



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

UNDERSTANDING AND INTERVENING IN BULLYING BEHAVIOR

MODULE **1**



**Workshop Overview, Preparation Guide,
and Trainer's Outline**

The Creating a Safe and Respectful Environment in Our Nation's Classrooms series is a product of the Safe and Supportive Schools Technical Assistance (TA) Center, under funding provided by the U.S. Department of Education (ED) Office of Safe and Healthy Students (OSHS). The contents of this product do not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

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WORKSHOP OVERVIEW

MODULE

1

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 in the workshop 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.
- Become equipped with specific strategies for addressing and reporting 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 12–30 participants but can be conducted with larger groups as well. If conducted with larger groups, it may be necessary for you to adapt some activities to fit within a 2½-hour time frame.

Workshop Series

This workshop is the first in a series of two training designs 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 design 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 making those references when they occur in the Trainer's Outline.

WORKSHOP OVERVIEW

Contents of the Trainer Package

- Workshop Overview, Preparation Guide, and Trainer's Outline
- Workshop PowerPoint (*Provided here as a reference only. Review entire content of this module to see how titles support workshop content.*)

Slide	1	Understanding and Intervening in Bullying Behavior
	2	Introductions
	3	Workshop Objectives
	4	What Is Bullying?
	5	Core Elements of Bullying Behaviors
	6	A Change in Perspective
	7	What Do You See?
	8	What to Look for in Bullying Behavior
	9	Color Code
	10	What to Look for in Bullying Behavior (2nd use of slide)
	11	Types of Bullying (random order)
	12	Types of Bullying* (in order of frequency)
	13	Students Most Likely to Be Bullied
	14	Possible Indicators of Students Who Bully
	15	Common Myths About Students Who Bully
	16	Possible Indicators of Students Who Are Being Bullied
	17	What Do You See? (2nd use of slide)
	18	Group Treatment for Children Who Bully*
	19	Simple Short-Term Solutions*
	20	Conflict Resolution and Peer Mediation Strategies*
	21	Zero Tolerance Policies*
	22	Intervening in Bullying Behavior*
	23	De-escalation Techniques*
	24–29	The Five Rs* (6 slides; last 5 are animated)
	30	Elements of a Good Behavior Report
	31	Reflections*

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

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

Handout		
	1	Choose Three
	2	Workshop Agenda
	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	Techniques for De-escalating Student Behavior
	7	Responding to and Reporting Bullying Behavior
	8	Evaluation Form

Asterisk () indicates handouts that should not be placed in participant packet but rather handed out separately. See the note in the Handouts section that follows.*

- Trainer Resources

Resources		
	1	Trainer Terminology
	2	Polling Information
	3	Bullying Scenarios (used in Activity 3)
	4	Notes

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.

WORKSHOP OVERVIEW

Equipment, Materials, and Room Setup

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 the Microsoft PowerPoint presentation loaded onto it; otherwise, you will need to load the PowerPoint presentation onto a flash drive and add a computer to this list)
- Multi-plug 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 red dots (enough for four dots per participant)

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Training Room Setup

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

Avoid auditorium style seating. If possible, have participants seated at tables so that 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.

Handouts

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 in which 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 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.

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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 youth who engage in bullying behavior. At the same time, it is important to avoid using the term *victim* in talking about students who may be the targets of bullying behaviors. This distinction is important for the following reasons:

- 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.
- If we believe that bullying is a permanent characteristic of the bully, it creates a situation in which we become helpless to change or alter the behavior.

You will be sharing this information in Activity 2 of this workshop.

Throughout this training toolkit, the term “classroom climate” refers to the relationships, environment and safety of a classroom that result in students feeling comfortable, accepted, cared for, trusted, and secure.

Polling Information

Schools and other organizations increasingly are using polling as a way to gauge individual responses within a group and to tabulate responses to specific questions quickly. 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 index cards and group preferences. If you are using polling, you can have participants respond as individuals rather than in triads. Polling also is suggested for possible use in Activity 4.

