

**Steps to Effective Bullying
Prevention/Intervention Practice:
Readiness, Preparation, Implementation, Sustainability**

A Planning Template

**Anti-HIB Work Group
The Curriculum & Best Practice Subgroup
2012**

INTRODUCTION:

This document was developed as part of the efforts of the Washington State [Anti-Bullying Work group](#). It is a tool to help districts and schools to maintain focus an attention on anti-bullying and anti-harassment. In particular, this document responds to the mandate to:

- (c) Identify curriculum and best practices for school districts to improve school climate, create respectful learning environments, and train staff and students in de-escalation and intervention techniques;
- (d) Identify curriculum and best practices for incorporating instruction about mental health, youth suicide prevention, and the prevention of bullying and harassment.

It is a planning template to help implement effective anti-HIB efforts, as well as to increase students' knowledge and understanding of two key correlates of bullying and harassment, depression and youth suicide. *It is a work in progress.*

Accompanying this template, the *“Steps to Effective Bullying Prevention: Planning Rubric”* is also available.

CONTENTS:

Stage I - Readiness	Prior to beginning anti-HIB efforts, the district or school examines its readiness to benefit.	Sample resources and tools are provided for each Stage.
Stage II - Preparation	In preparation, the district or school considers its existing resources and its needs.	
Stage III - Implementation	Training needs and program implementation are considered.	
Stage IV – Sustainability	Ongoing training, implementation, funding and other long-term considerations are examined.	
Definitions	Critical terms in HIB and types of resource are provided.	
Hyperlinked Resource List	A list of the URLs for resources hyperlinked within the document	The sample resources are hyperlinked within the document. However, for those reading a printed copy, the URLs are spelled out.

Steps to Effective Bullying Prevention/Intervention Practice

STAGE I – READINESS		
Component/Activity	Sample Resources & Tools	Who is Involved?
Identify legislated/mandated, policy & procedural requirements	1. School Safety Center Bullying & Harassment Web Page	District Level: HIB Compliance Officer; School Administration
Assess school readiness and commitment to implement a systemic approach	<ol style="list-style-type: none"> 1. Rubric, checklist, and/or surveys, such as: <ol style="list-style-type: none"> a. Olweus Readiness Assessment b. CASEL Practice Rubric c. Olweus Bullying Questionnaire d. CA School Climate Survey 2. Data collection – surveys, discipline/HIB data (e. State, OCR reporting) to determine extent of problem and perception of problem 	Principal/Administration Team taking the lead (school leadership team or coordinating committee may also support these efforts); ultimately all faculty and staff participate in readiness assessment
Develop faculty, staff, parent buy-in and support	<ol style="list-style-type: none"> 1. Data collection – Continue to assess extent of problem 2. Disseminate data and gather additional input 	Faculty, staff, students, parents, district administration
Research and select resources/program that reflect best practice and right “fit”	DEFINE: (See attached) <ol style="list-style-type: none"> 1. Framework/Approach: 2. Program: 3. Curriculum: 4. Resource/Tool: SEE: http://www.k12.wa.us/SafetyCenter/BullyingHarassment/pubdocs/RESOURCES-HIB-WAState-DigitalSafety.pdf Other online resources (stopbullying.gov, etc.)	Determined by school or district
Acquire necessary funds for development, implementation, and sustainability	<ol style="list-style-type: none"> 1. School district budgets 2. Grants 	Determined by school or district

STAGE II – PREPARATION		
Component/Activity	Sample Resources & Tools	Who is Involved?
Create Coordinating Committee of key stakeholders to drive efforts <ul style="list-style-type: none"> <input type="checkbox"/> Current site-based committee <input type="checkbox"/> New Committee 	<ol style="list-style-type: none"> 1. Consider if this work could fall within the scope of a current school committee. 2. Consider utilizing building site-based decision-making model. 	Membership includes at a minimum: principal, counselor, teacher from each grade level, paraprofessional, two parents; participation from a community member is preferred.
1. Determine what data to collect; track and evaluate data to inform implementation	<ol style="list-style-type: none"> a. Surveys or questionnaires b. HYS-Healthy Youth Survey c. YRBS-Youth Risk Behavior Surveillance d. Olweus Bullying Questionnaire e. Discipline records f. Student Behavior Data (HIB, required State and OCR reports) g. Online reporting systems h. Your district SIS i. Other Examples: Online Reporting Tools: <ol style="list-style-type: none"> a. CyberBullyHotline: http://www.cyberbullyhotline.com/ b. School Messenger: http://talk.schoolmessenger.com/ j. Sprigeo: http://www.sprigeo.com/ 	Assess students, faculty and staff, parents
Assess and acquire resources: curriculum/frameworks and/or program resources that support systems approach. Consider: <ul style="list-style-type: none"> <input type="checkbox"/> Tested Effective/Best-Promising Practice <input type="checkbox"/> Age/cultural appropriateness 	SAMPLES: <ol style="list-style-type: none"> a. PBIS Framework b. OJJDP Model Program Guide c. Olweus Bullying Prev. Program d. Steps to Respect (Curriculum) e. Community Matters/SSA f. The Pacer Institute 	Determined and supported by school and district.

