel included.
2. Engages students who are rejected or "marginalized."
3. Engages in bystander interventions to reduce bullying (see [LINK 5D](#)).
4. Engages in cooperative learning activities.
5. Participates in group volunteer community activities.

V B. Improving Parent Involvement

"One of the most important factors in creating a good school is always going to be parental involvement in its life" (U.S. Department of Education, 1993, p.7.)

Parent involvement includes a wide variety of parent behaviors. Research indicates that what parents do at home with their children has more influence in their children's academic performance, than how much parents are involved in their children's school activities. Most often those parents who are most knowledgeable and engaged in their children's school activities are also most nurturant of their children's academic performance at home. When parents are involved, students perform most successfully and have fewer learning problems.

"According to scientific analysis, when parents are more involved, their children are 30% more successful in school" (Parent Institute – www.parent-institute.com.)

When parents fail to become involved, educators may have the tendency to blame the parents, as being "too busy, experience too many barriers to overcome to become involved, too disinterested, having their own problems."

This **section** of the website is designed to provide educators with suggestions of ways to proactively engage parents in the education of their children. Before "blaming" parents for non-involvement, it would be worthwhile to determine how many of the following suggestions your school has tried. This list of suggestions is designed to help educators view parents as resources and partners, rather than as obstacles.

The suggestions for improving parent involvement fall into the following categories:

- (1) improving the school's climate so it is more inviting to parents;

- (2) improving communication (both written and oral) with parents;
- (3) taking proactive steps to involve parents (“reaching out”);
- (4) providing administrative support for parent involvement.

Once again, if the principal of the school is not committed to improving parent involvement and providing supports, then the amount of parent engagement would be limited. At the end of this section we have also included an example of how parents can be proactive in contacting the principals in an effort to reduce bullying.

1) Improving the School’s Climate

- What happens when parents appear at your school? Parents are made to feel welcome. Welcoming office staff is helpful and courteous to the parents. There are signs that welcome parents to the school; teachers greet parents when they pass them in the hall; there is a parent reception area with written material, newsletters and coffee.
- Principal and teachers view parents as “partners.” They convey interest and cooperative collaboration when discussing the parent’s child. The importance of parent involvement and commitment is highlighted.
- School facilities are inviting (clean and neat school, bathrooms and cafeteria).
- School ensures that the parents’ and students’ ethnic, social and cultural diversity are represented and respected. Nurture cultural diversity so all students and parents feel welcome.
- School helps create a cohesiveness among parents (e.g., Parent Teacher Association meetings or volunteer parent activities such as inviting parents to attend opening morning, student assemblies, work as a group on improving playground or with fund raising activities).

2) Improving Communication with Parents – Written and Oral

Written Communication With Parents

- Use multilingual messages to parents
- At the beginning of the school year teachers send a letter home to each parent highlighting how much they look forward to teaching with their son/daughter, working with them as partners in education, establishing an ongoing dialogue regarding their child’s progress, and extending an invitation to contact the teacher.

Sample letter adapted from Walker et al. 2004

Dear Parents:

Just a quick note to welcome your child to my classroom. I am looking forward to the school year and getting to know you and your child. Always feel free to get in touch with me by (list telephone number, email address) and I will get back to you as soon as I can. Our working together will make this a successful school year for your (son, daughter – include name). Over the first few weeks of school we will be (provide brief summary).

I look forward to teaching (student's name).

Sincerely,

- Provide parents with a Parent's Handbook that includes school rules, policies, activities, Mission Statement, Code of Conduct, names of key personnel, telephone numbers and a classroom calendar.
- Provide parents with ongoing Class Newsletter about what students will be working on and why it is important (e.g., description of unit objectives, types of problems and assignments, list of books to be used, and ways parents can be of help). Indicate that their daughter/son will be interviewing them about various topics, learning strategies, and the like.
- Indicate that students will be bringing home a folder of their schoolwork labeled **TAKE HOME / BRING BACK**. There will be spaces for parents to initial and comment on their son/daughter's work.
- Ask parents to fill out a Survey Questionnaire about their child's reading behavior (e.g., list of books read to student, average amount reading time, leisure reading habits, favorite books, authors, reading strengths and weaknesses).
- Send parents occasional **TEACHER-GRAM** and invite them to send back a **PARENT-GRAM** about their child's progress. Include **GOOD NEWS NOTES** of student's progress and achievements. Encourage parent to ask "what" and "how" questions of "what" their son/daughter did and "how" did he/she go about doing the task. Discuss the processes of learning and reinforce efforts.
- Send home parent requests on how they can be of help as illustrated in the following parent memos:

MEMO 1 Example

WHAT PARENTS CAN DO ABOUT BULLYING

(These suggestions have benefited from the guidelines offered by K. Dorrell, Oct. 2006 www.canadaliving.com and from the Massachusetts Medical Society guidelines on bullying <http://www.massmed.org>.)

1) Talk about bullying with your child.

Help your child know what bullying looks like and feels like, and if he/she or classmates are being mistreated and bullied.

Help your child understand that bullying involves more than physical aggression. Sometimes bullying can be verbal and social in the form of name calling, hurtful teasing, threats, humiliation, gossiping or spreading rumors and damaging friendships.

Let your child express him/herself. If your child reports being bullied, then there are a number of steps for you to take. These include:

- a) Stay calm and show concern, but do not show too much emotion. If you overrespond your child may close down and not talk about it anymore.
- b) Thank your child for sharing this information. Tell him/her that what he/she told you bothers you and label it as "bullying." Tell your child that this behavior is unacceptable. For example:

"Someone is bullying you and this concerns me. You are important and you have a right to feel safe, so we need to do something about this."

2) Ask your child for his/her input on what steps can be taken to make him/her feel safe. Collaborate with your child in finding solutions. Reassure your child that the situation can be handled discreetly and safely. Boost your child's sense of empowerment and control.

3) Parents should talk to the school. Approach your school with five goals in mind:

- a) Establish a partnership with school personnel in stopping the bullying.
- b) Encourage your child to come with you and describe what he/she experienced. After your child described the bullying situation, the parent should repeat the facts. Express yourself calmly and then ask how you, the school personnel, and your child can work together to ensure that the bullying doesn't happen again.
- c) Start with your child's teacher and don't assume she is aware of the situation.
- d) Don't demand or expect a solution on the spot. Indicate that you would like to follow-up to determine the best course of action. Have your child watch you calmly and respectfully problem-solve with the school personnel.
- e) Get everyone on board. Research shows that the most effective method of dealing with bullying is to have the whole school involved. Approach the principal and explore what the school is doing about bullying. (See parent letter below). Review school policies and procedures with your child.

4) Document bullying. Keep a journal of all bullying incidents. You and your child should write down what happened, where and when it occurred, how your child reacted, how the bully and bystanders responded. Indicate what solutions were agreed

upon and if they worked.

- 5) Help your child develop strategies and skills in handling bullying. Help him/her choose a variety of strategies from being assertive, to avoiding, to asking for help, to reporting bullying of other students. Parents can act as models for their children and intervene when they see bullying occurring. Some victims of bullying may need assistance in learning these coping skills. Children who are being bullied may have to practice at home such skills as ways to look the bully in the eye, stand tall, use a firm voice, and stay calm; ways to use humor; ways to ask for help; learn ways to become friendlier with other children, participate in group activities; learn constructive ways to interact and achieve their goals. Help your child appreciate that reporting bullying to a trusted adult is not tattling or snitching. It takes courage. Suggest that he/she go with a friend to the teacher or principal to make it easier.

- 6) If you are informed that your child is bullying others, then the parent should:
 - a) Be objective and listen carefully to the account. Don't be defensive, nor take it personally.
 - b) Work with the school to find what can be done to ensure that this does not occur again.
 - c) Asked to be kept informed.
 - d) Calmly explain to your child what he/she is accused of and ask for an explanation, and moreover, if he/she knows that such bullying behavior is unacceptable.
 - e) Find out if your child was the instigator of the bullying or joined in. Find out if your child is bullying by means of computers (cyber-bullying) and take appropriate steps to curtail this behavior.
 - f) Don't bully your child in addressing your child's behavior. Help your child appreciate how bullying behavior hurts not only the victim, but also his/herself, as well as bystanders.
 - g) Indicate that you will work with your child to alter this behavior and you will work with the school personnel to monitor progress.

- 7) Whether your child is a victim of bullying or engaging in bullying behaviors, don't give up. Indicate that your child and all children in school have a right to feel safe and feel they belong in school. Indicate that together with your child, and the school folks, we will create a team approach to achieve the goals of safety for all students.

MEMO 2 Example

WAYS PARENTS CAN HELP REDUCE SCHOOL BULLYING

- Discuss the school's Code of Conduct with your child. The Code of Conduct describes the rules your child's school follows. You can obtain a copy of the Code of Conduct from the school, your child's Student Handbook, or visit our school's Website, which is (xxx). Show your support for the school rules. Help your child understand the reasons for the school rules.
- Involve your child in setting rules for appropriate behavior at home, highlighting the importance of rules. Have your child bring in his/her home rules to school to share with the class.
- Listen to your child if he or she shares concerns about friends and about other students. Ask explicitly if your child has witnessed "bullying," that is someone being picked on, shoved, or someone rejected by fellow students. Has that ever happened to them? What did they do? What did other students who were bystanders do? If your child had a problem in school, does your child have the name of a trusted teacher or staff member that he or she could go to for help? Please share the information you obtain from your child with trusted school personnel.
- Know what is going on in your child's school. Keep a bulletin board at home. Hang the school calendar that we send home to post key dates and special events. Hang teacher communications such as the Peek of the Week memos, names of key school contact people, weekly meals, and other school related information..
- Set up a daily time to check-in with your child about school.
- We welcome your involvement in your child's school life by supporting and reviewing your child's homework and schoolwork. Please sign and return all requested teacher and school communications.
- Encourage your child to take part in school activities.
- Involve your child in family and community activities.
- Please attend school functions such as school and class programs, and parent conferences.
- Volunteer to participate in school and in community-related activities, if time permits.
- Please call, email, submit suggestions on how we can work as a team to make our school safer and a better learning place.
- We make a commitment that we will remain in touch with you and we invite you to remain in touch with us.

Thank you for being a partner in the education of your child. Your involvement is very important and unique.

Oral Communication (Phone Calls And Meetings) with Parents

- Call each parent (at least once per year, preferably once per term) to give feedback conveying something the student did well.
- Implement a **LIFT program – Linking The Interest of Families and Teachers**. This is a skills training program for both students and parents and includes a **LIFT LINE** of phone-message/answering machine that allows teachers to record

messages to parents about classroom and homework activities, and provide information regarding their children. Parents can leave feedback messages for teachers on teachers' answering machines. It costs about \$60 per month per classroom to implement the **LIFT LINE**: establish bilingual hotlines. For more information, see:

Eddy, J., Reid, J. & Tetrow, R. (2000). An elementary school-based prevention program targeting modifiable antecedents of youth delinquency and violence: Linking the interests of families and teachers (LIFT). Journal of Emotional and Behavioral Disorders, 8, 165-176

Walker, H. M., Ramsey, E., & Gresham, F. M. (2004). Antisocial behavior in school. Belmont, CA: Wadsworth/Thomson Learning

- Return parent's calls and notes in a timely manner.
- Keep a running log of each telephone call, noting date, topic, follow-up plan.
- Schedule meetings with parents to review their child's progress and classroom behavior. Students may attend some parent-teacher conferences, showing work and becoming a self-advocate.
- Communicate with parents about homework and how they can be of help (e.g., rules about settings, times, ways to motivate students and ways to balance homework with other activities).

3) Proactive Steps to Involve Parents

- Invite parents to attend and participate in various school activities (e.g. stay with children during lunch, visit morning assemblies, classroom, student-led activities).
- Encourage attendance at parent-teacher meetings, back-to-school nights, open houses where students have opportunities to showcase their work.
- Invite parents to assist in class, volunteer, have list of things parents can do to help at school.
- Welcome parents' input about their son's/daughter's progress.
- Address possible barriers to parent involvement such as demands on their time (both parents work) by using a flexible schedule, provide transportation, provide child care while parent visits school, address possible parental attitudinal reservations about visiting school.
- Involve parents and grandparents as classroom presenters to share history and to engage in projects with students.
- Have students generate and post in class family trees.

- Undertake specific out-reach efforts to engage parents. For example, use respected community leaders to reach out to parents, have family learning centers in storefronts or churches, hold parent-night in a laundromat where parents who attend have free access to washers and dryers.
- Provide parents with training on how to read stories to their children, improve behavior management, and help with homework.
- Engage parents in their child's learning process (e.g., math assignments, interviews, etc.).

For examples of ways to engage parents in their children's learning, see

Meichenbaum, D. & Biemiller, A. (1998). Nurturing Independent Learners: Helping Students Take Charge of Their Learning. Cambridge, MA: Brookline Books.

- For students who are having behavioral and learning problems, teachers can implement a **HOME-SCHOOL CARD**, where the student's behavior is monitored throughout the school day and a contingent reward schedule is established at the home in the form of a behavioral contract (*See LINK to Classroom Management*).

4) **Providing Administrative Support for Parent Involvement**

- Conduct an assessment of what the school is now doing to involve parents and with staff; generate both intervention and evaluation plans to determine their effectiveness.
- Monitor parent attendance and involvement. Try to understand the factors that contribute to nonparticipation and adjust accordingly (e.g., cultural compatibility of parental requests).
- Provide workshops for teachers on how to work collaboratively with parents.
- Support teacher efforts to involve parents (provide time, resources and money).
- Provide before-school and after-school programs for students to help accommodate parents' work schedules.
- Provide specific skills programs for parents; help them access local services, GED programs, parent support groups, home-visiting outreach programs, mental health services.
- Develop an active truancy prevention program that involves parents.

- Parents are encouraged to view their involvement as a responsibility and they are asked to sign a behavioral contract indicating their responsibilities to the education of their children (e.g., encourage parents to ask their son/daughter specific questions about classroom activities).

How many of these activities to involve parents does your school engage in?

PARENT LETTER TO PRINCIPAL ABOUT BULLYING

Dear (name of Principal)

My wife and I have recently learned that our son/daughter (NAME) has been a victim of bullying at school (has engaged in bullying behavior) (has been a victim of bullying and on occasion has also bullied others). The source of our information comes from (indicate source – from your child, from other children, other sources of information). We are deeply concerned and would welcome an opportunity to meet with you and son/daughter's name teacher. We would like to consider what we can all do to change the situation.

At our meeting, we would like to raise some questions, if that is okay.

1. We are wondering if this bullying incident is unique to our child or is bullying a general problem at your school? How do you presently assess for the incidence of bullying?
2. In our situation, the bullying occurred at recess in an unsupervised area. Are there any ways to improve the playground activities and improve the level of supervision?
3. What are you doing school-wide and in the classroom to reduce bullying?
4. Are your teachers trained to identify bullying incidents and on ways to intervene?
5. How can parents help reduce bullying?
6. Are there specific school services you provide to victims of bullies, to children who bully, to children who are both a bully and a victim?

We recently came across a WEBSITE that we found helpful in formulating our concerns about bullying. It is www.teachsafeschools.org.

Thank you for arranging a meeting with us and helping our son/daughter (NAME). We look forward to the meeting. Please let us know what would be a convenient time to meet. Please call and leave a message.

Sincerely yours,

WEBSITES

American Association of School Administrators: 106 ways parents can help students achieve

www.aasa.org

Guide for Parents: You are the experts on raising ‘violence-free’ children

<http://www.edu.org/HHD/CSN>

Massachusetts Medical Society: Bullying- It's Not O.K.

<http://www.mass.med.org>

National Education Association: Parenting

www.nea.org/parents/schoolinvolve.html

Oregon Social learning Center for parenting material

www.oslc.org

Parent Institute

www.parent-institute.com/

V C. Training Teachers

1. How to Intervene in Bullying Incidents

There is no formula as to how best to intervene when a teacher or staff suspects or observes a bullying incident. Issues regarding safety of all students, age and gender of the students, circumstances such as behavior of bystanders, will all influence the nature of the adult’s response. Doing nothing or ignoring the incident only reinforces bullying and sends a message to all students.

The following illustrative list of teacher strategies highlights examples of how adults can intervene. At the teacher training sessions on bullying it would be helpful to consider and practice other means of intervening.

Illustrative Teacher Strategies for Handling Bullying

GO PUBLIC WITH THE DATA—WHAT YOU SEE AND HEAR

I noticed (saw, heard)...

What is the problem?

Looks like...is not having fun.

Are you upset? (You or name others) is upset, looks angry afraid, sad).

Do you need some help with ...?

I understand that ...

I have received a report that ...

I am concerned about what I see happening when...

It looks like some hurtful things are happening to ...

EXTEND AN INVITATION TO ELICIT MORE INFORMATION

Tell me what's going on.

Tell me what happened from your point of view.

Do you need help with ...

LABEL BEHAVIOR AS A FORM OF BULLYING AND INDICATE THAT SUCH BEHAVIORS ARE NOT TOLERATED OR ALLOWED IN SCHOOL

This looks like (sounds like) bullying to me.

You know our rules about bullying, name-calling, teasing. This behavior is not allowed in our school.

CONVEY EXPECTATIONS

X is a form of bullying. You wouldn't like somebody to do that to you. You would expect somebody to stop it. I might have to protect you the next time. We do not tolerate bullying.

ENCOURAGE STUDENTS TO BEHAVE DIFFERENTLY

What can you say or do differently next time?

How can you use what we talked about and practiced the next time you are in situation X with Y?

