

Best Practices for the Practical Implementation of the *Anti-Bullying Bill of Rights Act (ABR)*

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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September 2012



Nuts and Bolts



- Introductions
- Housekeeping
 - Sign-in, name tags and professional development hours
 - Rest rooms
 - Training hours, lunch and breaks
- Structure
 - Balance of didactic and small group activities
 - Disclaimer
 - This is not a policy workshop
 - ▲ Focus on practices with reference to ABR requirements
 - ▲ Guidelines for questions

Goal for the Training Day

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TO PROVIDE SCHOOL STAFF WITH STRATEGIES AND PRACTICES FOR DEVELOPING AND SUSTAINING SAFE, SUPPORTIVE AND CIVIL SCHOOLS IN WHICH HIB DOES NOT OCCUR.

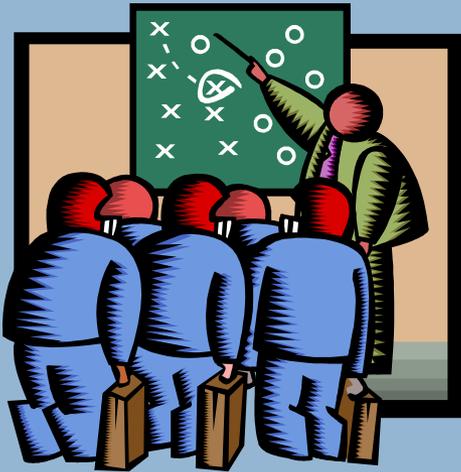
Learning Outcomes



Participants will:

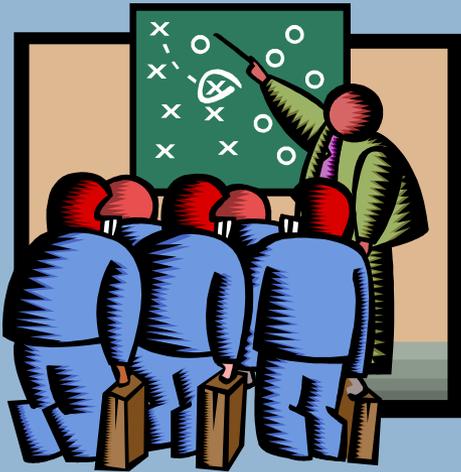
1. Understand school district prevention and intervention requirements within the ABR.
2. Understand best practices in HIB prevention for:
 - ✓ Developing positive school climate and culture.
 - ✓ The effective management and coordination of prevention programs.
 - ✓ Data-driven decision making and action planning.
3. Understand best practices in HIB intervention for:
 - ✓ Addressing the characteristics and needs of bullies and victims.
 - ✓ Remediating HIB behavior using a range of responses.
 - ✓ Developing and monitoring a behavior support plan.

Training Agenda



- **HIB Prevention – Part 1**
 - ABR requirements.
 - Characteristics of a comprehensive prevention program.
 - School climate and culture.
 - Management and coordination of a HIB prevention initiative.
 - Data-driven decision making and action planning.
 - Resources.

Training Agenda, cont.



- **HIB Intervention – Part 2**
 - ABR requirements.
 - Characteristics of an effective intervention.
 - Models for understanding, assessing and aligning responses to student behavior.
 - Resources.

Getting to know you...

How many of you are in the role of ...

- Administrator.
- District Anti-Bullying Coordinator.
- School Anti-Bullying Specialist.
- Other staff.

A COMPREHENSIVE HIB PROGRAM:
5 COMPONENTS



ABR Requirements: Prevention

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HIB Policy

- Development and annual reassessment.

Public Reporting

- Twice per year.

Programs

- HIB policy discussions with students.
- Annually establish, implement, document and assess bullying prevention programs or approaches designed to create school-wide conditions to prevent and address HIB.
- “Week of Respect” (beginning with the first Monday in October of each year).
- HIB Instruction – Ongoing age-appropriate instruction on preventing HIB throughout the school year, per the Core Curriculum Content Standards.

ABR Requirements: Prevention, cont.

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HIB Training

- BOE members
- School Leaders

HIB Policy Training

- Full- and part-time staff
- New employees
- Volunteers who have significant contact with students
- Persons contracted to provide services to students
 - The training must include instruction on ***preventing*** bullying on the basis of the protected categories and other distinguishing characteristics.

ABR Requirements: Prevention, cont.

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Professional Development

HIB

- Each teacher and educational services professional must complete at least two hours of instruction on HIB prevention in each professional development period.

Suicide

- Each teacher and educational services professional also must complete two hours of instruction in suicide prevention.
 - The training must include information on the relationship between the risk of suicide and incidents of HIB and information on ***reducing the risk*** of suicide in students who are members of communities identified as having members at high risk of suicide.

ABR Requirements: Prevention, cont.

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Appointments

- District Anti-bullying Coordinator (ABC).
- School Anti-bullying Specialist (ABS).

Organizational Requirements

- School Safety Team (SST) in each school building.

Appointment of the District Anti-Bullying Coordinator (ABC)

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ABC Responsibilities

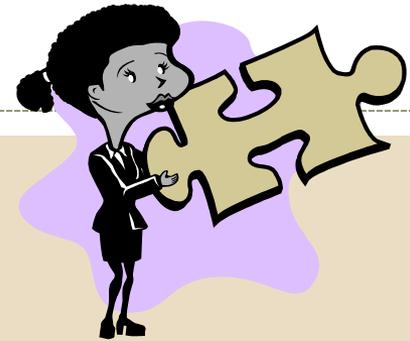
Prevention and Intervention

- Coordinate and strengthen the school district's HIB policies to ***prevent, identify and address*** HIB of students.
- Collaborate with the school anti-bullying specialist(s) (ABS), the BOE and the CSA to ***prevent, identify and respond to HIB acts*** in the district.
- Meet with the ABS(s) at least 2 times each year to discuss and strengthen procedures and policies to ***prevent, identify and address HIB*** in the district.
- Provide data, in collaboration with the CSA, to the NJDOE regarding HIB of students.
- Execute other duties related to HIB as requested by the CSA.



Appointment of the School Anti-Bullying Specialist (ABS)

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ABS Responsibilities

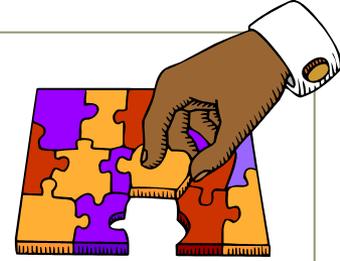
Prevention

- Chair the School Safety Team (SST).
- Act as the primary school official responsible for **preventing**, identifying and addressing incidents of HIB in the school.
- Provide input to the BOE on the annual re-evaluation, reassessment and review of the HIB policy.

Intervention

- Act as the primary school official responsible for preventing, **identifying and addressing incidents of HIB** in the school.
- **Lead**, in coordination with the principal, **the investigation of reported HIB incidents.**
- **Assist the principal in determining the responses** to be implemented that have been established by the BOE.
- **Provide input** for a BOE hearing, in executive session, **on reported HIB incidents**, recommendations for discipline or services and any programs instituted to reduce these incidents.

Development of a School Safety Team (SST)



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A SST is required in each school. The SST must consist of the principal or designee, a teacher in the school, an ABS, a parent of a student in the school, and other members determined by the principal.

The team is responsible to:

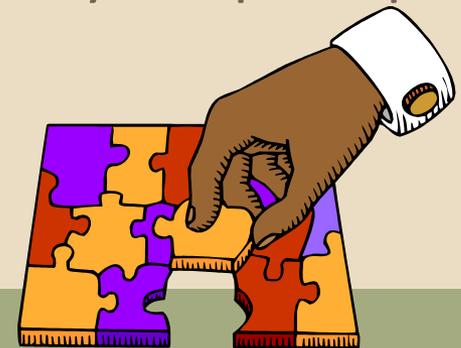
- Develop, foster and maintain a ***positive school climate*** by focusing on the ongoing, systemic practices in the school and ***addressing climate issues***, such as HIB.
- Review and strengthen the ***school climate*** and the policies of the school in order to ***prevent*** HIB of students.
- Educate the community, including students, teachers, administrators and parents to ***prevent*** and address HIB of students.
- Participate in the training required under the ABR and other training requested by principal, including professional development on effective practices for developing safe and supportive ***school climates***.

The School Safety Team (SST), cont.

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- Receive complaints of HIB of students that have been reported to the principal.*
- Receive copies of investigative reports of HIB of students.*
- Identify and address patterns of HIB of students in the school.*
- Collaborate with the ABC in the collection of district-wide data and in the development of district HIB policies.
- Execute other HIB-related duties as requested by the principal or the ABC.

***Parents serving on the SST are not permitted to participate in these or other activities that may compromise the confidentiality of a student.**



Transitioning to Practice...



Polling Questions

1. How many of you were members of a previously existing school-based team?
2. What type of team?
3. What are some of the challenges of utilizing school-based teams?
4. Has your district consolidated the efforts of an existing team(s), or other school functions, to streamline SST requirements?

Enhancing Teams

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Introduction

- The true measure of a team is that it accomplishes its objectives.
- Building an effective cohesive team can be challenging due to different personalities, experiences, priorities and interpretations of success and time limitations.

Table Activity

Challenges

Trust

Conflict

Commitment

Accountability

Inattention to results

- On your table is a handout marked “Overcoming Team Challenges.”
- The handout includes a challenge to address at each table.
- Work together as a group to follow the directions on the handout.

Enhancing Teams, cont.

Trust

- Identify and discuss individual strengths and weaknesses.
- Maximize time in face-to-face meetings and working sessions.

Conflict

- Acknowledge that conflict is natural and healthy for productive meetings.
- Establish ground rules for managing conflict.

Commitment

- Review commitments at the end of each meeting to ensure alignment with next steps.
- Adapt a “disagree and comment” mentality - make sure all team members are committed, regardless of disagreements.

Enhancing Teams, cont.

Accountability

- Cooperatively establish and explicitly communicate goals and standards of behavior.
- Regularly compare performance to the goals and the standards.

