MODULE **2**

Optional Handout **A**

Pre-Event Self-Assessment

Date: _____ Trainer: _____

This brief form asks you to consider your level of knowledge related to positive classroom climate 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 a positive classroom climate consists of as you begin this training?

Limited Understanding			Extensive Understanding	Don't Know
1	2	3	4	☐

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 increase positive classroom climate as you begin this training?

1. Identifying elements of a positive classroom climate.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

2. Describing the benefits for students of having a positive classroom climate.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

3. Identifying things that teachers do that are important in creating a positive, supportive classroom.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

4. Knowing how to promote positive relationships between students in my classroom through inclusion.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

5. Knowing how to promote positive relationships between students in my classroom through respect.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

6. Knowing how to promote positive relationships between students in my classroom through communication.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

7. Using positive classroom management strategies, including classroom discussions and ground rules.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

8. Teaching bystander intervention skills.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

9. Using a variety of positive strategies to promote a positive, supportive classroom climate.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

10. Working with other adults in my school to build a positive web of support for students.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

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

MODULE 2

Handout 1A

Workshop Agenda
(Single Session)

Creating a Safe and Respectful Environment in Our Nation's Classrooms: Creating a Supportive Classroom Climate

Objectives:

Participants will:

- Consider what a supportive classroom climate looks like and how it can prevent bullying.
- Examine the role of teacher-to-student and student-to-student relationships in building a supportive classroom climate.
- Explore strategies for preventing bullying in the classroom, including establishing a culture of respect for differences among students.
- Consider how building a web of positive support among students and other adults across the school community can help prevent bullying.
- Identify and commit to use one new strategy for preventing bullying in their daily work with students.

AGENDA

1. Welcome and Introductions (20 minutes)

2. What Is Bullying? (10 minutes)

3. Features of a Positive Classroom Climate (25 minutes)

4. The Power of Teacher-to-Student Relationships (20 minutes)

5. Encouraging Positive Student-to-Student Relationships in the Classroom (30 minutes)

6. Strategies for Building a Supportive Classroom Climate (45 minutes)

7. Building a Web of Support (15 minutes)

8. Affirming What We Already Do…Planning to Do Something New (10 minutes)

9. Review and Evaluation (5 minutes)

10. Adjourn

Second Edition

MODULE 2

Handout 1B

Workshop Agenda
(Multiple Sessions)

Creating a Safe and Respectful Environment in Our Nation's Classrooms: Creating a Supportive Classroom Climate
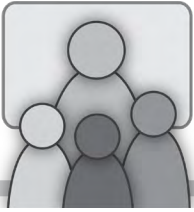
Objectives:

Participants will:

- Consider what a supportive classroom climate looks like and how it can prevent bullying.
- Examine the role of teacher-to-student and student-to-student relationships in building a supportive classroom climate.
- Explore strategies for preventing bullying in the classroom, including establishing a culture of respect for differences among students.
- Consider how building a web of positive support among students and other adults across the school community can help prevent bullying.
- Identify and commit to use one new strategy for preventing bullying in their daily work with students.

Agenda

Session 1

Welcome and Introductions (15 minutes)

What Is Bullying? (15 minutes)

Features of a Positive Classroom Climate (25 minutes)

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

Adjourn

Session 2

Welcome Back; Recap Session 1 (5 minutes)

The Power of Teacher-to-Student Relationships (15 minutes)

Encouraging Positive Student-to-Student Relationships in the Classroom (20 minutes)

Strategies for Building a Supportive Classroom Climate Part 1 (20 minutes)

Adjourn

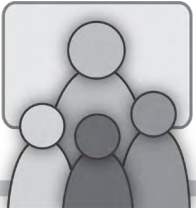**Session 3**

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

Strategies for Building a Supportive Classroom Climate Part 2 (20 minutes)

Building a Web of Support (15 minutes)

Affirming What We Already Do…Planning to Do Something New (10 minutes)

Review and Evaluation (10 minutes)

Adjourn

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

Second Edition

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 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.

- The 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/

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

Second Edition

MODULE 2

Handout 3

Features of Supportive Classroom Climate

Engagement

Engagement is defined as strong relationships between students, teachers, families, and schools as well as strong connections between schools and the broader community. Engagement at the school level includes students' feelings of connectedness and their sense of belonging at school, which is fostered through relationships with other students and staff that are respectful, trusting, supportive, and caring. Student engagement is multifaceted and is characterized by:

- *Behavior* such as maintaining good attendance, following rules, completing assignments, coming to class prepared, and participating in class and school activities.