It would be helpful for the teacher to:

1. Speak to each offender and victim separately to find out what occurred (get the facts);
2. Have the student propose an alternative response for future situations;

3. Assign consequences as you would in any other situation;
4. With victim ask what it will take to feel safe again;
5. Record the bullying incident on the Critical Incident Form;
(*See LINK to V.H. for a detailed discussion on Ways to Defuse Angry Students*)

2) How to Improve Classroom Management

A well-managed classroom is less likely to experience bullying. Improved classroom teaching and management have been linked to:

- a) a democratic leadership where teachers respect the integrity of their students and who expect them to act responsibly;
- b) teachers who encourage and teach students to examine and resolve their own problems;
- c) teachers who actively involve students in classroom discussions, activities, decisions about class rules and the learning process;
- d) teachers who provide clearly defined classroom activities, the purpose of which were explained to students for which students find them meaningful and “authentic” or “relevant;”
- e) teachers who clearly communicate expectations, rules, procedures and sanctions.

For example, consider the following teacher description of rules offered by Larson (2005, p. 41):

“Our classroom is like a place people like your daddy and mommy work. In our classroom your job is to learn different things and my job is to help you you learn. In order for each of us to do our jobs, we have to agree on some rules to follow. The best rules are those stated in positive terms of what you are suppose to do, rather than what you are not supposed to do. For example, a rule in a mechanic’s shop might say, “Return tools to their proper place when finished,” rather than say “Don’t leave tools lying around.” This rule reminds the workers to know exactly what is expected and what to do. Let’s start by thinking about what rule we should have in place when you are entering the classroom from the hallway at the beginning of class. Let me see raised hands with suggestions about a rule that will help us avoid problems and help everybody get settled to work when you first enter our classroom. How should everyone enter the classroom?”

This example offered by Larson highlights the purpose of rules and engages students in a collaborative discussion of class rules they will follow. This approach is quite different from a teacher who tells his/her class that in my classroom there are two simple rules for success.

Rule 1: Do what I tell you to do.

Rule 2: See Rule 1.

It is best that students and teachers generate collaboratively no more than six (6) classroom rules. For example:

- Be on time for class.
- Enter the classroom quietly.
- Go to your assignment areas promptly.
- Listen to the teacher's directions or explanations.
- Raise your hand if you wish to talk or if you need assistance.

Such rules should be posted in a central place and the teacher should regularly make reference to the rules and review them with the class on a regular basis. As stated, these rules explicitly convey in functional terms what the teacher wants the students to do. They help to create an orderly classroom environment with firm limits, but high expectations. Embedded in the classroom formulation of rules, the teacher should have students consider such questions as

“What would happen if we did not have this rule?”

“Why do we have this rule?”

It is not enough to have students help generate rules, but there is a need to have students appreciate the reasons why such rules are required. Warm, respectful teacher-student relationships are critical in making classroom rules effective.

Research has also indicated that classroom rules are more likely to be followed when teachers:

- a) keep their requests clear, simple, direct and specific, using about 4:1 or 5:1 initiating-to-terminating commands;
- b) use fewer words when making requests (minimal verbalization) as compared with overly wordy directives that contain multiple instructions;
- c) convey requests in a polite respectful manner, using such phrases as “Please,” “Thank you,” “Let’s try X instead of Y,” “Do you need a reminder to follow rule A?”;
- d) give students a sense of control and choice instead of using threats such as, “I am warning you;”
- e) ensure that students understand exactly what is expected and are capable of doing what is being asked;

- f) use soft reprimands, where teachers go up to students quietly and give students individual feedback, as compared to loud reprimands that are conveyed across the entire classroom;
- g) offer four (4) to five (5) positive statements to students in the classroom for every negative, critical statement (namely, ratio of positive to negative interactions).

A good rule of thumb in considering the teacher's classroom management style is to consider how would the teacher feel if his or her classroom interactions with his or her students were broadcast on the evening news. Would the teacher be embarrassed or proud of what would be broadcast? It is recognized that all teachers have "good" and "bad" days and that classes vary markedly in their level of student noncompliance with rules. But overall how the teacher manages the classroom goes a long way to establish a tone that will influence how students get along with each other. In so far that the classroom is viewed as cooperative, collaborative learning environment, the incidence of bullying and harassment will be reduced.

There are a group of students who may fail to respond to these teacher efforts and more intense interventions are required. This may take the form of some behavior modification procedures that involve:

- a) a careful functional analysis of the disruptive behaviors (when, where, how much, what form, with what consequences does the disruptive behavior occur);
- b) some student-teacher-parent behavioral contract with meaningful contingencies;
- c) the implementation of a home-school contingency management program with daily cards sent by the teacher home to parents who can review students progress and use meaningful consequences.

Such school-home notes have proven effective across grades in reducing a variety of children's problematic behaviors including inattentive, disruptive classroom behavior, lack of class work or homework completion, and talking out without permission. In order for school-home notes to work, the student, teacher and parents need to identify and define specific behaviors to increase or decrease.

The teacher needs to evaluate the designated student at certain times during the day. Parents need to praise their student for bringing home the daily report and provide promised consequences for changed behaviors. There is a need to include follow-up sessions in order to monitor the effectiveness of the intervention. Most importantly, teachers need to overcome any potential barrier of feelings that they do not have the time for regular communication with parents and that they view parents as being indifferent, uncooperative or irresponsible.

KEY ELEMENTS OF CLASSROOM MANAGEMENT

1. A set of collaboratively generated firm, but fair classroom rules

2. Meaningful well-structured classroom activities
3. Effective command giving
4. High ratio of positive to negative reinforcement (5:1)
5. Use of behavior modification procedures such as response/cost procedure
6. Use of group contingencies
7. Parent involvement (daily home reports) for difficult students

3) How to Recognize and Reinforce Students' Behaviors

Research shows that the way to increase behavior that is desirable is to provide positive reinforcement. It is important, therefore that teachers and principals recognize and reinforce student efforts. One way to acknowledge such efforts is to use a Positive Incident Report.

POSITIVE INCIDENT REPORT (PIR)

For: (Student's name)

You did it!

- Academics
- Creativity
- Concern for others
- Volunteered
- Performed well under tough circumstances
- Other

You earned this PIR because: _____

I Saw It!

You are being recognized for going beyond the call of duty! Keep moving forward. You're fantastic!

Teacher's Signature

Parent's Signature

Date

Date

SCHOOL MANAGEMENT SUGGESTIONS: HOW TO PROVIDE COGNITIVE PROSTHETIC DEVICES FOR STUDENTS WHO NEED THEM

Some students will need supplementary supports to help them with their classroom behavior because of problems due to ADHD or learning disabilities or as a result of victimization experiences. These children need supports or "cognitive prosthetic devices" to aid them with attentional, memory, and self-regulatory deficits. For example, students who have physical disabilities and who use wheelchairs need prosthetic devices such as ramps, user-friendly bathroom facilities, and the like. Similarly students who have impulse-control and self-control problems and rule-generative deficits also need assistance in the form of Cognitive and Metacognitive Prosthetic Devices. The following classroom management suggestions come from Barkley (2006) and Meichenbaum and Biemiller (1998).

- September is the time to establish behavioral control.
- Seat the disruptive child close to teaching area.
- Target productivity first, accuracy later.
- Allow some restlessness at work area.
- Give exercise breaks.
- Help students with organization (e.g., use color-coded binders and organizing systems, use color highlighters for texts).
- Use participatory teaching methods.
- Post homework at start of class.
- Assign a homework "study-buddy" and use peer tutoring for those students in need.
- Break class into dyads and have one student tutor or quiz the other.
- Circulate, supervise and coach dyads.
- Teach students how to be a tutor (e.g., how to give hints and not answers, how to praise efforts of tutee).

- Reorganize into new dyads weekly.
- Find "fall-back" classmates for lost or missing assignments.
- Reinforce group efforts and post progress made by students (i.e., percentage of improvement).
- Convey that those students who do well on tasks "know more strategies" and these can be learned.
- Intersperse low appeal with high appeal activities.
- Be enthusiastic and animated when teaching.
- Provide an Advance Organizer or overview of what is to be taught and why and how it follows from what they have learned.
- Scaffold instruction or ensure that the tasks are only slightly above students' capacities (not too easy, nor too difficult), so students can learn. Fade supports as students develop competence.
- Give students choice in selecting tasks that have been graded for difficulty.
- Give smaller quotas of work at a time and gradually increase demands.
- Teach skills to a level of proficiency and then have the student explain back in own words, or demonstrate skill, or teach others the skills (put student in a "consultative" role).
- Schedule the most difficult subjects in the AM.
- Use direct instruction, programmed learning and worksheets.
- Have student pre-state work goals.
- Use computers for skills building, train keyboarding and word processing as early as possible.
- Give after-school tutoring, books on tape, videos, set up a homework help telephone hotline.
- Teach students how to take notes (e.g., give a short-presentation and show students two sets of students' notes. Which student took better notes, and why?).
- Require continuous note-taking during lectures and while reading school material. Have students learn to self-evaluate note-taking. Allow taping of important lectures.

- Use transition planning (Explain ahead of time what the schedule will be, give warning of transitions. Keep surprises to a minimal.)
- Post rules for each work period and have students repeat them aloud. Refer to rules and reinforce students by indicating how they followed the rules.
- Place laminated cards with rules on students' desks of class activity. Have student restate rules at the start of each activity.
- Encourage students to use soft vocal self-instructions during work.
- Use timers and signals during tasks. Ask student how you can help him/her with reminders to follow the rules. Work out an individualized memory system with students who require assistance.
- Increase praise, approval and expressions of appreciation (have 4-5 positive to every negative). Reinforce effort and not only product.
- Use the "language of becoming," highlighting how the student is using his/her "planning," "checking," "asking," behaviors, and "trying" skills. Not giving up. Give specific examples of how the student is becoming more and more a "strategic learner ."
- Highlight "possible selves" and future orientation of how learning these skills and strategies can be used outside of class, at home, and in the future. Ask for examples of where students have used their executive metacognitive skills and followed rules.
- Teacher should model the use of such metacognitive skills by thinking out loud for the class. Encourage parents to use similar procedures.
- Use a point or token system to organize consequences.
- Use team-based group rewards (4-5 students per team). Have students explain the reason for rewards.
- Consider a daily behavior report card. Move to self-evaluation after 2+ good weeks.
- Establish a link between classroom performance and home rewards (For example, teacher can rate students from excellent (4) to good (3), fair (2), poor (1) in a variety of areas several times a day; Class participation; Performs assigned class work; Follows class rules; Gets along with others; Completes homework assignments.).
- Provide ongoing feedback and when punishment (negative feedback) is warranted, use "soft" (not loud reprimands), that is, mild, private, personal and direct reprimands.
- Immediacy and consistency are the keys to discipline. Convey what students did "wrong" and what rules were not followed. Nurture rule-generative behaviors.

- Use a response cost system (loss of privileges or tokens) and highlight reasons why there was a loss.
- Use "moral" essays on "Why I will not hit others and the reasons why."
- Use a problem-solving defusing approach, as described below. Help students turn perceived provocation's into "a problems-to-be-solved."
- Establish a "chill out" location for regaining control (Hallway time-outs don't work).
- Send disruptive student to administrators' office, and have student fill out A Personal Problem-Solving Sheet with help from the counselor, Vice principal, or Principal.

PERSONAL PROBLEM-SOLVING WORKSHEET

What happened _____
 I was feeling _____
 My problem is _____
 My goal is _____
 Another solution I can try is _____
 My plan for solving my problem is that I will _____
 The next time I will _____
 Whenever X occurs, I will try _____
 I will remind myself to _____
 I will know it works if _____

Have student share Problem Solving Sheet with teacher and parents.

- Use in-school suspensions, if necessary. Out of school suspensions, usually do not work, especially if unsupervised.
- Have students identify someone they can go to in the school if they are having problems. Find a "coach" or "mentor." Reinforce school connectedness.
- For students who need assistance, keep an extra set of books at home.
- Minimize distractions during homework and test taking. Don't overwhelm students with homework (10 minutes per grade level).
- Encourage students to attend after-school help sessions and summer review sessions.
- Schedule regular parent-teacher review meetings (e.g. every 6 weeks, not just at the 9 week grading period). Make proactive efforts to engage parents, as described under ways to Enhance Parent Involvement.
- Help parents support teacher's efforts to nurture rule-generative behavior in students. May refer them to parent training program.
- Help parents alter their expectations of their children, who may manifest a developmental delay of up to 30%, especially if they meet the diagnostic criteria of ADHD (Barkley, 2006) . These children are likely to have deficits in performance, rather than a skills deficit. (" Doing what they know , instead of not knowing what to do. It is the when and where, not so much the how and what to do.") Such students need cognitive prosthetic devices to help them turn their intentions into actions. There

is a need to engineer the school and home environments of such students, by such means as:

- 1) Externalizing important information (make lists, posters, list of rules)
- 2) Externalizing time periods related to tasks (use timers, reminders, nurture a future orientation)
- 3) Internalizing rules (student use self-instructions, repeat rules and reasons)
- 4) Breaking current and future tasks into smaller doable tasks
- 5) Providing organizational prompts and reminders
- 6) Externalizing sources of motivation (token systems, tangible rewards)

V D. Training Students:

a) Bystander Intervention Programs

Bullying rarely occurs in the absence of bystanders. Peers are present in about 85% of bullying episodes in school settings and up to 92% of elementary school students report having observed instances of bullying in their schools. In short, bullying is a group phenomenon.

The majority of bystanders do nothing to help the victims of bullying. If the bullying student is popular and has social status, bystanders may encourage the bullying, especially if the bystanders do not like the victimized student. When bystanders do intervene, bullying stops within 10 seconds more than half (57%) of the time. How can principals and teachers help students come to the assistance of victims of bullying and breakdown the “code of silence?”

In order to develop an effective bystander intervention program, it is important to consider some of the reasons bystander students do not intervene.

They may:

- Fail to recognize instances of bullying;
- Fear getting caught in the middle and being bullied, as well;
- Fear retaliation at a later time;
- Believe that adults will not be of help and may intervene and make the situation worse;
- Experience social pressure from their peer group not to intervene;
- Blame the victim;
- Believe that telling an adult about bullying is a form of “tattling” or “ratting;”
- Benefit in some way from the victimization of a student (e.g., gain a possession or social status or feel empowered).

Experts on anti-bullying programs have observed that

“Positive rapport and relationships between teachers and students must be established for bystander intervention participants to successfully intervene on behalf of victims.”

“ Students who have been identified as leaders to intervene may be the most efficient and successful means to increase bystander interventions.”

The components of any bystander intervention program include:

1. creating and nurturing a school climate of caring for all students and staff;
2. teaching students to recognize instances of bullying and distinguish between tattling and reporting;
3. teaching students to develop empathy for victims and accompanying guilt for not intervening (not blaming the victim);
4. teaching students how to report bullying to adults and to develop effective means of intervention;
5. setting up a peer warning system (**See Link to Peer Warning System**);
6. recruiting socially influential youth from a broad segment of student body to take the lead in bystander intervention;
7. empowering bystanders to intervene;
8. teaching conflict resolution skills to all students;
9. establish peer support interventions (**See www.bullying.org for a description of Peer Power Youth Network.**)

We will now consider how to establish a **Bystander Intervention Program**. Additional suggestions on how to implement an effective **Bystander Intervention Program** can be found on the following websites and reference books.

Adults and Children Together Against Violence

<http://www.actagainstviolence.org>

American Psychological Association-APA Monitor on Psychology: New Ways to Stop Bullying

<http://www.apa.org/monitor/Oct02/bullying.html/>

Olweus Bullying Prevention Program Stop Bullying
www.stopbullyingnow.hrsa.gov/index.asp
www.clemson.edu/olweus or olweus@online.no

Other suggestions on how to implement a Bystander Intervention Program can be found in Macklem (2003), Pikas (1989, 2002), Robinson & Maines (1997), Smith, Twemlow & Hoover (1999), Salmivalli (1999), Smith, Pepler and Rigby (2004), Tobler (1986). It should be noted that mediation procedures between students in conflict is often of limited value, especially when there is a noticeable imbalance between conflicting individuals. In such instances, the mediator cannot really act in a neutral manner; adult authority is needed.

Guidelines for Establishing a Bystander Intervention Program

The following **set of guidelines** provides some specific examples of what **students and student leaders** can do to reduce bullying in their schools and aide victims of bullying. How many of these activities do you have in place in your school? (***You can download this next Section and distribute it to your students***).

How Students Can Help to Stop Bullying.

There are many ways students can help to stop bullying. Here are a few suggestions, but you probably have more. Remember when you intervene do not **bully** the bully.

- Ask students, "***What do they do when they see a child of their age being bullied?***"
- Recognize when bullying occurs.
- Talk to the bully. Label the behavior as "bullying" and tell the bully to stop. Stand up to the person doing the bullying.
- Support someone who is being bullied. Reach out to the victim in friendship. Be an ally."
- Invite the student who is a bullying victim to join your group or engage in an activity with you.
- Report the bullying to school staff or to your parents. Tell an adult who you trust and can talk to.
- Tell the adult:

What happened, where and when it happened? Who did the bullying?

What form did the bullying take (physical, verbal social, computer-phone?)

Where and when did the bullying occur?

How long did the bullying episode last?

Who else was present when the bullying occurred?

What did these bystanders do?

How long has this bullying been happening?

What did you do to handle the bullying?

Did it work?

How did this make you feel?

-Ask the adult how he/she will help. Check back in a couple of days to see whether the adult has followed through on his/her plan to help.

REMEMBER

Telling is reporting to get someone out of trouble. It is not the same as tattling or ratting, which is designed to get someone into trouble.

SUGGESTIONS FOR WHAT STUDENT LEADERS CAN DO IN THEIR SCHOOLS TO PUT THE BRAKES ON BULLYING

- Conduct an anonymous survey in your school to see how many students have bullied or been bullied in the past week.
- Do an environmental assessment on a map of the school; ask students to show where bullying happens.
- Develop student-led presentations about bullying (this could be an assembly for several grades, classroom presentations to single grades, a skit could be prepared, etc.). You might want to do this for parents too! Parents often need help understanding bullying and what can be done to stop it.
- Develop a Circle of Caring Program in which students volunteer to serve as “supporters” to students who are victims of bullying.
- Implement a Peacemakers/Conflict Resolution program.
- Spearhead a Peace Garden initiative, or other forms of school campus improvement.

