

An Elementary School using Second Step and Bullying Prevention

- I. Definition of bullying behavior
- II. Mission/Action Statement
- III. Bullying behavior chart
- IV. Bullying behavior consequence chart
 - A. Think sheets
 - B. Team/referral concept

Bullying Prevention Plan for Roosevelt School

Mission: Roosevelt School promotes a safe and bully-free environment for our students.

Action Statement: Roosevelt School promotes a safe and bully-free environment for our students by providing a caring and nurturing climate in which the prevention of bully behavior is encouraged through training students in social skills, problem solving and empathy. Our Bullying Prevention Plan clearly identifies bullying/harassing behaviors and consequences, as well as persons responsible for intervening. Staff intervene early, consistently, and effectively when bully behavior occurs. Interventions are designed to shape appropriate behavior of those who bully and to develop social skills of targets (victims).

Definition of Bully Behavior: Student bully behavior is defined as direct physical, verbal, or psychological aggression or harassment toward others, with the goal of gaining power over or dominating another child.

Bullying Prevention Program Check-list

General Prerequisites

- ❑ Awareness and involvement on the part of adults

Measures at the School Level

- ❑ Questionnaire survey
- ❑ School conference day
- ❑ Effective supervision during recess and lunch time
- ❑ Formation of coordinating group
- ❑ Meetings among staff and parents

Measures at the Class Level

- ❑ Class rules against bullying
- ❑ Regular class meetings with students
- ❑ Meetings with parents of a class

Measures at the Individual Level

- ❑ **Serious talks with bullies and victims**
- ❑ **Consequences for bully and supports for victim**
- ❑ Talks with parents of involved students
- ❑ Teacher and parent utilize creative discipline techniques

Appendix G

Roosevelt Bullying Prevention Referral

Child's name _____ Date of
referral _____

Teacher name: _____ Incident
number: _____

1. What incident/bully behavior brought this child to the team, and what level of incident occurred? (3 minutes)

2. What led to this behavior:

- Lack of knowledge (student who does not understand appropriate behaviors in school setting).
- Lack of skills (student lacks tools to interact appropriately with other students).
- Lack of performance (student is aware of the rules, but chooses not to follow them).

3. What are the child's strengths? (3 minutes)

4. **Brainstorming:** List of interventions to change the behavior (should consider positive behavior supports as well as other consequences for bully behavior) (8 minutes)

5. **Plan:** What interventions will be put in place? (5 minutes) See back side to provide further details of interventions.

Teacher(s)

Parents(s)

Participating Team Members

What person will be responsible for follow-up and when? _____

Identify Intervention Options for the following, as appropriate:

Lack of knowledge

Lack of skills

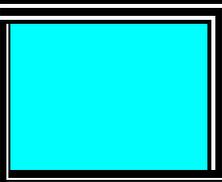
Lack of performance

*** Interventions should include activities that invoke some type of learning experience relating to bullying behaviors or target perceptions.

Bullying Behaviors Chart

Roosevelt Elementary School

	<i>Verbal Aggression</i>	<i>Physical Aggression</i>	<i>Social Alienation</i>	<i>Intimidation</i>	<i>Sexual Aggression</i>
Mild Hurtful Behaviors	<ul style="list-style-type: none"> * Mocking * Name Calling * Dirty Looks * Taunting * Teasing about clothing and possessions * Teasing about appearance 	<ul style="list-style-type: none"> * Annoying physical: poking, bumping and pinching 	<ul style="list-style-type: none"> * Gossiping * Embarrassing * Setting up to look foolish * Spreading rumors about 	<ul style="list-style-type: none"> * Threatening to reveal personal information * Graffiti * Publicly challenging property or clothing * Playing a prank * Negative notes 	<ul style="list-style-type: none"> * Gestures * Spreading stories * Graffiti * Negative note writing
Moderate Hurtful Behaviors	<ul style="list-style-type: none"> * Teasing about appearance * Hurtful teasing 	<ul style="list-style-type: none"> * Defacing property * Stealing * Physical acts that are demeaning and humiliating, but not bodily harmful (e.g., de-panting) * Deliberate acts of aggression 	<ul style="list-style-type: none"> * Ethnic Slurs * Setting up to take the blame * Publicly humiliating (e.g., revealing personal information) * Excluding from group * Social rejection * Maliciously excluding * Malicious rumor spreading * Threatening with total isolation by peer group 	<ul style="list-style-type: none"> * Taking possessions (e.g., lunch, clothing, toys) * Extortion * Intimidating actions * Coercion 	<ul style="list-style-type: none"> * Name calling of a sexual nature * De-meaning remarks * Unwelcome touching or pinching * Request for sexual favors * Unwelcome sexual advances
Severe Hurtful Behaviors	<ul style="list-style-type: none"> * Verbal threats of aggression against property or possessions 	<ul style="list-style-type: none"> * Physical violence against others * Threatening with a weapon 		<ul style="list-style-type: none"> * Threats of using coercion * Threatening with a weapon 	<ul style="list-style-type: none"> * Actual forced sexual contact



