



**MODULE 1**

## Pre-Event Self-Assessment

**Optional Handout A**

Date: \_\_\_\_\_ Trainer: \_\_\_\_\_

This brief form asks you to consider your level of knowledge related to bullying behavior and your confidence in using various skills that will be presented within this training module. Please provide your best self-assessment on the following questions from your perspective **before the training event**.

On a scale of 1–4, with 1 being “Limited Understanding” and 4 being “Extensive Understanding,” how would you rate your understanding of what constitutes bullying behavior as you begin this training?

Limited Understanding			Extensive Understanding	Don't Know
1	2	3	4	<input type="checkbox"/>

On a scale of 1–4, with 1 being “Not at All Confident” and 4 being “Highly Confident,” how would you rate your level of confidence in using each of the following 10 skills to prevent bullying behavior as you begin this training?

1. Identifying bullying behavior when I see it.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

2. Describing my school's policy on how to address bullying behavior.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

3. Identifying possible indicators of students who bully.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

4. Recognizing possible warning signs of students who are being bullied.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

5. Knowing how to intervene in bullying behavior when I see it.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

6. Knowing how to de-escalate a situation if necessary.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

7. Knowing how to address bullying behavior that is reported to me.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

8. Knowing how to find out what happened so I can make an accurate determination of whether an incident may involve bullying.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

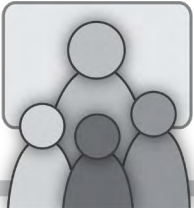
9. Knowing how to support the student(s) involved, including bystanders.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

10. Knowing how to follow up and report on bullying behavior.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

**Thank you! Please return your completed form to the trainer.**



Creating a **Safe and Respectful Environment** in Our Nation's Classrooms  
**Understanding and Intervening in Bullying Behavior**

Second Edition

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**MODULE 1**

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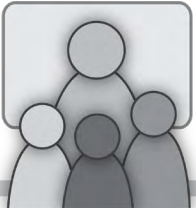
**Handout 1**

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## Choose Three

Choose three of the following sentence stems and complete them. You will be sharing your responses within a small group.

1. My three all-time favorite movies are...
2. In high school, I was considered...
3. Outside of my role in education, I am good at...
4. My favorite food is...
5. My favorite fiction book is...
6. My favorite nonfiction book is...
7. The best part of being an educator is...
8. The worst part of being an educator is...
9. My favorite TV show is/was...
10. The best vacation I ever took was...
11. If I could change one thing about myself, it would be...
12. What I like best about myself is...
13. The perfect party would include...
14. The greatest strength I bring to my role as an educator is...



Creating a Safe and Respectful Environment in Our Nation's Classrooms  
**Understanding and Intervening in Bullying Behavior**

Second Edition

MODULE **1**

Handout **2A**

## Workshop Agenda

(Single Session)

### Creating a Safe and Respectful Environment in Our Nation's Classrooms: Understanding and Intervening in Bullying Behavior

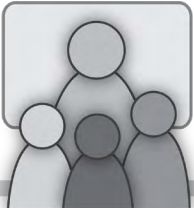
#### Objectives

Participants will:

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

#### Agenda

1. Welcome and Introductions (15 minutes)
2. What Is Bullying? (25 minutes)
3. What Might Bullying Behaviors Look Like? (40 minutes)
4. Addressing Bullying Behaviors (40 minutes)
5. Trauma Awareness (20 minutes)
6. Review and Evaluation (10 minutes)
7. Adjourn



MODULE **1**

Handout **2B**

## Workshop Agenda

(Multiple Sessions)

### Creating a Safe and Respectful Environment in Our Nation's Classrooms: Understanding and Intervening in Bullying Behavior

#### Objectives

Participants will:

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

#### Agenda

##### Session 1 (60 minutes total)

Welcome and Introductions (10 minutes)

What Is Bullying? (25 minutes)

What Might Bullying Behaviors Look Like? Part 1 (20 minutes)

Wrap-Up, Session Evaluation, Next Session (5 minutes)

Adjourn

##### Session 2 (60 minutes total)

Welcome Back; Recap Session 1 (5 minutes)

What Might Bullying Behaviors Look Like? Part 2 (10 minutes)

Addressing Bullying Behaviors (40 minutes)

Wrap-Up, Session Evaluation, Next Session (5 minutes)