Inattention to Results

- Keep the team focused on tangible group goals.
- Celebrate individuals' progress toward achieving goals, as well as collective successes.

Principles of Change

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Change:

- Is an ongoing ***process***, not a short-term event.
- Tends to occur in ***individuals first***, followed by the host institution.
- Is a highly ***personal*** experience; people change at different rates and in different ways.
- Entails ***developmental*** growth in feelings and skills; as people implement a new initiative, their concerns change.

Management
and
Coordination of
a
Comprehensive
HIB Prevention
and
Intervention
Program



Effective Leadership Practices

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- Inspiring a shared vision.
- Modeling the way.
- Enabling others to act.
- Challenging the process.
- Encouraging the “heart.”

Leadership, cont.

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Inspiring a shared vision

- This practice is about developing shared goals of the HIB program.
- Leaders create enthusiasm and commitment among followers to embrace the common vision by appealing to their personal visions, values, interests, hopes, and dreams.

Leadership, cont.

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Modeling the Way

- Leaders help set objectives that enable followers to experience small wins as they work toward larger goals.
- Leaders are conscious of possible roadblocks and take steps to remove them.

Leadership, cont.

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Enabling Others to Act

- This practice is about fostering collaboration and strengthening people.
- Leaders know that they cannot do “it” alone.
 - They build teams and a culture of collaboration.

Leadership, cont.

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Challenging the Process

- Effective leaders search for opportunities to change the status quo, where appropriate, because they believe that the status quo can breed mediocrity.
- Effective leaders take risks and see mistakes as opportunities for learning and growth.

Leadership, cont.

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Encouraging the “Heart”

- This practice is about recognizing contributions and celebrating accomplishments.

Questions for consideration...

Leadership Practices:

Inspiring a shared
vision

Modeling the way

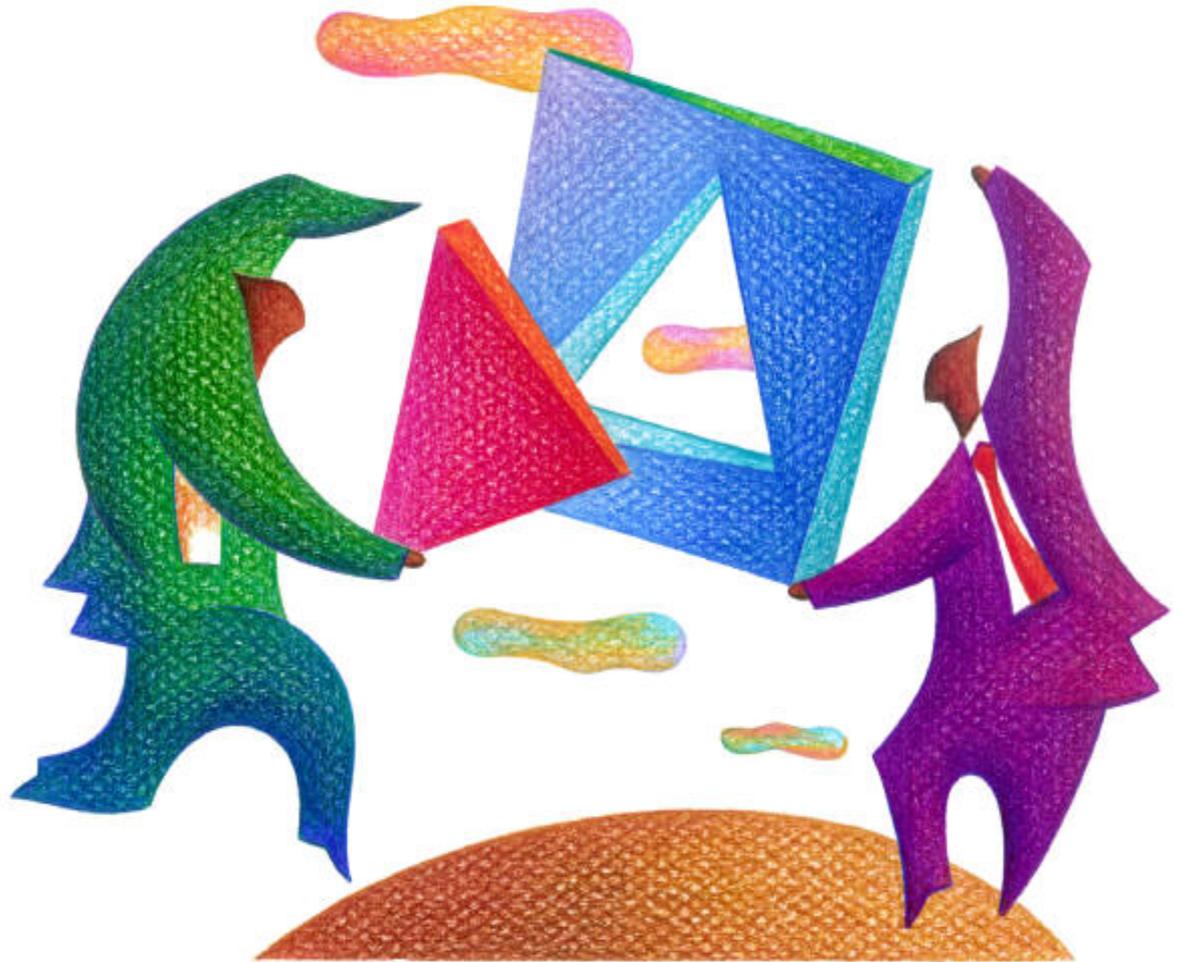
Enabling others to act

Challenging the
process

Encouraging the
“heart”

- Which practices apply to the challenges you face in your school or school district?
- Which practices are most important for the current work in implementing the ABR?

The School Safety Team: A Driving Force for System- wide Change



Creating an Effective SST

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Team Selection and Size

Required members:

- Principal, ABS, teacher and parent
- Who else might be included?
 - Suggestion: More than 5 but less than 15; may be influenced by building size and activities.



Member Assets for Consideration:

Knowledge

Perspective

Technical skills

Personal skills

Legitimacy

Creating An Effective SST, cont.



Creating an Effective SST, cont.

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Functional Roles

- **Formal Leadership** - This may be the principal or designee.
- **Operational Leadership** - The ABS may attend to the day-to-day activities of the SST.
- **Facilitation** - The ABS chairs the SST.
- **Recording** - A team member who records the meeting's proceedings and key decisions.
- **Archiving** - A person responsible for collecting and archiving team materials.
- **Work Groups** - A way for members to work together between formal meetings.
- **Communication and Liaison** - One or more team members who serve as ongoing communicators with non-team members.
- **Data Analysis** - One or more team members who are comfortable with compiling and analyzing data.

Creating an Effective SST, cont.

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- While the SST is required to meet twice each year, the meetings could occur more often.
 - What are the advantages and disadvantages of meeting two times each year versus more meeting time?
- Students could serve on or participate in the activities of the SST.
 - What are some examples for doing this?

Responding to the ABR Requirement to Address School-Wide Conditions

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- *N.J.S.A. 18:37-17a* requires schools to implement programs, approaches or other initiatives that are designed to create “school-wide conditions” that prevent and address HIB.
- *N.J.S.A. 18A:37-21a* requires the SST to develop, foster and maintain a “positive school climate” to prevent HIB.

What is School Climate?

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- School climate refers to the quality and character of school life.
- School climate is based on patterns of student, parent and school personnel's experience of school life, and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

School climate, cont.

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- A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society.
- A positive school climate is characterized by people feeling socially, emotionally and physically safe.

Essential Dimensions and Considerations for Safe and Supportive School Conditions

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- Environmental
- Structural
- Safety
- Teaching and Learning
- Relationship
- Sense of school community
- Morale
- Peer-social norms
- School-home community partnerships
- Learning community

School Climate and Prevention

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- One of the most damaging aspects of HIB in schools is that it negatively affects the atmosphere of learning. School safety and security are necessary conditions for learning.
- Effective HIB prevention programs are characterized by:
 - The promotion of positive school climates, partially characterized by fair and consistent educational practices;
 - The enforcement of firm limits for unacceptable behavior; and
 - The provision of instruction that teaches positive behaviors through the development of social skills.

Measuring School Climate

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- Measuring school climate is the first step toward improving school climate. Measuring school climate can result in:
 - A school-wide needs assessment report that identifies assets, areas in need of improvement, trends and trouble spots; and
 - The development of a school improvement plan and the implementation of actions focused on documented problems.

Measuring School Climate, cont.

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- A dialogue that strengthens communication and collaboration among staff members and among staff, students, parents and community leaders.
- A means for assessing the effectiveness of action plans and determining next steps.
- A gain in support for data-driven school improvement efforts.

Data-driven Efforts

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Moving Toward Safe and Supportive School Conditions

- Conducting a Needs Assessment
- Collecting and Using Data
- Developing a Comprehensive Action Plan



“STOP ASKING ME IF WE’RE ALMOST THERE! WE’RE NOMADS, FOR CRYING OUT LOUD!”

Conducting a Needs Assessment – Overview

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- Identify Data Sources
 - Existing data sources
 - Existing programs and approaches
 - New data
- Surveys
 - Challenges and misconceptions
 - Parent consent
 - Identifying strengths and needs
- Focus Groups or Discussion Groups
 - Guidelines and suggestions
- Review the Findings from All Sources
 - Reach consensus on priority needs

Collect and Review Existing Data Sources

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Examples:

- Attendance rates for students and adults.
- Number of student truancy cases.
- Percentage and frequency of student tardiness.
- Number and type of critical school incidents.
- Number and type of student conduct referrals.
- Number of assaults and other criminal acts occurring on school grounds.
- Number of incidents of suspected crimes reported to the police.

Collect and Review Existing Data Sources, cont.

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- Number of and reasons for detentions.
- Number of and reasons for suspensions (out-of-school, in-school) and length of each suspension.
- Number of and reasons for expulsions.
- Percentage of students who drop out of school (graduation rates).
- Percentage of students who are referred to community agencies (mental health, juvenile justice).
- Percentage of students referred to the courts.
- Standardized test performance.

