



Creating a **Safe and Respectful Environment** in Our Nation's Classrooms

MODULE **1**

UNDERSTANDING AND INTERVENING IN BULLYING BEHAVIOR

Workshop Overview,
Preparation Guide,
and Trainer's Outline

Second Edition

Disclaimer

The contents of the *Creating a Safe and Respectful Environment in Our Nation's Classrooms* training toolkit were designed and written under the U.S. Department of Education (Department) Contract Numbers ED-ESE-12-O-0035 and ED-ESE-16-A-0002 by the National Center on Safe Supportive Learning Environments (NCSSE) operated by the American Institutes for Research. The content and views expressed herein do not necessarily represent the policies of the Department and should not assume endorsement by the federal government. No official endorsement by the Department of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred. For the reader's convenience, this publication contains information about and from outside organizations, including material obtained by way of hyperlinks and URLs. Inclusion of such information does not constitute the Department's endorsement.

Second Edition
October 2018

This training toolkit is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this product is not necessary, the following is the preferred citation:

Diamanti, K., Duffey, T., & Fisher, D. (2018). *Creating a safe and respectful environment in our nation's classrooms*. Washington, DC: National Center on Safe Supportive Learning Environments.

This resource is available free of charge at <https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit>.

Availability of Alternate Formats

Requests for documents in alternate formats, such as Braille or large print, should be submitted to the Alternate Format Center by calling 202.260.0852 or by contacting the 504 coordinator via e-mail at om_eeos@ed.gov.

Notice to Limited-English-Proficient Persons

If you have difficulty understanding English, you may request language assistance services for Department information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, please call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339) or e-mail us at ED.LanguageAssistance@ed.gov. You can also write to U.S. Department of Education, Information Resource Center, LBJ Education Building, 400 Maryland Avenue, SW, Washington, DC 20202.

MODULE 1

Understanding and Intervening in Bullying Behavior

Description

Understanding and Intervening in Bullying Behavior is designed to equip classroom teachers and other educators to reduce the instances of bullying behavior within their classrooms .

Contents of the Trainer Package

This comprehensive document provides you all materials necessary to provide training to education staff on issues related to understanding and intervening in bullying behavior in the school setting. Content provided includes:

Learning About This Training

Workshop Overview Materials: Items describing the purpose and structure of the training.

- Learning Objectives
- Time Required
- Audience
- Workshop Series
- Icon Key
- Equipment and Materials
- Training Room Set-Up
- Handout Instructions

Preparing for Training

Trainer Resources: Important information to inform your preparation for and conducting of the training.

- Trainer Terminology
- Polling Information
- Notes

Special Preparations: A description of steps to be completed prior to the day of training.

- Bullying Scenarios (used in Activity 3)

List of Slides: A complete list of PowerPoint slides used in the training.

List of Handouts: A complete list of the handouts used in the training.

Trademarks: An important note regarding legal trademarks referenced within the guide.

Facilitating the Training

Trainer's Outline: A step-by-step guide for conducting this training event.

Workshop Overview

Description

Understanding and Intervening in Bullying Behavior is designed to equip classroom teachers and other educators to reduce the instances of bullying behavior within their classrooms.

Learning Objectives

Participants will:

- Understand what bullying behavior is and is not.
- Understand what bullying behavior may look like in the classroom.
- Explore ideas for responding to bullying behavior.
- Learn to use specific strategies for addressing, reporting, and following up on bullying behavior when it occurs.

Time Required



Audience

The workshop is designed to be conducted with classroom teachers as well as other educators and support personnel who work with students within the school environment. The workshop works best with 12 to 30 participants but can be done with larger groups as well.

Adapting the Workshop Delivery Time Frame

If the workshop is delivered to larger groups, it may be necessary for the trainer to adapt some activities to fit within a 2.5-hour time frame.

If the workshop needs to be delivered in shorter increments, we recommend breaking the training into 1-hour sessions.

In the handouts, we have provided two alternative versions of the workshop agenda that can be used. Handout 2A is an agenda for a workshop delivered in 2.5 hours. Handout 2B is an agenda for a workshop delivered in sessions. The first two sessions are 60 minutes each; the third session is 30 minutes.

Workshop Series

This workshop is the first in a series of two training sessions intended to address bullying behavior within schools. Although the workshop can be conducted as a stand-alone training, it is *strongly recommended* that both workshops be conducted as a series. This module contains references to the second workshop; if the second workshop will not be used at some point following this training, it will be important to omit references to the second workshop when they occur in the Trainer's Outline.

Icon Key



This icon will appear the first time a PowerPoint slide is used in an activity.



This icon will appear the first time a handout is used in an activity.

Equipment and Materials

The following equipment and materials should be present in the training room:

- LCD projector and large screen (if you are planning to use your own laptop computer with Microsoft PowerPoint loaded on it; otherwise, you will need to load the PowerPoint presentation onto a flash drive and add a computer to this list)
- Multiplug surge protector and an extension cord (if needed for the laptop and data projector)
- Internet access (if online polling will be used)
- Lavalier (wireless lapel-type) microphone (optional depending on the size and acoustics of the training room)
- Easel with a full pad of flip chart paper (self-adhesive type if possible)

- Markers (fresh nontoxic, water-based markers in bold colors)
- Masking or blue painters' tape (needed if flip chart pad is not self-adhesive type)
- 3" x 5" Post-it Notes (three per participant plus 20 extra in case of errors or unanticipated participants)
- 5" x 8" index cards (in equal amounts of colors red, green, and yellow. From these cards, you will create a set of three [one card of each color] per triad formed in Activity 3, plus four additional sets in case of unanticipated participants)
- ¾" round green dots (enough for three dots per participant)

Training Room Set-Up

The training room should include adequate space for participants. It should be large enough to allow participants to be comfortably seated and also to move around and interact with each other.

Avoid auditorium style seating. If possible, have participants seated at tables so no one's back faces the front of the room. A rectangular table set at the front of the room can be used for trainer notes, materials, and handouts.

The training room should have controllable heating and cooling with clear access for you to set and adjust the room temperature.

The training room should have clear wall space for posting large sheets of flip chart paper before and during the workshop.

Handout Instructions

(See full list of handouts on page 13.)

Duplicate a set of handouts for each participant using a **high-quality copier or commercial copy service**. You may wish to make copies on paper of varied colors to create a more interesting presentation and to assist participants in locating specific handouts during the training.

If you plan to use participant folders, assemble the handouts in the order they are listed in this guide. Be aware that some handouts should not be included in the folder because they need to be distributed as part of an activity. The use of these handouts is referenced in the trainer notes and also marked by an asterisk (*) in the list of handouts. If you do not plan to assemble folders, individual stacks of each handout should be placed on the trainer table to be distributed during the workshop session.

NOTE: *Throughout the workshop, when using handouts, make every effort not to read excessive amounts of the content. Reading a handout instead of summarizing the information suggests a lack of trainer preparation and can be off-putting to workshop participants.*

Trainer Resources

Trainer Terminology

In conducting this workshop series, it will be important that, as the trainer, you model the use of specific terminology in speaking about bullying. Because bullying is a behavior and not a permanent characteristic or a trait of a student, it is important to avoid using terms like *bully* for students who engage in bullying behavior. It is also important to avoid using the term *victim* in talking about students who may be the targets of bullying behaviors. This is an important distinction for the following reasons, which you will be sharing in Activity 2:

- By understanding bullying as a behavior, we can use behavior management techniques to alter undesirable behavior and replace it with positive prosocial behavior.
- Viewing a student as a victim can suggest that there is something inherent about that individual that makes her or him a natural target for bullying behaviors. Because bullying is often based on perceived difference causing a student to be the target of bullying, any student can, at any point, become a target for bullying by another student.
- If we believe that bullying is a permanent characteristic of the student engaging in bullying, it creates a situation in which we believe it is not possible to change or alter the behavior.

Given the nature of this topic, you may need to answer questions from participants regarding certain terms. For example:

- **What is the difference between bullying and harassment?** Bullying overlaps with discriminatory harassment when it is based on race, national origin, color, sex, age, disability, or religion, which is covered under federal civil rights laws enforced by the U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ). When bullying and harassment overlap, federally funded schools have an obligation to resolve the harassment. At present, no federal law directly addresses bullying, but bullying meets the definition of harassment when it is based on membership in a class that is protected under federal civil rights legislation, such as race, national origin, color, sex, age, disability, or religion. Harassment represents a violation of federal law and so may require districts to respond to incidents differently than they would respond to other types of bullying that are not based on membership in a protected class. Bullying is still prohibited under state law and districts have an obligation to resolve it according to the provisions in their state laws.

