



Best Practices in Bullying Prevention and Intervention

A collaborative effort of the
DuPage County
Regional Office of Education
and
State's Attorney's Office

Hon. Robert Berlin, State's Attorney
Hon. Darlene J. Ruscitti, Ed.D., Superintendent

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DuPage County Anti-Bullying Task Force

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Legal References

- State of Illinois and U.S. Federal Statutes
- U. S. Department of Education, Office for Civil Rights “Dear Colleague” letter and Fast Facts
- National School Boards Association Response to “Dear Colleague” letter

Best Practices Tools

- DuPage Anti-Bullying Task Force “Model Bullying Policy”
- DuPage Anti-Bullying Task Force “Bullying Protocol”
- Indicators Assessment Tool
- Bullying Incident Report Form

Bullying is a serious problem in homes, schools and communities. Often dismissed as an adolescent “rite of passage,” research clearly indicates bullying is learned behavior and detrimental to the academic, physical, social and emotional development of all involved – bullies, targets and the bystanders who witness it. Bullying is not only a problem of youth but is one that spans all ages. Despite volumes of research, countless “anti-bullying” programs and increased scrutiny by the media, bullying continues to pervade our culture and our schools. It is a complex social issue requiring determination, leadership and courage to address. Although it is a difficult challenge, it cannot be ignored. A wave of recent bullying incidents with tragic outcomes has shed a renewed light on this issue. The advent of technology allowing for impulsive, anonymous and rapid communication, has expanded the opportunities for bullying to a degree that necessitates more innovative and immediate responses than ever before.

DuPage Anti-Bullying Task Force

Under the leadership of Dr. Darlene Ruscitti, Superintendent of the DuPage Regional Office of Education, Robert Berlin the DuPage County State’s Attorney, and former Governor Jim Ryan who served as Honorary Chairman, a Task Force was established in June 2010 to address bullying. The charge to the committee was to:

- Clearly define bullying
- Establish a recommended Model Policy for school districts
- Research and recommend “best practices” for schools to support bullying prevention and intervention efforts

The Committee was formed in part in response to the enactment of Senate Bill 3266 which amended the Illinois School Code relative to bullying policies, education and reporting. The opening statement of the new law indicates the importance of this issue at the state legislative level:

“The General Assembly finds that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with students’ ability to learn and participate in school activities. The General Assembly further finds that bullying has negative effect on the social environment of schools, creates a climate of fear among students, inhibits their ability to learn, and leads to other antisocial behavior. Bullying behavior has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and sexual violence. Because of the negative outcomes associated with bullying in schools, the General Assembly finds that school districts and non-public, non-sectarian elementary and secondary schools should educate students, parents, and school district or non-public, non-sectarian elementary or secondary school personnel about what behaviors constitute prohibited bullying.” (Illinois Public Act 09-0952)

LEGAL REFERENCE: 105 ILCS 5/27-23.7. Bullying Prevention

Bullying Defined

The Illinois legislature defines “Bullying” as meaning:

“Any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- (1) placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
- (2) causing a substantially detrimental effect on the student’s or students’ physical or mental health;
- (3) Substantially interfering with the student’s or students’ academic performance;
- or
- (4) Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, as defined in this subsection (b), may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.”

LEGAL REFERENCE: 105 ILCS 5/27-23.7(b).

In its Model Policy, the DuPage County Anti-Bullying Task Force established the definition of bullying as behavior that may:

1. Reflect a coercive **imbalance of power**; AND
2. Is **severe, pervasive** and often **purposeful and repeated**; AND
3. Places an individual in (a) **reasonable** fear of **substantial** detrimental effect to his or her person or property; or (b) to otherwise substantially interfere in a student's academic performance or ability to participate in any school related activity.

As noted in the Model Policy "Conduct" may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant messages, text messages and emails);
- Verbal threats made to another, blackmail, or demands for protection money;
- Non-verbal threats or intimidation such as aggressive or menacing gestures;
- Direct or indirect, relationally aggressive behavior such as social isolation, rumor spreading, or damaging someone's reputation;
- Any of the above conduct which occurs off school grounds when such conduct creates, or reasonably can be expected to create, a substantial disruption in the school setting and/or at school sponsored activities and events.

In addition to that conduct described above, *examples* of conduct that may constitute bullying include the following:

- Blocking access to school property or facilities;
- Stealing or hiding or otherwise defacing books, backpacks or other personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking put-downs, or demeaning humor relating to a student's race, color, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.

Conduct that would *not ordinarily* be considered bullying include:

- Mere teasing
- "talking trash"
- Trading of insults
- The expression of ideas or beliefs (expressions protected by the First Amendment), so long as such expression is not lewd, profane, or intended to intimidate or harass another.

Source: DuPage Anti-Bullying Task Force Model Bullying Policy (2011)

How Prevalent is Bullying?

Bullying statistics vary greatly depending on a number of factors including how bullying is defined, how data is collected, and the willingness of those involved to report incidents. According to the *Indicators of School Crime and Safety:2009* report, a joint effort of the Bureau of Justice Statistics and National Center for Education Statistics:

- During the 2007-08 school year, 25 percent of public schools reported that bullying occurred among students on a daily or weekly basis.
- In 2007, 32 percent of students ages 12-18 reported having been bullied at school during the school year.
- Of the students who had been bullied, 63 percent said that they had been bullied once or twice during the school year, 21 percent had experienced bullying once or twice a month, 10 percent reported being bullied once or twice a week, and 7 percent said that they had been bullied almost daily.
- 33 percent of female students reported being bullied at school compared with 30 percent of male students.

A 2001 study funded by the National Institute of Child Health and Human Development (NICHD) surveyed 15,686 students in grades six-through-10, in public, parochial, and other private schools throughout the U.S. Out of all the students, 13 percent said they had engaged in moderate or frequent bullying of others, while 10.6 percent said they had been bullied either moderately or frequently. Some students - 6.3 percent - had both bullied others and been bullied themselves. In all, 30 percent of the students who responded to the survey had been involved in some aspect of bullying, either as a bully, as the target of bullying, or both.

The prevalence of bullying in schools is almost certainly higher than what is reported to teachers and school administrators because many bullying incidents occur out of view of adults and often go unreported. Indeed, according to the previous report, only 36 percent of students who were bullied notified a teacher or another adult at school about the event(s).

Why Do Students Bully?

(section taken from the Olweus Bullying Prevention Program, www.olweus.org)

Information about bullying suggests that there are three interrelated reasons why students bully.

1. Students who bully have strong needs for power and (negative) dominance.
2. Students who bully find satisfaction in causing injury and suffering to other students.
3. Students who bully are often rewarded in some way for their behavior with material or psychological rewards.

The Impact of Bullying

(section taken from the Olweus Bullying Prevention Program, www.olweus.org)

A single student who bullies can have a wide-ranging impact on the students they bully, students who observe bullying, and the overall climate of the school and community.

Students Who are Bullied - Students deserve to feel safe at school. But when they experience bullying, these types of effects can last long into their future:

- Depression
- Low self-esteem
- Health problems
- Poor grades
- Suicidal thoughts

Students Who Bully Others - Students who intentionally bully others should be held accountable for their actions. Those who bully their peers are also more likely than those students who do not bully others to:

- Get into frequent fights
- Steal and vandalize property
- Drink alcohol and smoke
- Report poor grades
- Perceive a negative climate at school
- Carry a weapon

Note: Not all students who bully others have obvious behavior problems or are engaged in rule-breaking activities, however. Some of them are highly skilled socially and good at ingratiating themselves with their teacher and other adults. This is true of some boys who bully but is perhaps even more common among bullying girls. For this reason it is often difficult for adults to discover or even imagine that these students engage in bullying behavior.

Observers of Bullying - Students who see bullying happen also may feel that they are in an unsafe environment. Effects may include feeling:

- Fearful
- Powerless to act
- Guilty for not acting
- Tempted to participate

In the NICHD study, both bullies and those on the receiving end of bullying were more likely to have difficulty adjusting to their environment both socially and psychologically. Students who were bullied reported having greater difficulty making friends and poorer relationships with their classmates. They were also much more likely than other students to report feelings of loneliness. The study authors also reported that bullies were more likely to be involved in other problem behaviors, such as smoking and drinking alcohol, and to do more poorly academically. However, youth who were both bullies and recipients of bullying tended to fare the most poorly of all, experiencing social isolation, as well as doing poorly in school and engaging in problem behaviors, like smoking and drinking.

Illinois Statutes Regarding Bullying Prevention

The Illinois Legislature and the Illinois State Board of Education (ISBE) *require* schools to develop and implement policies to prevent and intervene in student bullying. Additionally, bullying behavior can implicate other federal laws as well. The key bullying statutes are briefly summarized below, will be referenced throughout the Manual, and can be found in their entirety in the Appendix:

ILLINOIS STATUTES

The School Code:

105 ILCS 5/10-20.14. Requires the district to establish and maintain a parent-teacher advisory committee to develop, with the school board, policy guidelines on pupil

discipline, to furnish a copy of the policy to parents and inform its pupils of the contents of the policy. Requires the school board, in consultation with the parent-teacher advisory committee and other community-based organizations, to include provisions in the discipline policy to address students who have demonstrated behaviors that put them at-risk for aggressive behaviors including bullying. Includes requirement for notifying parents or legal guardians and early intervention procedures.

105 ILCS 5/27-13.3. Requires that a school district incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to students in grades 3 through 12.

105 ILCS 5/27-23.7. Requires that each school district, as well as non-public and non-sectarian schools, create and maintain a policy on bullying, file the policy with the State Board of Education, communicate its policy on bullying to its students and their parents on an annual basis and update it every two years. This statute also provides a definition of bullying and identifies prohibited subject areas on which bullying may be based (i.e., race, color, religion) but indicates it does not provide an exhaustive list.

Illinois Criminal Code:

Harassing and Obscene Communications Act, 710 ILCS 135/1, et seq. This law prohibits comments that are lewd or indecent with an intent to offend, via either telephone or electronic communication; i.e., computer. It also prohibits the making or transmission of, or knowing inducement of another person to make or transmit, a telephone call or an electronic communication for the purpose of harassing another person who is under 13 years of age. Another prohibition is threatening injury to an individual or his or her family members via telephone or electronic communication.

FEDERAL LAW

In addition to the foregoing State statutes, it is important to recognize that bullying can implicate other laws, such as the following:

- 1) Title VI of the Civil Rights Act of 1964, prohibiting discrimination on the basis of race, color or national origin; harassment.
- 2) Title IX of the Education Amendments of 1972, prohibiting discrimination on the basis of sex;
- 3) Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.
- 4) Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability.

Therefore, when training staff with regard to what constitutes bullying, it should be emphasized that there may be times when bullying misconduct may also be harassment or

discrimination that is proscribed by the Federal law stated immediately above, as well as is proscribed by the Illinois Human Rights Act. For more information about this important issue, an October 2010 “Dear Colleague” letter from the U.S. Dept. of Education, Office of Civil Right to all schools and a December 2010 response from the National School Boards Association can be found in the Appendix.

The Whole School Approach to Bullying Prevention and Intervention

Considering that *nearly all* students are either targets, perpetrators and/or witnesses to bullying incidents, that bullying negatively impacts the school climate, and that bullying threatens students’ academic performance, schools are compelled to act. Implementing *effective* bullying prevention systems, however, has been a challenge. “Because much remains to be learned about best practices in bullying prevention, when schools seek to identify a bullying prevention program to implement, they face a confusing array of interventions, many of which have not been evaluated or have produced only marginal gains in reducing bullying behaviors (Merrell, Gueldner, Ross, & Isava, 2008). Research does indicate, however, that multifaceted approaches to reducing bullying in schools are more likely to succeed than single-component programs. Such programs may include a:

- *school-wide component* centered on training, awareness, monitoring, and assessment of bullying;
- *classroom component* focused on reinforcing school-wide rules and building social and emotional skills, such as social problem-solving and empathy;
- *intervention component* for students who are frequent targets or perpetrators of bullying.

“Programs directed at only one of these levels, or interventions designed only for the targets and perpetrators of bullying, are less likely to be effective (Birdthistle et. al., 1999; Ttofi & Farrington, 2009; Vreeman & Carroll, 2007). When schools are able to scaffold bullying prevention onto a larger more comprehensive framework for prevention and positive youth development, they strengthen their prevention efforts while also addressing some of the underlying contributing social, emotional, and environmental factors that can

lead to bullying. A social and emotional learning (SEL) framework can serve just this purpose.”¹

Social and Emotional Learning

Social and Emotional Learning (SEL) focuses on the systematic development of a core set of social and emotional skills that help children more effectively handle life challenges and thrive in both their learning and their social environments. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as the processes through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions and handle challenging social situations constructively.

The Manual promotes a comprehensive, holistic approach to bullying prevention using social emotional skill development for positive, widespread outcomes for all students. Teaching students these core sets of pro-social skills enables them to learn to relate positively to others, resolve conflict peacefully, consider the effect their actions have on others and contribute to making school, home and community a better place to live and learn. As students develop these skills, the culture and climate of a school change to a more pro-social learning environment for all. The ideal setting for students to develop social emotional skills is a caring, nurturing one where adults explicitly teach the skills, model the skills and provide plenty of opportunities for students to practice the social competencies with relevant and timely feedback. Consequently, it is critical that all school staff commit to supporting the development of social emotional skills for themselves and all students.