NOTE: Electronic Violence, Vandalism and Substance Abuse Reporting System (EVVRS) (e.g., HIB and other violent incidents) information can be accessed online at <http://www.state.nj.us/education/schools/vandv/>

Data-Driven Efforts, cont.



Organize existing data by:

- Grade level
- Gender
- Month of the school year
- Time of day
- Location
- Teacher or classroom

Inventory Existing Programs and Approaches in the School or School District

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Rationale for collecting this information:

- Understand the scope, types, purposes and functions of existing programs.
- Build on successful programs.
- Alter unsuccessful programs.
- Clarify the target audiences of programs and approaches.

Develop a Plan to Collect New Data

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Possible data sources include:

- School culture and climate surveys.
- Focus group findings.
- Process and outcome findings from local implementation of either locally developed or “vetted” HIB prevention programs.

Process and Outcome Findings from Existing HIB Prevention Programs

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- Have conversations with the staff, students and parents involved in the programs.
- Survey them to obtain qualitative and quantitative information on process and outcome data.
- Obtain information from administrators and from records on the effects of the program.

Advantages for the Use of Surveys

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- Surveys provide specific information about the environment for purposes of clarification and planning.
 - Perceptions and observations about HIB.
 - Specific information on HIB (e.g. location, time, gender, grade-level).
 - Perceptions of climate and safety.
 - Comparisons to national averages.
 - Baseline information for comparison after the implementation of programs and strategies.
- Data limitations
 - Outcomes provided in percentages. No clarity on the reasons for the data or the factors that might influence the data.
 - Additional efforts (e.g., focus groups, comparison of the data) may be necessary to further understand school conditions.

Polling Questions

Survey Administration

1. How many of you have been part of an effort to conduct student surveys?
2. Raise your hand if you think the survey administration went smoothly?
3. What were some challenges?
4. How was the data you collected helpful?

Tips for Survey Administration

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Student surveys

- Aligning the reading level of the survey with student abilities.
 - Make accommodations for students with special needs.
- Clarify if the Likert scale is for students.
- Use of scantron sheets for survey question answers.
- Survey administration by computer.
- Ensuring confidentiality.
- Explaining reasons for collecting the survey information, including plans for the use and reporting of the results.
 - Be sure to have the support of staff, parents and students.
 - Notify parents (transparency) and be prepared to share the survey and answer questions.
- Consider resources that provide free surveys.

Staff Surveys

- Ensuring confidentiality.
- Explaining the reasons for collecting the survey information, including plans for the use and reporting of the results.

School Surveys: Parent Consent Requirements

“... the school district shall not administer to a student any academic or nonacademic survey, assessment, analysis or evaluation which reveals information concerning:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or the student’s family;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom a respondent has a close family relationship;
6. Legally recognized privileged or analogous relationships, such as those of lawyer, physicians, and ministers;
7. Income, other than that required by law to determine eligibility for participation in the program or for receiving financial assistance under a program; or
8. Social security number.”

Focus Groups

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What is a focus group?

- Data collection mechanism which yields rich detailed stories and information from a cross section of people (6-10).
- One-time event with a targeted audience.
- Structured and moderated group discussion using several questions (the protocol), with prompts, to encourage sharing.
- Conducted by moderator & co-moderator.
- Open-ended questions used to illicit responses.
 - Audio tape recording may be used to capture responses to questions.
- Takes approximately 60-90 minutes.

Why conduct focus groups?

- To obtain more detailed information about areas of concern within the school, either in follow-up to survey results, or to build on other forms of data.
- Perspective can be gathered and clarified by age, race, gender, etc.

Focus Groups

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Guidelines for the Moderator's Role

- Be completely familiar with the protocol questions ahead of time.
- Stimulate and guide the group, using the prompts, to keep the conversation flowing.
- Be aware of the effects of yours and other's body language.
- Remain neutral. Do not share personal opinions. Do not comment or condemn.
- If you exhibit indifference, apathy, sarcasm, cynicism – the group is likely to stop talking.
- Keep track of time.
- Take few notes.
- Your approach: You are gathering information, not evaluating it.

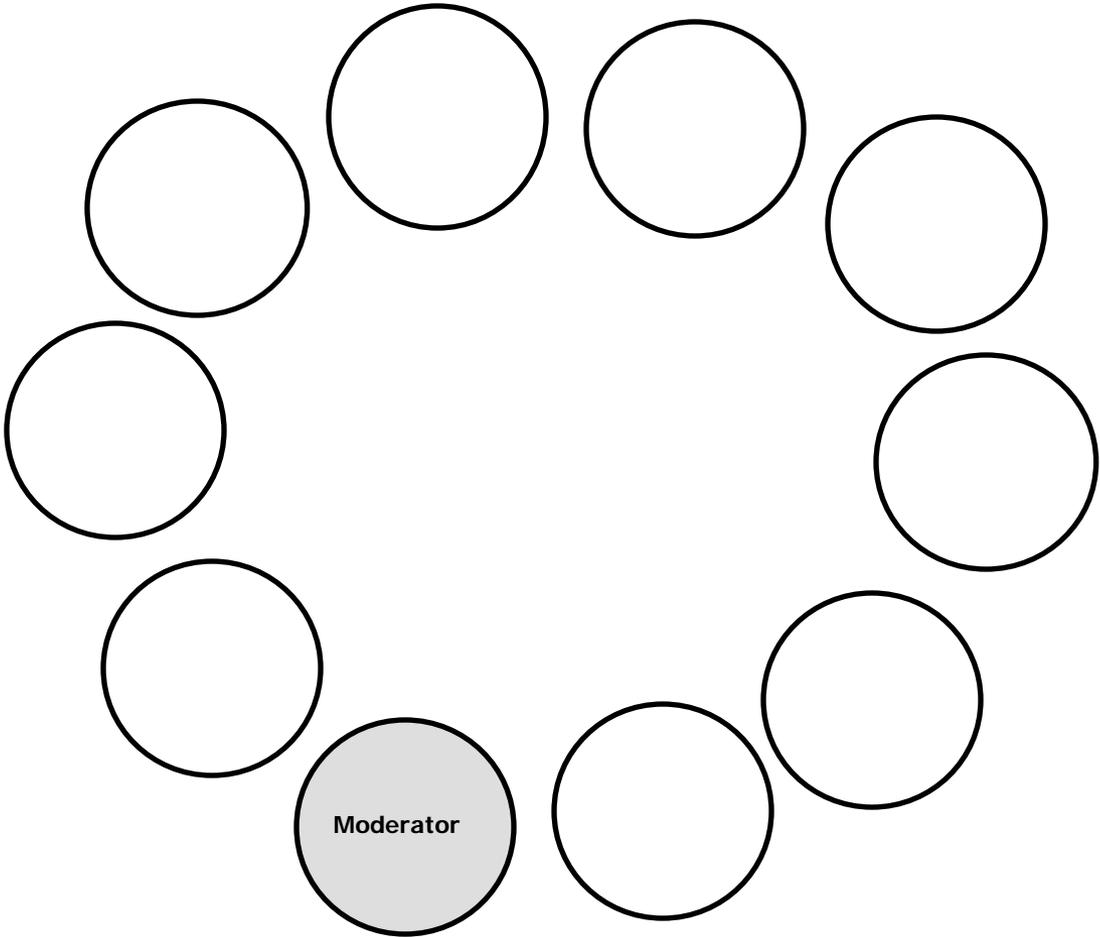
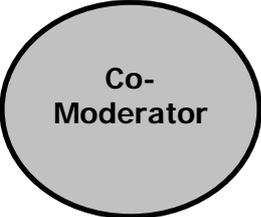
Focus Groups

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Guidelines for the Co-Moderator's Role

- Arrange the room so everyone can see each other.
- Greet people as they arrive and make them feel comfortable.
- Use name tags.
- Draw a diagram of the seating arrangement to aid in note taking.
- Have a system for tracking “who” says “what.”
- Sit outside the circle, opposite the moderator and close to the door.
- Observe and listen.
- Take comprehensive notes, including quotes.
- Note the body language and mood of the group.
- Operate the audio recorder.
- Oversee logistical matters (e.g. late arrivals, audio recorder, food).
- Obtain important information on participants, including observable characteristics (e.g., age, gender, race).

FOCUS GROUP CODING SHEET



- Initials or #
- Gender ♂ or ♀
(m) (f)

Focus Group Ground Rules

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- State that the recording of the discussion is only for the moderator's use and will be destroyed after the session has been transcribed into a report.
- Remind participants that information disclosed about personal safety or the security of others cannot be kept confidential.
- Make clear to participants that no names will be included in any reports, and that individual's comments will not be identified to anyone (e.g., parents, teachers, or other adults).
- Encourage participants to use the third person when talking about anything illegal or harmful that someone did or is planning to do.
- Ask all participants to agree not to share any comments heard in the discussion with anyone outside the group.
- Encourage participants to feel free to speak, but to also let others have their chance to speak.
- Ask participants to remain focused on the topic.

Conducting a Needs Assessment – Review

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- Identify data sources
 - Collect and review existing data sources.
 - Inventory existing programs and approaches.
 - Identify strengths and needs.
- Develop a plan to collect new data, if necessary
- Surveys
 - Conducting Surveys.
 - Challenges and misconceptions.
 - Parent consent.
 - Identifying strengths and needs.
- Focus or discussion groups
 - Guidelines and suggestions.
- Review the findings from all sources
 - Reaching consensus about priority needs.

Review the Findings from All Sources

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Summarize data in simple formats, such as charts and tables.

- Existing and new data.
- Resources for tabulating and sharing data.
 - Using district staff for report writing and creating charts, tables, and other illustrations that clarify the data.
 - Free online resources for making tables and charts - see resources at the end of this PowerPoint.

Reaching Consensus about Priority Needs

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Create a plan for members of the SST to prioritize their concerns based on the data.

- Participants rank order and explain their priority concerns.
- Collate and rank order all participants' results.
 - Consider the greatest concerns and the reasons for the concerns.
 - This process may take a series of meetings. Use work groups if necessary.
- Once consensus on priority needs of the school have been identified, focus discussion on approaches and programs that respond to the priority needs.
 - Identify school assets and strengths.
 - Determine whether or the degree to which existing efforts and strategies address the identified needs.

