

COMPREHENSIVE SAFE SCHOOLS PROGRAMS



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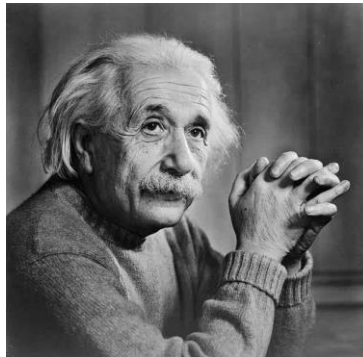
EVERY

student has the right to feel safe,
welcome and supported at school!

Learning Objectives

- Participants will review important statistics related to bullying.
- To clearly define bullying.
- Participants will have an opportunity to identify bullying behaviors and to recognize the impact on victims.
- To understand the importance of focusing on school culture & climate.
- Participants will learn the benefits of implementing a comprehensive, on-going, data driven safe schools program.
- To learn the eight components necessary to promote a positive school culture and climate.
- To inspire participants to take a proactive leadership role to promote systemic change school working collaboratively towards the implementation of a school-wide bully prevention program.
- To review a national study by the U.S. Secret Service on the profiles of school shooters/attackers.

Disclaimer!



Intellectuals solve problems.....Geniuses prevent them!

Albert Einstein

What is Bullying?

1. **Unwanted aggressive behavior** involving a real or perceived **power imbalance**.

2. A **clear intent** to hurt, intimidate, humiliate or cause harm

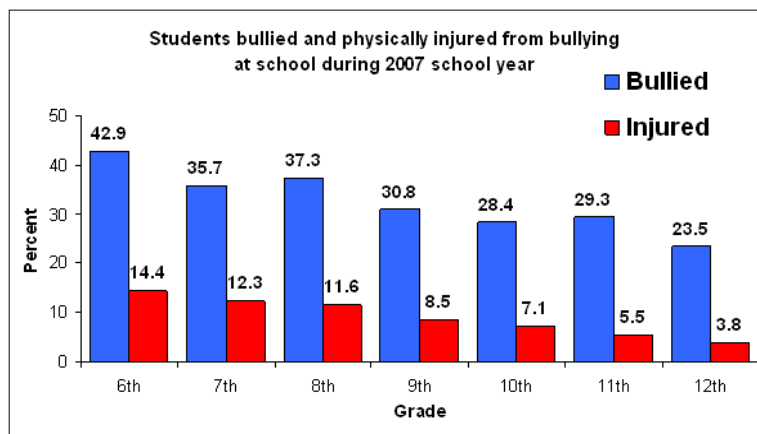
-AND-

3. Behavior is **repeated**, or has the potential to be repeated

-OR-

A single egregious act.

Bullying Statistics



National Center for Educational Statistics, 2009

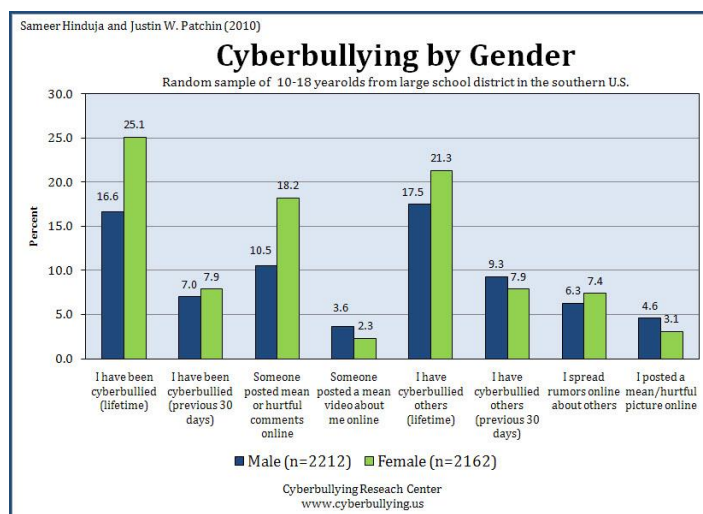
Early Intervention is the Key to Success!



- After 50 years of research, there is evidence—both quantitative (data based) and qualitative (reports of parents and teachers)—that early intervention increases the developmental and educational gains for the child, improves the functioning of the family, and reaps long-term benefits for society.

(U.S. Department of Education, 2008)

Bullying Statistics



WHY FOCUS ON BULLYING?



Follow up Questions ?

