**Bullying Victimization Module – Slide Narratives**

Slide 1

Welcome to the School Climate and Student Success module focusing on decreasing Bullying Victimization. In this module, we will give an overview of what bullying victimization is, the effects of bullying, what factors contribute to bullying victimization, bullying prevention curricula and programs, and recommended strategies and interventions for decreasing bullying and bullying victimization.

Thank you to the Delaware Department of Education for supporting this work through the Delaware Positive Behavior Support Project and School Climate and Student Success Grant.

Thank you to our lead authors, Dr. George Bear, Dr. Lindsey Mantz, and Angela Harris from the University of Delaware

Thank you also to Dr. Michelle Demaray from Northern Illinois University for her content review and feedback.

Slide 2

The goal of this module series is to provide information to schools that can lead to improvements in school climate and behavioral outcomes. You are most likely here because data, such as school climate survey or office discipline referral information, led your team to identify Bullying Victimization as an area of need.

Before we dive into the content, please note the following. On our website you can also reference a research-based module narrative that focuses on this topic in great detail. This presentation is based on that narrative. You will see endnotes throughout the slides which correspond to the references in the narrative.

If you see a gold star on a slide, this indicates that a resource is available on the Delaware PBS website for your use.

Let’s get started.

Slide 3

So what exactly is bullying victimization? Bullying is defined as a type of aggression that aims to harm the victim, is repetitive over time, and involves an imbalance of power; that is, the bully is more powerful than the victim.

Slide 4

For Delaware schools, Delaware law defines bullying as: Intentional actions that occur in a physical, verbal, written, or electronic form towards a student, school employee, or school volunteer that: cause reasonable fear or substantial harm to the victim’s physical well-being, emotional well-being, or property; are pervasive/persistent or characterized by a power differential that creates a hostile educational environment; interfere with a safe environment; or include coercing others to cause the above harmful actions.

\*See the Delaware PBS website for a resource that outlines Delaware’s bullying prevention law.

Slide 5

There are four types of bullying—verbal, physical, social/relational, and cyber—that are most commonly recognized by researchers and targeted in bullying prevention programs. Each of these types is assessed by subscales of the Delaware School Surveys (DSS).

The Delaware Bullying Victimization Scale of the DSS assesses students’ reports of the extent to which they have personally experienced each type. On the verbal subscale, students report how often they have been called names, been the target of hurtful jokes or teasing, and have had hurtful or mean things said to them by peers. On the physical subscale, students report the extent to which they have been pushed/shoved, hit/kicked, threatened harm, or have had their belongings stolen or broken. On the social/relational subscale, students report how often another student got others to say mean things about them, not to like them, or not to be friends with them, and how often they have been left out by peers. Finally, on the cyberbullying subscale, students report the frequency of behaviors such as having had mean or hurtful messages about them sent to others, mean or hurtful things posted about them on social media, and having others pretend to be the student and sending or posting mean messages.

A separate subscale, the Bullying School-wide subscale of the Delaware School Climate Scale of the DSS assesses bullying, in general, throughout the school. There are three items on the subscale that ask if students bully one another, threaten and bully others, and worry about others bullying them.

\*On the Delaware PBS website, you will see a resource that outlines the subscales that assess bullying and the specific items included on each subscale.

Slide 6

So why is it that we want to decrease bullying victimization in school? Students who experience bullying are at greater risk for a number of negative outcomes, including greater internalizing problems, such as depression, anxiety, and loneliness, as well as increased risk of suicide ideation, suicide attempts, and self-injury.

Students who are bullied are also at increased risk for participating in delinquent and problem behaviors, such as substance use, stealing, physical fighting, and vandalism.17-18 They also tend to have greater difficulty making friends and are at greater risk for social rejection and isolation. Additionally, victims of bullying tend to have lower social competence, lower self-esteem, and increased levels of self-criticism.

Slide 7

Additional negative effects of being bullied include less attachment or connectedness to school, including more negative perceptions of belonging and safety in school, greater fear and anxiety toward school, and avoidance of particular areas of school. Students who are bullied also tend to experience lower academic engagement, achievement, and classroom concentration, including attention difficulties. Furthermore, victims of bullying are at greater risk for psychosomatic problems, such as headaches, stomach pain, and sleeping problems.

Slide 8

It is important to note that not only are victims of bullying at increased risk for a number of negative outcomes, but so too are students who bully others.

