


Box Out Bullying Parent Coordinator Workshop

Together We Can Make A Difference




Los días son largos pero los años son cortos

BOX OUT
BY THE NUMBERS

CHANGE THE WORLD

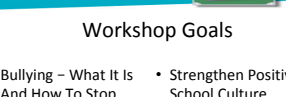
This is how they will change the world.

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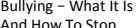
• Fred Rogers (March 20 1928-
February 27-2003)

*"Always look for the
people who are helping.
There will always be
helpers - even if they are
just on the sidelines .
Because if you look for
the helpers, you'll know
there's hope."*

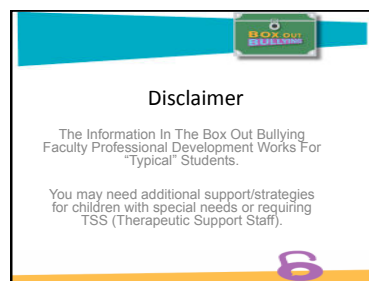
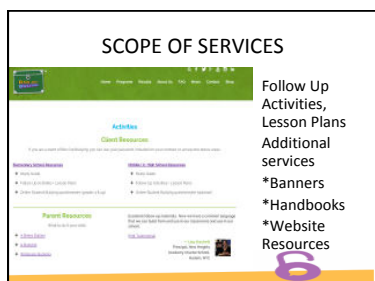
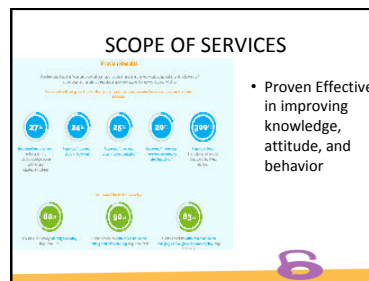
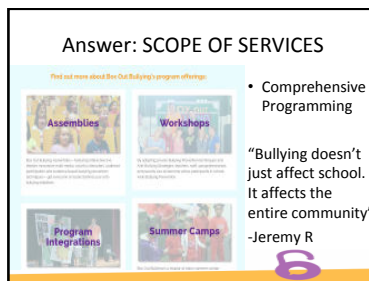
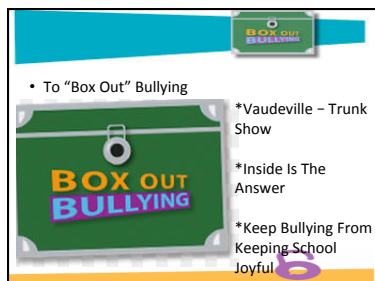
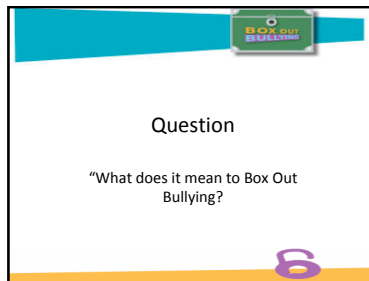


Workshop Goals

- Bullying – What It Is And How To Stop
- Strengthen Positive School Culture




It's all about relationships



Question

"I'm wondering if there's are some warm-up activities you could do to start this workshop off on a nice note?"



Introduction Activity

Name and Movement




ROVING REPORTER ACTIVITY
(speak to 4 people)



What's your idea of a perfect summer afternoon?

Who is the most famous person you have met?



What has been your greatest life challenge or adventure?



• WHAT TEACHERS MAKE – TAYLOR MALI





REFLECTING ON PAST TEACHERS


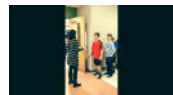

Question

"Do you have some effective activities that will help me build relationships with my kiddos, and not add THAT MUCH more to my workload?"




Teacher Greeting Students Video #1

Teacher Greeting Students Video #2

Bio Poem Handout


Bio Poem Defined. A poem that is written to describe a person. In this context, 'bio' is short for biography.



Bio Poem 9 Lines

Kindly Answer The Questions:

1. First Name
2. 3 relationships you value
3. 3 words you think others would use to describe you
4. 3 things you fear or used to fear
5. 3 hopes or dreams that you carry in the world
6. 4 words you would use to describe yourself
7. 3 things you want others to say about you
8. Citizen of _____ OR Resident of _____
9. Last Name




"No significant learning occurs without a significant relationship."

—Dr. Janine Corner

"Research shows that one of the main predictors of achievement is a student's perception of '**Does the teacher like me?**'"

Linda Brault

How a TEACHER views the student influences how the TEACHER interacts with the student which influences who the student becomes.