If participants want more information, direct them to **Handout 8: Frequently Asked Questions With Additional Resources**.

Polling Information

Schools and other organizations are increasingly using polling as a way to gauge individual responses within a group and to quickly tabulate responses to specific questions. Polling allows participants in a workshop to respond to questions posed by the trainer without divulging who chose which option. Polling is suggested as one option for use in Activity 3 in place of using colored cards and group preferences. If you are using polling, you can have participants respond as individuals rather than in triads. Polling is also suggested for possible use in Activity 4.

If you wish to use polling, check with the audiovisual or IT staff well in advance of the workshop date to determine whether the equipment is available at the training site. On the day of the training, provide adequate time prior to the workshop to set up and test the polling equipment in the training room.

If the training room is not equipped for polling but does have Internet access, you can still use polling. You can easily search for and access Web-based polling resources on the Internet. Most will allow you to use polling in which participants vote using their cell phones and the votes are tabulated and posted immediately. If you plan to use this format, make sure to confirm at the *beginning* of the training that every participant has a charged and working cell phone. If there are participants who do not have a charged and working cell phone, then you should plan to conduct Activity 3 using the colored cards rather than using polling. Be aware that if you use a Web-based tool, you should find out if there is a per-participant charge.

Note

Approach: Throughout this workshop, we intend for *all* students to be represented in the content, activities, and strategies, regardless of race and ethnicity, gender, sexual orientation (lesbian, gay, bisexual, transgender, or questioning [LGBTQ] youth), socially isolated youth, and students with disabilities and special health needs.

Before the Workshop: Special Preparations

1. As you plan the training event, determine whether you will use a pre-event *and* post-event self-assessment of participants or a post-event assessment only. We encourage you to use the two-step process to gather additional information about the impact of the training event, but the choice is yours. **If you choose to use the two-step self-assessment**, make an appropriate number of **Optional Handout A: Pre-Event Self-Assessment** copies to be distributed to every participant as you begin the training. See *Step 2 in Activity 1 in the Trainer’s Outline*. (Note: *The Post-Event Self-Assessment* is included as **Handout 9**.)
2. Before conducting this workshop, make sure that you read the section **Trainer Resources: Trainer Terminology**. You will introduce the information in Activity 2, but it is important that you model correct terminology in speaking about bullying from the very beginning of the training session.
3. The workshop provides the option of using polling technology where it is available (see Activity 3). If you plan to use polling, it will be important to make the necessary arrangements and test the equipment before starting the training.
4. In preparation for the workshop, it is important for you to be familiar with the state laws and school district policies of the participants taking the workshop. Before the workshop, it is important to get a copy of the school’s bullying policies and review them ahead of time. This will help you prepare for asking participants about their familiarity with their school policies in Activity 4.

All 50 states (as well as Washington, D.C., and Puerto Rico) have anti-bullying laws, and a majority of states have anti-bullying policies in place as well. It is important for educators to know the details of laws and policies in their own states and school districts. This training offers a federal-level definition of bullying behavior that may differ from the bullying definition detailed in a participant’s own state laws or school district policies. Bullying definitions are critical from a legal standpoint, so it becomes important for participants to understand that definitions and recommended actions for responding to bullying behavior presented in the training are general guidelines that should be considered in concert with their state laws and district policy provisions.

In some cases, the recommendations provided in the training may conflict with school district policy guidelines, so you should be prepared to adapt/refine the training to ensure that content aligns with policy requirements. Bullying policies in some states are extremely prescribed, and there may be consequences for staff who fail to follow policy prescriptions. You can find an up-to-date database on anti-bullying policies at <https://www.stopbullying.gov/laws/index.html>.

5. It is recommended that you provide copies of school district bullying policies to each participant. This could be helpful when working through sections on how to respond to bullying incidents, particularly because districts have different rules and guidelines for how teachers and school staff are to respond.

6. This workshop series works best when it is part of a larger schoolwide effort to address bullying behavior. Before doing the workshop, it is important that you find out whether the schools that are represented by the participants actually have a coordinated schoolwide approach so that you can place the workshop into that larger context.
7. For several activities, you will need to get materials ready prior to the workshop:
 - For Activity 3, you will need to create sets of three colored index cards for distribution during the activity. Create sets by clipping together three cards, including one card of each color red, green, and yellow. (*Note: If using online polling, this preparation step can be omitted.*)
 - For Activity 3, you also should make a copy of **Bullying Scenarios** (found at the end of this section of the Trainer Package) to read during the activity.
 - For Activity 4, print (in LARGE block letters) on a sheet of flip chart paper posted in the front of the room:

WHAT BULLYING BEHAVIOR LOOKS LIKE

- For Activity 4, print (in LARGE block letters) each of the strategies listed below on a separate piece of flip chart paper and post the sheets randomly around the room on the walls of the training room.

Make one sheet per strategy and print the words “Bullying Strategy” at the top of each sheet:

- Immediately stop the behavior.
- Use a zero tolerance policy.
- Use your school’s policy to guide your actions.
- Provide group-counseling sessions for students who engage in bullying.
- Always enforce your school’s rules against bullying.
- When intervening, do not allow those involved in bullying a student to argue their case.
- Be aware of bystanders and remind them of their duty to help others.
- Develop simple short-term solutions.
- Use conflict resolution to help students involved work out issues.
- Use peer mediation to help students involved establish more positive relationships.
- Impose consequences for any students who were bullying.
- Do not ask those involved to sit down and work out the problem together.

8. An option to consider in preparing participants for the workshop and encouraging their active participation is to have the principal of the school where the workshop will take place send out a welcome or invitation e-mail to everyone, describing the purpose of the workshop, objectives, and topics that will be covered. The e-mail could include a copy of the one-page **Optional Handout 10: Ten Things Students Wish Teachers Knew About Name-Calling and Bullying** to give staff members an idea of the content to be presented.

Bullying Scenarios

(Copy the following two pages for use in Activity 3.)

- Angie—usually a friendly, engaged student in your classroom—has started sitting in the back of the room and no longer gets involved much in class discussions. One day you observe that, as she’s leaving class, two other students walking out of class right behind Angie are whispering to each other and giggling.

Answer: *May not be bullying but raises concerns. More information is needed.*

Rationale: *There is no clear indication that the two students giggling were responding to Angie. The behavior patterns warrant close observation, and, as a teacher, you would want to reach out to Angie to discuss the changes you have noted. In particular, you want to explore whether Angie perceives a power imbalance in the relationship with the two other students or if this behavior is being repeated.*

- A class of fourth-grade children are brainstorming a list of topics they can write about during writing workshop. The conversation veers toward hobbies, and Sami says he wants to write about his dance class. The next day, he comes to school in jeans and his dance leotard. The teacher overhears two boys teasing Sami in the hallway as Sami takes off his jacket, “That’s a girl’s shirt. You look weird!” “How come you’re wearing a girl’s body suit?” and “Sami’s a ballerina.” Both break out into laughter. (Adapted from GLSEN’s 2016 *Ready, Set, Respect! Elementary School Toolkit*, www.glsen.org).

Answer: *May not be bullying but raises concerns. More information is needed.*

Rationale: *The comments made by the boy toward Sami clearly are potentially hurtful but could be more of an expression of immaturity than an intentional attempt to inflict harm. From the information provided, this is a single, isolated incident and may not yet rise to the level of bullying. The teacher(s) involved clearly will want to address the situation, using it as a teachable moment, and continue to monitor student interactions to ensure that it is not repeated. If concerns warrant, a single episode of unwanted or aggressive behavior among students in which there is a clear imbalance of power needs special attention to nip it in the bud before it can become repetitive and develop into a pattern of bullying behaviors.*

Also in this scenario, this example may constitute discriminatory harassment based on sex or sex stereotypes because comments appear to be based on a student’s perceived gender nonconformity. Note that failure to recognize discriminatory harassment when addressing student misconduct may lead to inadequate or inappropriate responses that fail to remedy violations of students’ civil rights.