<ul style="list-style-type: none"> ❑ Cost: initial & ongoing ❑ Training components (see Stage III – Implementation) ❑ Impact of selected Program/curriculum/framework in all phases: implementation, maintenance, and sustainability 	<ul style="list-style-type: none"> g. Safe & Civil Schools h. Rachel’s Challenge i. Tribes j. Restorative Practices k. Cyberbullying l. Common Sense Media; CSM-Stand Up, Not Standing By: Cyberbullying Toolkit m. Suicide Prevention (YSPP) n. Supplemental Reading Lists: <ul style="list-style-type: none"> 1. Recommended Children’s Books, Ludwig 2. Olweus Companion Bibliography, K-12, OBBP 3. The Revealers, Doug Wilhelm 	
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STAGE III – IMPLEMENTATION		
Component/Activity	Sample Resources & Tools	Who is Involved?
<p>Provide training to increase knowledge of definitions, rules, expectations, state and district policies and procedures</p>	<p>As determined in Preparation Stage SAMPLES:</p> <ol style="list-style-type: none"> 1. School Safety Center Training PPTs 2. Olweus BBP 3. Canfield SafeSchools Training 4. District online resources (Skyward, etc.) 	<p>Faculty, staff – other adults such as volunteers, parents will receive some of this content as deemed appropriate; District HIB Compliance Officer; Trainer(s)</p>
<p>Provide training to increase knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Definition and psychology of bullying <input type="checkbox"/> Definition and recognition of HIB <input type="checkbox"/> Prevention/Intervention strategies <input type="checkbox"/> Reporting, documenting and tracking <input type="checkbox"/> Working with targets, those who bully, bystanders <input type="checkbox"/> Cyberbullying/digital safety <input type="checkbox"/> Program specific implementation 		
<p>Provide on-going training to develop and sustain skills in on-the-spot intervention, follow-up intervention, facilitating class meetings, executing an annual “kick”-off events.</p>		<p>Faculty, staff (includes campus security, SRO, bus drivers, kitchen staff, etc.) – other adults such as volunteers, parents may receive some of this training, as deemed appropriate (for example, follow-up intervention training would not be appropriate for a volunteer)</p>
<p>Provide training to increase knowledge and skills that support components that are not <i>solely</i> HIB related:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom management <input type="checkbox"/> Student conduct & discipline (e.g. Discipline with Dignity, Love and Logic, PBIS, Positive Discipline, etc.) <input type="checkbox"/> Supervision of students <input type="checkbox"/> Social-Emotional Learning (SEL) <input type="checkbox"/> School climate systemic strategies 	<p>SAMPLES:</p> <ol style="list-style-type: none"> a. PBIS Framework b. OJJDP Model Program Guide c. Olweus BBP d. Steps to Respect e. The Pacer Institute f. Safe & Civil Schools g. Rachel’s Challenge h. Tribes i. Restorative Practices 	<p>Faculty, staff (includes campus security, SRO, bus drivers, kitchen staff, custodians, Paras, coaches, etc.); other adults such as volunteers, parents may also receive some of this training, as deemed appropriate.</p>

<input type="checkbox"/> Cultural competence	j. Love and Logic k. Discipline with Dignity l. Positive Discipline	
Develop strategies to provide on-going support for: <input type="checkbox"/> Faculty and staff <input type="checkbox"/> Parents and family members <input type="checkbox"/> Students who are targeted, are aggressors and are bystanders	1. Second Step 2. Olweus 3. District and building websites	Coordinating committee, administration; District HIB Compliance Officer; Trainer(s)
Ongoing documentation		

STAGE IV - SUSTAINABILITY		
Component/Activity	Sample Resources & Tools	Who is Involved?
Drive year-to-year efforts to ensure new faculty and staff are trained; school adheres to fidelity of efforts; all school personnel are supported; consider the option of incorporating sustainability strategies into school improvement plans, school safety plans.	<ol style="list-style-type: none"> 1. Refer to all sample resources noted in this document 2. Add new, 'fresh' resources 	Compliance Officer; Principal, Administration Team; Coordinating Committee; focus on refresher and/or deeper trainings for continuing staff & other stakeholders; new staff, volunteers, parents, partners.
Continue annual data gathering for assessment/evaluation purposes	<ol style="list-style-type: none"> 1. Surveys or questionnaires <ol style="list-style-type: none"> k. HYS-Healthy Youth Survey l. YRBS-Youth Risk Behavior Surveillance 2. Discipline records <ol style="list-style-type: none"> a. Student Behavior Data (HIB, State and OCR reports) 3. Online reporting systems <ol style="list-style-type: none"> a. Your district SIS b. CEDARS 4. Other Examples: Online Reporting Tools: <ol style="list-style-type: none"> a. CyberBullyHotline: http://www.cyberbullyhotline.com/ b. School Messenger: http://talk.schoolmessenger.com/ c. Sprigeo: http://www.sprigeo.com/ 	Who is collecting and analyzing data determined by school or district; data shared with all stakeholders; may include Compliance Officer.
Revise & adjust annually, as needed Use data to inform.		Principal, Administration Team; Coordinating Committee
Continued funding	<ol style="list-style-type: none"> 1. Building/district budget 2. Grants 	