Adjourn

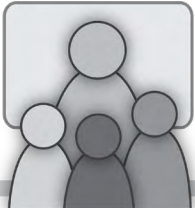
##### Session 3 (30 minutes total)

Welcome Back; Recap Sessions 1 and 2 (5 minutes)

Trauma Awareness (20 minutes)

Review and Evaluation (5 minutes)

Adjourn



MODULE **1**

Handout **3**

## Facts About Bullying Behavior

Bullying is unwanted, aggressive behavior among students that involves an observed or perceived imbalance of power. The behavior is repeated multiple times or is highly likely to be repeated. Both students who are bullied and students who bully others may have serious, lasting problems. Bystanders who witness bullying may also experience harm.

In order to be considered bullying, the behavior must be **unwanted** and **aggressive** and include:

- **An observed or perceived imbalance of power.** Students who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same students. Power imbalances can be observed or they may be perceived between the student doing the bullying and the student being bullied.
- **Repetition.** Bullying behaviors are repeated multiple times or are highly likely to be repeated.

## The Roles Students Play

Understanding the multiple roles students play in bullying situations can help schools prevent and respond to them. It is important to avoid labeling students as “bullies” or “victims” because that sends the message that the behavior cannot be changed. It also fails to recognize the multiple roles that students might play in different bullying situations. These roles include:

- Students who bully by engaging in bullying behavior toward their peers
- Students who are the targets of bullying behaviors
- Students who are not directly involved in bullying but are bystanders who witness the behavior, such as those who:
  - Assist by encouraging or occasionally joining in
  - Reinforce by giving bullying an audience by laughing or providing support for the students engaging in bullying
  - Remain separate, neither reinforcing the bullying nor defending the student being bullied
  - Defend by actively comforting the student being bullied, even coming to the student's defense

## Types of Bullying

There are four types of bullying:

1. **Verbal bullying** is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name calling
- Inappropriate sexual comments

- Taunting
  - Threatening to cause harm
  - Comments made to embarrass or humiliate
2. **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
- Leaving someone out on purpose
  - Telling other children not to be friends with someone
  - Spreading rumors about someone
  - Embarrassing someone in public
  - Posting embarrassing images publicly or electronically
  - Unwelcome contact of a sexual nature
3. **Physical bullying** involves hurting a person's body. Physical bullying includes:
- Hitting/kicking/pinching
  - Spitting on
  - Tripping/pushing
  - Taking or breaking someone's things
  - Making mean or rude hand gestures
4. **Damage to property** involves theft, alteration, or damaging of someone's property to cause harm. It includes:
- Taking away someone's personal property and refusing to give it back
  - Destroying someone's property in their presence
  - Deleting personal electronic information

## The Context for Bullying: Where and When Bullying Happens

Bullying can occur in multiple contexts. Although most reported bullying happens in the school building, a significant percentage also happens in other places like on the playground or the bus. Some of the other contexts in which bullying can occur include (but are not limited to):

- School and school events
- Traveling to and from school
- A student's neighborhood
- On the Internet

**Cyberbullying or electronic bullying is considered a context or location in which many kinds of bullying can take place.** Cyberbullying can include the use of e-mail, social network sites, cell phones, webcams, text messages, SMS or instant messaging, forums, gaming, Internet sites, and other electronic forms to:

- Send, post, or share negative, harmful, false, or mean content
- Share personal or private information
- Embarrass or humiliate

- Verbally harass
- Socially exclude
- Threaten physical or psychological harm

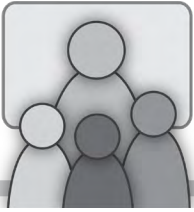
## Frequency of Bullying

The following are sources of federally collected data on youth bullying:

- The 2014–2015 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, about 20% of students ages 12–18 experienced bullying.
- The 2015 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 20% of students in Grades 9–12 report being bullied on school property in the 12 months preceding the survey.
- U.S. Department of Education, Office for Civil Rights Data Collection collects data from every public school district, including data on harassment and bullying. These data can be found at <https://ocrdata.ed.gov/>.

Source: <https://www.stopbullying.gov/>





MODULE **1**

Handout **4**

## Warning Signs of Students Who Bully and Those Who Are Being Bullied

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying.

It is important to talk with students who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the student can help identify the root of the problem.