- Develop student-led programs for lunch and other free time.
- Compile an anthology of student writing and artwork related to bullying.
- Develop a Poster Committee, in which students create and post anti-bullying messages throughout the school.
- Develop plans for a school-wide Anti-Bullying Day or Week
- Form a No-Name Calling Week school activity.
- YOU WILL HAVE LOTS OF GREAT IDEAS YOURSELVES...START PLANNING!

Another resource that schools should develop is a **Student Leaders' Handbook** for distribution schoolwide. The following is an example of such a Handbook. You are welcome to download it.

STUDENT LEADER'S HANDBOOK

What is Bullying?

1. **Bullying is not fair.**
Bullying involves a power imbalance - students who bully are more powerful than students who targeted as their victims because of an advantage of age, size, ability, social status, peer support, etc. Students who bully others may also have power if they harass or provoke other students about a sensitive concern (e.g. being short, overweight, or about race, family or sexuality).
2. Students who **bully harass on purpose – their behaviors are not accidental.**
3. **Bullying is not fun for the victimized students** who experience distress and may feel: angry, anxious, fearful, sad, embarrassed, and ashamed.
Students who are **victims of bullying often feel unsafe at school** and try to avoid going to school.
4. **Bullying happens over and over again.**

What are the Types of Bullying?

Direct (Face-to-Face)

- Verbal (teasing, insults, put-downs, harassment)

- Physical (shoves, pushes, hitting, assault)
- Psychological (making a mean face, rolling your eyes, “dirty looks,” uttering threats, extortion)

Indirect (Behind Someone’s Back)

- Gossip (lowering people’s opinions about the victimized student)
- Leaving out, exclusion, shunning
- Social aggression (telling people not to be friends with a victimized student).

Cyber (Use of electronic technology as a vehicle for bullying and harassing)

- Sending threatening or harassing emails or instant messages
- Creating a website that belittles or ridicules another student
- Taking unflattering or inappropriate pictures of other students without their permission and sharing them with others or posting them on an internet site
- Stealing someone’s password and sending mean messages to others
- tricking someone into sharing sensitive personal information while instant messaging and then forwarding that information to others

Who is Involved in Bullying?

Observational research shows that:

- Peers are present in 85% of bullying episodes on school playgrounds.
- Bullying is common on school playgrounds. Students are involved in bullying about once every seven (7) minutes.
- Many different types of students engage in bullying, and many different types of students become victims.
- Bullying is very stressful for students who are victims or onlookers, and eventually, even for students who behave as the bullies.
- Bullying is kept hidden from adults and teachers.
- Students are VERY effective in stopping bullying when they intervene.

How are Students Involved in Bullying?

Students play many roles in a bullying situation:

- Student who is considered a bully and bullies others - often bully more than one student.
- Student who is a victim of bullying - usually only one student.
- Bystanders- students who are close enough to see and hear the bullying behavior.
- Intervenors- students who do something to ***“Put the Brakes on Bullying.”***

How Can Students Help To Stop Bullying?

There are many ways in which students can help to stop bullying. Here are a few suggestions, but you probably have many more. Remember, when you intervene- do not bully the bully!

- Talk to the student who is bullying. Label the behavior as bullying and tell the bullying student to stop.

- Reach out to the victimized student in friendship. Provide comfort and support the any student who is a victim of bullying. (Be an “ally”).
- Report the bullying to school staff or to your parents.

Remember: Telling is reporting to get someone out of trouble. It’s not the same as tattling or rattling, which is to get someone into trouble.

What Can You Do If Someone is Bullying You?

There are many ways in which students can respond when they are being bullied. Here are a few suggestions, but you probably have many more. Remember, do not bully the bully-fighting back, almost always makes the situation worse!

- Ignore and walk away from the bullying student (this works best when bullying is mild).
- Look the student who is bullying you in the eye, and confidently tell her/him to stop.
- Report the bullying to your teacher or to your parent.

You could try:

- Using humor.
- Finding “allies.”
- Being with a group of other kids.
- Staying near a grown up.
- Staying busy playing (for example, on swings where it is difficult for a bullying student to get to you).

You should definitely:

- Tell someone you trust how you are feeling.
- Don’t keep your stress bottled up inside.

Remember, you have the right to feel safe at school and in your community.

b) STUDENT MEDIATED CONFLICT RESOLUTION PROGRAMS

Another way to involve students in the reduction of violence has been offered by the Cunningham's who have developed a student mediated conflict resolution program for fourth and fifth graders. This is a skills-focused training program where students are trained for some 12-15 hours on how to mediate student conflicts that may occur during recess or lunch periods. A team of mediators (approximately eight per recess period and team captains) are trained to identify and intervene in such conflicts. The student teams are supported by two active recess monitors. Such a student-based mediation program requires administrative policy support, the majority of teachers supporting such mediation efforts and the support of the parent-teacher organization. The program also requires supportive infrastructures involving:

- Two teachers or other school personnel who serve as mediation team champions.

- Assembly launching the program.
- Morning announcements.
- Centrally posted team bulletin board.
- Two active playground supervisors.
- Weekly team meetings.
- Visits by administrative representatives (superintendent, trustees) reflecting their commitment to the program.

Students who act as mediators are taught how to do online mediation and how to refer more intense conflicts for office mediation. The theme of conflict resolution is incorporated in a school-wide curriculum and conveyed to parents. Research indicates that student mediators are able to resolve approximately 90% of student conflicts. The student mediated conflict program has been successfully implemented in many schools. See: Cunningham, C.E. & Cunningham, L.J. (2006). Student-mediated conflict resolution programs, In R.A. Barkley (Ed.) Attention-deficit hyperactivity disorder (3rd ed.) (Pp. 590-607). New York: Guilford Press.

Cunningham, C.E., Cunningham, L.J. & Martorceli, V. (2001). Coping with conflict at school: The Collaborative Student Mediation Project Manual. Hamilton, Ontario, Canada: COPE Works.

V E. SCHOOL-WIDE INTERVENTIONS

In order to reduce school violence and bullying, schools have implemented school-wide assessment and intervention programs. As discussed under MENU 3, ASSESSMENT PROCEDURES (3B7 LINK), a School-Wide Information System (SWIS <http://www.swis.org>) has been employed effectively to record Office Discipline Referrals (ODRs). *(Contact person Rob Horner, Ph.D., College of Education, University of Oregon, Eugene, OR 97403).*

The folks at the University of Oregon have also developed an effective school-wide behavioral intervention program called the **Effective Behavior Support (EBS) Program** that is now being used in some 400 schools in the U.S. The **EBS** program can supplement the other core elements of an anti-bullying program discussed on this website.

Effective Behavior Support (EBS) Program

This is a school-wide intervention program that teaches all students and staff how to:

Be safe
Be respectful
Be responsible

across all school settings. Each of these principles is translated into specific behavioral rules. For example, as described by Horner et al. (2001), also see Positive Behavioral Supports at <http://pbis.org>.

Classroom

Be safe	Follow directions Keep floors clean
Be respectful	Raise hand Keep hands and feet to self
Be responsible	Bring books and pencils to class Do homework

Different social skills are identified and taught in different contexts. Each behavioral expectation is translated into a rule and then practiced. For example, “Be safe” in the bus area means standing behind the red line. “Being responsible” in the bus area means talking to friends without pushing and shoving. “Being responsible” means being on time. Teachers provide examples of the most common behavioral errors. Practice of these skills may last 20 minutes and students would receive recognition for correct behaviors. Students have opportunities to practice “Be safe,” “Be respectful” and “Be responsible” behaviors in various settings including classrooms, gym, hallways, playground, lunch and bus areas.

It may take up to 2 years to effectively teach and rehearse all of these EBS skills. The EBS program has been found to reduce disciplinary referrals to the principal by 40-50 %. For more details on **EBS** see:

- a. Horner, R., Sugai, G., Lewis-Palmer, T., and Todd, A. (2001). Teaching school-wide behavioral expectations. Emotional and Behavior Disorders in Youth, 1(4), 77-79: 93- 96.
- b. Horner, R.H., Sugai, G., Todd, A.W., and Lewis-Palmer, T. (2005). School-wide positive behavior support: An alternative approach to discipline in schools, in L. Bambara & L. Kern (Eds.) Positive behavior support. New York: Guilford Press.

V F. PLAYGROUND INTERVENTIONS

Most bullying takes place in unsupervised areas and often during recess. As noted, teachers are more likely to intervene on bullying incidents in their classrooms than in playgrounds. A number of free-play incentive programs have been developed that are designed to reinforce desired social skills and reduce bullying. For example, Walker, Ramsey and Gresham (2004) describe a **Playground Behavior Game** that involves having a large poster displayed in the classroom listing the playground rules and an active role for playground supervisors who are expected to:

1. Move around the play area a great deal in order to observe, monitor, coach and reinforce positive student behaviors;
2. Look for examples of specific prosocial behaviors such as interacting nicely with peers, following directions, playing properly, staying within designated boundaries, including someone else in their game; and lining up behavior;

3. Call attention to the desired behavior by presenting the student with an armband (20 to 50 armbands per period may be given out);
4. Use teams of students who will be able to trade armbands for group rewards;
5. Enlist two or three students as special helpers to distribute armbands, once all the students understand the Playground Behavior game. (Rotate students elected for helper roles);
6. Use a response cost system where students can lose pre-awarded group points for behaviors such as teasing, arguing, name-calling, bullying, leaving the boundary area, entering the building; fighting, not coming at the signal, not using playground equipment properly, not following directions, not lining up, not using “inside voice” when entering the school;
7. Give feedback to the teacher who can reinforce and debrief students (e.g., Examine how a negative situation could have been handled in a more positive way. Reinforce group – ***“I heard the green team did an excellent job including someone else in their game.”***)

For more detailed information see:

Walker, H. M. Ramsey, E., & Gresham, F. M. (2004). Antisocial behavior in school: Evidence – based practices (2nd Ed.). Belmont, CA: Wadsworth/Thompson Learning

V G. Interventions with “High-Risk” Students

G1. Helping Children Who Bully

WORK WITH STUDENTS WHO BULLY AND STUDENTS WHO ARE VICTIMIZED

Prevention is the key! Administrators should know that

1. Bullying is a relationship problem that requires relationship solutions.
2. Students who bully are quite diverse. Some bullies are popular among their peers and have leadership skills, while other bullies lack social understanding and have accompanying relationship skill deficits.
3. Most students who bully are proactively aggressive, that is, their aggression is aimed at obtaining a desired end or goal, such as being driven by victim dislike and a desire to impose humiliation and control, obtain material goods, or peer social status, or as response to peer pressure. Consequently, the bullying behavior is more frequently the product of calculation and reasoning, not anger and impulsivity. Proactive aggression

- (cool, calculating, thoughtFUL) should be treated differently than reactive aggression (hot-headed, anger-induced, thoughtLESS).
4. There is a need for a careful assessment of the behavior and motivation of children who bully. Some bullies will need ongoing focused support and they may require educational and social skills interventions.
 5. Bullying thrives in conditions of secrecy and isolation where adult supervision is lacking. Bullying behavior is repetitive, intentional and rewarding and school personnel need to be vigilant for when such behavior occurs.
 6. Schools who implement a “No Bullying” policy and accompanying staff training programs reduce the likelihood of bullying behavior.
 7. When reporting incidents of bullying is the norm, the likelihood of bullying behavior decreases.
 8. Principals and teachers need to promote a positive, respectful supportive climate in the school and classroom.
 9. Teachers need to promote positive peer interactions and ensure that marginalized children are included in positive peer groups.
 10. Build on the "strengths" of children who bully.
 11. Use Restorative Justice procedures where children who bully are required to engage in some socially acceptable behavior (eg., helping others).
 12. Enhance peer support for victimized children.
 13. See article by Debra Pepler, Bullying interventions: A Binocular Perspective. Journal of Canadian Child and Adolescent Psychiatry, (2006) 15, 16-20.
<http://www.canacad.org/a2006FebBullyingInterventions.pdf>

WHAT CAN BE DONE ABOUT BULLYING?

1. Conduct an administrative meeting to address the school’s issue of school bullying. (e.g., implement school-wide prevention programs).
2. Arrange for teachers being more watchful. Alter supervisory patterns. Encourage accurate reporting.
3. Solicit the bullying students' accounts of what happened. Assess carefully to be certain that the students’ behaviors are indeed a form of bullying behavior (power imbalance, victim distress, repeated over time) and not one of the more prevalent forms of student-to-student aggression. Be certain of your facts before engaging the bully. Never rely on

just the student who was bullying as a source of factual information on the question of bullying incidents.

4. Invite the parents of the student who bullies to participate in the conference. Explain school's policies and solicit their support. Plan for defensive parents.
5. Work individually with students who bullies, separately from co-bullies or from henchmen, in order to avoid the elevation of the social status of either party or inadvertently furthering their bonds.
6. Never use victim's names with the bullying student so as to reduce retaliation possibilities. Rather speak globally about what you have been told by others in the school and what you have observed yourself. Remember: There may be other victims of this student who bullies that you don't know about. Better not to share specific names with the student who is known to bully.
7. Identify the student's behavior as "bullying". Do not accept the student's characterization of it as "just playing around", or "having fun", or something that "everybody does". The student would not be in your office if any of that were true. Similarly, do not accept victim-blaming as an excuse for bully behavior. Listen for the student who bullies using phrases like "If he" or "If she", as a signal of victim-blaming.
8. Do not moralize or attempt to elicit victim pity from the bullying student. Many students who bully can give you exactly what they think you want to hear.
9. Educate students who bully about:
 - a) The school's code that defines and prohibits bullying;
 - b) The variants of bullying that are prohibited including physical, verbal, direct and relational;
 - c) The impact of bullying on self and on others.
10. When discussing bullying behavior, have the bullying student consider the pros and cons of such behavior.
 - a) Have the student who bullies convince you of the merits of his/her bullying behavior. Ask, "Help me to understand how this behavior is right for you", "works for you", or "is in your best interest", or "keeps you out of trouble you don't want". Challenge the responses that support bullying.
 - b) Ask the student who bullies, "What is preventing him/her from making the changes that will allow him/her to avoid bully behavior?"
 - c) Teach the student who bullies a problem-solving approach:
 - i) What is the problem and what is my goal?
 - ii) What are my possible solutions?

- iii) What are the likely consequences of each solution?
- iv) Which one should I select?
- v) How did it work out?

Students are taught **GOAL-PLAN-DO-CHECK**.

- d) Encourage students who bully to use reminders to assist problem-solving in provocative situations (e.g., “I need to get away from him” or “Turn away”, or “Take a time-out”)
 - e) Train students who bully how to avoid engaging in bullying behavior by seeking help from others
 - f) Identify and use role-plays of potentially provocative situations involving bullying behaviors using student-selected bully-avoiding techniques. Solicit commitment statements from the student who bullies of when and where he/she will use bully-avoidant behaviors, and most importantly, the reasons why he/she will change his/her bully behaviors.
 - g) Chart and reinforce days of non-bullying behavior
 - h) Ensure that a student who bullies “takes credit” for the changes he/she has been able to make. Ask the student, “Are you telling me that you were able to notice that was a high-risk situation and you could catch yourself and use your bully-avoiding game plan?” “Are you saying that in spite of the provocation you were able to use your time out?” It is not enough that students change, there is a need to have them “take credit” for the changes and pride in their performance.
 - i) Put the student who bullies in a consultative role so he/she can teach bully-avoiding skills to others (e.g., younger students), thus using his/her leadership skills.
 - j) Nurture prosocial skills. Redirect the student who bullies toward more prosocial endeavors.
11. In some instances, there may be privilege revocation at school and/or at home for repeated episodes of bullying.
12. Use developmentally appropriate learning activities related to bullying.
Older students who bully:
- a) Have bullying students conduct an Internet web search of bullying Websites and have them write a report.
 - b) Have students who are considered bullies write a story about a bully who changed his or her ways.

- c) Have students who bully others write a report about a peaceful historical figure (e.g., Martin Luther King, Gandhi, Mother Theresa) and relate the report to their current behavior. Have these students share what they have learned with other students, teachers and parents.
- d) Have bullying students read and discuss a teacher-suggested novel related to bullying (See the list of possible books below).
- e) Have students who are considered bullies write a letter to others why they should stop bullying.

Younger students who bully:

- a) Have students who bully draw a series of “No bullying” posters for display.
- b) Have students who are considered to be bullies draw a picture of what it is like to be a bully.
- c) Read and discuss a teacher-suggested story related to bullying.
- d) Write a letter to others why they should stop bullying.

13. Second time, repeat offenders will require a more intensive intervention. Assess for possible skills deficits, presence of co-occurring problems like ADHD (hyperactivity), presence of peer pressure, mood disorder or abusive family conditions. Determine the level of popularity of the child who bullies. Conduct a functional analysis of the child’s aggressive behavior.

14. If necessary, additional interventions may be required for a time-limited period and regularly evaluated. These may include:

- a) Restrictions of movement around the school or at recess unless in the presence of a staff member (“Teacher Sight Status”);
- b) Use behavioral contracts that encourage and reinforce non-bullying behaviors;
- c) Engage students and parents in a behavioral contract using daily school-home reports;
- d) Provide aversive consequences in the form of a time-out periods, loss of privileges at school and home and social disapproval from significant others;
- e) Use in-school suspensions.

15. Simultaneously work with the bullying student on developing prosocial “strengths” (e.g.,

Bullying student who is good at looking after animals, can be given this job by the principal). Provide opportunities to gain positive attention for prosocial behaviors.

16. Have students who bully affiliate with prosocial peers and with a supportive mentor.
17. Refer chronic offenders for possible other mental health services.
18. Don't give up on the student who is considered a bully.