- *Positive emotions* conveyed by students such as liking school and being interested in and identifying with school.

- *Cognitive expression* whereby students exert extra effort to do well in school, self-regulate, have high academic self-concept, and set goals for their academic success.

- *Connectedness*—a sense of belonging at school—that is fostered by relationships with other students and staff who are respectful, trusting, supportive, and caring.

- *Respect for diversity* through cultural and linguistic competence (behaviors, attitudes, and policies that enable people to work effectively in cross-cultural situations), an awareness of one's own cultural identity, and an understanding about differences, while celebrating the variations among cultures and ethnic groups.

- *School participation*, as demonstrated by the connection among staff, students, families, and the community at large and their involvement in school activities and governance.

Safety

School safety is defined as schools and school-related activities where students are safe from violence, bullying, harassment, and substance use. Safety includes the schools' role in preparing for and managing emergencies, including violence, crime, natural disasters, epidemics, and accidents.
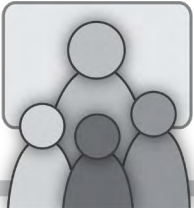
Safety is:

- *Emotional*, supporting individuals to feel safe to express emotions, security, and confidence to take risks and feel challenged and excited to try something new.

- *Physical*, protecting all stakeholders—families, caregivers, students, school staff, and the community—from violence, theft, and exposure to weapons and threats to establish a secure learning environment. Physical safely includes preventing bullying, cyberbullying, and substance use.

Environment

A school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. Environment involves:

- *Physical* upkeep, ambient noise, lighting, indoor air quality and/or thermal comfort of the school's physical building, and its location within the community.

- *Instructional*, behavioral, and personal aspects of the classroom experience.

- *Physical health* and the physical well-being of the school community and its members.

- *Mental health*—the emotional and psychological well-being—of individuals. A positive mental health environment promotes healthy development and functioning and increases the capacity of individuals to live productive lives while striving toward reaching their full potential.

- *Discipline*, rules, and strategies applied in school to manage student behavior and practices used to encourage self-discipline.

Learn more about the material used in this handout at the National Center on Safe Supportive Learning Environments website at https://safesupportivelearning.ed.gov/. Click on the "Safe and Healthy Students" drop-down menu to access more information on each of the three features described above.

For additional copies of this handout or additional information on bullying and supportive classroom climate, visit http://safesupportiveschools.ed.gov/index.php?id=01.

Creating a **Safe and Respectful Environment** in **Our Nation's Classrooms**
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Inclusion, Respect, and Communication: Creating a Bullying-Free Classroom

It is important to make everyone feel like they belong at school. This means not just dealing with issues related to bullying in the classroom but generally promoting an atmosphere of respect and inclusion.

Inclusion

Along with teaching students how to talk about differences in a respectful and informative way that does not single out individual students, educators can design and implement classroom routines that engage student learning in a safe, respectful, and inclusive environment.

Key strategies include:

Devise ground rules for inclusive behavior that welcome all students. Developing a clear set of classroom rules regarding how students are to treat each other helps establish a culture of inclusion and respect. These rules are most effective when they are:

- Developed with student input
- Simple and understandable
- Posted in the classroom
- Fairly enforced with positive and negative consequences

Expand students' knowledge of diversity by exposing them to role models through literature, lessons, and classroom guests. Make sure students have the opportunity to choose books that portray diverse families as well as men and women outside of gender stereotypes. Integrate examples of people from various backgrounds into classroom discussions and stories. Seek out diverse speakers, mentors, and role models for classroom participation.

Use inclusive language when referring to students, families, or others outside of the classroom. Doing so role models for students more respectful and inclusive vocabularies.

Respect

Just like forming friendships, we cannot make students respect each other, but teachers can model behavior and attitudes that demonstrate to students how they should interact with each other. Teachers can create a social environment in which students are encouraged to get to know and learn how to respect each other.

Key strategies include:

- Defining respect clearly for students as it would appear in various school settings— classroom, hallway, bus, etc.—so students have a common understanding of what it looks like.

- Setting a tone of respect in the classroom, which includes managing student behavior so everyone feels safe. Well-managed classrooms are the least likely to have bullying.

