

A CLOSER LOOK @ **Bullying**



Educational Service District 113

December 2002

A closer look

By Dr. Bill Keim, ESD113 Superintendent

Frequently there are topics that deserve a closer look by superintendents and other school leaders. This new ESD 113 publication will be distributed periodically to help you with that challenge.

Since all Washington school districts must have a policy in place by next August that prohibits the harassment, intimidation or bullying of any student from taking place within their school environment, we have chosen to focus on bullying in this inaugural issue. It is our intent to provide:

- ◆ brief background information,
- ◆ questions to help you assess what other details you need,
- ◆ items you can use as you lead discussions with staff and others in your community and in your district communication efforts, and
- ◆ resources for additional information and assistance.

A key advocate for our state's bullying legislation was Attorney General Christine Gregoire. Driven by the desire to ensure a safe learning environment in schools, she led a national task force to discover the causes of youth violence. "Overwhelmingly, I heard that the causes of youth violence lie first in the home and that the second leading cause of youth violence is the bullying, teasing, harassing and tormenting that occurs in schools," Gregoire reported.

Bullying is not a new phenomenon. What is new is the growing awareness that bullying has serious consequences for both students and schools. According to a recent report from the Northwest Regional Educational Laboratory, "The consequences of bullying are far reaching, ranging from lower attendance and student achievement to increased incidence of violence and juvenile crime. Children who bully are more likely to become violent adults, while victims of bullying often suffer from anxiety, low self-esteem and depression well into adulthood."

As school leaders we must take seriously the dynamics of bullying behavior among students if we are to succeed in building safe schools that foster high student achievement. The conclusion to Gregoire's report to the legislature states that, "Almost nothing could be more important to improving school safety and decreasing incidents of bullying than providing clearly delineated expectations for administrators, teachers and students alike."

(Continued on page 2.)

The Statute

The 2002 Washington State Legislature passed SHB 1444 which requires that, by August 1, 2003, each school district shall adopt or amend a policy that prohibits the harassment, intimidation or bullying of any student from taking place within their school environments. The policy is to be adopted or amended through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators and community representatives.

SHB 1444 is now found in RCW 28A.320.125, RCW 28A.320.128 and RCW 28A.320.520.

For assistance with the above task, contact the Washington State School Directors' Association, (360) 252-3019 or <http://www.wssda.org>. WSSDA's sample Policy 3207 was developed as a model for school districts to use in dealing with this topic.

Bully Quiz

As Washington school leaders respond to a legislative mandate to adopt a policy prohibiting the harassment, intimidation or bullying of any student, it's important that they understand who bullies, and why. Take this quiz, and share it with others on your staff and in your community, to see how well you understand this issue.

1. If you ignore them, bullies will go away. True False
2. Bullies have low self-esteem, which is why they pick on other people. True False
3. Only boys are bullies. True False
4. The best way to handle a bully is by getting even or by fighting back. True False
5. Recent research reveals that bullying at school is declining. True False

(Answers are on page 11.)

Administrative Role Promoting Fairness & Justice in Schools

By Tom Hulst, assistant superintendent, ESD 113

School administrators face problems of student discipline and behavior daily. They must exercise judgment and discretion in a way that maintains order while ensuring that all students are treated fairly and justly. Relationships of student-to-student and school to student have taken on exceedingly high stakes in recent years.

The Washington Attorney General's report on bullying led to a legislative mandate that has recently given schools greater responsibility and accountability in the areas of harassment, intimidation and bullying.

To pursue America's goals of democracy and justice, schools must do their part by modeling policies and procedures that are themselves recognized as fair and just.

A broad and concise definition of justice may be stated simply — each person should be given his or her due. Justice and injustice are not at the opposite extremes of a continuum, however. Justice is abstract, philosophical, religious. Injustice is personal, particular, emotional, and intensely felt by someone who suffers it; we know it when we feel it! This personal emotion is experienced and felt in business organizations, schools, classrooms, hallways and playgrounds.

Paying closer attention to personal justice in school could add to the increasing "judicialization" and bureaucratization of the administrative process. Thus, a paradox: increased understanding and justice, or increased tension, aggravation and litigiousness. But in handling harassment, intimidation and bullying, school administrators need not resort to heightened judicialization of the process, but instead rely on their strength and experience as administrators by employing basic fairness, professionalism and common sense — and achieving heightened awareness.

Administrators have an opportunity to exhibit ethical leadership in schools by establishing high standards for student behavior; by providing a climate that fosters civility and fairness; and by exercising care and common sense in supporting individuals who have been victimized by harassment, intimidation and bullying.

Making a culture change

Setting a policy in place that consistently and intentionally interrupts harassment, intimidation and bullying behaviors will be the beginning of a culture change for many school districts. Some individuals in those districts will find themselves operating out of their comfort zones. Those threatened individuals will experience stress and resist the change process.