Bullies are at greater risk of being involved in crime, violence, drugs, alcohol, and delinquency, have greater internalizing problems, including depression, greater psychosomatic symptoms, such as feeling tired or tense, and higher risk of suicide attempts and ideation. Students who bully others also tend to experience less school bonding or connectedness, as well as lower academic achievement.

Likewise, students who **witness** bullying also are at risk for negative outcomes.

Particularly at risk for the above negative outcomes are those who are **both victims and perpetrators of bullying**.

Slide 9

Best viewed from a social-ecological perspective, bullying is a complex phenomenon influenced by an array of interacting factors that play out in a social context that may foster, prevent, or suppress its various forms. Those factors range from individual student characteristics to factors within classrooms, schools, homes, and communities. Among them are relationships students have with peers, teachers, staff, family members, and others. Within relationships, as well as across other factors, influences on bullying are often bidirectional or multidirectional, dynamic, and contextual. Thus, often an act of bullying cannot be attributed to a single factor. Instead, it can be attributed to a combination of factors, including individual factors that characterize the bullying victim and the perpetrator; other proximal factors, such as the involvement of others in the bullying incident (e.g., defenders of the victim, supporters of the bully, and bystanders); the presence or absence of various classroom and school factors (e.g., supervision in halls and playground, classroom management); and more distal factors such as school policies and influences at home, in the community, and in the media and society in general.

Factors influencing bullying victimization that are most malleable should be the primary targets of school-based programs for preventing bullying. Those factors can be viewed as falling into two general categories: (1) student and home characteristics and (2) classroom, school, and teacher characteristics.

Next, we will explore the primary student, home, classroom, and school-based characteristics that are associated with students being bullied, with an emphasis on those that are malleable and that can be targeted most effectively in efforts to prevent bullying.

Slide 10

The following characteristics have been shown to be associated with students who experience the least bullying: In general, they exhibit social and emotional competence. This includes exhibiting few, if any, behavior problems, having good social skills, such as the ability to avoid and negotiate situations of potential conflict and disagreement with peers, and regulating one’s emotions—that is, being able to recognize, understand, modulate, and match emotions to the surrounding situations and individuals.

Also, students who experience and express empathy—that is, they understand and share the feelings of another, are less likely to be bullied.

Furthermore, students who view themselves favorably, which includes having positive self-perceptions, high self-esteem, high self-confidence, and the absence of internalizing problems,particularly submissiveness and social anxiety, are bullied less. Finally,students who have greater overall life satisfaction in areas such as education, family life, and society, are less likely to be victims of bullying.

Slide 11

Also, students are less likely to be bullied if they are accepted and supported by peers and have one or more friends. This includes friendships with others who are not victims of bullying and who are likely to stand up against bullies, as well as friendship groups made up of individuals who do not exhibit bullying behaviors and who possess anti-bullying norms. Conversely, victims often have no or few friends and have negative relations with peers. Having friends not only helps prevent being bullied, but also helps buffer victims from the negative outcomes associated with being bullied.

Additionally, students who are in good health and physical condition, such as not displaying frequent headaches, stomachaches, dizziness, rashes or skin problems, as well as not feeling depressed, nervous, or irritable, are less likely to be victims of bullying.

Finally, students who are bullied less tend to experience parental support, engagement, and an authoritative style of parenting (i.e., not overly controlling or overly protective).

Slide 12

Furthermore, although not malleable, there are other characteristics of students that place them at increased risk of being bullied, including the following:

First is the presence of a disability and disability category. In general, students with disabilities are more likely to be bullied than those without disabilities. Students with disabilities that present observable behavior problems, such as autism, ADHD, and emotional disturbance, are at greatest risk. Those with emotional disturbance are at a particularly high risk.

Second, is sexual orientation. Students who identify as lesbian, gay, bisexual, transgender or questioning tend to experience greater levels of bullying victimization than heterosexual students.

Third is race. Studies that have examined racial differences in bullying have yielded mixed results, and when differences are found, they tend to be slight. Although some studies show that African-American students report greater bullying victimization and bullying, other studies have reported less frequent victimization of African American students compared to students of other races. Still, others have reported no differences in bullying victimization among students of varying races.

Fourth is gender: Males tend to experience bullying, and bully others, more so than females, especially when it comes to verbal and physical bullying. On the other hand, females tend to both experience and bully others with more verbal, relational, and social forms of bullying.

