


Bullying Prevention and Intervention Training in DC Educational Institutions

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Training overview

- 4 sessions
 - **Intervention**
 - The Youth Bullying Prevention Act
 - Scenarios and best practices
 - **Prevention**
 - What is school climate? - and two of the eight key elements of a positive school climate
 - The eight key elements continued, resources and conclusion

Session 1

Bullying legislation



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Bullying prevention in the District of Columbia

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Youth Bullying Prevention Act of 2012 (YBPA)

- Signed into law on June 22, 2012
- All D.C. youth-serving agencies must have a policy



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Two meanings of the YBPA

Letter of the Law
"Intervention"
9 Requirements

Spirit of the Law
"Prevention"
8 Elements

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Requirements of the Youth Bullying Prevention Act of 2012

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- All youth-serving agencies are required to have a bullying prevention policy that includes:
 - Definition
 - Consequences and flexibility
 - Reporting
 - Investigation
 - Appeals
- Most DC schools have a compliant policy
- We cover the key elements here to ensure you know your policy

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Find your policy:



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Definition

- "Severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal..."
- 24 characteristics bullying may be based on:
 - actual or perceived race
 - sex
 - disability
 - source of income
 - sexual orientation
 - etc.
- Clauses re predicted outcome:
 - fear of physical harm, detriment to physical or mental health, interference with academic performance or ability to participate in or benefit from services, activities, or privileges provided by a school, etc.

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Key points: Bullying based on characteristics

- Aggressor and victim have different characteristics – doesn't mean bullying was based on that characteristic.
- "Actual or perceived"
- Friends' characteristics
- Aggressor and victim can have the same characteristic
- Does not have to be based on a characteristic

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Consequences and flexibility

- Designed to **correct, prevent, and protect**
- Must be **flexible**
 - Incidents are unique, as are appropriate consequences.
 - Nature
 - Developmental age
 - History of problem behavior

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Reporting

- Procedure for reporting bullying and retaliation
 - Policy must include language regarding retaliation
- Anonymity
 - No formal response based solely on anonymous report

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Investigation

- Prompt investigation of:
 - reports of policy violations
 - complaints of bullying or retaliation
- Name and contact information for designated investigator

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Appeals

- Appeal process for: a person accused of bullying, a target of bullying, and any individual not satisfied with the outcome of the initial investigation.
- Prohibits retaliation
- Appeals are made to the designated higher-level authority
 - **30 days**
 - Secondary investigation completed within **30 days**, unless:
 - additional time
 - higher-level authority dictates in writing
 - 15 days
- Human Rights Act

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Understanding cyberbullying in the context of the YBPA

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Cyberbullying

Prohibitions on bullying that occurs:

*"on its property, including **electronic communication** on, or with, its property", and*

*"through electronic communication to the extent that it is directed at a youth and it substantially interferes with the youth's ability to **participate in or benefit from the services, activities, or privileges** provided by the agency, education institution or grantee"*

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Responsibility around cyberbullying

- During agency hours
- Using agency property
- Outside agency's hours, on personal or other technology, if affecting ability to use services
 - *NOT covered if it is NOT affecting youth's ability to use services*

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If cyberbullying is not covered under the policy

- Digital citizenship
- Monitor youth:
 - indicator for in-person bullying
 - indicator for ongoing conflict

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Session 1: Take-aways

- What was your biggest take-away from this session?
- Are you more comfortable with this content?
- How could you apply this content to our school's context?
- Was there anything in this training that surprised you?

Session 2 Bullying scenarios and best practices



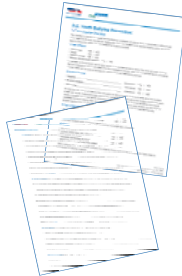
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Three practice scenarios

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D.C. Youth Bullying Prevention Checklist

- Step-by-step guide for investigating reports of bullying
- Students should be interviewed separately
- A written report from students is ideal, when age appropriate
- If it is a cyberbullying report, keep screenshots or printouts of the offensive behavior



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Scenario 1: Is this bullying?