- During most of the semester, Steve was part of what had seemed to be a pretty tight group of students who would often sit together in class and volunteer to work as a team on class projects. For the last few weeks, when Steve would sit with the group, they would ignore him, acting as if he wasn’t there. Steve has now started sitting on the other side of the room from the group. Steve’s mom calls to express concern

that her son is becoming increasingly withdrawn at home and talks about wanting to change schools. The previous evening, she walked into Steve's room and found horrible messages addressed to him on his Facebook page that he had left open. She has called you because the messages were from the same group of students with whom Steve had been friends—students in your class. When she confronted her son about the messages, he broke down and said that the messages have appeared every night for the past few weeks.

Answer: *Bullying behavior.*

Rationale: *The behavior of Steve's group of former friends is unwanted and socially aggressive and is occurring over time. Steve's efforts to remain connected with the group proved him to be powerless to combat the social isolation it imposed. Steve eventually expressed his isolation in physical form by sitting away from the group. The bullying then continued outside the classroom on the Internet.*

- Today is the day that your students are presenting their posters at the conclusion of their genealogy projects. Every student is supposed to stand up and talk about their families and what they put on their poster. When Rita talks about her dads, someone in the back of the room yells, "That's weird!"

Answer: *Not bullying.*

Rationale: *Based on the information provided, there does not appear to be a repeated pattern nor does the student involved seem to have "less power" than other students do. The comment warrants discussion of being an inappropriate response to a classmate's presentation but, without other indicators, does not appear to be bullying.*

- Cathy is a bright student who has done well in your class for the first half of the year. You have been impressed by the way that her kindness and bubbly personality have made her a popular student. Cathy is also overweight. In a unit on the early American West, Cathy presents a fine oral report on the role of women in settling the Western frontier. She gets an A on her report, but from that point on, you begin to see a marked change in her personality. She becomes increasingly withdrawn in class, and her academic work is barely passing. Concerned about the change you're seeing, you ask to meet with her after school. When you express your concern, Cathy explodes in anger, lashing out at "this stupid school" and storms out of your classroom. A piece of paper falls from her book bag as she's leaving. You pick it up and find that it contains a crudely drawn picture of a fat woman in a cowgirl outfit. Written across the top of the sheet are the words "Cathy the **COW**girl." After further investigation, you find that these pictures have been appearing in the girls' bathroom and locker room as well as on the Internet. Some of them simply read "Cathy the Cow."

Answer: *Bullying behavior.*

Rationale: *Focused primarily on her weight, the behaviors are unwanted, aggressive, designed to make Cathy look foolish, and clearly being repeated over time. Cathy's outburst may be her pent-up anger at feeling powerless to stop the behavior.*

List of Slides

(Provided here as a reference only. Review entire contents of this module to see how titles support workshop content.)

SLIDE

1. Understanding and Intervening in Bullying Behavior
2. Disclaimer
3. Introductions
4. Workshop Objectives
5. What Is Bullying?
6. Core Elements of Bullying Behaviors
7. The Circle of Bullying
8. A Change in Perspective
9. What Do You See?
10. What to Look for in Bullying Behavior
11. Color Code
12. What to Look for in Bullying Behavior (2nd use of slide)
13. Types of Bullying
14. Context for Bullying
15. Cyberbullying: Special Concerns
16. How Often Does Bullying Occur?
17. Forms of Bullying* (in order of frequency)
18. Students Bullied Because of Perceived Differences
19. Students Most Likely to Be Bullied
20. Impact of Bullying
21. Possible Indicators of Students Who Bully
22. Common Myths About Students Who Bully*
23. Possible Indicators of Students Who May Be Being Bullied
24. Why Students Don't Ask for Help
25. What Do You See? (2nd use of slide)
26. What Does Not Work*
27. Address Bullying Behavior
28. 1. Stop the Behavior on the Spot
29. When to Get Help

30. 2. Find Out What Happened
31. 3. Support the Students Involved
32. Turn Down the Heat
33. 4. Report and Follow Up
34. Important Reporting Considerations
35. Impact of Trauma on Students
36. Common Symptoms of Trauma
37. Common Symptoms of Trauma (more information)
38. Reflections*

Asterisk (*) indicates animated slides in which the trainer will be asked to click the same slide more than one time.

List of Handouts

(Provided here as a reference only. Review entire contents of this module to see how titles support workshop content.)

HANDOUT

- A. (Optional) Pre-Event Self-Assessment
 1. Choose Three
 2. Workshop Agenda
 - 2A—Workshop delivered in 2.5 hours (single session)
 - 2B—Workshop delivered in three segments (multiple sessions)
 3. Facts About Bullying Behavior*
 4. Warning Signs of Students Who Bully and Those Who Are Being Bullied
 5. Strategies for Addressing Bullying Behavior at School*
 6. Turn Down the Heat: Techniques for De-Escalating Student Behavior
 7. Resources About Trauma-Sensitive Practices for Teachers
 8. Frequently Asked Questions With Additional Resources
 9. Post-Event Self-Assessment
 10. (Optional) Ten Things Students Wish Teachers Knew About Name-Calling and Bullying

Asterisk (*) indicates handouts that should not be placed in participant packet but rather handed out separately. See the Handout Instructions section for more information.

Trademarks

Microsoft PowerPoint is a registered trademark of Microsoft Corporation.

Post-it is a registered trademark of 3M.

Trainer's Outline

ACTIVITY 1

Welcome and Introductions



15 minutes



***NOTE:** Before starting the workshop, display **PowerPoint slide 1: Understanding and Intervening in Bullying Behavior** so it is on view as workshop participants arrive.*

1. Introduce yourself, and briefly share your background and your interest in or connection to the subject matter of the training.

***NOTE:** The first time you are asked to display a PowerPoint slide or distribute a handout, the number and title of the slide or handout will appear in bold type.*

2. **Optional activity at trainer discretion:** If you have decided to use the pre-event and post-event self-assessment process as outlined in **Before the Workshop: Special Preparations**, distribute **Optional Handout A: Pre-Event Self-Assessment** now. Indicate that a similar form will be provided at the conclusion of the training and that participants' feedback will help you get a sense of the value of the training for participants. Ask participants to take a few moments to provide their best self-assessment to the questions provided. Instruct participants about how you wish to collect the completed forms.



3. Distribute or draw attention to **Handout 1: Choose Three**, and explain that in a moment participants will have an opportunity to meet a few other individuals who are part of the workshop. Instruct participants to complete the handout by finishing three of the sentence stems. Explain that they can complete any of the three stems they choose.

***NOTE:** If the workshop is being done with a group of teachers who already know each other, point out that during this brief activity they may find out a few things about each other that they did not know before.*

4. When participants are ready, explain that you are going to create some groups that will encourage participants to meet a few people who they might not already know or work with on a regular basis. Instruct roughly half the group to take their completed worksheets and line up on one side of the room side-by-side facing the center of the room. Ask the other half of the group to line up in the same fashion on the opposite side of the room.

5. When participants are ready, explain that at your signal they should move toward the center of the room and pair up with someone from the other side. State that once they have created a pair, each pair should then find another pair and create a group of four. Explain that as each group of four has formed, they should move to the side of the room to indicate that they are ready for the next step.

***NOTE:** Because it is unlikely that the line of participants on either side of the room will be equal in number, some people will end up partnering with someone from their side of the room. This is perfectly fine. The intention in creating groups in this fashion is to encourage participants to meet new people.*

***NOTE:** If you have an odd number of participants, you can ask people to join a different foursome, creating two groups of five. To make sure that everyone has a chance to share within the time allotted, it is important that no group is larger than five members.*



6. When all the groups have formed, display **PowerPoint slide 3: Introductions**. State that everyone will have 10 minutes to introduce him- or herself using the prompts on the slide and then share their three completed sentence stems.

***NOTE:** The introduction slide asks participants to describe their role within the school. Although most participants in this workshop will be teachers, it is also possible that you may have a group that includes other classroom or school personnel.*

7. When 10 minutes have elapsed or when it is clear that all the groups have finished, tell the groups to do one more task in setting the stage for their time together.
8. First, remind participants that this workshop will address bullying in school and its impact on students and teachers alike. Point out that in a moment you will review the objectives and agenda for the training, but first each group will consider what bullying looks like, particularly as they might see it occurring in their school.

***NOTE:** As trainer, you should have reviewed **Trainer Resources: Trainer Terminology**, which provides the rationale for using and not using certain terminology to describe bullying behaviors. Throughout the workshop, it will be very important that you avoid using terms like ‘bully’ or ‘victim of bullying’ when discussing this subject area. Instead, use terms like “students who bully” and “students who are bullied.” The importance of how we talk about this area will be explored with participants in Activity 2.*

9. Distribute three large-size (3” x 5”) Post-it Notes and a marker in a dominant color (black, dark blue, dark green, etc.) to each group.