Fifth is grade level and age: Like studies on race, research results on bullying are mixed regarding grade level and age differences, with some studies showing that bullying tends to be more frequent in secondary compared to elementary school and highest in middle school. However, others have found greater bullying in elementary school. Within the same grade level, however, younger children tend to be bullied more than older ones.

Lastly is religion. Few studies have examined religion and bullying, and results have been mixed. In general, studies have found that religious beliefs are one reason why some students are bullied,with Muslim and Jewish students more likely to be victims (and less likely to be perpetrators) than students of other religious affiliations.

Slide 13

Now, let’s look at characteristics of classrooms, schools, and teachers that help to prevent bullying.

First, less bullying occurs in schools and classrooms characterized by positive teacher-student relationships and teacher support. This includes students viewing teachers as clearly disapproving of bullying, students believing that teachers will respond immediately and effectively to bullying when it does occur, students believing that teachers are aware of peer group interactions, and students believing that teachers will address instances of peer aggression and bullying and make efforts to mitigate status extremes among students.

Also, these positive teacher-student relationships that lead to less bullying include students who are willing to seek help from teachers or adults at school for bullying and threats of violence, and students believing that teachers encourage them to express their points of view, such as speaking out about bullying.

Slide 14

Less bullying also occurs in schools and classrooms that are characterized by positive student-student relationships, especially in terms of peer support. Research shows that when bystanders have more positive feelings toward the bullying victim, they are more likely to act against the bullying and intervene. Also, when bystanders believe they will not be punished or penalized by peers for defending bullying victims, they are more likely to intervene. Finally, overall school connectedness, that is, a sense of belonging in school, has been shown to be associated with lesser amounts of bullying.

Also, less bullying occurs in schools and classrooms with student self-determination in the classroom, greater student respect for diversity, and classroom and school-wide practices, often referred to as *structure*, in which behavioral expectations and rules are perceived by students to be clear, fair, and against bullying, thus promoting students to feel safe and supported. Structure is also seen in additional techniques that help manage student behavior and prevent behavior problems, such as routines, procedures, and monitoring and supervising students.

Furthermore, schools and classrooms that take, in general, an authoritative, as opposed to authoritarian, approach to classroom management and school discipline, characterized by a balanced combination of structure and support, tend to experience less bullying.

Finally, schools and classrooms that, in general, have norms that do not support bullying experience less bullying than schools and classrooms that lack these norms. Such norms would be grounded largely in the characteristics mentioned before, especially supportive teacher-student and student-student relationships, and other aspects of an authoritative approach to discipline.

Slide 15

In regard to bullying prevention curricula and programs, nearly all states, including Delaware, require that schools implement programs to prevent and respond to bullying. To meet this requirement, most schools adopt a packaged program consisting of curriculum lessons and staff development. Unfortunately, reviews of the literature show that many of those programs are not effective, especially when implemented in heterogeneous schools in the United States, compared to more homogeneous schools in Northern and Western Europe. When effectiveness is found, it is more likely to be in an elementary school than in a middle or high school. To help understand these findings, researchers have identified program features associated with more positive outcomes. In their reviews of the literature, Ttofi and Farrington in 2008 and 2011 and Vreeman and Carroll in 2007 identified that the following program features are associated with more positive outcomes.

* One such feature is a whole-school, multidisciplinary anti-bullying approach with high intensity; that is, several components implemented regularly over a long period of time;
* Another includes the programs inspired by Dan Olweus, especially when they are implemented in homogenous schools;
* Next, an authoritative approach to classroom management and school discipline, as found in the Olweus program, is associated with more positive outcomes. This is characterized by a balance of support with positive teacher-student relations, structure, and clear rules and expectations about non-bullying.

Other key program features include information and meetings for parents, use of videos in lessons, improved playground supervision in elementary school, teacher training, counseling for students who bully, and conflict resolution training.

Slide 16

Now that we covered the effects of bullying victimization, the primary factors contributing to bullying victimization, and an overview of bullying prevention curricula and programs, let’s explore recommended evidence-based strategies to decrease bullying and bullying victimization at Tiers 1, 2, and 3. First, Tier 1 strategies and interventions are presented, which consist of those designed to be implemented for *all students at the school-wide and classroom levels*.