If you wish to use polling, check with 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, set aside 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 if you wish to. You can access a Web-based polling process on several different websites. 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

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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 do the activity using the colored index 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.

Bullying Scenarios (used in Activity 3)

1. 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: Not bullying but would raise concern.

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’d want to reach out to Angie to discuss the changes you’ve noted, but, unless patterns persist and are directed specifically at Angie, this situation does not appear to rise to the level of clear bullying behavior.

2. Your class is brainstorming a list of topics for a writing project. As the students begin to talk about favorite hobbies as possible writing topics, Benny—a child with autism and ADHD—blurts out loudly that he wants to write about his dance class. Some of the other boys laugh. The next day, Benny comes to school wearing jeans and a dance leotard. You overhear one of the boys say, “Those are girl clothes!” (Adapted from GLSEN’s *Ready, Set, Respect! Elementary School Toolkit*, www.glsen.org.)

Answer: Not bullying or need more information.

Rationale: The comments made by the boy toward Benny clearly are potentially hurtful but seem more of an expression of immaturity than an intentional attempt to inflict harm. From the information provided, this is a single, isolated incident and does not yet rise to the level of bullying. The teacher(s) involved clearly will want to continue to monitor this situation to ensure that it is not repeated.

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3. During most of the semester, Steve was part of what had seemed to be a pretty tight group of students who often would 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.

4. Today is the day that your students are presenting their posters at the conclusion of their genealogy projects. All students are supposed to stand up and talk about their families and what they put on their posters. 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.

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5. Cathy is a bright student who has done well in your class for the first half of the year. Although she is an attractive young woman, Cathy is also considerably overweight to the point of being obese. You've been impressed by the way that her kindness and bubbly personality have made her a very popular student. 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 is a crudely drawn picture of an overweight woman in a cowgirl outfit. Written across the top are the words "Cathy the **COW**girl." After further investigation, you find that these pictures have been appearing in the girl's 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.

Notes

Language: Throughout this workshop, we intend for *all* students to be represented by the content, recommendations, and strategies. This includes areas of diversity such as race and ethnicity, gender, sexual orientation, and students with disabilities and special health needs.

Anti-bullying policy: At the time of printing, 49 states have adopted some form of anti-bullying policy. It is important for educators to know how common such legislation is and what the details of the policy are in their states and school districts. If you are uncertain about the participants' level of knowledge, consider providing specific information to them so that they are fully informed. You can find an up-to-date database on anti-bullying policies at www.stopbullying.gov.

WORKSHOP OVERVIEW

Before the Workshop: Special Preparations

1. 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 very important that you model the use of correct terminology in speaking about bullying from the very beginning of the training session.
2. This 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 prior to starting the training.
3. This workshop series works best when it is part of a larger schoolwide effort to address bullying behavior. Prior to 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.
4. Prior to starting the workshop, print (in LARGE block letters) on a sheet of flip chart paper posted at the front of the room:
 - What bullying behavior looks like
5. Prior to starting the workshop, print (in LARGE block letters) each of the strategies listed below on a separate piece of flip chart paper, and post the sheets on the walls of the training room. Post the sheets so that they are spread randomly around the room. While posted on the walls from the beginning of the training, they will be used specifically in Activity 4.

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

- Immediately stop the bullying behavior.
- Maintain a zero tolerance policy regarding bullying.
- Make sure all actions are guided by your school’s policy on bullying.
- Provide group counseling sessions for students who exhibit bullying behaviors.
- Always enforce your school’s rules against bullying.
- When intervening in a bullying situation, 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.
- Provide conflict resolution and peer mediations to help establish a more positive relationship between students who bully and students who they have bullied.
- Impose consequences for any students who were bullying.
- Do not ask the two parties in a bullying situation to sit down and work out the problem together.

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6. 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 of the colors red, green, and yellow.
7. For Activity 3, you also should make a copy of the Bullying Scenarios in the Trainer Resources section to read during the activity.