- What types of bullying did Ryan face?
- What effects did the bullying behaviors of the other students have on Ryan?
- Could something have been done to prevent this tragedy? Explain!

WHY FOCUS ON BULLYING?

Overall, 10.6% of students reported bullying others "sometimes" (moderate bullying) and 8.8% admitted to bullying others once a week or more (frequent bullying), providing a national estimate of 2,027,254 youth involved in moderate bullying and 1,681,030 youth in frequent bullying.

Nansel , 2008 (Journal of American Medicine)

Why Focus on Bullying?

- A number of recent longitudinal studies have confirmed that being bullied is associated with a variety of issues: internalizing problems, including anxiety, agoraphobia, panic disorder, and low self-esteem; externalizing problems, including headaches, sleeping problems, and poor appetite (Gini, 2006, 2007, 2008, 2009, 2010) and lower academic achievement (Buhs et al., 2006, 2010).



- Some research has also found that bullying is associated with aggression and that victims of bullying are more likely to be bullied in the future (Buhs et al., 2010).



WHY FOCUS ON BULLYING?

While approaches that simply crack down on individual bullies are seldom effective, research has found that when there is a school-wide commitment to end bullying, it can be reduced by up to 50%.

U.S. Department of Health and Human Services (2009)

Characteristics of Effective Bully Preventions Programs!

- Requires Systemic Change
- Follows a RTI/MTSS Model & Utilizes a P.B.I.S. Systems Approach.
- Commitment by all stake holders
- Comprehensive
- On-going



Ken Merrell, Ph.D. University of Oregon (2006)

Question: “Wouldn’t programs that are specifically aimed at bullying be most effective”?

Answer: “The evidence doesn’t support that assumption. The universe of variables that leads to bullying is complex, and an intervention *too narrowly focused* may not impact enough of the critical factors”?

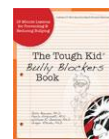
Founded on Research Based Programs and Studies

- Ken Merrell (PhD. University of Oregon) study of the effectiveness of bullying prevention programs



- Dan Olweus (PhD. University of Umea, Bully Prevention Group). *Considered the father of Bully/Victim research with over 30 years experience.

- Bill Jensen (PhD. University of Utah) Tough Kids Bully Blockers Book.



Program Design

- Program components are based on key recommendations as outlined by Merrell, Olweus, & Jensen.
- Use of pre & post data.
- Empower victims, bystanders, and staff with a common school-wide language. C.A.S.T.
- Targets the **BYSTANDER** population. (Dan Olweus, Bullying Circle: Modes of reaction.) (Albert Bandura, Observational Learning)
- Involves parents and community. (Merrell, 2008)

Safe Schools Program Components

- **Administrative Support**
- **Positive Behavior Interventions & Supports (P.B.I.S.)**
- **Data Analysis**
- **Staff Training**
- **Student Awareness & Education**
- **Program Generalization**
- **Critical Social Skills Training**
- **Targeted Interventions for Perpetrators & Their Victims**



We should be taught not to wait for inspiration to start a thing. Action always generates inspiration. Inspiration seldom generates action.

- Frank Tibolt

Component #1



Administrative Support

- **Administrators should:**
 - Be supportive of and dedicated to the prevention approach.
 - Establish the tone and expectations for students and staff.
 - Delegate responsibilities for the implementation of the program components.

What Should Be Accomplished?

- Administrator should be trained and educated on all issues related to safe schools.
- A Safe Schools **prevention team** should be formed with a team leader appointed by the administrator.
- A school-wide **bullying code of conduct** should be written and published.
- A behavior referral system should be in place with organized records of behavior referrals.
- Administrators should involve parents of bullies and their victims.

Positive Behavioral Interventions and Supports

P.B.I.S.





Component #2

Positive Behavior Interventions & Supports (P.B.I.S.)

- A critical component to the systemic aspects of a comprehensive safe schools prevention program.
- Prosocial attitudes, knowledge and skills should be taught, modeled and reinforced with an effective school-wide P.B.I.S.
- Develop monthly themes!

What Should Be Accomplished?

- Develop or Sustain a fully functioning (SW-P.B.I.S.) system.
- Teach, model, and reinforce desired behaviors using P.B.I.S. programs.
- Focus on data: *Results from school climate survey's, behavior referrals and pre-post assessments aligned with school counseling core curriculum and small group lessons.*

P.B.I.S. Connections

•Define Expectations

- ❖Define Bullying/Respect
- ❖Create a bullying code of conduct
- ❖Identify and promote prosocial behaviors
- ❖Clarify staff expectations

•Teach and Model desired behaviors

- ❖Provide concrete examples of desired behaviors

•Reinforce positive & prosocial behaviors

- ❖Develop a consistent reinforcement system that involves all staff members

•Correcting undesired behaviors

- ❖Intervention strategies that include steps for correcting anti-social and re-teaching pro-social behaviors.