G2. Helping Children Who are Victimized by Bullying

A. WORK WITH CHILDREN WHO ARE VICTIMS OF BULLIES

What Victims Need To Know

1. Victimized students are not alone.
2. Victimized students have a right to be and feel safe in the school setting.
3. The school expressly prohibits bullying in all its forms.
4. Students who are victims of bullying have a right to expect adults will intervene and act positively.
5. Reporting bullying is "Right" and won't backfire.
6. Informing his/her parents about victimization can help.
7. Teachers, parents and other students can form a team to help children who are victims of bullying.

Skills Victims of Bullying Need To Have:

1. Assess for possible danger ahead of time.
2. Choose from a coping repertoire of encounter responses, including:
 - a) Verbal assertion;
 - b) Use strategic behaviors like going on swings (for elementary school) where children who bully are less likely to bother them;
 - c) Help-seeking behaviors (nearby peers or adults);
 - d) Strategic acquiescing;

- e) Walking or running away.
3. Immediately report a bullying encounter.
 4. Make and maintain peer friendships.

SCHOOL PERSONNEL WHO WORK WITH CHILDREN WHO ARE VICTIMS OF BULLIES SHOULD

1. Use non-directive interview skills to assess the level of the student's distress. Let the student talk at his/her own pace. Show unqualified empathy for victimized student's feelings.
2. Assure the child of confidentiality and his/her involvement in all aspects of any decisions or actions that will be taken. Consider mandated reporting issues and the need for agreement on confidentiality by all who are involved.
3. Conduct a risk assessment in terms of :
 - a) **Severity** of the bullying (Is it physical, verbal, relational or a combination of these types of bullying?)
 - b) **Frequency** of bullying (Does it occur often? Are there multiple students who do the bullying?)
 - c) **Pervasiveness** of the bullying (Where does it occur? Is it happening in school, at home or in multiple settings?)
 - d) **Chronicity** of the bullying (How long has this been going on?)

In short, obtain a victimized narrative:

Can you tell me why you are here today? What can I do to help you today? You look very troubled; is there something you'd like to tell me? (If necessary). I've been told that some students are bullying you. Would you like to tell me about that? (Assess for the level of distress)

4. Decide together on a set of action steps. **DO SOMETHING TODAY**, no matter how small, and let the child be a part of the decision-making process.
5. Assure the student who was victimized that he/she will not be asked to confront the student who was bullying, thus avoiding revictimization, unless this is a mutual decision.
6. Suggest a course of action that will protect the child in the short-term. Who should be notified of the bullying incident; who can be of help? Highlight the school's policy against bullying that should be followed. Have the student collaboratively problem-solve

solutions.

7. Encourage the involvement of the child's parents. Role play how the child might explain the bullying to his/her parents. If necessary, ask permission to call the parents. You can ask if it is okay to inform the student's teachers and the principal.
8. Enact the agreed-upon plan and make an appointment to see the victim the next day or later in the same day.
9. Develop a long-term action plan (e.g., skills training, support, individual and group counseling, meeting with the student who bullied, if desired).

V H. Ways to “Defuse” Angry Students

Educators are often confronted with angry students and the challenge is to help “defuse” the student’s anger and help him/her transform the episode that triggers the anger into a “learning occasion.” The following sections describe ways to dialogue with elementary students and middle and high school students who are angry, so they can engage in means-end thinking and translate their anger into “problems-to-be solved.” The following set of guidelines illustrates how educators can teach **Interpersonal Cognitive Problem-Solving** so students learn to solve problems for themselves.

When anger problems arise with elementary students, the teacher can:

1. Elicit the child’s view of the problem. (*“What were you doing? What happened?”*)
2. Ask for the sequence of what happened. Obtain a time-line. (*“And then what happened?”*)
3. Guide the conversation to how the child felt (feels) and how others may have felt (feel). (*“How do you/they feel about what happened?”*)
4. Ask for one thing the child might do to handle the situation differently or to solve the problem (*“Can you think of a different way to ...? So your goal or what you wanted to have happen in that situation was...What else could you try to do to achieve that goal?”*)
5. Ask what might happen next if he/she did that? (*“What might happen next if you did that? If you did X then what might happen?”*)
6. Guide the talk to facilitate the child’s evaluation of that solution. (*“Do you think that it worked? Did it help you get what you wanted?”*)
7. Encourage the student to consider other solutions. (*“That is one way, can you think of any other ways?”*)

8. Encourage the child to try out his/her ideas. (*“How can you find out if...?”*)
9. Ask for possible obstacles and the step-by-step plan to anticipate and address these potential barriers. (*“Can you think of anything that might make it difficult to...? What can you do to plan for that?”*)

How Educators Can Help Older Distressed and Angry Students Become Better Problem-Solvers

Teachers, assistant principals, principals and school counselors are often confronted with students who are angry and markedly distressed. How can school staff (and parents for that matter) help “defuse” the students’ anger and help the students transform their distress into a “problem-to-be-solved.” The following Phase-oriented approach models what school staff might say to distressed and angry students in order to help. The three phases include:

PHASE I - PREPARATION

The objectives of this initial phase are to 1) establish a **collaborative alliance** or mentorship with the student(s) and 2) help them “defuse” their emotions and (3) obtain a **time-line** of what happened, including the student’s feelings and thoughts that preceded, accompanied and followed the incident. This phase lays the groundwork for the Skills Training and Implementation Phases.

PHASE II - PROBLEM-SOLVING PHASE

The objective of this Phase is to help students consider and develop more prosocial alternatives and assume more responsibility for their behavior.

PHASE III - IMPLEMENTATION

The objective of this Phase is to help students practice, master and apply (transfer) what they are learning to their everyday experiences.

How can school staff reclaim their objectives by conducting these three phases?
The following guidelines offer examples of the **Problem-Solving (Social) Discourse**.

The variety of suggested questions and statements **should not be memorized** by teachers, assistant principals, principals and school counselors, but rather familiarize themselves with this form of discussing students’ distress and then experiment in its application.

GUIDELINES FOR CONDUCTING PROBLEM-SOLVING DISCOURSE (PSD)

DO'S

Look for “right” time and place to conduct PSD

Remove the youth from the group to do PSD

Listen attentively (*Use nonverbal signs to convey interest*)

Follow the youth's lead (*Look for "openings" and use the youth's words – reflect*)

Be brief. Use simple sentences and "What" and "How" Questions. (*Use discovery learning and model a style of thinking.*)

Give choices

Be supportive, collaborative and convey hope.

Highlight "strengths" and coping efforts.

Keep trying. (If one strategy doesn't work, try another.)

Conduct PSD on multiple occasions.

DON'TS

Insist that the youth talk NOW

Embarrass and shame the youth in front of others

Convey disinterest and a sense of being in a hurry

Put words in the youth's mouth. Tell youth what to do. (*Be a "Surrogate Frontal Lobe"*)

Lecture. Be judgmental. Use "should" and "should have" statements.

Engage in "power" struggles. Force your explanations and impose your solutions.

Use put downs, threats and directives.

Be negative, critical.

Give up. Blame the youth.

Try and do too much at one time.

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Reviewing the "Story"
Nurturing Collaboration

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Helping the Youth to Take the Perspective of Others
Generating Causal Explanations
Generating Alternative Solutions
Noticing Warning Signs
Fostering Responsibility ("Ownership")

Phase III – IMPLEMENTATION PHASE

Conveying a "Challenge" and Bolstering Confidence
Generating an Action Plan
Anticipating Consequences
Anticipating Possible Barriers to Change
Reinforcing Effort
**Putting the Youth in a Consultative Role (Share, Teach, and Take
Credit for Changes)**

Phase I

PREPARATION PHASE

The goals of the PREPARATION PHASE are to:

- (1) in a supportive way acknowledge, affirm and validate feelings that are appropriate under the circumstances.
- (2) help de-escalate (“drain off”) intense feelings.
- (3) engage the youth in problem-solving discourse.
- (4) understand the youth’s perspective by developing a timeline.
- (5) nurture a collaborative and positive working relationship.

- PREPARING THE YOUTH TO TALK
- ADDRESSING THE YOUTH WHO REMAINS SILENT
- FOCUSING ON THE PRESENTING INCIDENT (EXPLORE “WHAT, WHERE WHEN, WHO PRESENT” – OBTAIN A TIMELINE)
- DEMONSTRATING EMPATHY
- REVIEWING THE “STORY”
- NURTURING COLLABORATION

PREPARING THE YOUTH TO TALK

(Diffuse the situation. Deescalate intense feelings. Support the youth and give choices.)

I can see that you are very angry. Take some time to calm yourself down so we can talk about what happened.

Your actions (how you look) are telling me that something is bothering you. Do you want to talk about it?

It often helps if you can talk about what you are feeling.

I hear you are really angry. I’m here to understand what happened and see if I can be of help.

Why don't you take a moment and then we can try to work it out together.

I want to understand what happened so we can work on it together.

It is helpful to think about what happened before you talk.

Let's talk about what happened. I would like to hear more about ...

This situation is not going to go away, so let's talk about what happened and what you can do about it.

I know it is difficult to talk about what happened, but I need to hear what happened from your viewpoint.

It sounds like something has upset you; can we talk about it?

We wouldn't be here if something didn't happen. Let's talk.

Do you want to talk about it now or later?

ADDRESSING THE YOUTH WHO REMAINS SILENT

(Acknowledge feelings. Convey empathy and a desire to explore the youth's point of view.)

I have the feeling that our talking about what happened is upsetting you. It is okay for you to tell me that you don't want to talk. Maybe you can tell me the reasons you don't want to talk.

Some students don't talk because they don't trust teachers (adults) and they don't expect them to understand or help.

I see it is difficult to continue. I wonder if your silence is connected to something I said or did?

If this isn't a good time to talk, we can find a time later when we can talk?

Sometimes being silent provides an opportunity to think quietly to oneself about what happened and what can be done to improve things.

I need to be able to understand what has been happening in your class (residence, home). What has been going on?

It sounds like this is an ongoing problem, but let's discuss what happened today.

This sounds like a serious situation. It calls for some serious thinking about what to do.

I can see that you are figuring out how to handle things. Let me know if at any time I can be of help.

I can see how upset you are, but your behavior doesn't tell me what is making you so upset.

When someone is upset, it is often difficult to remember what happened, but let's give it a try. Okay?

I can tell you're almost ready to work on this. We can go at your pace.

FOCUSING ON THE PRESENTING INCIDENT (EXPLORE "WHAT, WHERE, WHEN, WHO PRESENT" AND OBTAIN A TIMELINE OR "MENTAL VIDEOTAPE" OF THE EVENT)

(Ascertain the location of the anger provoking event, characteristics of the provoking person, details of any conversation that occurred, what happened, in terms of duration, intensity, frequency, what thoughts and feelings preceded, accompanied and followed anger-aggression, what, if anything, he did to control or manage his anger, what was the outcome for self and others. Begin at the point when the stressful event occurred and move forward in time. Conduct a behavioral chain analysis that connects feelings, thoughts and behaviors. Underscore the choices the individual made and options for the future.)

Let's talk about what happened step-by-step. Tell me what happened. What were you doing?

What was the first thing that happened? Can you remember how the problem got started?

Tell me when the trouble began.

How long did it go on?

What happened before that?

What happened after that?

And then what happened?

Who was there? Who else was there? Were others involved?

Where did this happen?

When did this happen?

When you did ... what happened then?

Where were you when he said (did) that?

What was going on?

Did this happen before or after you ...?

Tell me what you said, and how you said it.

So what did you do then?

Then what happened to make her say (do) that?

What did he do/say?

Who made the first move?

What did you do/say?

What did he do after you did/said that?

How did you feel when that happened to you?

How did that make you feel?

What went through your mind at that point?

*You must have had some thoughts about that. What were you saying to yourself at that point?
Were there any self-statements that led you to choose X? What were they?*

What thoughts go through your head when he says/does ...?

Are you saying you thought ...?

How did you feel when that happened to you?

How did you show that feeling in your behavior?

On a scale from 1 to 10, how (hard did you hit, .. loud did you yell, .. etc.)?

How did others (offer names) react? ... Then what happened?

How often does this happen? (Look for patterns.)

Do you have any ideas about what set you off in these situations?

What do these situations mean to you?

Did your reactions (feelings, thoughts) help manage the problem or did they make things worse? What did you (feel, think, do)? Did this increase your anger?

How did you come to choose (decide) to do ...?

What happened to you as a result of your choosing to do ...? What happened after you made the choice to ...?

Help me understand what you mean when you say ...

Think about what you told me a few minutes ago. Where does this fit in?

Let's review. Let's see if we can get the facts of what happened organized. First, everyone was supposed to ..., then ... Let's see if we can paint a picture of what happened.

Is that an accurate description of what happened?

What were you told to do? What was the rule you were supposed to follow and then what happened?

I hear that you think it wasn't fair so you ... Is that correct?

Now that you have a clearer picture of what happened between you and X, how do you feel about it?

What do you think should happen next?

As best as you can describe, what went wrong?

DEMONSTRATING EMPATHY

(Acknowledge and validate feelings that were appropriate under the circumstances and consider the impact of what “lingers.”)

You seem pretty upset. When he did X that must have made you feel even more upset.

I can see how upset you are. Why don't we talk about it and see if we can work it out.

I can see you are angry. Can you solve the problem in a way that turns out to be best for both of you?

How tough was it?

How did that make you feel?

On a scale from 1 to 10, how angry .. sad .. embarrassed .. afraid etc. were you?

I can understand why you would feel ...

What I see is someone who is really upset. If we talk about it, it will help you feel better.

When you do X, it tells me you feel upset about Y. There is a way to make it better.

This just hasn't been a good day, has it? But it doesn't have to keep on being that way.

What is most important in our talking is you. What happens to you is most important and that will depend on what you do. I can see how upset you are, but I want you to know there are ways to solve this problem.

I am sorry you got involved with X, just when you were learning to behave differently (see things differently). Your new behavior was just beginning to pay off for you.

You lost control, when everything ...

It seems like ... (you are frustrated, annoyed, angry).

It sounds like ... (it made you angry when they didn't ...).

What did you do when you were feeling .. (so upset)?

What did you do with the feeling of ... ?

How did you show your feelings?

Do you think you were ...

Was he the great big guy who ...?

Some people can really get under the skin of someone else.

When friends (family members) do X, it is natural to want to get back at them (not back down, run away).

When you do something for someone and they don't reciprocate, you feel betrayed. Understandably that makes you angry.

Some problems seem so big that it seems as if no one can do anything about them.

Sometimes things seem terrible, but there are always ways to make them better.

You said that you were "dumb" (an idiot, had no hope), but what I hear between the lines is a message that maybe with some help things could get better.

When he said X and you got mad and went on a rampage, it was like a little kid in you took over.

It's okay to feel like this. It will get better.

Other students who have had this same thing happen to them have often had the same feelings.

Sometimes when people feel like X, they think ... (nothing good can ever happen; they might as well give up). But there is a way to work it out.

Let me see if I understand. You did X because you wanted to ... because in your mind you were trying to Is that what you are saying?

It must have been difficult to do X when you were worrying about ...

Are you feeling disappointed about ... ?

It is often hard to hear new things about yourself when you are feeling so badly.

REVIEWING THE "STORY"

(Check out your understanding of the “story.” Summarize the youth’s view of the situation. In retelling, highlight “strengths” and coping skills. Ask clarifying questions.)

Let me see if I got this right (if I understand this correctly).

Let me see if I understand. From your point of view you were trying to ... and then he reacted by ...

Correct me if I am wrong, but it sounds like ...

It sounds like you think ...

Do these seem to be the reasons you got so angry?

So, what I hear you saying is ... Have I retold your story correctly?

So, in other words ...

It seems that ...

Is that a fair description (interpretation) of what happened?

This is what I hear you saying. Correct me if I missed anything.

You have described the situation clearly. Let's review what you have said.

Could you tell me again about the part that X played? I'm not sure I fully understand what happened. Please tell me once again so I don't miss anything.

Let me summarize what I have heard you say and you can correct anything I didn't get right.

Let me say it back to make sure I understand and see if that is the way you remember it.

You were upset and you made a decisions to ... Is that correct?

NURTURING COLLABORATION

(Help youth begin to see a way out. Nurture hopefulness.)

We are going to work this out together.

Every problem has a solution waiting to be found.

Let's see if we can make sense of what happened to you.

It is important for me to understand why you are so mad (angry, frustrated, sad).

This is a difficult situation, but we can work it out together.

This has not been a good day for you, but we know what's wrong so we can do something about it.

We know what the problem is, but we have to figure out what we can do about it.

When we talk together like this, we can work out ways to handle the problem.

It sounds to me that you have a good understanding about yourself and what gets you into trouble. It also sounds to me that you were trying to make X mad (get him into trouble, get back at him). Am I correct? If you do that, what happens? Is that what you want to have happen? What can you do about it? I am ready to help.

I am pleased that you felt comfortable (safe enough, had the courage) to tell me (show me) how you felt about this problem. Sharing that is an important first step in our working together.

Phase II PROBLEM-SOLVING PHASE

The goals of the PROBLEM-SOLVING PHASE are to:

- (1) help the youth perceive the events from others' point of view and recognize how he contributed, perhaps inadvertently, unwittingly, and unknowingly to the problem (behavior).
- (2) recognize a possible behavioral pattern, if such behaviors have happened in the past.
- (3) engage the youth in the problem-solving steps.
- (4) foster a sense of responsibility.

- HELPING THE YOUTH TAKE THE PERSPECTIVE OF OTHERS
- GENERATING CAUSAL EXPLANATIONS
- GENERATING ALTERNATIVE SOLUTIONS
- NOTICING WARNING SIGNS
- FOSTERING RESPONSIBILITY ("OWNERSHIP")

HELPING THE YOUTH TAKE THE PERSPECTIVE OF OTHERS

What do you think prompted him to say (or do) X?

Do you suppose that she ...

Do you think she was ...

Did she think you were ...

So what do you think he meant when he said ...

Do you think he knew about ... ? If he didn't know what was really bothering you then what does that mean? (Does that help explain his behavior?)