It is important to remember that resistance to change is normal. By listening to people's concerns, giving them additional

information and including them in the development of the change process, their overt resistance will likely diminish.

Change is not an event; it is a process. Changing a school culture could take years. Using an aggressive, heavy-handed mandate from the top down tends to create and/or increase resistance to the change.

Intentionally changing a school culture takes strong commitment on the part of the school leaders. They must:

- ◆ Believe that the change is vital to student learning.
- ◆ Be willing to understand and withstand resistance.

Harassment, Intimidation & Bullying

Harassment, intimidation and bullying are synonyms. They are behaviors that are any intentional written, verbal or physical act, including, but not limited to one shown to be motivated by any characteristic in RCW 9A36.080(3), or other distinguishing characteristics when the intentional written verbal or physical act:

- ◆ Physically harms a student or damages the student's property;
- ◆ Has the effect of substantially interfering with a student's education;
- ◆ Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- ◆ Has the effect of substantially disrupting the orderly operation of the school.

A Closer Look . . .

(Continued from page 1.)

I encourage you to use this overview of research on harassment, intimidation and bullying to help assure a safe, violence-free environment for all students in your schools.

- ◆ Continuously communicate the standards established by the policy-building committee to all members of the school community.
- ◆ Build trusting relationships with and among all parties.
- ◆ Equitably include and support all parties in the change process.

Source: Harassment, Intimidation and Bullying Prevention and Intervention Workshop, developed by OSPI in partnership with Washington ESDs.

Changing Behavior

In order to change behavior patterns, students need to:

- ◆ Have the skills to disconnect from learned, inappropriate and painful roles such as intimidation and victimization.
- ◆ Learn skills to manage emotions and increase feelings of empathy. Harassers, intimidators and bullies do not have empathy for their victims.
- ◆ Interrupt critical self-talk.
- ◆ Become more personally empowered.
- ◆ Improve communication skills.
- ◆ Negotiate the conflict that comes from judgments about their difference.

Consequences of Bullying

Studies of bullying suggest that there are short- and long-term consequences for both the perpetrators and victims of bullying. Students who are chronic victims of bullying experience more physical and psychological problems than their peers who are not harassed by other children and they tend not to grow out of the role of victim. Longitudinal students have found that victims of bullying in early grades also reported being bullied several years later. Studies also suggest that chronically victimized students may as adults be at increased risk for depression, poor self-esteem and other mental health problems, including schizophrenia.

“It is not only victims who are at risk for short- and long-term problems; bullies also are at increased risk for negative outcomes. One researcher found that those elementary students who were bullies attended school less frequently and were more

What about liability?

If school administrators do not have a well-planned and carefully executed process to investigate harassment, intimidation and bullying claims in the school environment, they potentially create extensive legal liability, adverse publicity, reduced and substandard student performance and parent dissatisfaction. The potential for a lawsuit is increased when administrators, staff and teachers:

- ◆ Have poor planning and careless execution of investigations.
- ◆ Fail to discipline equitably.
- ◆ Make careless, loose lip comments about a case.
- ◆ Do not listen to the victim’s side of the story, or don’t listen to both sides of the story.
- ◆ Have poor documentation of staff decisions and/or problems.
- ◆ Fail to address incidents of harassment and bullying.
- ◆ Use inappropriate reasons for discipline measures.

The best protection against harassment, intimidation and bullying claims is for the school administration to have a proactive attitude and an effective prevention program in place. The program should include:

- ◆ A clear policy stating that harassment, intimidation and bullying are illegal, that victims will receive immediate supportive response and that offenders will be disciplined.
- ◆ Behavior and enforcement standards that are clearly stated and regularly communicated to all students and employees.
- ◆ Procedures that provide for prompt action, protect confidentiality, guard against retaliation, establish easy access to an individual or group responsible for investigating claims and assure that a remedy/discipline is appropriate for the offense.

To assist you, ESD 113, in partnership with the OSPI Safe and Civil Schools Project, has created the Washington Referral Information Collection System (WRICS) that is available free to all districts in the region. This database is designed to track individual student behavior and document current issues for children. It graphically analyzes data to give administrators and teachers real-time information. To request participation in this database; contact Rob Vincent at (360) 586-4037 or rvincent@esd113.k12.wa.us.

likely to drop out than other students. Several studies suggest that bullying in early childhood may be a critical risk factor for the development of future problems with violence and delinquency. For example, Olweus’ research found that in addition to threatening other children, bullies were several times more likely than their nonbullying peers to commit antisocial acts, including vandalism, fighting, theft, drunkenness and truancy, and to have an arrest by young adulthood.

(Dan Olweus did pioneering work in Norway and Sweden by exploring the nature, prevalence and effects of bullying among school children.) Another study of more than 500 children found that aggressive behavior at the age of 8 was a powerful predictor of criminality and violent behavior at the age of 30.”

Reprinted from an article by Susan P. Limber and Maury M. Nation, *Juvenile Justice Bulletin*, April 1998.

