

Preventing Bullying
Through Proactive Measures

Our Vision, Our Experiences,
Our Lessons Learned Shared

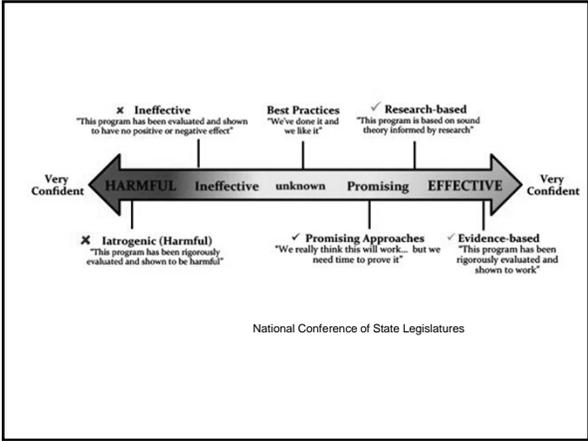
We see Grand Forks County as a community
where all children and adults feel safe,
are treated with respect and dignity,
and violence is not tolerated.



www.safertomorrow.com

Hear some of our story...

- https://youtu.be/49GzqPP7YYk?list=PLDuKXs-gp_Gdau87_vA3hyNy1XzWkuwGF&t=329



- ### Safer Tomorrows: How We Help
- | | |
|--|--|
| <p>Intervention: Direct Services</p> <ul style="list-style-type: none"> ▪ Therapeutic & Advocacy Services ▪ Restorative Justice | <p>Intervention: Professionals</p> <ul style="list-style-type: none"> ▪ Safer Tomorrows Coalition ▪ Safer Tomorrows Rural Coalition ▪ Training Project ▪ Best Practices & Policy review |
|--|--|

- ### Safer Tomorrows: How We Help
- | | |
|---|---|
| <p>Prevention: Early Childhood</p> <ul style="list-style-type: none"> ▪ Healthy Families ▪ Al's Pals ▪ Al's Caring Pals | <p>Prevention: School Age</p> <ul style="list-style-type: none"> ▪ Olweus Bullying Prevention ▪ Fourth R ▪ Friendships That Work ▪ Project Northland (GFPS) ▪ NetSmartz (rural/parochial) ▪ Lessons in Literature (Larimore) ▪ Digital Citizenship (GFPS) ▪ Coaching Boys into Men |
|---|---|

Our objectives for this session:

- Overview the issue of bullying including:
 - Understand the impact
 - Provide a definition
 - Highlight the Olweus Bullying Prevention Program
- Review of a variety of prevention methods used across the age spectrum to impact the issue of bullying
- Share how Restorative Justice practices can be employed as both a prevention and intervention method

Olweus Definition of Bullying:

“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.”

OBPP Teacher Guide, p. xii

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Three Key Components of Bullying Behavior

- 1. Involves an aggressive behavior**
- 2. Typically involves a pattern of behavior repeated over time**
- 3. Involves an imbalance of power or strength**

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“Bullying is peer abuse.”

Dan Olweus



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Current Implications for our Schools

- Olweus was implemented in the GFPS in 2012 for grades K-8
- The GFPS district has roughly 8,000 students K-12. OBPP was also implemented in all parochial and smaller districts in the county as well.
- House Bill 1465 and school board policy 5351
- It also created common language in our high schools to carry through these best practices
- Reporting forms are available online for students, staff and parents

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Peer Conflict Vs. Bullying

Normal Peer Conflict	Bullying
Equal power between friends	Imbalance of power between friends
Individuals often play together	Individuals rarely play together
Happens occasionally	Repeated negative actions
Accidental	On purpose
Not serious	Serious with threat of physical or emotional harm
Equal emotional reactions	Strong emotional reaction from victim and little or no emotional reaction from bully
Not seeking power or attention	Seeking power, control, or material things
Not trying to get something	Attempt to gain material things/power
Remorse – will take responsibility	No remorse – blame victim
Effort to solve problem	No effort to solve problem

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Effects of Bullying on Bystanders

- **Bystanders may feel:**
 - Afraid
 - Powerless to change the situation
 - Guilty for not acting
 - Diminished empathy for bullied students over time

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The Olweus Bullying Prevention Program

- **First systematic research on bullying conducted in early 1970s.**
- **OBPP part of Norway’s national campaign against bullying in early 1980s.**
- **The most-researched and best-known bullying prevention program available today.**



OBPP is . . .



