

Bullying Curriculum Preview

In order to assist you in your efforts to preview the various bullying/ violence prevention programs the ICCSD is reviewing, please use this tip sheet to guide your efforts.

- In all, there are six different bullying/ violence prevention programs that we are currently reviewing. Four of them include the teacher guide/ resource and other materials used to disseminate the curriculum to students. Two programs offer a scope and sequence of the curriculum, although more materials may become available later this week. All the programs are intended to address bullying/ violence prevention needs for grades 4-6, though each program is packaged differently. The programs are:
 - Safe & Caring Schools
 - Second Step
 - PATHS (Promoting Alternative Thinking Strategies)
 - Olweus Bullying Prevention Program
 - (RCCP) Resolving Conflict Creatively Program
 - Steps to Respect
- Before you begin looking at the material, please be sure to pick up and review the Considerations page and evaluation form. These materials will help you to target specific features as you look through the curricular materials.
- Be sure to look through the materials from each program. In addition to the information and materials provided by the publishing company, there is a “fact sheet” for each program with additional information gathered in the curriculum search process. There are five copies of each “fact sheet” in case you want to take that information with you.
- If you have any questions, please feel free to contact Valerie Nyberg.

ICCSA Guide for Selecting Instructional Materials – Bullying/Violence Prevention Program†

Important Considerations

The considerations raised here are some of the issues behind the evaluation form statements in order to understand what considerations are of importance to the school district and individual schools implementing this program.

Content:

- Programs promote specific ideas and language around bullying/violence prevention. The attitudes and approaches promoted by the program must be consistent with the district standards, benchmarks and objectives as well as compatible with the culture within the districts' schools.
- Students should not be the only focus for preventing bullying and violence. It is important that the school, parents and the community work together to promote a climate of respect and proactive change.

Instructional Approach:

- For ease of adoption and delivery, it's important to select a program that fits consistently with the district philosophy.

Instructional Characteristics:

- Materials provided to students must be easily read by students in order for them to understand the skills and/or approaches the program teaches.
- Presentations to the entire school body take less time, but offer limited opportunity to integrate skills.
- Presentations to smaller groups offer opportunities for students to ask questions, discuss issues or practice skills, but are more time consuming.
- Materials need to allow for flexibility in order for teachers to make necessary accommodations for different learning styles.
- Update materials and approaches including best practices are an important benchmark for the Safe Schools, Healthy Students grant. Material should have these qualities.
- Most bullying/violence prevention topics are complex and potentially upsetting, especially to victims. Learning new information and skills typically requires more than a one-time or infrequent presentation. Bullying/violence prevention concepts must be integrated into the policy and procedure of each school.
- Some programs merely describe the problem without providing proactive strategies that children may learn and practice. In addition, students need to feel as though the problems and strategies are realistic to the issues and situations they face in school.
- Students need hands-on opportunities to practice bullying/violence prevention concepts (i.e., role playing, community-school relations, etc.)
- In implementing a cultural competence initiative within the district and community, the program should not inadvertently subscribe to stereotypes with respect to race and ethnic background, disability, socio-economic status, gender and sexual orientation.
- Again, one means of promoting a change in school climate and proactive change involves the easy incorporation of bullying/violence prevention skills and strategies across the curriculum rather than in isolation.

Teacher Materials:

- Teachers must deal with any disclosures or anxiety created by programs. Teachers may be faced with follow-up questions from students. Some staff will have been victims or may either be very good in handling disclosures or react emotionally to the issues. Teacher

training addresses these issues as well as those related to the steps need to ensure proper delivery and incorporation of the program.

- It's important for teachers to have or develop an awareness of the developmental issues of their students which can affect the way they present the program materials.
- Parents are an additional focus for bullying/violence prevention. They may reinforce important ideas/concepts. It is important for parents to have the opportunity to question staff and to have access to supporting materials.

Assessment:

- In order to assess how well the program is working, assessments (perhaps twice a year) offer a means of allowing teachers to evaluate the degree of implementation. In addition, if the assessment calls for collecting demographic information, this assists in understanding which group of students are not well served by the implementation process, in order to refine these efforts and to ensure that all students are served as well.

Evaluation:

- Strong evaluations demonstrate changes in: 1. behavior; 2. attitudes; and 3. knowledge. Student and teacher satisfaction and comments are of limited use, but do provide insight into how the program may be received.

Staff Support:

- With the complexity of anti-bullying/violence concepts, additional materials for teachers, students, and parents can encourage further conversations. Teachers must be comfortable with the information and need to communicate consistent messages.

Cost of Programs:

- Most prevention programs have a cost attached, whether it is direct or indirect. Most programs are offered by not-for-profit organizations. The program's funding might pay for the program delivery or there may be an added cost per school or per student.
- Indirect costs can add up quickly and drive the overall costs beyond what is reasonable.