Component #3

Data Analysis



- **Pre-Assessment:** School-Climate Survey of students, staff, and parents. Review the data to determine: (Numbers of victims, locations, types of bullying, etc.)
- **Initial review of discipline referrals:** Numbers, problem areas, types of bullying offenses, repeat offenders/victims, etc.
- **Post Assessment:** On-line survey's to measure effectiveness and to target on-going problems.
- **Follow-up review of discipline referrals:** Look for changes, determine specific intervention needs, identify chronic offenders/victims, and to analyze the effectiveness of the program.
- **Trend Lines:** Month-to-month and year-to-year progress, and or problem areas.
- **On-Line data analysis is best!** (S.W.I.S./Educators Handbook)

What Should Be Accomplished?

- Pre/Post surveys of students, parents, & teachers.
- Organized behavior referral system.
- Analysis of surveys and behavior referral data.
- Use of trend lines to identify ongoing problems, measure program/intervention effectiveness, trouble spots, times of the year, etc.
- Development of programs and interventions based on data results.

Component #4

Staff Training



- Include everyone: Teachers, Specialists, Para-professionals, aides, secretaries, lunch workers, librarian, custodians, bus drivers etc. (U.S. Department of Health and Human Services, 2009)
- Review legal responsibilities and State Laws
- Dispel false beliefs about bullying behavior (Merrell, 2008).
- Teach Intervention strategies and staff role.
- Clarify school expectations and consequences for bullying behaviors (Merrell, 2008)
- Increased supervision in problem areas (Merrell, 2008).

What Should Be Accomplished?

- Solicit commitment by all stakeholders!
- Explain legal responsibilities of school personnel.
- All staff members participate in bully awareness and prevention training.
- Dispel false beliefs.
- All staff members should be trained how to intervene effectively. *Staff Training Program.*

Component #5

Student Awareness & Education

- Classroom Level (SC Core Curriculum)
- Peer-to-Peer approach secondary level.
- Define Bullying and check for understanding.
- Identify types of bullying that are developmentally appropriate with examples. (Role play, scenario's, video clips, etc.)
- Establish a school-wide common language for students and staff. (C.A.S.T.)
- Anonymous reporting system
- Address bystanders role. Pay the P.R.I.C.E
- Clearly define school rules, expectations and consequences. (Bullying code of conduct)



What Should Be Accomplished?

- An introductory lesson on bullying should be taught to all students in the school. This lesson should include:
 - Define bullying
 - Review school code of conduct and expectations
 - Consequences clearly explained
 - Types of bullying with examples
 - Teach the role of the prosocial bystander
 - Reporting method with a School-wide common language

Component #6

Critical Social Skills Training

- Conflict Resolution strategies.
- Cyber Bullying & Internet Safety
- Accepting Differences & Teaching Tolerance.
- Teasing (Developing Empathy
- Cliques
- Relational aggression.
- Including others.
- Cooperation.
- Respect.

What Should Be Accomplished?

- Use data to determine critical needs.
- Social skills lessons taught to all students through SC Core Curriculum (Tier I)
- Small Group Interventions (Tier II)
- Individual Counseling (Tier III)
- Follow-up assessments (Pre/Post & Questionnaires) to evaluate effectiveness of the action plan

Component #7



Targeted Interventions for Perpetrators & Their Victims (Tier III).

- Individual Counseling.
- Small group counseling for victims.
- Anger Management for offenders.
- Conflict Resolution strategies.
- Assertiveness training for victims.
- Parent Meetings.
- Goal Setting/Monitoring
- Check-in, check-out (Chronic Perpetrators)

What Should Be Accomplished?

- Review of ineffective bully interventions.
- Development of systematic intervention strategies for chronic perpetrators & victims.
- Monitor data to determine the effectiveness of the interventions.

Component #8



Program Generalization

- Posters in every classroom and key locations throughout the school. (C.A.S.T., Conflict Resolution Strategies and Safe Schools Acronym.)
- P.B.I.S. Cards for students and staff.
- Secret Agent
- P.B.I.S. supports that focus on desired behaviors.
- Adapt Character Education lessons.
- Include parents: P.T.A., Newsletters, Community Council and Advisory Committee Meetings.
- Bulletin Boards and student pledges.
- Community involvement and support.