Recognizing the importance of social and emotional development to children’s health, well-being and academic success, in 2003 Illinois became the first state to legislate that SEL be part of the learning standards of the state’s educational system. In 2005, the state Board of Education adopted SEL learning standards for all students. More detailed information about the SEL competencies and learning standards is found in Section Six: Curriculum.

Eight Essential Elements for Effective Education

The Illinois State Board of Education believes that successful districts have as their foundation the following Eight Essential Elements for Effective Education:

Comprehensive Planning
Climate and Culture
Community and Family
Professional Development
Leadership
Curriculum
Instruction
Assessment

Developed by Dr. Sam Redding at the Center on Innovation and Improvement (Lincoln, IL), these elements are associated with research-based indicators to provide a common language for school improvement and to identify gaps and measure improvements in school initiatives.² The Task Force has chosen to utilize this framework for its Best Practices in Bullying Prevention research and recommendations. A key component to this Manual are the Reflection Questions, Resources and Indicators at the end of each section. The DuPage County Anti-Bullying Task Force is grateful to Dr. Sam Redding for his expertise, support and permission to use common language in these Bullying Indicators.

District level indicators are provided where appropriate, however, most of the indicators are intended for use at the school level. While bullying prevention requires the support, leadership and resources from the district, this Manual focuses primarily on the analysis of issues and development of solutions unique to each school.

How to Use this “Best Practices in Bullying Prevention” Manual

Bullying is a complex issue with no simple or quick fixes. In fact, educational research indicates that profound school-wide change with tangible results often takes at least three years. The purpose of this Manual is to provide a framework and resources to support a systemic, whole school approach to bullying prevention by utilizing a school improvement process and emphasizing the development of social and emotional skills.

The Manual is divided into eight sections in alignment with the Eight Essential Elements for Effective Education. Each section contains an introduction, research and background information. The conclusion of each section contains:

Indicators which are provided as a tool for assessing the school's progress. A compilation of the Indicators with an assessment scale is found in the Appendix.

Reflection Questions which are excellent discussion tools for a school committee.

Resources and Works Cited which includes a plethora of additional websites, books, programs and research studies.

It may be prudent for a school committee to work through the manual, intentionally and deliberately, one section at a time, giving special time and attention to the Reflection Questions and Indicators.

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What Works in Bullying Education	What Doesn't Work
Comprehensive whole school approach that reaches all children, staff, parents and community with school-wide initiatives, classroom activities and individual interventions.	Focusing only on the children known to be directly involved in a bullying incident.
Strong leadership committed to systemic change.	Delegating bullying prevention to a small group without administrator leadership and support.
A school-wide universal approach that focuses on developing social and emotional skills to help all children and adults manage themselves, work cooperatively with others, solve problems and make appropriate decisions.	Addressing bullying separately from other curricular and prevention efforts.
Classroom teachers who promote inclusive, caring learning environments and allow time for discussions about difficult topics such as bullying.	Classroom teachers who ignore bullying or don't intervene appropriately.
Student-level interventions that target individual or small groups of victims and bullies and recognizes the important role "power" plays in bullying.	Conflict resolution, peer mediation or zero tolerance policies.
Focus on prevention and improving school climate starting in the primary grades and continuing throughout the school years with no "end date."	Focus on intervention and punitive measures when bullying peaks – typically in middle and early high school.
Investing time in a needs assessment to collect data regarding the nature and prevalence of bullying in the school.	Assuming adults understand the breadth of bullying in the school and taking a one-size fits all approach.
Creating a leadership team representative of the school community to make sure all voices are heard and to attain buy-in from all constituents including educators, para-professionals, students and parents.	Assigning the bullying program to a few staff members without input from students, parents and community members.
Designing a thorough bullying policy to clearly define bullying, state that it will not be tolerated, encourage reporting and bystander involvement, and focus on prevention, effective interventions and education rather than punishment.	A generic bullying policy with nonspecific rules or clear behavioral expectations such as "be kind" or "be respectful."
Reaching consensus on the definition of bullying, clarifying behavioral norms, and communicating and consistently enforcing school rules and expectations.	Leaving the identification, interpretation and enforcement of bullying to an untrained staff. Inconsistent enforcement of rules by staff.

What Works in Bullying Education (cont.)	What Doesn't Work (cont.)
Providing adequate resources to implement an anti-bullying or social emotional learning program with fidelity as it was designed.	Sporadic implementation of a program because of lack of time, money, staff development or commitment.
Incorporating lessons and discussions that support social and emotional development into the curriculum such as understanding differences, empathy, problem solving, making choices, and developing healthy relationships.	Viewing bullying as “one more thing” separate from the school curriculum.
Working together with parents, families and community to understand racial, religious and cultural differences, sexual orientation, how to access network resources and create avenues to support positive youth development.	Blaming parents, families and communities for the issues children face.
Carefully selecting an evidence-based curriculum that fits the needs of your school and implementing it with fidelity.	Implementation of a program without staff training.
Recognizing that all students are negatively affected by bullying; empowering and training bystanders to intervene safely or report bullying.	Thinking bullying only affects the perpetrator and the victim.
Educators model appropriate behaviors and work to build healthy student-teacher connections.	Bullying efforts that focus on students while adults in the building bully students or each other.

Resources - Introduction

The Center on Innovation & Improvement is a national content center supported by the U.S. Department of Education's Office of Elementary and Secondary Education. Award #S283B050057. www.centerii.org

Collaborative for Academic, Social and Emotional Learning (CASEL), www.casel.org

Garbarino, Dr. James, and deLara, Dr. Ellen.(2002) *And Words Can Hurt Forever: How To Protect Adolescents from Bullying, Harassment and Emotional Violence*. Free Press, New York.

National Bullying Summit. August 11-12, 2010. www.bullyinginfo.org

Stop Bullying: Official U.S. Government website managed by the Department of Health & Human Services in partnership with the Department of Education and Department of Justice: <http://www.stopbullying.gov/>

The International Bullying Prevention Association: www.stopbullyingworld.org.

Works Cited - Introduction

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Ttofi, M.M., & Farrington, D.P. (2009). "What works in preventing bullying: Effective elements of anti-bullying programs." *Journal of Aggression, Conflict and Peace Research*, 1(1), 13-24.

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Section One: Comprehensive Planning

Comprehensive Planning engages all stakeholders in the process of identifying the problem, collecting and analyzing data, defining goals or outcomes, researching effective strategies and activities to meet the goals, implementing the planned strategies and activities, and measuring their success. It should consider available resources (financial and human), structure a timeline for completion and identify the person(s) responsible for the tasks. Research indicates that most school initiatives take several years to implement effectively. While it may seem desirable to begin with implementation, it is prudent to invest the time needed to plan a course of action.

Formation of a Leadership Team or Steering Committee

Bullying should be addressed by all members of the school community. This is not the work of one or a few staff members! It is essential that a variety of stakeholder voices are represented. While some schools may choose to establish a new “Leadership Team” (our chosen designation for this Manual) or “Steering Committee” dedicated to bullying prevention, in others, it may align with an existing school committee such as the parent-teacher advisory committee (for discipline), social emotional learning steering team, school improvement committee or a task force assessing school climate. In all cases, in addition to the school leader, consideration should be given to include the following on the school team:

- Classroom teachers from a variety of grades
- Staff who support the mental and physical health of students including social workers, counselors, prevention specialists, and the school nurse
- Non-certified and volunteer staff members such as lunchroom workers, security personnel, administrative assistants, bus drivers, parents, and playground supervisors
- Member(s) of the Parent-Teacher Advisory Committee charged with developing discipline guidelines with the school board (105 ILCS 5/10-20.14)

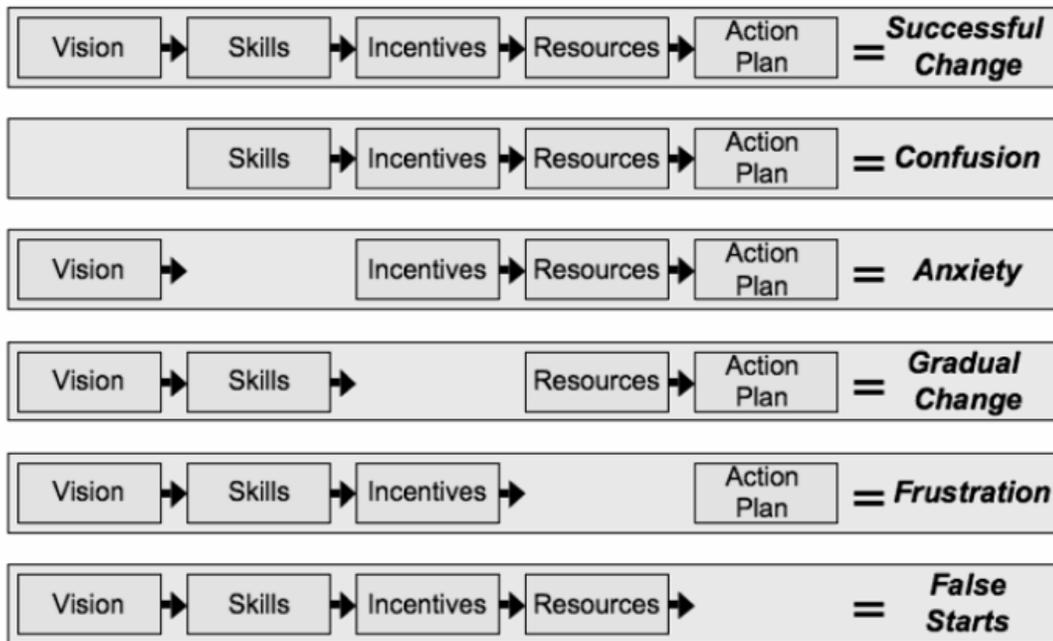
- Employee union representatives
- Students – especially in middle and secondary schools
- Parents - *essential* partners in bullying prevention! Consider a variety of parents, especially those that may feel marginalized or ones that are not typically involved in school activities.
- Parent Group Representative from the PTA, PTO, and Boosters Club
- Community members such as business leaders, elected officials, local youth serving agencies, church leaders, and park district personnel.

Managing Change

Effectively addressing bullying, harassment and victimization in schools requires significant, systemic change. Action must be taken on all levels. Change must occur with the bully*, the target, the peers, school staff, parents and within the community. While the concept of change is constant and one we can all embrace, it is often associated with fear and apprehension. “Rather than change itself, it is often ineffective management of change that creates stress among those called upon to implement it.”³ The following chart will help your school team consider all the necessary components to managing complex change. As the Managing Complex Change Chart⁴ indicates, if any one component is missing, the outcome may be unsatisfactory.

* The authors use the term “bully” throughout the Manual for brevity, however, it is recommended that school staff do not refer to or label a student as a “bully.” Better language is “the student exhibiting bullying behavior” which focuses on the behavior rather than the person.

Managing Complex Change



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District and School Policies

District and school policies are the cornerstone of anti-bullying efforts. Effective June 28, 2010, Illinois law requires:

- All schools (including non-public and non-sectarian) to create and maintain a policy on bullying
- File the policy with the State Board of Education
- Communicate its policy to its students and their parents/guardians annually
- Update the policy every two years. (105 ILCS 5/27-23.7)

Best practices indicate the bullying policy should:

- clearly define bullying,
- indicate that it is not acceptable,
- state the protocol for handling bullying incidents,
- identify strategies for the prevention, intervention and remediation of bullying behaviors,

- adopt a reporting mechanism and follow-up procedures, and
- determine how the effectiveness of the policy will be assessed.

Many traditional bullying policies are punitive in nature. A more effective approach is to include some form of remediation to help students understand the incident, how it impacted others, and reinforce instruction of more appropriate, pro-social behaviors.

The DuPage Anti-Bullying Task Force worked collaboratively to write a Model Policy and Bullying Protocol for school districts which are included in the Appendix. It is hoped that DuPage County school districts will carefully review, discuss, adopt, and create a plan to enforce the Model Policy and Protocol.

Data Collection

After adopting an effective policy and creating a leadership team, the next critical step toward creating an effective school-wide anti-bullying program is identifying where, when and how students experience bullying at school. Data can be collected in a variety of ways including anonymous surveys, student focus groups, and a review of recorded bullying incidents and other discipline records. Having students draw a map of bullying “hotspots” around the school can be very revealing. (Note - It is critical that once “hotspots” are identified, the district or school take action to diffuse what is occurring there to avoid claims of failure to take action.) It is important to delve into this data collection effort, particularly when one considers the great disparity between the number of incidents that are reported to school personnel and those that go unreported.