Scenario 1: checklist

1. Type of report
2. Involved students
3. Type of behavior
4. Context
5. Bullying
 - Severe?
 - Pervasive?
 - Persistent?
5. Bullying...
 - Target in fear?
 - Effect on physical or mental health?
 - Interfering w/academic performance, or attendance?
 - Substantially interfering w/ability to benefit?
6. Targeted characteristics
7. Consequences
 - Nature of incident
 - Developmental age
 - History of problem behavior

Is this bullying?

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Scenario 2: Is this bullying?



Scenario 2: checklist

1. Type of report
2. Involved students
3. Type of behavior
4. Context
5. Bullying
 - Severe?
 - Pervasive?
 - Persistent?
5. Bullying...
 - Target in fear?
 - Effect on physical or mental health?
 - Interfering w/academic performance, or attendance?
 - Substantially interfering w/ability to benefit?
6. Targeted characteristics
7. Consequences
 - Nature of incident
 - Developmental age
 - History of problem behavior

Is this bullying?

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Scenario 3: Is this bullying?



Scenario 3: checklist

1. Type of report
2. Involved students
3. Type of behavior
4. Context
5. Bullying
 - Severe?
 - Pervasive?
 - Persistent?
5. Bullying...
 - Target in fear?
 - Effect on physical or mental health?
 - Interfering w/academic performance, or attendance?
 - Substantially interfering w/ability to benefit?
6. Targeted characteristics
7. Consequences
 - Nature of incident
 - Developmental age
 - History of problem behavior

Is this bullying?

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Best practices for intervention

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When to notify parents

- Is there risk of harm in notifying parents?
 - Evaluate
 - Document reasons, for example:
 - Outing of a student
 - Known violent home environment

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Addressing student needs even if bullying is not determined

- Students feel hurt even if bullying cannot be substantiated under the YBPA policy
- Protection and safety
- Supporting a harmed student does not require punishment of the accused student
 - Collaborate to support victim and to prevent further harm
- Increase monitoring of specific youth

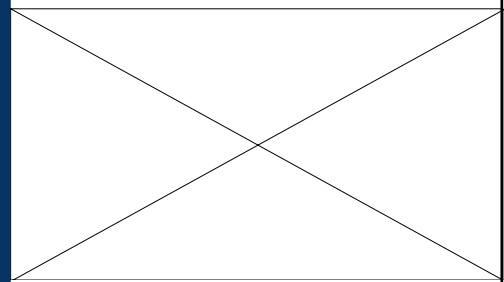
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Alternatives to exclusionary discipline

- Exclusionary discipline
 - What is it?
 - Why seek an alternative?
- Restorative justice
 - Strategies
 - Why it works
- Understand outside factors

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Common misdirections



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Video from StopBullying.gov

Session 2: Take-aways...

- What was your biggest take-away from this session?
- Are you more comfortable with this content?
- What concrete next steps could you take after today's session?
- Think of a situation during which you could apply what you learned in today's session.

Session 3 Prevention; An introduction to school climate and the 8 key elements



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The spirit of the law: prevention

"It is the spirit and not the form of law that keeps justice alive."

-Earl Warren, Former Chief Justice of the Supreme Court

Bullying policy vs. prevention

- YBPA school policies focus on reacting and responding to incidents of bullying as they occur
- To decrease rates, we must prevent bullying, not just react
 - Youth Bullying Prevention Act

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How do you prevent bullying?