For heuristic purposes these Tier 1 strategies and interventions are grouped into seven general categories. The first is to collect data to determine needs, strategies, and interventions; the second is to establish a common school-wide understanding of bullying, and strong school-wide anti-bullying expectations; the third is to teach students how to respond to bullying, including how to report it; the fourth is to implement classroom management strategies for prevention and promotion of positive relationships and behavior; the fifth is to employ strategies and provide opportunities that build and maintain positive teacher-student relationships; the sixth is to use corrective strategies that focus on the impact of the behavior on others, as well as the consequences to oneself, that emphasize replacement behaviors, and help prevent negative teacher-student relationships; and the seventh is to implement a universal evidence-based bullying prevention or social-emotional learning (SEL) curriculum shown to reduce bullying.

Note that the strategies and interventions presented below are based on research at all grade levels. In light of recent research noted previously as to grade level differences in effectiveness of prevention programs, the strategies and interventions are likely to be more effective in elementary schools than in middle and high schools.

Slide 17

The first classroom and school-wide strategy is to collect data to determine needs, strategies, and interventions. It is strongly recommended that interventions for decreasing bullying are guided by a needs assessment that includes a comprehensive school climate survey, such as the *Delaware School Climate Survey*. The survey should be completed by students, teachers/staff, and parents, while recognizing that all three may not agree. Among the three sources, however, it is students’ perceptions that matter the most when assessing bullying victimization. This is because teachers/staff and parents fail to observe many acts of bullying, but also because it is students’ perceptions that relate most highly to important outcomes such as school climate, academic achievement, and social/emotional adjustment.

Results of the surveys would help answer the critical question: Are school-wide bullying and individual bullying victimization perceived as occurring infrequently across students, teacher/staff, and parents, and across subgroups within those respondents, including grades (e.g., third versus fifth grade), racial/ethnic groups, and gender?

Scores indicating infrequent occurrence across all subgroups would indicate little or no need for the interventions that follow or for related staff development. Scores indicating frequent occurrence across multiple subgroups would indicate the need for comprehensive and sustained interventions, including related staff development. Scores indicating frequent occurrence for specific subgroups would indicate the need for more targeted interventions for those subgroups, such as African American students in the school or male students in fifth grade. The Delaware School Climate Survey Interpretation Worksheets are designed to help schools determine the above. These worksheets can be found on the Delaware PBS website, under the “school climate” tab, on the page titled “Use of School Climate Data.”

When looking at school climate scores, be sure to examine not only scale and subscale scores, but also responses to specific survey items, especially student responses to items on the School-wide Bullying subscale and Bullying Victimization Scale. Whereas the former consists of 4 items that assess bullying in general and school-wide, the latter consists of 16 items that assess 4 different types of bullying; that is, verbal, physical, relational, and cyberbullying, experienced by the individual student. A score is provided for each type of bullying. Comparing scores between the four types of bullying, as well as responses to the individual items, should help determine the type of bullying that occurs most frequently, and which interventions might be most appropriate.

If the data indicate that bullying victimization is an area of need, other scores on the surveys and additional data, such as office disciplinary referrals, should be examined to help determine *why* respondents view bullying victimization as a problem. For example, low scores for the Student-Student Relationships, Clarity of Expectations, and SEL competencies subscales and scales would indicate a need to address those areas in preventing bullying.

Furthermore, share results of the surveys and other data with focus groups comprised of representatives of subgroups that responded unfavorably to the items. For example, if fifth grade teachers or Hispanic and Latino students responded particularly negatively, consider meeting with those groups to gain insight into their perceptions of bullying victimization, as well as which of the interventions recommended in this presentation are likely to be effective.

\*Please note the gold star in the lower right hand corner of this slide. This means that a resource for conducting focus groups is available on the DE-PBS website for your use. On the next slide, you will also see a brief summary of the features of this resource.

Slide 18

Presented here is the cover page to a focus group guide that is part of the resources available to you on the Delaware PBS website. This guide, from Duke University, provides information on designing focus group questions, recruiting participants, conducting the focus group, and analyzing the data from the group. The guide also provides examples of different materials used to conduct a focus group.

Slide 19

The second classroom and school-wide strategy that can be used to prevent and decrease bullying victimization is to establish a common school-wide understanding of bullying, as well as strong school-wide anti-bullying expectations.

To do this, ensure that your school has a clear understanding of bullying that centers on a legal definition used in one’s district and/or state, where applicable. The definition should be taught to students and shared with teachers, staff, and families. This is to ensure that the school community has a common understanding of bullying. Such an understanding should emphasize each of the core aspects of the definition, as presented previously: intentional harm, repetition, and imbalance of power.