“Different types of bullying occur with different frequency and magnitude among different populations in different school settings. Therefore, a one-size-fits-all approach is not an appropriate solution. School-wide bullying intervention programs are more purposeful and relevant when they are informed by students’ views. We strongly recommend using a participatory action research approach that involves students in framing a problem

statement, constructing a survey, summarizing, analyzing and reporting the results, and generating ideas for how staff and students can respond to the issues uncovered.”⁵

Indicators – Comprehensive Planning

District Indicators

- The Board of Education and Superintendent have established bullying prevention as a priority in this district.
- The Superintendent and central office staff are accountable for bullying prevention outcomes.
- The district regularly allocates resources to support each school’s bullying prevention efforts.
- The district ensures that key pieces of relevant user-friendly data are available in a timely fashion.
- The district works with the school to provide early and intensive interventions for students involved in repeated incidents of bullying.
- The district allows school leaders reasonable autonomy to do things appropriate to their building’s population in reducing bullying.
- The district ensures that a comprehensive bullying prevention process occurs within the context of the School Improvement Plan.
- The district ensures that a comprehensive SEL curriculum is in place to ensure that ALL students are taught SEL competencies.
- The district ensures that the school leader (typically the principal) is skilled in managing complex change – motivating staff, students and the community, communicating clear expectations, and focusing on the development of SEL skills by all staff and students.

School Indicators

- Our school has created a Leadership Team consisting of broad representation of our school community with the specific charge to implement the Bullying Policy.
- Our school Leadership Team includes the active involvement and support of parents, community members, and representation from local agencies, organizations and businesses.
- Our school Leadership Team meets at least monthly to discuss progress.
- Our school Leadership Team works closely with the School Improvement Team to collaborate efforts.

- Our school has identified the Vision, Skills, Incentives, Resources and Action Plan to ensure effective management of systemic change.
- Our school has adopted a comprehensive Bullying Policy that is non-punitive in nature.
- Our school has collected data from a variety of sources to identify the types, frequency and location of bullying in our school.
- Our school has developed an anonymous method for students to report bullying incidents.

Reflection Questions

- 1) How will the Leadership Team build ownership and commitment of this process?
- 2) How will the Leadership Team align this process with other school initiatives?
- 3) How will the Leadership Team provide information *to* their constituencies and receive information, suggestions, and ideas *from* their constituencies (in other words – effective two-way communication)?

Resources – Comprehensive Planning

Student Surveys and Questionnaires (see also Resources in Section 8):

American Association of University Women. *Harassment-Free Hallways: How to Stop Sexual Harassment in Schools*. (2002) Includes a student survey re: sexual harassment. <http://www.aauw.org/learn/research/upload/completeguide.pdf>

The Colorado Trust® Bullying Prevention Initiative’s “Bullying Prevention Resource Guide for Schools Families and Community Partners” <http://www.bullyingprevention.org/>

- Surveys: Site offers free student, staff and community surveys (in English and Spanish); <http://www.bullyingprevention.org/index.cfm/ID/13>
- Tip Sheets – offers excellent two and three page background papers to help schools, families and community partners deal with specific bullying issues such as Cultural Competency, Cyberbullying, Parent Involvement and Sports Related Bullying. <http://www.bullyingprevention.org/index.cfm/ID/22>

The **Olweus Bullying Questionnaire** is available through Hazelden Publishing at 1-800-328-9000.

Fullan, M. (2008). *The Six Secrets of Change; What the Best Leaders Do To Help Their Organizations Survive and Thrive*. San Francisco, CA. : Jossey-Bass.

Section Two: Climate and Culture

“The terms school culture and school climate describe the environments that affect the behavior of teachers and students. School culture is the shared beliefs and attitudes that characterize the district-wide organization and establish boundaries for its constituent units. School climate characterizes the organization at the school building and classroom level. It refers to the “feel” of a school and can vary from school to school within the same district.”⁶ School climate and school culture are two distinct but highly interactive aspects of a school system. Changes in one produce changes in the other. School climate is a key factor in determining whether students and adults will bully one another.

School Culture

Dr. Gary Phillips of the Center for Improving School Culture (www.schoolculture.net) characterizes school culture as the beliefs, attitudes and behaviors that characterize a school in terms of:

- How people treat and feel about each other;
- The extent to which people feel included and appreciated; and
- Rituals and traditions reflecting collaboration and collegiality.

“Phillips conducted more than 3,100 school culture assessments from 1981 to 2006 and found compelling anecdotal evidence to suggest that the connection between school culture and student achievement is a reality and that culture influences everything that happens in a school. Phillips also found connections between school culture and staff member satisfaction, parent engagement, and community support.”⁷ In short, school culture is *what* things are done and *how* they are done. Changes in school culture at the district level can positively or adversely affect the school climate at the building level.

According to the Center for Improving School Culture, the three major indicators of the health of a school's culture are collaboration, collegiality, and efficacy:

- COLLABORATION is characterized as the degree to which people work together, share information and instructional strategies, and are encouraged to have constructive discussions and debates.
- COLLEGIALITY is about a sense of belonging, emotional support, and inclusion as a valued member of the organization.
- EFFICACY tends to focus on how stakeholders' view themselves. Do they feel as if they have control of their destinies or do they view themselves as helpless victims of “the system?” Do they respect research-supported evidence about good teaching or are they rigidly attached to the status quo?

Educator Tip

The *School Culture Triage Survey*, a 17-item questionnaire, measures the degree to which these three “culture behaviors” are present in a school or district. The survey and supporting information can be obtained at a minimal cost from:
<http://schoolculture.net/triage.html>

According to Dr. Phillips, *“If people do not improve, programs never will. By improving the school culture, almost any focused program of improvement will see positive results.”*

School Climate

School climate is an essential component in discussions of school reform including the prevention and reduction of bullying in a school environment. Essentially, school climate is how students and staff “feel” about being at school each day. A number of factors influence school climate including the number and quality of adult/student interactions, environmental factors such as the building, classrooms and instructional materials, academic performance, feelings of safety and trust, and students’ and teachers’ perceptions of their environment.⁸

A healthy school climate has four basic aspects:

- A physical environment that is welcoming and conducive to learning
- A social environment that promotes communication and interaction
- An affective environment that promotes a sense of belonging and self-esteem
- An academic environment that promotes learning and self-fulfillment.⁹

School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior.¹⁰

Assessing School Climate

Best practices in bullying prevention require that the climate of a school be regularly assessed. These assessments should consider multiple factors and individuals within the school system using direct measures, such as surveys and interviews, and indirect measures, such as disciplinary and attendance records.¹¹ The levels of bullying and harassment experienced by students and staff is one indicator of school climate. A number of measurement tools exist to assess school climate. CASEL offers a summary of several tools on its website (see link in “Resources” at the end of this section).

School Connectedness

School connectedness is associated with several behavioral, emotional, and academic outcomes in adolescence. Bullying is often caused by a lack of connectedness to others and to one’s school. Students who feel connected to their school, enjoy going to school, have healthy relationships with teachers and peers, and are committed to learning and doing well. They are also less likely to engage in delinquent or violent behavior, to drink alcohol, to use drugs, and enjoy lower levels of physical and emotional distress. While most elementary students feel connected to their schools, school connectedness generally begins to decline in middle school and by high school, as many as 40-60% of all youth – urban,

suburban, and rural – report being disconnected from their school.¹² A healthy school environment clearly plays a role in school connectedness.

Students at Risk for Being Bullied

Students at risk for being bullied include those who may be perceived as not “fitting in” or are different from the general student population. According to *From Teasing to Torment: School Climate in America*, a 2005 survey of students and teachers commissioned by the Gay, Lesbian and Straight Education Network (GLSEN), two-thirds of teens report that they have been verbally or physically harassed or assaulted during the past year because of their perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability or religion. Appearance – the way a student looks or body size – and sexual orientation are the top two reasons cited for frequent harassment.

Educator Note: While harassment based on sexual orientation is not a per se protected category under Title IX, or Title VII, it is prohibited by the Illinois Human Rights Act. Therefore, appropriate training of district employees is important in order that bullying behavior based on sexual orientation can be assessed to determine whether the bullying may also be considered harassment, which could expose the District to claims with the Illinois Department of Human Rights and/or lawsuits. ILLINOIS HUMAN RIGHTS ACT, 75 ILCS 5, et seq.

See also the “Dear Colleague” letter from the U.S. Dept. of Education, Office of Civil Rights, dated October 26, 2010 as well as the National Association of School Board’s letter of concern dated December 7, 2010 requesting clarification on some of the matters conveyed in the “Dear Colleague” letter. Both are located in the Appendix.

“If bullying is largely about the imbalance and abuse of power, educators need to move beyond targeting student-to-student bullying and appreciate the ways in which gender, race, class, sexual identity, religion, and ability position some children as more powerful and privileged in school than others. Schools can feel especially unsafe and unsupportive when informal norms and/or formal rules unwittingly enhance the power or advantage of some children and youth over others.”¹³

DuPage County schools are becoming increasingly more diverse with regard to race, culture, class and religion. It is imperative that staff, students and parents recognize and understand these differences and work to build bridges of understanding between

culturally-diverse communities and students. The DuPage Regional Office of Education offers excellent support to schools on cultural competency and educational equity.

According to the National Center for Cultural Competence, “Cultural Competency” requires that organizations:

- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally;
- have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve;
- incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.¹⁴

Cultural competency is an ongoing process and practice that builds the capacity of individuals and institutions to develop a climate that understands, accepts and respects the unique contributions of *all* people. Assessing and managing bullying prevention through the lens of cultural competency will help identify the work that needs to be done to create a healthier social climate in schools.

Sexual Identity, Bullying and Suicide

The *2009 National School Climate Survey* of 7,261 middle and high school students conducted by GLSEN found that nearly 9 out of 10 Lesbian, Gay, Bisexual and Transgender (LGBT) students experienced harassment at school in the past year and nearly two-thirds felt unsafe because of their sexual orientation. Nearly a third of LGBT students skipped at least one day of school in the past month because of safety concerns. Lesbian, gay, and bisexual youth are up to four times more likely to attempt suicide than their heterosexual peers (Massachusetts Youth Risk Survey 2007). In consideration of the role

bullying plays in many teen suicides, schools must address the issue of LGBT fear and intolerance in schools.

Role of Gender

The tendency toward physical aggression is a critical difference between boys and girls. While boys tend to use physical aggression, female bullies tend to engage in relational and verbal bullying, such as teasing, rumor-spreading and social ostracism/isolation. Bullying by girls tends to be more covert or subtle and, as a result, more difficult to detect than bullying by boys. Recent research indicates that relational aggression (“girl bullying”) may have serious, long lasting harmful effects including the inability to form healthy relationships, depression, low self-esteem, and suicide.

Technology and Cyberbullying

School bullying prevention efforts must consider the relatively new, evolving and insidious role the misuse of technology plays in the explosion of youth bullying behaviors. Referred to as “cyberbullying,” this latest category of bullying behaviors is defined as the “willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices.”¹⁵ Examples include sending hurtful or threatening text messages, spreading rumors using cell phones or computers, creating web pages, videos or profiles on social networking sites to make fun of others, or taking inappropriate photos and posting or spreading them online. According to the Cyberbullying Research Center (<http://cyberbullying.us/>), while “traditional” and “cyber” bullying share many characteristics, cyberbullying can be even more devastating because:

- Victims often do not know the perpetrator or why they are being targeted.
- The hurtful actions and messages are viral – that is, a large number of people can be involved in the cyber-attack or incident very quickly and easily.
- It is easier to be cruel using the anonymity of computers and cell phones from distant locations. The perpetrator may not realize the harm done because the response of the target is not seen or known.

- Parents and adults have a difficult time monitoring the use of technology and may miss what's happening online.

It is also important to note that some of the cyber activities are punishable under Illinois Criminal Code such as the Harassing and Obscene Communications Act which prohibits lewd or indecent communication via either telephone or electronic communication (710 ILCS 135/1, et.seq).

Initially, schools were reluctant to deal with cyberbullying because most of it occurs outside of school. Lately though, it has become evident that the backlash and repercussions of cyberbullying incidents negatively impact students and school climate and must be addressed. Beginning with the 2009-2010 school year, each Illinois school was required to incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to students in grades 3 through 12. Included in the recommended curriculum is the recognition and reporting of online harassment and cyberbullying (105 ILCS 5/27-13.3). The Illinois Attorney General has free cyberbullying instructional materials available on its website (see Resources).

Establishing and Enforcing School Rules

A common issue in schools is the inconsistent enforcement of rules and sanctions by the adults and the misunderstanding of school rules by students. Bullying takes many forms and not all conflict, teasing or misbehavior is bullying. For example, some students (and staff) will dismiss bullying as teasing or horseplay. To rectify this, staff must first reach consensus on the definition of bullying. While this might seem to be an obvious, simple task, school leaders will soon discover that perceptions and beliefs among staff (and students) about what constitutes bullying behaviors vary greatly. Second, the definition, examples, and school rules around bullying behaviors must be communicated clearly to students. All adults who oversee groups of children, including teachers, support staff and parent volunteers, must be trained to identify bullying behaviors, factors that put children at risk for victimization, warning signs that a child has been victimized, and know how to respond or intervene.

It is highly recommended that students actively participate in establishing the school and classroom rules and expectations. Participation and engagement by the students in this process increases ownership and promotes personal responsibility.