- Presenting accurate information and positive representations of those who students may perceive as different from them.

- Making time for students to learn and practice a range of positive, respectful behaviors in their interactions and relationships. Connect their own experiences with learning, but avoid singling out individual students.

- Talking about differences respectfully, providing examples of people with varied backgrounds and orientations.

- Teaching the differences between respectful debate and intolerant dialogue and name calling. This means providing a safe atmosphere in which to discuss these issues.

Communication

Communication can take many forms in the classroom: class lessons; conversation with individual students; posting information, including classroom ground rules; and more. Always get permission from individual students before asking them in front of their fellow students to talk about their heritage, religion, sexual orientation, family backgrounds, and any other issues they are likely to hold private. Avoid putting them on the spot or surprising them with a request for personal information.

Classroom discussion can serve as an important and useful setting in which teachers promote respect, inclusion, and a general positive environment. Teachers can use these forums to raise awareness about bullying and other issues, consider conflict strategies, guide students through practicing appropriate behaviors, and provide students with a safe place to ask questions or express concerns. Regular classroom discussions and meetings can also keep teachers informed about what's going on with students.

Within the safety of the discussion, students who have been bystanders to conflict get the message that they are not alone in their distress at witnessing inappropriate or negative behavior, including bullying. They can brainstorm solutions to common bullying situations. Discussions like this work best in classrooms where a culture of respect is already established. They can be held in the main classroom, during homeroom, or in the course of an advisory period. As always, be sure that you recommend actions that comply with school policy.
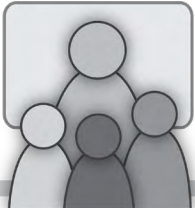
Try these tips for classroom meetings:

- *Establish discussion guidelines.* Students should feel free to discuss issues without fear. Classroom meetings are not a time to discuss individual conflicts or gossip about others. Reinforce existing classroom rules.

- *Start the conversation.* Focus on specific topics, such as bullying or respectful behaviors. Meetings can identify and address problems affecting the group as a whole. Stories should be broad and lead to solutions that build trust and respect between students. Use open-ended questions or prompts such as:

  "What do you think you would do if…?"

  "What do you think might happen if you…?"

  "If you could cause the perfect response to the situation, what might it be?"

  "How hard or easy would it be to step in? Why?"

  "How can adults help?"

- *End the meeting with a reminder that students have a part in making the school a positive place to learn and that it is everyone's job to make that happen.* Encourage students to talk to teachers or other trusted adults if they see bullying or are worried about how someone is being treated.

- *Follow up when necessary.* Monitor student body language and reactions. If a topic seems to be affecting a student, follow up with him or her. Know what resources are available to support students affected by bullying.

The content provided in this handout comes from the following sources:

- http://www.stopbullying.gov/

- *Ready, Set, Respect! GLSEN's Elementary School Toolkit* (GLSEN, 2016) https://www.glsen.org/sites/default/files/GLSEN%20Ready%20Set%20Respect.pdf

- Welcoming Schools: A Project of the Human Rights Campaign Foundation http://www.welcomingschools.org/

- *The Right to Be Safe: Putting an End to Bullying Behavior* (Meehan, 2011)

- *Ten Things Students Wish Teachers Knew About Name-Calling and Bullying* (Anti-Defamation League, 2018) https://www.adl.org/education/resources/tools-and-strategies/ten-things-students-wish-teachers-knew-about-name-calling

Creating a **Safe and Respectful Environment** in **Our Nation's Classrooms**
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Moving From Standing By to Stepping Up

Young people can be affected when they witness bullying behaviors. They may not know what to do to stop it, or they may not feel safe speaking up. Students may worry that if they say something, they're "tattling."

Bullying almost always occurs in front of other students. One study found that peers were present in 85% of bullying episodes but intervened in only 10%. Because young people are often influenced by their peers, it is important to teach students safe and effective bystander skills.

Try these strategies to help all students feel comfortable stepping up instead of standing by.

Promote an Atmosphere of Trust and Safety

- Make sure younger children in particular understand the difference between tattling (trying to get someone in trouble) and reporting (trying to get someone out of trouble).

- Be a positive adult role model in young people's lives. The more positive adult relationships youth have, the better they do in school and the less violence they engage in.

- Work on strong, positive relationships with students. Connect with them and provide them with emotional support. Recognize their achievements and accomplishments.