### Signs That a Student Is Bullying Others

A student or students may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

### Signs That a Student Is Being Bullied

Look for changes in the student. However, be aware that not all students who are bullied exhibit warning signs nor will they ask for help. Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick, or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self-esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

If you know someone in serious distress or danger, don't ignore the problem. Get help right away.

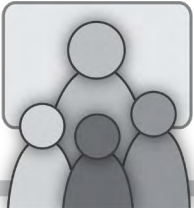
## Why Don't Students Ask for Help?

According to a report called *Preventing Bullying Through Science, Policy, and Practice*, more than one half of bullied students do not report being bullied to a teacher. Students do not tell adults for many reasons:

- Bullying can make a student feel helpless. Students may want to handle it on their own to feel in control again. They may fear being seen as weak or a tattletale.
- Students may fear backlash from the student or students who bullied them.
- Bullying can be a humiliating experience. Students may not want adults to know what is being said about them, whether true or false. They may also fear that adults will judge them or punish them for being weak.
- Students who are bullied may already feel socially isolated. They may feel like no one cares or could understand.
- Children may fear being rejected by their peers. Friends can help protect children from bullying, and children can fear losing this support.

Tips for how to talk with young people about bullying can be found at: <http://www.stopbullying.gov/prevention/talking-about-it/index.html>.

Sources: <https://www.stopbullying.gov/>; *Right to be Safe*; *Preventing Bullying Through Science, Policy, and Practice*



MODULE **1**

Handout **5**

## Strategies for Addressing Bullying Behavior at School

It is important to respond to reports of bullying whether you witness the behavior or a student reports it to you. How you respond can make an impact on bullying behavior immediately and over time. When responding to bullying, it is important to use the most effective strategies.

### What Does NOT Work

Research shows that strategies that bring students who have been bullied together with those who have engaged in bullying into group situations does not work. Strategies that emphasize simple or one-size-fits-all solutions do not work either. Four commonly used strategies to reduce or prevent bullying have been proved to be ineffective against bullying behavior.

1. Group treatment for students who bully does not work because:
  - 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.
  - Group members can learn from each other who to bully.
2. Peer mediation and conflict resolution strategies send the wrong message because bullying is a form of peer abuse, not conflict between peers of equal power and control. These strategies do not work because:
  - They may further victimize the student who has been bullied by suggesting he or she is partly to blame.
  - It raises the idea that the student who has been bullied must solve his or her own abuse.
  - Sessions and meetings can become opportunities for bullying to be repeated.
3. Short-term solutions have been proved ineffective because:
  - 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 those skills.
  - Bullying is primarily a relationship problem, and longer term strategies are needed to help students and teachers experience supportive and affirming relationships within a caring school climate.
4. Zero tolerance policies do not help solve bullying because:
  - Although bullying behavior is never tolerated, this response strategy fails to recognize that bullying behavior is not a permanent characteristic of the student who did the bullying.
  - Bullying is a behavior that can be changed and replaced with more positive, prosocial behavior.

- Suspending or expelling everyone who bullies is not practical and fails to address the underlying causes of the behavior. Students often return to school with the same behavioral patterns.
- Students who engage in bullying behavior are often suspended or expelled when they may benefit most from continued exposure to positive role models and a caring school climate.

## Avoid These Common Mistakes

- Ignoring suspected bullying.
- Telling the student who is being bullied to ignore it.
- Blaming the student for being bullied.
- Telling the student to physically fight back against the student who is doing the bullying. It could get the student hurt, suspended, or expelled.

## What DOES Work

### 1. Stop the behavior on the spot.

Take these steps:

- Stay calm and keep your voice at a normal pitch.
- Reassure the students involved, including bystanders.
- If necessary, get another adult to help.
- Make sure everyone is safe.
- Separate all participants, preferably to different rooms.
- Ask the person being targeted, “What do you need from me?”
- Meet any immediate medical or mental health needs.
- Focus on student behavior rather than personalities, reputations, or discipline history.

Get police help or medical attention immediately if:

- A weapon is involved.
- Someone has been seriously or physically harmed.
- Threats of serious physical injury have been made.
- Threats of hate-motivated violence, such as racism or homophobia, have been made.
- Someone has been sexually abused.
- Anyone is accused of an illegal act, such as the use of force to get money, property, or services.
- Someone’s valuable property has been destroyed.