How do you think X (teacher, friends, parents) would describe what happened? Different people have different views of the same event. How does your account fit with that?

Could she be thinking that you were ...?

Is there a rule about this? What is the rule? So when you didn't do that (follow the rule), what did you think she would do? What were her options?

Why do you think he was calling you ... ?

What sort of reaction would you have (how would you respond), if someone did that to you?

Do you think it could be possible that ... ?

So, it wasn't just you that she was upset with?

Can you think of a time when someone got angry with you? How did you feel when you were treated that way? Did you want to be his friend? Did you want to cooperate with him? How do you think people respond to you when you behave in that way?

If X did not stop you when you were really angry, what might have happened? So by stopping you, she protected you from doing something that would have caused you even more problems. Sometimes teachers have to control you until you can control yourself.

How do you think she feels about what happened?

Who decides what consequences will happen? What options did he/she have?

GENERATING CAUSAL EXPLANATIONS

(Help the youth appreciate that behavior has multiple causes.)

Do you think what you said (or did) had anything to do with the way he responded?

Why do you think he got so mad about that?

Are you sure that X wanted to ... ?

Are there any other possible explanations? Are there any other ways of looking at it?

Could there have been something that set her off?

But what do you think made it all fall apart today?

If he calls you a name and gets you into trouble, then who is really in charge? It sounds like he really knows how to get to you. Do you think you were set up by him?

It seems that sometimes your so-called buddies set you up. They are puppeteers and you are the puppet. (They are fishing and you take the bait. They throw the switch and you light up.)

Is a friend someone who helps you get out of trouble or someone who gets you into trouble?

Do you think they are laughing with you or laughing at you?

It sounds like you were trying to teach him a lesson (get back at him), hoping he would react to you. But look at what really happened.

I think what we are talking about is at the heart of the problem. Do you agree?

What was your goal in the situation? What did you want to have happen? How did your getting angry (losing control) help you get what you wanted? Did your anger help you achieve your goal? Is your anger getting you all you want?

I can understand why you became angry and why it was so important to you at that time. I wonder if there are other things happening to you that could add to your anger. Sometimes what happens outside of school, like at home, can affect how you react in school.

Sometimes people become angry because they are feeling afraid or sad or humiliated. For example, ... Has anything like that ever happened to you?

Sometimes people become angry because they have had bad things happen to them in the past. They have been hurt and no one listened (understood), so they get angry. Has anything like that happened to you?

It sounds like you have something else on your mind today that makes school seem pretty unimportant. What's bothering you?

Has something like this happened in the past? How is this like what happened in the past? What is common about these situations?

Is fairness (following rules, accepting feedback, receiving criticism, getting respect) an issue for you? In what ways?

It sounds like the problem that got you sent here isn't the whole story. What else is bothering you?

Who are you really mad at?

What did you do, if anything, to make the situation worse? What do you need to do to make it better?

What is really important to you in all of this? What are the main issues you are struggling with?

We have talked a lot. Some of this is really important. Let's list the most important points.

What I hear in all of this is ... Correct me if I am wrong.

It sounds like you have been carrying around a lot of feelings like ...

Think about what you just said. What is the major issue?

It sounds like you have two different things to handle here. They are ... and ... Am I correct?

I'm glad you value fairness. Fairness means going by the rules. That sounds like a guideline to live by.

You are clearly a person who values your reputation. And when you feel you have been dishonored ("dissed") you get angry. Is that the way you see it?

So talking about things can help. So does understanding what is really behind what you did.

GENERATING ALTERNATIVE SOLUTIONS

(Help the youth identify as many solutions as possible. Nurture a GOAL, PLAN, DO CHECK approach.)

What are all the things you can do when/in ... ?

It sounds like there are a lot of ways to go about solving this problem. Let's figure out how many different ways you can think of to solve this problem (handle this situation).

So getting angry (hitting others) is one way to try and solve a problem. What other ways are there to try to solve the problem?

What choices did you have?

How did what you said to yourself influence the choices you made?

What happened after you made that choice?

What did others (be specific) do?

Can your self-statements help you make choices that lead to good consequences?

What else could you have done?

What would happen if ... ?

That's one way, can you think of another way?

Sure, throwing an object (punching, cursing, throwing a temper tantrum) is one way to say you don't want ..., but are there any better ways to get your message across?

Can you think of a different way so X wouldn't happen?

If you choose to do X, what do you think will happen? What do you think will happen next?

Sometimes just plain calm talk can communicate ideas.

Understanding one's problem is the first step in developing a solution. What could be your next step?

This situation is beginning to make sense. When a person understands a problem, it is easier to solve it.

I believe that in your own way you were trying to tell (say, show) X. Is there another way you could have done that? What else could you have done?

Maybe there is a way for you to say the same thing without getting into trouble (without hurting others or hurting yourself).

What could you say (do) differently?

What is your goal in the situation? What are the different ways to achieve your goal?

Is there anything else you could have done to handle the situation (what could you have done instead of...)?

How can you find out?

Can you improve on that?

What advice would you have for a good friend who has this same problem?

That sounds like a solution (strategy) worth trying.

What is a general rule that would help you with ... ?

It sounds like you have a new plan for this situation.

Do you think it would help if... ?

That is one solution to keep in mind. How will you remind yourself to do X?

How can you remember to use what we talked about today out there on the playground?

Remember, some of the solutions you have chosen have "backfired" in the past. What will you have to be on the lookout for so this solution does not backfire? What will you have to tell yourself to get through that situation?

It seems clear that you have considered a number of choices. Which one do you think will work out the best for you?

It sounds like you have thought through this carefully. Let's review your options and how they will work.

What is your first step? Then what?

NOTICING WARNING SIGNS

(Help the youth become aware of both internal and external – interpersonal – cues or warning signs. Help the youth identify body signs, feelings and thoughts that he/she is “too hot” to act.)

When you are getting angry where do you feel it in your body?

How can you (others) tell when you are first getting upset?

Do you know when you are getting out of control or does it just happen?

Are you telling me that you go from being angry to going suddenly out of control?

Can you remember anything you said or did between the time you got mad and the time you lost control (had to be restrained)?

Is there any way you can learn to "notice," "catch," "interrupt," "stop yourself early on?" (Use only one of these verbs at the time.)

So when you feel upset, what is the first thing to do? Then what?

What would be a warning sign that this is a high risk situation?

What would be a warning sign that you are getting angry?

Highlight that getting angry and aggressive usually involves the help of others. Who is the “accomplice?” What should you watch out for (warning signs) in others?

What would be a warning sign that X is getting angry? When you notice that he is getting angry, what do you usually do at that point? Do you really want to spend time with people who are willing to put you at risk (in danger, get you into trouble)? Can you tell ahead of time that this might occur? How?

What would be a warning sign that you have been set up .. taking the bait .. getting caught in a trap ... sucked in? (Choose one)

I have a thought I want to share, if that is okay. Do you think it is possible that X gets you to act out and gets you into trouble?

It sounds like you're a pretty good detective. You can pick up on subtle cues and read the situation ahead of time. You are "street smart."

What are you saying to yourself at that time?

Let's write down any 'hot talk' you think or say to yourself in that situation. How do these "hot thoughts" cause you to feel/behave?

FOSTERING RESPONSIBILITY ("OWNERSHIP")

You have given a very detailed and thoughtful description of your problem and some of the possible solutions you can follow.

It sounds like you convinced yourself to ...

Let's review your choices. Of these options, which one do you think you will choose first?

If you choose X, what does that mean?

What can you do to make things better for yourself and for others?

Do you want me to speak to her on your behalf or do you want to do it on your own?

You are right! You now understand that you are responsible for keeping out of trouble.

You have made good choices in the past. How have you gone about that? What are your choices now?

Have there been other times when you have chosen not to ... ? How have you resisted the temptation to act out (get back at X)?

I hope you can make a good choice for yourself and for others.

Of all the things you could have done, how did you choose that way of responding?

Are there less angry ways to achieve your goals and still feel okay?

This shows us that you are beginning to take on more and more responsibility.

Does that mean you want to ...?

It is too bad that you have given up your freedom. If someone else can make a few gestures (or say something) and you go off and lose control, then do you give your control to them?

Being free is about being in control of one's own mind, reactions, feelings and not putting yourself under the control of someone else.

I want to see if you can be your own person with your own thoughts. Show yourself that you are in charge by not blaming your actions on someone else.

It sounds like you can trick yourself into thinking that it is okay to hurt someone. When did you first have the idea that it was okay to ...? Do you want to keep on tricking yourself or do you want to take charge and begin to ...?

Has anything like this happened before? In what ways are they alike? Is there a pattern here that we can learn from?

How did you get so good at (intimidating, scaring others, upsetting adults, avoiding ...)? ... If you had to teach someone to do this, how would you go about it? What do they have to watch out for? What if they did not want to get into trouble, what advice would you have for them?

Phase III IMPLEMENTATION PHASE

The goals of the IMPLEMENTATION PHASE are to:

- (1) **“challenge”** the youth to use problem-solving strategies;
 - (2) **generate a step-by-step action plan** that includes likely **consequences** and **possible barriers** and **role play** (rehearse) new skills;
 - (3) **reinforce** effort;
 - (4) ask the youth to **describe/explain** what he will do and **why** (put individual in a “consultative” role) and acknowledge what he has learned today;
 - (5) ensure that the youth **sees the connections** between his/her efforts and the resultant consequences and **“takes credit”** for changes and plans for ways to address any **lapses**;
 - (6) prepare the youth to **rejoin** ongoing activities.
- CONVEYING A “CHALLENGE” AND BOLSTERING CONFIDENCE
 - GENERATING AN ACTION PLAN
 - ANTICIPATING CONSEQUENCES
 - ANTICIPATING POSSIBLE BARRIERS TO CHANGE
 - REINFORCING EFFORT
 - PUTTING THE YOUTH IN A “CONSULTATIVE” ROLE (SHARE, TEACH, AND TAKE CREDIT FOR CHANGES)

CONVEYING A "CHALLENGE" AND BOLSTERING CONFIDENCE

(Convey the sense that it will be hard to make changes and that no one expects him/her to be "perfect.")

It won't be easy to do what we have been talking about.

It won't be easy to do "X," especially when "Y" won't be interested (or when "Y" continues to tease you).

Maybe its too early to ask you to try doing ...

You have a difficult situation, but it sounds like you have the right idea (that you are on the right track).

This is going to take a lot of courage on your part. How will you begin?

When he does X, that will give you an opportunity for you to practice Y.

That sounds like it might work. What do you think?

This is your chance to show the others what you have learned.

You know what to expect when you go back into the class. It is going to be tough. How will you be able to handle that? What will you be on the lookout for?

Like you said, this won't be easy.

Sometimes, it is hard for people to ...

It will be interesting to see how you choose from your many options. I am interested in seeing what will work for you.

This has been a tough talk, but it's going to pay off for you.

I know it will be tough to handle that, but I have confidence that you can spot (notice) when trouble is coming; you can catch yourself; you can notice when you are getting worked up; you can use your game plan and interrupt the cycle.

You can take charge of your life so no one can get you into trouble, if you don't want them to.

Do you think you can do this next time? All I can ask is that you give it a try.

Do you think you can try this out?

I have seen you handle problems like this before and you did them well. Is there anything you did in handling those problems that you can use here?

Remember how calm you were when you told me about how you handled (anticipated) X? Do you think you can handle this one the same way?

Successfully reaching your goal will take time. It won't be easy or come quickly.

It won't be easy to not allow them to get you into trouble, but I believe you can do it.

I believe you are mature enough to face this and stay out of trouble.

Do you think you can ignore such set-ups? It won't be easy. Are you saying that you think you could avoid falling into the "trap"... "taking the bait?"

How confident are you (on a 0% to 100% scale) that you can do X?

If you need help, I'll be right beside you. (You can check in with me.)

I am available to talk to you whenever you need me.

We will talk again.

GENERATING AN ACTION PLAN

(Help the youth select a solution to try and see that he has opportunities to try out new ways of behaving.)

That sounds like a good idea that might work.

You have a good idea. What will you say to him (do) when you leave here?

What do you think you can do to calm down? Do you think you can X?

Is it difficult to just let your anger go and let bygones be bygones?

Do you think about taking a time out ... about compromising .. about negotiating?

What can you do to prevent yourself from becoming angry? (from getting into trouble)?

What has worked for you in the past?

Can you remember a time when you were really angry and you did not take it out on someone? How did you feel about that?

What advice would you have for a friend who has this same problem so he/she can handle the situation better?

How will you remember (remind yourself) to ... ?

What will you have to watch out for?

What will you have to tell yourself in order to ... ?

What will happen when you go home? How can you prepare for that?

When you go back in, what do you think she will say? What will you say if they ask you what we talked about?

Is there anything else you could say that might change her mind (change her behavior)?

If you handled it that way, what would he do/say?

Now tell me one more time; how you are going to handle (anticipate) any trouble?

It is clear that you have a good game plan. When you go back in the classroom, she will be expecting an apology. What will you say to her?

To be prepared is the best advice. Let's practice this. Imagine that I am "X," what would you say? (Use behavioral rehearsal.) Now that we practiced it, do you think you can try it on your own?

Let's practice together some of the other skills you have learned such as planned ignoring, use of "I" messages, time out procedures, relaxation exercises, etc.

So if X occurs, then you will be able to Y.

So whenever you notice, you will be prepared to do X.

Who can you talk to when you have problems with ... ?

What do you think X will do when you see him next time? How will you deal with that? That will not be easy to do. I guess you have a choice.

Have you gone through your "conflict cycle" before? What happened? What are the different ways you can break this cycle?

It is easier to learn coping skills than to change your attitude. Let's discuss this.

It sounds to me that you have the right idea, but the wrong behavior.

Let's practice what you can do to handle the situation. (Roleplay the new skills.)

This afternoon you will have a chance to practice what we worked on this morning. (Prepare the youth to join ongoing activity and plan to use new skills.)

ANTICIPATING CONSEQUENCES

If you do ..., then what do you think is likely to occur?

If you make the changes you plan, what do you think the consequences will be?

If you can do X, what do you think people will say (do)?

When you start to do X, who do you think will first notice the changes? What will they see and hear?

When you start to use your coping skills, how will that make you feel?

Do you know the penalty for not X?

What happens as a result of your getting angry in that way?

How do you think things would turn out if you did X instead of Y?

If this trouble starts again when you go back to your classroom, remember that you decided to...

The next time he starts to X, what are you going to do differently so you won't get into trouble (so you can stay in charge of yourself, be in control, not allow someone else to get you into trouble, disappoint them so they can't set you up)?

Let's write out the decisions you can make and the list of benefits you will receive.

How might you avoid this type of conflict in the future? If you did that, what would be some of the consequences?

ANTICIPATING POSSIBLE BARRIERS TO CHANGE

What will you do if ...?

What if he doesn't listen ...?

What if she tells you ..?.

What will be different this time as compared to times in the past when you had to deal with ... ?

Do you think they will (trust you, give you another chance)?

It will be hard to say "no" to a friend when he tries to X. What will you do differently this time?

The next time they tell you to do Y, you may feel just as angry. What will happen then?

Do you think that you can pull it off when (even if) ... ?

And when things don't go the way you expect and it upsets you, what will you do then?

Let's suppose that ...

Do you think he will be X? And what if ... ?

How can you remind yourself to ... ?

When you go back into the classroom (ward), you can remember just how well you did it here practicing with me.

Each time that trouble comes up again, remember that you now know how to handle your anger, like you did when we were working together.

Are you ready to ...?

I have noticed you are really good at making some people afraid of you. When did you learn this? Is there a particular person that you learned this from? How does this learned anger get in the way of you doing Y?

Now that you know this, how can you use this information to control your anger?

Which of the skills we talked about will you be able to use in your real life situation (in your everyday experience)?

REINFORCING EFFORT

I am impressed with the way you can describe what happened and why it happened. You were able to tell it clearly and without getting angry.

That is a calm way to let someone know you understand the rules.

You are showing maturity when you can deal with X. (...when you can make "smart" decisions.)

That is a productive way to handle problems. When you can talk to people about what is on your mind, feelings don't get out of control. Everybody wins!

That is a sign of maturity to face up to the consequences of your behavior.

I see so much self-control in your approach. You have learned so much that you can now teach it to others.

That sounds like an idea that is worth trying.

Good idea. Boys who are angry usually can't stop and think and plan (or hear what others have to say).

Good job! Today you (specify behavior – told yourself to ..., took a time out, walked away, ignored, asserted yourself, etc.). This is a big step.

Well done, you handled your disappointment without getting upset!

Even though you were upset, you managed to ... instead of ...

You have shown that you have matured. Instead of fighting, you did X. You told yourself that it just wasn't worth it.

You are showing that you understand a better way to handle things.

You have made a lot of progress. When you go back to your classroom, what will you have to tell others about what we did here together?

Remember everybody has problems, but not everyone knows how to fix them.

It isn't easy to accept consequences when you thought you were right (when you thought you were acting in a responsible fashion).

I noticed how you were able to control yourself even when others were losing it.

I'm very impressed with you when you ...

I appreciate the way you ...

I give you a lot of credit for ...

I'm really proud of you for thinking more clearly about ...

Well done! You are now beginning to think more clearly about your options.

That's an excellent insight!

I am impressed that you figured this out on your own. Most students your age don't know that their feelings at home can cause problems at school, and vice versa. How did you figure this out? Usually, I don't get to this part of the discussion until much later.

When you are out of control like this, it tells me something is really bothering you. But when you use your words to tell me how you feel (what is bothering you), then your mature self is coming out.

There is a part of you that X, and another part that is able to take charge.

This shows that you had more self-control than you realized you did.

You have a real ability to read people, stay cool under pressure ... be “street smart.” You are a good psychologist. You are able to figure things out.

How did you get others to trust you (follow your leadership) at such a young age?

You have learned a lot today!