Educator Tip

Shared Agreements are commonly used by new groups of people working together for the first time to establish group norms and behaviors that will make it safe for everyone to speak openly, be receptive to new ideas, suspend judgment and criticism, and listen attentively to create an optimal learning environment. Reaching consensus on these agreements increases “buy-in” and personal responsibility. Although it is best to establish Shared Agreements early in the school year, it is never too late to do so.

Inconsistent rule enforcement or lack of staff response creates a climate of uncertainty and undermines trust between students and staff. Staff must guard against differential treatment to groups of students, for example, leniency or permissiveness towards honor students or athletes while exhibiting intolerance or rigid enforcement of rules with less “valued” students. Furthermore, adults who witness aggressive acts and do not respond can destroy a positive school culture. Lack of intervention may send a message to the victims that they are not worthy of protection, while the bully may view it as tacit approval thus encouraging the negative behavior.

It is also important that staff be trained to recognize that when bullying rises to a level that could be determined to be harassment, turning a blind eye to it and failing to intervene could expose the district to liability for violation of Title IX, Title VII, ADA, and/or the Illinois Human Rights Act.

Increasing Supervision

Effective bullying prevention requires that school staff increase adult supervision in known “hot spots” such as the lunchroom, playground, hallways, locker room, and on the bus.

Conducting a survey or focus group with students will uncover the areas around school where bullying is occurring.

Adult Bullying Behavior

“The only thing worse than an unresponsive adult is a bullying adult. Adults bullying students is defined as a pattern of conduct, rooted in a power differential, that threatens, harms, humiliates, induces fear, or causes students substantial emotional distress. Adults modeling this kind of behavior in school create a climate of fear and disrespect.”¹⁶ Students are very sensitive to adult behavior. Unfair treatment does not go unnoticed and has a powerful detrimental effect on school culture.

It is important for adults to reflect on their own social emotional competencies as a means of maintaining and modeling effective relationships with staff, students, parents and community members. Ideally, every adult in school should carefully use and model appropriate SEL competencies at all times. The Charmmd Foundation has several self-assessment and reflection tools for adults (see Resources).

Discipline Policy

The Illinois School Code requires each school district to establish and maintain a parent-teacher advisory committee to develop, with the school board, policy guidelines on pupil discipline (105 ILCS 5/10-20.14.). “The discipline policy should clearly indicate that bullying is not acceptable, specify the consequences for policy violations, and be consistently enforced. However, according to Swearer et al (2008), the traditional punitive and reactive responses to bullying, such as zero-tolerance policies and enhanced security equipment and personnel, often cause problem behaviors to increase rather than diminish. Such responses are also not effective ways to improve school climate or academic engagement. The consequences for policy violations around bullying should instead include some form of remediation that helps students understand the incident and practice pro-social behaviors.”¹⁷ Examples of non-punitive consequences and remedial measures

can be found in the Protocol in the Appendix. If bullying discipline is to focus on intervention and remediation rather than on punitive measures, those involved in the parent-teacher advisory committee, as well as others who will have input into the policies and discipline, will have to be educated on the best approach to deal with bullying in order to align the discipline policy with the best practices as suggested in this Manual.

Welcoming Environment

Ensuring your school offers a welcoming environment to ALL students and families is a critical step in establishing a healthy climate and increasing connectedness to school. Students and families should feel welcomed, valued, and respected.

The Illinois State Board of Education offers an excellent webinar to assist in supporting a more welcoming environment in your school. A number of “Family Friendly Walk-through” tools are available to quickly assess a variety of components necessary to establish a more welcoming environment (see “Resources”).

Educator Tip

The National PTA has established National Standards for Family-School Partnerships as a framework for how schools, families and communities should work together to support student success. “Welcoming all families into the school community” is the first of six standards, all of which should be implemented for effective parent and community engagement to support student success:

1. Welcoming All Families into the School Community
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with the Community

The standards provide goals and indicators to measure whether the standard is met. This is an excellent tool for schools to use to improve their welcoming environment and can be found at: www.pta.org.

Indicators – Climate and Culture

- Our school has conducted a school culture assessment in the last two years.
- Our school has conducted a school climate assessment in the last year.
- Our school intentionally works to improve its collaboration, collegiality and efficacy among staff and students.
- Every student has at least one caring adult staff member to whom he/she feels comfortable and safe discussing personal problems and challenges and to report bullying incidents.
- Our entire staff has participated in a Cultural Competency workshop.
- All staff and students have reached consensus on a definition of bullying using specific examples.
- All staff and students have reached consensus on basic school expectations, rules and consequences.
- Our school discipline policy encourages personal growth and the development of social emotional skills rather than focusing on compliance and punishment.
- Adults use and model the SEL competencies at all times.
- All classroom teachers work to promote conditions that foster a caring environment.
- Teachers model inclusive behaviors, making a special effort to reach out to those most at risk for bullying and to encourage students to be inclusive of their peers.
- Our school offers a welcoming environment to students, staff, families and community members.
- Adult supervision is in place in locations around the school where bullying occurs.

Reflection Questions

- 1) In what ways does the school culture contribute to or reduce bullying?
- 2) How do we as a staff reflect on our personal social emotional competencies?
- 3) What resources do we use to develop, maintain and model healthy relationships?
- 4) What is our process for connecting students to staff and/or mentors?
- 5) When dealing with a bullying incident, what steps do we take regarding consequences, remediation and interventions to promote personal growth for the students involved?
- 6) What process do we use to assess an open, welcoming climate?

Resources- Climate and Culture

Center for Improving School Culture: <http://www.schoolculture.net>

Charumd Foundation provides opportunities for adults to build a community of positive character through self-reflection, learning & practicing social skills and building relationships:
<http://www.charumdfoundation.org>

Climate Assessment Tools – Several assessment tools are summarized and have links available on the CASEL website: <http://www.casel.org/assessment/climate.php>

Culture Assessment Tool: School Culture Triage Survey: <http://schoolculture.net/triage.html>

Family Friendly Schools (www.familyfriendlyschools.com), examples of “Walk-Through” checklists:
New Jersey: http://www.njpirc.org/documents/family_friendly_walkthrough.pdf
Washoe County, NV: [www.washoe.k12.nv.us/docs/parent-involve/Walk Through Rubric - final.pdf](http://www.washoe.k12.nv.us/docs/parent-involve/Walk_Through_Rubric_-_final.pdf)
North Carolina: www.ecac-parentcenter.org/education/documents/NCPIRCFamilyFriendlyWalkthrough11.pdf

Gay, Lesbian and Straight Education Network, a national organization focused on ensuring safe schools for all students: www.glsen.org

Illinois Attorney General Cyberbullying website:
<http://www.illinoisattorneygeneral.gov/cyberbullying/index.html>

Illinois State Board of Education’s Division of Innovation and Improvement, Parent Involvement Webinar Series: “Creating a Welcoming Place:” <http://www.illinoisparents.org/toolbox/>

International Institute of Restorative Practices: <http://www.iirp.org/>

National PTA standards:
<http://www.pta.org/EducationNation/NationalStandardsAssessmentGuide.pdf>

The Trevor Project is the leading national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth: www.thetrevorproject.org

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Section Three: Community and Family

“One of the most powerful but neglected supports for children’s learning and development is family involvement both in and out of school. Over 40 years of steadily accumulating evidence show that family involvement is one of the strongest predictors of children’s school success, and that families play pivotal roles in their children’s cognitive, social and emotional development from birth through adolescence. However, resources for and commitments to promoting meaningful family involvement have been few, weak, and inconsistent.”¹⁸

School, Family and Community Partnerships

Joyce L. Epstein, Ph.D. established the National Network of Partnership Schools (NNPS) at Johns Hopkins University in 1995 to guide schools, districts, and state leaders to develop research-based programs of family and community involvement in education. According to her book, *School, Family and Community Partnerships*, if educators view students as *children* (rather than simply as *students*), they are more likely to see both the family and community as partners, recognize their shared interests and responsibilities, and work together to create better programs and opportunities for students. “Partnerships can improve school programs and school climate, provide family services and support, increase parent’s skills and leadership, connect families with others in the school and in the community, and help teachers with their work. However, the main reason to create such partnerships is to help all youngsters succeed in school and in later life. When parents, teachers, students and others view one another as partners in education, a caring community forms around students and begins its work.”¹⁹

The NNPS framework for six types of involvement guides schools to select and implement strategies and practices that involve families and the community in many different ways. A brief summary of the Six Types follows.

The Keys to Successful School, Family and Community Partnerships

Epstein's Six Types of Involvement

Effective Practices in School, Family & Community Partnership		Description	Examples
1	PARENTING	Assist families in understanding adolescent development and in setting home conditions that support students at each grade level. Assist schools in understanding family backgrounds, cultures, and goals for their children.	<ul style="list-style-type: none"> • Parent support groups, forums and workshops to discuss parenting, adolescent issues and bullying • Parenting tip sheets & newsletter articles • Cyber bullying workshop
2	COMMUNICATING	Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.	<ul style="list-style-type: none"> • Memos, notices, report cards, conferences, newsletters • Phone calls, emails, web site, course information
3	VOLUNTEERING	Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.	<ul style="list-style-type: none"> • <i>In</i> schools as aides, tutors, coaches, lecturers, boosters, mentors • <i>For</i> schools or classrooms from any location or at any times • Attend performances, sports events, ceremonies
4	LEARNING AT HOME	Involve families with their children in learning at home including homework, other curriculum-related activities and individual course and program decisions.	<ul style="list-style-type: none"> • Interactive homework requiring parental discussion – especially to promote cultural awareness • Skill development and course selection programs
5	DECISION MAKING	Include families as participants in school decisions, governance, and advocacy	<ul style="list-style-type: none"> • School Improvement Team, Advisory Committees, Board of Education • PTA/PTO, Booster Clubs, other parent organizations
6	COLLABORATING WITH THE COMMUNITY	Coordinate community resources and services for students, families, and the school with businesses; cultural, civic and religious organizations; senior citizen groups; agencies and other groups, and provide services to the community.	<ul style="list-style-type: none"> • Service learning and special projects by students • Business partnerships, senior programs, local agency resource directory • Use of school building by community during after school hours.

Adapted from: *School, Family and Community Partnerships, Your Handbook for Action*, ©2009 by Joyce L. Epstein.

While the ultimate goal of family and community engagement is student achievement and success (including improved attendance and behavior, transitions among grades and schools, and postsecondary planning), additional benefits include multicultural understanding, improved communication between home and school, strengthening of parents' knowledge of child and adolescent behavior, enhanced connections within the community, and increased parent participation in school. Effective bullying prevention should include a number and variety of activities to engage families and the community in supporting youth through the promotion of social and emotional skills, understanding adolescent and teen development, bullying awareness and role modeling by adults.

Cultural Capital and School Connectedness

Considering that a strong link between home and school increases student success, then it is important for parents and families to feel connected to school. However, in our increasingly culturally diverse world, for many families and schools, building those relationships is difficult. Language barriers, cultural differences, fear of the unknown, and many other factors play a role. Raising cultural awareness, promoting understanding, and working to overcome these barriers is especially important in bullying prevention because being perceived as “different” is one of the key causes of being victimized.

“Cultural capital in the educational sense refers to the often unnoticed advantages a family has when their cultural background matches with the culture of the school.”²⁰ In the United States, families who match the dominant culture in our schools – typically middle-class, American born, European-Americans – are likely to be familiar with the educational system, know how to seek help, and know how to enhance their child's learning. It is important for schools to recognize the strengths and assets associated with every students' and families' cultural identity, appreciate and respect the differences, and send a powerful message that all families are welcomed, heard, and respected.

Parent/Family Training and Communication

Parents play a key role in bullying prevention and intervention by teaching, modeling and reinforcing essential social and emotional skills (SEL) to their children. Parents want what is best for their children, however, many parents are either unaware of or have not been taught the essential social and emotional skills. This gap makes it difficult to model these crucial skills for their children. Consequently, it is important for schools to partner with parents to increase awareness and competency of these skills. “Since family interaction patterns can contribute to both bullying behavior and victimization, it’s important to help parents reflect on their own parenting styles and behavior, and to provide them with specific guidance on handling conflicts at home... Schools can use awareness- and skills-building resources as a starting point for school-family dialogues about bullying.”²¹

Parents may be inadvertently supporting bullying behavior if they model the use of power and aggression, and fail to monitor, set limits and intervene with consequences for bullying at home. Some parents mistakenly believe bullying is a rite of passage that children eventually outgrow. A school-sponsored parent workshop can educate parents about the consequences of bullying and teach them to identify specific warning signs. They can be shown strategies to use at home and can learn how to work collaboratively with school if their child becomes involved in a bullying situation.

Indicators – Community and Family

- Our school has a partnership agreement/compact that outlines the responsibilities and expectations of teachers, parents and students.
- All parents receive the Bullying Policy each year (pursuant to 105 ILCS 27-23.7) and have returned a signed form indicating they have read and understood it.
- All parents have a clear understanding of what we want them to do to support their child’s academic success.
- Our school acknowledges and embraces the cultural perspectives of all families and staff, and incorporates them into school life.
- Our school knows the primary language spoken in every student’s home and communicates with home in the language the parent can comprehend.

