Anti-Bullying Strategies in ASD

With
Melanie Sutton
And
Jan Davis
Gathering - Arrows

With Jan Davis

Anchorage School District’s Framework for Social and Emotional Learning
Round One

**Challenge:**

- Thrust your arms in the direction the arrow is pointing and, at the same time, say out loud the direction the arrow is pointing.

Arms = Same

Words = Same
Round Two

**Challenge:**

- Thrust your arms in the direction the arrow is pointing and, at the same time, say out loud the OPPOSITE direction from which the arrow is pointing.

Arms = Same
Words = opposite
Round Three

Challenge:
- Thrust your arms in the opposite direction from which the arrow is pointing and, at the same time, say out loud the same direction from which the arrow is pointing.

Arms = opposite
Words = same
Debrief

- How easy or difficult did you find this activity?
- What round was most challenging for you? Why?
- What round was easiest for you? Why?
Debrief

- Can you think of times in your life when things aren’t congruent? When messages are not the same as actions? When you think you are supposed to be going one way, but find yourself going another?
Debrief/Goal

- Congruence: All going the same direction, using the same language, meaning the same thing.
Although each of the schools has its own unique culture and climate, we share the goal of promoting student excellence in a safe, positive environment. Each school has developed and implemented a school-wide discipline plan, which emphasizes students being safe, respectful and responsible during the school day.
The Anchorage School Board’s Vision

• **Mission**
  To educate all students for success in life.

• **Vision**
  All students will graduate prepared for post-secondary educational and employment opportunities.

• **Core Values and Beliefs**
  o **POTENTIAL**: Every student deserves the opportunity to achieve his or her potential
  o **HIGH EXPECTATIONS**: The district will foster a culture of high expectations
  o **ACCOUNTABILITY**: The district will be open, transparent and accountable to the public
  o **SAFETY**: All schools and departments will be safe and supportive
  o **RESPONSIVENESS**: Public education should be responsive to an ever-changing world
Purpose

- District Goals & Initiatives
  - Destination 2020:
    - 90% graduation rate
    - 90% attendance rate
    - 90% achievement in reading, writing, and math
    - 100% of staff and students feel safe at school
  - RTI
  - Common Core
  - Career and College Readiness

- Connecting the Social & Emotional Learning Research
  - Self-esteem, connection to school, peer relationships, behavior.
  - Potential gain of 11 percentile points on standardized achievement tests in reading and math.
  - Connectedness to school and increased attendance.

- 21st Century Work Skills

**Prevention at School**

- Assess Bullying
- Engage Parents and Youth
- Set Policies and Rules
- Build a Safe Environment
- Educate About Bullying
Assess Bullying

- Youth Risk Behavior Surveillance Survey
- Climate and Connectedness Survey
  - ASD Students
  - ASD Parents
  - ASD Staff
How ASD Engages Parents and Youth

- Strength of Our Youth Brochures
- Newsletters
- Parent Nights
- Visual Aides
- Student Produced Videos
Rachel’s Challenge
Public Service Announcement
Definition of Bullying/Harassment

- Harassment can be physical, verbal, nonverbal, or written acts toward another student or staff member. Harassing acts include, but are not limited to racial, sexual, religious, age or disability issues. Students who harass others create a hostile, abusive and unsafe school environment. Students are encouraged to seek staff help with any harassing acts and should report any incidence(s) of harassment immediately to school officials.
Locations of Harassment Policy

- **School Board Policy**
  - 114 Non discrimination and harassment
  - 114.2 Inappropriate behavior
  - 114.3 Sexual harassment
  - 456 Student Organized extracurricular clubs
  - 524.1 Fraternization
  - 527 Sexual harassment
  - 604.1 Sexual harassment Policy Statements
  - 617.1 Fraternization

- **Administrative Manuals**
  - Elementary School
  - Middle School
  - High School

- **Student Rights and Responsibilities Handbooks**
  - Elementary School p. 14
  - Middle School p. II-6
  - High School p. II-10
Set Policies and Rules