PUTTING THE YOUTH IN A “CONSULTATIVE” ROLE (SHARE, TEACH, AND TAKE CREDIT FOR CHANGES)

(It is not enough to change. The youth needs to be able to describe how change came about and see connections between own actions and outcomes. Encourage the youth to explain how he/she will benefit from using new behaviors.)

Let’s review what you did that was helpful.

Tell me in your own words what you need to do if there is a problem.

Tell me the steps that you can use to stay out of trouble and what you can do to practice your coping skills.

How can you make these techniques your own?

How did you get so good at ...?

Why is it important for you to stay out of trouble?

With whom else can you share what you have learned?

Are you saying you want to do X? What are the skills you will need to ...?

Do you think you can teach what you have learned to someone else? Who?

What will you tell others about how you worked on your problems?

What have you learned that is important that you can share with others?

Are you saying that in spite of X, you can do Y?

We can fix problems, if we talk about them. Words are better than fists to solve a problem.

We can figure out a way to fix things so you will feel better.

*When you go back to your classroom, what will the other students be able to learn from you?
What will you tell them you learned?*

*The reason for this rule is ... Does that make sense? How can you follow the rule, even if
you don't like it?*

How is what you are feeling here apply to other situations?

How did you come to the decision to do X instead of Y?

So all this meant ... Is that correct?

*Do you ever notice that in your everyday activities that you tend to ask yourself on your own,
the kind of questions that we ask each other when we chat? ... I guess you are becoming
your "coach," your own therapist and putting me "out of business."*

V I. Addressing Gang Problems

(See link to [Gang Assessment Tool](#))

FACT SHEET ON GANGS

*(Sources Walker et al., 2004; U.S. Office of Juvenile Justice and Delinquency Prevention and
National School Safety Center))*

- Over four-fifths of the largest U.S. cities (N = 79) report having serious gang problems.
- Gang members are three times (3x) more likely to be violent than non-gang members.
- In the U.S. during the past decade, 11,000 individuals have been murdered by gang members and 15,000 individuals have been seriously injured.
- Male gang members outnumber female gang members 20 to 1; however, female gangs are a fast growing problem.
- Of juvenile homicides, 55% involve friends and acquaintances; only 30% involve assaults on strangers.
- Many gang members are totally desensitized to violence and care little or nothing about their victims.

- Gang members have a low rate of participation in school activities. Rarely do gang members bond or identify with a significant adult at school.
- Much of gang activity is driven by “control and power issues” (of members, neighborhoods and turf) and by manipulation of others’ fears of them. A “code of the streets” often guides what is perceived as provocations (namely, “being dissed,” or disrespected in front of peers).
- Incentives for gang membership include recognition, peer status, social support, shared values, family tradition or history, protection and perceived opportunity.
- Incarceration and suppression strategies alone are insufficient to solve the U.S. gang problem. Community organizations, outreach programs and vocational training programs are also required to effectively treat and prevent gang problems.
- Early intervention (as early as the first grade) is needed to divert children from later gang involvement.
- Schools need to create partnerships with families, police, churches, and various social service agencies in order to develop a socially cohesive front against gangs. There is a need for ongoing-shared information and coordinated effort. For example, see description below on how to address gangs in a co-coordinated, community-based approach.
- Schools need to be proactive in providing leadership by implementing after-school recreation and leisure activities for students; fostering home-school communication; fostering adult, school and peer mentoring programs – nurturing school-connectedness; teaching multicultural sensitivity to combat “hate” crimes; developing reasonable and enforceable school dress codes; avoiding congregating “high risk” students in self-contained classrooms, schools and activities.
- Antisocial violent youth often attend overcrowded schools where there is a high density of students like themselves.
- Confront and immediately remove (within 12 hours) all graffiti in school buildings.
- Develop a gang prevention plan that incorporates family and community involvement.
- Develop alternatives to school suspensions, expulsion and zero tolerance programs. (*See www.teachsafeschools.org for a discussion of some alternatives.*)

RESOURCES

National School Safety Center
<http://www.nssc1.org/>

U.S. Office of Juvenile Justice and Delinquency Prevention
<http://www.ncjrs.org/pdffiles/fs9878.pdf>

Walker, H. M., Ramsey, E., & Gresham, F. M. (2004). Antisocial behavior in school: evidence-based practices. Belmont, CA: Wadsworth/Thomas Learning.

RISING ABOVE GANGS AND DRUGS

Natalie Salazar (ndsalaza@lasd.org) of the Los Angeles Sheriff Department has described a Community Reclamation Project designed to "Rise above gangs and drugs." Key elements of the program include:

1. Assessing the community needs using survey and related data collection procedures;
2. Establishing a budget, choosing staff and finding financial sponsorship;
3. Implementing specific community activities such as prosocial sports programs, "follow me" community walks, job workshops, and graffiti paint-outs;
4. Conducting civil gang abatement programs using civil laws of public nuisance with related police and legal activities;
5. Implementing specific school-based intervention programs such as Second Step and academic enhancement programs; (Use alternatives to school suspensions and zero tolerance programs-see www.teachsafeschools.org;
6. Helping adolescents in making transitions to adulthood through skills training (Right of Passage Programs);
7. Conducting parent training programs and adult mentoring programs; (*See www.teachsafeschools.org for a description on how to implement mentoring programs*)
8. Engaging businesses to become involved in such programs as Adopt -A-School, Jobs for Youth, finding local support groups and activities;
9. Engaging churches to collaborate with community-based agencies;
10. Using empirically based programs such as multi-systemic interventions (Henggeler et.al., 1992) and Functional Family-based interventions (Alexander et.al., 2000).

For a description of additional evidence-based prevention programs see Weisz, Sandler, Durlak and Anton (2005).

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V J. Role of School Superintendent

“The buck stops here!”

The final person in the school chain is the School Superintendent and the leadership that he or she evidences in the area of school safety will greatly influence the success of any interventions. Imagine that a School Superintendent sent out the **following letter to all Principals** and then followed up with an annual **“State of a School District”** address to all educators. Summarizing the results and the intended actions.

As you consider the questions raised in the School Superintendent’s letter, imagine if the U.S. Secretary of Education sent a letter like this to School Superintendents and asking them, in turn, to send it to 114,000 principals in U.S. schools.

POSSIBLE LETTER FROM SUPERINTENDENT TO PRINCIPALS

Dear

As educators, we are committed to providing a safe and nurturing school environment for all of our students. I am writing with a request to have you share information on what your school is now doing to create a safe and successful school, with a more inviting learning environment, that reduces violence. I will summarize your responses and provide specific feedback in the form of an "Annual State of Our School District" report.

Kindly answer these questions by X date, so I can provide feedback in a timely fashion. I welcome your reactions to this request.

Sincerely,
School Superintendant

P.S. I am working on creating an Internet Chatline where Principals can dialogue about these issues and discuss their schools' programs.

PRINCIPAL'S REPORT

Name _____ Schools Name _____
Date _____

1. How serious of a problem is school violence in your school?

(1 – not all serious to 7 – very serious)

(Please give examples – incidence of school fighting; evidence of bullying, harassment, gangs; attacks on teachers; calls to police; truancy, suspensions, expulsions; and the like).

2. How does your school currently assess the level of school violence?

(Please give examples – Do you conduct systemic assessments of bullying, fights and presence of gangs? What specific forms of data do you regularly collect? – Critical Incident Reports, Office Discipline Referrals, Nurse Reports, school records as reflected in absenteeism, retention rates, in-school and out-of-school suspensions, dropout rates, mobility of students and teachers.)

3. If the daily level of violence in your school were reduced (e.g., fights, bullying, gang presence and other aggressive behavior) what effect would it have on your students' performance on State-mandated tests?

1- No effect

7- Very significant effect

(Please give examples- More academic time, fewer students and teachers missing school out of fear, more opportunities for cooperative learning.)

4. What has your school done to address safety issues and how have you assessed their effectiveness?

(Please give examples of how you initiated safety assessments such as surveillance procedures, hired security staff, established dress codes and issued identification badges. How have you assessed their effectiveness?)

5. Has your school implemented a multi-gating early screening or warning system concerning potentially high-risk students with a follow-through intervention program?

(Please give examples of what screening measures you use and how these guide your interventions)

6. What are you and your colleagues doing to improve academic success of all of your students?

(Please give examples of how well your school is doing academically as indicated by academic indicators – State exams, percentage of students who are retained, dropout or graduate, and what specific academic initiatives you have taken to address these outcomes.)

7. What violence prevention interventions have you and your fellow educators, implemented and evaluated? More specifically, what programs have you implemented and evaluated:
- a) at the universal school-wide level (e.g., an anti-bullying program, peer-based interventions such as Bystander Intervention Training, creation of school policies and procedures such as a School Mission Statement, Code of Conduct, Playground Interventions)?
 - b) at the secondary prevention level with selected high-risk students (e.g., specific skills training programs, mentoring programs, Individual Educational Plans that involve parents, gang abatement program)?
 - c) at the tertiary level with the most high-risk indicated students (e.g., wrap around services that involve the students' families and outside agencies)?

8. How have you integrated your violence prevention interventions into the school curriculum and programs in order to increase the likelihood of transfer or generalization of your efforts?

(Please give examples – introduced a Character Education Program across the school and into classroom activities, worked on creating a more inviting learning school environment and increasing parent and community involvement. Please give specific examples of how you have assessed and worked to improve the school climate.)

9. What are you doing proactively to engage and involve parents in school activities?

(Please give examples – parent newsletter, parent assemblies, parent training, outreach programs.)

10. What are you doing in terms of ongoing staff development?

(Please give examples – trained teachers on bully intervention techniques, classroom management procedures, improving teaching competence, implemented buddy mentoring system for new teachers, held Professional Development days. Moreover, how have you evaluated these staff development efforts?)

11. What additional resources would you like to have in order to make your school safer, more inviting and successful?

(Please be specific with your suggestion.s)

Thank you for your help in answering these questions.

V. K. Role of Media/Newspaper Reporters

When violence occurs in schools or in related areas (to and from schools, or on nearby streets), members of the media focus on the possible factors that contribute to the violent episodes.

In addition to focusing on the victims and perpetrators, the media can also consider an “ecological assessment” of what the school did or did not have in place as a variety of possible preventative interventions. For instance, the inquisitive reporter can attempt to obtain “the rest of the story” in probing what the school had done to:

- 1) identify the perpetrator of the violent act earlier on in his/her school career as being at “high-risk” and what, if anything was done to intervene;
- 2) implement a peer warning system since, in most instances, peers are forewarned about possible violence;
- 3) foster a “school connectedness” between perpetrator, victims of violence and school personnel (eg., develop an individualized treatment plan, implement an adult mentoring program);
- 4) implement an anti-bullying school program since many perpetrators of school violence are bullies, victims, or bully-victims;
- 5) make explicit efforts to engage the students’ parents or significant others prior to the violent episode;
- 6) refer the student perpetrators and victims for mental health services and monitor treatment progress;
- 7) help identify and nurture possible “strengths” in the “involved” students;
- 8) provide supportive instruction to compensate for academic deficits, that are indicated;
- 9) influence the peer association of high-risk students so they can find a “niche” with prosocial peers and adults.

In the same way that the FAA has an investigative checklist to review following an airplane crash, educators (with some prodding from journalists and the media) can develop a way to help ascertain “the lessons to be learned from such violent episodes.” It misses the “rest of the story” of what school-wide, classroom curriculum-based, and individual and family based

interventions have or have not been implemented. One further example illustrates how an inquisitive and responsible reporter might cover a story on school bullying. When a school has implemented a program (e.g., Teaching the Fourth R- relationships using videotape scenes with students), the curious reporter should also inquire about what other core elements of an anti-bullying program the school has implemented. (See the checklist of core elements of an anti-bullying program, and actively determine which core elements the school has included, besides the student videotape training program.) The reporter's description of this one program that the school is advocating is not sufficient. It misses the rest of the story.

VI. RESOURCES

A. References on Bullying

B. Books for Students: (Primary)

C. Books for Students: (Intermediate)

D. Literature for Parents

E. Literature for Educators: Articles

F. Literature for Educators: Books

G. Videotapes and Films for Educators and Parents

H. Lessons from Canada

I. Websites on Bullying and Related Resources

VI A. References on Bullying

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VI. B. Books for Students (Primary)

- Berenstein, S., & Berenstein, J. (1993). The Berenstein Bears and the bully. New York: Random House.
Sister Bear has trouble with a bully. Brother Bear tries to help her learn coping strategies.
- Blume, Judy. (1974). Blubber. New York: Dell.
Having engaged in bullying herself, Jill hates it when the tables are turned.
- Boyd, K. (1991). Baily the big bully. New York: Puffing Books.
This story wins by persuasion, showing a bully that it is more fun to be a friend.
- Carlson, N. (1994). How to lose all your friends. New York: Puffin Books.
Funny advice about what to do if you don't want to have any friends.
- Carlson, N. (1983). Loudmouth George and the sixth grade bully. New York: Puffin Books.
How George, with the help of his friend Harriet, stops an older and larger boy from

- stealing his lunch. How to support a victimized child through friendship is the theme of the story.
- Carlson, N. (1988). I like me. New York: Viking.
Focuses on taking care of and valuing yourself. This book is helpful for victimized children.
- Carrick, Carol. (1983). What a wimp. New York: Clarion.
After his parent's divorce, Barney not only has to cope with a new school but also finds himself confronted by a bully.
- Caseley, J. (2001) Bully. Greenwillow Books, China
- Cummings, C. (1991). Tattlin' Madeline. Edmonds, WA: Teaching Inc.
This book helps children learn the difference between tattling and reporting.
- Dadey, D. (1999). King of the cooties. New York: Walker & Company.
After Louisa keeps calling his new friend names, Nate comes up with a plan to make her stop.
- Drake, J. (2001) Bully Buster. Alladin Publishers.
As a young kid Jake was a bully magnet. Now older, the bully returns. How does he react.
- Guffe, T. (1991). Bully for you. New York: Child's Play.
Why it's not a good idea to be a bully. A book for overly aggressive, young children tempted to bully others.
- Levy, J. (2005) Ally Oops. Flashlight Press
A boy is tormented by a bully, the bully's father shares insight to what may happen to his victim.
- Lovell, P. (2001). Stand Tall Molly Lou Melon. G.P. Putnum's Sons.
Story about a girl who does not let anyone or anything shake her belief in herself.
- Naylor, P. R., & Malone, N. L. (1994). The king of the playground. N.P.: Aladdin Paperbacks.
Kevin, with his dad's help and encouragement, learns how to overcome his fear of Sammy, the self-appointed "King of the Playground."
- McCain, B. (2001). Nobody Knew What to Do: A Story about Bullying. Albert Whittman and company.
- O'Neil, A. & Huliska-Beith, L. (2002). The Recess Queen. Scholastic Press
Schoolyard bully is enlightened by the new kid in class. Power of kindness and friendship.
- Petty, K., & Firmin, C. (1991). Being bullied. New York: Barron's Books.
A young school-aged girl encounters a female bully who calls her names, teases her and scribbles on her papers. She tells her mom about her problems and she gets help from her teacher, who protects her from the bully.
- Polland, B.K. (2000). We Can Work It Out: Conflict Resolution for Children. Tricycle Press
Situations, questions and directions that get kids engaged in problem solving.
- Thomas, P. & Harker, L. (2000). Stop Picking on Me. Barrons Educational Series. Barron Publishing.
Explores the difficult issue of bullying among children.
- Wells, R. (1973). Benjamin and Tulip. New York: Dial Books.
An animal story in which the bully is a girl and the victim is a boy. The situation resolves when they encounter a bigger problem that affects them both.
- Wilt, Berry, J. (1984). Let's talk about fighting. Chicago, IL: Children's Press.
A "self-help" book for young children that provides alternatives to fighting.

VI C. Books for Students (Intermediate)

- Bosch, B. (1981). Bully on the bus. Seattle, WA: Parenting Press.
A book that allows the reader to select different options of how to handle a bully encountered on the school bus. Students eventually read all the options.
- Byers, B. (1981). The 18th emergency. New York: Puffin Books.
A 12 year old boy is tormented by the school bully for belittling him. His parents are of no help, nor is his best friend, who is also frightened of the bully. Eventually, he is beaten up by the bully.
- Cohen-Posey, K. (1995). How to handle bullies, teasers and other meanies. Highland City, FL: Rainbow Books Inc.
Why bullies and teasers act that way, how to deal with bullies and prejudice, and how to defend oneself against bullies.
- Coombs, K. (1991). Beating bully O'Brien. New York: Avon Books.
A fifth grade boy is physically assaulted by a girl bully on his way home from school. His dad makes him feel like a sissy for not defending himself. When the bully's older brother attacks the boy, the girl bully intervenes and helps him.
- Dellasega, C & Nixon, C. (2003). Girl Wars: 12 Strategies That Will End Female Bullying. Fireside Publishing
- Johnson, J. (2004). How do I feel about bullies and gangs? Markham, ON: Fitzhenry & Whiteside.
A story of four middle school children and how they deal with bullies and gangs.
- Kaufman, G., & Raphael, L. (1990). Stick up for yourself. Minneapolis, MN: Free Spirit Publishing.
A guide to assertiveness and positive self-esteem. Discusses problems such as making choices, learning about liking yourself, and solving problems. Recommended for grades 4-8. Ideas for victimized children. Teachers manual is also available.
- Ludwig, T. (2005) My Secret Bully. Tricycle Press.
A best friend uses name calling, humiliation and exclusion. Emotional bullying and relational aggression.
- Morgan, M.J. (2005). Graces Twist. Grossit & Dunlop
A friend starts bullying Grace and others. Will she stand up for herself?
- Naylor, P. (1991). Reluctantly Alice. New York: Athneum.
Story of a seventh grade girl who is made fun of in class, tripped in the halls, and hit by food in the cafeteria thrown by a group of girls. When each student in class must select someone to interview, the girl chooses the bully.
- Porter, H.C., (2006). The bully and me: Stories that break the cycle of torment. Northstone Publishers. (www.woodlakebooks.com)
- Richards, N.W., (2006) How to tame a bully. Scholastic Canada
- Romain, T. (1997). Bullies are a pain in the brain. Minneapolis, MN: Free Spirit Publishing.
This handbook approach offers children ways to deal with bullies as they laugh along with the author's jokes and cartoons.