"Relationships are the key to high-quality education and critical to effectively dealing with children with challenging behaviors."

Maria Montessori

It's all about relationships

VIDEO -The Power Of Empathy In Relationships



EMPATHY

- Perspective Taking
- Staying Out Of Judgment
- Recognizing Emotions
- Communicating

JUST KNOW:

- Rarely does an empathic response begin with 'at least'
- "Rarely does a response make things better. What makes things better is that connection" Dr. Brene Brown

Educator Survival Kit



Class Meetings

How To Guide Students
Group Meeting Rules
Class Meeting Activity Log
Twenty Kinds Of Class Meetings
Class Meetings 1-4 Outline and Script
Boxoutbullying.com (activities)



CLASS MEETINGS VIDEO



Question

"I want to set structure and logical consequences in my classroom AND I want my students to feel empowered, is there a way to do that? "




- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making



Setting Ground Rules ROPES activity by Hasan Davis:

Rules are established by the students!
Instead of teacher rules of "sit down, shut your mouth, do what I say"

"Ropes" stands for:
"Rules of Properly Engaging in Solutions for Success"



Setting Ground Rules:

In your group, you have 60 seconds to choose a word to use to find your powerful words: (could be school mascot or special school word)

- For example: SOAR, ROPES, PRIDE, TIGER, PACK, HAWK, etc
- Ask for words beginning with each letter and record on big paper
- After going through all the letters, go back to each letter and get "buy in" from the entire class on each of the suggested words.
- Those final words define your "rules".
- Choose a student to "enforce" the rules for the class.

Question

"Well now that that's over, back to helping to model and empower students, you had also mentioned a Peace Table. What is that?"

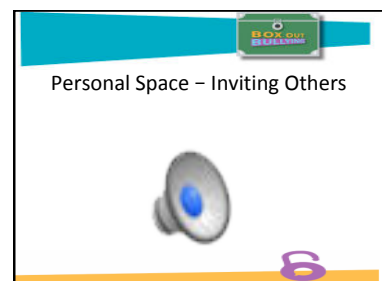
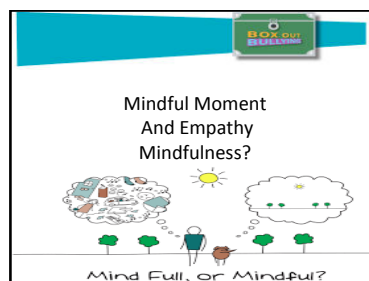
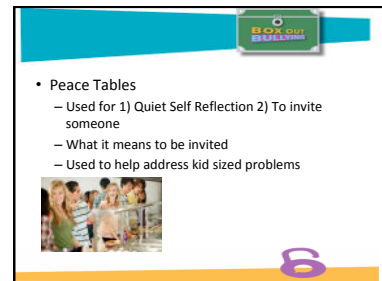
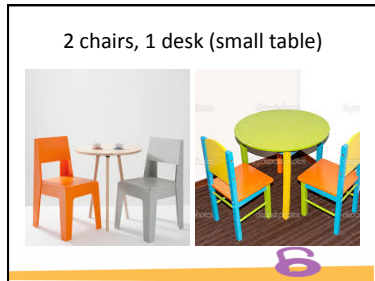
Peace Table Lesson



PEACE TABLES



Maria Montessori




• Peace Tables – Role Play 1





• Peace Tables – Role Play 2

Ask For Co-workers



Here's what we are looking for:
Invite in a pleasant tone, No interrupting, set the timer
"I" statement, adhere to the three minute time

Mindful Moment

How are you thinking about the workshop and the concepts differently then when you walked in the door?

or

What of your initial expectations has been reinforced, or what in your initial thinking has changed or become more resonant?

"I'd like to talk about bullying now. First, Are there some common misconception regarding bullying you can help shed light upon?"

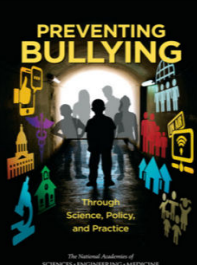
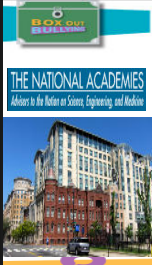
BOX OUT BULLYING



PREVENTING BULLYING


Through Science, Policy, and Practice

THE NATIONAL ACADEMIES
Advisers to the Nation on Science, Engineering, and Medicine

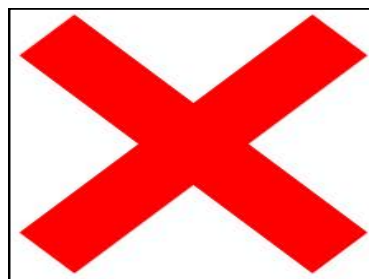
Answer: Understanding Misdirection's Let's Get The Facts!