- Types of Rules and Policies
  - ASD Mission Statement
  - School Board Policy
  - Code of Conduct
  - Student Bill of Rights

- Integrate Rules and Policies into a School’s Culture
  - Staff and student developed
  - School training on rules and policies
  - Policy reviewed with students

- Establish a Reporting System
  - Ease of reporting
  - Maintain reports to show emerging problems and patterns
  - Records are confidential and private
Handling Harassment

- We can’t help if we don’t know!
  - Report incidents of harassment to any staff member
  - Role model/practice strategies learned at school
  - Open family communication
  - Continue advocating
  - Seek resources to support student and family
  - Respect confidentiality
Build a Safe Environment

- Create a Safe and Supportive Environment
- Social and Emotional Learning
- Manage Schools/Classrooms to Prevent Bullying
- School Resource Officers
What is Social and Emotional Learning?

SEL is a process whereby children and adults acquire knowledge, skills, and dispositions related to four core goals:

See the standards written out at www.asdk12.org/depts/SEL
Educate About Bullying

- Activities to Teach Students About Bullying
- Evidence-Based Programs and Curricula
- Staff Training on Bullying Prevention
- STEP Center Resources
Examples From Elementary Schools

- Integrated Social Emotional Learning
- Health – The Great Body Shop/Personal Safety/ Decision-Making Skills
- Sunburst Bullying Kit
- PE – Sportsmanship
- Cyberbullying Lessons
- RCCP
- Kelso’s Choice
- Conscious Discipline
- CHAMPS
- Kagan’s Cooperative Learning
- School Staff
  - All Staff Members
  - School Resource Officers
  - Counselors
### GBS and Anti-Bullying Topics

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<tbody>
<tr>
<td><strong>Self Worth, Mental and Emotional Health</strong>&lt;br&gt;And <strong>Community Health and Safety (Violence Prevention)</strong></td>
<td>Seeing unique qualities in self and others</td>
<td>Identify personal talents, qualities, feelings</td>
<td>Identify special qualities in self and others</td>
<td>Uniqueness of self and others</td>
<td>Media, peer &amp; behavioral influences</td>
<td>Emotional maturity</td>
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<td>Respect self and others</td>
<td>Methods of communication</td>
<td>Respect and empathy for self and others</td>
<td>Positive attitudes</td>
<td>Positive and negative influences</td>
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<td>Identify feelings and ways to help others</td>
<td>Respect for self/others</td>
<td>Feelings during family change</td>
<td>Values and goals</td>
<td>Emotions</td>
<td>Puberty and self esteem</td>
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<td>Family support</td>
<td>Helping others</td>
<td>Coping with fear</td>
<td>Respect for self &amp; pride in heritage</td>
<td>Relationships</td>
<td>Communication and conflict resolution</td>
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<td>Boundaries &amp; expectations</td>
<td>Setting goals</td>
<td>Real dangers</td>
<td>Different points of view</td>
<td>Communication skills</td>
<td>Protective factors &amp; support systems</td>
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<td>Communication skills</td>
<td>Using refusal skills</td>
<td>Helping others</td>
<td>Communication &amp; refusal skills</td>
<td>Goal setting</td>
<td>Practicing positive values (self-respect, responsibility, honesty)</td>
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<td>Friendship</td>
<td>Locating trusted adults</td>
<td>Communicating</td>
<td>Friendship goals</td>
<td>Social responsibility</td>
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<td>Empathy</td>
<td>Talking about feelings</td>
<td>Avoiding risky situations</td>
<td>Personal responsibility for health and safety behaviors</td>
<td>Avoiding negative influences</td>
<td>Media Influences</td>
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<td>Importance of saying no</td>
<td>Making friends</td>
<td>Recognizing prejudice</td>
<td>Discrimination &amp; prejudice</td>
<td>Developing assets</td>
<td>Positive social behaviors</td>
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<td>Where to go for help</td>
<td>Rules, laws</td>
<td>Importance of healthy choices</td>
<td>Rules &amp; laws</td>
<td>Understanding points of view</td>
<td>Family</td>
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<td>Refusal skills</td>
<td>Routines for healthy living</td>
<td>Practice changing habits</td>
<td>Personal strategies</td>
<td>Difficulty of changing habits</td>
<td>Developmental assets</td>
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<td>Refusal skills</td>
<td>Positive ways to solve problems</td>
<td>Honesty, patience, persistence</td>
<td>Advertising &amp; influences on behavior</td>
<td>Developmental assets</td>
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<td>Communicating &amp; sharing</td>
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GBS Critical Thinking Charts