10. Instruct participants that each group is now to reach consensus on three short statements describing what bullying behavior looks like as they understand it or see it. Emphasize that statements may be no longer than three words; in fact, a single word would be even better. Tell groups they will have 5–7 minutes to discuss and come to consensus on their three statements, and, as they do so, they should record their statements in LARGE block letters—one statement on each Post-it Note.

***NOTE:** Make sure you have extra Post-it Notes available in case a group makes a mistake or wishes to change a statement they recorded.*

11. When 5–7 minutes have elapsed, point out the empty sheet of flip chart paper posted at the front of the room titled WHAT BULLYING BEHAVIOR LOOKS LIKE. Explain that each group will now take turns sharing their three statements, and, as they do so, someone from each group should come up and stick their Post-it Notes on the flip chart sheet.

***NOTE:** As mentioned in the introduction section **Before the Workshop: Special Preparations**, you would have created and posted the flip chart sheet prior to starting the workshop.*

12. Tell participants that as each group shares their Post-it Notes, they should be looking for themes or common ideas among the groups. If their statement matches or is very similar to an idea already on the flip chart sheet, they should stick their Post-it Note next to the matching statements.
13. When all the groups have shared their ideas and posted their Post-it Notes, thank everyone for their work and tell them they can now return to their regular seats.

***NOTE:** As participants are returning to their seats, use a marker and draw circles around those places where there are groups of Post-it Notes reflecting common themes.*

14. When participants are ready, briefly review the evident themes from what was posted on the flip chart sheet. Tell them that in a few moments, they will consider a research-based definition of bullying and will look at common ideas between their own experience and a more formal definition of bullying behavior.



15. Distribute or call attention to **Handout 2: Workshop Agenda** and display **PowerPoint slide 4: Workshop Objectives**.
16. Review the workshop objectives on the PowerPoint slide. (Objectives are also recorded on the agenda.) Review the agenda and objectives, pointing out the activity blocks that will be addressed, reassuring participants that the workshop will end on time.
17. Ask for and respond to any questions participants have about either the agenda or objectives.

ACTIVITY 2

What Is Bullying?



25 minutes



1. Display **PowerPoint slide 5: What Is Bullying?** Point out the definition on the slide (15).

NOTE: The numbers shown in parentheses throughout this document refer to the source for material listed in the References section at the end of this guide.

2. Review the definition and connect it to any similar themes identified in the previous activity that were posted on the flip chart sheet at the front of the room. Use that information to affirm the degree to which participants are already aware of key elements of bullying behavior.
3. Display **PowerPoint slide 6: Core Elements of Bullying Behaviors**, and stress the three central elements in the definition of bullying behaviors. Point out that although definitions of bullying may vary in some ways, bullying is a form of youth violence that includes (3, 15):
 - Unwanted, aggressive behavior
 - An observed or perceived imbalance of power between the student(s) doing the bullying and the student(s) being bullied
 - Behavior that is repeated multiple times or is highly likely to be repeated
4. Use the four questions below to process a conversation with the group to help ground the definition in the experience of your participants:
 - a. Point out that bullying behavior may inflict harm or distress on the student or students being bullied through physical, psychological, social, or educational harm, including limiting a student's educational opportunities (3).

Ask: Without revealing student identities, what are the ways you have seen this occurring in your building or classroom that illustrate how students can be hurt or harmed through bullying behavior?

As you process a brief conversation, it is very important that you make the following points if they do not emerge during the conversation (3, 5, 15):

- Students can be physically hurt ranging from minor bruises to severe injuries like lacerations, broken bones, and internal injuries.
- Being bullied by others can lead to health complaints, depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities. These issues may persist into adulthood.

- In the classroom, students may experience inability to focus on their work, get poor grades, begin to withdraw from classroom activities, and can become absent from school more. Students are more likely to miss, skip, or drop out of school.
 - A very small number of bullied children might retaliate through extremely violent measures (15).
- b. Point out that a central element of bullying behavior is that there is an observed or perceived imbalance of power, and that can include having unique information on someone. Stress that the *perception* of that imbalance on the part of a student, whether it exists or not, is enough to constitute a bullying situation. If a student feels it, then it probably exists (3, 15).

Ask: Again, without revealing student identities, what kind of power relationships have you seen between students being bullied and those that do bullying behaviors?

As you process a brief conversation, it is very important that you make the following points if they do not emerge during the conversation (5, 15):

- Students who engage in bullying behavior may target other students because they are perceived to be physically weaker, but it can also be because they are perceived to be less athletic, less intelligent, less popular, less connected, or otherwise viewed as different from their peers by the student who bullies.
 - Given the imbalance in power and control, the student or students who are being bullied may not be able to defend themselves in that situation (although they may be able to in other situations).
- c. Point out that bullying behavior is repetitive or is highly likely to be repeated between and among the same students over time (3, 15).

Ask: Can a single episode of aggressive or intimidating behavior ever be defined as bullying?

As you process a brief conversation, it is very important that you make the following points if they do not emerge during the conversation (5, 15):

- The potential of bullying behaviors to be repeated over time is a critical element that differentiates this behavior from other forms of aggressive behavior (15).
- Aggressive behaviors like fighting, aggressive communications, conflicts, and disagreements can all be extremely disturbing and must be addressed when they occur but may not be bullying.
- In some cases, rough play among friends may appear to be bullying but neither party has the intent of actually hurting the other.
- A single episode of aggressive behavior among students in which there is a clear imbalance of power needs special attention to nip it in the bud before it can become repetitive and develop into a pattern of bullying behaviors.



- d. Display **PowerPoint slide 7: The Circle of Bullying**. Point out that bullying is not limited to those who bully others and those who are bullied. Some researchers talk about the “circle of bullying” to define those directly involved and those who actively or passively assist the behavior or defend against it.

Ask: What are the different ways you have seen students be involved in bullying situations?

As you process a brief conversation, it is very important that you make the following points if they do not emerge during the conversation (15):

- Some students may not start the bullying or lead in the behavior, but they serve as an “assistant” to children who are doing the bullying. They might encourage the behavior or even join in.
- Some students may not be directly involved, but they may give bullying an audience. They might laugh or provide support for the student engaged in bullying. This may encourage the bullying to continue.
- Some students remain outside the bullying behavior, neither reinforcing it nor defending the child being bullied. They may just watch, which is still a way of providing an audience.
- Not all students contribute negatively to a bullying situation. Some defend the child who is being bullied or actively comfort him or her.

Tell participants that in the second workshop on building positive school climate, they will learn about ways to help students become effective bystanders when bullying occurs.



5. At the end of the discussion, distribute **Handout 3: Facts About Bullying Behavior**, and explain that it includes much of the information just shared and discussed.
6. Draw participants’ attention to the fact that you have been using very specific terminology in discussing bullying behavior. Point out that instead of talking about students who are bullies, you referred to students who engage in bullying behavior; instead of referring to a student as a victim of bullying, you spoke of a student who is being bullied. Ask participants why that change in terminology might be important when thinking about this area of student behaviors.



7. After a brief conversation, display **PowerPoint slide 8: A Change in Perspective**, and review the shifts in language and perception noted on the slide.

NOTE: As a resource for reviewing the PowerPoint slide, use the information in the **Trainer Resources: Trainer Terminology** cited in Activity 1.

8. State that now that we have looked at a formal definition of bullying, we will consider what it actually might look like in a school building or classroom.

ACTIVITY 3

What Might Bullying Behaviors Look Like?



40 minutes



1. Tell participants that in just a moment, you are going to display a PowerPoint slide, and, as soon as it appears, participants should immediately read the statement on the slide aloud.
2. Confirm that participants understand the directions, and then display **PowerPoint slide 9: What Do You See?**
3. Most if not all participants will read the statement missing the second “the” on the slide. Read the statement on the PowerPoint slide again, pointing out the second “the” that most folks overlooked. Process a conversation asking why it is that most people fail to read the full statement. During the conversation, be sure to stress that because most people are familiar with the statement itself, most of us make unconscious assumptions about what is there.
4. Suggest that when it comes to bullying behavior, it is important to have a clear sense of what it looks like so that we can avoid making assumptions about why we see or fail to see some forms of bullying behavior altogether.
5. Explain that in a moment, you’re going to introduce five scenarios and ask participants to determine whether the behavior in each scenario is bullying. State that just as in reading the statement on the slide, it is important to ensure that we see what is actually happening without making unconscious assumptions and also not overlook bullying behavior when it actually occurs.
6. Display **PowerPoint slide 10: What to Look for in Bullying Behavior**, and review the major points in the definition of bullying.
7. Ask for and respond to any questions from participants concerning the elements of the definition.
8. Divide participants into groups of three, and distribute a red, green, and yellow 5” x 8” note card to each triad.