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Start with improving school climate

- All schools are unique
- Building school climate is preventive and reactive

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School climate: Rainy and sunny days

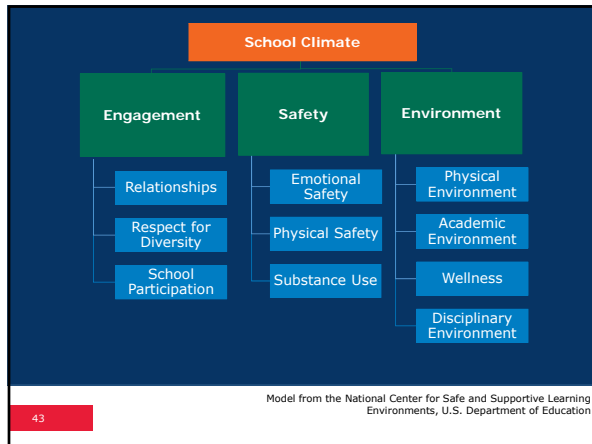


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What is a positive school climate?

- Is characterized by a common language, vision, and experience
- Allows students to thrive and focus on learning
- Minimizes negative experiences and outcomes
- Engages students, staff, parents, and the community

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Benefits of a positive school climate

- Increased academic achievement
- Increased attendance
- Increased graduation rates
- Decreased violence

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The foundation for a positive school climate: 8 key elements

- **Policy and enforcement** – Rules for behavior are established, agreed upon by the school's community, and enforced consistently.
- **Data** – Data-collection and evaluation drive decision making.
- **Buy-in** – Support and input is solicited from all members of the school's community.
- **Leadership** – Efforts are guided by teams representing the entire school community.
- **Student engagement** – Students are actively encouraged to take a leadership role to shape their school climates.
- **Family/community engagement** – The vital role of families and communities is recognized and integrated into schools' efforts.
- **Training** – All staff, including school support staff, are trained.
- **Programs** – Research-based bullying prevention and school climate programs focused on areas of specific need.

Framework adapted with permission from the Safe School Certification Program (safeschoolcertification.org)

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A closer look at 8 key elements of school climate

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Policy and enforcement

- **Publication of policy for students and parents**
 - Fully implemented
 - Expectations clearly communicated
 - Example indicators
 - Bullying and harassment expectations posted in classrooms and common areas
 - Planned orientations or discussions
- **School staff understanding of the policy**
 - Fully implemented
 - Staff understand obligations
 - Example indicators
 - Investigators ID'd and consistently investigate reports
 - Scheduled staff trainings and discussions

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Data collection and data-based decision making

- **Staff enforcement**
 - Fully implemented
 - Policy enforced consistently
 - **Example indicators**
 - Adult supervision increased in bullying "hot spots"
 - Description of monitoring system is available
- **Student use**
 - Fully implemented
 - Students regularly report incidents
 - **Example indicators**
 - Detailed description of process orienting new students
 - Record of observed and reported incidents

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- **Recording reports**
 - Fully implemented
 - All reports documented
 - **Example indicators**
 - Bullying/harassment incident report form and corresponding reporting system.
 - Student and parent complaint forms
 - Anecdotal progress notes
- **Documentation of bullying basis**
 - Fully implemented
 - All reports include a documentation of perceived basis. *This can include that no basis could be determined.*
 - **Example indicator**
 - Records detailing frequency of different bases for bullying

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- **Survey data from students**
 - Fully implemented
 - Regular student surveys
 - **Example indicators**
 - Data trend lines to demonstrate ongoing data collection (from survey reports)
 - Survey admin plan w/quantitative and qualitative data sources
- **Survey data from school staff**
 - Fully implemented
 - Regular staff surveys
 - **Example indicator**
 - Survey admin plan w/quantitative and qualitative data sources

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- **Survey reliability and validity**
 - Fully implemented
 - Survey items are from reliable and valid measures
 - **Example indicator**
 - Surveys or survey items selected from existing questionnaires, or validated
- **Measurable targets or benchmarks**
 - Fully implemented
 - Measurable targets have been set for all aspects
 - **Example indicator**
 - Record of measurable targets

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- **Data-based decision making**
 - Fully implemented
 - Efforts clearly tied to ID'd needs
 - **Example indicators**
 - Data trend lines to demonstrate ongoing data collection
 - Team meeting agendas indicate data use