- **a systems change program**
- **designed for all students (K-12)**
- **preventive and responsive**
- **focused on changing norms and restructuring the school setting**
- **research-based**

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Goals of OBPP

- **To reduce existing bullying problems among students**
- **To prevent the development of new bullying problems**
- **To achieve better peer relations at school**



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OBPP is for ALL Students

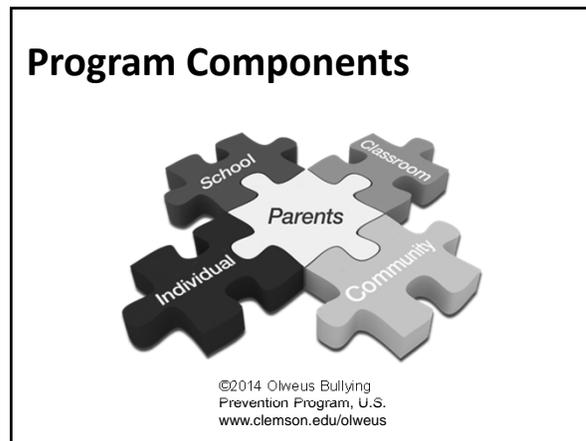
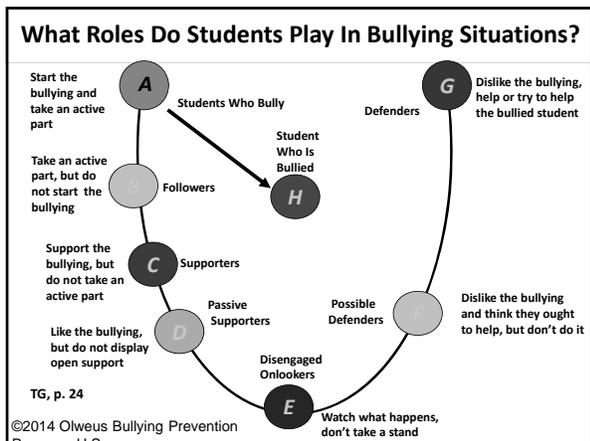
Those who are bullied
Those who bully others
Those who are “bystanders” –
witnessing purposeful aggression

The “workplace” or school environment is impacted by unaddressed bullying behavior, making it toxic for students and adults alike.

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Bully Circle Activity

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Local Impact Measured

- Elementary
 - 42% fewer 4th and 5th grade students reported being bullied in the past school year, down from 46% in 2012 to 27% in 2014.
 - 53% fewer 4th and 5th grade students reported that they bullied someone else, down from 17% in 2012 to 8% in 2014.
- All Students
 - 31% fewer 4th -12th grade students reported being bullied in the past school year, down from 42% in 2012 to 29% in 2014.
 - 31% fewer 4th -12th grade students reported that they bullied someone else, down from 16% in 2012 to 11% in 2014.

Lessons Learned

- Mentoring and on-going training opportunities
- “zero hour” settings and other like blocks of time are helpful when implementing
- Consider using existing committee structures
- Find a “champion” to lead the charge
- Parent Newsletters
- Presence in building wide events (PTO exposure)

For more information about OBPP Materials

www.violencepreventionworks.org

Hazelden Publishing
1-800-328-9000 in the U.S.
1-651-213-4590 outside the U.S.