VI D. Literature for Parents

- Blechman, E. (1985). Solving child behavior problems at home and school. Champaign, IL : Research Press.

- Canter, L., & Canter, M. (1988). Assertive discipline for parents. Santa Monica, CA: Lee Canter and Associates.
- Collins, R., Nichols, W. Free From Bullies. Available at : www.freefrombullies.com
- Coloroso, B. (2003) The Bully, The Bullied, and the Bystander From PreSchool to Highschool:How Parents and Teachers Can Help Break the Cycle of Violence. Harper Collins Books, New York
- Cooper, Scott. (2000). Sticks and stones: 7 ways your child can deal with teasing, conflict and other hard times. New York: Random House.
How parents can help their children learn to speak up for themselves assertively, gently and effectively.
- Frankel, F. (1996). Good friends are hard to find. Los Angeles: Perspective Publishing.
Specific steps for parents and children to follow together for handling problems in friendships.
- Freedman, J.S. (2002). Easing The Teasing: Helping Ypir Child Cope With Name Calling, Ridicule and Verbal Bullying. McGraw Publishing
Empowers young children with the vital coping skills to help them manage teasing.
- Fried, S. & Fried, P. (1996). Bullies & Victims: Helping Your Child Survive the Schoolyard Battlefield. M. Evans & Company
- Garber S. W., Garber, M. D., & Spizman, R. F. (1990). If your child is hyperactive, inattentive, impulsive, distractible: Helping the ADD/hyperactive child. New York: Villard Books.
- McCoy, Elin. (1997). What to do ...when kids are mean to your child. Reader's Digest Adult.
Helps parents help their kids solve bully problems. Also provides solutions for what to do when it's your child who is mean, how to help your child learn social skills, and where to go for help.
- McNamara, B.E., McNamara, F. (1997). Keys To Deal With Bullies (Barron's Parenting Keys) Barron Educational Series.
Strategies for parents of what to do and how to involve their child's school.
- Peretti, F (2000). No More Bullies: For Those Who Wound or Are Wounded. W Publishing Group.
Shows how bullies and victims can find both healing and forgiveness from the anguish and torment associated with the growing epidemic of bullying.
- Rigby, K. (2002). New Perspectives on Bullying. Jessica Kingsley Publishers
How, when and why bullying takes place.
- Schulman, M., & Mekler, E. (1994). Bringing up a moral child: A new approach to teaching your child to be kind, just and responsible. New York: Doubleday.
A variety of ideas of building empathy, fairness, and moral development in children from birth through adolescence.
- Sheras, P. (2002). Your Child: Bully or Victim? Understanding and Ending School yard Tyranny. W Publishing New York
Bullying examined from many angles with practical advice for parents of school-age children.
- Smith-Mansell, D.(2004). Stop Bullying Bobby: Helping Children Cope With Teasing and Bullying. New Horizon Press
- Voors, W. (2000) The Parent's Book About Bullying : Changing the course of Your Child's Life. Hazelden Publishers

VI E. Literature for Educators: Articles

- Arora, C. M. J. & Thompson, D. A. (1987). Defining bullying for a secondary school. Education and Child Psychology 4, 110-120.
- American Association of University Women. (1993). Hostile hallways: The AAUW survey on sexual harassment in American schools. Harris/Scholastic Research.
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- Correll, G. & Coper, A.B. (1998). New Assessment of violence and over-looked risk behaviors school Survey. School Psychology Review 27, 317-330.
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- Eron, L. (1987). Aggression through the ages. School Safety Fall, 12-16.
- Espelage, D. L., & Asidao, C. S. (2001). Conversations with middle schools students about bullying and Victimization: Should we be concerned? Journal of Emotional Abuse 2, 49-62.
- Howard, K. A., Flora, J., & Griffin, M. (1999). Violence prevention programs in schools: State of the science and implications for future research. Applied & Preventive Psychology 8, 197-215.
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- Swearer, S. M., & Doll, B. (2001). Bullying in schools: An ecological framework. Journal of Emotional Abuse 2, 7-23.
- Walton, G. (2004). Bullying and homophobia in Canadian Schools: The politics of policies, programs and educational leadership. Journal of Gay and Lesbian Issues in Education 1, (4), 23-30
- Whitney, I., & Smith, P. K. (1993). A survey of the nature and extent of bullying in junior/middle and Secondary schools. Educational Research 35, 3-25.

VI F. Literature for Educators: Books

- Beane, A. (1999). The bully free classroom: Over 100 tips and strategies for teachers K-8. New York: Free Spirit Publishing.

- Beland, K. (1988). Second Step. A Violence Prevention Program. Committee for Children
2203 Airport Way South Ste. 500, Seattle WA 98134. 1-800-634-4449
- Bonds, M., & Stoker, S. (2000). Bully-proof your school. Longmont, CO: Sopris West.
- Borba, M., & Borba, C. (1978). Self-esteem: A classroom affair. Oak Grove, MN:
Winston Press.
- Center for Applied Psychology. (1993). Face your feelings! A book to help children
learn about feelings. King of Prussia, PA: Author.
- Dhawan, A., Duwyn, M., Meichenbaum, L., & Smith, S. (2004). Imagine a world that is
free from fear. Published by Elementary Teachers Federation of Ontario. Available
from the Elementary Teachers Federation of Ontario, 480 University Ave., Suite 1000,
Toronto, Ontario Canada M5G 1V2. (416-962-3836; Web-site www.ETFO.ca)
Cost \$20 plus shipping.
- This is a very valuable resource for teachers of Kindergartners to Grade 8. It addresses
issues relating to bullying and ways to foster and honor diversity. It summarizes age
appropriate books on such themes as pride and self-respect, conflict resolution, and
nurturing relationships. There are well developed suggested activities and lists of
additional resources.
- To order: 1)Go to www.etfo.ca
2) Go to shop etfo/publications/curriculum materials(left hand side)
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4) Scroll down to Free From Fear and click the # of copies wanted, then scroll
to the bottom. Fill out the order form, then hit process order button.
5) When entering your credit card number keep in mind the postage
varies from state to state, and will vary depending on the number of
books you order.
6)Your credit card company will convert the cost to US dollars on your
monthly statement.
7)The book will be sent out expedited parcel which will take up to 5
business days to reach you.
- Drew, N. (1987). Learning the skills of peacemaking. Rolling Hills Estates, CA: Jalmar
Press. This creative activity guide for elementary-aged children assists them in
learning self-awareness, understanding of others, and meditation skills.
- Drew, N. (2004). The Kids Guide To Working Out Conflicts: How To Keep Cool, Stay
Safe and Get Along. Free Spirit Publishing.
Conflict resolution and peacemaking, common forms of conflict, reasons behind conflict,
positive ways to deal with difficult circumstances.
- Furlong, M., Morrison, G., Skiba, R., & Cornell, D. (2004). Issues in School Violence
Research. Binghamton N.Y. Haworth Press.
- Gainor, C. (1998). I'm Like You, You're Like Me: A Child's Book About Understanding
and Celebrating Each Other. Free Spirit Publishing.
- Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. (1994). Bully-proofing
your school. Longmont, CO: Sopris West.
- Geffner, R. A., Loring, M., & Young, C. (2001). Bullying behavior: Current issues,
research and interventions. Binghamton, NY: Haworth Press.
- Greenbaum, S., Turner, B., & Stephen's, R. (1989). Set straight on bullies. Malibu, CA:
Pepperdine University, National School Safety Foundation.
Presents statistics on bullying in schools, as well as guidelines for recognition of bullies

- and victims. Prevention strategies for changing the attitudes and actions of adults and students alike are provided.
- Guyizman, L. D. (2001). Bully Busters. Las Vegas, NV: Sopris West.
- Hollen Beck, K. (2001). Conflict Resolution Activities That Work. Scholastic Press.
Reading, writing, role-playing activities that give kids the skills they need to get along.
- Hoover, J., & Oliver, R. (2000). The bullying prevention handbook: A guide for principals, teachers and counselors. National Educational Service.
Addresses bully-victim problems during the preadolescent and adolescent years. Sound research is provided that documents the middle school year as the worst in terms of the intensity of bullying experiences. A comprehensive approach that promotes prevention through education.
- Huggins, P. (1998). Helping kids handle put-downs. Longmont, CO: Sopris West.
Students learn the art of igniting, surprising antagonizers by “agreeing” with them; disarming antagonists with humor; and deflecting verbal aggression with a “crazy compliment”. These strategies win respect and de-escalate conflict. Students also learn to use self-encouragement to dispel the hurt of put-downs and maintain their self-respect. Includes lesson presentation and instructions. Grades 1-6.
- Iowa Peace Institute. (1992). Fostering peace. Grinnell, IA: Author.
A comparison of nine different conflict resolution approaches to use with both elementary and high school aged students.
- Jackson, N. F., Jackson, D. A., & Monroe, C. (1983). Getting along with others: Teaching social effectiveness to children. Champaign, IL: Research Press.
Includes a program guide and activities packet. The program covers 17 social skills and the steps required to teach them. Each lesson includes role plays, relaxation training activities, and homework assignments.
- Jimerson, S.R. & Furlong, M.J. (Eds.) (2006). The handbook in school violence and school safety: From research to practice. Mahwah, NJ: Erlbaum.
- Juronen, J., & Graham, J. (2001). Peer Harassment in Schools: The Plight of the Vulnerable and Victimized. New York: The Guilford Press.
- Kriedler, W. J. (1984). Creative conflict resolution: More than 200 activities for keeping peace in the classroom. Glenview, Illinois: Goodyear Books.
Presents techniques for creating a caring classroom environment. Exercises for assessing the student’s behavior as well as concrete activities for promoting cooperation. Grades K-6 are covered.
- Lajoi, G. (1997). Take action against bullying. Coquitlan: B.C.
- Lavigna, G. L., & Donnelian, A. M. (1986). Alternatives to punishment: Solving behavior problems with non-aversive strategies. New York: Irvington.
- Lee, J. (1993). Facing the fire: Experiencing and expressing anger appropriately. New York: Bantam Books. A guide to understanding and expressing anger.
Demonstrates ways to constructively face anger and experience it without losing control or hurting yourself or someone you love.
- Meiners, C. (2005) Talk it Out. Free Spirit Publishing
Children learn the process of peaceful conflict resolution—calm themselves, state the problem, listen, think of solutions, try one, evaluate it and agree to disagree if a solution is not possible.
- Murphy-Payne, L. & Espland, P. (1997) We Can All Get Along: A Child's Book of Choices. Free Spirit Publishing.

Teaches children that they have the power to make good choices. Also a leader's guide is available.

- Nabuzoka, D., Whitney, I., Smith, P. K., & Thompson, D. (1993). Bullying and children With special educational needs in school. In D. P. Tattum (Ed.), Understanding and managing bullying. London: Helnemann.
- National School Safety Center (1995). Schools bullying and victimization. NSSC Resource Paper. Amlibu, CA: Author
- Olweus, D. (1994). Bullying at school: What we know and what we can do. Oxford, UK: Blackwell Publisher
- Olweus, D. (1998). Preventing Bullying: A Manual for Schools and Communities. New York: Newmarket Press.
- Rigby, Ken. (1997). Bullying in school and what to do about it. New York: Paul & Co. Offers useful strategies for identifying both bullies and victims, and ways to diffuse potentially troublesome situations.
- Rhode, G., Jenson, W. R., & Reavis, H. K. (1992). The tough kid's book: Practical classroom management strategies. Longmont, CO: Sopris West. A resource for both regular and special education teachers, providing research-validated solutions designed to maximally reduce disruptive behavior in tough kids without big investments on the teacher's part in terms of time, money, and emotion. The solutions also provide tough kids with behavioral, academic, and social survival skills. It contains a wealth of ready-to-use information and lists other commercially available, practical resources for teachers who want more.
- Ross, Dorothea, M. (1996). Childhood bullying and teasing: What school personnel, other professionals and parents can do. American Counseling Association.
- Schmidt, F., & Friedman, A. (1985). Creative conflict solving for kids grades 4-9. Miami, FL: Peaceworks.
- Smith, P.K., Pepler, D. & Rigby, K. (2004). Bullying in schools: How successful can interventions be? Cambridge: United Kingdom: Cambridge University Press
- Smith, R. K., & Sharp, S. (Eds.). (1994). School bullying: Insights and perspectives. London: Routledge.
- Stein, N., & Sjostrom, L. (1994). Flirting or hurting: A teacher's guide on student-to student sexual harassment in schools. Washington, DC: National Education Association. U.S. Department of Education, (1998). Second Step: A Violence Prevention Program. New York: Newmarket Press.

VI G. Videotapes and Films for Educators and Parents

- Boys On Bullying, (2001) Blake Works Inc. Gloucester Ma. 978-282-1663
Five boys tell how bullying affected their lives and how supportive relationships with friends, family and community helped. Includes guide for leading discussions with young people. 20 minutes.
- Broken Toy, (1992). Summerhill Productions, 1/2 McIntire Ave. Zanesville, OH
This video depicts a number of scenarios in the life of a boy who is ridiculed and physically assaulted at school. The goal of this video is to build awareness and

compassion in bullies by showing them how much emotional damage their behavior can cause.

Bullying. A film by the South Carolina Educational Television Studio. There is a teacher's guide to accompany the video. (Institute for Families). Adapted from the original bullying film produced by Olweus and Limber.

Bullying, Fear, Depression (2004). Educational Video Network Inc. Mt. Kisco N.Y. 1-800-431-1242

With education, empowerment, commitment and unity, socially maladjusted individuals can be convinced to stop their abuse.

Bullying: You Don't Have To Take It Anymore, Human Relations Video, Mount Kisco, NY 10549

Using dramatic scenarios, the differences between the way girls and boys bully are demonstrated. By seeing and hearing from experts in the field, this video/print resource will help students better understand what bullying is, how it affects victims and what can be done to improve the situation.

Bullying: What Every Adult Needs to Know: (2002). Paraclete Press, Orleans Ma 1-800-451-5006

Educated adults about what bullying is and what they can do to help the young people in their lives when bullying is a problem.

Defending Yourself: Bullying, Teasing and Put-Downs. 22 minutes Go Media, Phoenix Az.

Positive suggestions on how to resolve bullying behaviour in a safe yet effective way.

Empty Shadows (Bullying Prevention Series) (2004). Thomas Brown, Pizza Owl Productions. Chapel Hill, NC 919-967-2110

Series of 17 films that offers a compassionate concern for harassed victims and commitment to make people aware of the seriousness of the bully problem.

Lets Get Real , Women's Educational Media 2180 Bryant St. Suite 203 San Francisco Ca 1-800-405-3322

Let's Get Real examines a variety of issues that lead to taunting and bullying, including racial differences, perceived sexual orientation, learning disabilities, religious differences, sexual harassment and others.

How I Learned Not To Be Bullied. (1997). Sunburst. 101 Casteleno St. Pleasantville, NY 105710. 1-800-431-1934.

Strategies for elementary -aged children to use when bullied.

How was your day? Shows one day in the school life of two students (a boy and a girl) who are victims of bullying. Film was used in antibullying program in Flemish schools (see Stevens et al. 2004).

In Harms Way, (1996). Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120

1-800-457-1900

A video to help students deal with bullies or name calling. Program also includes a teacher's guide, song book, and audio cassette with 17 songs.

In Other Words, (2001), National Film Board Of Canada 1-800-267-7710

Speaks directly to teens and offers a valuable tool to teachers, counselors and community youth workers.

It's a Girls' World (2004). Lynn Glazier, National Film Board of Canada. www.nfb.ca

It's a Girl's World takes us inside the tumultuous relationships of a clique of popular 10-year-old girls. Playground bullying captured on camera shows a disturbing picture of how these girls use their closest friendships to hurt each other--with shunning, whispering and

mean looks--to win social power in the group. Meanwhile, their parents struggle through denial and disbelief as they become aware of the serious consequences of this behavior. By comparison, the tragic story of a 14-year-old girl is a stark reminder that social bullying can spiral out of control. Believing she had no other choice, this girl killed herself after enduring months of rumors and verbal threats. This documentary shatters the myth that social bullying among girls is an acceptable part of growing up. It has guidelines for classroom lessons for students in elementary and middle school.

Managing Acting-Out Behavior: A Staff Development Program. (1992). Distributed by Sopris West, 4093 Specialty Place, Longmont, CO 80504.

A two-video set that teaches teachers, school administrators, and service providers how to cope successfully with explosive behavior, physical aggression, verbal abuse, severe tantrums, open defiance, and insubordination.

Set Straight on Bullies. (1988). National School Safety Center, 4165 Thousand Oaks Boulevard Suite 290. Westlake Village, CA 91362.

An 18-minute video that presents the story of a young boy victimized by a bully. The video is designed to educate school staff and students that bullying is a problem that adversely affects everyone within a school environment if it is tolerated.

Sticks and Stones. (2001) National Film Board Of Canada 1-800267-7710

Young children ages 5-12 describe how they feel when they hear put-downs of themselves or their families.

Stop Bullying! Stand Up For Yourself and Others.(2003) Hans Spatzeck Olsen Paraclete Press Orleans Ma 1-800-451-5006

Promotes tolerance and respect and offers kids steps they can take in order to positively respond to peer harassment.

The Bully Factor. (2004). Patrick McKay, Kid's Best Defense PO Box 1626 Pasadena, Md 21123-1626

A resource to help children gain some techniques to enable them to respond to a bullying situation. The creator of this video is Patrick McKay, an eleven year old boy.

Using Your Wits: Strategies to Stop Bullying, Human Relations Video, Mount Kisco, NY 10549

Proven effective in elementary school trials for reducing bullying, this research-based program consists of 6 dramatizations that show elementary school students ways to defuse common bullying situations.