Polling Questions

Data Results

- Take an index card from the center of the table.
- Write down the summary data I read to you.
- Rank order the data. Which one is your #1, #2 and #3 priority of concern?

Priority Problem Selection: Suggested Questions

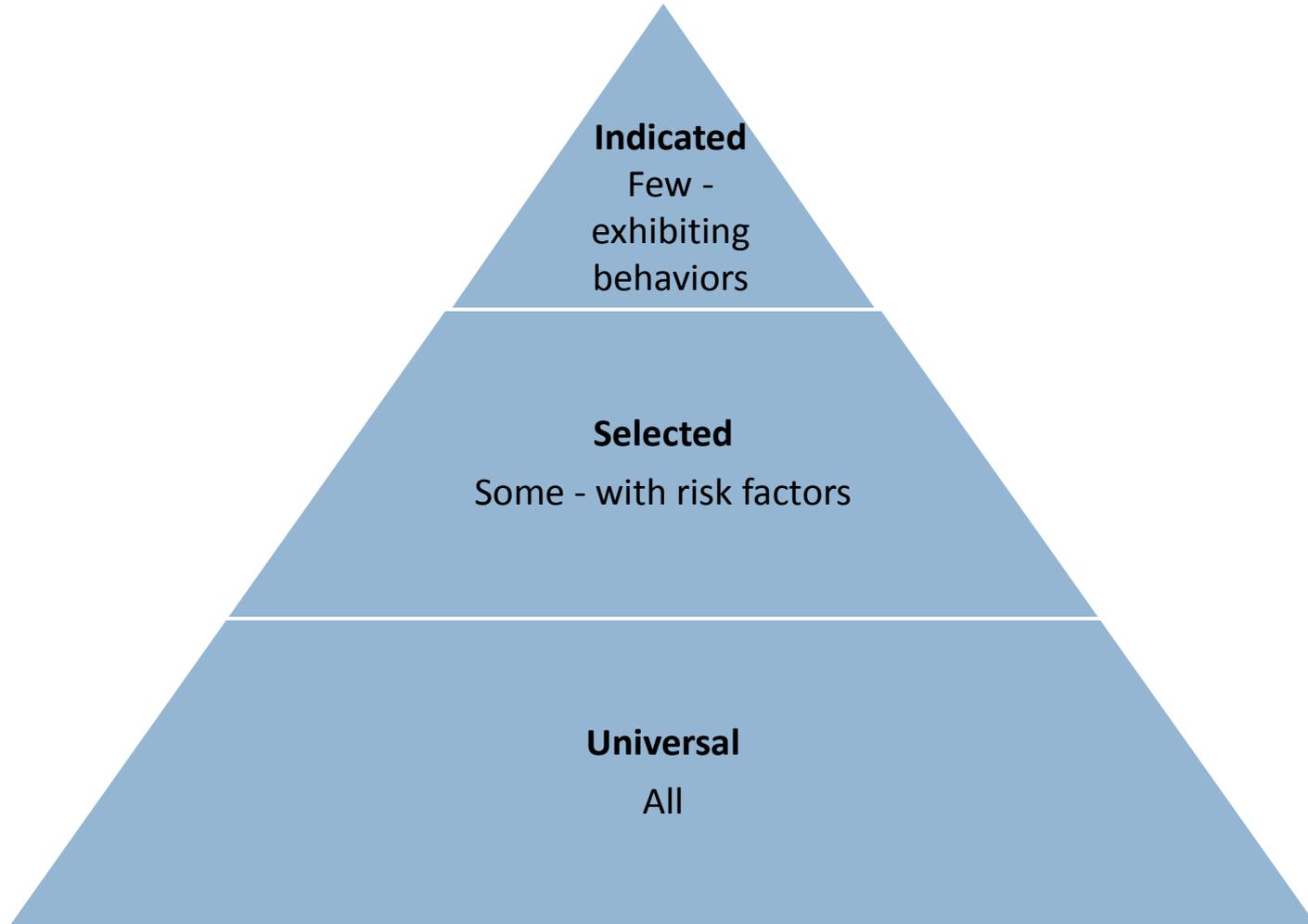
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What are the most alarming concerns for you?

- Which population is most effected (e.g., all students, some students, a few students, a particular grade, gender, location)?
- Which risk factors are evident and in which populations?
- What data indicate the most detriment to:
 - School climate
 - Classroom management
- Which data indicate the greatest barriers to learning?
- Which are the most crucial problems for achieving your objectives?

Multi-Level Approach to Prevention and Intervention

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Risk Factors

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Individual Risk Factors

- History of violent victimization.
- Attention deficits, hyperactivity or learning disorders.
- History of early aggressive behavior.
- Involvement with drugs, alcohol or tobacco.
- Low IQ.
- Poor behavioral control.
- Deficits in social, cognitive or information-processing abilities.
- High emotional distress.
- History of treatment for emotional problems.
- Anti-social beliefs and attitudes.
- Exposure to violence and conflict in the family.

Risk Factors, cont.

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Family Risk Factors

- Authoritarian child-rearing attitudes.
- Harsh, lax or inconsistent disciplinary practices .
- Low parental involvement.
- Low emotional attachment to parents or caregivers.
- Low parental education and income.
- Parental substance abuse or criminality.
- Poor family functioning.
- Poor monitoring and supervision of children.

Risk Factors, cont.

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Peer/Social Risk Factors

- Association with delinquent peers.
- Involvement in gangs.
- Social rejection by peers.
- Lack of involvement in conventional activities.
- Poor academic performance.
- Low commitment to school and school failure.

Community Risk Factors

- Diminished economic opportunities.
- High concentrations of poor residents.
- High level of transiency.
- High level of family disruption.
- Low levels of community participation .
- Socially disorganized neighborhoods.

Protective Factors, cont.

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Individual/Family Protective Factors

- Intolerant attitudes toward deviance.
- High IQ.
- High grade point average.
- Positive social orientation.
- Religiosity.
- Connectedness to family or adults outside the family.
- Ability to discuss problems with parents.
- Perceived high parental expectations about school performance.
- Frequent, shared activities with parents.
- Consistent presence of parent during at least one of the following: when awakening, when arriving home from school, at evening meal-time or going to bed.
- Involvement in social activities.

Peer/Social Protective Factors

- Commitment to school.
- Involvement in social activities.

Selecting an Evidence- or Research-Based Program

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What is the definition of an evidence-based program?

- Programs that have been rigorously evaluated and have shown to be working. These programs demonstrate the most confidence in improving the identified outcomes for the programs.

What is the definition of a research-based program?

- Programs that are based on sound theory informed by research.
 - For example, the use of risk and protective factors research to design prevention strategies and interventions.

- Both are theoretically sound. -

The Use of Evidence-Based Registries

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- Registries are online resources that provide information on evidence-based programs organized by:
 - Problem area or risk factor (e.g., substance abuse, bullying, violence, low attachment to school).
 - Population (e.g., gender, age).
- Registries are one tool in the selection process. (See registry listing at the end of this PowerPoint.)

Choosing the Best Evidence-based Program

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Evidence + Fit + Feasibility = Best Program Choice

- **Evidence:** How confident can I be that this program is an effective intervention for the problem I am trying to address?
- **Fit:** How well does this program match the context and population I am trying to affect?
- **Feasibility:** How likely is it that this program can be delivered (and sustained) with the same level of quality that is necessary to be effective?

Questions to Ask When Considering a Program

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- How strong is the program's evidence of effectiveness?
- Does the evidence apply to our population?
- Will our community find it acceptable?
- How broad might be the impact?
- Do we know others who have used it?
- Is it worth the investment, and can we afford it?
- Can we assemble the necessary resources and stakeholders?
- What are the other program options?
- What will it take to sustain it?

Programmatic Considerations for HIB Action Planning

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Activities that are focused on school climate and the dimensions of safe and supportive schools:

- Curriculum and instruction.
- Training for staff and parents.
- Community collaboration.
- Morale building efforts.
- Student voice opportunities.
- Aligning or consolidating school-based efforts.

Action Planning

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It is suggested that the SST develop, at a minimum, an annual written action plan for preventing HIB.

Benefits:

- ✓ Guides school and district staff in developing both a short-term and a comprehensive, long-range approach to preventing HIB.
- ✓ Provides timelines and benchmarks for achieving the plan, implementing the ABR and evaluating the activities of the plan.
- ✓ Sets forth specific strategies to address identified trouble areas.
- ✓ Yields data to aid in self-evaluation and reporting to the school community.
- ✓ Helps in determining and implementing next steps.

Data-Driven Efforts, cont.

Action Planning

The plan should:

- Be well considered.
- Be comprehensive.
- Be flexible, but provide clear direction.
- Be based on an objective assessment of needs and assets.
- Contain specific action steps.
- Define monitoring and evaluation procedures.
- Allow for revisions based on new data or key information.

SAMPLE ACTION PLAN FORMAT

School or District Name _____

Performance Indicator(s)	Measurable Target(s)	Activities to Achieve Measurable Target(s) (including evaluation strategies)	Person(s) Responsible	Timelines for Completing Activities

Action Planning, cont.

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- Performance Indicator (PI) - The prioritized need or priority problem identified through the data analysis. There may be several needs that will be addressed within the action plan. It should be represented as a statistic.
- Measurable Target - The realistic target measure for the reduction or increase in the performance indicator/problem. It is typically characteristic of a percentage or numerical reduction or increase in the performance indicator problem.
- Activities - Actions to be undertaken to achieve the measurable target(s) for the priority performance indicator(s). There can be multiple activities for each PI. A plan for assessing progress toward achieving each measurable target should be included as activities.
- Person(s) Responsible - Those accountable for overseeing and implementing activities.
- Timelines - Realistic timeframes for completing activities. It can be helpful to keep timelines to 6-8 week intervals so that regular review can take place. Activities will likely be staggered in their timelines.

Suggested Methods for Evaluating the Effectiveness of Action Plans

81

- Pre and post tests.
- Questionnaires and surveys.
- Focus groups.
- Tracking related increases and decreases in numbers.