What Should Be Accomplished?

- Bullying code of conduct publically posted.
- School-wide language posters displayed in classrooms and throughout the school.
- Use of P.B.I.S. programs to promote desired outcomes related to bullying behaviors.
- Use of other programs to support a safe schools program.
- Align and review the effectiveness of supporting programs.

School Shootings Report



387 School Shootings Since 1992

School Shootings Summary

- School shootings are *rarely impulsive!*
- *Prior to most shootings other kids knew the shooting was to occur - but did not alert an adult.*
- *Every attacker had engaged in behavior before the shooting that seriously concerned at least one adult.*
- The findings from the study suggest that some school attacks may be preventable, and *that students can play an important role in prevention efforts.*
- Many attackers felt *bullied, persecuted or injured* by others prior to the attack!
- Most attackers had *access to and had used weapons prior to the attack.*
- One-third of attackers had *been characterized by others as "loners," or felt themselves to be loners.*
- Most attackers showed *no marked change in academic performance, friendship patterns, interest in school, or school disciplinary problems* prior to their attack.
- *In several cases, individual attackers had experienced bullying, harassment and social isolation* that was long-standing and severe.

Key Aspects

Bullying in Schools: Finding a Solution, or Looking for the Next Best Thing? (Ken Merrell, Ph.D., University of Oregon, 2008)

Typical Simple Responses

- Increased supervision
- Give staff authority to enforce consequences
- Encourage reporting and ensure responsiveness to reports
- Peer conflict resolution
- Adopt anti-bullying intervention curriculum

Comprehensive Approach

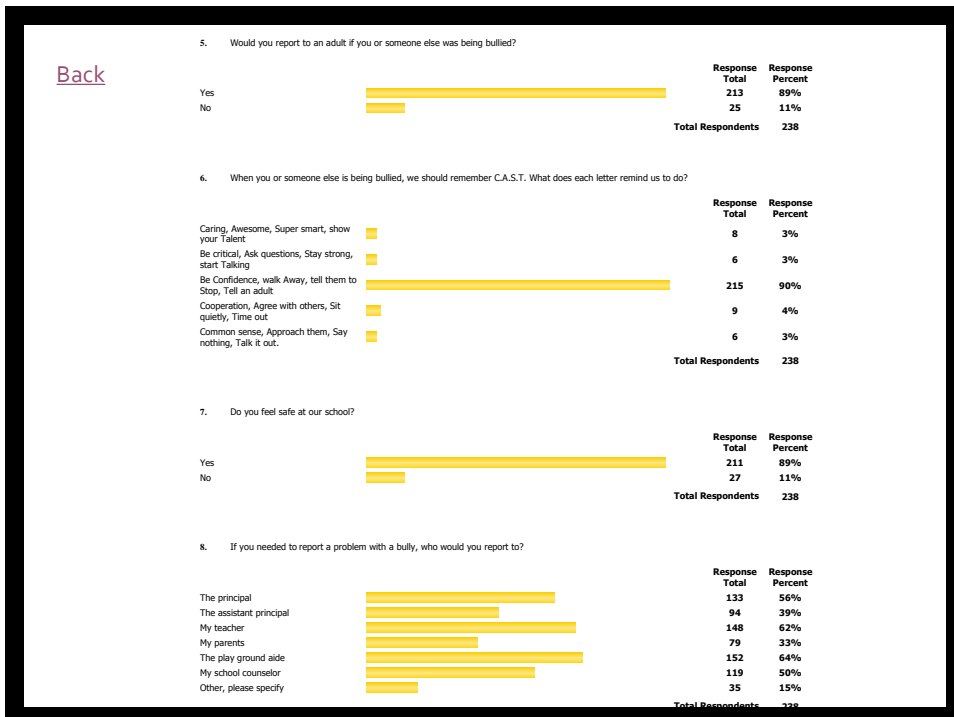
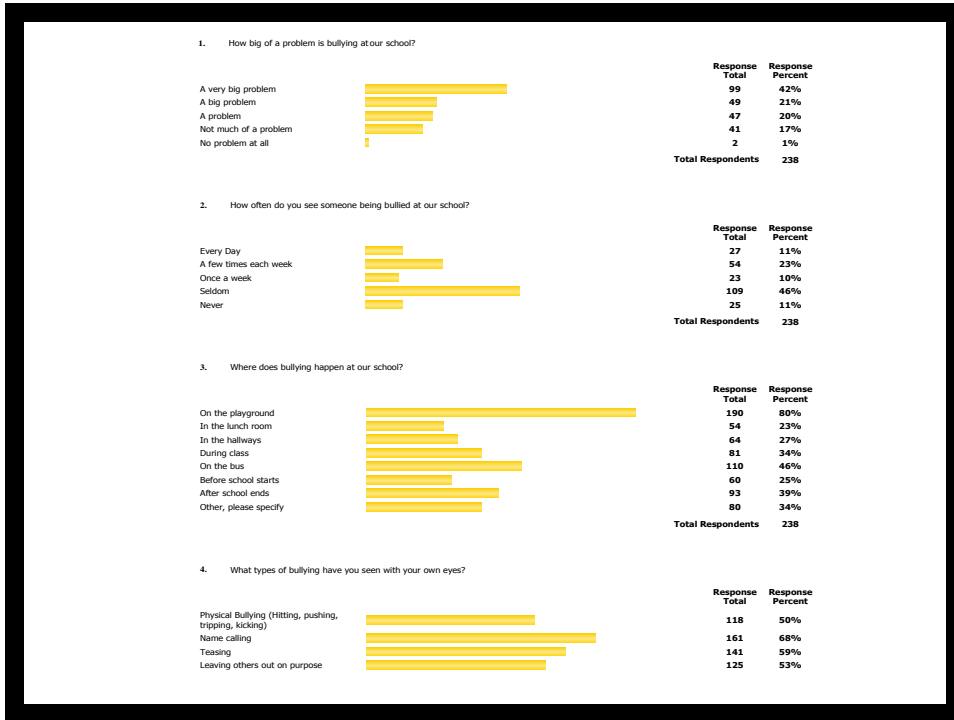
- Staff training ✓
- School-wide P.B.I.S. ✓
- Dispel false beliefs ✓
- School-wide assessment ✓
- Student Code of conduct ✓
- Individual & small group counseling ✓
- Skill development ✓
- Involve parents ✓
- Intervention strategies for aggressive students ✓
- Peer evaluations ✓
- Build accountability ✓