### 2. Find out what happened.

Use the core elements of bullying and your school’s policies to help get the information needed to make an accurate determination of an incident. Document what is said in students’ own words, and gather copies of anything you can to keep in a folder. Determine:

- Was the aggressive behavior actually unwanted?
- What is the history, including past conflict, between the students involved?

- Is there a power imbalance?
- Has this happened before?
- Is the student who was bullied worried it will happen again?

### 3. Support the students involved.

Support the students who are bullied:

- Listen to and focus on the student.
- Assure the student who was bullied that the behavior is not his or her fault.
- Know that students who are bullied may struggle with talking about it.
- Work together to resolve the situation and protect the bullied student.
- Be persistent.
- Follow up.

Support the student engaging in bullying behavior while addressing it:

- Make sure the student knows what the problem behavior is.
- Tell the student that you and the school take bullying seriously.
- Apply consequences to teach in accordance with school policy.
- Involve the student who bullied in making amends or repairing the situation.
- Avoid strategies that don't work or have negative consequences.
- Follow up.

Support bystanders who witness bullying.

Students who witness bullying may suffer some of the same impacts as those who are targeted, including trauma. Bystanders may also witness bullying that takes place online, for example, on social media. Youth may be even less likely to stand up or intervene because there is additional distance between the bystander and the target of the bullying behavior. It's important to listen to what bystanders have to say about what they have seen and reassure them that you take the situation seriously.

In the classroom, offer these tips to students, as appropriate, to inform their interactions with other students who are targets of bullying behavior. Students can:

- Set a good example and not bully others or participate if someone is being bullied.
- Tell the person being bullied that they don't like the bullying and ask the student being targeted if they can do anything to help.
- Help someone they see being bullied get away from the situation.
- Help someone they see being bullied to tell an adult.
- Tell an adult if they see someone being bullied.
- Spend time with the person being bullied at school. Talk with them, sit with them at lunch, or play with them at recess.
- Listen to them.
- Be kind to the person being bullied at another time.
- Look for opportunities to contribute to the anti-bullying culture of their school through creating posters, stories, or films.

#### 4. Report and follow up.

Only with all the information can you make a determination about the nature of a conflict that occurred. The information you gather and your findings should go into a formal report guided by your school's policies. Your report should include plans for what needs to happen next for all the students involved.

Here are some tips to help you gather information and write a report:

- Write down what students say in their own words. Unless school policy forbids it, it's even best to write down the actual language (including curse words and/or offensive language) to document what occurred and better involve school staff, parents, and others in understanding what occurred.
- If you witness an incident, accurately report what you heard and saw along with what else you learn.
- Track evidence when you can, such as text messages, photos of damaged property, social media messages, etc.
- Get copies of everything you can, and keep it all in one folder.
- Fill out reports completely and legibly.
- Avoid editorial comments like "Suzy is just like her brother."
- Keep reports confidential and private.

Following up with all the students involved allows you to monitor the situation, gather more information if needed, and continue to let students know that there is continued adult support for them. When you follow up, you can find out if:

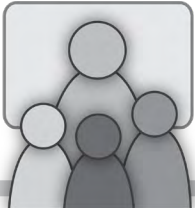
- Anything has changed and what the changes are.
- Plans put into place are working or not.
- Anything else needs to be done.

### Important Reporting Considerations

According to the U.S. Department of Education's Office for Civil Rights, reports should also include the following:

- If it is determined that an incident was bullying, the report should indicate whether the alleged conduct included anything that may trigger a school's obligations under the civil rights laws, e.g., sexual harassment; harassment based on sex stereotypes, race, national origin, or disability; and any impact the conduct may have had on the student who was bullied that could interfere with their access to education based on their race, sex, disability, etc. For example, federal law requires a school to remedy the effects of bullying on the services that a student with a disability receives (special education or other disability-related services) to ensure that the student continues to receive a free appropriate public education (FAPE).
- The report should include information on the identities of the students involved, the location of the incident, the date(s), etc., so that the school can track any "hot spots" for bullying that should be monitored, or patterns that involve the same students.
- Schools should have a system for documenting and tracking issues, individual students, and patterns that reveal systemic problems that need to be addressed at a higher level.

Sources: *Right to be Safe*; <https://www.stopbullying.gov/>; U.S. Department of Education, Office for Civil Rights



MODULE **1**

Handout **6**

## Turn Down the Heat: Techniques for De-Escalating Student Behavior\*

Verbal de-escalation techniques are appropriate when no weapon is present and should be used in ways that are consistent with your school's policies regarding addressing student behaviors. Reasoning with an enraged person is not possible. The first and only objective in de-escalation is to reduce the level of arousal so that discussion becomes possible.