- Our school provides parent trainings during each school year on topics relative to the development of social and emotional skill development.
- Our school provides bullying prevention and intervention information to parents and families every year.
- Our school utilizes a variety of family and community activities and strategies in each of Epstein's Six Types of Involvement to engage families in their child's academic, social and emotional development.

Reflection Questions

- 1) How do we align school improvement and bullying prevention practices with other community initiatives?
- 2) How do we include parents and community members as equal partners?
- 3) How do we effectively engage all families?

Resources-Community and Family

Glenbard District 87 Parent Series:

<http://www.glenbard.dupage.k12.il.us/sitepages/parents-students/supwelcome> (From this page, click on "Glenbard Parent Series")

Harvard Family Research Project: <http://www.hfrp.org/>

Henderson, Anne T., Mapp, Karen L., Johnson, Vivian R., Davies, Don. Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York, New York: The New Press, © 2007.

Illinois Parents.org – Excellent Resources for Families and Schools to Strengthen School Communities: <http://illinoisparents.org/>

National Network of Partnership Schools: <http://www.csos.jhu.edu/p2000/>
 "Promising Practices" from the National Network of Partnership Schools – an excellent compilation of parent and community engagement activities in use around the country: <http://www.csos.jhu.edu/p2000/ppp/index.htm>

National Parent Teacher Organization: www.pta.org

Parent Education Consortium of the North Shore (PEC) is a centralized source of information on parent resources and programs that promote stronger schools, family and community life. A calendar of educational programs for parents and educators is compiled from submissions provided by the sponsoring organizations. <http://www.peccalendar.org/>

Several times a day adults and students navigate interpersonal exchanges in schools with people from diverse backgrounds making schools an excellent environment for social, emotional and ethical learning. It is essential that teachers and staff are equipped to role model appropriate behaviors and learn about, prevent and intervene in bullying situations. Several challenges exist however, including cost, lack of time, and lack of available training opportunities.

School Staff Intervention Challenges

Evidence suggests a large discrepancy between teachers' and students' reports of intervention with respect to bullying. In one study, 70 percent of teachers believed that teachers intervene "almost always" in bullying situations while only 25 percent of students agreed with this assessment (Charach et al., 1995). A number of reasons exist for this discrepancy:

- School staff is generally unaware of the extent of bullying in school.
- Bullying is often hidden from both teachers and parents.
- School staff has not been trained to understand the dynamics of bullying or to intervene and know what to say or do. Lack of intervention by school staff may inadvertently make the bullying worse because it implies that the behavior is acceptable.
- School staff may believe or perceive bullying to be a normal rite of passage, dismiss it as teasing, or believe children should learn to solve their own problems.

Professional Staff Development Best Practices

All adults who oversee children, particularly classroom teachers and those in less structured settings such as hall and lunchroom monitors, recess/playground supervisors, bus drivers, and locker room staff and coaches, should be trained to:

- Know what bullying is and the many forms it takes
- Recognize the signs of bullying and factors that put children at risk
- Examine their own beliefs about bullying
- Learn how to establish a caring school and classroom climate and how to incorporate bullying education and social and emotional skill development into everyday activities in an effort to prevent bullying from occurring
- Learn how to intervene quickly and effectively when bullying incidents happen
- Learn how to support those involved after the event.

Most evidence-based social emotional learning and anti-bullying programs offer staff training and require it to implement the program with fidelity.

CASEL’s Key Things to Remember About Professional Development

According to CASEL’s *Sustainable Schoolwide SEL Implementation Guide*:

- Professional development on SEL can’t be a one shot deal. It must be regular and ongoing to provide teachers with the support and enthusiasm they need to keep going.
- Start with your evidence-based program’s training offerings to get a good foundation, then expand to include other opportunities when your staff becomes more sophisticated about SEL knowledge and practice.
- Be sure to create opportunities for teachers to work together. Two minds-or more-are always better than one.
- Celebrate your successes regularly and often!
- Find opportunities to provide teachers with ongoing coaching and feedback. SEL is new and different, and some teachers will require additional support and assistance along the way.
- Reflection is an important part of professional development. Create opportunities for teachers to reflect on their SEL practice and share their reflections with colleagues.

Indicators-Professional Development

- 100% of our staff has received training in bullying prevention and intervention to learn what bullying is, factors that put children at risk, how to establish prevention practices, how to intervene quickly and effectively, and how to support children who have been bullied.
- 100% of our staff has conducted a social emotional self-assessment and is aware of his/her strengths and weaknesses regarding self-management, relationship skills and decision making.
- Our school offers a variety of ongoing opportunities for staff to discuss how to improve school climate and effective bullying prevention and intervention best practices.

Reflection Questions

- 1) How do we help staff identify students at risk for bullying behavior or victimization, and utilize student support services?
- 2) How do we overcome challenges such as limited resources and time, and transform inaccurate beliefs and poor attitudes about bullying?

Resources – Professional Development

Devaney, Elizabeth., O'Brien, Mary Utne., Resnik, Hank., Keister, Susan., Weissberg, Roger P., *Sustainable Schoolwide Social and Emotional Learning Implementation Guide*. Collaborative for Academic, Social, and Emotional Learning (CASEL). University of Illinois at Chicago © 2006.

Bullying resources for educators: <http://www.stopbullying.gov/educators/index.html>

Leadership is essential to successful implementation of any change effort. Today schools face unprecedented and complex challenges, pressures, and issues such as increased incidents of bullying and cyberbullying which have changed our understanding of what it takes to be an effective school leader.

Research on Effective Leadership

Today's school leaders have a greatly expanded role as the quality of school leadership relates to a school's capacity to ensure academic growth for all learners. More than ever before, schools must be responsive to diverse opinions and needs from stakeholders within the greater community. Parents, businesses, community groups and government make demands that are often in conflict with one another (DuFour, 2003). New policies and programs are introduced by external groups as the latest solution for reforming low-performing schools and improving student achievement. Michael Fullan, (2001) warns school leaders that there are no magic solutions to making schools successful. Instead, school leaders should make an effort to learn good leadership practices that help ensure whatever changes, or change process, the school adopts are as successful as possible. Fullan (2001) also suggests that the leaders who are most effective in change efforts take a slow systemic approach that allows them to absorb details, listen attentively, and make informed decisions with the help of their staff.

Marzano, Waters and McNulty (2005), identify 21 responsibilities that define the role of the school leader. The authors have organized their findings and conclusions into a plan of actions that involves:

- developing a strong school leadership team
- distributing some responsibilities throughout the leadership team
- selecting the right work
- identifying the magnitude of change

- matching the management style to the order of magnitude of the change initiative.

Change can be either first order or second order. First-order change represents an extension of what has been done in the past, is focused, linear and implemented with existing knowledge and skills. Second-order changes are new, complex, and nonlinear. They require a break from the past as well as new knowledge and skills. Second-order change usually is met with resistance, and most initiatives requiring social emotional learning (SEL) fall in this category. School leaders must be aware of the type of change they are leading and how the change might affect individuals.

Goleman (1998) found in his studies that the most effective leaders are alike in one crucial way: They all have a high degree of what has become known as emotional intelligence. The five components of emotional intelligence are self-awareness, self-regulation, motivation, empathy, and social skills.

Educator Tip

Learn more about emotional intelligence by reading the article: *What Makes a Leader?* By Daniel Goleman; Harvard Business Review; Reprint R0401H. www.hbr.org

Goleman (2006) identifies six leadership styles and describes how they relate to leading with emotional intelligence:

- Visionary leaders inspire by articulating a heartfelt, shared goal; routinely give performance feedback and suggestions for improvement in terms of that goal.
- Coaching leaders develop people for the future.
- Affiliative leaders create emotional bonds and harmony.
- Democratic leaders build consensus through participation.
- Pacesetter leaders expect excellence and self-direction.
- Commanding leaders give orders and demand compliance.

The first four leadership styles would be effective in a second-order change initiative that requires building consensus through participation, having clear goals, and inspiring others to learn new skills. Leaders are more effective if they possess and model the social and emotional skills that they want the staff to learn and teach.

The Learning from Leadership Project: Investigating the Links to Improved Student Learning commissioned by the Wallace Foundation (Wahlstrom, Louis, Leithwood, Anderson 2010) is a recently published research study describing successful educational leadership and explaining how leadership can foster change in professional practice, yielding improvements in student learning. This study summarizes a description of conditions needed for effective leadership to emerge. Effective leadership is dependent on three concepts: expectations, efficacy and engagement. Local expectations are generally described in a school improvement plan. These expectations are only as good as the accountability measures built into a clear and comprehensive plan. Efficacy refers to the beliefs people hold about their ability to succeed. Those who have a strong sense of efficacy benefit from supportive conditions in which to act. Leaders who are working collaboratively with district personnel, other principals and staff on clear, common goals are more confident in their leadership. Finally, the concept of engagement is a key component of leadership, along with stakeholder influence. This concept implies that effective leaders make authentic connections with people inside and outside their professional world. Leadership in high performing schools is more intense because there are more interests being considered. The findings indicate that effective leadership is the integration of expectations and accountability, efficacy and support and engagement of stakeholders.

Role of the Leader

In order to address bullying problems, school leaders need to engage stakeholders within and outside of the school to develop a clear, comprehensive plan with built-in accountability measures. They need to assist the staff, students and other stakeholders in developing a belief that the school can be successful in eliminating bullying and inspire the

team to work together to build a supportive, respectful culture where adults model strong social and emotional competencies. Preventing or reducing bullying requires the school leader to focus on the school climate and the social and emotional competence of the entire school organization. Teaching social and emotional skills to students results in positive classroom behavior, improved attitudes about self, others and school, and an 11 percentile-points gain on standardized achievement tests. The research also shows a reduction in conduct problems, aggressive behaviors and emotional distress (Durlak, Weissberg, et al 2010). In addition to teaching the social emotional skills, adults need to assess their own social and emotional competencies so that they can model these skills for students, and create caring, supportive classroom learning environments. This requires school leaders to lead with emotional intelligence by modeling the social and emotional competencies he or she expects students to learn and teachers to teach.

The Collaborative for Academic, Social, and Emotional Learning published a *Sustainable Schoolwide Social and Emotional Learning Implementation Guide* in 2006 that uses research to define the role of the school leader, which includes setting a clearly articulated direction, motivating and developing people to share in the leadership of any change process and redesigning the organization.

Summarizing the research on leadership, effective school leaders would:

- Commit, articulate, and support what the district or school is going to accomplish by using SEL to address the bullying issue.
- Form a diverse leadership team of stakeholders (certified and non-certified staff and parents) to lead the implementation process.
- Facilitate the process for establishing a shared vision of what the district or school hopes to accomplish for the students and the learning community.
- Learn strategies for handling staff resistance.
- Understand and apply the elements of cultural proficiency (Lindsey, Robins, Terrel, 1990).
- Serve as the liaison to the greater school community to address the questions and concerns of all stakeholders.

- Examine the formal and informal structures of the organization and redesign structures when necessary to support the defined changes.
- Work with the leadership team to develop a clear plan for implementation that includes conducting a needs and resource assessment, providing resources that support the change effort, choosing an SEL evidenced based program, providing professional development, and integrating SEL into all school practices in order to create a consistent environment that supports healthy social and emotional development for all students.
- Guide the development of a school improvement goal that reflects this work.
- Establish an evaluation system for programs, practice and outcomes in order to ensure continuous improvement.

Role of the Committee

- Commit to school-wide SEL.
- Develop a deeper understanding of SEL and how the strategies address the issues of bullying.
- Serve as champions for this process and communicate with others in the school setting.
- Decide how to secure input from the entire school community when setting a vision.
- Lead the implementation process by modeling the SEL competencies, setting common expectations, and using a common language.
- Establish a long term plan that includes purpose, goals, timelines, and staff responsibilities.
- Establish a consistent meeting time, develop an agenda, keep minutes, and identify next steps.
- Connect with other districts or schools to learn different activities that will support this effort.
- Celebrate successes, discuss concerns and develop ways to address these issues.
- Promote partnerships with families and community groups that will support the implementation of SEL with a variety of resources.

Finally, the school leader and the leadership team must use data to assess the changes in school climate and learning as a result of implementing social and emotional learning and to make decisions about next steps. Section 8 of this framework will discuss assessment more fully.

Indicators – Leadership

- The school leader commits to establishing a bully-free environment.
- The school leader has created a diverse leadership team to oversee the SEL implementation process.
- The school leader maintains a file of all team agendas, work products, and minutes.
- The school leader and leadership team model SEL competencies, use common language, and expect a climate of mutual respect for all learners.
- All members of the leadership team can clearly explain why teaching social emotional skills will address the bullying issues.
- The leadership team has chosen a climate survey to assess the school climate, provides feedback to the community and has established a timeline for comparing data results.
- The implementation plan reflects systemic change over a period of time with designated times for review and evaluation.
- SEL is an integral part of the school’s school improvement plan.

Reflection Questions

- 1) What happens to this element when the leadership level is less than effective?
- 2) What steps are necessary to develop leadership skills for team members?
- 3) How can this process be sustained as leadership changes?