Did you know?

- ◆ 80 percent of adolescents report being bullied during their school years.
- ◆ 90 percent of 4th through 8th graders report being victims.
- ◆ Up to 7 percent of 8th grade students stay home at least once a month because of bullies.
- ◆ Bullies identified by age eight are six times more likely to be convicted of a crime by age 24 and five times more likely to end up with serious criminal records by age 30.
- ◆ 71 percent of students report that teachers or other adults in the classroom ignored bullying incidents.
- ◆ When asked, students uniformly expressed the desire that teachers intervene rather than ignore teasing and bullying.
- ◆ Aggressive behavior is learned early and becomes resistant to change if it persists beyond age eight.
- ◆ Bullying often occurs at school in areas where there is minimal or no supervision.
- ◆ Most bullying is verbal.
- ◆ Bullying begins in elementary school, peaks in middle school, diminishes but does not disappear in high school.
- ◆ Boys and girls usually bully same sex classmates with female bullying taking an indirect, manipulative form.
- ◆ Effective programs to prevent bullying can actually reduce the level of violence in a school.

Source: Protecting our Children – Attorney General’s Task Force Report on a Legislative Response to Bullying, Washington, 2001

Nothing normal

“Given the serious effects bullying behavior has on both students and schools, we can’t afford to simply dismiss it as a “normal” or inevitable part of childhood. There is nothing “normal” about ongoing incidents of harassment, violence and intimidation. Bullying not only leads to depression, anxiety and low self-esteem in students who are targeted, but also causes other students to feel unsafe at school and significantly interferes with learning. Long-term effects of bullying on students who bully, such as aggressive behavior continuing into adulthood, cannot be ignored either. Students of all ages deserve to feel safe and supported at school.

“Taking bullying behavior seriously is an important step in working toward safe and effective schools. Through training, collaboration and carefully designed programs, educators, policymakers, parents and students can work together to ensure that schools are a place where students feel welcome, included and ready to learn.”

Source: “Schoolwide Prevention of Bullying,” by Cori Brewster and Jennifer Railsback, Northwest Regional Educational Laboratory, December 2001

Visualize

Read your school’s “body language”

Imagine being the age of a student in your school and coming to your school for the very first time. You are standing at the side of the street, waiting for your bus. The bus pulls up and stops and you step on board. What would the bus ride be like? What do you see? How do you feel?

Your bus pulls up to your school. What strikes you as you see the campus for the first time?

Think about each area as you get off the bus and enter the school. Ask yourself what you see, feel, hear, experience. Who is there? Are you greeted? How? Is the atmosphere welcoming? What messages are you getting about expectations and values?

Continue to imagine what you see, feel, hear and experience as

you enter your classroom, use the bathroom, walk in the hallways, visit the library, eat lunch and go out on the playground.

Now ask yourself, “What if I spoke a different language or were different in some way, how would that change my impressions and experiences?”

For assistance in understanding how students and their families perceive your schools and in developing a climate that is safe and encourages high student achievement, contact Rob Vincent at ESD 113, (360) 586-4037 or rvincent@esd113.k12.wa.us about harassment, intimidation and bullying prevention training that has been developed in partnership with OSPI.

Harassment, Intimidation and Bullying

Questions to answer in developing and implementing a harassment, intimidation and bullying policy for your schools.

- What does your staff already know and/or need to know?
- What is the definition of harassment, intimidation and bullying?
- What is the intent of the new law passed by the 2002 Washington State Legislature (SHB 1444)?
- What policies and programs do you already have in place?
- What is the purpose of building a harassment, intimidation and bullying policy?
- Who should take part in the development of your harassment, intimidation and bullying policy?
- What basic elements should be included in your school policy?
- What challenges do you expect to experience in the development of a harassment, intimidation and bullying policy?
- Does your staff understand the change process?
- How vital is your leadership in this change process?
- What are the parameters around what you will not tolerate in your school?
- How do you define what “specific” behavior standards are acceptable in your school environment?
- What social skills do students need to be taught to help them interrupt inappropriate behavior?
- How should administrators and teachers intervene after the harassment, intimidation or bullying behavior has occurred?
- Is it the school’s duty to investigate all harassment, intimidation or bullying cases?
- What type of support do you need from your student population?
- What type of training is needed to eliminate discrimination of those of another race, gender, ethnicity and sexual orientation?
- How do you protect yourself and your school from liability?
- How do you handle the more severe harassment, intimidation or bullying cases?
- What would you do to help your school community recover after a crisis has taken place?

To assist you in answering these questions for your district, the Student Assistance Program staff at ESD 113 can schedule a workshop either regionally or at a school site. Contact: Gayle Martinsen (Lewis County) at (360) 701-0414; Becky Baker (Grays Harbor and Pacific Counties) at (360) 791-3909; Erin Riffe (Thurston and Mason Counties) at (360) 586-4036; or Rob Vincent at (360) 586-4037.