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AI's Pals: Kids Making Healthy Choices

A Comprehensive Social-Emotional Skill-Building Curriculum for Young Children

Our Preschool Approach to Preventing Bullying

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AI's Pals Background

- Educators' Concerns
 - Anger & aggression
 - Defiance, oppositional behavior
 - Lack of social skills
- Early anti-social behavior key risk factor for future problem behavior
- Intervene early when first forming attitudes and behaviors



AI's Pals: Research-based

- Resilience research
- Protective factor research
- Best practices in early childhood



Characteristics of a Resilient Child

- Social Competence
 - Good communication skills
 - Positive relationship with others
 - A sense of humor
 - Empathy and caring
 - Healthy coping skills
- Problem-solving Skills
 - Decision-making skills
 - Ability to think flexibly
 - Ability to try different solutions



Characteristics of a Resilient Child

- Autonomy
 - Self-control, self-discipline
 - Independence
 - Self-esteem
- Sense of Future and Purpose
 - Goal oriented outlook
 - Persistence
 - Focus on achievement & education
 - Hope for a bright future
 - Sense of faith



Protective Factors: Building Resilient Children

- Nurturing, caring adults
- High expectations for success
- Meaningful involvement
- Recognition and reinforcement of positive behavior
- A safe, predictable environment
- Clear norms promoting pro-social, healthy, appropriate behavior



AI's Pals Comprehensive Approach

- Develops social-emotional skills in children 3-8 years old
- Teacher training
- Comprehensive curriculum & materials



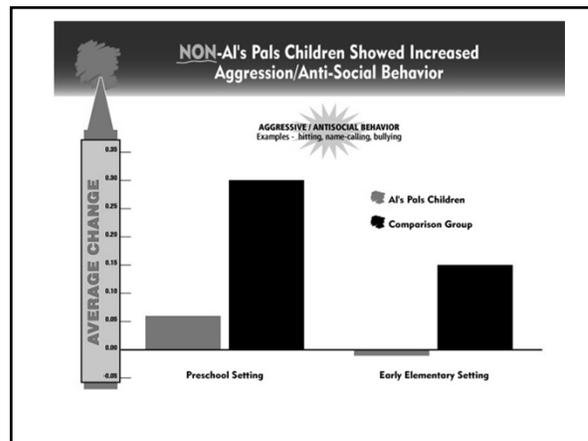
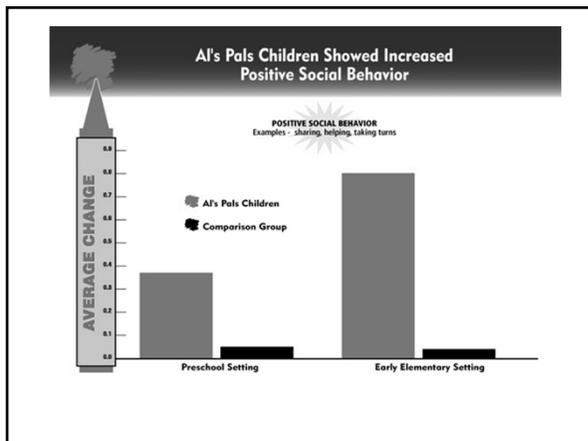
AI's Pals Teaches Children To:

- Express feelings
- Use self-control
- Solve problems
- Make & keep friends
- Respect differences
- Brainstorm
- Make safe and healthy choices



Program Overview

- 46 lessons, 2 per week
- 10-15 minutes each
- Full group – preschool, kindergarten, 1st grade
- Delivered by trained classroom teacher
- Concepts reinforced in daily interactions



Research Findings

AI's Pals children are 2 to 5 times more likely to improve in **positive social behaviors** than **non-AI's Pals** children.

Non-AI's Pals children are 2 to 6 times more likely to increase in **antisocial and aggressive behaviors** than **AI's Pals** children.