NOTE: Before the workshop, you may wish to create sets of three cards clipped together for quick distribution.

NOTE: If you are working with a group who may not know each other, you may want to provide a minute or two whenever you create new groupings for participants to quickly introduce themselves.



Display **PowerPoint slide 11: Color Code**. Explain that in a moment, you are going to read five different scenarios, one at a time. After each scenario is read, each triad will have two minutes to discuss the scenario, and then at your signal the groups will be asked to hold up the color card that indicates what they think is being illustrated in that scenario. Point out that you will do this in five rounds. Explain the meaning of the cards:

- Red card: Clear example of bullying behavior—contains all three elements.
- Green card: Behavior would concern me but does not rise to the level of bullying.
- Yellow card: No clear indication based on the scenario—I would need to get more information.

***NOTE:** If the room you are using for the training is equipped with polling equipment, you may wish to use it in place of the colored cards. Check with the audiovisual (or IT person if you are using a Web-based process) before the workshop to set up and test the polling equipment in the training room. If you are using polling, you can have participants respond as individuals rather than in triads. Polling will allow participants to respond to each scenario without having to divulge who chose which option.*

***NOTE:** If the training room is not equipped for polling but does have Internet access, you can still use polling. You can access a Web-based polling process on several different websites. Most will let you use polling in which participants vote using their cell phones, and the votes are tabulated and posted immediately. If you plan to use this format, make sure to confirm at the beginning of the training that every participant has a charged and working cell phone. If there are participants who do not have charged and working cell phones, then you should plan to do the activity using the colored cards rather than using polling. If you use a Web-based tool, check to see if there is a per-participant charge.*

***NOTE:** The section **Trainer Resources: Polling Information** provides information on the use of polling.*

9. Make sure that participants understand the directions, and proceed to read the scenarios from **Before the Workshop: Special Preparations: Bullying Scenarios**.

***NOTE:** It may be helpful to participants if you read each scenario slowly and read each at least twice.*

10. After you read each scenario, tell participants that they have two minutes to discuss in their triads what they think is being illustrated in the scenario. At the end of two minutes, ask the triads to signal their response by holding up the color card that indicates their response to the scenario in terms of the three choices. Then process a brief conversation, pointing out the information in the **Bullying Scenarios** resource as to which is the correct response for each one and why.

NOTE: Although the **Bullying Scenarios** resource provides the correct answer and a rationale for that answer, the purpose of this activity is not to insist that every group gets the “right” answer. The purpose is to encourage the importance of looking at a behavior using the guidelines as to what bullying looks like before making assumptions as to whether it is bullying. Remind participants that the schools should still consider intervening in each of the examples.



11. Use the discussion following each scenario to reinforce the elements of bullying in the definition shared earlier. Display **PowerPoint slide 12: What to Look for in Bullying Behavior** as triads discuss each scenario. (This PowerPoint slide is a repeat of the information on PowerPoint slide 10.)

12. When all five scenarios have been discussed, ask each of the triads to pair up with another group of three to create groups of six.



13. When groups have formed, display **PowerPoint slide 13: Types of Bullying**, and review the four most common types of bullying listed on the slide (3, 15):

- Verbal bullying is saying or writing mean things.
 - Teasing, name calling, inappropriate sexual comments, taunting, threatening to cause harm
- Social or relational bullying involves hurting someone’s reputation or relationships.
 - Leaving someone out on purpose, telling other students not to be friends with someone, spreading rumors about someone, embarrassing someone in public, posting embarrassing images publicly or electronically
- Physical bullying involves hurting a person’s body.
 - Hitting, kicking, pinching, spitting on, tripping, pushing, making mean or rude hand gestures
- Damage to property includes theft, alteration, or damaging of someone’s property to cause harm.
 - Taking away someone’s personal property and refusing to give it back, destroying someone’s property in their presence, or deleting personal electronic information

NOTE: As you cite each type of bullying, ask participants for examples, and then use the information above to add elements that are not identified by the group.



14. Display **PowerPoint slide 14: Context for Bullying**. State that because educators may not always see bullying behaviors occur, it is important to understand the contexts in which it can occur. Within these contexts, bullying can include a range of verbal, social, or physical behaviors. Note that it is important to understand that bullying that occurs

using technology is considered cyberbullying, or electronic bullying, and is viewed as a context or location in which verbal, relational, or property bullying occurs through electronic means (3, 15).



15. Display **PowerPoint slide 15: Cyberbullying: Special Concerns**, and review why this form of bullying causes some unique concerns (3, 15):

- Electronic and social media have become so widespread, it is now possible for anyone to post content about someone that is viewed by both acquaintances and strangers.
- Cyberbullying can be persistent because digital devices allow 24-hour communication, making it difficult for students experiencing cyberbullying to find relief.
- Cyberbullying can be permanent because most information remains electronically and publicly available if not reported and removed. This can harm students and impact college admissions, employment, and other areas of life.
- Because teachers and parents may not see or overhear cyberbullying taking place, it is harder to recognize.

16. After reviewing the types of bullying, tell participants that after a few minutes of discussion within their groups, you will be asking each group to indicate which form of bullying they think is most common among students and which form is least commonly reported by students on national surveys.

17. Provide about three minutes for discussion in the small groups. Then have each group indicate which type of bullying they think is most common and which type is least common among students.



18. After all the groups have shared, display **PowerPoint slide, 16: How Often Does Bullying Occur?** State that these data come from surveys done with students ages 12–18, conducted during the 2014–15 school year by both the Centers for Disease Control and Prevention and the U.S. Department of Education.



19. Display **PowerPoint slide 17: Forms of Bullying** that lists the forms in their order of predominance (13).

***NOTE:** This slide is animated so that a new bullet point will be displayed with each click of the slide.*

State that the forms of bullying displayed are listed in descending order, with number 1 occurring the most often. These results come from 24 million students surveyed in the 2014–15 school year, five million of which reported being bullied.

20. After a brief discussion, ask participants to return to their regular seats.

21. State that participants have now had an opportunity to consider a definition of bullying and what it might look like in a school. Suggest that they will now take

a few moments to think about which students may be more likely to become the targets of bullying behavior.

Ask: What groups of students in your school are more likely to become the target of bullying? Ask participants to share examples, again, without revealing the identity of individual students.

22. Record examples on a flip chart sheet as they are shared.



23. After sharing and recording examples from participants, display **PowerPoint slide 18: Students Bullied Because of Perceived Differences**, and review the items on the slide, noting where items match what was listed on the flip chart sheet (12).

24. After reviewing the PowerPoint slide, point out that the items are listed in the order in which student groups are most likely to be bullied. Ask participants whether the order reflects what they see in their school. Suggest that whether or not the order mirrors what they observe, the information can be very helpful as a tool for building their sensitivity to seeing where and with whom bullying may be occurring.

Remind participants that the list is not exhaustive (this may be evident by items listed on the flip chart sheet that do not occur on the PowerPoint slide) and that any child can exhibit bullying behavior or become the target of bullying by others.



25. Display **PowerPoint slide 19: Students Most Likely to Be Bullied**. State that reliable data reveal a disturbing predictability as to groups of students who are bullied. Note that studies of cyberbullying and bullying on school grounds reveal the same predictability. Review the data shown on the slide and point out any similar examples from the flip chart where participants named groups of students in their school that they see as more likely to become targets of bullying (2, 4).



26. Display **PowerPoint slide 20: Impact of Bullying**. State that there can be a variety of impacts on students who are bullied. The same impacts can be seen in students who do the bullying as well as those who witness it. Researchers cannot say, however, that bullying directly causes suicide-related behavior.



27. Display **PowerPoint slide 21: Possible Indicators of Students Who Bully**, and distribute **Handout 4: Warning Signs of Students Who Bully and Those Who Are Being Bullied**.



28. Suggest that another helpful tool in spotting bullying is to understand what some of the behavioral signs are that might help draw our attention to students who may be more prone to engage in bullying behavior and to students who may be being bullied by others.