Addressing Bullying One-on-One

“Keeping in mind that most incidents of bullying go unnoticed by adults, parents and educators may need to take an active role in identifying bullying behavior and working with students to address it,” according to Cori Brewster and Jennifer Railsback in “Schoolwide Prevention of Bullying” published by the Northwest Regional Educational Laboratory.

The authors suggest specific things that parents and educators can do to help students one-on-one as problems with bullying arise.

- ◆ Initiate conversations with students about bullying.
- ◆ Be prepared to intervene.
- ◆ Don’t expect students to solve things themselves.
- ◆ Encourage students to report incidents of bullying.
- ◆ Express strong disapproval of bullying when it occurs or comes up in conversation.
- ◆ Work with students on developing assertiveness and conflict resolution skills.
- ◆ Focus on developing empathy and respect for others.
- ◆ Avoid physical forms of discipline, such as spanking.
- ◆ Keep a log of bullying incidents.
- ◆ Deal with bullying incidents consistently, in a manner appropriate to the situation.

Kinds of violence

Physical violence

Physical violence against another person is any act that does bodily harm or that disregards potential harm. Physical violence against property is any act that damages, or that disregards potential damage to public or private property.

Against students and staff:

- Biting
- Blocking a path
- Choking
- Forcing sex, raping
- Grabbing, groping
- Hazing
- Hitting, slapping, punching, beating
- Kicking, stomping
- Pinching
- Placing tacks or glue on a chair
- Poking, prodding, jabbing
- Pulling a chair out from under a person
- Pulling hair, cutting hair
- Pushing, shoving
- Shooting
- Slashing, stabbing
- Spitting
- Spraying with a hose or an aerosol can
- Torturing
- Tripping
- Using a pet to attack or frighten

Against property:

- Breaking restroom fixtures, breaking windows, defacing lockers, other vandalism
- Destroying eye glasses, calculators belonging to other students
- Dumping books, strewing papers
- Gouging a name into furniture
- Injuring or killing a pet
- Playing “keep away” with possessions

- Plugging up drains, flooding a restroom
- Ruining clothes by marking them with permanent ink
- Scratching the paint on a car or a bike
- Slashing tires
- Spoiling homework
- Spraying with a hose or an aerosol can
- Tearing clothes
- Throwing rocks, books, furniture
- Writing graffiti on school walls, lavatory doors

Nonphysical violence

Nonphysical violence can be cast into subcategories: social, verbal and visual. Because these subcategories were arbitrarily devised to illustrate the many, varied ways people mistreat each other, some acts may overlap with those listed under physical violence.

Social violence

- Betraying a trust
- Conning a student out of money or into doing something
- Excluding a youngster on the playground
- Ignoring a child’s request for help
- Making faces, giving dirty looks
- Making fun of a person’s cherished beliefs
- Never calling on a certain student
- Poisoning someone’s mind against another person
- “Protecting” a student for a fee
- Sabotaging a friendship
- Stealing
- Touching a person in an unwelcome manner
- Violating a person’s human rights or civil liberties

Verbal violence

- Breaking a confidence, revealing a secret
- Calling a person names
- Constantly criticizing a person
- Deriding a heartfelt belief
- Heckling a speaker
- Insulting a person’s ethnic identity
- Insulting a person’s religious or nonreligious identity
- Insulting someone’s loved one
- Interrupting
- Lying
- Making a derogatory, demeaning comment to a person’s face
- Making a derogatory, demeaning comment behind a person’s back
- Making a lewd remark
- Making an unwelcome sexual advance
- Making animal sounds or other noises intended to demean
- Making fun of a person’s ability, body or clothing
- Making fun of a person’s idea or opinion
- Malicious gossiping
- Mimicking or mocking
- Ordering a person around
- Ridiculing
- Shaming
- Speaking in an ominous tone of voice
- Spreading nasty rumor
- Taunting
- Threatening to damage possessions
- Threatening to do bodily harm
- Threatening to kill
- Using profanity
- Using sarcasm
- Writing a derogatory comment in a public place
- Writing a note to scare someone or to get someone into trouble

Seven steps to developing a schoolwide anti-bullying program

1. Assess your school's needs and goals.
2. Develop an anti-bullying policy.
3. Provide training for teachers, administrators and other school staff.
4. Involve parents.
5. Identify resources for bullies, victims and families.
6. Provide increased supervision in areas where bullying tends to occur.
7. Integrate anti-bullying themes and activities into the curriculum.

Visual violence

- Displaying a threatening tattoo
- Displaying an effigy or a voodoo doll
- Displaying a weapon
- Displaying gang colors in a threatening way
- Drawing degrading pictures of a person
- Exposing genitals; mooning
- Gesturing obscenities, fake punches, gang signs, secret signs
- Glaring (“If looks could kill...”)
- Invading someone’s personal space
- Making sexually suggestive movements
- Mimicking
- Posturing the body in a threatening manner
- Showing intimate snapshots or videotapes of a person
- Smirking; sneering
- Stalking; peeping, voyeurism
- Staring deliberately
- Sticking a finger down the throat to insult someone
- Sticking out the tongue as a hateful gesture
- Threatening with a fist

Source: Respect & Protect®: A practical, step-by-step violence prevention and intervention program for schools and communities.