Trademarks

Microsoft PowerPoint is a registered trademark of Microsoft Corporation.

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TRAINER'S OUTLINE

Activity

1



Welcome and Introductions



20 minutes

*Note: Prior to starting the workshop, display **PowerPoint Slide 1: Understanding and Intervening in Bullying Behavior** so that it is displayed 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.

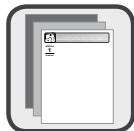
Note: The first time you are asked to display a PowerPoint slide or distribute a handout, the number and title of the slide or handout will appear in bold type.

2. 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 that 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.

3. When participants are ready, explain that you are going to create some groups that will encourage participants to meet a few people that they might not already know or work with on a regular basis. Instruct roughly half of 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.
4. When both lines are in place, tell participants 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 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. That 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.



5. When all the groups have formed, display **PowerPoint Slide 2: Introductions**. State that everyone will have 10 minutes to introduce himself 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. While most participants in this workshop will be teachers, you may have a group that includes other classroom or school personnel as well.

6. When 10 minutes have elapsed or when it is clear that all of the groups have finished, tell the groups to do one more task in setting the stage for their time together.
7. 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 the trainer, you should have reviewed the section **Trainer Resources: Trainer Terminology**, which provides the rationale for using and not using certain terminology to describe bullying behavior. 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.*

8. Distribute three large-sized (3” x 5”) Post-it Notes and a marker in a dominant color (black, dark blue, dark green, etc.) to each group.
9. 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 that you have extra Post-it Notes available in case a group makes a mistake or wishes to change a statement they recorded.

10. 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 participants in 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.*

11. 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 Notes next to the matching statements.
12. When all of the groups have shared their ideas and posted their Post-it Notes, thank everyone for their work, and tell participants 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.



13. 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.
14. Distribute or call attention to **Handout 2: Workshop Agenda** and display **PowerPoint Slide 3: Workshop Objectives**.
15. 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.
16. Ask for and respond to any questions participants have about either the agenda or objectives.

Activity

2



What Is Bullying?



15 minutes

1. Display **PowerPoint Slide 4: What Is Bullying?** Point out the definition on the slide (13).

*Note: The numbers shown in parentheses 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 components of bullying behavior.
3. Display **PowerPoint Slide 5: Core Elements of Bullying Behaviors** and stress the three central concepts 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 (13):
 - Unwanted, aggressive behavior
 - A real or perceived imbalance of power between the student(s) doing the bullying and the student(s) being bullied
 - Behavior that is repeated, or has the potential to be repeated, over time
4. Use the three 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 is an intentional attempt to cause fear, distress, or harm to a young person through unwanted aggressive behavior or intimidation (13).

Ask: Without revealing student identities, what are 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 (7, 13):

- 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 psychological effects from stress and trouble concentrating and sleep disorders to the extreme of severe depression and in rare instances even suicide.
- In the classroom, students may experience an inability to focus on their work, poor grades, withdrawal from classroom activities, and skipping school. Some may eventually drop out of school altogether.

- b. Point out that a central element of bullying behavior is that there is a real or perceived imbalance of power and 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 (7, 13).

Ask: Again, without revealing student identities, what kind of power relationships have you seen between students who are being bullied and those who are doing the 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 (7, 13):

- Students who do 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), and for that reason bullying is considered a form of peer abuse.

- c. Point out that bullying behavior is repetitive or has the potential to become repetitive between the same students over time (13).

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 (7, 13):

- The potential of bullying behavior to be repeated over time is a critical element that differentiates this behavior from other forms of aggressive behavior. (This is an essential element of the current definition of bullying.) (13)
- Aggressive behaviors like fighting, aggressive communications, conflicts, and disagreements can all be extremely disturbing and must be addressed when they occur, but these behaviors 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 behavior.

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 do 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 behavior.

7. After a brief conversation, display **PowerPoint Slide 6: 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 section **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 Behavior Look Like?