- Acknowledge that bullying does occur and that being bullied can be painful. Don't downplay what students tell you about how they're feeling or what they're experiencing.

Intervene and Model Positive Behavior When You See Bullying

- Stay calm.

- Don't make assumptions about what you think is happening.

- Don't belittle, embarrass, or label any students.

- Speak up, be assertive (not aggressive), and clearly state school rules if necessary.

- Take time to listen. Don't try to fix a situation before you listen carefully.

Help Students Learn How to Become Effective Bystanders and Allies

- Provide time for them to learn and practice positive strategies practiced by good allies.

- Don't communicate an expectation that students should always directly intervene when bullying occurs.

- Discuss safety concerns and brainstorm alternative strategies, including identifying trusted adults to whom students can turn for help.

- Depending on the situation and comfort level of youth involved, help them learn when it's appropriate to:

    Walk away. Refuse to participate in the bullying behaviors and deny the incident an audience. Other behaviors—from laughing, to encouraging the student who is bullying, to fighting on behalf of the student who is being bullied—can make matters worse.

Offer support. Be an ally to the bullied student. At the time of the episode, if one can do so safely, an ally can help the student who is being bullied to leave the situation or get adult help to do so. Away from the situation, allies can offer support to the student who was bullied by listening and assuring the student that it was not his or her fault and by accompanying the student to seek help from a trusted adult.
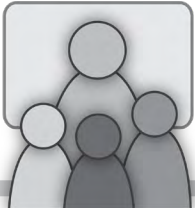
Report the incident. Tell a trusted adult what is happening. Help students identify adults who can be trusted and know how to help. Make sure that students are aware that you are a safe adult through your actions and words.

Speak up assertively. Tell the person who is bullying to stop. The simple act of telling someone to stop can end the event and also empower other students to step up.

For a more comprehensive list of strategies youth can use, visit http://www.stopbullying.gov/respond/be-more-than-a-bystander/index.html.

Learn more about the materials used in this handout at:

- http://www.stopbullying.gov/
- *Ready, Set, Respect! GLSEN's Elementary School Toolkit* (GLSEN, 2016) https://www.glsen.org/sites/default/files/GLSEN%20Ready%20Set%20Respect.pdf
- *The Right to Be Safe: Putting an End to Bullying Behavior* (Meehan, 2011)
- Roberts, C., & Osher, D. (2011). *Establishing supportive relationships between teachers, staff, students, and families* [Webinar]. Washington, DC: Safe and Supportive Schools Technical Assistance Center. Retrieved from https://safesupportivelearning.ed.gov/events/webinar/establishing-supportive-relationships-between-teachers-staff-students-and-families.
- Welcoming Schools: A Project of the Human Rights Campaign Foundation http://www.welcomingschools.org/

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MODULE **2**

Handout **6**

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.

For additional copies of this handout or additional information on bullying and supportive classroom climate, visit http://safesupportiveschools.ed.gov/index.php?id=01.

Creating a **Safe and Respectful Environment** in **Our Nation's Classrooms**
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Strategies for Creating a Supportive Classroom

Engagement: A process of events and opportunities that lead to students gaining the skills and confidence to cope and feel safe in school.

- Be a role model—Treat all students and colleagues respectfully.

- Be proactive—Teach the difference between respectful debate and intolerant dialogue and name calling.

- Be available—Check in with students regularly to see how they're doing. Let them know you're available to talk.

- Listen—Engage students in conversation about what's happening in their lives and actively listen.

- Be positive—Encourage and model positive thinking while also providing positive strategies for dealing with adversity.

- Have fun—Humor and having fun are great ways to have personal connections and help students feel like they're part of a positive climate and culture.

- Teach more inclusively—Integrate examples of people from different backgrounds into lessons, stories, and discussions. Use inclusive language, and avoid organizing the classroom by gender or stereotypes.

> **REMEMBER:** Be discreet and maintain confidentiality. Never put individual students on the spot by asking them to talk about their heritage, religion, sexual orientation, etc., unless they want to share with the class. Don't announce when a student is having problems, but, rather, help each student privately whenever possible.

Safety: The security of the school setting and school-related activities that encompasses emotional and physical safety.

- Intervene—Step in to help during problematic situations. Students prefer that teachers actively use their power as adults and professionals to identify concerns and offer solutions.

- Make a safe, bully-free culture the "norm"—Talk about bullying on a regular basis.