To assist you, the Student Assistance Program staff at ESD 113 can schedule a workshop either regionally or at a school site. Contact: Gayle Martinsen (Lewis County) at (360) 701-0414; Becky Baker (Grays Harbor and Pacific Counties) at (360) 791-3909; Erin Riffe (Thurston and Mason Counties) at (360) 586-4036; or Rob Vincent at (360) 586-4037.

Source: “Schoolwide Prevention of Bullying,” by Cori Brewster and Jennifer Railsback, Northwest Regional Educational Laboratory, December 2001
For more information visit the NWREL Web site at www.nwrel.org.

For assistance with the above tasks, the staff of ESD 113’s Student Assistance Program, in partnership with OSPI, has developed workshops on harassment, intimidation and bullying that can guide you and your staff through the assessment and planning process. The Student Assistance Program staff at ESD 113 can schedule a workshop either regionally or at a school site. Contact: Gayle Martinsen (Lewis County) at (360) 701-0414; Becky Baker (Grays Harbor and Pacific Counties) at (360) 791-3909; Erin Riffe (Thurston and Mason Counties) at (360) 586-4036; or Rob Vincent at (360) 586-4037.

Principal’s Checklist

Harassment, Intimidation & Bullying

- Assess what the school already has in place.
- Include information in staff orientation.
- Align the Harassment, Intimidation and Bullying Policy with Sexual Harassment, Malicious Mischief, Safe Schools and Discipline Policies.
- Organize a Policy Development Committee (teachers, students, parents, community members, school staff).
- Develop the prevention infrastructure:
 - A. Grievance procedures
 - B. Appeals procedures
 - C. Consequences of harassment, intimidation and bullying behaviors
 - D. How and when individuals will be involved (nurse, counselor, vice principal, parents, psychologist)
 - E. Communication procedures
- Train neutral investigator.
- Teach students and teachers social skills.
- Develop community forums.

To assist you, ESD 113, in partnership with the OSPI Safe and Civil Schools Project, has created the Washington Referral Information Collection System (WRICS) that is available free to all districts in the region. For more information about WRICS visit the Student Assistance Program area of ESD 113 Web page (<http://www.esd113.k12.wa.us/sap>). To request participation in this database; contact Rob Vincent at (360) 586-4037 or rvincent@esd113.k12.wa.us.

20 Components of a Safe and Civil School

1. A school-wide discipline policies and procedures manual that has been printed and distributed.
2. The school's discipline manual includes guidelines for success that are accepted, posted, used and reinforced.
3. The school's discipline manual includes behavioral goal statements that list behavioral expectations for each common area.
4. The school's discipline manual includes procedures for encouragement and reinforcement, strategies for dealing with misbehavior, guidelines for teaching responsibilities and supervision responsibilities.
5. The entire staff accepts the school-wide discipline policies and procedures.
6. The entire staff implements the school-wide discipline policies and procedures.
7. There is an ongoing system for informing and actively involving parents in developing and evaluating discipline policies and procedures, as well as the behavior responsibility curriculum.
8. There is an ongoing system for informing and actively involving the community in developing and evaluating discipline policies and procedures, as well as the behavior responsibility curriculum.
9. There are ongoing systems to collect and analyze data in order to monitor and evaluate the effectiveness of discipline policies/procedures.
10. A curriculum has been adopted and accepted by all staff for teaching, practicing and reinforcing responsible behavior.
11. Responsible behavior is taught by the entire staff on a regular schedule and is re-taught based on student behavior.
12. A school-wide, databased evaluation system is in place and adjustments are made based on change in behavior of students, staff and others.
13. There is a yearly review of discipline policies and procedures and of the curriculum used to teach responsibility.
14. There is a procedure for teaching the discipline policies and procedures and the responsibility curriculum to new staff, administrators, teachers, students and parents.
15. There is a school-wide program for teaching students play/recess skills.
16. There is a school-wide program for teaching students pro-social and appropriate interaction skills.
17. The layout and physical/structural design of common areas are annually analyzed and redesigned based on traffic patterns, safety, visibility and staff-student ratios.
18. School-wide celebrations, traditions and reinforcement strategies are established for staff and students.
19. There is a system in place for evaluating and acting on behalf of students exhibiting early signs of social, emotional and behavioral problems.
20. There is a system in place for screening and referring students with social, emotional and behavioral problems.

Source: Adapted from information developed for the CREST Project at ESD 112, Vancouver.