Characteristics of a Comprehensive HIB Prevention Program

82

- HIB policies are developed, widely communicated and consistently enforced.
- Training and staff development are provided for all who have contact with students.
- Strict adherence to procedures for reporting and responding to HIB.
- Vigilant and effective adult supervision and oversight.
- Designated coordinating functions are in place (ABS, ABC and SST).
- Focus on school climate and culture.
- Decisions are data-driven.
- Support is evident at all levels of the school community.

Characteristics of a Comprehensive HIB Prevention Program, cont.

83

- Classroom time and lessons on HIB prevention are consistent with the Core Curriculum Content Standards.
- Regular coordination occurs with existing school and district programs and approaches.
- Transparency and open communication are demonstrated.
- All activities are evaluated and improved with respect to data-driven findings.
- Technical assistance and support is available to all staff and parents.
- Community representatives are involved in the planning, implementation and evaluation of programs.
- All efforts are sustained over an extended period of time.

HIB Comprehensive Prevention Program Checklist

84

Assessing Your School's Progress: A Prevention Program Checklist

HIB Intervention

- A complete HIB program addresses both prevention and intervention efforts.
- The ABR provides detail for the intervention of HIB.

Intervention Requirements

86

- Reporting procedures.
- Investigation procedures.
- Parent notification.
- Implementation of a range of responses to HIB incidents.
- Chief school administrator (CSA) actions.
- Parent information and actions.
- Board of education (BOE) actions.

HIB Intervention

87

- Research studies have demonstrated that a reduction in HIB occurred in schools where teachers and students were willing to intervene, treat each other fairly and demonstrate that they care about how all students are treated.
- All school staff should know the signs of HIB and the procedures for appropriate interventions when there is a reason to believe that HIB may be occurring, which is important both for protecting students and for establishing the norm that HIB is not acceptable behavior.

Understanding Bullies and Victims

88

Children More Likely to be Bullied

Generally, children who are bullied have one or more of the following risk factors:

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what students consider “cool.”
- Are perceived as weak or unable to defend themselves.
- Are depressed, anxious, or have low self esteem.
- Are less popular than others and have few friends.
- Do not get along well with others.

However, even if a child has these risk factors, it does not mean that they will be bullied.

Understanding Bullies and Victims, cont.

89

Children More Likely to Bully Others

There are two types of students who are more likely to bully others:

- Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.
- Others are more isolated from their peers and may be depressed or anxious, have low self esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

Understanding Bullies and Victims, cont.

90

Children More Likely to Bully Others

- Children who have these factors are more likely to bully others:
 - Are aggressive or easily frustrated.
 - Have less parental involvement or have “issues” at home.
 - Think badly of others.
 - Have difficulty following rules.
 - View violence in a positive way.
 - Have friends who bully others.
- Remember, those who bully others are not necessarily stronger or bigger than those they bully. The bully’s power can be derived from popularity, cognitive ability, or physical size or strength. Children who bully may have more than one of these characteristics.

Understanding Bullies and Victims, cont.

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Protected Categories and High Risk Groups

Research reports indicate that the students or groups of students identified below are at higher risk for HIB than the general student population:

- Children with special needs.
- Children with physical conditions or disabilities.
- Overweight and obese children.
- Lesbian, gay, bisexual, and transgender (LGBT) youth.
- Asian students.
- Latino students.
- Multiracial students.
- Black students.

Understanding Bullies and Victims, cont.

92

Considerations for Specific Groups of Students

- When children perceived as different are not in supportive environments, they may be at a higher risk of being bullied.
- When working with children from different groups, including lesbian, gay, bisexual, or transgender (LGBT) youth and youth with disabilities or special health care needs, there are specific things you can do to prevent and address bullying.
- See the related resources at the end of this PowerPoint.

Potentially Violent Students and the Link to HIB

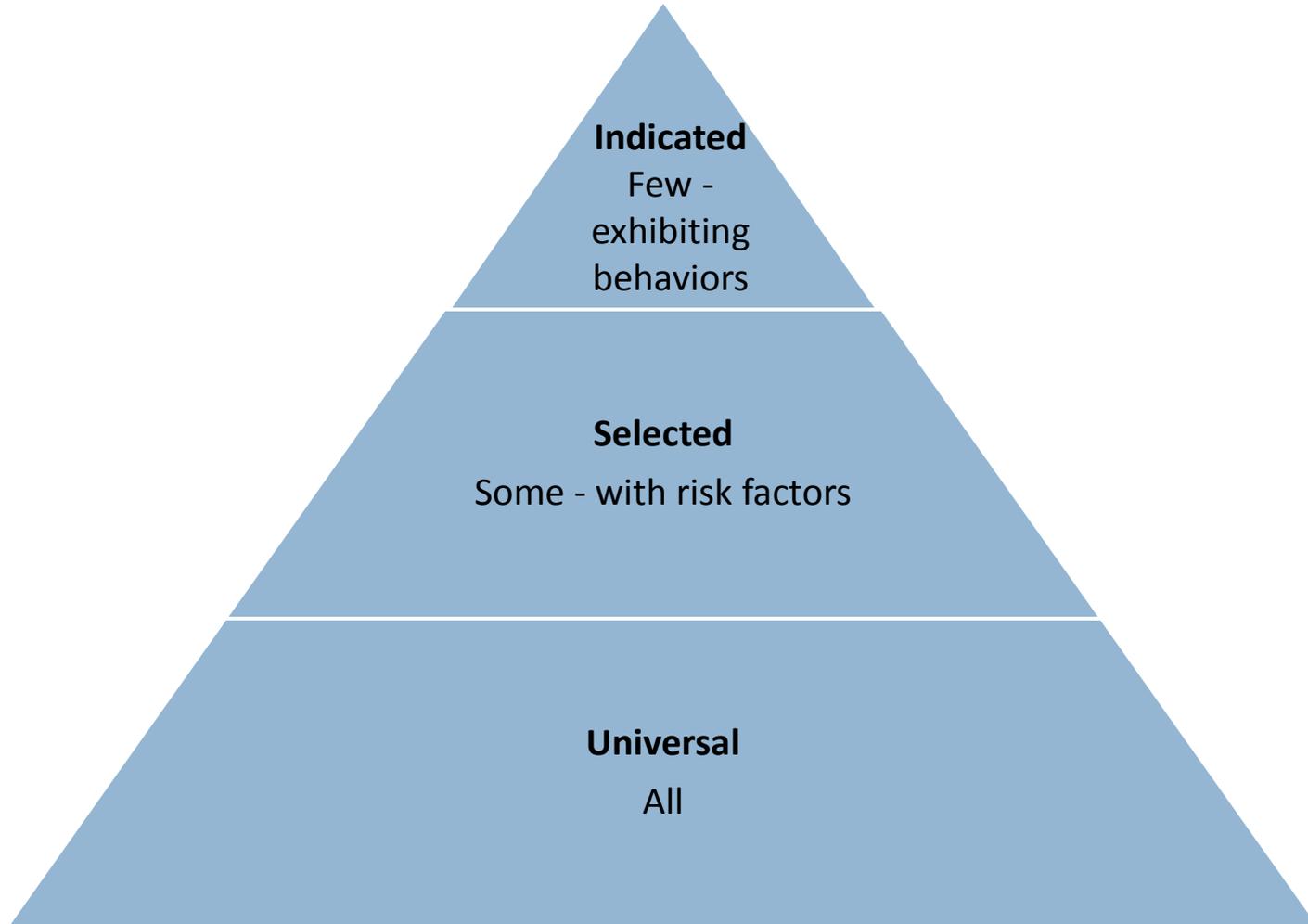
93

In 2002, the U.S. Secret Service and the U.S. Department of Education conducted a study of school shootings beginning in 1974, focusing on 37 incidents and 41 perpetrators. Notable information follows:

- No single profile of a school shooter exists.
- Prior to the incidents, the attackers all engaged in behavior that seriously concerned at least one adult.
- In several cases, the attackers had experienced HIB that was long standing and severe.
- More than half had documented extreme depression.
- 78% had suicidal attempts or thoughts.

Multi-Level Approach to Prevention and Intervention

94



Responding to HIB Behavior – BOE Policy Requirements

95

The ABR requires the following for responding to HIB behavior:

- Consequences and appropriate remedial action for a person who commits an act of HIB;
- The superintendent may decide to provide intervention services, establish training programs to reduce HIB and enhance school climate, impose discipline, order counseling as a result of the investigation, or take or recommend other appropriate action;
- The range of ways in which a school will respond once an incident of harassment, intimidation, or bullying is identified, which shall be defined by the principal in conjunction with the school anti-bullying specialist, but shall include and appropriate combination of counseling support services, intervention services and other programs, as defined by the commissioner.

ABR Definition of HIB

96

HIB means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or series of incidents*, that:

- is reasonably perceived as being motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, and
- takes place on school property, at any school-sponsored function, or off school grounds as provided for in section 16 of P.L. 2010, c 122, and
- substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

ABR Definition of HIB, cont.

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- A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
- Has the effect of insulting or demeaning any student or group of students; or
- Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

What is the intended outcome of a response to a HIB incident?

Bully: to correct behavior & prevent another occurrence.

Victim: to protect & provide support.



Responding to HIB Behavior, cont.

Adult responses to student misbehavior that get **negative results:**

- Reacting emotionally.
- Handing out punishment that is out of proportion to a behavior.
- Reacting publicly.
- Reacting to a small incident that might resolve itself.
- Making an accusation without the facts.

Adult responses to student misbehavior that get **positive results:**

- Describing the unacceptable behavior to the student.
- Pointing out the way the behavior negatively affects him or her or others.
- Talking with the student about better choices.
- Asking the student to write a goal that will help improve his or her actions.
- Showing confidence in the student that his or her behavior goals are achievable.
- Positively reinforcing behavior that relates to student goals.

Considerations for Responding to an Alleged HIB Incident

100

While a clearly written HIB policy provides a universal foundation for investigating incidents, the following information provides specific suggestions for investigating a HIB complaint:

- Always ensure student safety. In all cases, action should be taken during and after investigations to assure that students are protected, while receiving a thorough and efficient public education.
- Determine a strategy for investigating the complaint.
- Once the strategy has been decided, conduct the investigation, but remain flexible in response to new information.
- Review all relevant documentation for consistency and for completeness of the record.