- Encourage students to do what they love—Special activities, interests, and hobbies can boost confidence, help young people make friends, and protect them from bullying behavior.

- Keep communication open—Make time for daily conversations about students' lives and feelings, and ask a variety of questions. Talk about bullying with them. If concerns come up, be sure to respond.

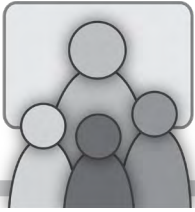- Stay on top of things—Read and learn about bullying. Create supportive ground rules for your classroom.

- Use positive terms—Tell students *what* to do, not just *what not* to do.
- Teach positive relationship skills—Encourage them to be successful!

Environment: All aspects of a school that promote student safety and student health.

- Walk your talk—Weave positive behaviors into daily interactions with students and colleagues. Follow the rules yourself. Show students respect.
- Set a positive tone in your classroom—Manage student behavior well, demonstrating appropriate boundaries and expectations for positive relationships.
- Examine your own beliefs—Become more aware of your own assumptions, biases, or stereotypes. Do you expect boys to act one way and girls another? Challenge these assumptions, and intervene when you hear others doing the same.
- Treat students fairly—Work directly both with students who are being bullied and students who are bullying others.
- Establish a culture of respect for differences—Make everyone feel they belong, and talk about differences in respectful and informative ways.
- Engage parents and youth—Work together to send a unified message against bullying.
- Create a safe environment—Have classroom meetings. Work with students to create and launch an awareness campaign in their classroom and school.

Learn more about the materials used in this handout at:

- *Ready, Set, Respect! GLSEN's Elementary School Toolkit* (GLSEN, 2016)
- Welcoming Schools: A Project of the Human Rights Campaign Foundation (http://www.welcomingschools.org/)
- http://www.stopbullying.gov/
- *The Right to Be Safe: Putting an End to Bullying Behavior* (Meehan, 2011)
- *Ten Things Students Wish Teachers Knew About Name-Calling and Bullying* (Anti-Defamation League, 2018)
- *"Walking the Talk" Makes a Difference in Bullying Prevention* (Hirschstein et al., 2007)

Creating a **Safe and Respectful Environment** in **Our Nation's Classrooms**
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MODULE	**2**
Handout	**8**

Frequently Asked Questions With Additional Resources

What kinds of approaches have been found effective in preventing or reducing bullying?

In a comprehensive report called *Preventing Bullying Through Science, Policy, and Practice*, the available evaluation data on several prevention models were analyzed. The report found that the most likely effective bullying prevention programs are whole-school, multicomponent programs that combine elements of universal and targeted strategies. Some of these strategies were found to be effective or promising. The report examined:

- **Public health model using a multi-tiered prevention framework**—This model describes three levels of prevention. One, universal, which aims to reduce risk and strengthen skills for all students in a school setting; two, selective, which targets youth who are at risk for engaging in bullying or targets youth at risk of being bullied; and three, indicated preventive interventions, which are strategies of greater intensity tailored to meet youth needs.

  The universal level addresses whole-school, or climate/culture changing programs, incorporating such factors as social skill development and social-emotional learning or self-regulation. The study found that although researchers encourage the use of the multi-tiered prevention framework, and that there is conceptual research supporting it, there have not yet been enough large-scale studies to prove effectiveness.

- **Positive Behavioral Interventions and Supports (PBIS)**—This model aims to prevent disruptive behaviors and promote a positive school climate, employing strategies that can be consistently used by all staff. It emphasizes staff and students working together to alter school climate. Available research cited by Rivara et al. finds that PBIS suggest positive effects on bullying, violence, school climate, and substance use.

- **Bystander training**—This model focuses on changing the behavior of bystanders, and several studies found that bystander-involved models were generally effective at reducing bullying, although they did not signal an improvement in bystander empathy for those who were bullied. There were some promising findings regarding a few peer-led educational models, demonstrating some success in reducing bullying, sexual harassment, and dating violence.

- **Other promising approaches**—The report also examined programs that promote equity in sexual and racial minorities, such as gay-straight alliances (GSAs) and the use of restorative practices. GSAs were described as an important buffer for LGBTQ youth that may contribute to shifting norms regarding stereotype-driven targeting of such youth. The report says there is not yet enough research to confirm the effectiveness of restorative practices on preventing bullying and providing more equitable disciplinary practices.