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." (John Quincy Adams)
Systemic Change Requires Leadership!
More than ever, our children need leaders to stop bullying and relational aggression.



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Bully Blockers



Office Discipline Referrals

Behavior Referral

Date _____ Time _____

Student's Name _____

Teacher _____ Referred by _____

Location/Activity: Recess _____ Lunch Recess _____

Class _____ Related Arts _____ Restroom _____

Hallway _____ Cafeteria _____ Other _____

Problem Behavior/Others Involved:

Bullying () Type: Physical _____ Name Calling _____

Teasing _____ Exclusion _____ Gossip _____ Other _____

Previous Action: Warning _____ ThinkTime _____

Parent Contacted _____ Other _____

Administrative Action: Recess Detention _____

Lunch Detention _____ Parent Conference _____

Suspension _____ Law Enforcement _____

Principal's Signature _____

Student Signature _____

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Myth's About Bullying Merrell (2008)



- **The problem is worse in "bad" schools, poor communities, etc.**

Bullying is prevalent in all schools regardless of social economic status.

- **American schools have more of a problem than schools elsewhere.**

Bullying is a world-wide phenomenon!

- **Bullies will "grow out of it".**

A strong correlation appears to exist between bullying other students during the school years and experiencing legal or criminal troubles as adults. Chronic bullies seem to continue their behaviors into adulthood, negatively influencing their ability to develop and maintain positive relationships.

- **Victims usually make themselves targets, and are "asking for it".**

Bullies tend to seek an imbalance of power. Victims may become targets because they are physically smaller, have fewer close relationships with peers, or struggle with social-emotional issues. Boys are usually victims of physical bullying while girls are victims of exclusion or relational aggression.

- **Kids who are victimized will eventually "get over it".**

Research shows that victims of bullying may feel tense, anxious, and afraid at school affecting academic performance. If it continues over time, bullying can affect a child's self-esteem and self-worth. Research by the National Youth Violence Prevention Program has found that years later, long after bullying has stopped, adults who are bullied have higher levels of depression and poorer self-esteem than other adults.

- **Kids will be kids—there's really nothing we can do.**

Bullying is not acceptable in any form and there are many research based strategies that can reduce bullying behaviors in the school.