30 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 7: 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 people overlooked. Process a conversation asking why it is that most people fail to read the full statement. During the conversation, make 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 are going to introduce five scenarios and ask participants to make a determination as to whether or not 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 8: What to Look for in Bullying Behavior**, and review again the major points in the definition of bullying.
7. Ask for and respond to any questions participants have 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: Prior to 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 9: 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.
- 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 person prior to 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 the section **Trainer Resources: 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 or not it is bullying.*



11. Use the discussion following each scenario to reinforce the elements of bullying in the definition shared earlier. Display **PowerPoint Slide 10: What to Look for in Bullying Behavior** as triads discuss each scenario. (This PowerPoint slide is a repeat of the information on PowerPoint Slide 8.)

Note: If needed, you can toggle back and forth between PowerPoint Slides 9 and 10 during the discussion and voting as to what each scenario illustrates.

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 11: Types of Bullying**, and review the four most common types of bullying listed on the slide (1, 5, 8, 13):
 - Physical bullying
 - Hitting, kicking, inappropriate touching, sexual gestures, groping, threatening with or without a weapon
 - Verbal bullying
 - Name calling, starting rumors, teasing, threats



- Social or relational bullying
 - Excluding others from the group, rolling of eyes, tossing of hair, ignoring and shunning, gossiping, spreading rumors, telling secrets, setting others up to look foolish, damaging friendships
- Cyberbullying
 - Using e-mail, social network sites, cell phones, webcams, text messages, and Internet sites, etc., to send mean messages, spread rumors, and post embarrassing pictures or videos and fake websites or profiles

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. 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.
15. 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.
16. After all of the groups have shared, display **PowerPoint Slide 12: Types of Bullying**, which lists the types in their order of predominance (8, 14).



Note that national studies indicate the predominance of types of bullying in the order shown on the slide and that cyberbullying is reported by 6 percent of those who are bullied. Acknowledge that some participants may have indicated that they believe cyberbullying occurs much more often than the 6 percent statistic would indicate. Because of the explosion of social media and press reports of tragic incidences in which students have taken their lives after being cyberbullied, it is quite likely that participants will be surprised to see that cyberbullying is actually the type least identified by students as occurring. Facilitate a brief discussion of participant responses, and be sure to make the following points if the ideas are not raised by participants (1, 5, 7, 13, 14):

- Although cyberbullying may occur less frequently than other forms of bullying, it can have more devastating results because it can involve potentially hundreds of students, depending on where and how comments are posted.
- Because it can be done anonymously from anywhere, students who do cyberbullying may be more likely to post statements that they might not otherwise say in a face-to-face situation.
- Cyberbullying can involve the posting of pictures as well as statements.

- Cyberbullying can be done at any time of day or night, and it is much more difficult for a student being bullied to escape the bullying because social media are everywhere.
- Because cyberbullying can be done without drawing the attention of teachers and other adults, it is often the most difficult form of bullying to spot and address when it is occurring.

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

18. 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.

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

20. After sharing and recording examples from participants, display **PowerPoint Slide 13: Students Most Likely to Be Bullied**, and review the items on the slide, noting where items match what was recorded on the flip chart sheet.

21. 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.

22. Display **PowerPoint Slide 14: Possible Indicators of Students Who Bully**, and distribute **Handout 4: Warning Signs of Students Who Bully and Those Who Are Being Bullied**.

23. 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 do bullying behavior as well as those students who may be being bullied by others.

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

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





25. Display **PowerPoint Slide 15: Common Myths About Students Who Bully.**

State that one potential barrier to identifying students who bully is that there are several myths that could easily lead one to overlook some students. Review each myth, making the following points for each (7):

- 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 children being children.
 - Abusing others is not a normal part of childhood and if reinforced, it will continue often into adulthood.
 - There is a strong correlation between bullying behavior and later patterns of criminal activity (4).



26. Display **PowerPoint Slide 16: Possible Indicators of Students Who Are Being Bullied**, and refer participants again to the matching section in Handout 4.