To learn more about the research cited above and other program study results, download the full report for free at https://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice.

Where can I learn about effective and promising strategies for building positive school climate?

The National Center on Safe Supportive Learning Environments (NCSSLE) has a wealth of resources on school climate. Go to the main website at https://safesupportivelearning.ed.gov/, and search by topic. Also check out NCSSLE's resources on assessing and improving school climate at https://safesupportivelearning.ed.gov/safe-and-healthy-students/school-climate.

NCSSLE has links to resources on social and emotional learning (SEL), considered critical to promoting safety within schools. Explore this topic at https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety and https://safesupportivelearning.ed.gov/hot-topics/social-emotional-learning.

Learn more about *Social and Emotional Learning and Bullying Prevention* by downloading a free guide at https://casel.org/bullying/.

The U.S. Department of Education's Office of Special Education Programs has a website devoted to PBIS, which can be found at http://www.pbis.org/.

Download a white paper on *Integrating Bullying Prevention and Restorative Practices in Schools* at http://www.safeschools.info/content/BPRPWhitePaper2014.pdf.

Where can I learn about how to have a more inclusive atmosphere in my classroom?

The Anti-Defamation League has a number of resources for the classroom, including a curriculum guide for Grades 2–5 on addressing identity-based bullying. Download it for free at https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/identity-based-bullying.pdf.

The National Education Association has information on teaching about race and ethnicity in the classroom at http://www.nea.org/tools/30417.htm.

The Harvard Graduate School of Education's *Making Caring Common Project* provides access to a variety of resources on race, culture, and ethnicity at http://mcc.gse.harvard.edu/files/gse-mcc/files/race_culture_and_ethnicity_resource_list_0_0.pdf?m=1448057129.

The Human Rights Campaign (HRC) has a landing page of *Resources for an LGBTQ-Inclusive School* at http://www.welcomingschools.org/resources/school-tips/lgbtq-inclusive-schools-what/.

HRC's one-page *Checklist for a Welcoming and Inclusive School Environment* is available in both English and Spanish at http://www.welcomingschools.org/pages/checklist-for-a-welcoming-and-inclusive-school-environment/.

Ready, Set, Respect! GLSEN's Elementary School Toolkit (GLSEN, 2016) is available for free at https://www.glsen.org/readysetrespect.
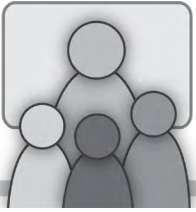
MODULE 2

Handout 9

Reflection Sheet

Identify up to three things you already do to help build a caring and supportive climate in your classroom:

1. _____

   _____

2. _____

   _____

3. _____

   _____

Identify three new promising strategies you could try to help prevent bullying behavior in your classroom:

1. _____

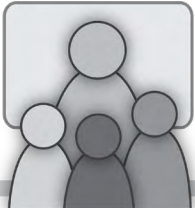   _____

2. _____

   _____

3. _____

   _____

Identify one strategy that you will commit to using with students in your classroom during the next week or the first week of the new school year:

1. _____

   _____

Bullying Prevention Summary

Bullying behavior may include:

- *Verbal—saying or writing mean things*
- *Social—hurting someone's reputation or relationships*
- *Physical—hurting a person's body*
- *Damage to property*

If you suspect a student is the recipient of bullying behavior:

Level 1: You are concerned but have no direct evidence of bullying.

- Make a mental note of what, specifically, is causing your concern.
- Make a point to connect with the student for whom you have concern. Use the student's name when you talk with him or her.
- Monitor the situation. Ask trusted colleagues who know the student if they have any concerns for him or her.

Level 2: You are concerned based on second-hand reports of bullying.

- Thank the student or colleague sharing the information. Let this individual know you take it seriously.
- Establish a follow-up time to check in again regarding the stated concerns. Make good on the agreement.
- Monitor how things are going with the student of concern. Document changes in behavior or performance.
- Discuss concerns with student support personnel if the issue persists or escalates.

Level 3: You witness mild to moderate bullying behavior.

- Stop the bullying on the spot.
- Find out what happened.
- Support all students involved.
- Document and report according to school policy and procedure.
- Support students involved in an ongoing way.

Level 4: You witness severe bullying behavior.