Decision Making
1. What is the decision?  
2. What are my choices?  
   A or B
3. What are the pros and cons for each choice?
4. How important are the consequences of each choice?
5. Which is the best choice?

Predicting Consequences
1. What might happen?
2. What information do I need to predict what might happen?
3. What information is available?
4. Based on the information, is the prediction likely, unlikely, or uncertain?

Compare and Contrast
1. How are they similar?
2. How are they different?
3. What similarities and differences seem important?
4. What conclusion can I make?
Examples From Middle Schools

- Integrated Social Emotional Learning
- Aggressors, Victims and Bystanders
- Health/ Decision-Making Skills/ Social & Relationship Skills
- PE - Sportmanship
- Cyberbullying Lessons
- Rachel’s Challenge
- Teaming
- School Staff
  - All Staff Members
  - Prevention & Intervention Coordinators
  - School Resource Officers
  - Counselors
  - Security
- Kagan’s Cooperative Learning
Examples From Middle Schools

- **Aggressors, Victims, & Bystanders (AVB)**

- **Enduring Understandings:**
  - Conflict is a normal part of our lives.
  - A person can learn how to recognize his/her own triggers.
  - There are strategies to use to help control anger.
  - We need to develop empathy for others.
  - It is critical to set goals and to monitor progress toward accomplishing them.
  - We should try to solve problems in a way that keeps one safe while maintaining self-respect and the respect of others.
  - Enhancing and/or increasing communication skills help diffuse conflicts.
  - Try to become a “problem-solving bystander” also known as a “peer power”.

6th Grade – Introduction lessons

7th Grade – 12 lessons of AVB

8th Grade – Supplemental lessons
Examples From High School

- Integrated Social Emotional Learning
- Cyberbullying Lessons
- Classes
  - Healthy Relationships
  - Lifetime Personal Fitness
  - Pursuing Wellness
  - PE – Sportsmanship
- School Initiatives
  - Partner’s Club
  - Rachel’s Challenge
  - Change of Heart
  - Be the Change
  - Freshman Houses
- School Staff
  - All Staff Members
  - School Resource Officers
  - Counselors
  - Security
- Kagan’s Cooperative Learning
Rachel’s Challenge

- ELIMINATE PREJUDICES
- DARE TO DREAM
- CHOOSE POSITIVE INFLUENCES
- Use KIND WORDS
- START A CHAIN REACTION of love, kindness and compassion in your family and community.
Proactive Approach to Cyberbullying

- Appropriate Online Behaviors
- Cyberbullying
- Social Networking

Areas of Cyberbullying Curricula Infusion

- isafe
  - Classroom
  - Health
  - Library
  - Tech Coordinators Lessons
- AVB
- Business Classes
Staff Trainings on Bullying Prevention

Staff is trained on what bullying is, what the school’s policies and rules are and how to enforce the rules.

- Staff meetings
- Training sessions
- Instructional Supports – teacher experts, resources
- Modeling preferred behavior
- University Classes
The success of our schools also depends on positive collaboration between home and school, so we invite you to visit your school often, take part in school activities and show an interest in your child's progress. Please don't hesitate to contact your child's teacher or principal if you have any questions or concerns. It is our sincere wish that we all work together in fostering positive learning experiences for students.