Furthermore, schools should include cyberbullying and the responsibility of the school in cases of cyberbullying that occur either on or off-campus. Although state laws vary regarding the school’s responsibility, courts tend to rule that although a student’s right to free speech is protected under First Amendment, that right is lost when such speech creates, or is very likely to create “substantial disorder and disruption” at the school, or it “substantially interferes with requirements of appropriate discipline in the operation of the school.”

It is also important that teachers and staff reflect upon their own attitudes and behaviors toward bullying, as well as how they might influence bullying in their school. For example, adopting an attitude that on-going teasing resulting in a student crying is just “boys being boys” or “girls being girls” is likely to foster bullying. Likewise, teachers and staff, as well as students and parents, should recognize what acts, including aggressive acts, are undesirable but are not necessarily bullying (e.g., fighting, teasing that is not hurtful).

Additionally, communicate and collaborate frequently with students’ families to make them aware of procedures and policies. This would include parent training and/or meetings and information sent home. When bullying incidents occur, meet separately with the families of the student exhibiting the bullying behavior and of the victim to discuss how future incidents might be avoided, as well as the potential need for counseling, parent management training, and/or other supports.

Finally, during discussions of bullying, as well as when implementing other recommendations listed on the coming slides, it is important to emphasize not only the consequences of bullying for those who bully, such as suspension, but more importantly, you must emphasize the impact of bullying on the victim and on the school climate, including safety and interpersonal relationships. This is especially important to avoid some students thinking “bullying isn’t a problem unless you get caught.”

\*Please note the gold star in the lower right hand corner of the slide. This indicates that a resource regarding establishing common understandings, reactions, and expectations for bullying is available for your use on the Delaware PBS website. A description of this resource is also provided on the next slide.

Slide 20

Presented here is part of the Bullying Prevention and Intervention Action plan. This plan can be used by administrators, staff, and teachers to help create or bolster robust and meaningful bullying prevention and response systems in schools. The plan provides several prompts to get school personnel thinking about the definition of bullying used in their school, the plan for teaching that definition and establishing a clear reporting protocol with students, staff, and families, the protocol for responding to bullying reports, how the school’s schoolwide expectations relate to bullying prevention, and the non-classroom areas of the school where bullying is most likely to occur. Suggestions about what factors and steps to consider when completing the prompts are provided as well.

Slide 21

The third classroom and school-wide strategy is to teach students how to respond to bullying, including how to report it.

It is suggested to teach students how they might best respond to bullying when it occurs, while recognizing that there are no methods that work every time. This includes teaching them how to respond when they witness or are aware of acts of bullying (including cyberbullying). Empirically supported recommendations for how students can respond to bullying are:

o Assert yourself, telling the bully in a calm and clear voice to stop

o Respond as if the bully is joking.

o Ignore, and/or walk away (ignoring might be most effective for cyberbullying).

o Tell a teacher or someone else who might help stop the bullying.

o To prevent future occurrences of bullying, avoid the bully and seek support from others. Try to stay around adults and friends when the bully is nearby.

It is also recommended that schools develop an anonymous process by which students can report all forms of bullying, including cyberbullying. Ensure that teachers, staff, students, and parents are familiar with this process and teach students how to use it.

Furthermore, schools should develop school-wide expectations that promote prosocial behavior and prevent bullying, aggression, and peer rejection. These expectations should be reviewed frequently with students to ensure their understanding and to help integrate these expectations into the culture and social norms of the school.

Additionally, focus on developing clear and consistent consequences for students who bully others. Hold students accountable when these instances occur, and ensure that students know what the consequences are. In responding to bullying, however, be sure to respond immediately and focus not only on punitive consequences for the bully, but also the impact of the behavior on the victim (and class) and on teaching and reinforcing replacement behaviors. The bullying prevention and intervention action plan presented on the previous slide prompts schools to think about their procedures for responding to bullying. Again, this resource is available on the Delaware PBS website.

Also, communicate and collaborate frequently with students’ families to make them aware of procedures and policies. This would include parent training/meetings and information sent home. When bullying incidents occur, meet separately with the families of the student exhibiting the bullying behavior and of the victim to discuss how future incidents might be avoided, as well the need for counseling, parent management training, and other supports.

Guided by office disciplinary referrals and reports from students, identify non-classroom areas of the school where bullying is most likely to occur, such as the playground, bus, hallways, and cafeteria, and provide increased supervision in those areas.

Finally, encourage school staff to seek out victims of bullying so that they receive help. Many victims are ashamed or embarrassed by bullying victimization, so they may not seek out help without ample support from peers or their teachers assuring the class and individuals that it is best to report bullying.

