

Anti-Bullying Community Conversation

January 28, 2016

With

Melanie Sutton

And

Jan Davis



Guiding Our Conversation

Opening

- Questions for the panel

Gathering

- Congruent language and message

Strategies

- Students, staff, and families

Panel discussion

- Answers to lingering questions



Gathering - Arrows



SEL
SOCIAL & EMOTIONAL LEARNING
ANCHORAGE



Round One

Arms = Same

Words = Same

- **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.



Round Two

Arms = Same

Words = Opposite

- 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.



Round Three

Arms = Opposite

Words = Same

- 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.



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?



Connection to Bullying Prevention

- **Congruence:** All going the same direction, using the same language, meaning the same thing.



Purpose

SOARING TO NEW HEIGHTS

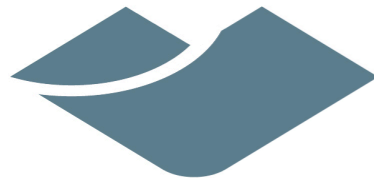
**Destination
2020**



Framework



for Success



**Engage
the Community**



What is the definition of harassment?

Harassment occurs whenever anyone harms, or threatens to harm, a person's body, feelings, or possessions.

- Intentional
- Over a period of time



What types of bullying does ASD see at the schools?

Relational Aggression is behavior that is intended to harm someone by damaging or manipulation his or her relationship with others.

Verbal Aggression:
A communication intended to hurt another person, or a communication perceived as having that intent; can be spoken, written, or drawn.



Physical Aggression:
Harm and control through physical damage or by the threat

Cyberbullying:
The use of modern communication technologies to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them; bullying over the computer or cell phone.



What are the main roles played in a harassment situation?

Aggressive: acting in a hostile manner that denies the rights of others. This is not being assertive.

Aggressor: One acting in a hostile manner (bully) – provoke others

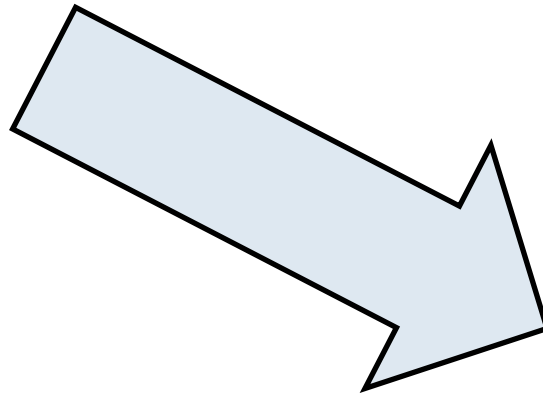
Victim: One that the aggression is aimed at (target)



What are the main roles played in a harassment situation?

Bystander: One that is nearby during a conflict –plays a pivotal role in conflict resolution.

ESCALATE



DE-ESCALATE

This is a non-violent problem solver or problem-solver bystander.



*What is the **BIG** deal?*

What happens when nothing is done?

- The bully gains more power.
- The victim may think that you believe it to be true also.
- Others may think that you believe it and/or it is okay to say/do.
- No one is safe under your supervision.



What is Social and Emotional Learning?

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

<i>STUDENT</i>	AWARENESS	MANAGEMENT
SELF	I am... knowledgeable	I can... capable
SOCIAL	I care... caring	I will... responsible

<i>ADULT</i>	AWARENESS	MANAGEMENT
SELF	I see you... knowledgeable	I believe in you... capable
SOCIAL	I care about you... caring	I support you... responsible

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



What is happening in the ASD to teach students about bullying?

- **Activities to Teach Students About Bullying**
- **Evidence-Based Programs and Curricula**
- **Staff Training on Bullying Prevention**
- **STEP Center Resources**



How does ASD assess bullying?

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










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
- Cooperative Learning
- Critical Thinking Skills
- School Staff
 - All Staff Members
 - School Resource Officers
 - Counselors

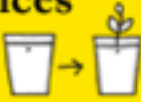







Critical Thinking





Decision Making

1. What is the decision? 
2. What are my choices?  or 
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? 

No, Go, Tell

Say:

NO in a loud voice 

GO to a safe place with other people

 and **TELL** an adult you trust

Grades
K-6
Health/SEL
Specialists



Examples From Middle Schools

- Integrated Social Emotional Learning
- Aggressors, Victims and Bystanders
- Health/ Decision-Making Skills/ Social & Relationship Skills
- PE - Sportsmanship
- Cyberbullying Lessons
- Rachel's Challenge
- Teaming
- School Staff
 - All Staff Members
 - Prevention & Intervention Coordinators
 - School Resource Officers
 - Counselors
 - Security
- Cooperative Learning
- Critical Thinking



The Think-First Model



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



Romig Middle School



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
- Cooperative Learning
- Critical Thinking Skills



How are staff members trained 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



What is ASD's 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



What can we do as parents?

- 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



Panel Members

Glen Nielsen, Executive Director of Elementary Ed.

Joe Zawodny, Supervisor of Secondary Ed.

Arthur Sosa, Principal, Abbott Loop Elementary

David Nogg, Assitant Principal, Mears Middle School

Nikki Banks, Assistant Principal, West High School

Troy Hodge, Counselor, Hanshew Middle School

Andre Toliver, Safety&Security Specialist, Dimond High School

Officer Ben Yoon, Security Resource Officer, West High School



Closing: What can we do at home or in the community?

Looking at the Bullying Prevention Tips handout -

- What is something you are doing?
- What is something you can start doing?
- Share with someone someone next to you.





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.