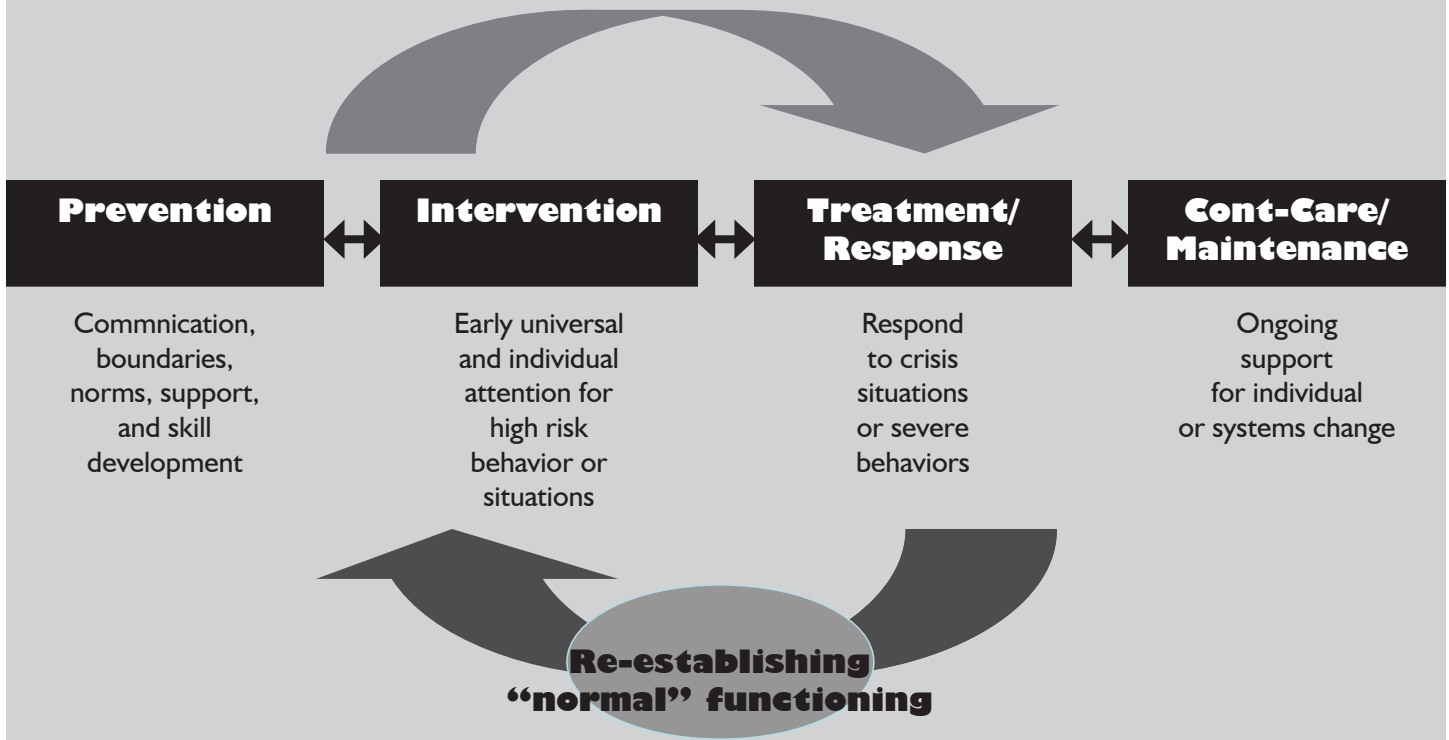
For technical assistance in answering these questions for your district or to plan a workshop based on your district's needs, contact Rob Vincent, director of ESD 113's Student Assistance Program, (360) 586-4037 or rvincent@esd113.k12.wa.us.

What should students do?

- ◆ Treat all students with respect regardless of race, religion, gender, sexual orientation, etc.
- ◆ Intervene in "shaping up" their own harassment, intimidation and bullying behaviors.
- ◆ Report all harassment, intimidation or bullying behaviors and not be a spectator.
- ◆ Manage their emotions and have empathy for all students.
- ◆ Develop the skills to unhook from learned habits of being a victim or an intimidator.
- ◆ Participate in developing and implementing an inclusive environment.
- ◆ Be self-managed and accountable for their behavior.

Source: Harassment, Intimidation and Bullying Prevention and Intervention Workshop, developed by OSPI in partnership with Washington ESDs.