* Verbal threats
of violence or
of inflicting
bodily harm

* Threatening
* Inflicting
bodily harm



Roosevelt Bullying Consequence Chart

	<i>1st Incident</i>	<i>2nd Incident</i>	<i>3rd Incident</i>	<i>4th Incident</i>
Mild Hurtful Behaviors	<ul style="list-style-type: none"> * Verbal Warning * Model/practice Second Step strategies for empathy and problem-solving and anger control 	<ul style="list-style-type: none"> * Lose a privilege Such as: Free time One day recess Lunch with peers * Complete a think sheet (may be done oral or written) * Model/practice Second Step strategies for empathy and problem-solving and anger control * Call parent discuss incident involving bullying behavior 	<ul style="list-style-type: none"> * Complete a think sheet * Meeting with parent, teacher and student to discuss concerns and behaviors and develop interventions. 	<ul style="list-style-type: none"> * Complete a think sheet (orally or written) * Team meets to develop and consider restitution and intervention plan – include: child and parent in planning Examples of intervention the team might consider include: Providing support counseling or other assistance Social Skills group More adult observation Restricting when that student can be around the Building without an adult nearby Talk to victim Stay after school Mentoring * Model/practice Second Step strategies for empathy and problem-solving and anger

control

1st Incident

2nd Incident

3rd Incident

4th Incident

*Moderate
Hurtful
Behaviors*

* Lose a privilege
Such as:
Free time
One day recess
Lunch with peers
* Complete Think sheet (orally or written)
* Model/practice Second Step strategies for empathy and problem-

* Complete a think sheet
* Meeting with parent, teacher and student to discuss concerns and behaviors and develop interventions

* Complete a think sheet (orally or written)
* Team meets to develop and consider restitution and intervention plan – include: child and parent in planning
Examples of intervention the team might

	<p>solving and anger control</p> <p>* Call parent discuss incident involving bullying behavior</p>		<p>consider include:</p> <ul style="list-style-type: none"> Providing support counseling or other assistance Social Skills group More adult observation Restricting when that student can be around the Building without an adult nearby Talk to victim Stay after school Mentoring <p>* Model/practice Second Step strategies for empathy and problem-solving and anger control</p>	
<p>Severe Hurtful Behaviors</p>	<p>* Staff member observing the behavior intervenes to stop the behavior and reports behavior to the</p>	<p>* Staff member observing the behavior intervenes to stop the behavior and reports</p>	<p>* Staff member observing the behavior intervenes to stop the behavior and reports</p>	

	principal and to law enforcement * Team meets to develop and consider restitution and intervention plan Include child and parent in planning	behavior to the principal and to law enforcement * Team meets to develop and consider restitution and intervention plan Include child and parent in planning	behavior to the principal and to law enforcement * Team meets to develop and consider restitution and intervention plan Include child and parent in planning	
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Think it throughfind a solution (problem-solving adapted from Second Step)

Name _____

Date: _____

1. What is the problem?

A. Tell what happened _____

B. What I did

C. How did it make others feel _____

2. What are some solutions?

A. _____

B. _____

C. _____

D. _____

For each solution, circle yes or no:

	Safe?	Feelings?	Fair?	Work?
Solution A	<i>Yes/No</i>	Yes/No	<i>Yes/No</i>	Yes/No
Solution B	Yes/No	Yes/No	Yes/No	Yes/No
Solution C	Yes/No	Yes/No	Yes/No	Yes/No
Solution D	Yes/No	Yes/No	Yes/No	Yes/No

3. Choose a solution and try it

4. What could I do different next time?

Student signature

Teacher signature

Parent signature

Principal signature