Slide 22

The next recommended schoolwide strategy is to implement classroom management strategies for prevention and promotion of positive relationships and behavior. Strategies for promoting prosocial behavior and preventing/managing student misbehavior are listed in detail in the Student-Student Relationships module, and some of those strategies are repeated here. Please refer to the Student-Student Relationships module for greater descriptions.

The first classroom management strategy that can be used to promote positive relationships and behavior is to model prosocial behaviors, especially those that convey social support and positive relationships, such as caring and respect.

Next, be sure to use praise and rewards wisely and strategically, as well as teaching and reinforcing prosocial behaviors, emotions, and cognitions.

A resource containing information about how to effectively praise and acknowledge students is available on the DE-PBS website for your use. On the next slide, you will also see a brief summary of the features of this resource.

Also, ensure that there are clear behavioral and academic expectations, routines, and procedures; fair rules and consequences; and close monitoring and supervision of student behavior. Apply the above to help prevent cyberbullying. This might include signed contracts that clearly define school rules and consequences of cyberbullying and that govern the use of school computers, cellphones, and other electronic devices in school. In these expectations, highlight prosocial behavior and the absence of bullying.

Furthermore, communicate the importance of social acceptance, the consequences of bullying, including its harmful impact on victims, and the role of bystanders in supporting or stopping bullying. This should be communicated throughout the curriculum, in classroom meetings, in media (such as newsletters and websites), and during school-wide activities, morning announcements, and pep rallies. To be effective, especially during adolescence, such communication activities must be viewed by students as credible and engaging, and not consist primarily of repetitive negative messages, such as rules and laws about bullying. Otherwise they might trigger increased bullying.

Teachers and staff should also observe peer interactions and affiliations, including any bullying behaviors, during structured and unstructured activities. Discuss these interactions and behaviors with past and current teachers. Based on such information, take steps to prevent bullying, such as by providing increased supervision where appropriate.

Finally, arrange students’ seating to avoid bullying and to promote opportunities for positive social interactions and social acceptance.

Slide 23

Presented here is part of the resource on providing effective praise and acknowledgement to students, which is available to you on the Delaware PBS website. This resource provides general strategies for effectively praising and rewarding students and gives specific script examples of what to do or what to say to students. An activity for teacher and staff practice is also available.

Slide 24

The fifth classroom and school-wide strategy that can be used to prevent and decrease bullying victimization is to employ strategies and provide opportunities that build and maintain positive teacher-student relationships.

As with the classroom management strategies mentioned before, strategies for building positive teacher-student relationships are listed in detail in the Teacher-Student Relationships module. Some of these strategies are repeated in this presentation, but please refer to the Teacher-Student Relationships module for greater descriptions of these strategies.

Some of the strategies involve spending time individually with students and getting to know *every* student individually, including their interests, preferences, talents, skills, families, cultural values, and other important characteristics.

\*On the next slide you will see a description of the “Knowing your students” activity that is adapted from the Responsive Classroom website and can be used by teachers to assess how well they know each of their students. A resource for this activity is also available on the Delaware PBS website for your use.

In addition to getting to know each student individually, teachers and staff should greet students when they come into school every day. Therefore, the teacher should be in the classroom before class starts so students can speak with him or her.

In addition, it is important to notice when students are having difficulties, either academically or personally, and listen to them and show concern.

It is also important to treat students equally so as to not indicate “favorites” or non-favorites. Additionally, communicate your own experiences, thoughts, and feelings to allow your students to get to know you better. Students may identify shared interests with you, which may help them relate to you.

Another strategy for building teacher-student relationships is to simply have fun and use humor, when appropriate. This can include playing games, telling jokes, and reading funny stories.

Finally, attend sports and extracurricular activities in which your students participate, and let them know that you watched them.

Slide 25

As mentioned on the previous slide, the “Knowing your students” activity can help teachers reflect upon how well you know each of your students, including their interests, backgrounds, and cultures. This activity prompts teachers to fill in information about their students in three columns. In the first column, list the names of the students in your class. Write them from memory and do not try to list them based on order in the classroom seating arrangement, alphabetically, etc. In the second column, write one thing the student likes to do or is very interested in. Finally, in the third column, make a star if you’re sure the child knows that you know this about him or her.