27. Using the PowerPoint slide and the information in the second part of the handout, review the signs that may indicate a student is being bullied.

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



28. Display **PowerPoint Slide 17: What Do You See?** (this slide is a repeat of the image used earlier on PowerPoint Slide 7), point out that everyone now sees the extra “the” in the statement, and it may even be obvious because we now know what to look for on the slide. Suggest that the more we know about 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 that 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.
29. State that we will now consider how best to address bullying when it does occur.
30. 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



30 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 prior to 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 participants will look at all of the strategies in just a moment but that one strategy is *absolutely* the most important in addressing bullying behavior within a school.
5. Ask participant to identify which strategy they think is most foundational to all of 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 prior to doing the workshop and review it so that 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 that 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 at 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 even retaliation.
9. Acknowledge again the importance of knowing and following school policies regarding bullying, and suggest that participants 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 first you will start by having participants consider strategies that are sometimes used to reduce or prevent bullying that have actually been proved *not* to be effective.
11. Ask participants to pair up with someone who is not currently sitting at their table.
12. Once pairs are formed, distribute four ¾” red dots to each pair, and explain that there are four strategies posted around the room that, although often used, have been proved to be ineffective in addressing bullying behavior.
13. Tell each pair to move around the room, review the posted strategies, and come to consensus on which four they feel fall into the category of those proved to be ineffective. Tell participants that as a pair decides on a strategy, they are to place one of their red dots on that flip chart sheet. Explain that they will have five minutes for pairs to discuss and place their four dots on the four strategies that they choose. Tell participants that when each pair has finished placing their four dots, they can each return to their regular seats.

Note: If you do not wish to use red dots, you can also give each pair a marker and instruct them to place a check on each of the four flip chart sheets bearing the strategies that they think are ineffective.

14. When five minutes have elapsed or when all of the pairs have completed the task, take a moment to review where the dots (or checks) have been placed. Ask participants if they felt conflicted in attempting to identify the ineffective strategies. Briefly discuss what thinking went into the decisions that pairs made.
15. After a brief discussion, use animated **PowerPoint Slides 18–21** (as described below) to present the four ineffective strategies and the reason each has proved to be ineffective in dealing with bullying behavior.



16. State that you will now identify those strategies that are 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 four 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 recording a large X across each of those flip chart sheets.



17. Display animated **PowerPoint Slide 18: Group Treatment for Children Who Bully**, and ask participants why that strategy might be ineffective. Process a brief discussion, and then click the slide a second time to complete the slide's contents, making sure you review the points on the slide indicating why it has been proved to be ineffective (7):

- The group becomes an audience for students who bully to brag to about their exploits.
- Other group members can actually serve as negative role models for each other and in some cases even learn from each other who to bully.



18. Display animated **PowerPoint Slide 19: Simple, Short-Term Solutions**, pointing out that this type of a solution may be illustrated by the one-time school assembly on bullying or a single staff-development workshop for teachers. Ask participants why these kinds of strategies have been proved to be ineffective. Process a brief discussion, and then click the slide a second time to complete the slide's contents, making sure you review the points on the slide indicating why it has been proved to be ineffective (7):

- Bullying is a long-term, often repeated problem.
- A workshop or assembly can help identify what bullying looks like and ways to respond, but teachers and students also need support and time to practice and master these skills.
- Because bullying is primarily a relationship problem, long-term strategies are needed to help students and teachers experience supportive and affirming relationships within a caring school climate.

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. 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 behavior within the school.

Note: If you are planning to deliver the second workshop in this two-workshop series, explain that the next workshop will address the question of how to build the kind of caring school climate in which bullying is less likely to occur.