It is important to appear centered and calm even when we do not feel that way. It will help to practice these techniques before they are needed so they become "second nature."

### Maintain Control of Yourself and Your Emotions

1. Appear calm, centered, and self-assured. This will help everyone stay calmer, too.
2. Use a modulated, low tone of voice.
3. Do not be defensive—even if the comments or insults are directed at you, they are not about you. Do not defend yourself or anyone else from insults, curses, or misconceptions about their roles.
4. Call on a colleague, an administrator, security, or the police if you need more help.
5. Be very respectful even when firmly setting limits or calling for help. The agitated student is very sensitive to feeling shamed and disrespected. We want him or her to know that it is not necessary to show us that they should be respected. We automatically treat them with dignity and respect.

### Communicate Effectively Nonverbally

1. Allow extra physical space between you and the student—about four times your usual distance. Anger and agitation can fill the extra space between you and the student.
2. Get at the same eye level and maintain constant eye contact. Allow the student to break his or her gaze and look away from you.
3. Do not point or shake your finger.
4. Do not touch the student—even if some touching is generally culturally appropriate and usual in your setting. It could be easy for physical contact to be misinterpreted as hostile or threatening.
5. Keep hands out of your pockets, up and available to protect yourself, and stand at an angle to the student.

## Calm the Discussion

1. Remember that there is no content except trying to calmly bring the level of arousal down to a safer place.
2. Do not get loud or try to yell over a screaming person. Wait until he or she takes a breath; then talk. Speak calmly at an average volume.
3. Respond selectively; answer only informational questions no matter how rudely asked (e.g., “Why do I have to do what you say?”). DO NOT answer abusive questions (e.g., “Why are all teachers jerks?”). This question should get no response whatsoever.
4. Explain limits and rules in an authoritative, firm, but always respectful tone. Give choices where possible in which both alternatives are safe ones (e.g., “Would you like to continue our meeting calmly or would you prefer to stop now and come back tomorrow when things can be more relaxed?”).
5. Empathize with feelings but not with the behavior (e.g., “I understand that you have every right to feel angry, but it is not okay for you to threaten me or other students.”).
6. Do not solicit how a person is feeling or interpret feelings in an analytic way.
7. Do not argue or try to convince.
8. Suggest alternative behaviors where appropriate (e.g., “Would you like to change seats?”).
9. Give the consequences of inappropriate behavior without threats or anger.
10. Represent external controls as institutional rather than personal.

Trust your instincts. There is nothing magic about talking someone down. You are transferring your sense of calm, respectful, clear limit setting to the agitated student in the hope that he or she actually wishes to respond positively to your respectful attention. If it becomes obvious that the person you are trying to calm down has a weapon, remain calm and follow your school’s procedures for addressing the presence of weapons to ensure maximum safety for all students and staff members present.

## Additional Resources

If you want to learn more about de-escalation strategies and tips, check out:

*How To: Calm the Agitated Student: Tools for Effective Behavior Management*

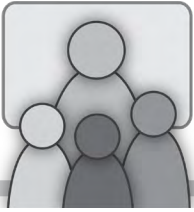
[http://www.interventioncentral.org/behavior\\_calm\\_agitated\\_student](http://www.interventioncentral.org/behavior_calm_agitated_student)

*Dodging the Power-Struggle Trap: Ideas for Teachers*

<http://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers>

\*Used by permission. Adapted from Skolnik-Acker, E. (2008). *Verbal de-escalation techniques for defusing or talking down an explosive situation*. Washington, DC: National Association of Social Workers, Massachusetts Chapter, Committee for the Study and Prevention of Violence Against Social Workers.