- One Person will read the statement
- Presenter will ask "True" or "False"
- Presenter will then count 1...2...3
- On three, group will shout their choice



True or False?

- Federal Anti-Bullying Laws Are In Place To Protect Students From Bullying Situations



When Bullying Is Harassment




- Color
- Religion
- Ancestry
- National Origin
- Sexual Orientation
- Gender Identity
- Mental, physical, or sensory disability




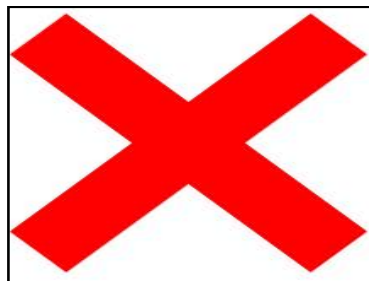
True or False?

- Zero Tolerance Policies towards bullying does more harm than good.




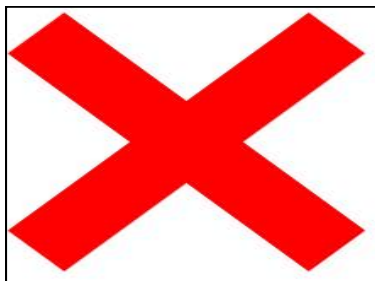

True or False?

- Peer Mediation has been found to be effective in addressing bullying situations.


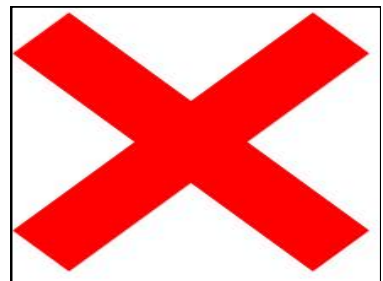
Bullying - True or False?

- Students who bully others suffer from lower self esteem then other students


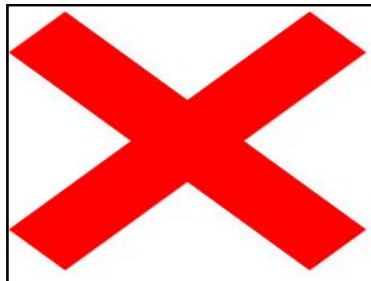
Bullying - True or False?

- Students are more likely to be bullied in high school than in middle school or elementary school.


Bullying - True or False?

- Most bullying is physical in nature


Bullying - True or False?

- Students who are being bullied will tell an adult at home or at school more-so than a friend or someone else.





Question

"I'm having a lot of kids and, for that matter, parents confusing bullying with acts of conflicts. What can be done?"



WHAT IS BULLYING?


Who? What? Where? When? Why/How?




Old Bridge School District: Anti-Bullying Code Of Conduct, 2010

- AN ACT to amend the code concerning character education.

As amended by the General Assembly of the State of Indiana
 (1) The code shall include, but not be limited to:
 (a) The code shall include, but not be limited to:
 (b) The code shall include, but not be limited to:
 (c) The code shall include, but not be limited to:
 (d) The code shall include, but not be limited to:
 (e) The code shall include, but not be limited to:
 (f) The code shall include, but not be limited to:
 (g) The code shall include, but not be limited to:
 (h) The code shall include, but not be limited to:
 (i) The code shall include, but not be limited to:
 (j) The code shall include, but not be limited to:
 (k) The code shall include, but not be limited to:
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 (s) The code shall include, but not be limited to:
 (t) The code shall include, but not be limited to:
 (u) The code shall include, but not be limited to:
 (v) The code shall include, but not be limited to:
 (w) The code shall include, but not be limited to:
 (x) The code shall include, but not be limited to:
 (y) The code shall include, but not be limited to:
 (z) The code shall include, but not be limited to:





Bully Prevention

"Bullying is when a stronger person, hurts or frightens someone, again and again (on purpose). And that person who is being bullied cannot easily defend themselves."

Boil that down to the following.....

- Intentional
- Repeated
- Imbalance of Power

6

Bully Prevention

"Bullying is when does something mean to someone else many, many times."



6

Bully Prevention

"Bullying is when a stronger person, hurts or frightens someone, again and again (on purpose). And that person who is being bullied cannot easily defend themselves."