19. Display animated **PowerPoint Slide 20: Conflict Resolution and Peer Mediation Strategies**, and ask participants why that strategy might be ineffective. Process a brief discussion, and then click the slide a second time to complete the slide's contents, making sure that you review the points on the slide indicating why it has been proved to be ineffective (7):
- Bullying is a form of peer abuse—not conflict between peers of equal power and control.
 - These strategies may further victimize the student who has been bullied and inadvertently give that student the message that he or she did something to provoke the bullying behavior and is partly to blame.
 - We should not expect the student who has been bullied or abused to solve his or her own abuse.
 - The session itself becomes another opportunity for the bullying to be repeated.



20. Point out that the last ineffective strategy may come as a real surprise to some participants. Display animated **PowerPoint Slide 21: Zero Tolerance Policies**, and ask participants why that strategy might have been proved to be ineffective. Process a brief discussion, and then click the slide a second time to complete the slide's contents, making sure you review the points on the slide indicating why it has been proved to be ineffective (7):
- Bullying behavior is *never* tolerated, but the strategy fails to recognize that bullying behavior is not a permanent characteristic of the student who did the bullying.
 - Because bullying is a behavior, it can be changed and replaced with more positive prosocial behavior.
 - Nearly 20 percent of students are involved in bullying other students, so it is not realistic to suspend or expel 20 percent of any student body.
 - Students who are involved in bullying behavior are suspended or expelled when they are the students who may benefit most from continued exposure to positive prosocial role models and a caring school climate.

Note: In discussing why zero tolerance does not work, make sure to stress the point that not using 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.



21. Ask for and respond to any questions 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 collection of strategies that have proved to be successful in addressing bullying behavior.



22. Display animated **PowerPoint Slide 22: Intervening in Bullying Behavior**, and review the three major strategies on the slide (13).

- Click the slide so that “Stop bullying on the spot” appears, and review the specific ideas listed on the handout under that strategy.
- Click the slide a second time so that “Find out what happened” appears, and again review ideas on the handout listed under that strategy.
- Click the slide a third time and review ideas on the handout under “Support the students involved.”

Point out that the strategies on the handout address both what to do in the moment and ideas for following up after the bullying event. Emphasize that intervening in a bullying situation provides a unique “teachable moment” (not only a discipline response opportunity) for the students involved.

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 <http://www.stopbullying.gov/respond/support-kids-involved/index.html#address>.

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 thirds. Before displaying PowerPoint Slide 22, 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.

23. State that we have now reviewed intervention strategies for dealing with bullying behavior—both those that work and a few that have proved to be ineffective. Suggest that in the next activity you will focus on how to de-escalate bullying behavior, especially when a bullying incident erupts into something that may place students or teachers in a situation of potential immediate harm.

Activity

5

De-escalating Bullying Behavior



20 minutes



1. State that while school policies and guidelines will provide the parameters for addressing bullying behavior, there are also techniques to use when dealing with a student who is aggressive and unresponsive to some of the strategies addressed earlier.
2. Distribute **Handout 6: Techniques for De-escalating Student Behavior**.
3. State that the techniques that will now be discussed are challenging. In high-stress or potentially threatening situations, we are often adrenalin driven. It is natural to respond in an overly passive fashion (ignoring the behavior) or in a manner so aggressive that it can actually heighten the degree of risk for injury to the students involved or even the teacher who is attempting to intervene. Point out that clear strategies for dealing with that kind of a situation can maximize success in de-escalating the behavior while maintaining the safety of everyone involved (11).
4. Explain that in situations in which a student is highly agitated or aggressive, or where a situation has the potential for increasing levels of violence, it is unlikely that a teacher or any other adult can reason with that student. The goal of de-escalation is to reduce the level of aggression and arousal, stabilize the situation to prevent further negative behavior, and protect other students from harm (11).
5. State that you will now demonstrate some of the responses *not* to employ in dealing with a student who has become aggressive and hostile.
6. Ask several participants to volunteer to be a “student stand-in” as you role-play each thing not to do. Point out that participant volunteers are not being asked to act out emotions or behaviors but simply to provide a physical presence representing a student who has become hostile and increasingly noncompliant.
7. Act out each of the responses listed below with a different participant volunteer:
 - Getting “in the face” of the student and yelling
 - Touching the student (not a push, but just a touch on the arm while talking to the student)
 - Shaking a finger at the student while talking to him or her in an excited manner about the school’s policy on bullying
 - Forcing the student to maintain eye contact (the trainer would privately instruct the participant in this role-play to periodically break eye contact and look away)
 - Talking to the student while keeping one hand in his or her pocket
 - Speaking to the student in a sarcastic or belittling fashion