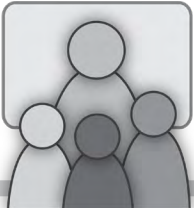
MODULE **1**

Handout **7**

## Resources About Trauma-Sensitive Practices for Teachers

The National Center on Safe Supportive Learning Environments offers a collection of materials on building trauma-informed and trauma-sensitive practices in schools. The main landing page for accessing this collection of materials is called *Responding to Trauma in K–12 Schools* and can be found at: <https://safesupportivelearning.ed.gov/hot-topics/responding-trauma-k-12-schools>. The Other Resources section of this landing page leads to many other materials, but here are a few highlights that may be especially useful:

- The National Child Traumatic Stress Network has resources for school personnel, including toolkits for schools and educators for responding to a school crisis. Materials can also be found regarding how to appropriately respond to trauma, bullying, and other school safety related issues. Access these materials at: <http://www.nctsn.org/resources/audiences/school-personnel>.
- A technical assistance bulletin from the Office of Juvenile Justice and Delinquency Prevention offers strategies for creating trauma-informed classrooms. The bulletin describes what trauma looks like in the classroom and describes effective strategies to employ. Find the bulletin at: [http://www.ncjfcj.org/sites/default/files/NCJFCJ\\_SJP\\_Trauma\\_Informed\\_Classrooms\\_Final.pdf?ed2f26df2d9c416fbddddd2330a778c6=avuttvejtl-ayrokrko](http://www.ncjfcj.org/sites/default/files/NCJFCJ_SJP_Trauma_Informed_Classrooms_Final.pdf?ed2f26df2d9c416fbddddd2330a778c6=avuttvejtl-ayrokrko).
- The U.S. Department of Education has a short, helpful brochure called *Tips for Helping Students Recovering From Traumatic Events*. The brochure has tips for educators, students, and parents. Download it at: <https://www2.ed.gov/parents/academic/help/recovering/recovering.pdf>.
- Another helpful brochure from Substance Abuse and Mental Health Services Administration (SAMHSA) provides tips for parents, caregivers, and teachers on supporting children through trauma. Access *Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event* at: <https://store.samhsa.gov/shin/content/SMA12-4732/SMA12-4732.pdf>.
- Trauma affects educators, too. Here is a short *Teacher Self-Care Tip Sheet*: <http://education.qld.gov.au/student-services/natural-disasters/resources/tip-sheet-teacher-self-care.pdf>.



MODULE **1**

Handout **8**

## Frequently Asked Questions With Additional Resources

### Law and Policy Resources

#### 1. How do I know if my state has laws and policies addressing bullying?

State and local lawmakers have taken action to prevent bullying and protect children. Through laws (in their state education codes and elsewhere) and model policies (that provide guidance to districts and schools), each state addresses bullying differently.

Bullying, cyberbullying, and related behaviors may be addressed in a single law or may be addressed in multiple laws. In some cases, bullying appears in the criminal code of a state that may apply to juveniles.

Find out how your state refers to bullying in its laws and what they require of schools and districts at <https://www.stopbullying.gov/laws/index.html>.

Look at the 11 key components state bullying laws have in common: <https://www.stopbullying.gov/laws/key-components/index.html>.

#### 2. How can I help my school have good policies and rules to prevent bullying?

Many schools have rules and policies that work to prevent bullying. Sometimes bullying is also dealt with under a school's code of conduct. For more information about what model policies and codes of conduct look like, how to integrate them into your school's culture, and how to establish clear procedures for a reporting system, go to <https://www.stopbullying.gov/prevention/at-school/rules/index.html>.

### Additional Bullying Details

#### 3. What is the difference between bullying and harassment?

Bullying overlaps with discriminatory harassment when it is based on race, national origin, color, sex, age, disability, or religion. When bullying and harassment overlap, federally funded schools have an obligation to resolve the harassment.

At present, no federal law directly addresses bullying. In some cases, bullying overlaps with discriminatory harassment, which is covered under federal civil rights laws enforced by the U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ). No matter what label is used (e.g., bullying, hazing, teasing), schools are obligated by these laws to address conduct that is:

- Sufficiently severe, pervasive, or persistent that it interferes with or limits a student's access to the school's programs and activities from the services, activities, or opportunities offered by a school.

- Targeting a student's race, color, national origin, sex, disability, or religion as covered under federal civil rights laws.

Although ED, under Title VI of the Civil Rights Act of 1964, does not directly cover religion, often religion-based harassment is based on shared ancestry or ethnic characteristics, which is covered. DOJ has jurisdiction over discrimination based on religion under Title VII of the Civil Rights Act of 1964.

State and local laws may offer additional protections from discriminatory harassment.

To find out more, go to <https://www.stopbullying.gov/laws/federal/index.html>.