Local Impact Measured

Our local research suggests AI's Pals intervention was effective in:

- increasing resiliency-related behaviors as indicated by a significant increase in their use of pro-social behaviors;
- significant reductions in types of problem behaviors measured by the PKBS Social Withdrawal subscale;
- Decrease in anti-social/aggressive behavior

National Recognition/Selections

- Effective School-based Prevention Program
Safe, Disciplined and Drug-Free Schools Expert Panel,
U.S. Department of Education
- National Registry of Evidence-based Programs and Practices (NREPP)
Substance Abuse and Mental Health Services Administration (SAMHSA), U.S.
Department of Health and Human Services
- Social Emotional Preschool Curriculum Consumer Report
The National Center on Quality Teaching and Learning
- Communities That Care® Prevention Strategies Guide developed by Dr. J. David
Hawkins and Dr. Richard F. Catalano
- Safe and Sound - An Educational Leader's Guide to Evidence-Based Social and
Emotional Learning Programs
The Collaborative for Academic, Social and Emotional Learning (CASEL)

Other Related Options

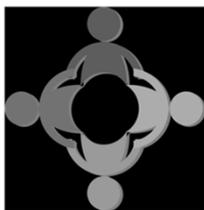
*Here, Now
and Down
the Road-*

*Al's Caring
Pals*

Parent Education

*Child Care Home
Provider Focused*

Friendships that Work A Positive Friendship Curriculum



School Home Community

Friendships That Work
© Wettersten 2011

Friendships that Work Program Philosophy

1. Friendship Skills Lead to Success
2. Friendship Skills Learned in Adolescence Are the Basis of Our Adult Relationships
3. Friendship Skills Can Be Taught
4. Friendship Skills Are at the Core of Successful Adult Relationships
5. Friendship Skills Include Everyday Interactions and Conflict Interactions

Friendships that Work Program Goals

--Understanding the basic building blocks of close friendships, listening skills and the importance of asking questions.

--Learning how to connect meaningful with others.

--Learning how to respectfully hear and respond to critical feedback from close friends.

--Learning how to give difficult feedback to close friends in a caring but direct way;

--Learning how to manage difficult emotions in the context of a close friendship.

Friendships that Work Advanced Listening

Remember The #1 Rule: People Crave to be heard!

1. Acknowledging—letting people know they've been heard!
 - A) Figure out what they are FEELING or THINKING.
 - B) Say that out loud!
 - Be Brief
 - Sum up what they are experiencing.
 - Examples "You sound mad," "I'd be mad," "How fun" or "Wow, that's hard".
 - C) Follow-up with Open-Ended Question.



Friendships that Work Advanced Listening

The Hearing Game!

1. Someone put lies about me on Facebook and my “so called” friends all liked it! Now everybody thinks its true!

2. People never understand me. Everybody always thinks I am mad even when I am not.

3. I’m totally excited. We had our first basketball game last night, and I felt like it went really well. I made 10 points, including the winning free throw!



Friendships that Work Advanced Listening

Practice: the Master Listener Conversation!!

- Speaker: “What are you looking forward to this holiday break/summer?” or “What is something cool you did last summer?”
- Listener: Ask at least 3 open-ended question, and make at least 3 statements of acknowledgement. (No advice giving and no taking over the conversation!) 2 minutes!
- ❖ **Major Friendship Hint:** People hate getting advice until they feel heard. So, avoid giving advice until you’ve asked questions and made acknowledging statements!



Friendships that Work Impact

What is Good Outcome?
Classroom Climate NIH Friendship Quality

Control Group and Experimental Group Comparisons Across Dependent Variables Assessing the Impact of the Friendships That Work Curriculum For a 5th Grade Sample.

Scale	N	Experimental Group		Control Group		t (df)	p
		M	SD	M	SD		
CCS Time 1	28	48.64	4.52	24	43.71	6.13	3.34(50) .002
CCS Time 2	30	48.00	5.57	27	44.63	6.37	2.13(55) .04
Friendship	33	29.12	5.19	28	26.82	5.68	1.65(59) .10

Note: CCS = Classroom Climate Scale (Vessels, 1998). Friendship = National Institute of Health Toolbox Friendship (Salsman et al., 2013).