8. After role-playing each response, facilitate a brief discussion by asking the group to respond to the following questions:
 - What did I do wrong?
 - What might be a potential result of responding to the student as I did? Are there ways it might actually have escalated the situation?
 - What would have been a better way of responding within that situation?

Note: As participants suggest better ways to respond to the situation, refer to information in Handout 6.



9. After the last role-play and discussion, display animated **PowerPoint Slide 23: De-escalation Techniques**, and review the points on the slide as a way of summarizing effective de-escalation techniques. The slide is divided into three sections, and each section is revealed as you click on the slide.
10. At the close of the role-plays and discussion, point out that the techniques in de-escalation are as much about what you do as what you say. Stress again that in a hostile situation, the goal is not to reason with the student but to try to reduce the level of aggression and arousal.

Activity 6

Reporting Bullying Behavior and Follow-up



20 minutes

1. Point out that once a bullying incident is under control or a student has reported an incident, it will be important to document what happened. Ask participants why a clear and comprehensive report might be important. Facilitate a brief discussion making sure that the following points get made (3):
 - A report is critical in helping determine steps to take and needed follow-up after a bullying incident.
 - A report is an important point of connection in helping parents, caregivers, and school officials see the “whole picture” of the incident so that they are able to effectively address the needs of the student who was bullied.
 - A report is also important in shaping an appropriate response to the student who did the bullying behavior.
2. Stress again that the most important thing to guide any response to or reporting of a bullying incident is participants’ own school policies related to bullying behavior.
3. State that one educator has come up with a simple process for responding to bullying behavior within the guidelines of a school policy or code of conduct in a way that encourages a systematic approach that can be applied to any bullying situation.



4. Display **PowerPoint Slide 24: The Five Rs**, and explain that the process is built around five words that each describe one step in the reporting and follow-up process. Point out that each word starts with the letter “R” and thus the approach is labeled “the Five Rs.” (9)
5. Tell participants that we will now take a few moments to briefly review each of the Five Rs as they think about their own process for reporting and following up on a bullying incident.
6. Explain that you will introduce each element of the process using a variation on a word game called “Wuzzles.” Point out that a wuzzle is a saying or phrase that is made up of a display of words or pictures in an interesting way. The object is to try to figure out the concept or thing that each wuzzle is meant to represent. Explain that you will display a PowerPoint slide with a wuzzle made up of words and images for each of the Five Rs. The task for participants is to figure out as quickly as possible what term is being represented by each wuzzle. Give participants a hint by telling them that each wuzzle represents a single word and each word is a verb.
7. State that after reviewing each of the Five Rs, participants will receive a handout summarizing the information.



8. Ask for and respond to any questions regarding the wuzzle process.
9. Display animated **PowerPoint Slide 25: First R**, and let participants guess what it represents. After a few moments of guessing or when the term is correctly identified by the group, click on the slide a second time and reveal the word **Respond**, and review that element, making the following points (9):
 - Remind participants that whether a bullying incident is witnessed or reported by a student, the first thing to do is respond.
 - Remind participants of the strategies for addressing bullying behavior discussed in Activity 4 and the handout they received.
 - State that in some cases it may be necessary to utilize strategies for de-escalating bullying behavior that were just reviewed in Activity 5.
 - Point out that once the incident has been addressed and/or de-escalated, it is important to ask the student who was bullied, “What do you need from me?”
 - In addition to making a supportive connection with the student, the answer to that question may help you determine how to proceed.