A Continuum of Care Involves Schools, Family and Community Partnerships to Insure Adolescent Success



Safe, Civil and Healthy Learning Environments A Continuum of Programs and Services

Prevention	Intervention	Response/Treatment	Recovery/Aftercare
Life Skills	Addressing Risk Early On	Responding to the Situation/Crisis	Reducing the Impact of a Crisis
<p>Norms of respect and tolerance for opinions, lifestyles, religions and cultures which vary from our own.</p> <p>Early Childhood Education</p> <p>Skills training, prevention curriculums</p> <p>Engage students and parents</p> <p>Multicultural Education</p> <p>Crisis response planning, training and exercising</p>	<p>Student assistance programs</p> <p>School Security</p> <p>Academic Alternatives</p> <p>Student Involvement</p> <p>Policy/Procedures</p> <p>Implementation of plans</p>	<p>Counseling and treatment</p> <p>Coordination with state and local emergency services</p> <p>Implementation of plans</p>	<p>Post incident counseling</p> <p>Post incident plan Adjustment</p> <p>Re-establish "normal" functioning</p>

Best Practices,
ESD 113 Student Assistance Program

Steps to Successful Prevention Planning

Step 1: Is your community ready for prevention? (Assess community readiness.)

Step 2: What are your community's greatest needs for prevention? (Conduct an assessment that measures risk and protective factors.)

Step 3: Which risk and protective factors are your priorities? (Use assessment data to prioritize risk and protective factors.)

Step 4: What resources already exist in your community that address the risk and protective factors that you have prioritized? (Conduct a resource assessment.)

Step 5: Where will you target your prevention efforts? (Identify gaps, including selecting universal, selective or indicated populations.)

Step 6: Which prevention strategies have been shown through

research to be effective? (Select and implement scientifically defensible best practices to fill the gaps identified.)

Step 7: How will you evaluate your prevention program? (Conduct evaluation planning, implementation and analysis, and use results for future program planning.)

Principles of Effectiveness

The Principles of Effectiveness were developed by the U.S. Department of Education's Safe and Drug-Free Schools Program several years ago to help teachers, school administrators and prevention program developers achieve safe learning environments where students are free from fear of violence and the influence of drugs. With the No Child Left Behind Act, local prevention programs and activities are now required to meet the Principles of Effectiveness.

Principle 1: Needs Assessment

A program/activity must be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools, secondary schools and communities to be served.

Principle 2: Analysis of Risk and Protection

A program/activity must be based on an analysis of the prevalence of "risk factors, protective factors, buffers, assets or other variables" identified through scientifically-based research that exist in the schools and communities to be served.

Principle 3: Setting Measurable Goals and Objectives

A program/activity must be based on performance measures aimed at ensuring that these schools and communities have a safe, orderly and drug-free environment.

Principle 4: Proven Effective Programs and Activities

A program/activity must be grounded in scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use.

Principle 5: Periodic Evaluation

A program/activity must be evaluated periodically against locally selected performance measures and modified over time to refine, improve and strengthen the program.

Principle 6: Parental Involvement

A program/activity must include consultation with and input from parents.

Source: Prevention Works! published by the Division of Alcohol and Substance Abuse, Washington State Department of Social and Health Services.

For more information about the above tasks, view the WestCAPT Prevention Planning Web site (www.westcapt.org) and click on "prevention program planning and best practices" for information and tools that have been developed by researchers and prevention practitioners across the country.

For assistance with the above tasks, the staff of ESD 113's Student Assistance Program, in partnership with OSPI, has developed workshops on harassment, intimidation and bullying that can guide you and your staff through the assessment and planning process.

Contact Rob Vincent at (360) 586-4037 or rvincent@esd113.k12.wa.us.

For assistance with the above tasks, the staff of ESD 113's Student Assistance Program, in partnership with OSPI, has developed workshops to help you and your staff understand and implement the Principles of Effectiveness. Contact Rob Vincent at (360) 586-4037 or rvincent@esd113.k12.wa.us.

More help

ESD 113 Media Center has a number of useful tools for districts to use in their work with students on harassment, intimidation and bullying. Check out these resources by visiting the Media Center's Web site:

<http://media.esd113.k12.wa.us>

Transforming the environment

Rather than fix kids, we need to transform the environment, according to Jeanne Gibbs, developer and author of the Tribes Learning Community. Tribes TLC® is a process with the stated mission, “To assure the healthy development of every child so that each has the knowledge, skills and resiliency to be successful in a rapidly changing world.”

“Walk into any school or classroom and you will know that each has a culture of its own,” says Gibbs. “All have impact on student and teacher motivation, behavior and ability to learn. Culture is the climate, the environment and

spirit in a school that permeates everything that goes on within the classrooms, the staff and other groups.”

Respected researcher John Goodlad warns: “It is difficult to think of a reform initiative of significance that can proceed successfully without understanding and attention to the culture of individual schools.”

According to Gibbs, “Establishing or renewing a positive school culture makes it safe enough for students to ask questions, to speak up in a group, to voice opinions, to ask for help, to assume leadership, to make

independent decisions and solve problems with peers.”

Gibbs further states that, “Students will not be able to achieve high standards of learning unless the climate of the classroom is non-threatening, safe and caring.”

The Tribes TLC® process engages all teachers, administrators, students and families in working together as a learning community that is dedicated to caring and support, active participation and positive expectations for all students.

For more information visit the Tribes TLC® Web site at www.tribes.com.