Friendships that Work Lessons Learned

- *Booster Sessions
 - Keeping the Message Strong During the School Year
 - Returning to the Training in Subsequent Years
- *Teacher and Principal Training
 - Getting Staff on Board
 - Getting Staff to Model Healthy Relationship Skills
 - Interventions to Promote Healthy Relationships
- *Parent Training
 - Clips and Discussions Available On-line
 - Skits and Trainings Available at School Sporting Events, Concerts, Etc.
 - Videos and Information Provided At Parent Teacher Conferences



The Fourth R

Strategies for Healthy
Youth Relationships

Cornerstones of the 4th R

- Universal
- Skill based
- Positive Youth Development Approach
- Relationships are a Core Foundation

Ultimate Goals of Fourth R

- Develop social emotional competencies
- Make safe choices
- Avoid risk



Figure 2. Relationships as the context for co-occurring risk behaviours among adolescents

Unit 1 Overview: Personal Safety & Injury Prevention

1. Focus on Healthy Relationships
2. Barriers to Healthy Relationships
3. Contributors to Violence
4. Conflict and Conflict Resolution
5. Media and Violence
6. Conflict Resolution Skills
7. Action in the School and Community

Unit 2 Overview: Healthy Sexuality

1. Focus on Healthy Sexuality
2. Sexuality in the Media
3. Responsible Sexuality
4. Preventing Pregnancies and STIs
5. Sexuality: Responsibilities and Consequences
6. Assertiveness Skills to Deal with Pressures in Relationships
7. Sexual Decision Making/Community Resources

Unit 3 Overview: Substance Use & Abuse

1. Myths and Facts Definitions
2. Effects of Substance Use/Abuse
3. Making Informed Choices About Smoking
4. Factors Influencing Decisions About Drug Use
5. Building Skills to Avoid Pressures to Use Substances
6. Practicing Skills/Binge Drinking
7. Coping/Making the Connection Between Drug Use, Sex and Violence/Community Resources

What we have found...

Strengths

- Integrated into existing offerings
- Aligns with school initiatives
- If there are several teachers engaged it creates a support network
- Flexibility in lessons chosen as long as minimum is met
- Relevant & engaging topics and materials
- Training on line

Barriers

- Cost of resources
- Buy in of delivery methods
- Leadership needed to insure implemented and carried out

Restorative Justice

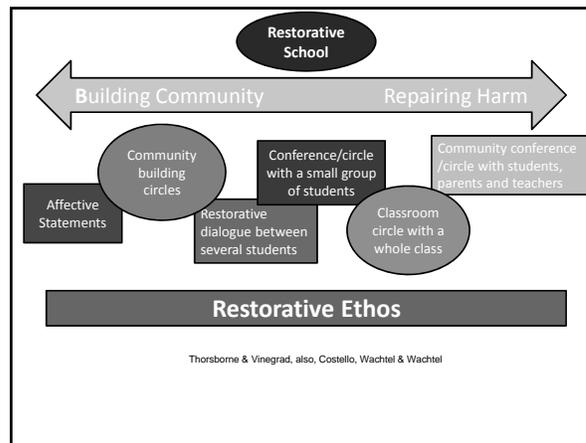


Rita Alfred, Nancy Riestenberg, n.d.)

Definitions

Restorative Measures are a continuum of practices—from informal to formal—that includes **proactive processes** that build relationships and community and **reactive strategies** that engage students in supportive processes that allow students to take responsibility for their behavior.

Restorative Practices	Restorative Justice
<ul style="list-style-type: none"> Processes that proactively build relationships and a sense of community to prevent conflict and wrongdoing (precedes wrongdoing) 	<ul style="list-style-type: none"> The use of informal and formal processes to respond to crime and wrongdoing after it occurs



Accountability Conference

- A trained facilitator meets with each party individually to determine appropriateness
- Facilitator brings together the affected parties to discuss the incident, the harm caused and ways to repair the harm
- Key components:
 - Voluntary
 - Trained facilitator
 - Safe and structured setting
 - Preparation and follow-up

Circle Processes

- Circles are a structured communication process facilitated by the use of a talking piece to bring people together to:
 - Build relationships
 - Explore various topics/issues
 - Have difficult conversations
 - Address conflict
 - Skill building
- Circles embody a set of unique characteristics that distinguish them from other communication processes,

