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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.

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Comment: Again with the new perspective of positive youth development, I try to avoid terms such as anti.

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**

Needs
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 IIIB*) 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.**

on
Bullying unfolds in a relationship characterized by a power imbalance that makes it increasingly difficult for victimized students to end the bullying
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.

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.

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.

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: _____

OFFICE REFERRAL FORM

Students Name _____

Grade _____

Date of Offense _____

Teachers Name _____

Location of Offense _____

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 _____

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?

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

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.](#))

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**.

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).

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.

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.

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,

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 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**

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

Date

Parent's

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)

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.

Stand up to
the person doing the bullying.

-Talk to the bully. Label the behavior as “bullying” and tell the bully to stop.

-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.

and
-Report the bullying to school staff or to your parents. Tell an adult who you trust 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!**

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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.
- Interveners- 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 ratting, 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.

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?"*)

GUIDELINES FOR CONDUCTING PROBLEM-SOLVING DISCOURSE (PSD)

O'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.

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?”*)
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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?”*)

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.