Boil that down to the following.....

- Intentional
- Repeated
- Imbalance of Power

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Challenge #3:
What constitutes a power imbalance?


- Physical characteristics
 - Age, size, strength
- Popularity or association with popular peers
- Background/demographic characteristics
 - Member of majority/minority group, socio-economic status
- Abilities and skills
 - Academic, physical, artistic
- Access to money, resources, information
- Being outnumbered

6

Bully Prevention

Bullying is:

- Intentional
- Repeated
- Imbalance of Power



6

Bully Prevention


Game – Heads Up 7 up

- Bullying
 - Repeated Over Time
 - Not =
 - On purpose
- Conflict
 - Once
 - =
 - Accident
- Real Fighting

6

Bully Prevention


Real Fighting



6

Bully Prevention

Solve Conflicts With Words




6

Bully Prevention

Game – Heads Up 7 up

- Bullying
 - Repeated Over Time
 - Not =
 - On purpose
- Conflict
 - Once
 - =
 - Accident
- Story of BULLYING or CONFLICT
- Point left or right
- Heads down, eyes closed

6




Level Up!

We have a clear definition of bullying and conflicts!

Reflective Behavioral Journal Handout

Modes of Bullying

- 1. Direct bullying**
 - Aggressive behaviors occur in the presence of the targeted youth.
 - Examples: face-to-face interactions, yelling, physical direct contact, written or verbal communications, drawing, mean notes.
- 2. Indirect bullying**
 - Aggressive behaviors are not directly communicated to the youth.
 - Examples: spreading rumors, telling others to exclude.



Challenge #1:
Is the behavior unwanted aggression or is it rough play?

- "Unwanted" means that the targeted youth wants the aggressive behaviors to stop.
 - Two children may enjoy taunting each other in a playful manner. This should not be considered bullying.
- Cues for adults:
 - The relationship between the children
 - Expressions, body language, atmosphere

UNWANTED AGGRESSION OR ROUGH AND TUMBLE PLAY?




ROUGH AND TUMBLE PLAY!

Rough-Tumble Play/Teasing

Teasing is:

- Lighthearted, playful
- Not intended to upset
- Stopped if feelings are hurt
- Meant for all to laugh



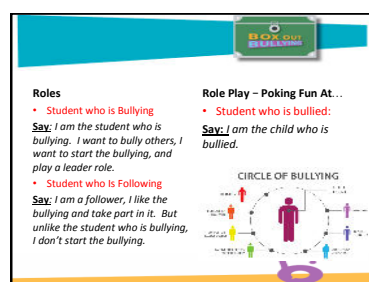
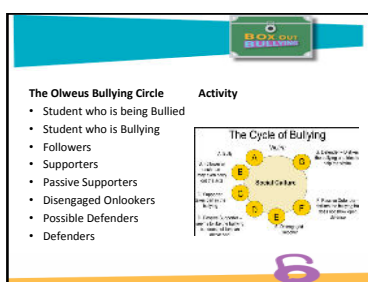
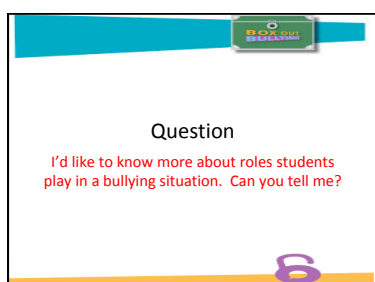
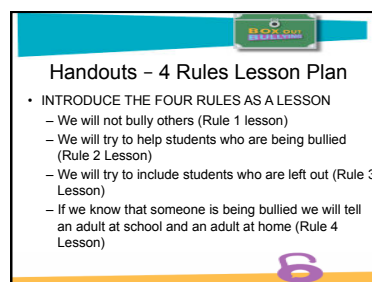
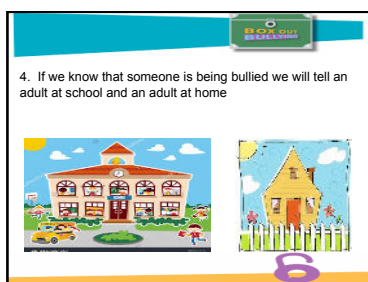
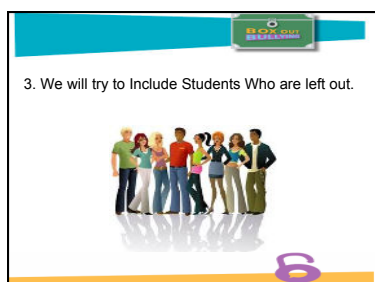
Challenge #2:
The Question of Repeated Behavior

- The child must either:
 - Experience multiple incidents of aggression (there is a pattern of aggression), OR
 - There is a strong concern that a single aggressive behavior has a high likelihood of being followed by more incidents of aggression

BULLYING RUBRIC Handout

Question

I'd like to incorporate some "rules" against bullying into our school culture. Do you have any recommendations?



