

# Effective Bullying Prevention/Intervention Practice:

## Readiness, Preparation, Implementation, Sustainability

### Preparation Rubric

This is a companion document for use with the “Steps to Effective Prevention/Intervention Practice” planning tool.

**1 = Not yet begun,    2 = Early stages,    3 = Almost complete,    4 = Done!**

#### STAGE I - Readiness

Component/Activity	1	2	3	4
<b>Gather</b> legislated/mandated, policy & procedural requirements				
<b>Assess</b> school readiness and commitment to implement a systemic approach				
<b>Develop</b> faculty, staff, parent buy-in and support				
<b>Select</b> resources/program that reflect best practice and right “fit”				
<b>Secure</b> necessary funds for development, implementation, and sustainability				

**NOTES:**

**STAGE II - Preparation**

<b>Component/Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Create or identify</b> a Coordinating Committee of key stakeholders to drive efforts				
<b>Determine</b> the data to collect;				
<b>Track and evaluate</b> data to inform implementation				
<b>Assess and acquire</b> resources:				
<b>Ensure</b> a systems approach with curriculum/frameworks and/or program resource				

**NOTES**

**STAGE III - Implementation**

<b>Component/Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Provide training</b> to increase knowledge of definitions, rules, expectations, state and district policies and procedures				
<b>Provide training</b> to increase knowledge of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition and psychology of bullying</li> <li><input type="checkbox"/> Definition and recognition of HIB</li> <li><input type="checkbox"/> Prevention/Intervention strategies</li> <li><input type="checkbox"/> Reporting, documenting and tracking</li> <li><input type="checkbox"/> Working with targets, those who bully, bystanders</li> <li><input type="checkbox"/> Cyberbullying/digital safety</li> <li><input type="checkbox"/> Program specific implementation</li> </ul>				
<b>Provide on-going training</b> to develop and sustain skills in on-the-spot intervention, follow-up intervention, facilitating class meetings, executing an annual “kick”-off events.				
<b>Provide training</b> to increase knowledge and skills that support components that are not <i>solely</i> HIB related: <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom management</li> <li><input type="checkbox"/> Student conduct &amp; discipline (e.g. Discipline with Dignity, Love and Logic, PBIS, Positive Discipline, etc.)</li> <li><input type="checkbox"/> Supervision of students</li> <li><input type="checkbox"/> Social-Emotional Learning (SEL)</li> <li><input type="checkbox"/> School climate systemic strategies</li> </ul> Cultural competence				
<b>Develop</b> strategies to provide on-going support for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty and staff</li> <li><input type="checkbox"/> Parents and family members</li> </ul> Students who are targeted, are aggressors and are bystanders				
<b>Maintain</b> ongoing documentation				

**NOTES**

**STAGE IV - Sustainability**

<b>Component/Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Ensure</b> new faculty and staff are trained;				
<b>Ensure</b> school adheres to fidelity of efforts;				
<b>Ensure</b> all school personnel are supported; consider the option of incorporating sustainability strategies into school improvement plans, school safety plans.				
<b>Continue</b> annual data gathering for assessment/evaluation purposes				
<b>Use data</b> to inform & revise & adjust implementation plan annually, as needed				
<b>Secure</b> continued funding				

**NOTES**