10. Display animated **PowerPoint Slide 26: Second R**, and let participants guess what it represents. After a few moments of guessing or when the term is correctly identified by the group, click on the slide a second time and reveal the word **Research**, and review that element, making the following points (9):
- As was discovered in how participants misread the “Bird in the the Hand” statement earlier, remind everyone that it is critical to be aware of assumptions about the behavior that was witnessed or reported.
 - Also remind participants of the three elements in the definition of bullying introduced in Activity 2, and state that an important part of the research is to determine if the incident was indeed bullying or another kind of negative or aggressive interaction.
 - State that it is important to document the allegations and try to capture information from as many sources as possible, including bystanders, as to what happened.
 - Write down exactly what students say happened using their exact language.
 - Note that it may also be helpful to try to find out if anything happened that might have led to the incident.



11. Display animated **PowerPoint Slide 27: Third R**, and let participants guess what it represents. After a few moments of guessing or when the term is correctly identified by the group, click on the slide a second time and reveal the word **Record**, and review that element, making the following points (9):
- Point out that good research and documentation will provide what is needed to write a thorough, accurate, and helpful report.
 - Note that in some cases, like cyberbullying, there may be things like text messages, pictures, or e-mails that should be copied and saved for attachment to a report.
 - Suggest that collecting and keeping everything in a folder will make writing a final report much easier.

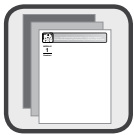


12. Display animated **PowerPoint Slide 28: Fourth R**, and let participants guess what it represents. After a few moments of guessing or when the term is correctly identified by the group click on the slide a second time and reveal the word **Report**, and review that element, making the following points (9):
- State that just like responding to the incident itself, writing and filing a formal report of a bullying incident should always be guided by a school’s policies and code of conduct. Suggest that most schools will have their own forms for writing and filing a report.
 - Point out that information on writing a good report will be addressed in just a few minutes.
 - Point out again how thorough research following the incident and documenting the information that is collected all lay the groundwork for writing a solid report.



13. Display animated **PowerPoint Slide 29: Fifth R**, and let participants guess what it represents. After a few moments of guessing or when the term is correctly identified by the group, click on the slide a second time and reveal the word **Revisit**, and review the final element, making the following points (9):

- Suggest that once a follow-up plan has been formulated for both the student who was bullied and the student who engaged in the bullying behavior, it will be important to follow up with each student to check in and see how things are going.
- Note that a check-in can provide information, but more than that, it is a sign of continued support for both students.



14. Distribute **Handout 7: Responding to and Reporting Bullying Behavior**, pointing out that the Five Rs just discussed are described in the first part of the worksheet.

15. State that regardless of variations in bullying policies and guidelines that may exist across schools, writing a clear and comprehensive report is critical to any follow-up that would occur after an incident.



16. Display **PowerPoint Slide 30: Elements of a Good Behavior Report**, placing the reporting function within the larger Five Rs framework, and review the items in the second part of the handout.

17. Ask for and respond to any questions participants have concerning reporting bullying behavior.

Activity

7

Review and Evaluation



10 minutes

1. Review the workshop, noting that the session has introduced a research-based definition of bullying behavior and has considered what bullying might look like in a school, strategies for addressing and de-escalating bullying, and guidelines for reporting bullying behavior.
2. Remind participants that a workshop can provide new information and strategies, but the most important element is what happens after the workshop as participants 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.



3. 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.
4. Display **PowerPoint Slide 31: 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.
5. After providing a few minutes for reflection, distribute a brightly colored 3” x 5” index card to all participants 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.
6. If the group is small and time permits, after providing a few moments for recording commitments, you can go around the room and ask all participants to 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 in helping participants to 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.

7. After participants have shared, state that each person should now fold their card and place 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.
8. Click PowerPoint Slide 31 again and thank participants for their time and commitment to addressing bullying in the lives of their students. Distribute **Handout 8: Evaluation Form**, and ask participants to complete it and hand it in as they depart.



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