BOX OUT BULLYING

Roles

- Student Who Supports Bullying**
Say: I am a supporter of the bullying. I laugh, and point it out, however, I don't really join.
- Passive Supporter**
Say: I like the bullying, but I do not display open support.
- Disengaged Onlooker - Bystander**
Say: I'm someone someone who doesn't get involved in the bullying, or tries to help the student who is being bullied.
- Possible Defender**
Say: I dislike the bullying and think I ought to help, but I don't do it.

Kids Who Defend
Say: I am a kid who is a defender. I actively comfort the child being bullied and may come to the child's defense when bullying occurs.

CIRCLE OF BULLYING

BOX OUT BULLYING

Question

Now that we know what bullying is, I'd like to know more about using verbal reprimands effectively to diffuse a bullying situation

BOX OUT BULLYING

CIRCLE OF BULLYING

BOX OUT BULLYING

Using Verbal Reprimands
Intervene as early as possible.
It is more difficult to stop a behavior that has "gone too far."

BOX OUT BULLYING

Approach the students who will be rebuked

BOX OUT BULLYING

Look the students in the eyes.

BOX OUT BULLYING

Being brief, clear and behavior specific makes it easier for the students to comply with your request....Get To The POINT....

Example 1
"John, you are saying mean things to Emma again. Stop it right now!"

Example II
"Are you making trouble again today, John? How many times have I told you that you have to stop being mean and making trouble?"


BOX OUT BULLYING

Be firm and determined, but not overly emotional. Your request to stop the behavior should be said in a firm, steady voice.

BOX OUT BULLYING


Do not make "empty threats."
Do not tell the students they will have a logical consequence that you would not actually be willing to give.

If the students involved are not in your classroom or homeroom, follow up with their classroom or homeroom teachers



Proper methods of intervention

- Step 1 - Stop The Bullying Situation




How To Intervene

2. Support the student who has been bullied




How To Intervene

3. To the student(s) who bullied: Name the bullying behavior




How To Intervene

4. Empower the bystanders



How To Intervene

5. Impose immediate and logical consequences for the student(s) who bullied.



Post –Bullying Situation Event

6. Take steps to make sure the student who is being bullied will be protected, and that students who are bullying will change their behavior.




Activity

RUN THROUGH WITH GROUPS + GIVE NOTES

Groups get 2 minutes to practice + assign roles:

Student who is bullying, student who is being bullied, bystander, teacher



Proper Methods Of Intervention

- Step 1 - Stop The Bullying Situation
- Step 2- Support the student who has been bullied
- 3. To the student(s) who bullied
 - USE VERBAL REPREMAND
 - Name the bullying behavior
- 4. Empower the bystanders
- 5. Impose immediate and logical consequences for the student(s) who bullied.
- 6. Take steps to make sure the student who is being bullied will be protected, and that students who are bullying will change their behavior.

OPTION I THE ABC's
The ABC's Of Behavior Modification
Antecedent → Behavior → Consequence

- **Antecedent** – anything that happens before the behavior
- **Behavior** – any observable and measurable act
- **Consequence** – anything that happens after a behavior

ABC's Of Behavior Modification

Antecedent	Behavior	Consequence
<i>Student Raises Hand</i>	Student Correctly Answers	Teacher Praises Student
Teacher Distributes test papers	<i>Student Rips Papers</i>	Teacher sends student to principal
Emma gives Marcos a Marker	Marcos Says Thank you	<i>Emma Says You're Welcome</i>

ABC's Of Behavior Modification

Antecedent	Behavior	Consequence
?	Pushes Children To The Ground	Sent To The Principals Office

The Academy

- Used for disruptive behavior
- Immediate results
- Economical



The Academy
Enhancing Student Behavior

- When's the academy in session?
- Length of session?
- Materials needed?
- Use in correcting what kind of behavior?



• **TEACHERS PART OF THE PLAN**

children are great imitators. so give them something great to imitate.

www.veryimagination.com

Recap - INSTEAD OF TELLING YOUR KIDS ABOUT KINDNESS
AND RESPECT—**SHOW THEM**



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