-After filling in the columns, reflect upon the information you included or did not include in the columns. For example, were there students’ names you forgot to include in the first column? If so, you might need to spend more time with the child. Also, did you have difficulty naming one of their interests? If so, you may want to spend more one-on-one time with the student engaging them in conversation. And what about the third column? If you did not make a star, indicating that the student does not know you are aware of something they like to do or are interested in, or you were unsure about this column, you might need to connect with that student more as well.

Slide 26

The sixth classroom and school-wide strategy that can be used at Tier 1 is using corrective strategies that focus on the impact of the behavior on others and the consequences to oneself, while also emphasizing replacement behaviors and helping prevent negative teacher-student relationships.

The following strategies might help when minor bullying behaviors are observed, such as verbal and relational bullying behaviors that do not justify an office disciplinary referral. Refer to the section on Tiers 2 and 3 for strategies for more serious actions.

First, where feasible, correct the bullying behavior immediately and privately. However, depending on the situation (including grade level), this might best be done privately, publicly, or both. Generally, a public statement should be made against bullying when it occurs. However, care must be taken not to promote peer rejection toward the perpetrator or to increase the risk of future victimization. For example, you do not want the bully retaliating toward the victim for embarrassing him/her in front of the class.

Furthermore, when correction is used, *always* combine it with recognition of positive behaviors.

In addition, use inductive discipline, which emphasizes the impact of the student’s behavior on the victim and on relations with others. For example, focus less on punitive consequences and more on empathy and social perspective taking.

When correcting misbehavior, communicate that it is the misbehavior that you dislike and find unacceptable – *not* the student. For example, one should state “we don’t tolerate hurting others ”instead of “we don’t like bullies.”

Also, communicate that it is a shared responsibility to help improve the misbehavior, shared by you and the student, and in many cases also classmates and family. Although you will help avoid the behavior being repeated, further bullying behaviors will not be tolerated.

Finally, communicate that you are optimistic that the bullying behavior will not be repeated and that it will be replaced by more appropriate behavior when the student faces similar problem situations in the future. Teach and rehearse replacement behaviors, as needed.

\*Please note the gold star in the lower right hand corner of this slide. This means that resources are available on the DE-PBS website for your use. On the next slide you will see a description of the Reflective Action Plan, a tool that can be used by students to reflect on their misbehavior and problem solve to prevent future behavior problems.

Slide 27

As mentioned on the previous slide, presented here is one resource that is available for your use on the Delaware PBS website. This resource, the Reflective Action Plan, is a plan that can be completed by students to help them reflect on their misbehavior and problem solve to prevent future behavior problems. This plan walks students through the misbehavior, why it is wrong, and how they will replace it with a more appropriate behavior next time.

Slide 28

The last classroom and school-wide strategy that can be used to prevent and decrease bullying victimization is to implement a universal bullying prevention or social-emotional learning (SEL) curriculum.

It is recommended that lessons about bullying be integrated into the general curriculum, especially lessons on its impact on victims. This might best be done in language arts, social studies, and health. In addition, schools should consider adopting an evidence-based packaged curriculum.

The following recommended packaged programs are available for purchase and/or training and are supported by at least some research showing they reduce bullying victimization in elementary schools. Those programs are: the KiVa Bullying Prevention Program; the Olweus Bullying Prevention Program; and Steps to Respect. The Steps to Respect program focuses more on teaching social-emotional skills related to bullying and positive relationships. The gold star in the lower right hand corner of this slide indicates that more information about these programs, including links to their websites, is available for your use on the Delaware PBS website. A description of one of the more popular programs, the KiVa Bullying prevention program, is also provided on the next slide.

When researching and considering programs that may be helpful to your school, it is important to note other popular programs that have been shown to lead to positive outcomes but that have not reduced bullying victimization, such as the SWPBIS approach, the Restorative Justice approach, Bully Proofing Your School, and Second Step: A Violence Prevention Program.

Slide 29

As mentioned on the previous slide, this slide provides a greater description of the KiVa Bullying prevention program.

This is a comprehensive program for students ages 6-12 that includes training materials and lessons, videos, online games, and a parents’ guide. The picture on this slide is the cover page of the 36 page online parents’ guide.

This program places a greater focus than other programs on supports/interventions for the victims and bullies, including a KiVa team intervening with students involved in bullying and encouraging prosocial peers of the victim to provide support to the victim.

The KiVa program is supported by multiple studies showing reduced bullying, victimization, and cybervictimization, although these studies were conducted primarily in Finland. However, the program is now being implemented in other countries and throughout the U.S., including in a school in the Red Clay School District in Delaware.