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Staff buy-in

- Staff engagement
 - Fully implemented
 - Staff highly engaged in decision-making
 - Example indicators
 - Staff at all levels are engaged
 - Staff attendance
- Staff commitment
 - Fully implemented
 - Surveys indicate $\geq 80\%$ are committed
 - Example indicator
 - Formal buy-in survey data

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- Implementation and fidelity
 - Fully implemented
 - All staff engaged, with fidelity
 - Example indicators
 - An agreement to which staff agree
 - Observations of program fidelity

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Leadership

- Leadership team meeting
 - Fully implemented
 - A leadership team formed and meets regularly
 - Example indicators
 - Meeting schedules
 - Well-defined roles
 - Team meeting minutes
- Leadership representation
 - Fully implemented
 - Leadership team incl. diverse representation
 - Example indicator
 - Leadership team roster

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Session 3: Take-aways...

- What are four of the most important points you learned?
- Were you familiar with this content before this session? Do you feel more comfortable with it now?
- Can you identify aspects of this session that directly relate to your school? What specifically?
- After hearing this session what changes would you want to make in your school?

Session 4

The 8 key elements continued...



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The foundation for a positive school climate: 8 key elements

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Student engagement

- **Leadership team involvement**
 - Fully implemented
 - Leadership team incl. students
 - Example indicators
 - Student leadership roster
 - Meeting minutes
- **Student feedback**
 - Fully implemented
 - Students provide feedback and insight
 - Example indicators
 - Qualitative surveys
 - Convenient suggestion boxes
 - Fishbowl discussions

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- **Student clubs and leadership**
 - Fully implemented
 - Students encouraged to form clubs and campaigns
 - Example indicators
 - Clear and detailed policies and procedures
 - List of all groups, numbers, demographics
 - Descriptions of group insights
- **Strategies for the disengaged**
 - Fully implemented
 - Significant effort made to encourage all students
 - Example indicator
 - Documentation of strategies

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Community and family engagement

- **Communication with family and community**

- Fully implemented
 - Information actively disseminated to parents and community members
- Example indicators
 - Community and family newsletters
 - Press releases, news coverage, social media

- **Parent and community input**

- Fully implemented
 - Parent and community input is valued, sought regularly, used
- Example indicators
 - Family night/open house planning
 - Documented collaboration w/community
 - Volunteer and training opps

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Training

- **Training offered to staff**

- Fully implemented
 - Training provided for ALL staff
- Example indicator
 - Attendance log

- **Training aligned to data**

- Fully implemented
 - All training is aligned with data
- Example indicator
 - Detailed training plan based on needs ID'd in data
 - Evaluation of training and professional development

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- **Training aligned to policy**

- Fully implemented
 - Training is aligned with YBPA
- Example indicators
 - Training related to bullying definition, prevention, and intervention.
 - School investigator is trained
 - Facilitators' outlines of staff trainings

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Programs and practices

- **Evidence base of programs**

- Fully implemented
 - All programs are evidence-based
- Example indicators
 - Documentation of the research base

- **Programs aligned to data**

- Fully implemented
 - All programming is aligned with data
- Example indicators
 - Artifacts from program
 - Implementation fidelity checklist

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• Multi-tiered programs

- Fully implemented
 - School-wide, targeted, indicated programs and services
- Example indicator
 - Record of differentiated implementation strategies

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Resources

- National Center on Safe and Supportive Learning Environments (NCSSLE)
- StopBullying.gov
- Evidence-based program (EBP) directories
 - National Registry of Evidence-based Programs and Practices
 - What Works Clearinghouse
 - FindYouthInfo.gov Evidence-based Directory
 - Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide
- Penn State University EPIS Center

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Current climate capacity assessment

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Questions and discussion

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Final take-aways...

- What did you learn about bullying intervention?
- What did you learn about bullying prevention?
- What new tools do you have to address bullying in your school?
- What immediate action steps can you take?
- Do you feel comfortable with the content?
- Would you feel comfortable teaching someone else about the content you learned during these sessions?