#### 4. Does bullying cause suicide?

In its report, *The Relationship Between Bullying and Suicide: What We Know and What It Means for Schools*, the Centers for Disease Control and Prevention (CDC) found that:

- Bullying behavior and suicide-related behavior are closely related. This means youth who report any involvement with bullying behavior are more likely to report high levels of suicide-related behavior than youth who do not report any involvement with bullying behavior.
- Enough is known about the relationship between bullying and suicide-related behavior to make evidence-based recommendations to improve prevention efforts.
- It is not known if bullying directly causes suicide-related behavior. Research shows that most youth who are involved in bullying do NOT engage in suicide-related behavior. It is correct to say that involvement in bullying, along with other risk factors, increases the chance that a young person will engage in suicide-related behavior.

To read the full CDC report, go to <https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>.

#### 5. Where can I learn more about cyberbullying?

This landing page at [stopbullying.gov](https://www.stopbullying.gov/cyberbullying/what-is-it/index.html) leads you to a variety of sources: <https://www.stopbullying.gov/cyberbullying/what-is-it/index.html>.

Here are tips for teachers: <https://www.stopbullying.gov/cyberbullying/tips-for-teachers/index.html>.

#### 6. Where can I learn more about bullying prevention and evidence-based programs?

*NOTE: Definitions of "evidence-based" vary between organizations. Review these resources closely, and undertake due diligence to ensure that you are identifying resources that align with your community's needs and the population(s) you serve.*

An extremely comprehensive report called *Preventing Bullying Through Science, Policy, and Practice* that covers data, consequences, prevention interventions, and laws and policies can be downloaded for free at <https://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice>.

Additional information on preventing bullying is at <https://www.stopbullying.gov/prevention/index.html>.

The federal government's National Registry of Evidence-based Programs and Practices (NREPP) can be found at <https://knowledge.samhsa.gov/ta-centers/national-registry-evidence-based-programs-and-practices>.

Youth.gov provides a directory of evidence-based programs identified by various federal agencies at <https://youth.gov/evidence-innovation/evidence-based-program-directories>. These directories contain resources beyond the topic of effective bullying prevention programs.

The National Institute of Justice's Comprehensive School Safety Initiative (CSSI) provides resources designed to increase safety in schools nationwide.

A list of programs and practices can also be found at <https://www.crimesolutions.gov/Programs.aspx>.

## Population-Specific Resources

### 7. **Where can I find resources on protecting different groups of children and creating safe environments for them?**

Stopbullying.gov is a good source for information. Check out:

Diversity, race, and religion at <https://www.stopbullying.gov/at-risk/groups/index.html>.

LGBTQ youth at <https://www.stopbullying.gov/at-risk/groups/lgbt/index.html>.

Youth with disabilities and special health needs at <https://www.stopbullying.gov/at-risk/groups/special-needs/index.html>.

U.S. Department of Education, Office for Civil Rights, which includes information on how federal civil rights laws apply to harassment and bullying at <https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/protectingstudents.html>.

Other good sources include:

*Ready, Set, Respect! GLSEN's Elementary School Toolkit* at <https://www.glsen.org/readysetrepect>.

*A Framework for School Wide Bullying Prevention and Safety* from the National Association of School Psychologists at <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/bullying-prevention>.

### 8. **How can I learn more about intervening in bullying that is linked to teen dating violence?**

CDC has a great deal of information and links to resources about teen dating violence and how to address it at [https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen\\_dating\\_violence.html](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html).

See also information provided by the Office of Adolescent Health about teen dating, including bullying, dating violence, and healthy relationship information, at <https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/index.html>.

Futures Without Violence also has information on *5 Signs of a Healthy Teen Relationship* at <https://www.futureswithoutviolence.org/5-signs-of-a-healthy-teen-relationship/>.

## Involving and Informing Parents

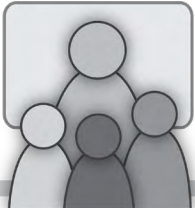
### 9. What can I give parents if they ask me for information on cyberbullying?

Digital awareness for parents at <https://www.stopbullying.gov/cyberbullying/digital-awareness-for-parents/index.html>.

Establishing rules at <https://www.stopbullying.gov/cyberbullying/establishing-rules/index.html>.

### 10. How can I get parents more involved in our school efforts to prevent bullying and protect students?

Engaging parents and youth at <https://www.stopbullying.gov/prevention/at-school/engage-parents/index.html>.