† These considerations were developed in part by utilizing the following resource: Leslie M. Tutty with the Resources Implementation Sub-Committee of the Action Committee Against Violence (ACAV) Violence Prevention Project "How to Select Prevention Programs" table.

ICCSD Guide for Selecting Instructional Materials – Bullying/Violence Prevention Program

Name of Material/Title: _____

Publisher: _____ Date of Publication: _____

Grade Level(s): _____

This form provides criteria to assess which bully / violence prevention program to consider implementing in the schools. The categories and related statements are provided to set a unified context for considering responses.

Program Characteristics	Poor/ Unaccept- able	Fair/ Limited Use	Good/ Acceptable	Excellent
Content: Material is aligned with district standards, benchmarks and objectives.				
Approach is compatible with ICCSD school cultures and consistent with established positions around bullying / violence prevention.				
Program provides opportunities for teachers, parents, students, and the community to work together.				
Instructional Approach: Method of instruction is consistent with district philosophy.				
Instructional Characteristics: Materials are readable for the age group intended.				
Material is delivered in individual classrooms versus entire school body.				
Material provides opportunities for flexibility in order to address different learning styles.				
Materials use or refer to up-to-date research and best practices.				
Materials promote incorporating the approach and skills into the school culture.				
Materials provide <u>both</u> skills and solutions to problems that “real kids” face.				
Materials address issues of diversity with sensitivity.				
Materials make connections across content areas.				
Physical Characteristics: Packaging appropriate, convenient, and durable.				
Teacher Materials: Teachers are provided training to ensure program fidelity.				

Program Characteristics	Poor/ Unaccept- able	Fair/ Limited Use	Good/ Acceptable	Excellent
Teacher Materials Continued: Materials are easy to use and well organized.				
Incorporate effective teaching strategies (i.e. interactive activities, think aloud, explicit instruction)				
Materials and /or training are made available for parents.				
Assessment: Assessment practices are integrated into instruction.				
Evaluation: Program evaluations are provided—i.e. may take the form of student reactions, standardized measures, etc.				
Program Implementation: Program promotes a comprehensive implementation process rather than a one-time, or several short presentations approach to bullying/ violence prevention.				
Staff Support: Additional follow-up for administrators, teachers, parents, and /or students is available to ensure program delivery fidelity.				
Cost of Program: Direct costs are reasonable for the program material and supports.				
Indirect costs are not prohibitive and are reasonable (copying, teacher training time, etc.)				

This evaluation form was developed in part by utilizing the following resource: Leslie M. Tutty with the Resources Implementation Sub-Committee of the Action Committee Against Violence (ACAV) Violence Prevention Project "How to Select Prevention Programs" table.

Recommendation:

Do you recommend the material? YES No

Evaluators name and School _____

Comments (Optional):

In accordance with the Iowa State requirements regarding bullying education as well as the Safe Schools, Healthy Students grant (see http://www.iccsd.k12.ia.us/district/safe_healthy_schools.html), the Iowa City Community School District is examining research-based bullying prevention curriculum for implementation in our schools. In our efforts to select a bullying prevention curriculum, we are asking for public and district input from parents, teachers, staff, and administrators. In order to better facilitate this endeavor, we are offering the following three days and times to review the two proposed bullying prevention curriculums at the Central Administrative Office:

Wednesday, April 15th 12 – 2 3rd floor conference room

Friday, April 17th 8 - 10 am 2nd floor conference room

Monday, April 20th 4 – 6 2nd floor conference room

Participants are asked to review the materials provided and fill out a short review sheet. If you have any questions, please feel free to contact Valerie Nyberg at (319) 688-1000, ext. 2642 or via email at nyberg.valerie@iccsd.k12.ia.us.

For those unable to participate during any of those days and times, please feel free to look at the bullying curriculum web pages. You can send your feedback directly to Valerie Nyberg at the contacts listed above.

Steps to Respect <http://www.cfchildren.org/programs/str/overview/>

- Suggest looking at the following elements:
 - Overview
 - Program Details
 - Academic Standards
 - Scope & Sequence
 - Research & Results

Olweus <http://www.clemson.edu/olweus/>

- Suggest looking at the following elements:
 - Program Content
 - Evidence of Effectiveness

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Name of Material/Title:

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Content: Material is aligned with district standards, benchmarks and objectives.				
Instructional Characteristics: Materials are readable for the age group intended.				
Materials use or refer to up-to-date research and best practices.				
Materials promote incorporating the approach and skills into the school culture.				
Materials are easy to use and organized.				
Materials make connections across content areas.				
Physical Characteristics: Packaging appropriate, convenient, and durable.				
Teacher Materials: Materials are easy to use and well organized.				
Incorporate effective teaching strategies (i.e. interactive activities, think aloud, explicit instruction)				
Materials and/or training are made available for parents.				
Evaluation: Program evaluations are provided—i.e. may take the form of student reactions, standardized measures, etc.				

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Recommendation:

Do you recommend the material? YES NO

Evaluators Name and School (Optional): _____

Comments On Back (Optional):