

**“Schools Where Everyone
Belongs”**

“Practical Strategies for Reducing
Bullying ” (Davis, 2007)

What is Bullying?

- A form of social interaction in which a **More Dominant** individual (the bully), **exhibits aggressive behavior intended to and does cause distress**, to a **less dominant individual** (the victim).
- The aggressive behavior may take the form of direct physical and/or verbal attack or may be direct.
- More than one bully and more than one victim may participate in the interaction. (Ross, 1996)

How do educators actively participate in reducing bullying ?

- Kids must feel like they belong and feel safe at school.
- Schools need to be warm and have connected student-staff relationships.
- There needs to be a clear and consistent discipline system that teaches empathy, emphasizes responsibility, consistency and honesty. (Stan Davis)

Educators can actively participate in reducing bullying....

- Staff responses that improve student connectedness includes using the HUG acronym improve the school climate:
- H Hello (say hello)
- U Update (keep up to date with happenings)
- G Goodbye (say goodbye)

Educators can actively participate in reducing bullying

- Educators should focus on student's taking responsibility and honesty.
- Examine school behavior and make sure you're teaching children how to think.
- Teach students “positive” bystander options (a range of options) such as: Sit with the target, talk to targets, tell an adult and befriending others without friends.

Specific steps you can take to make sure everyone belongs at school

- Effective Discipline System to address bullying includes:
- Recognizing and acknowledging positive behavior using DESCRIPTIVE praise
- Example, “I saw you sit with Susan when she was alone at lunch and I saw her smile” (descriptive) vs. “Good job your behavior made me happy” (non descriptive/staff feelings)

How to give descriptive positive praise

- The biggest reason positive acknowledgment systems bring staff resistance is that staff often feel the praise they give is not earned and it feels unnatural.
- Some praise focuses on traits: “You’ re important”. Some praise focuses on adult feelings, “I’ m proud of you.” or “I was so happy to see you and Jen getting along.” This isn’ t specific nor does it encourage responsibility.
- These I messages tell people that they are responsible for how we feel and bullies don’ t care how others feel.

Giving DESCRIPTIVE feedback

- DESCRIPTIVE feedback is given by “acting like a video camera, helping young people see their own positive actions and the effects those actions have on others.
- This type of praise through descriptive feedback encourages feelings of autonomy, responsibility and cause and effect thinking.
- Example: “I saw the every one of you got to work right away and worked through the whole class.”

Staff Activity

- Break up into groups of four people please.
- Use the handout with 8 non descriptive positive acknowledgment statements at your tables. (slide 13)
- Each group will take five statements to complete, choose any five. You have 15 minutes to work.
- Rewrite the non descriptive statement with a positive descriptive statement, based on observation and not your feelings. Then we'll share out loud.

Work to develop a peer climate in which Bystanders discourage bullying

- “When 85% of school (bystanders) stop watching bullying silently, starts telling the bullies to stop, telling adults and reaching out in friendship, bullying behavior becomes less damaging and less frequent.”
- Adults must model the assertive intervening when they notice bullying and take action to stop it.

Peer Climate –continued-

- and “No one eats alone” are two new campaigns we’ll start to kick off this school year to help targets build friendships and decrease isolation and bullying.
- Information on the “No one eats alone” campaign can be found here:

<http://www.beyonddifferences.org/#!nooneeatsalone/c1y49>

Help Targets build friendships

- Social isolation is the most painful part of being bullies and we can encourage a school climate where, “all people are connected and included.”
- We can help isolated children participate in new social connections.
- The use of the “Buddy Bench”

<http://buddybench.org/what-is-the-buddy-bench/>

Staff Group Activity:

Directions: Please take these nondescriptive, I statement examples and re-write them as descriptive positive acknowledge statements. The rewritten statements should be done by “acting like a video camera, helping young people see their own positive actions and the effects those actions have.”

- 1. You’re important”
- 2. “I’m proud of you”
- 3. “You make me happy”
- 4. “I am so happy you’ve been kind to people this week”
- 5. “Good job”
- 6. “You’re so considerate”
- 7. “Good work”
- 8. “You’re a good boy”