Factors to have in place for restorative interventions that involve an opportunity for a face-to-face interaction

- Voluntary for all parties
- Victim driven (the receiver of the harmful act wishes to be involved in the process)
- The person who commits the harmful act wishes to be involved in the process and admits behaving in ways that may have negatively impacted the other person
- Each party is encouraged to invite support persons to attend with them
- Preparation of all parties
- Utilizing trained facilitators
- Follow-up with all parties

Molnar-Main, Center for Safe Schools, 2014

Restorative Questions

Person who caused harm	Person Harmed
<ul style="list-style-type: none"> What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right? 	<ul style="list-style-type: none"> What did you think when you realized what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

Restorative Questions

Restorative responses aim to teach three things to misbehaving youth:

1. **OWNERSHIP** – raises self-awareness of personal choices
2. **EMPATHY** – raises other-awareness of affected people
3. **REPARATION** – raises future-awareness of positive contributions

At the same time, a restorative response gives equal attention to those impacted by misconduct. This relational emphasis is a distinguishing mark of restorative discipline.

(International Institute of Restorative Practices)

Example Situations Addressed

- Fighting (verbal/physical)
Ex. Hitting, slapping, etc.
- Hurtful words/actions
Ex. Spreading rumors, name calling, and harassing phone calls, text messages and Facebook comments
- Damage to property
Ex. Egging another student's vehicle, damaging another student's cell phone
- Theft
Ex. Taking another student's iPod without permission

Goals of Restorative Interventions

- Decrease the number of police citations occurring at school
- Decrease time spent in out of school suspension
- Decrease disproportionality
- Repair broken relationships (ex. student to student and/or student to school staff)
- Equip students with the skills necessary to problem solve and resolve conflicts
- Develop empathy skills
- Provide a process that is viewed as fair by all parties
- Provide a process that involves the person harmed not just the person who caused the harm
- Provide a process that does not create anger or resentment in the eyes of the child/family being disciplined

Lessons Learned

- Incorporate training on Adverse Childhood Experiences (ACE) in beginning stages of implementation.
- School administrators should be open to reviewing their current discipline policy (ex. use of suspensions).
- Involve entities such as Law Enforcement (School Resource Officers) and Juvenile Court in certain parts of the planning process.
- Ensure the interventions developed effectively address the School-to-Prison Pipeline and Disproportionate Minority Contact (DMC).
- If both OBPP and Restorative Practices are being implemented into a school system, ensure planning is done between the programs before implementation.

Resources that have been helpful to us

Minnesota Department of Education
<http://education.state.mn.us/MDE/index.html>

MNDOE Restorative Interventions Implementation Toolkit
<http://education.state.mn.us/MDE/SchSup/SchSafety/RestorativePractices/index.html>

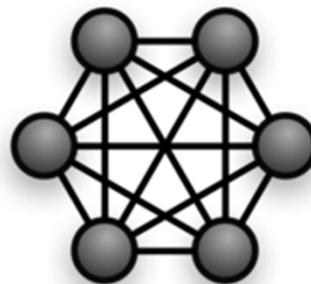
San Francisco Unified School District
<http://www.healthiersf.org/RestorativePractices/>

SFUSD Introduction to Restorative Practices
<http://www.healthiersf.org/RestorativePractices/Resources/videos.php#intro>

Integrating Bullying Prevention and Restorative Practices in Schools
<http://www.safeschools.info/content/BPRPWhitePaper2014.pdf>

Interconnected

Across ages
Across schools
Across approaches
Across systems



Sustainability



www.safertomorrow's.com

Youth Equipped to End Violence & Heal from Trauma

- Nearly 25,800 students in Head Start, K-12
 - Bullying Prevention
 - Healthy Friendships
 - Healthy Relationships
 - Athletes educated in 5 high schools
- 2,195 students received Restorative Justice services
- 213% increase in therapy and support services
 - From **61** kids in 2011 to **191** in 2015
 - (total of 826 over project, not all funded under DCI)

Together, we can create a Safer Tomorrow



www.safertomorrow's.com



For further information contact

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