- Do whatever is possible to separate students involved while keeping yourself and others safe.
- Seek help if needed, especially if a weapon is involved.
- Engage in de-escalation techniques* as described in bullying prevention training.
- Document and report according to school policy and procedure.
- Support students involved in an ongoing way.

Remember the three key components of effective de-escalation techniques. (Periodically review Handout 6 from Module 1 of Creating a Safe and Respectful Environment in Our Nation's Classrooms to keep the details of these steps fresh in your mind.)

1. Maintain control of yourself and your emotions.
2. Communicate effectively nonverbally.
3. Engage in a de-escalation discussion.

REMEMBER: **Always follow your school's established policy and procedures for addressing bullying behavior!**

Building Positive Classroom Climate Summary

Remember these 10 things identified by students as behaviors they prefer in adults' approach to teasing and bullying:

1. Take the issue of name-calling and teasing seriously.
2. Let students know that you are available to talk to them.
3. Take time to listen.
4. Don't harp on what should have been done in the past; focus on the present.
5. Be a role model.
6. Do not belittle, tear down, or publicly embarrass students.
7. Help students learn how to act as effective allies.
8. Acknowledge when name-calling and bullying are occurring and that being the target of these incidents can be painful.
9. Be proactive.
10. Be discreet, and, whenever possible, maintain confidentiality.

Find regular opportunities to intentionally build the three features of positive classroom climate:

Engagement	Safety	Environment
Be a role model.	Intervene.	Walk your talk.
Be proactive.	Make a safe, bully-free culture the norm.	Set a positive tone in your classroom.
Be available.	Encourage students to do what they love.	Examine your own beliefs.
Listen.	Keep communication open.	Treat students fairly.
Be positive.	Stay on top of things.	Establish a culture of respect for differences.
Have fun.	Use positive terms.	Engage parents and youth.
Teach more inclusively.	Teach positive relationship skills.	Create a safe environment.

Sources:

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.

Gladden, R. M., Vivolo-Kantor, A. M., Hamburger, M. E., & Lumpkin, C.D. (2014). *Bullying surveillance among youths: Uniform definitions for public health and recommended data elements, version 1.0.* Atlanta, GA; National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, U.S. Department of Education. Retrieved from https://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf.

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Meehan, C. (2011). *The right to be safe: Putting an end to bullying behavior.* Minneapolis, MN: Search Institute Press.
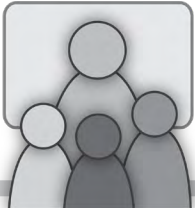
Ready, Set, Respect! GLSEN's Elementary School Toolkit (GLSEN, 2016)

U.S. Department of Health and Human Services. (n.d.). *Stopbullying.gov.* Washington, DC: Author. Retrieved from https://www.stopbullying.gov/.

"Walking the Talk" Makes a Difference in Bullying Prevention (Hirschstein et al., 2007)

Welcoming Schools: A Project of the Human Rights Campaign Foundation (http://www.welcomingschools.org/)

For additional copies of this handout or additional information on bullying and supportive classroom climate, visit http://safesupportiveschools.ed.gov/index.php?id=01.

Post-Event Self-Assessment

Date: _____ Trainer: _____

Now that you've 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 "Very Limited" and 4 being "Extensive," how would you now rate your understanding of what a positive classroom climate consists of after completing the training?

Very Limited			Extensive	Don't Know
1	2	3	4	☐

On a scale of 1–4, with 1 being "Not at All Confident" and 4 being "Highly Confident," how would you now rate your level of confidence to use each of the following 10 skills to increase positive classroom climate after completing the training?

1. Identifying elements of a positive classroom climate.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

2. Describing the benefits for students of having a positive classroom climate.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

3. Identifying things that teachers do that are important in creating a positive, supportive classroom.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

4. Knowing how to promote positive relationships between students in my classroom through inclusion.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

5. Knowing how to promote positive relationships between students in my classroom through respect.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

6. Knowing how to promote positive relationships between students in my classroom through communication.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

7. Using positive classroom management strategies, including classroom discussions and ground rules.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

8. Teaching bystander intervention skills.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

9. Using a variety of positive strategies to promote a positive, supportive classroom climate.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

10. Working with other adults in my school to build a positive web of support for students.

Not at All Confident			Highly Confident	Don't Know
1	2	3	4	☐

Identify one new strategy for building positive classroom climate, as presented in this training, you are willing to employ in your daily work with students, should the situation arise.

_____

_____

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