Assessing and Addressing Student Behavior

101

The following topics will be addressed in the sections on assessing and addressing student behavior:

- Focus on the goals of student behavior.
- Provide suggestions for effective responses to behavior.
- Introduce three models for responding to behavior.
- Discuss factors to consider in remediation.
- Provide direction and practice in developing a student behavior support plan.

Assessing and Addressing Student Behavior

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Models for Consideration in Addressing HIB Behavior

- The Social Discipline Model - Rudolf Dreikurs.
- Positive Behavior Support in Schools (PBSIS).
- UCLA's Mental Health in Schools Project.

The Social Discipline Model – Dreikurs

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- Dreikurs spent much of his life as a consultant to public schools explaining ways his theories could be translated into practice for classroom management and discipline.
- Dreikurs was influenced by social psychologist Alfred Adler.
 - The central motivation of all humans is to belong and be accepted by others.
 - All behavior, including misbehavior is:
 - Orderly;
 - Purposeful; and
 - Directed toward achieving social approval.

The Goals of Misbehavior

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- Dreikers believed that when a student is unsuccessful in obtaining acceptance from others, a pattern of misbehavior begins.
- All misbehavior is the result of a child's mistaken assumption about how to "find a place" and gain status.
 - A child's behavior achieves something and there is purpose in his or her behavior.
- The primary goals that motivate a child's misbehaviors are:
 - Attention getting.
 - Power and control.
 - Revenge.
 - Helplessness or inadequacy.

The Use of Logical Consequences

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- Dreikurs did not believe in the use of punishment, reinforcement or praise.
- Instead, he supported *encouragement*, and saw it as more important than any other aspect of child raising. Dreikurs makes the following suggestions when interacting with children:
 - Always speak in positive terms, never negative.
 - Be democratic rather than autocratic or permissive.
 - Encourage students to strive for improvement, not perfection.
 - Emphasize student strengths while minimizing weaknesses.
 - Help students learn from mistakes, which are valuable in learning.
 - Encourage independence and the assumption of responsibility.
 - Show faith in students; offer them support in overcoming obstacles.
 - Encourage students to help each other.
 - Be optimistic and enthusiastic - a positive outlook is contagious.
 - Use encouraging remarks such as, “You have improved.”

What is the goal of logical consequences?

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- To ensure the aggressor has the opportunity *to learn from his or her behavior and acquire more constructive ways of interacting* with peers.
- Criteria for applying logical consequences to be considered follows:
 - **Reasonable** - The consequence fits the inappropriate behavior.
 - **Related** - The consequence teaches a skill or attitude that will prevent future inappropriate behavior.
 - **Respectful** - The consequence must respect the dignity of both victim and aggressor.
 - **Responsive** - The consequence ensures that the aggressor is the one who is held accountable for his or her actions.

Examples of The Social Discipline Model

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<i>Adult's Feeling and Reaction</i>	<i>Student's Response to Attempts at Correction</i>	<i>Student's Faulty Belief</i>	<i>Student's Goal</i>	<i>Alternatives for Adults</i>
<p>FEELING: Annoyed.</p> <p>REACTION: Remind and coax.</p>	<p>Temporarily stops. Later resumes the same behavior or disturbs in another way.</p>	<p>"I belong only when I am being noticed or served."</p>	<p>ATTENTION</p>	<p>Ignore misbehavior, when possible.</p> <p>Notice positive behavior.</p> <p>Give attention when not making a bid for it.</p> <p>Realize that reminding and coaxing are undue attention.</p>
<p>FEELING: Angry, provoked, as if one's authority is threatened.</p> <p>REACTION: Fight or give in.</p>	<p>Active (or passive) aggressive misbehavior or power struggle is intensified, or child submits with "defiant" compliance.</p>	<p>"I belong only when I am in control or when I am proving no one can boss me!"</p>	<p>POWER</p>	<p>Withdraw from conflict, explaining your reason.</p> <p>Realize that fighting or giving in only increases the student's desire for power.</p> <p>Use power constructively by appealing for the student's help and cooperation.</p>

Examples of The Social Discipline Model, cont.

<i>Adult's Feeling and Reaction</i>	<i>Student's Response to Attempts at Correction</i>	<i>Student's Faulty Belief</i>	<i>Student's Goal</i>	<i>Alternatives for Adults</i>
<p>FEELING: Deeply hurt. REACTION: Retaliate and get even.</p>	<p>Seeks further revenge by intensifying misbehavior or choosing another weapon.</p>	<p>"I belong only by hurting others as I feel I have been hurt (i.e., physical or verbal attacks). I can not be liked."</p>	<p>REVENGE</p>	<p>Avoid feeling hurt. Avoid punishment and retaliation. Build trusting relationship. Convince the student that he is loved.</p>
<p>FEELING: Despair, hopeless, discouraged. REACTION: Agree that nothing can be done. Give up.</p>	<p>Passively responds or fails to respond to whatever is done. Shows no improvement.</p>	<p>"I belong only by convincing others not to expect anything from me. I am unable. I am helpless."</p>	<p>DISPLAY OF INADEQUACY</p>	<p>Stop all criticism. Encourage any and all positive attempts, no matter how small. Focus on assets. Above all, do not pity and do not give up.</p>

Assessing and Addressing Student Behavior, cont.



PBSIS and Bullying Behavior

Premises:

- Behavior is learned.
- Learning occurs as a result of events in the environment.
- Individuals engage in behavior to:
 - Get something pleasurable.
 - Avoid something they do not like.

PBSIS: Six Key Features

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1. Teach all students expected behavior.
2. Monitor and acknowledge students for engaging in appropriate behavior outside the classroom.
3. Provide specific instruction and pre-correction to prevent bullying behavior from being rewarded by victims and bystanders.
4. Correct behaviors using a consistently administered continuum of consequences.
5. Collect and use information about student behavior to guide decision making.
6. Establish a team that develops, implements, and manages the PBSIS effort in school.

PBIS Prevention Goals and Bullying Behavior

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Goal 1

- Establish a positive, predictable, consistent, rewarding school culture for all, across all settings.

Goal 2

- Teach social skills that work at least as well as or better than problem behavior.

Goal 3

- Respond to non-responsive behavior positively and differently, rather than reactively and more of the same.

Goal 4

- Actively supervise and pre-correct for problem behaviors and settings, especially for non-classroom behaviors.

PBSIS:
The
Functional
Behavior
Assessment
(FBA)

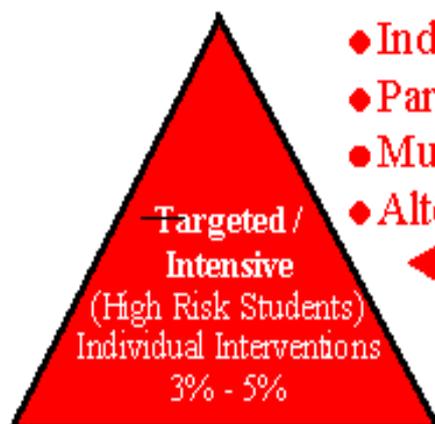
Use of a Functional Behavior Assessment

- Functional Behavior Assessment is a process for gathering information that identifies variables contributing to occurrences of problem behavior and helps us to understand the reasons problem behavior is occurring.
- A FBA is conducted by:
 - Interviewing people who know the student;
 - Observing the student in various settings;
 - Summarizing and interpreting the information; and
 - Developing hypothesis statements.

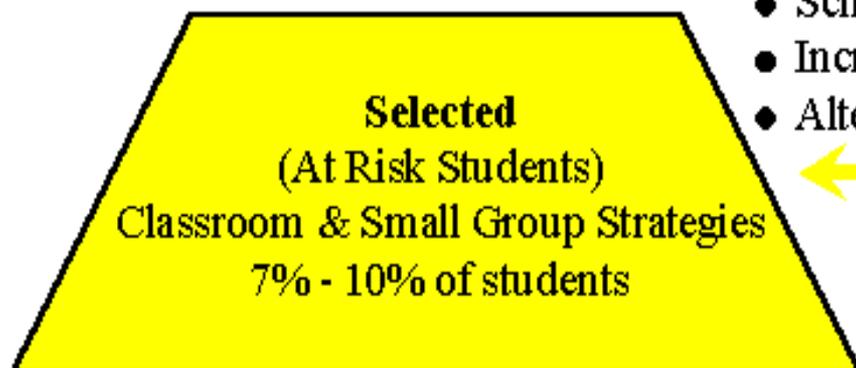
**PBSIS:
The
Functional
Behavior
Assessment,
cont.**

- Three types of information should be gathered when conducting a FBA.
 - Information about the context of the student's life;
 - Information about variable setting events; and
 - Information about events that occur immediately before and after the behavior.