29. Use the PowerPoint slide and the first section of the handout to review the behavioral signs of students who may be prone to bully others. Ask participants whether they have seen some of these characteristics in students they know are or have been involved in bullying behaviors.

***NOTE:** Make sure to point out that the list of characteristics is suggestive and there may be students who reflect some of the characteristics who never actually engage in bullying behavior.*



30. Display **PowerPoint slide 22: Common Myths About Students Who Bully**. State that one potential barrier to identifying students who bully is that there are a number of myths that could easily lead one to overlook some students. Review each myth, making the following points for each (5):

***NOTE:** This slide is animated so that a new bullet point will be displayed with each click of the slide.*

- Students who bully are loners.
 - Students who bully typically have larger groups of friends than other students.
 - Students who bully demonstrate more leadership skills than their peers, but use those skills to engage in abusive behavior.
 - The segment of their friendship group that they control usually supports and encourages the bullying behavior.
- Students who bully have low self-esteem and are insecure.
 - Research indicates that students who engage in bullying behavior tend to have average or above-average self-esteem.
 - They are good at controlling and manipulating social relationships.
- Students bully others because they want attention.
 - Power and control are the two main motivating factors, and while the behavior may draw attention, it is not the motivating factor.
 - Bullying behavior does not stop if adults or peers ignore the behavior.
- Bullying is a normal part of kids being kids.
 - Abusing others is not a normal part of childhood and if reinforced, such behaviors will often continue into adulthood.
 - There is a strong correlation between bullying behavior and later patterns of criminal activity (15).
- Only boys bully others.
 - Girls are just as likely as boys to bully their peers.
 - Girls are more likely to engage in relational bullying while boys are more likely to physically bully other people.



31. Display **PowerPoint slide 23: Possible Indicators of Students Who May Be Being Bullied**, and refer participants again to the matching section on **Handout 4**.
32. Using the PowerPoint slide and the information in the second part of the handout, review signs that may indicate a student is being bullied.

***NOTE:** Be sure to point out that although these behaviors may be the result of something other than bullying, they are still “red flags” that should be addressed with the student involved.*



33. Display **PowerPoint slide 24: Why Students Don't Ask for Help**. Go over the contents on the slide and refer participants to the matching section on **Handout 4**. Note that more than half of students who are bullied do not report being bullied to a teacher. Students do not tell adults for many reasons (7).



34. Display **PowerPoint slide 25: What Do You See?** (This slide is a repeat of the image used earlier on PowerPoint slide 9.) Point out that everyone now sees the extra “the” in the statement, and it may even appear obvious because we now know what to look for on the slide. Suggest that the more we know what bullying is, what it might look like in a school, who are the students most likely to be bullied, and the behaviors that may indicate a student is bullying others or is being bullied, the better we will be able to identify bullying and respond to it when we see it.

***NOTE:** Be sure to point out that bullying can occur during or after school hours. Although most reported bullying happens in the school building, teachers may or may not see it. Bullying also happens in other places where teachers won't see it, like on a playground or the bus, or, in the case of cyberbullying, electronically. But because teachers can learn to recognize the impacts of bullying in students, they can see it in their students in the classroom and address it appropriately.*

***NOTE:** Tell participants that later in the workshop you will be providing more information on how to recognize the impact of bullying trauma on students as well as sharing handouts that will give them additional trauma resources to explore. Also say that some states now have provisions to address bullying that occurs in other contexts if it affects school performance, and the additional handouts will provide links to finding out more about model policies if their school does not have one on this topic (15).*

35. State that we will now consider how best to address bullying when it does occur.
36. Before moving to the next activity, ask and respond to any questions that participants have regarding any of the information shared up to this point.

ACTIVITY 4

Addressing Bullying Behavior



40 minutes

1. Walk around the room, and point to the flip chart sheets on which you have recorded possible strategies for intervening in bullying behavior. (As described in the section **Before the Workshop: Special Preparations**, you would have posted these before beginning the workshop.)
2. Take a moment to read each strategy.
3. After you have read each strategy, point out that although each is a potential strategy for intervening, not all of them have been shown to be effective or are recommended.
4. State that they will look at all the strategies in just a moment, but first there is one strategy posted in the room that is *absolutely* the most important in addressing bullying behavior within a school.
5. Ask participants to identify which strategy they think is most foundational to all the others.

***NOTE:** You can do this as a simple conversation with the whole group. This may be preferable if you see you are running behind in the time you have remaining for the workshop.*

***NOTE:** If you want to have an opportunity for participants to move around, you can ask them to go stand near the flip chart sheet on which they think the most foundational strategy is listed.*

***NOTE:** If you have access to polling technology, this might be another opportunity for participants to state their choice without being visibly connected to their response. (Information on polling options is reviewed in the section **Trainer Resources: Polling Information**.)*

6. Once participants have discussed and shared their responses (whether individually or as a group), point out that the most important thing that should guide their actions in addressing bullying behavior is their own school's policy regarding bullying.
7. If participants have moved to stand near a flip chart sheet, ask them to return to their regular seats. Explain that each school's policy is what guides the responses of personnel within that building. Ask participants if their school has a bullying policy and how that policy is shared with students, teachers, and staff.

***NOTE:** If you are doing this workshop with participants from the same school, you should acquire a copy of the policy before doing the workshop and review it so you will be able to identify places where the school policy and the strategies that will be*

shared in this activity are consistent. Be aware that if there is a place where a strategy runs counter to the school policy, school personnel are bound by the policies of their school. If it becomes clear that there are participants who represent a school that does not have a bullying policy, it will be important to point out the importance of having one in place, but it is not within the purview of this workshop to offer guidance on creating a schoolwide bullying policy. Tell participants that at the end of the workshop, you will be giving them a handout that has many additional resources on it, including where they might find copies of model schoolwide bullying policies.

NOTE: *This would also be a place to take a few moments to discuss with participants their level of familiarity with their school's policy on bullying. If there are participants who do not know what their school's policy is, simply suggest they make a point of familiarizing themselves with it because those policies define their responsibility for addressing bullying in their school. If you have access to polling technology, you can use it to gauge familiarity with and application of bullying policies on a more precise level by asking participants to respond to a series of items like:*

- *My school has a policy on bullying. (Yes, No, Unsure)*
- *My school's policy on bullying is clear and understandable. (Yes, No, Unsure)*
- *My school has a bullying policy, and it is known by teachers, staff, and students. (Yes, No, Unsure)*
- *My school has a bullying policy, and it is fairly applied across the school. (Yes, No, Unsure)*

8. Depending on the group with whom you are working, you may choose to add other questions designed to get a clearer picture of whether a bullying policy is in place and if it is known and applied within the school. The anonymous nature of polling allows participants to respond honestly without fear of embarrassment or possible retaliation.
9. Acknowledge again the importance of knowing and following school policies regarding bullying, and suggest that they will now consider strategies for intervening that are endorsed by most school policies and supported by research on what works best to address and stop bullying when it occurs in school.
10. State that you will now have participants consider effective strategies that can be used to reduce or prevent bullying.
11. Ask participants to pair up with someone who is not currently sitting at their table.
12. Once pairs are formed, distribute three $\frac{3}{4}$ " green dots to each pair.
13. Tell each pair to move around the room, review the posted strategies, and then come to consensus on the top three strategies they believe are effective. Tell participants that as a pair decides on a strategy, they are to place one of their green dots on that flip chart sheet. Explain that they will have 5 minutes for pairs to discuss and place their three

dots on the three strategies that they choose. Tell participants that when each pair has finished placing their dots, they can each return to their regular seats.

NOTE: *If you do not wish to use green dots, you can also give each pair a marker and instruct them to place a check on each of the three flip chart sheets bearing the strategies that they think are effective.*

14. When 5 minutes have elapsed or when all the pairs have completed the task, take a moment to review where the dots (or checks) have been placed. Ask participants if they felt unsure in attempting to identify the most effective strategies. Briefly discuss what thinking went into the decisions that pairs made.
15. After a brief discussion, state that you'll take a moment to first identify a few strategies that have been proven ineffective and explain why. Tell participants that in a moment they will receive a handout that covers this area as well as the more effective strategies that they will also review and discuss.