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Forms of Bullying



- **Racial:** Racial slurs, social alienation, exclusion, and harassment.
- **Physical:** Hitting, pushing, or other physical acts.
- **Sexual:** Unwanted sexual comments, gestures, or actions.
- **Cyber:** Bullying using technology like social media, text messages, or email.
- **Harassment:** Repeated, unwanted actions that cause distress.

BE A CONFIDENT BYSTANDER!



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What Should You do if You are Being Bullied or Helping Someone Else?

C.A.S.T.

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• Be **CALM** and **CONFIDENT!**

- Bullies are looking for a reaction from you or bystanders.

• Walk **AWAY** or try to ignore the bully.

- As best you can avoid areas where you may be bullied if you can't, try to stay with groups of friends who can support you. Refuse to believe what a bully tells you. It's not about you, it's about their need for power and control over others.

• If the person(s) continues, define your boundaries and tell them to **STOP!**

- We teach people how to treat us. When people cross the line tell them and demand that they stop. E.G. "I'm tired of I want you to stop!"

• If the bullying does not stop: **TELL** a trusted adult!

- If you have tried to solve the problem without success, or if you have been threatened or assaulted make sure you report the problem to a trusted adult. Keep reporting the problem until it has stopped.

**Bullies may increase their torment when you first use these strategies. As hard as it may be, stay strong and be consistent in your message that "I will not allow you to torment me!"

[Include Others](#)

Pay The P.R.I.C.E =

[Extraordinary](#)

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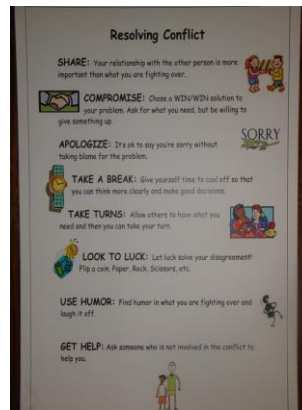
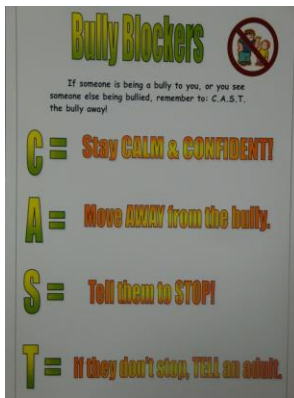
Be willing to have tolerance for diversity! You don't have to accept or condone the beliefs and behaviors of others, but you do if you feel confident enough, tell someone respectfully that their actions are uncool and that you are not willing to stand by and allow them to torment another human being.

- Be **PROSOCIAL** = Caring about the welfare of others, showing concern, empathy, and acting in ways that benefit the people around you.
- Be familiar with a positive role model for others: **Don't bully.**
- **INCLUDE** others & show respect to diversity. Know what relational aggression looks like. When fun and games turn into teasing and harassment. When everyone is having a laugh at the expense of someone's feelings. When comments on cell phones and computers are damaging and degrading.
- Be a **CONFIDENT** person. Support others if you witness bullying, but don't become a bully yourself. (C.A.S.T.) **Students who are willing to pay the P.R.I.C.E.**
- Choose to be **EXTRAORDINARY!** The rumors stop when they come to you. The student who was picked last yesterday is chosen first today. You and your friends invite the student who sits alone for lunch to sit with you. Extraordinary is unusual, exceptional or remarkable.

[Cyberbullying](#)

Program Generalization

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Parents Role



- **Get involved.** Provide a safe, loving and intellectually stimulating home for your child. Simple activities such as helping with homework and sharing regular family meals have been linked to reduced rates of bullying.
- **Monitor screen time.** Some research links bullying to unsupervised television watching. Also keep an eye on your child's online activities and text messages.
- **Develop emotional intelligence.** Teach your child to manage negative emotions by setting an example with your own behavior. Reflect on how you respond to strong feelings of anger, fear or sadness — being careful to identify and accept your emotions, express them without blaming other people, and respond without aggression.
- **Meet your child's friends.** Welcome any chance to get acquainted with your child's friends.

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How Staff Members Can Support Safe School Efforts

Consider your own actions in the school environment. Be a positive role model!

- How you deal with frustration and anger
- Resolve conflict with others
- Use your authority
- How you speak about others
- Support School-Wide P.B.I.S. Programs.
- Integrate lessons about tolerance, diversity, h curriculum.
- Make sure students know your personal exper
- Intervene appropriately when problems are w



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