DEFINITIONS		
HIB – 28A.300.265	Bullying, Intimidation & Harassment	Resource Type
<p>Harassment, intimidation, or bullying” means any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:</p> <ul style="list-style-type: none"> • Physically harms a student or damages the student’s property or • Has the effect of substantially interfering with a student’s education or • Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or • Has the effect of substantially disrupting the orderly operation of the school. 	<p>Bullying – intentional, repeated, negative, lack of empathy, power imbalance</p> <p>Intimidation - implied or overt threats of physical violence WAC 495A-121-011</p> <p>Harassment - any malicious act, which causes harm to any person's physical or mental well being WAC 495A121-011</p> <p>Discriminatory harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Prohibiting Discrimination in WA Public Schools, p. 32</p> <p>Malicious harassment – threat to harm (often based on protected category; biased-based)</p> <p>Sexual harassment - unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct directed at person because of his/her sex where:</p> <ul style="list-style-type: none"> (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic standing or employment; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions or employment affecting such individual; or (c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment. <p>WAC 495A-121-011</p> <p>Hazing - any method of initiation into a student</p>	<p>For the purposes of this document, the following definitions are used:</p> <p>Framework/Approach: An overarching, district or school-wide SEL, climate or prevention-intervention structure (ex.: PBIS)</p> <p>Program: A set of training and/or classroom materials designed to facilitate the implementation of a framework or approach (ex.: Olweus BPP)</p> <p>Curriculum: A (sequenced) set of classroom materials, with teacher guidance for implementation (ex.: STR; 2nd Step; SPS MS Cyberbullying); may be part of a “program”.</p> <p>Other Resources: Background, supplemental or other materials to support understanding or implementation of any of the above.</p> <p>Tools: Specific, often hands-on, materials, resources, templates, etc., used to facilitate implementation of a framework, program or curriculum.</p>

	organization or living group... that causes, or is likely to cause bodily danger or physical harm, or serious mental or emotional harm.... WAC 56-21-120: http://apps.leg.wa.gov/wac/default.aspx?cite=516-21-120	

Hyperlinked Resources:

Name:	URL:
CA School Climate Survey	http://www.olc.edu/~jolson/socialwork/OnlineLibrary/California%20School%20Climate%20Survey%20-%20Staff.pdf
Canfield Safe Schools Training	http://www.safeschools.com
CASEL Practice Rubric	http://casel.org/wp-content/uploads/2011/04/Rubric.pdf
Common Sense media	http://www.common Sense media.org/educators/curriculum
Community Matters/SSA	http://community-matters.org
Cyber Bully Hotline	http://www.cyberbullyhotline.com
Cyberbullying Resources	http://www.k12.wa.us/SafetyCenter/InternetSafety/pubdocs/RESOURCESCyberbullyingDigitalSafety2012.pdf
Discipline with Dignity	http://www.tlc-sems.com/Discipline-With-Dignity.aspx
Healthy Youth Survey	http://www.askhys.net/layout.asp?page=intro
Love and Logic	http://www.loveandlogic.com/
OJJDP Model Program Guide	http://www.ojjdp.gov/mpg
Olweus Bullying Prevention Program	http://www.violencepreventionworks.org/public/index.page
Olweus Bullying Questionnaire	http://fea.njpsa.org/documents/bullying/Olweus%20Survey.pdf
Olweus Readiness Assessment	http://www.violencepreventionworks.org/public/olweus_preparation.page
Pacer Institute	http://www.pacer.org/bullying/
PBIS	http://www.pbis.org
Positive Discipline	http://www.positivediscipline.com
Rachel's Challenge	http://www.rachelschallenge.org
Restorative Practices	http://www.transformingconflict.org/content/home
Safe & Civil Schools	http://www.safeandcivilschools.com
School Messenger	http://talk.schoolmessenger.com
School Safety Center Bullying & Harassment	http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx
Sprigeo	http://www.sprogeo.com
Steps to Respect	http://www.cfchildren.org/steps-to-respect
Suicide Prevention (YSPP)	http://www.yspp.org/curriculum/index.htm
Tribes	http://tribes.com/about/research-based-components/?doing_wp_cron=1343243408.0905320644378662109375
YRBS-Youth Risk Behavior Surveillance	http://www.cdc.gov/HealthyYouth/yrbs/index.htm

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