Creating a Safe and Respectful Environment in Our Nation's Classrooms  
**Understanding and Intervening in Bullying Behavior**

Second Edition

**MODULE 1**

**Handout 9**

**Post-Event Self-Assessment**

Date: \_\_\_\_\_ Trainer: \_\_\_\_\_

Now that you have received the content of this module, please provide your best self-assessment on the following questions from your perspective after the training event.

On a scale of 1–4, with 1 being “Limited Understanding” and 4 being “Extensive Understanding,” how would you rate your understanding of what constitutes bullying behavior after completing the training?

Limited Understanding			Extensive Understanding	Don't Know
1	2	3	4	<input type="checkbox"/>

On a scale of 1–4, with 1 being “Not at All Confident” and 4 being “Highly Confident,” how would you rate your level of confidence to use each of the following 10 skills to prevent bullying behavior after completing the training?

1. Identifying bullying behavior when I see it.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

2. Describing my school's policy on how to address bullying behavior.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

3. Identifying possible indicators of students who bully.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

4. Recognizing possible warning signs of students who are being bullied.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

5. Knowing how to intervene in bullying behavior when I see it.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

6. Knowing how to de-escalate a situation if necessary.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

7. Knowing how to address bullying behavior that is reported to me.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

8. Knowing how to find out what happened so I can make an accurate determination of whether an incident may involve bullying.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

9. Knowing how to support the student(s) involved, including bystanders.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

10. Knowing how to follow up and report on bullying behavior.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	<input type="checkbox"/>

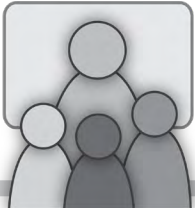
On a scale of 1–4, with 1 being “Not at All Willing” and 4 being “Highly Willing,” how would you rate how likely you are to use any of the knowledge and skills you have learned in this training, should the opportunity arise?

Not at All Willing			Highly Willing	Don't Know
1	2	3	4	<input type="checkbox"/>

Identify one new strategy for addressing bullying behavior, as presented in this training, that you are willing to employ in your daily work with students, should the situation arise.

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**Thank you! Please return your completed form to the trainer.**



MODULE **1**

Optional  
Handout **10**

## Ten Things Students Wish Teachers Knew About Name-Calling and Bullying

1. Take the issue of name-calling and teasing seriously. Rethink statements like, “Kids will be kids...” or “He didn’t mean anything by that comment; he was just kidding.”
2. Let students know that you are available to talk to them. If possible, set aside ten minutes of class time each week to discuss issues that students want to bring up. Get to know students as individuals.
3. Take time to listen. Don’t try to “fix” a situation before you have taken time to listen carefully. Avoid making the situation worse by blaming the targeted student. Make sure your actions don’t discourage students’ honesty.
4. Don’t harp on what should have been done in the past; focus on the present. Saying, “Why didn’t you tell me sooner?” is not helpful.
5. Be a role model. If students observe you gossiping or exhibiting other bullying behaviors toward students, their families, or colleagues, they will interpret it as permission to behave similarly. Remember that everyone, including yourself, has biases that can influence behavior and that your words can have a strong impact.
6. Do not belittle, tear down, or publicly embarrass students. Although these strategies are common in competitive sports, they are ineffective in motivating students to do better.
7. Help students learn how to act as effective allies. Provide time for them to learn the range of behaviors practiced by good allies. Do not communicate the expectation that students should always directly intervene when bias incidents occur. Discuss safety concerns and brainstorm effective alternative strategies with students.
8. Acknowledge when name-calling and bullying are occurring and that being the target of these incidents can be painful. Do not downplay what a student says he or she is feeling or experiencing.
9. Be proactive. Prepare your students to respond effectively to bias incidents and become a partner with their families. Discuss name-calling and bullying and school policies that outline how these situations will be handled. Explore the different roles students can take in bias incidents—target, perpetrator, bystander, and ally, and help students consider responses to situations from the perspectives of each of these roles.
10. Be discreet and, whenever possible, maintain confidentiality. Do not announce to the class when a student is having a problem with name calling, bullying, or harassment. Whenever possible, help each student privately.

Source: Anti-Defamation League. (2018). *Ten things students wish teachers knew about name-calling and bullying*. New York, NY: Author. Retrieved from <https://www.adl.org/education/resources/tools-and-strategies/ten-things-students-wish-teachers-knew-about-name-calling>.