VI H. LESSONS FROM CANADA

“Recently, there have been several high-profile cases of Canadian children who have suffered from prolonged victimization, with severe consequences of suicide, revenge attacks, or death at the hands of peers.” (Pepler et al. 2004 p. 125).

Canada has seen its share of bullying barbarity. In 1997, 14 year-old Reena Virk was beaten and drowned by schoolmates in Victoria. In 2000, Dawn-Marie Wesley, 14 of Mission B.C., hanged herself after receiving death threats. Emmett Fralick also 14, shot himself after being tormented by bullies in Halifax. Consider the following results of teacher survey reported in Toronto.

38% of teachers had been bullied by their students

15 % had personal belongings or property vandalized by students

10% had been threatened or physically assaulted by students on more than one occasion

6% suffered verbal abuse

4% were subject to racial or sexual slurs.

Part-time teachers are more likely to be bullied than full-time teachers

Here are examples of how School Boards in Canada have responded.

Alberta Teachers Association

www.teachers.ab.ca/Issues+In+Education/Diversity+and+Human+Rights/Sexual+Orientation/Inex.htm

This website provides Alberta teachers with information, contacts and resources that can assist them in creating safe, caring and inclusive learning environments for all students and staff.

British Columbia Ministry of Education

www.publications.gov.bc.ca

Prevention program called "Focus on Bullying: A prevention program for elementary school communities.

British Columbia Safe Schools Centre

www.safeschools.gov.bc.ca

Provided by an interdisciplinary team of researchers, practitioners, students and community partners committed to providing research and resources that support the creation of safe and socially responsible schools and communities. Their shared commitment is to promote evidence-based communities. They employed a resource entitled "The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counselors" by John Hoover and Ronald Oliver.

This book presents effective teaching and counseling models to help prevent and reduce bullying. It features a step-by-step bullying intervention model that can be implemented within a school, an agency, or an entire community and includes specific strategies and intervention methods that teachers, administrators, and counselors can use when working with bullies and their scapegoats. Also included are assessment and evaluation tools and ways to involve families in resolving conflicts.

ISBN 1-879639-44-0 Price \$23.95 (US)

Available from: National Education Service

1252 Loesch Road

P.O. Box 8, Dept. WI

Bloomington, Indiana 47402

www.nesonline.com

Fax-812-336-7790

British Columbia Teachers Federation

www.bctf.ca/Social/homophobia/brochure

We all agree...

Students are entitled to a safe and healthy learning environment

Schools must be free from harassment, intimidation, and violence

And yet...

Teachers in B.C. work with school boards to develop anti-harassment policies. The British Columbia Teachers Federation also pursues anti-poverty and anti-violence initiatives and other social issues of concern to teachers. Today, we are more aware of students' being persecuted for their sexual orientation. Just as educators address sexism and racism, teachers in B.C. want to address homophobia in a pro-active, and positive manner.

Bully Stoppers

www.bullystoppers.org

Story about Edmonton's new bullying bylaw (2003).

Also offers a Bully Prevention Guide for Parents, Kids and Teachers, also a list of articles involving bullying incidences.

Elementary Teachers Federation of Ontario

www.etfo.ca

Imagine a world that is free from fear. Dhawan, A., Duwyn, M., Meichenbaum, L., & Smith, S. (2004). Published by Elementary Teachers Federation of Ontario.

Available from the Elementary Teachers Federation of Ontario, 480 University Ave., Suite 1000, Toronto, Ontario Canada M5G 1V2.

(416-962-3836; Web-site www.ETFO.ca)

Cost \$20 plus shipping.

This is a very valuable resource for teachers of Kindergartners to Grade 8. It addresses issues relating to bullying and ways to foster and honor diversity. It summarizes age appropriate books on such themes as pride and self-respect, conflict resolution, and nurturing relationships. There are well-developed suggested activities and lists of additional resources. This is an invaluable and highly recommended resource.

To order: 1) Go to www.etfo.ca

2) Go to [shop.etfo/publications/curriculum materials](http://shop.etfo/publications/curriculum-materials) (left hand side)

3) Scroll down to find Free From Fear and click on the order now box

4) Scroll down to Free From Fear and click the # of copies wanted, then scroll to the bottom. Fill out the order form, then hit process order button.

5) When entering your credit card number keep in mind the postage varies from state to state, and will vary depending on the number of books you order.

6) Your credit card company will convert the cost to US dollars on your monthly statement.

7) The book will be sent out expedited parcel which will take up to 5 business days to reach you.

Gay and Lesbian Educators of B.C.

www.galebc.org

We have just finished (August 2004) the production of "Challenging Homophobia In Schools" (Second edition). This resource includes many new and revised practical lesson plans from K-12 as well as a rationale on why schools need to teach about sexual orientation. A comprehensive background section on homophobia and heterosexism includes information on negative myths perpetuated against lesbian, gay, bisexual and transgender (LGBT) people, coming out issues, counseling ideas, violence prevention strategies, dealing with anti-gay slurs and how to support students by starting gay-straight alliances in schools.

To order (\$26.00)

GALE BC

Box 93678

Nelson Park PO
Vancouver, British Columbia
V6E 4L7
Internet e-mail: gale_bc@canada.com

Government Caucus of British Columbia

www.governmentcaucus.bc.ca

Facing our Fears - Accepting Responsibility

Report of the Safe Schools Task Force, the result of meetings with parents, students and educators across the province on how to make BC's schools safer for children.

Peel District School Board

www.peel.edu.on.ca/facts/equity.htm

Teacher resource called "[Learn ways to achieve equity for students and staff](#)."

[Manifesting Encouraging and Respectful Environments and The Future We Want: building an inclusive curriculum are companion documents for all educators -- teachers, administrators, support staff, parents and members of the community](#)". These resources support those who believe in a world where everyone feels included, valued and empowered -- a world where equity is a reality. Cost \$40.00 for teachers.

Planned Parenthood of Toronto

www.ppt.on.ca/resources

Hear Me Out (Second Story Press, 2004) Teens Educating and Confronting Homophobia

To order: ppt@ppt.on.ca cost: \$13.00

Triangle Program Toronto District School Board

<http://schools.tdsb.on.ca/triangle/mission.html>

The Triangle Program is committed to providing a classroom where Lesbian, Gay, Bisexual and Transgender (LGBT) youth can learn and earn credits in a safe, harassment-free, equity-based environment, and developing and teaching curriculum which includes and celebrates LGBT literature, history, persons and issues.

As one of three program/locations that make up Oasis Alternative S.S. teachers are committed to working with disenfranchised youth not able to (currently) work in a mainstream school setting. Our students have all experienced a broad range of homophobia in their former school settings. Schools and teachers were unable and/or unwilling to positively deal with the homophobia (which for some were daily events in their lives) and as a result these youths could no longer survive in those circumstances. The Triangle Program is essentially a one-room schoolhouse for a very diverse group of students.

VII. WEB SITES ON BULLYING AND RELATED RESOURCES

- **Aggressive girls**
www.hrsdc.gv.ca/en/cs/sp/sdc/pkrf/publications/research/1998-000127/w-98-30epdf
- **American Academy of Child and Adolescent Psychiatry**
www.aacap.org
- **American Federation of Teachers**
www.aft.org/pubs-reports/downloads/teachers/wwdiscipline.pdf

- **American Psychological Association**
 - Bully fact sheets www.apa.org/topics/topicbully.html
 - Effective Psychotherapies http://www.apa.org/divisions/div12/Rev_Est/index.html
 - Evidence- based projects <http://forms.apa.org/members/ebp>
 - Violence in mass media www.apa.org/pi/cyf/cyfres.html#media
 - Warning Signs of Teen Violence www.apahelpcenter.org/featuredtopics
- **Antibullying Network**
www.antibullying.net
- **Bullying**
<http://www.talk-helps.com>
- **Bully B'Ware Productions**
<http://www.bullybeware.com/moreinfo.html>
- **Bullying No Way**
www.bullyingnoway.com.au
- **Bully Online**
www.bullyonline.org
- **Bully Police, USA**
<http://www.bullypolice.org>
- **Bullying in Schools (ERIC Review, R. Banks)**
<http://www.eric.ed.gov/ERICWebPortal/Home.portal?nfpb=true&pageLabel=>
- **California Department of Education**
www.cde.ca.gov/ls/ss/se
- ***Canadian Initiative for the Prevention of Bullying***
<http://www.cipb.ca>
- **Center for Disease Control and Prevention**
www.cdc.gov/HealthyYouth
www.bam.gov
Bam! Body and Mind (Children 9-13)
Youth Violence: Prevention Strategy
<http://www.cdc.gov/ncipc/factsheets/yvprevention.htm>
Best Practices of Youth Violence Prevention : A Sourcebook for Community Action
<http://www.cdc.gov/ncipc/dvp/bestpractices.htm>
- **Center for Effective Collaboration and Practice.**
www.cecp.air.org

- **Center for Safe and Responsible Internet Use**
www.cyberbully.org
Ways to combat cyber bullying
- **Center for the Study and Prevention of Violence**
www.colorado.edu/cspv/blueprints/
Blueprints for violence prevention.
- **Children's Functional Assessment Rating Scale**
www.outcomes.fmhi.usf.edu
- **Collaborative for Academic, Social and Emotional Learning**
Safe and sound: A Guide to Evidence-based Programs
www.casel.org/projects_products/safeandsound2.php
- **Colorado Anti-Bullying Project**
www.no-bully.com/index.html
- **Committee for Children**
www.cfchildren.org
- **Cyber Isle – Your Youth Health Site**
<http://www.cyberisle.org>
- **Department for Education and Skills**
www.dfes.gov.uk/bullying
- **Development Services Group**
www.dsgonline.com
Model programs guide and database.
- **Drug Prevention and Youth Safety Resources**
www.drugstats.org
protective schools: Linking drug abuse prevention with student success.
- **Effective Child Therapies: American Psychological Association- Division 53**
www.effectivechildtherapy.com
- **Federal Bureau of Investigation**
www.fbi.gov/publications/pguide/guidee.htm
A parents guide to Internet safety.
- **Hamilton Fish Institute (George Washington University School of Education)**
www.hamfish.org
- **Health Resources and Services Administration: Bullying Resource Submission Site**

- www.bullyingresources.org
- **Importance of School Connectedness and Engagement**
<http://ojidp.ncjrs.org/truancy/pdf/JournalSchoolHealthSept2004.pdf>
- **Kidscape**
<http://www.kidscape.org.uk>
- **Kids Connect**
www.kidskeepsecrets.com
- **Kid Power Teen Power Full Power International**
www.kidpower.org
- **LaMarsh Center for Research on Violence and Conflict Resolution**
Debra Pepler, Wendy Craig & Jennifer Connolly
<http://www.arts.yorku.ca/lamarsh>
- **League of Peaceful Schools**
www.leagueofpeacefulschools.ns.ca
- **Massachusetts Medical Society Health Information Network Can We Talk About Bullying and Harassment? Bullying--- It's not O.K.**
www.neahin@nea.org
(call 202-822-7570)
- **Minnesota Center Against Violence and Abuse**
www.mincava.umn.edu
- **National Association for Pastoral Care in Education : Library of Materials on Bullying**
www.napce.org.uk
- **National Association of School Psychologists**
<http://www.naspcenter.org/>
- **National Center for Education Statistics U.S. Dept. of Education**
www.ncvc.ed.gov
- **National Center for Victims of Crime and Teen Victim Project (Help Line 1-800-FYI-CALL)**
www.neve.org/typ
- **National Crime Prevention Strategy**
<http://www.prevention.gc.ca/en/library/features/bullying/index.html>
- **National Education Association (NEA)**
www.nea.org/schoolsafety
- **National Mental Health and Education Center**

www.naspcenter.org

- National Parent Teacher Association
www.pta.org/bullying
- National Resource Center for Safe Schools
<http://www.nwrel.org/>
- National Youth Violence Prevention Resource Center
www.safeyouth.org
- No Bullying
www.nobully.com/elementary-school.html
- No Name Calling
www.nonamecallingweek.org
- North Central Educational Service District: Myths and realities on Bullying Prevention
www.ncesd.org/SDFS/programs.html
- Northwest Regional Educational Laboratory Schoolwide Prevention of Bullying
www.nwrel.org/request/dec01/foreward.html
- Office of Juvenile Justice and Delinquency Prevention: Preventing Truancy
<http://ojjdp.ncjrs.org/truancy/index.html>
- Olweus Bullying Prevention Program
Olweus, D. & Limber, S. (1999). Blueprints for violence prevention: Bullying Prevention Program. Institute of Behavioral Science, University of Colorado, Boulder
www.colorado.edu/cspv/blueprints
- Olweus, D. (2001). Olweus' Core Program against bullying and antisocial behavior: A teacher handbook. Research Center for Health Promotion, Bergen, Norway.
(Email olweus@psyhp.uib.no)
-Kallestad, J.H. & Olweus, D. (2003). Predicting teachers' and schools implementation of the Olweus' Bullying Prevention Program: A multi level study. Prevention and Treatment, 6, Article 21. Available from:
<http://www.journals.apc.org/prevention/volume6/on.0060021a.html>
- Olweus' program implemented in the U.S. by Susan Limber.
Contact, www.clemson.edu/Olweus
nobully@clemson.edu
olweus@psyhp.nib.on
- Peace Builder Program
<http://www.Peacebuilders.com>
- Protective Schools: Linking Drug Abuse Prevention With Student Services

<http://www.drugstats.org>

- **Safe America (US Dep. of Justice).**
www.safe.org
- **School Based Violence Prevention in Canada**
www.sgc.ca/publications/corrections/199502_e.asp
- **Safe and Responsive Schools Project**
www.indiana.edu/~safeschl/
- **Safe Schools**
www.safeschools.com
- **Safe School Ambassadors Program**
www.safeschoolambassadors.org/youcanhelp.php
- **Safe Schools, Healthy Students Action Center**
<http://www.sshs.samhsa.gov/>
- **Stay Alert...Stay Safe: Be Streetwise**
www.sass.ca
For 7-10 year olds.
- **Stop Bullying**
www.stopbullyingnow.hrsa.gov/index.asp
- **Substance Abuse and Mental Health Services Administration**
www.modelprograms.samsha.gov
SAMSHA model programs: Effective substance abuse and mental health programs for every community.
- **Take a Stand. Lend a Hand. Stop Bullying Now (US Dept. of Health and Human Resources)**
www.stopbullyingnow.hrsa.gov
- **Taking Action Against Bullying**
www.bullybeware.com
- **Teens 101**
www.homeworktips.about.com
- **The Family Center**
www.the-family-centre.com
- **University of Calgary School-based Violence Prevention Programs**
<http://ucalgary.ca/resolve/violenceprevention/>

- U.S. Department of Education
Preventing bullying: A manual for schools and communities
<http://www.cde.ca.gov/ls/ss/se/bullyres.asp>
www.cde.ca.gov/spbranch/ssp/bullymanual.htm
- U.S. Department of Education: Exploring the Nature and Prevention of Bullying
www.ed.gov/admins/lead/safety/training/bullying/index.html
- U.S. Department of Education, & Safe, Disciplined, and Drug-Free Schools Expert Panel
www.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf
Exemplary and promising: Safe, disciplined, and drug-free schools programs.
- Virginia Commonwealth University, Center for the Study and Prevention of Youth Violence
www.pubinfo.vcu.edu/vabp/
Virginia best practices in school-based violence prevention.
- Welcome to the Canadian Safe School Network
<http://www.canadiansafeschools.com>
- Wellesley Centers for Women
www.wcwoonline.org/bullying/
- Where You Are Not Alone
<http://www.bullying.org>
- Youth Crime Watch of America
www.ycwa.org
- Zero Tolerance Policies in Context
www.safehealthyschools.org/whatsnew/capzerotolerance.htm

TOPICS COVERED FREQUENTLY ASKED QUESTIONS

What basic information should I know about bullying in terms of definition and types of bullying, incidence, consequences, gender differences and characteristics of children who bully and who are victims of bullying? (*See MENU I*)

What myths do I hold about bullying? (*Take a TRUE/FALSE Quiz*)(*See MENU I*)

What are specific issues concerning gay and lesbian youth and bullying? (*See MENU I*)

What can be done to reduce bullying in my school? (*See B.8*)

What should the principal do to reduce bullying and school violence? (*See MENU II*)

How can I conduct a Needs Assessment in order to choose the best evidence-based program? *(See II E)*

How can I assess for the incidence of bullying in my school? *(See MENU III)*

How can I assess my School's Climate? *(See MENU III B8)*

How can I assess for the level of gang presence in my school? *(See MENU III B9)*

How can I identify high-risk students who require early interventions? *(See MENU III C)*

How can I evaluate the relative efficacy of our interventions? *(See MENU III D)*

What "barriers" might we encounter in implementing the bully-reduction program and how can these obstacles be addressed? *(See MENU III E)*

How can we create a School Mission Statement that works? *(See MENU IV A)*

How can we create a Code of Conduct that works? *(See MENU IV B)*

How can we best disseminate the information about the bully education program? *(See MENU IV C)*

How can we create an Inviting Learning Environment where everyone feels safe and accepted? *(See MENU V A)*

How can we improve parent involvement? *(See MENU V B)*

How can we better train teachers to intervene when bullying occurs? *(See MENU V C1)*

How can we improve classroom management? *(See MENU V C2)*

How can we train students (bystanders) to intervene in a helpful manner? *(See MENU V D a,b)*

How can we implement a school-wide intervention program? *(See MENU V E)*

How can we implement playground interventions to reduce bullying? *(See MENU V F)*

How can we defuse angry students in order to help them become better problem-solvers? *(See MENU V H)*

How can we reduce gang problems? *(See MENU V I)*

How can the School Superintendent be helpful in reducing violence? *(See MENU V J)*

How can members of the media help reduce school violence? *(See MENU V K)*

What additional resources (books, videos, films) are there on bullying for students, teachers and parents? (*See MENU VI*)