**Three-tiered
Model
of
School-wide
Systems of
Positive
Behavior
Support**



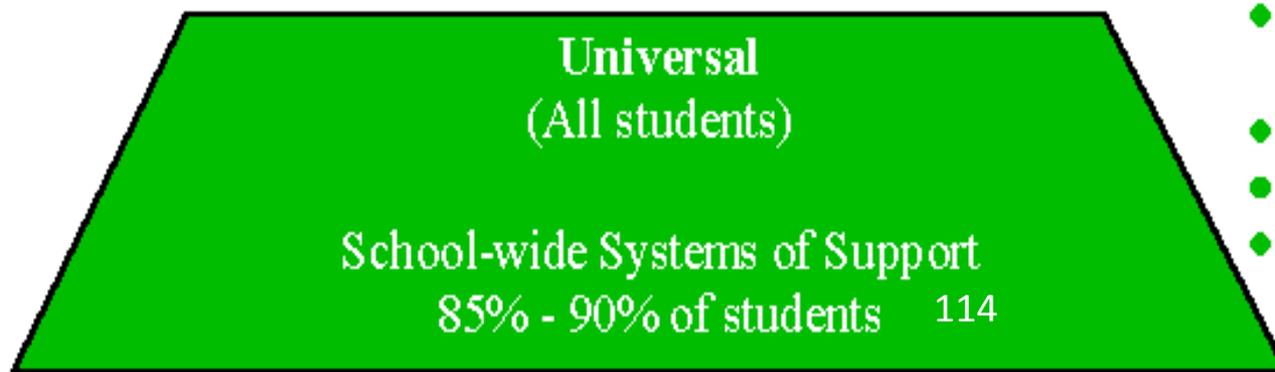
- Intensive academic support
- School based adult mentors
- Intensive social skills training
- Individualized, function-based behavior support plans
- Parent training and collaboration
- Multi-agency collaboration (wrap around)
- Alternatives to suspension and expulsion



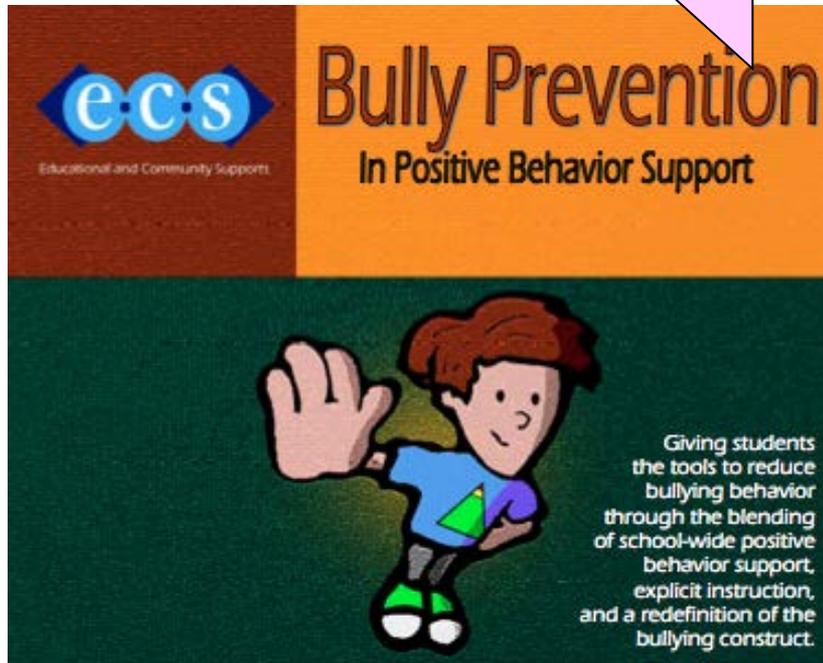
- Intensive social skills training and support
- Self-management programs
- School-based adult mentors (check-in)
- Increased academic support & practice
- Alternatives to school suspension



- Effective academic support
- Teaching social skills
- Teaching school-wide expectations
- Active supervision and monitoring in common areas
- Positive reinforcement for all
- Firm, fair, corrective discipline
- Effective Classroom management

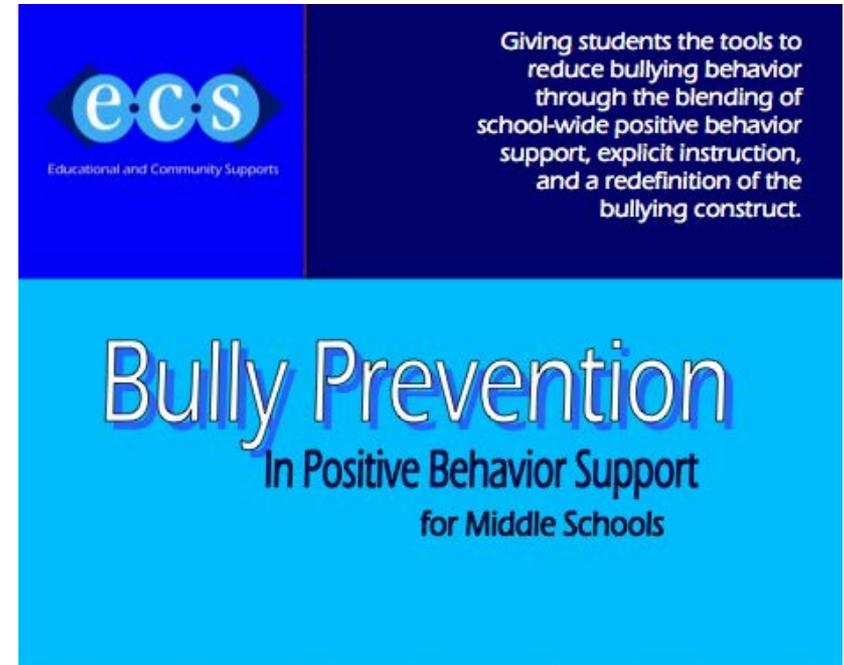


www.pbis.org



The cover features the ECS logo (Educational and Community Supports) in a blue diamond shape on a brown background. The title "Bully Prevention In Positive Behavior Support" is written in a large, brown, sans-serif font on an orange background. Below the title is a cartoon illustration of a boy with brown hair, wearing a blue shirt and purple pants, with his right hand raised in a "stop" gesture. To the right of the illustration, the text reads: "Giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct."

Scott Ross, M.S., Rob Horner, Ph.D, & Bruce Stiller, Ph.D



The cover features the ECS logo (Educational and Community Supports) in a blue diamond shape on a blue background. The title "Bully Prevention In Positive Behavior Support for Middle Schools" is written in a large, white, sans-serif font on a light blue background. To the right of the title, the text reads: "Giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct."

Scott Ross, M.S., Rob Horner, Ph.D, & Bruce Stiller, Ph.D



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“Advancing mental health in schools is about much more than expanding services and creating full service schools. It is about establishing ***comprehensive, multifaceted approaches*** that help ensure schools are caring and supportive places that maximize learning and well-being and strengthen students, families, schools, and neighborhoods.”

This involves:

- Building understanding about comprehensive systems of learning supports and how such systems transform public education.
- Creating policy and practice framework documents that can be shared among critical stakeholder groups.
- Working to design and implement learning support systems.

There is a comprehensive focus on:

- Addressing barriers to learning and teaching.
- Re-engaging disengaged students in classroom learning.

What are some barriers to learning? (UCLA)



1. Deficiencies in basic resources and opportunities for development.
2. Observable problems.
3. General stressors and associated underlying psychological problems.
4. Crises and emergencies.
5. Difficult transitions.

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Responding to Occurrences of Misbehavior

- Identify underlying motivation for misbehavior.
- For “unintentional misbehavior,” strengthen coping skills (e.g., social skills, problem solving strategies).
- If misbehavior is “intentional” but reactive, work to eliminate conditions that produce reactions (e.g., conditions that make the student feel incompetent, controlled, or unrelated to significant others).
- For “proactive misbehavior,” offer appropriate and attractive alternative ways the student can pursue a sense of competence, control, and relatedness.
- Equip the individual with acceptable actions to take instead of misbehavior (e.g., options to withdraw from a situation or to try relaxation techniques).
- Enhance the individual's motivation and skills for overcoming behavior problems (including altering negative attitudes toward school).

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After Misbehavior Occurs

- **Forms of consequences**
 - Removal/deprivation (e.g., loss of privileges, removal from activity).
 - Reprimands (e.g., public censure).
 - Reparations (e.g., of damaged or stolen property).
 - Recantations (e.g., apologies, plans for avoiding future problems).
- **Discuss the situation with parents**
 - Explain ways they can avoid exacerbating the problem.
 - Mobilize them to engage in prevention activities with school staff.

Meeting the Needs of All Students: Key Facets of a Learning Supports Component

School Resources
(facilities, stakeholders,
programs, services)



Community Resources
(facilities,
stakeholders,
programs, services)

*Systems for Promoting
Healthy Development &
Preventing Problems*

primary prevention – includes
universal interventions

Systems of Early Intervention
early-after-onset – includes
selective & indicated
interventions

Systems of Care
treatment/indicated
interventions for severe and
chronic problems

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Use of a Functional Behavior Assessment

- FBA is the process of gathering and analyzing information about a student's behavior and accompanying circumstances in order to determine the purpose or intent of the actions.
- This investigation is designed to help educators:
 - Determine the appropriateness of the student's present educational placement and services, and whether changes would help the student to display more acceptable behavior.
 - Identify positive interventions that would reduce the undesirable behavior.
 - Identify appropriate behaviors to be substituted for the inappropriate ones.

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Utilizing Internal and External Support Resources

- Formal or informal screening occurs to identify a problem.
 - Use available information from multiple sources.
- Triage
 - Decisions to proceed based on the urgency of the problem.
 - Consultation and referral - Options may include:
 - **Open-Enrollment programs** - Social, recreational, enrichment, self-help.
 - **Direct instruction** - Teaching skills through education, individually or in small groups.
 - **Psychosocial Guidance and Support** - Advising, social-emotional development, acting as liaison.
 - **Psychosocial Counseling** - Increase competence and ability to relate to others.
 - **Highly Specialized Interventions for Severe Problems** - Alternative or special schools or programs.

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Summary

- Work toward a comprehensive, multifaceted, and cohesive approach for addressing barriers to learning.
- Use case-oriented teams to focus on specific individuals.
- Use resource-oriented teams to focus on all students and the resources, programs, and systems for addressing barriers to learning and promoting healthy development.

Factors in HIB Remediation

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Student Considerations

The following student factors should be considered when determining remedial measures:

- Age, developmental and maturity levels of the involved parties and their relationship to the school district;
- Degree of harm;
- Surrounding circumstances;
- Nature and severity of the behaviors;
- Incidences of past or continuing patterns of behavior;
- Relationships among the involved parties; and
- Context in which the alleged events occurred.

Factors in HIB Remediation, cont.

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School Considerations

The following school factors should be considered when determining remedial measures:

- School culture, climate and general staff management of the learning environment;
- Social, emotional and behavioral supports;
- Student-staff relationships and staff behavior toward the student;
- Family, community and neighborhood situations; and
- Alignment with policy and procedures.

Factors in HIB Remediation, cont.