NOTE: *It is important that participants do not receive the handout until after you have identified the ineffective strategies. If you are providing a handout packet at the beginning of the workshop, make sure you keep the handout separate until it is distributed following this review. As the trainer, you also may wish to use the handout as your notes for reviewing strategies.*

NOTE: *As you identify each of the four ineffective strategies, you may want to stress the point by making a large X across each of those flip chart sheets.*



16. Display animated **PowerPoint slide 26: What Does Not Work**, and ask participants why these strategies might be ineffective. Process a brief discussion, and summarize these points if they do not emerge during the conversation (5):
 - *Group treatment* for children who bully is ineffective because the group can become an audience for students who bully to brag about what they have done and encourage negative role modeling.
 - *Peer mediation and conflict resolution* may further traumatize students who are being bullied by exposing them to more bullying or giving the message that they are partly to blame and must solve their own abuse.
 - *Short-term, one-event approaches* do not affect repeated problems or give teachers and students a chance to practice and master prevention and intervention skills.
 - *Zero tolerance policies*, which are typically exclusionary, do not help solve bullying because suspension and expulsion fail to address the underlying causes of the behavior. Students often return to school with the same behavioral patterns. This strategy tends to brand a student more or less permanently as a bully and eliminate the exposure they need to positive role models that are around in a caring school.

NOTE: In discussing why zero tolerance does not work, make sure to stress the point that eliminating this strategy does not suggest that bullying behavior is ignored—teachers and staff still should respond immediately to address bullying when it occurs. The point to stress is that rather than automatic expulsion (often the only response available in a zero tolerance setting), each instance of bullying is dealt with on an individual basis with options for response that fit the needs of both the student who is bullying and the student who is being bullied.

NOTE: Point out that a staff workshop like this one can be very valuable, but it should always be part of a larger comprehensive approach to addressing bullying behavior. Solutions to bullying are not simple, and prevention approaches that show the most promise confront the problem from many angles. Multiple effective strategies that involve the entire school community—students, families, administrators, teachers, and staff such as bus drivers, nurses, cafeteria, and front office staff—in creating a culture of respect seem to make a difference. If this workshop is part of a larger comprehensive approach, point that out to participants and explain its place in the larger approach to address bullying behaviors within the school. (15)

NOTE: If you are planning to deliver the second workshop in this two-workshop series, explain that the next workshop will address the use of multiple, effective strategies to build the kind of caring school climate in which bullying is less likely to occur. Also note that the second workshop offers specific ideas for how individual teachers can build a positive climate in their classrooms, develop good relationships with students, help students develop good relationships with each other, and become effective bystanders.



17. Ask for and respond to any question participants have regarding what was just covered, and distribute **Handout 5: Strategies for Addressing Bullying Behavior at School**. Point out that the handout includes the ineffective strategies as well as a selection of strategies that have proven to be successful in addressing bullying behavior.

NOTE: Handout 5 is a very dense handout with a lot of information. Make sure you study the handout prior to presenting the strategies so that you avoid simply “reading” the handout as you touch briefly on each idea. For additional information on this topic, see <https://www.stopbullying.gov/respond/support-kids-involved/index.html>.



18. Display animated **PowerPoint slide 27: Address Bullying Behavior**, and say that you will now review the four successful strategies shown on the slide (15). Note that the first three tasks for addressing a suspected bullying episode are less a sequence and more like a checklist to help intervene effectively. Keep in mind that some of these tasks will be completed at nearly the same time.

19. Suggest participants follow along with **Handout 5** and add any notes that seem useful to them during the next few minutes of discussion.

***NOTE:** Another option for sharing the information on the handout in a more participatory manner is to create three smaller groups by dividing the total group of participants into groups of four. Before displaying PowerPoint slide 27, assign one of the strategy areas to each group and give them five minutes to review the ideas on the handout under their strategy. Ask each group to discuss and then reduce the ideas under their strategy header to a few summary sentences that can be shared in just a few minutes rather than simply reading each item on the handout. Then, as you display each strategy heading on the PowerPoint slide, you can ask the groups to share their summary sentences with the rest of the participants.*



20. Display **PowerPoint slide 28: 1. Stop the Behavior on the Spot**. Process a brief discussion about which of the strategies shown on the slide participants may have used and why they were useful.

State that a bullying episode offers a teachable moment that participants' mature, considered response models appropriate behavior for handling difficult situations. Acting in accordance with school policy, participants need to address the student being targeted, the person engaging in the potential bullying behavior, and bystanders.

Remind participants that the behavior in which they are intervening may or may not ultimately be determined to be bullying. Don't call the act "bullying" while you are trying to understand what happened. An important part of what participants are doing at this stage is making this determination so the appropriate measures can be taken. (15)



21. Display **PowerPoint slide 29: When to Get Help**. State that sometimes it may be necessary to call for police help or medical attention, as shown by the circumstances listed on the slide.



22. Display **PowerPoint slide 30: 2. Find Out What Happened**. Process a brief discussion about how participants may have gone about determining whether an incident in their school is bullying. Ask what they thought was especially important about trying to intervene in a situation, and find out what happened. Mention that listening is one of the most important things they can do.

Remind participants that the core elements of bullying covered earlier in the workshop, coupled with their school's policies, will help them get the necessary information to make an accurate determination about the nature of an incident. It is important to listen to what students have to say without blaming and also to document what students say in their own words. Participants may also need to track evidence such as text messages, damaged property, or social media images. Suggest that they get copies of everything they can and gather it into a folder. (10, 15)



23. Display **PowerPoint slide 31: 3. Support the Students Involved**. Process a brief discussion about supports participants have provided for students being bullied, students engaging in bullying behavior, and bystanders. Ask:

- What supports have you used that you believe have been most effective?
- Why it is important to also provide supports to the student who may be engaging in bullying behavior?
- Why it is important to provide support to student bystanders who may have witnessed something?

***NOTE:** If you are planning to deliver the second workshop in this two-workshop series, explain that the next workshop will outline proactive strategies for teaching students how to be effective bystanders as part of promoting an overall positive school climate.*



24. Display **PowerPoint slide 32: Turn Down the Heat**. State that sometimes emotions may run so high in a situation that a deliberate, measured response aimed at de-escalation is needed. In suspected bullying incidents, a response is required, but participants want to avoid making the situation worse by overreacting or responding so passively that the situation gets ignored.



Direct participants' attention to the three main points on the slide as well as **Handout 6: Turn Down the Heat: Techniques for De-Escalating Student Behavior**. Briefly go over the slide content, reminding participants that the strategies for de-escalation listed in the handout involve skills that work best when practiced. The most important point to remember is to stay calm. Transferring your sense of calm to an agitated student will help you better manage the situation. (11)



25. Display **PowerPoint slide 33: 4. Report and Follow Up**. Process a brief discussion about whether participants have guidelines in their schools for developing reports. State that good research and documentation will help write a thorough, accurate, and helpful report. Because most of the responsible adults in a school will probably not be witnesses to the actual events, a report is essential for:

- Determining the next steps and following up
- Connecting all the adults involved, including parents, caregivers, and school staff
- Responding appropriately to all participants, including bystanders

Go over the bullet points displayed on the slide. Emphasize that developing accurate reports will help determine exactly what happened and what needs to happen in the follow-up phase to remedy the situation.



26. Display **PowerPoint slide 34: Important Reporting Considerations**. Direct participants' attention to the section titled the same at the end of **Handout 5**. Go over the details of the handout content as you cover the bulleted points on the slide.
27. Ask for and respond to any questions participants have about developing reports.
28. Conclude by noting the importance of following up with all the students involved. Part of your report development should include a plan for checking in with both the student who was bullied and the student who engaged in bullying behavior to see how things are going. Your plan may include following up with bystanders, too. You want to find out if anything has changed, if the plans put into place are working (or not), and if anything else needs to be done. Follow-up gives you a chance to gather more information, and it also lets all the students involved know there is continued adult support for them.

ACTIVITY 5

Trauma Awareness



20 minutes



1. Display **PowerPoint slide 35: Impact of Trauma on Students**. State that trauma can affect students in many different ways, and some students are more vulnerable to trauma than others.
2. State that teachers must be aware that all students involved in bullying situations may experience trauma. The term trauma is used to describe an event, series of events, or set of circumstances that is experienced as physically or emotionally harmful or life threatening. Trauma has lasting adverse effects on students' daily functioning and mental, physical, social, emotional, or spiritual well-being. (8)
3. Display **PowerPoint slide 36: Common Symptoms of Trauma**. State that the four broad categories shown on the slide can cover a variety of symptoms.
4. Ask participants to get into pairs. State that each pair will have about two minutes per person to describe what they might see in a student displaying one or more of these common symptoms of trauma. Note that what participants describe may be based on something they have seen occur with a student or something they imagine could occur as a result of bullying. Tell participants you will keep time and tell them when it is time to switch to the second person.
5. Once everyone has had a chance to share in their pairs, process a brief conversation about the sorts of evidence or changes participants discussed.
6. Display **PowerPoint slide 37: Common Symptoms of Trauma**. (This slide repeats the contents of slide 36 and adds more information.) Cover the content on the slide, reinforcing those points made by participants or highlighting symptoms that may not have been mentioned.