Resources - Leadership

Association for Supervision and Curriculum Development. Alexandria, Virginia:
[http:// www.ascd.org](http://www.ascd.org)

Collaborative for Academic, Social, and Emotional Learning. Chicago, IL www.casel.org

Harvard Business Review: www.hbr.org

Illinois State Board of Education: www.isbe.net

Interstate School Leaders Licensure Consortium Standards (ISLLC).

Lambert, Linda. *Leadership Capacity for Lasting School Improvement*. Association for Supervision & Curriculum Development (ASCD). ©July 2003.

Marzano, Robert, Timothy Waters, and Brian McNulty, *School Leadership that Works*, ASCD. 2005.

Leading Learning Communities: NAESP standards for what principals should know and be able to do. (2001). Alexandria, Virginia: National Association of Elementary School Principals. Washington D.C.: Collaborative Communications Group.

Mid-Continent Research for Education and Learning; Aurora, Colorado.

Reeves, D.B. (2006). *The Learning Leader*. Alexandria, Virginia: ASCD.

The Wallace Foundation: www.wallacefoundation.org

21st Century School Administrator Skills Self-Assessment and Observer Assessment, adopted by the National Association of Secondary School Principals.

Zmuda, Allison, Kuklis, Robert, & Kline, Everett. *Transforming Schools: Creating a Culture of Continuous Improvement*. Association for Supervision & Curriculum Development. Reprint edition ©May 31, 2004.

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DuFour, R. (2003). "Building a Professional Learning Community." *School Administrators*, 13-15.

Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.

Marzano, R., Waters, T. & McNulty, B. (2005). *School Leadership That Works: From Research to Results*. Alexandria, Virginia: ASCD. Aurora, Colorado: McREL.

Elias, M. J., Zins, J.E., Weissberg, R.P., Frey, K.S., Greenberg, M.T., Haynes, N.M., et.al. (1997). *Promoting Social and Emotional Learning: Guidelines for Educators*. Alexandria, Virginia: ASCD.

Goleman, D. (1998). "What Makes a Leader?" *Harvard Business Review*, Nov.-Dec.

Goleman, D. (2006). "The Socially Intelligent Leader." *Educational Leadership*, September 2006. Alexandria, Virginia: ASCD

Wahlstrom, K. L., Louis, K.S., Leithwood, K. Anderson, S.E.(2010). "Learning from leadership: Investigating the links to improved student learning." Center for Applied Research and Educational Improvement, University of Minnesota and Ontario Institute for Studies in Education, University of Toronto.

Weissberg, R.P. & Durlak, J.A., (2010). "The positive impact of social and emotional learning for Kindergarten-eighth grade students: Findings from three scientific reviews." Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Devaney, E., Utne O'Brien, M., Resnik, H. Keister, S. Weissberg, R.P. (2006). Sustainable schoolwide social and emotional learning (SEL). CASEL & UIC College of Liberal Arts & Sciences, Chicago, IL.

Lindsey, R., Robins, K., & Terril, R. (1999). Cultural proficiency: A manual for school leaders. Thousand Oaks, CA: Corwin.

Section Six: Curriculum

After carefully conducting a needs analysis, many schools decide to select an evidence-based curriculum to support the instruction of social emotional skills and pro-social behaviors in schools. Even without the staff and financial resources required for full implementation of a program, there are a number of curricular strategies schools can use to prevent bullying (see Resource section).

Implementation Research

According to the National Implementation Research Network (NIRN), implementation is a process, not an event. Implementation will not happen all at once or proceed smoothly, at least not at first. Before implementing a new program, it is helpful to review the stages of implementation for evidence-based practices. CASEL offers an excellent SEL implementation rubric (<http://casel.org/publications/practice-rubric-for-schoolwide-implementation/>) and more generalized NIRN materials can be found at: <http://www.fpg.unc.edu/~nirn/default.cfm>.

Three Tiered Approach

The state of Illinois recognizes the value and importance of differentiated instruction and intervention using a three-tiered model where:

- **Tier One** reaches all students using a research-based, universal curriculum. Generally this approach is effective with the vast majority (80-90%) of students in a school.
- **Tier Two** provides supplemental instruction and interventions in addition to the core curriculum to those students at risk for problem behaviors. Generally, 5-10% of students would benefit from supports at this level. Prompt, effective intervention at this level can be highly successful with the majority of children at this level.
- **Tier Three** consists of intensive interventions with children exhibiting more severe emotional and behavioral challenges that do not respond to Tier One and Two interventions.

Many schools provide interventions and programs for students in Tiers Two and Three but do not offer a universal prevention approach for all students. It is important that a school-wide model have as its foundation, a universal approach to allow all children the opportunities to learn essential skills such as how to calm themselves when angry, initiate friendships, develop empathy, resolve relational conflicts respectfully, and make ethical and safe choices.

Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. Research has shown that SEL is fundamental to children’s social and emotional development – their health, ethical development, citizenship, academic learning, and motivation to succeed.

SEL Learning Goals and Standards

The Illinois State Board of Education (ISBE) has led the way in creating a vision for SEL by adopting Goals and Learning Standards for all public schools. These goals identify key *skills* and *attitudes* that provide a strong foundation for achieving school and life success.

Goal 1: Develop self-awareness and self-management skills to achieve school and life success

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

To support these goals, ten *learning standards* (specific statements about the knowledge and skills within a goal that students should know and be able to do), have been adopted. Additionally, a number of *benchmarks* and *performance descriptors* (specific learning

targets), have also been developed to help educators select and design curricula, classroom activities and instruction, and performance based assessments aligned with the standards.

Detailed information about the Illinois SEL Learning Standards can be found at:

http://isbe.net/ils/social_emotional/standards.htm

Choosing an SEL Curriculum

According to CASEL, “Many excellent SEL curricula and programs are available that provide sequential and developmentally appropriate instruction in SEL skills, and structured opportunities for children to practice, apply and be recognized for using these skills throughout the day. SEL programs are ideally implemented in a coordinated manner throughout the school district, from preschool through high school. Lessons are reinforced in both classroom and non-classroom settings (such as hallways, cafeteria, and playground), as well as during out-of-school activities and at home. Educators receive ongoing professional development in SEL, and families and school work together to promote children’s social, emotional, and academic success.”

Selecting an evidence based curriculum is one of the most important tasks of the Leadership Team. Adequate time must be invested in researching a number of programs to match a curriculum to the needs of your school as determined by the needs assessment conducted. CASEL also recommends that you develop a set of criteria from which to compare each program.

- Start with the basics such as what grades and ages? What is your budget? How many lessons/how much time per week? Who will teach the lessons? Do you want a program more focused on teaching skills or on improving climate? How much professional development do you want? What are the demographics of your students and parent population?
- Use your needs assessment to determine the major topic areas to be addressed.

Narrow down your options to between five and ten programs for a closer review.

CASEL’s *Safe and Sound* publication is an excellent resource for reviews on 80 SEL and

prevention programs. Carefully review your options by visiting the program websites, talking to program developers, reviewing sample program materials, reading articles about the effectiveness of the programs, and talking with contacts at other schools using the materials. At this point, you should be able to narrow down your options for the final analysis. You may want to visit a school using the materials, sample some of the lessons or activities with students, or have a program developer meet with school staff to present the materials and respond to questions or concerns. It is important that all stakeholders, especially teachers, provide input to the final selection process.

The following tips for selecting an SEL Curriculum are from an article in *Educational Leadership* (May 2007), “How We Treat One Another in School.”²²

Look for a curriculum that:

- Becomes part of a school-wide and community-wide discussion (with parents) about values, beliefs about how to treat one another, and policies that reflect these values.
- Poses developmentally and culturally appropriate social dilemmas for discussion.
- Challenges the idea that aggression and bullying are inevitable and expected behavior. Demonstrates how people can resolve tensions and disagreements without losing face by giving detailed examples of people who responded to violence in an actively nonviolent manner.
- Encourages students to express their feelings and experiences concerning bullying and enables students to generate realistic and credible ways to stay safe.
- Supports critical analysis of the issues and rejects explanations of behavior based on stereotypes (such as the idea that boys will use physical violence and girls will use relational violence).
- Helps children and teens become critical consumers of popular culture.
- Addresses all types of bullying.
- Discusses how bullying reflects broader societal injustice.

- Gives ideas for what the adults in the school can do as part of a whole-school effort.

Beware of any curriculum that:

- Ignores such issues as injustice, stereotype, and imbalance of power regarding gender, race, social class, and sexual orientation.
- Focuses on the victim's behavior as the reason for being a target of bullying.
- Focuses on student behavior without addressing school-wide climate.
- Emphasizes having students tell the teacher about the bullying and ignoring bullying assaults.
- Focuses on either bullying only or victimization only.
- Portrays victims or bullies as unpopular misfits.
- Promotes simplistic or trendy solutions (for example, “boys will be boys”).
- Promotes good solutions, such as peer mediation, but does not provide clear guidelines for when these strategies should and should not be used.
- Lacks evidence-based, population-specific suggestions for design, implementation, training, and evaluation.

Educator Tip

Based on a three-year study funded by the Office of Safe and Drug-Free Schools (OSDFS) in the U.S. Department of Education, *Safe and Sound: An Educational Leaders Guide to Social and Emotional Learning (SEL) Programs* is the most comprehensive and inclusive guide to SEL programming available. This guide provides a road map for schools and districts that are launching or adding social, emotional, and academic learning programs. The guide reviews 80 multi-year, sequenced SEL programs designed for use in general education classrooms. An updated version will be available in 2011. *Safe and Sound* is available at: www.casel.org.

Indicators: Curriculum

- The Leadership Team has reviewed relevant research to understand the phases of program implementation in order to develop a reasonable timeline.
- The Leadership Team has carefully analyzed the specific needs of our school using staff and student data and has thoroughly researched multiple evidence-based programs before selecting one for our school.
- Our school-wide bullying prevention approach will consist of a foundational universal approach to ensure all students benefit from instruction in social emotional skill development.
- Our school-wide bullying prevention approach will supplement the universal instruction with specific strategies and interventions for students in tiers two and three needing additional support.
- Our entire staff has received training in the ISBE Social and Emotional Learning Goals and Standards.
- Our school has committed sufficient resources to promote program implementation with fidelity.

Reflection Questions

- 1) How does the staff share instructional practices and activities that reinforce or extend curriculum?
- 2) How do we work with staff to identify students needing tier two and three support?
- 3) How do we phase tier two students back into the universal program?
- 4) How do we integrate the social emotional skills within all of the content areas?

Resources: Curriculum

Important Note: For a comprehensive list, summary and evaluation of SEL programs, readers are encouraged to visit CASEL's website to download a FREE version of the *Safe and Sound* publication: <http://casel.org/publications/safe-and-sound-an-educational-leaders-guide-to-evidence-based-sel-programs/>

Bullyinginfo: www.bullyinginfo.org

Challenge Day: The Challenge Day mission is to provide youth and their communities with experiential programs that demonstrate the possibility of love and connection through the celebration of diversity, truth, and full expression: www.challengeday.org

Collaborative for Academic, Social and Emotional Learning (CASEL): www.casel.org
Sustainable schoolwide SEL: Implementation guide and toolkit. (CASEL, 2006). CASEL's step-by-step guide and 40 tools take school leaders and stakeholder teams through the process of planning for and accomplishing the changes needed for sustainable SEL.

Elias, Maurice. (1997) *Promoting Social and Emotional Learning: Guidelines for Educators*. Association for Supervision & Curriculum Development.

Eyes on Bullying: The *Eyes on Bullying* Toolkit provides specific insights, strategies, activities, and resources to address bullying. It is designed especially for caregivers and parents of preschool and school-age children and youth to use in child care programs, after school and youth programs, and camps. Free download:

<http://www.eyesonbullying.org/pdfs/toolkit.pdf>

PBIS – Positive Behavioral Interventions and Supports. www.pbis.org.

Stop Bullying Now: The U.S. Dept. of Health and Human Services website with games, surveys and “webisodes” to help children understand bullying.

<http://www.stopbullying.gov/kids/index.html>

Swearer, Susan M., Espelage, Dorothy L., Napolitano, Scott A. (2009) *Bullying Prevention & Intervention: Realistic Strategies for Schools*. The Guilford Press.

Wright, Jim. *Preventing Classroom Bullying: What Teachers Can Do*. (2004) Written by Jim Wright, a school psychologist. Free download:

<http://www.jimwrightonline.com/pdfdocs/bully/bullyBooklet.pdf>

Bullying in school can be largely a hidden problem. Administrators, teachers and other staff may not be aware of how widespread bullying is. Classroom teachers play a critical role in establishing behavioral expectations, teaching pro-social life skills, modeling appropriate behavior, and providing consistent intervention, consequences and support for bullying incidents.