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Personal Considerations

The following personal factors should be considered when determining remedial measures:

- Life skill deficiencies.
- Social relationships.
- Strengths.
- Talents.
- Interests.
- Hobbies.
- Extra-curricular activities.
- Classroom participation.

Factors in HIB Remediation, cont.

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Environmental Considerations

The following environmental factors should be considered when determining remedial measures:

- School culture.
- School climate.
- Student-staff relationships and staff behavior toward the student.
- General staff management of classrooms or other educational environments.
- Staff ability to prevent and manage difficult or inflammatory situations.
- Social-emotional and behavioral supports.
- Social relationships.
- Community activities.
- Family and neighborhood situations.

Assessing and Addressing Student Behavior, cont.



Response Domains

- Individual
- Classroom
- School
- District

Considerations for HIB Victim Support

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Conduct:

- A review of academic records and, if applicable, the Individualized Education Program (I.E.P.).
- An interview with the student.
- A student-completed checklist or rating scale.
- Observations of settings and situations where bullying is known to occur.

Intervention and supports might include:

- Altering environmental arrangements, such as changing student seating or schedules and positioning staff in the vicinity of predictable bullying incidents.
- Providing social skills instruction, including assertiveness skills, empowerment skills and responding in the moment.
- Providing assistance in reading or interpreting social signals, building self-esteem or identifying friends and classmates who can give them support.
- Increasing positive contact with adults, such as scheduled meeting times and providing mentoring.
- Encouraging relationship building and peer supports, including the use of active listening skills, empathy and problem.

Responding to Students with Disabilities

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HIB Cases Involving Students with Disabilities

- In regard to the application of the ABR to cases involving students with disabilities, the procedures in the ABR must be followed for *all* students.
- All decisions should be based on the facts of the cases and the specific situations and characteristics of the students involved in the incident(s) and the applicable federal and state laws and regulations.
- In *all* cases *all* of the procedures established in the *ABR* must be followed, including, but not limited to, the incident report, the investigation, the report of the results of the investigation to the chief school administrator (CSA) and the board of education's decision regarding the CSA's decision.

Responding to Students with Disabilities, cont.

Consequences

- The only difference in implementing the ABR for students with disabilities is in the application of consequences and remedial strategies for HIB when the student is the offender.
- If a student with a disability is determined to have engaged in HIB, any consequence must be determined in compliance with the requirements of the *Individuals with Disabilities Education Act* (IDEA) and applicable state and federal regulations.
- Therefore, if it is determined that the conduct resulting in HIB resulted from the student's unique circumstances (disabling condition), the resulting consequence should be determined with that in mind, which could result in the provision of counseling or other assistance, rather than a punitive measure such as a suspension.
- In addition, if the consequence imposed results in a requirement, in accordance with the IDEA, to conduct a manifestation determination, and it is concluded that the HIB behavior was a manifestation of the student's disability, any consequence changing the placement of the student would have to be rescinded and the student returned to his or her placement.

Responding to Students with Disabilities, cont.

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Victim Support

- It is understood that some students with disabilities might not understand the effects of their behaviors, might have varying degrees of control over their behaviors, or might not have acquired or mastered certain behaviors. However, it is important to recognize that in addition to addressing HIB offenders, the ABR *protects student victims* of HIB, regardless of who commits the HIB.

Prevention Opportunities

- The ABR provides schools with the opportunity to teach all students about special education (e.g., the student's cognitive, social-emotional, behavioral or physical challenges), which could minimize HIB reports for misperceived or misunderstood behaviors from students with disabilities. This can be a component of the district's activities to improve school culture and climate.

Steps in Designing a Behavior Support Plan

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- Collect indirect information and direct observation data.
- Summarize all information and develop a hypothesis that explains the reasons the student is engaging in the behavior.
 - A hypothesis statement is critical because it provides all involved with a very clear direction for intervention planning, resulting in practical and proactive strategies.
 - Using the hypothesis statements as a guide, select interventions that will:
 - Prevent behavior from occurring;
 - Teach the student a socially appropriate replacement skill;
 - Strengthen appropriate behaviors; and
 - Respond effectively to occurrences of problem behavior.

Steps in Designing a Behavior Support Plan, cont.

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- Begin planning the interventions that will be used.
 - Effective interventions are those that effectively compete with the outcomes achieved by exhibiting the problem behavior.
 - Interventions must be sufficiently intense and produce meaningful and relevant outcomes for the student.
 - Interventions must be a good fit for the context they are applied in (i.e., the teacher feels comfortable using the strategies) and a good fit for the student's needs.

Building a Behavior Support Plan

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Table Activity

- Your goal is to build a Behavior Support Plan for a student based on the scenario provided at your table.
- Use information and concepts you learned in this training to support your decisions.
- Additional information to assist you in making decisions is provided.
- Select a timekeeper, writer and spokesperson for reporting out.

Assessing and Addressing Student Behavior, cont.



Key Characteristics of an Effective HIB Intervention

- Respond swiftly and consistently to incidents.
- Ensure victim safety and provide support.
- Address both the bully and bystanders.
- Use responses that are designed to correct the behavior.
- View each HIB incident as unique and respond accordingly to the facts.
- Communicate openly; maintain transparency.

HIB Comprehensive Intervention Program Checklist

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Assessing Your School's Progress: An Intervention Program Checklist

Learning Outcomes Revisited



Participants will:

1. Understand school district prevention and intervention requirements within the ABR.
2. Understand best practices in HIB prevention for:
 - ✓ Developing positive school climate and culture.
 - ✓ The effective management and coordination of prevention programs.
 - ✓ Data-driven decision making and action planning.
3. Understand best practices in HIB intervention for:
 - ✓ Addressing the characteristics and needs of bullies and victims.
 - ✓ Remediating HIB behavior using a range of responses.
 - ✓ Developing and monitoring a behavior support plan.

References

- Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Division of Violence Prevention. Retrieved from <http://www.cdc.gov/ViolencePrevention/youthviolence/riskprotectivefactors.html>
- Dreikurs, R. and Grey, L. (1968). *Logical Consequences: A Handbook for Discipline*. Meredith Press, New York, NY.
- Kouzes, J. M. & Posner, B. Z. (1997). *Leadership Practices Inventory Participant's Workbook*. San Francisco: Jossey-Bass.
- Osher, Dwyer, & Jackson, *Safe, Supportive and Successful Schools Step by Step*, 2004.
- National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center, 2010. <http://www.promoteprevent.org/>

References

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- National School Climate Center, 545 8th Avenue, RM 930, New York, NY 10018. Retrieved and adapted from <http://www.schoolclimate.org/guidelines/schoolclimateimprovement.php> , 2011.
- New Jersey Positive Behavior Support in Schools http://www.njpbs.org/about_us/index.htm
- Prevention Research Center for the Promotion of Human Development, Evidence-based Prevention & Intervention Support Center The Pennsylvania State University, 2012. http://www.prevention.psu.edu/people/bumbarger_b.html
- School Mental Health Project, UCLA, <http://smhp.psych.ucla.edu/>
- U.S. Department of Health and Human Services 200 Independence avenue, S.W. Washington D.C. 20201 www.stopbullying.gov
- United States Secret Service and the United States Department of Education, *The Final Report and Findings on the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*, Washington D.C., May 2002. http://www.secretservice.gov/ntac/ssi_final_report.pdf

Resources

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- **Government Resources**

- U.S. Department of Education, Office of Safe and Healthy Students
<http://safesupportiveschools.ed.gov/index.php?id=01>
- Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act
<http://www.state.nj.us/education/students/safety/behavior/hib/guidance.pdf>

- **Federal Grant Program Webinars**

- National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center, 2010.
<http://www.promoteprevent.org/nc-meetings-webinars/past-events>

Resources, cont.

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- **School Climate Resources**

- Center for Social and Emotional Education: <http://www.schoolclimate.org>
- National School Climate Standards:
<http://www.schoolclimate.org/climate/documents/school-climate-standards-csee.pdf>
- School Climate Guide for District Policymakers and Education Leaders:
<http://www.schoolclimate.org/climate/districtguide.php>
- Collaborative for Academic, Social, and Emotional Learning (CASEL):
<http://www.casel.org>
- UCLA School Mental Health Project: <http://smhp.psych.ucla.edu/> – Schools as Caring, Learning Communities: <http://smhp.psych.ucla.edu/pdfdocs/caring.pdf>
- National School Boards Association:
<http://www.nsba/mainmenu/governance/keyword/climate-resources.aspx>

Resources, cont.

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- **Evidence-Based Program Databases**

- Blueprints for Violence Prevention

<http://ibs.colorado.edu/cspv/blueprintsquery/>

- National Registry of Evidence-based Programs (NREPP)

<http://www.nrepp.samhsa.gov/>

- Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice

http://www.dsgonline.com/mpg2.5/mpg_index.htm

- Office of Safe and Drug-Free Schools Expert Panel, United States Department of Education

<http://www.ed.gov/admins/lead/safety/exemplary01/panel.html>

Resources, cont.

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- **Evidence-Based Program Databases**

- Preventing Drug Abuse Among Children and Adolescents: A Research-based Guide for Parents, Educators and Community Leaders, National Institute on Drug Abuse
<http://www.drugabuse.gov/pdf/prevention/RedBook.pdf>
- Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs, Collaborative for Academic, Social, and Emotional Learning
<http://casel.org/publications/safe-and-sound-an-educational-leaders-guide-to-evidence-based-sel-programs-illinois-edition/>
- What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Resources, cont.

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- **Evidence-based Program Selection**
 - The EPIS Center conducts original translational research to advance the science and practice of evidence-based prevention. www.EPISCenter.psu.edu
- **Special Needs Students and High Risk Groups**
 - www.abilitypath.org
 - www.GLSEN.org
- **Tools for Organizing and Presenting Data**
 - Free online ways to makes charts and tables
 - www.InfographicArchive.com
 - www.Piktochart.com
 - www.wordle.net
- **School Surveys**
 - A list of surveys and studies available through the National Center for Education Statistics.
 - <http://nces.ed.gov/surveys/surveygroups.asp?group=1>

Thank You!

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**HIB QUESTIONS AND
COMMENTS CAN BE SENT TO
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