For assistance in implementing the Tribes TLC® process in your school district, contact Rob Vincent, (360) 586-4037 or rvincent@esd113.k12.wa.us, to arrange for training.

Answers to Bully Quiz

1. If you ignore them, bullies will go away.

False. Some bullies may get more angry if you ignore them. (After all, bullying can be their way of getting attention.) They may keep provoking you just to get some kind of a reaction.

2. Bullies have low self-esteem, which is why they pick on other people.

False. Bullies tend to have high self-esteem. Compared to other children, they suffer less from anxiety and insecurity. Because they show little understanding of how their targets feel, bullies see themselves in a positive light.

3. Only boys are bullies.

False. Girls are nearly as likely as boys to bully. But girl bullies are less likely to be physically aggressive and instead will bully through verbal harassment, exclusion from activities, name-calling, starting rumors, etc. Girls are also more likely to bully in a group.

4. The best way to handle a bully is by getting even or by fighting back.

False. Sometimes bullying is a life-or-death situation. If you try to get even with a bully or defend yourself using physical force or a weapon, things will only get worse. Bullies who feel cornered or provoked are likely to come after you again. If a weapon is involved, you might be the one who ends up getting hurt.

5. Recent research reveals that bullying at school is declining.

False. According to a November 2002 report from the U.S. Department of Education, in 2001, 8 percent of students reported that they had been bullied at school in the last 6 months, up from 5 percent in 1999.

Score 10 points for each correct answer.

0-20: The information in this publication will be your primer on bullies.

21-40: You're beginning to learn how to size up a bully.

41-50: Bully buster!

Additional Information on Bullying

OSPI's School Safety Center
www.k12.wa.us/safetyctr

ESD 113
Student Assistance Program
www.esd113.k12.wa.us/sap

School Information and
Research Service
(360) 943-5717

U.S. Department of Education.
Safe & Drug Free Schools
www.ed.gov/offices/OESE/SDFS/index.html

WestCAPT
www.westcapt.org

What should administrators & teachers do?

- ◆ Immediately and consistently intervene when unacceptable harassment, intimidation or bullying behaviors are exhibited.
- ◆ Clearly label the prohibited harassment, intimidation and bullying behaviors for students as stated in the school's policy.
- ◆ Listen carefully to all parties.
- ◆ Apply appropriate options or consequences as developed in the harassment, intimidation and bullying policy.
- ◆ Build support services for both the bully and victim.
- ◆ Reinforce victim defense, and discourage "on-lookers."
- ◆ Work with students to develop an inclusive environment for ALL students.
- ◆ Continuously re-teach and reinforce interpersonal and intrapersonal skills.
- ◆ Model respectful behavior toward ALL students.

Source: Harassment, Intimidation and Bullying Prevention and Intervention Workshop, developed by OSPI in partnership with Washington ESDs.

A Closer Look is a periodic publication of Educational Service District 113.

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Tell parents

What can you do to help your children protect themselves from bullies?

- ◆ Encourage your children to tell you, a teacher or another adult when they're having a problem. Look for signs such as: fear of going to school, lack of friends, missing belongings and torn clothing, and increased fearfulness and anxiety.
- ◆ Explain the difference between tattling and telling.
- ◆ Insist on the buddy system to and from school and in the neighborhood.
- ◆ If your child is timid and lacks friends, try to arrange for your child to participate in positive social groups that meet his or her interests.
- ◆ Consider enrolling your child in a self-defense course.
- ◆ Turn off the TV.
- ◆ Let your school know your safety worries.
- ◆ Ask the school or parent organization to sponsor safety-training workshops and to initiate a peer mediation program.
- ◆ Discuss the following defensive strategies with your child:
 - Self-affirmation.
 - Self-assertion. However, don't encourage your children to fight with bullies.
 - Humor.
 - Hide emotions.
 - Avoid, when necessary.
 - Ask for help.

What can you do if your child is aggressive or bullies others?

- ◆ Take the problem seriously.
- ◆ Talk to your child and to his or her teachers.
- ◆ Make it clear to your child that you will not tolerate this kind of behavior, and discuss with your child the negative impact bullying has on the victims.
- ◆ Arrange for an effective, non-violent consequence that is in proportion with the severity of your child's actions and his or her age and stage of development.
- ◆ Increase your supervision of your child's activities and whereabouts and his or her associates.
- ◆ Co-operate with the school to modify your child's aggressive behavior.
- ◆ Praise the efforts your child makes toward non-violent and responsible behavior and for following home and school rules.
- ◆ Monitor your child's television viewing and video games.
- ◆ Make sure that your child is not seeing violence between members of his or her family.
- ◆ Watch your tone and your message. Avoid undue criticism.
- ◆ Don't be overly permissive. Set limits.
- ◆ Seek help from a school psychologist, social worker or children's mental health center in the community if you would like support in working with your child.

Source: Adapted from information published by the Centre for Children and Families in the Justice System (Canada) and by the University of Nebraska Cooperative Extension.