Social Emotional Skill Instruction and Development

Best practices in bullying prevention must include classroom level instruction to allow children the opportunity to explore, practice and develop these core social and emotional skills²³:

- *Self-Awareness* – accurately assessing one’s feelings, interests, values, and strengths/abilities, and maintaining a well-grounded sense of self-confidence.
- *Self-Management* – regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting personal and academic goals and then monitoring one’s progress toward achieving them; and expressing emotions constructively.
- *Social Awareness* – taking the perspective of and empathizing with others; recognizing and appreciating individual and group similarities and differences; identifying and following societal standards of conduct; and recognizing and using family, school, and community resources.
- *Relationship Skills* – establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing and resolving interpersonal conflict; and seeking help when needed.
- *Responsible Decision Making* – making decisions based on consideration of ethical standards, safety concerns, appropriate standards of conduct, respect for others, and likely consequences of various actions, applying decision-making skills to academic and social situations; and contributing to the well-being of one’s school and community.

According to a comprehensive meta-analysis of 180 studies covering more than 275,000 students, participants in SEL programs demonstrated increased social-emotional skills, more positive attitudes toward self and others, more positive social behaviors, fewer conduct problems, and lower levels of emotional distress. Perhaps the most striking outcome was the significant improvement in academic performance with an average gain on achievement test scores of 11 to 17 percentile points!²⁴

Classroom Management

Students perform best when they are in emotionally and physically safe environments with caring, supportive adults who challenge and believe in them. It is important for classroom teachers to establish clear, concise behavioral expectations for students by creating a limited (3-5) set of rules and procedures at the beginning of each school year. According to Robert Marzano in *The Art and Science of Teaching* (2007), “some evidence shows that the utility of rules and procedures is enhanced if students have input into their design.”²⁵ Rules should be framed in positive terms to state what the student should do rather what they should avoid doing. The focus of classroom rules should be to create an optimal learning environment where students take personal responsibility.

Classroom Meetings are an effective way to build community, practice social skills, and enhance interpersonal relationships in the classroom resulting in a respectful, optimal learning environment. Meetings also are an ideal opportunity to address issues relative to behaviors, bullying, and expectations.

- Ideally, meetings should be held once per week for at least one learning period. While the elementary setting is best suited for this format, students in middle and high school also benefit greatly by having an opportunity to communicate and share concerns within their classroom environments.
- Students should sit in circle facing each other.
- A set format is followed. Students establish agenda items by submitting problems and suggestions in advance of the meeting.

- Teachers model effective meeting facilitation for the first few meetings and then allow students to lead all future meetings. This is a wonderful way for students to practice communication and leadership.
- It is essential that a safe, supportive, trusting and respectful environment be established and maintained in order to engage all students in the discussion.

According to Donna Styles, author of *Class Meetings: Building Leadership, Problem-Solving and Decision-Making Skills in the Respectful Classroom* (2001), “The true power of meetings lies in their ability to empower students, to motivate them to learn, and to help them discover their personal best. When both students and teachers are able to voice opinions and thoughts in a quiet, respectful atmosphere, mutual respect and understanding develops. The students realize that it is *their* classroom as much as the teacher's, and they take ownership and pride in that.” Styles suggests that class meetings also can promote personal growth, leadership, organizational and public-speaking skills, thinking skills and cognitive gains, problem-solving skills, and interpersonal skills -- creating a community of learners.²⁶

Restorative Practices is a philosophy that believes that people are fundamentally good and want to do the right thing and that decisions are best made and conflicts best resolved by those most directly involved in them. The fundamental hypothesis of restorative practices is simple – that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them (punitive and authoritarian) or *for* them (permissive and paternalistic).²⁷

Restorative practices create opportunities to learn in all situations and encourages people to take responsibility for their behavior. It is a way of being in relationship with others. Restorative practices use affective statements and questions to encourage students to take ownership of their behaviors. Circles and small group conferences can be used to facilitate discussions around curriculum, specific topics, issues that arise in the school and in the world or to resolve conflict at an informal level. For a more formal approach to conflict, conferences can be set up to include all parties affected by the conflict, so that all parties

have a voice and can work together to come up with solutions and ways to repair the harm and the relationships.

The foundation of restorative practices is circle dialoguing. Running circles on a regular basis in a classroom creates community and a climate of caring. Students learn many social skills and life tools from the experience of sitting in circle with each other. Utilizing circles teaches students they are part of a community and that their behavior has impact on other people's lives.

When restorative practices is used to resolve conflict its goals are to:

1. Attend to the needs of all the people harmed and the person who did the harm.
2. Foster an understanding of the impact the behavior had on others through personal reflection.
3. Offer an opportunity for those who committed the harm to repair the harm they caused and repair the relationships.

Cooperative and Collaborative Learning are teaching strategies that utilize small student teams, where each student is dependent on and responsible for supporting the others, to enhance learning while promoting classroom cohesiveness and the development of SEL skills. Work groups need a well-defined task, clear instructions, a fair grading system and ongoing feedback. Students may also need instruction, modeling and support for some of the skills they will utilize including active and tolerant listening, conflict resolution, giving and receiving constructive criticism, and helping others in the group. While there are a number of ways for teachers to establish work groups, care should be given to ensure it is a respectful, inclusive process.

Students exhibiting bullying behavior have a negative impact on classroom climate, particularly if they possess high social status among their peers. Discussions and activities to promote empathy, minimize the “cool factor” of bullying, and recognize the role power and privilege play, are often effective preventive measures. “Teachers should model inclusive behaviors, making a special effort to reach out to peer-rejected and withdrawn

students and to encourage students to be inclusive of their peers. There is evidence that when teachers are warm and caring to everyone, including aggressive and peer-rejected children, all students in the classroom are less rejecting of their peers (Rodkin & Hodges, 2003). Peer-rejected children should have a valued and respected place in the classroom, for example, as an “expert” in some content or skill area or as a classroom assistant.”²⁸

Classroom Teacher and School Staff Intervention

Best practices in bullying prevention require classroom teachers to communicate clearly to students that bullying will not be tolerated, carefully observe student interactions to watch for bullying, and intervene quickly and consistently when bullying occurs. It is important that teachers and students create a shared definition for bullying using concrete examples. *Teachers must also be trained to intervene effectively.* A link to educator resources is located in Resources at the end of this section. Generally, teacher and staff intervention should consider:

- Supporting the Victim/Target in a way that allows him or her to regain self-control, avoid embarrassment or humiliation, and to feel safe from retaliation. Work to strengthen the social standing of the student, develop a buddy system to ensure he/she is not alone and support the child’s development of social skills, confidence and assertiveness, and ability to respond to bullying.
- Confront the student exhibiting bullying behavior firmly and fairly. Remind the student of behavior expectations and consequences. Lesser consequences for an isolated bullying incident are appropriate and greater consequences for chronic or more serious bullying may be imposed. It is important that consequences be logical, consistently applied, that students learn from their behavior, and that remediation to the “community” be made.
- Empower Bystanders to take responsibility for their actions and to be accountable for the role they play. Because of group dynamics and peer pressure, bystanders may cheer the bully on, laugh, taunt and tease the victim, or simply do nothing. According to the Illinois Center for Violence Prevention,

the three primary reasons bystanders do not respond (making these the targets of your prevention and education efforts) are:

- Diffusion of Responsibility: “It’s not my job to interfere.”
- Risk/Benefit: “What’s going to happen to me if I get involved?”
- Social Norm: “If this happens all the time, maybe it’s not wrong.”

Students need training to identify bullying, learn, practice and role-play intervention techniques, and know when and how to intervene safely, especially if they will be held accountable for not intervening when witnessing a bullying incident. Bystanders represent the vast majority of students therefore, empowering them to diffuse bullying and change the “coolness” of bullying will have a significant impact on prevention efforts.

Indicators - Instruction

- Our school has implemented an evidence-based curriculum to ensure all students an opportunity to learn, practice and develop essential social emotional skills.
- Staff participates in ongoing professional development that will enable them to implement the SEL curriculum with fidelity.
- All adults model the social emotional competencies.
- In partnership with students, classroom teachers have established clear classroom procedures and expectations and have communicated the consequences for bullying behavior.
- Staff integrates the teaching of social emotional skills in content areas and helps students apply their knowledge of effective social skills to a variety of situations.
- Teachers hold regular classroom meetings to allow students the opportunity to build relationships with one another, express feelings and problem solve issues including bullying.
- Students are taught to recognize bullying and how to respond.
- Training has been provided to administrators and the Coordinator with regard to recognizing whether harassment based on protected categories under federal and state law, such as race, color, sex, national origin, disability, religion and sexual orientation may also be implicated in issues reported as bullying.

Reflection Questions

- 1) How do our instructional practices help students understand the consequences of their behavior and help them accept responsibility for their actions?
- 2) What opportunities do kids have to exhibit leadership and respectful behavior?
- 3) What opportunities do students have to choose a variety of ways to demonstrate their learning and competence?
- 4) How do we promote critical thinking, problem solving and self-awareness in relation to the social emotional competencies?

Resources - Instruction

Educator resources from the official U.S. Government website managed by the Department of Health & Human Services in partnership with the Department of Education and Department of Justice: <http://www.stopbullying.gov/educators/index.html>

Gross-David, Barbara. *Tools for Teaching*. “Collaborative Learning: Group Work and Study Teams” <http://teaching.berkeley.edu/bgd/collaborative.html>

International Institute for Restorative Practices: <http://www.iirp.org/>

Kriete, Roxann. *The Morning Meeting Book*. Northeast Foundation for Children; 2nd Expand edition (June 1, 2002)

Levine, D.A. *Teaching Empathy*. Bloomington, Indiana: Solution Tree Press.

Marshall, Marvin. “Classroom Meetings.” PDF format. (©2001)
http://www.disciplinewithoutstress.com/pdfs/Classroom_Meetings_Chapter.pdf

Safer Saner Schools (Restorative Practices): www.safersanerschools.org

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Rodkin, P., & Hodges, E.V.E. (2003). “Bullies and Victims in the Peer Ecology: Four Questions for Psychologists and School Professionals.” *School Psychology Review*, 32(3), 384-400.

Styles, Donna. *Class Meetings: Building Leadership, Problem-Solving and Decision-Making Skills in the Respectful Classroom* (2001) Pembroke Publishers.

This manual has proposed implementing a social and emotional learning (SEL) framework to teach students the core skills needed to deal with bullying. *The Social and Emotional Learning and Bullying Prevention Brief (2009)* provides the research, practices, guidelines and resources that support implementing a school-wide approach to address this complex issue. When schools specify steps for improving school climate and teaching the core social and emotional skills, there must be multiple ways to assess progress. A comprehensive SEL assessment system monitors SEL implementation by collecting, reporting and using data related to SEL at each level of the system.

Overview of Assessment Practice

Since the mid 20th century schools have struggled with standardized testing and the relationship with school improvement. The NCLB legislation that requires testing of every student in order to close the achievement gap will provide schools, parents and the public with a snapshot of how students are progressing on a given day and a given test. In other words, a standardized test documents individual or group achievement of standards at one point in time. The issue for schools then is to look at how to assess students, what type of assessments to use and how those tools are used to promote student growth.

Stiggins (2004) proposes that it is time to analyze the problem of assessment and implement a sound and balanced assessment system that supports learning. In his words, “A balanced assessment system takes advantage of assessment of learning and assessment for learning; each can make essential contributions. When both are present in the system, assessment becomes more than just an index of school success. It also serves as a root cause.”²⁹ Establishing a balanced assessment system requires schools to understand the difference in the context of assessment *for* learning and assessment *of* learning. Quality assessment requires sound professional development for instructional staff related to assessment methods, applications, and communication. No one test, even a well designed assessment, provides all the information needed to help the school make use of assessment

to improve learning. Stiggins (2004) summarizes his view, “A high quality assessment system relies on a variety of assessments to provide timely and understandable information to all who need it, so they can make the instructional decisions that maximize student success.” As a result of the research, professional development, and a focus on using quality assessments to make informed decisions, schools are implementing comprehensive assessment systems.

Classroom assessment will provide information that informs instruction, so that the teacher can make adjustments in instruction as necessary (formative assessment). School level assessments provide information related to student progress from year to year (summative assessment). Formative assessment provides information for the students and the parent related to the students’ social competency. Summative measures are useful for measuring progress toward SEL standards, informing policy, and directing resources.

Schools that conduct a needs assessment that identifies specific issues related to climate and incidents of bullying will provide the school with information related to climate issues, such as peer-to-peer interaction, student-to-staff relationships, and the state of the learning climate. Regardless of the form of assessment used (formative, summative, or a perception survey), analyzing the results, conducting data conversations, using the data to identify next steps and comparing data results over a period of time is an essential component in a comprehensive assessment framework. Understanding how to involve students in the assessment process so that students want to learn is a key to helping students gain confidence and develop a belief that they can learn (Stiggins, 2001). Stiggins (2001) work in assessment provides teachers with concepts that create high quality assessments, and not only documents student achievement, but more importantly, maximizes student achievement.

Schools may also use other forms of data around student’s achievement and behavior, such as promotion and retention rates, drop out rates, attendance rates, office discipline referrals, and academic achievement by grade levels or subject areas. Collecting data around

professional development related to new initiatives and assessing the level and type of parent involvement are additional ways to determine how well schools are functioning.