7. Note that some of the symptoms overlap with some of the indicators that a student may be prone to bullying behavior or to being bullied that was covered earlier in the workshop, including: (9)
 - Difficulty paying attention and learning
 - Trouble building relationships with teachers and peers
 - Spending more time out of class, increasing chances of failing, lower test scores
 - More likely to be suspended or expelled and have higher rates of referral to special education



8. State that more and more schools are adopting trauma-sensitive practices and policies to help students recover from trauma and succeed in school. Distribute **Handout 7: Resources About Trauma-Sensitive Practices for Teachers**, pointing out that the resources listed in the handout can help schools that do not yet have any trauma-sensitive practices or policies get started on using them. The resources may also be useful to supplement what some schools are already doing. Point out that the resource list includes self-care resources for teachers, too.

Activity 6

Review and Evaluation



10 minutes

1. Review the workshop, noting that the session has covered a lot of information, including introducing a definition of bullying behavior, what that behavior might look like in a school, strategies for addressing it, and guidelines for documenting incidents and following up with students.
2. Distribute **Handout 8: Frequently Asked Questions With Additional Resources**, and tell participants that this handout provides additional sources of information for further exploring topics covered in this workshop.
3. Remind participants that a workshop can provide new information and strategies, but the most important element is what happens after the workshop as they seek to apply and practice the skills and strategies that have been introduced during the session. Point out that the workshop is successful only if participants are able to use the information and strategies to address bullying in ways that can reduce its prevalence in the lives of their students.



***NOTE:** If this workshop is part of other things a school is doing to prevent bullying, make sure to place it in that context.*

***NOTE:** If you are doing the second workshop in this series, point out that the next workshop will look at creating a whole-school climate in which bullying behavior is less likely to occur and where students themselves have a major role in that effort. If the information is available, announce the time and place for the next workshop.*

4. State that it is clear that participants in the workshop represent different levels of experience in education, and for some participants the material presented in this training may well affirm much of what they already do. Note that at the same time, ideas and strategies that have been addressed together may also suggest some new ways to understand and/or address bullying behavior regardless of the experience level each participant brought into the room.



5. Display **PowerPoint slide 38: Reflections**, and ask participants to think about something they experienced or learned in the workshop that affirms something they already do in their daily work with students. Then ask participants to think of something new they experienced or learned that they can apply in their work in the school.
6. After providing a few minutes for reflection, distribute a brightly colored 3" x 5" index card to each participant and ask them to record on their card one idea, strategy, or learning that they gained from the workshop that they will commit to apply in their work with students.
7. If the group is small and time permits, after providing a few moments for participants to record their commitments, you can go around the room and have each participant share what they will commit to do. If the group is large or time is limited, ask participants to share within the same groups of three in which they introduced themselves at the beginning of the workshop. If time does not permit getting into groups, simply ask participants to share their commitment with another participant sitting near them.

***NOTE:** Regardless of how you do the sharing piece, it is extremely important to help participants identify something concrete that they can apply in their daily work with students. It will also give you a sense from the workshop participants the learning they may be able to translate into their daily lives.*

8. After participants have shared, state that each person should now fold their card and place it in their pocket, purse, or briefcase and carry it with them until they actually do what they have committed to do, and at that point they can throw their card away.
9. Click **PowerPoint slide 38** again and thank participants for their time and commitment to addressing bullying in the lives of their students. Distribute **Handout 9: Post-Event Self-Assessment**, and ask participants to complete it and hand it in as they depart.



References

1. Centers for Disease Control and Prevention. (2014). *The relationship between bullying and suicide: What we know and what it means for schools*. Atlanta, GA: Author. Retrieved from <https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>.
2. Centers for Disease Control and Prevention. (2015). *Youth Risk Behavior Surveillance System (YRBSS)*. Atlanta, GA: Author. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>.
3. Gladden, R. M., Vivolo-Kantor, A. M., Hamburger, M. E., & Lumpkin, C. D. (2014). *Bullying surveillance among youths: Uniform definitions for public health and recommended data elements, version 1.0*. Washington, DC: U.S. Department of Education & Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Retrieved from <https://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>.
4. Kann, L., Olsen, E. O., McManus, T., Harris, W. A., Shanklin, S. L., Flint, K. H., ... Zaza, S. (2016). Sexual identity, sex of sexual contacts, and health-related behaviors among students in Grades 9–12—United States and selected sites, 2015. *Surveillance Summaries*, 65(9), 1–202. Retrieved from <http://dx.doi.org/10.15585/mmwr.ss6509a1>.
5. Meehan, C. (2011). *The right to be safe: Putting an end to bullying behavior*. Minneapolis, MN: Search Institute Press.
6. Morrison, B., & Marachi, R. (2011). *School climate series: Bullying prevention—Understanding and responding to school bullying* [Webinar]. Washington, DC: Safe and Supportive Schools Technical Assistance Center. Retrieved from https://safesupportivelearning.ed.gov/sites/default/files/sssta/20110321_PresentationSSSTASCBullyingPreventionwebinar3161711FINAL3.17.11.pdf.
7. National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing bullying through science, policy, and practice*. Washington, DC: The National Academies Press. Retrieved from <https://doi.org/10.17226/23482>.
8. National Center on Safe Supportive Learning Environments. (n.d.). *Responding to trauma in K–12 schools*. Retrieved from <https://safesupportivelearning.ed.gov/hot-topics/responding-trauma-k-12-schools>.
9. National Child Traumatic Stress Network Schools Committee. (2008). *Child Trauma Toolkit for educators*. Los Angeles, CA & Durham, NC: Author. Retrieved from https://www.nctsn.org/sites/default/files/resources//child_trauma_toolkit_educators.pdf.
10. Paris, B.-J. (n.d.). *The five Rs* [Webinar, *Education Week*]. Austin, TX: Round Rock Independent School District.

11. Skolnik-Acker, E. (2008). *Verbal de-escalation techniques for defusing or talking down an explosive situation*. Washington, DC: National Association of Social Workers, Massachusetts Chapter, Committee for the Study and Prevention of Violence Against Social Workers. Retrieved from https://safesupportivelearning.ed.gov/sites/default/files/sssta/20110707_DeescalationTechniques.pdf.
12. Stuart-Cassel, V., Terzian, M., & Bradshaw, C. (2013). *Social bullying: Correlates, consequences, and prevention*. Washington, DC: National Center on Safe Supportive Learning Environments. Retrieved from https://safesupportivelearning.ed.gov/sites/default/files/1315%20NCSSLE%20Social%20Bullying%20d7_lvr_0.pdf.
13. U.S. Department of Education. (2016). *Student reports of bullying: Results from the 2015 School Crime Supplement to the National Crime Victimization Survey*. Washington, DC: Author. Retrieved from <https://nces.ed.gov/pubs2017/2017015.pdf>.
14. U.S. Department of Education, Office for Civil Rights. (n.d.). *Staff-level review*.
15. U.S. Department of Health and Human Services. (n.d.). *Stopbullying.gov*. Retrieved from www.stopbullying.gov.

Other Resources

What Is Cyberbullying

<https://www.stopbullying.gov/cyberbullying/what-is-it/index.html>

What Is Bullying

<https://www.stopbullying.gov/what-is-bullying/index.html>

Facts About Bullying

<https://www.stopbullying.gov/media/facts/index.html>

Find Out What Happened

<https://www.stopbullying.gov/respond/find-out-what-happened/index.html>

Myths About Bullying

https://filestore.scouting.org/filestore/training/pdf/Myths_About_Bullying_Tipsheet.pdf

Respond to Bullying

<https://www.stopbullying.gov/respond/on-the-spot/index.html>

The Roles Kids Play in Bullying

<https://www.stopbullying.gov/what-is-bullying/roles-kids-play/index.html>

Support the Kids Involved

<https://www.stopbullying.gov/respond/support-kids-involved/index.html>

Warning Signs for Bullying

<https://www.stopbullying.gov/at-risk/warning-signs/index.html>

Who Is at Risk

<https://www.stopbullying.gov/at-risk/index.html>