Slide 30

Now, lets talk about recommended strategies for preventing and decreasing bullying victimization for students at Tiers 2 and 3. Whereas the strategies and interventions we just talked about are for *all* students, the following recommendations are for students who are at the greatest risk for being bullied and for bullying others. This may include students who have high levels of internalizing and externalizing behaviors, low social competence, difficulty making and keeping friends, and low social support.

Slide 31

One strategy that can be used to prevent and decrease bullying victimization with students at Tiers 2 and 3 is to apply the same strategies and interventions mentioned before as being appropriate at the universal level and for all students.

However, for preventing and reducing bullying at Tiers 2 and 3, those interventions should be of greater frequency and intensity. For example, praise, monitoring, and supervision should be more frequent, and efforts to provide opportunities for peer interactions should be more deliberate and closely supervised.

Interventions should also be more comprehensive, and include multiple components. This would include not only targeting multiple areas, such as the development of a range of social, emotional, and cognitive skills, but also their delivery across multiple settings and providers other than the school- especially the home.

In addition, interventions and supports at Tiers 2 and 3 should be more individualized and guided by a more thorough assessment of the student’s needs and the individual and environmental factors that might help explain and contribute to bullying and bullying victimization. For example, where appropriate, an individual assessment might be conducted by a school psychologist and others to identify factors like specific social skills deficits, which would then help determine the social skills to be targeted, such as managing emotions, social perspective taking, communication skills, and prosocial skills. An assessment may also be used to identify individual strengths that help foster peer acceptance and reduce bullying or bullying victimization. It could also identify social networks in the students’ classrooms and in the school, which would help determine which peers are bullying, rejecting, or otherwise communicating non-acceptance and which peers could potentially become a friend to a student lacking a friend. Furthermore, an individual assessment might identify whether classroom management practices need improvement, as well as the presence or lack of systems of social support and resources, including those in the school, home, and community that might be useful in fostering positive student relations. Strategies and interventions would then be individualized and aligned with the assessment results.

Slide 32

Another strategy that can be used with students at Tiers 2 and 3 is to provide social skills/SEL training, in addition to that provided in the regular classroom, that targets specific prosocial skills and antisocial behaviors related to social acceptance, friendships, and bullying victimization that are linked to results of an individual assessment of needs. Such additional training might be provided in small groups or individually by the school counselor or school psychologist.

This might be done using lessons from a universal, that is, Tier 1, bullying prevention or SEL curriculum, such as Steps to Respect or Second Step. These are taught not only when lessons are taught to the entire class, but also to selected individuals before, for pre-teaching, or afterwards, as booster sessions.

It also might be done using evidence-based curriculum lessons that are designed more specifically for use at Tiers 2 and 3 instead of Tier 1, such as Incredible Years for preschool through grade 2; Coping Power, for grades 4 through 6; and PEERS for middle and high school students. Each of these programs include training for targeted students and their parents.

It is important to note that care must be taken, especially for Tier 2 interventions, in grouping students together who share similar antisocial behaviors such as bullying, as this may result in “deviancy training” with peers modeling and reinforcing antisocial behavior.

\*Additional information and resources for these programs is available on the Delaware PBS website for your use.

Slide 33

Additional recommended strategies that can be used to prevent and decrease bullying victimization at Tiers 2 and 3 include helping to ensure that targeted students, particularly bullying victims, have a close, supportive relationship with at least one other student in the school. This close friendship may protect the student from further instances of bullying and help alleviate negative outcomes associated with being bullied.

Also, individual counseling may be appropriate for students experiencing bullying victimization. This may help the student learn and practice coping strategies and effective ways to respond to this victimization.

Finally, work closely with students’ parents to target social-emotional skills at home.

Slide 34

Now that we reviewed what bullying victimization is, the effects of bullying, what factors contribute to bullying victimization, bullying prevention curricula and programs, and recommended strategies and interventions for decreasing bullying and bullying victimization, what actions will we as a team or staff take?

Think about which strategies shared would be a good match for your school context and resources. Be sure to set aside time to action plan and answer the questions: Who is going to do what actions by which time? Once action steps are decided, be sure to monitor implementation and data outcomes.

Slide 35

Thank you for your participation in this module. We hope that you found this information helpful and easy to understand. We welcome your feedback and questions.

Remember that as data-identified needs arise, you are welcome to check out other resources provided through the School Climate and Student Success Module Series.