Assessing the Social Emotional Learning Framework

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is working with numerous collaborators to identify existing SEL assessment tools and to develop new tools. The CASEL website, www.casel.org, provides an overview of assessment in the following areas:

- School Practice Assessment Areas. These are assessments that help schools determine how well they are progressing toward implementing the SEL framework.
- Needs and Outcomes Assessments. This section lists surveys to assess student risk behaviors and rates, resiliency and measures of social and emotional competencies.
- School Climate Assessments. In this section there are links to recommended tools for evaluating school climate. Staff, student and parent surveys are listed.

CASEL and Marzano Research Associates are collaborating on an assessment rubric project based on the Illinois State Standards which, when completed, will provide schools with a K-12 rubric for assessing these standards at the classroom level. Other resources for assessment are listed in Resources at the end of this section.

SEL Programs and Evaluation

Three types of assessments are needed to accurately gauge the status, progress and effectiveness of the bullying prevention program:

- Needs assessment – Usually occurs at the beginning to identify existing issues and problems in the school. It provides a baseline or starting point snapshot of conditions and skills of students and staff.
- Process evaluation – Conducted on an ongoing basis to monitor fidelity of implementation, identify challenges, and build support.

- Outcome evaluation – Used to determine if the program and practices are having a positive impact on students. It is important to have tools that compare student behavior and school climate changes over time.

Many evidence based prevention programs have evaluation components that measure program process and outcomes, as well as student measures.

Indicators - Assessment

- Our school has a comprehensive assessment system that includes multiple measures.
- Our school conducts a needs assessment relevant to bullying behaviors.
- Our school administers a climate survey to parents, students and staff.
- The school leadership team analyzes climate data and student data to make decisions about SEL programming, school climate and student need.
- School leaders track incidents of bullying, truancy and student attendance.
- Students are taught how to self-assess their performance, skills, and knowledge level.

Reflection Questions

- Who will be assessed: All students, sample of students at each grade, sample of all students?
- What will be assessed: SEL competencies (what the students can do), SEL content knowledge (what the students know), a limited number of SEL topics?
- How will the assessment be done: Individually or groups, obtrusive or unobtrusive measures, with accommodations for individual student need?
- How often will the assessment occur: Once or multiple times during the year, what time of year?
- How will the results be reported: Classroom, grade level, school, individual student?
- How will results be used: Assess individual performance related to expectations, inform instruction, evaluate the SEL program, inform selection of SEL program and instructional practices?

Resources - Assessment

CDC Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools (2nd Edition). Provides researchers and prevention specialists with a set of tools to assess violence-related beliefs, behaviors, and

influences, as well as to evaluate programs to prevent youth violence.
http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.html

Committee for Children identifies several evidenced based SEL programs including School Connect for high schools which include assessment measures:
www.clientsupport@cfchildren.org

Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures (2010): <http://casel.org/publications/compendium-of-sel-assessment-tools/>

Lions Quest, www.lions-quest.org, an evidenced based SEL program, describes several observation checklists designed for students, staff and parents. In addition, the website identifies other assessments that align well with this program. Several examples from the web page are the following:

- *The Individual Protective Factors Index (IPFI): Grades 6 - 12*
EMT Associates, Inc. J. Fred Springer, Joel L. Phillips
- *BERS 2, Behavioral and Emotional Rating Scale: ages 5-18*, Michael H. Epstein
- *The Social-Emotional Resilience and Assets Scales (SEARS): Grades 3-12*
Oregon Resiliency Project, University of Oregon

Rigby, Dr. Ken., Australian bullying researcher offers an assessment tool:
www.kenrigby.net.

Search Institute Developmental Assets for Children: www.search-institute.org.

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- ⁴ Managing Complex Change chart: https://www.prevention.org/inc/Publications/documents/Forum_Winter_04_Managing.pdf
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²⁹ Stiggins

STATE AND FEDERAL STATUTES

Following are the statutes (state and federal) that should be considered when creating an anti-bullying policy for a school district.

ILLINOIS STATUTES

SCHOOL CODE

(105 ILCS 5/10-20.14) (from Ch. 122, par. 10-20.14)

Sec. 10-20.14. Student discipline policies; Parent-teacher advisory committee.

(a) To establish and maintain a parent-teacher advisory committee to develop with the school board policy guidelines on pupil discipline, including school searches, to furnish a copy of the policy to the parents or guardian of each pupil within 15 days after the beginning of the school year, or within 15 days after starting classes for a pupil who transfers into the district during the school year, and to require that each school informs its pupils of the contents of its policy. School boards, along with the parent-teacher advisory committee, are encouraged to annually review their pupil discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, pupils, and staff.

(b) The parent-teacher advisory committee in cooperation with local law enforcement agencies shall develop, with the school board, policy guideline procedures to establish and maintain a reciprocal reporting system between the school district and local law enforcement agencies regarding criminal offenses committed by students.

(c) The parent-teacher advisory committee, in cooperation with school bus personnel, shall develop, with the school board, policy guideline procedures to establish and maintain school bus safety procedures. These procedures shall be incorporated into the district's pupil discipline policy.

(d) The school board, in consultation with the parent-teacher advisory committee and other community-based organizations, must include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying, as defined in the policy. These provisions must include procedures for notifying parents or legal guardians and early intervention procedures based upon available community-based and district resources. (Source: P.A. 91-272, eff. 1-1-00; 92-260, eff. 1-1-02.)

Sec. 27-13.3. Internet safety education curriculum.

(a) The purpose of this Section is to inform and protect students from inappropriate or illegal communications and solicitation and to encourage school districts to provide education about Internet threats and risks, including without limitation child predators, fraud, and other dangers.

(b) The General Assembly finds and declares the following:

(1) it is the policy of this State to protect consumers and Illinois residents from deceptive and unsafe communications that result in harassment, exploitation, or physical harm

(2) children have easy access to the Internet at home, school, and public places;

(3) the Internet is used by sexual predators and other criminals to make initial contact with children and other vulnerable residents in Illinois; and

(4) education is an effective method for preventing children from falling prey to online predators, identity theft, and other dangers.

(c) Each school may adopt an age-appropriate curriculum for Internet safety instruction of students in grades kindergarten through 12. However, beginning with the 2009-2010 school year, a school district must incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to students in grades 3 through 12. The school board shall determine the scope and duration of this unit of instruction. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught in the district's schools, as determined by the school board, and it is recommended that the unit of instruction include the following topics:

(1) Safe and responsible use of social networking websites, chat rooms, electronic mail, bulletin boards, instant messaging, and other means of communication on the Internet

(2) Recognizing, avoiding, and reporting online solicitations of students, their classmates, and their friends by sexual predators.

(3) Risks of transmitting personal information on the Internet.

-
- (4) Recognizing and avoiding unsolicited or deceptive communications received online.
 - (5) Recognizing and reporting online harassment and cyber-bullying.
 - (6) Reporting illegal activities and communications on the Internet
 - (7) Copyright laws on written materials, photographs, music, and video.

(d) Curricula devised in accordance with subsection (c) of this Section may be submitted for review to the Office of the Illinois Attorney General.

(e) The State Board of Education shall make available resource materials for educating children regarding child online safety and may take into consideration the curriculum on this subject developed by other states, as well as any other curricular materials suggested by education experts, child psychologists, or technology companies that work on child online safety issues. Materials may include without limitation safe online communications, privacy protection, cyber-bullying, viewing inappropriate material, file sharing, and the importance of open communication with responsible adults. The State Board of Education shall make these resource materials available on its Internet website.

(Source: P.A. 95-509, eff. 8-28-07; 95-869, eff. 1-1-09; 96-734, eff. 8-25-09.)

(105 ILCS 5/27-23.7)

Sec. 27-23.7. Bullying prevention.

(a) The General Assembly finds that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with students' ability to learn and participate in school activities. The General Assembly further finds that bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and sexual violence. Because of the negative outcomes associated with bullying in schools, the General Assembly finds that school districts and non-public, non-sectarian elementary and secondary schools should educate students, parents, and school district or non-public, non-sectarian elementary or secondary school personnel about what behaviors constitute prohibited bullying.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in all school districts and non-public, non-sectarian elementary and secondary schools. No student shall be subjected to bullying:

- (1) during any school-sponsored education program or activity;
- (2) while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; or
- (3) through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

(b) In this Section:

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- (1) placing the student or students in reasonable fear of harm to the student's or students' person or property;
- (2) causing a substantially detrimental effect on the student's or students' physical or mental health;
- (3) substantially interfering with the student's or students' academic performance; or
- (4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, as defined in this subsection (b), may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

"School personnel" means persons employed by, on contract with, or who volunteer in a school district or non-public, non-sectarian elementary or secondary school, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school

psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

(c) (Blank).

(d) Each school district and non-public, non-sectarian elementary or secondary school shall create and maintain a policy on bullying, which policy must be filed with the State Board of Education. Each school district and non-public, non-sectarian elementary or secondary school must communicate its policy on bullying to its students and their parent or guardian on an annual basis. The policy must be updated every 2 years and filed with the State Board of Education after being updated. The State Board of Education shall monitor the implementation of policies created under this subsection (d).

(e) This Section shall not be interpreted to prevent a victim from seeking redress under any other available civil or criminal law. Nothing in this Section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution or under Section 3 or 4 of Article 1 of the Illinois Constitution.

(Source: P.A. 95-198, eff. 1-1-08; 95-349, eff. 8-23-07; 95-876, eff. 8-21-08; 96-952, eff. 6-28-10.)

CRIMINAL CODE STATUTES

(720 ILCS 135/1-1) (from Ch. 134, par. 16.4-1)

Sec. 1-1. Harassment by telephone. Harassment by telephone is use of telephone communication for any of the following purposes:

(1) Making any comment, request, suggestion or proposal which is obscene, lewd, lascivious, filthy or indecent with an intent to offend; or

(2) Making a telephone call, whether or not conversation ensues, with intent to abuse, threaten or harass any person at the called number; or

(3) Making or causing the telephone of another repeatedly to ring, with intent to harass any person at the called number; or

(4) Making repeated telephone calls, during which conversation ensues, solely to harass any person at the called number; or

(4.1) Making a telephone call or knowingly inducing a person to make a telephone call for the purpose of harassing another person who is under 13 years of age, regardless of whether the person under 13 years of age consents to the harassment, if the defendant is at least 16 years of age at the time of the commission of the offense; or

(5) Knowingly permitting any telephone under one's control to be used for any of the purposes mentioned herein.

Every telephone directory published for distribution to members of the general public shall contain a notice setting forth a summary of the provisions of this Section. Such notice shall be printed in type which is no smaller than any other type on the same page and shall be preceded by the word "WARNING". All telephone companies in this State shall cooperate with law enforcement agencies in using their facilities and personnel to detect and prevent violations of this Act.

(Source: P.A. 91-878, eff. 1-1-01.)

(720 ILCS 135/1-2)

Sec. 1-2. Harassment through electronic communications.

(a) Harassment through electronic communications is the use of electronic communication for any of the following purposes:

(1) Making any comment, request, suggestion or proposal which is obscene with an intent to offend;

(2) Interrupting, with the intent to harass, the telephone service or the electronic communication service of any person;

(3) Transmitting to any person, with the intent to harass and regardless of whether the communication is read in its entirety or at all, any file, document, or other communication which prevents that person from using his or her telephone service or electronic communications device;

(3.1) Transmitting an electronic communication or knowingly inducing a person to transmit an electronic communication for the purpose of harassing another person who is under 13 years of age, regardless of whether the person under 13 years of age consents to the harassment, if the defendant is at least 16 years of age at the time of the commission of the offense;

(4) Threatening injury to the person or to the property of the person to whom an electronic communication is directed or to any of his or her family or household members; or

(5) Knowingly permitting any electronic communications device to be used for any of the purposes mentioned in this subsection (a).

(b) As used in this Act:

(1) "Electronic communication" means any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectric or photo-optical system. "Electronic communication" includes transmissions by a computer through the Internet to another computer.

(2) "Family or household member" includes spouses, former spouses, parents, children, stepchildren and other persons related by blood or by present or prior marriage, persons who share or formerly shared a common dwelling, persons who have or allegedly share a blood relationship through a child, persons who have or have had a dating or engagement relationship, and persons with disabilities and their personal assistants. For purposes of this Act, neither a casual acquaintanceship nor ordinary fraternization between 2 individuals in business or social contexts shall be deemed to constitute a dating relationship.

(c) Telecommunications carriers, commercial mobile service providers, and providers of information services, including, but not limited to, Internet service providers and hosting service providers, are not liable under this Section, except for willful and wanton misconduct, by virtue of the transmission, storage, or caching of electronic communications or messages of others or by virtue of the provision of other related telecommunications, commercial mobile services, or information services used by others in violation of this Section.

(Source: P.A. 95 849, eff. 1 1 09; 95 984, eff. 6 1 09; 96 328, eff. 8 11 09.)

FEDERAL LAW

In addition to the foregoing State statutes, it is important to recognize that bullying can implicate other laws, such as the following:

- 1) Title VI of the Civil Rights Act of 1964, prohibiting discrimination on the basis of race, color or national origin; harassment.
- 2) Title IX of the Education Amendments of 1972, prohibiting discrimination on the basis of sex;
- 3) Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.
- 4) Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability.