



Anti-Bullying Strategies in ASD

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Gathering - Arrows

With Jan Davis

	AWARENESS	MANAGEMENT
SELF	<p>I am...</p> <p><u>knowledgeable</u></p>	<p>I can...</p> <p><u>capable</u></p>
SOCIAL	<p>I care...</p> <p><u>caring</u></p>	<p>I will...</p> <p><u>responsible</u></p>

Anchorage School District's Framework for Social and Emotional Learning



Round One

Arms = Same

Words = Same

- **Challenge:**

- Thrust your arms in the direction the arrow is pointing and, at the same time, say out loud the direction the arrow is pointing.



Round Two

Arms = Same

Words = opposite

- **Challenge:**
 - Thrust your arms in the direction the arrow is pointing and, at the same time, say out loud the **OPPOSITE** direction from which the arrow is pointing.



Round Three

Arms = opposite

Words = same

- Challenge:
 - Thrust your arms in the opposite direction from which the arrow is pointing and, at the same time, say out loud the same direction from which the arrow is pointing.



Debrief

- How easy or difficult did you find this activity?
- What round was most challenging for you? Why?
- What round was easiest for you? Why?



Debrief

- Can you think of times in your life when things aren't congruent? When messages are not the same as actions? When you think you are supposed to be going one way, but find yourself going another?



Debrief/Goal

- **Congruence:** All going the same direction, using the same language, meaning the same thing.





Although each of the schools has its own unique culture and climate, we share the goal of promoting student excellence in a safe, positive environment. Each school has developed and implemented a school-wide discipline plan, which emphasizes students being safe, respectful and responsible during the school day.



The Anchorage School Board's Vision

- **Mission**

To educate all students for success in life.

- **Vision**

All students will graduate prepared for post-secondary educational and employment opportunities.

- **Core Values and Beliefs**

- **POTENTIAL:** Every student deserves the opportunity to achieve his or her potential
- **HIGH EXPECTATIONS:** The district will foster a culture of high expectations
- **ACCOUNTABILITY:** The district will be open, transparent and accountable to the public
- **SAFETY:** All schools and departments will be safe and supportive
- **RESPONSIVENESS:** Public education should be responsive to an ever-changing world





- **District Goals & Initiatives**
- Destination 2020:
 - 90% graduation rate
 - 90% attendance rate
 - 90% achievement in reading, writing, and math
 - 100% of staff and students feel safe at school
- RTI
- Common Core
- Career and College Readiness

Purpose

- **Connecting the Social & Emotional Learning Research**
- Self-esteem, connection to school, peer relationships, behavior.
- Potential gain of 11 percentile points on standardized achievement tests in reading and math.
- Connectedness to school and increased attendance.
- 21st Century Work Skills

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (in press). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.
Wilson, D., & Elliott, D. (2003). The interface of school climate and school connectedness: An exploratory review and study.



Prevention at School

- **Assess Bullying**
- **Engage Parents and Youth**
- **Set Policies and Rules**
- **Build a Safe Environment**
- **Educate About Bullying**



Assess Bullying

- Youth Risk Behavior Surveillance Survey
- Climate and Connectedness Survey
 - ASD Students
 - ASD Parents
 - ASD Staff



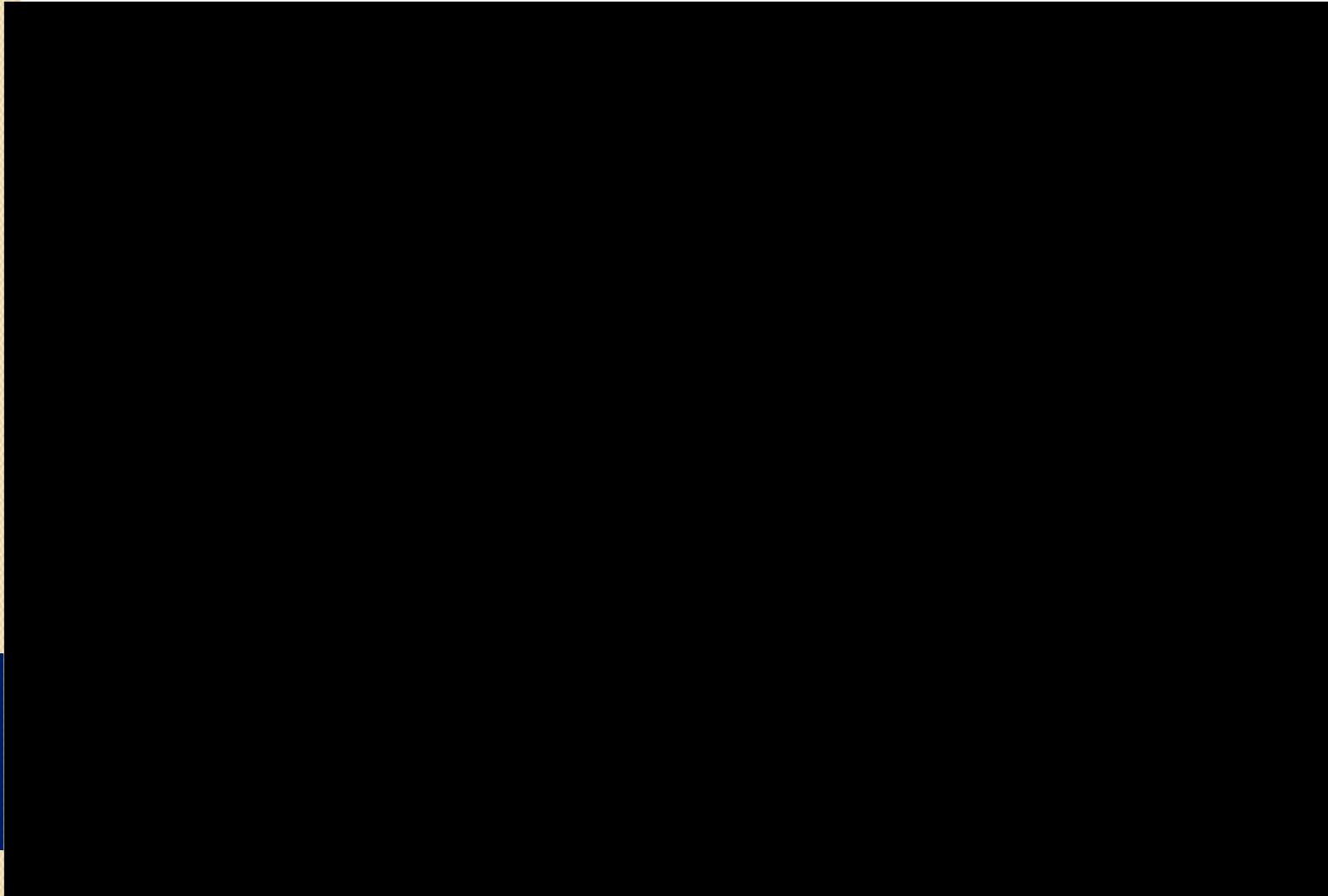
How ASD Engages Parents and Youth

- Strength of Our Youth Brochures
- Newsletters
- Parent Nights
- Visual Aides
- Student Produced Videos



Rachel's Challenge

Public Service Announcement



Definition of Bullying/Harassment

- Harassment can be physical, verbal, nonverbal, or written acts toward another student or staff member. Harassing acts include, but are not limited to racial, sexual, religious, age or disability issues. Students who harass others create a hostile, abusive and unsafe school environment. Students are encouraged to seek staff help with any harassing acts and should report any incidence(s) of harassment immediately to school officials.



Locations of Harassment Policy

- **School Board Policy**
 - 114 Non discrimination and harassment
 - 114.2 Inappropriate behavior
 - 114.3 Sexual harassment
 - 456 Student Organized extracurricular clubs
 - 524.1 Fraternization
 - 527 Sexual harassment
 - 604.1 Sexual harassment Policy Statements
 - 617.1 Fraternization
- **Administrative Manuals**
 - Elementary School
 - Middle School
 - High School
- **Student Rights and Responsibilities Handbooks**
 - Elementary School p. 14
 - Middle School p. 11-6
 - High School p. 11-10



Set Policies and Rules

- **Types of Rules and Policies**
 - ASD Mission Statement
 - School Board Policy
 - Code of Conduct
 - Student Bill of Rights
- **Integrate Rules and Policies into a School's Culture**
 - Staff and student developed
 - School training on rules and polices
 - Policy reviewed with students
- **Establish a Reporting System**
 - Ease of reporting
 - Maintain reports to show emerging problems and patterns
 - Records are confidential and private





Handling Harassment

- We can't help if we don't know!
 - Report incidents of harassment to any staff member
 - Role model/practice strategies learned at school
 - Open family communication
 - Continue advocating
 - Seek resources to support student and family
- Respect confidentiality

Build a Safe Environment

- Create a Safe and Supportive Environment
- Social and Emotional Learning
- Manage Schools/Classrooms to Prevent Bullying
- School Resource Officers



What is Social and Emotional Learning?

SEL is a process whereby children and adults acquire knowledge, skills, and dispositions related to four core goals:

<i>STUDENT</i>	AWARENESS	MANAGEMENT
SELF	I am... knowledgeable	I can... capable
SOCIAL	I care... caring	I will... responsible

<i>ADULT</i>	AWARENESS	MANAGEMENT
SELF	I see you... knowledgeable	I believe in you... capable
SOCIAL	I care about you... caring	I support you... responsible



See the standards written out at
www.asdk12.org/depts/SEL

Educate About Bullying

- Activities to Teach Students About Bullying
- Evidence-Based Programs and Curricula
- Staff Training on Bullying Prevention
- STEP Center Resources



Examples From Elementary Schools

- Integrated Social Emotional Learning
- Health – The Great Body Shop/Personal Safety/ Decision-Making Skills
- Sunburst Bullying Kit
- PE – Sportsmanship
- Cyberbullying Lessons
- RCCP
- Kelso's Choice
- Conscious Discipline
- CHAMPS
- Kagan's Cooperative Learning
- School Staff
 - All Staff Members
 - School Resource Officers
 - Counselors





GBS and Anti-Bullying Topics

	K	1	2	3	4	5	6
Self Worth, Mental and Emotional Health And Community Health and Safety (Violence Prevention)	Seeing unique qualities in self and others	Identify personal talents, qualities, feelings	Identify special qualities in self and others	Uniqueness of self and others	Media, peer & behavioral influences	Emotional maturity	Healthy and unhealthy self esteem
	Respect self and others	Methods of communication	Respect and empathy for self and others	Positive attitudes	Emotions	Positive and negative influences	Positive and negative ways to cope
	Identify feelings and ways to help others	Respect for self/others	Feelings during family change	Values and goals	Relationships	Puberty and self esteem	Respect uniqueness
	Family support	Helping others	Coping with fear	Respect for self & pride in heritage	Respect for self and others	Respect	Positive values
	Boundaries & expectations	Setting goals	Real dangers	Different points of view	Communication skills	Communication and conflict resolution	Goal setting
	Communication skills	Using refusal skills	Helping others	Communication & refusal skills	Goal setting	Protective factors & support systems	Serving others
	Friendship	Locating trusted adults	Communicating	Friendship goals	Social responsibility	Practicing positive values (self-respect, responsibility, honesty)	Refusal skills
	Empathy	Talking about feelings	Avoiding risky situations	Personal responsibility for health and safety behaviors	Avoiding negative influences	Media Influences	Resiliency & assets
	Importance of saying no	Making friends	Recognizing prejudice	Discrimination & prejudice	Developmental assets	Positive social behaviors	Identify external/internal pressures of adolescence
	Where to go for help	Rules, laws	Importance of healthy choices	Rules & laws	Understanding points of view	Family	School & community help resources
	Refusal skills	Routines for healthy living	Practice changing habits	Rules & laws	Difficulty of changing habits	Developmental assets	Importance of self worth
		Refusal skills	Positive ways to solve problems	Personal strategies	Advertising & influences on behavior		Communication & refusal skills
			Communicating & sharing	Honesty, patience, persistence	Refusal skills		Protective factors
			Refusal skills	Refusal skills	Help resources		
					Developmental assets		

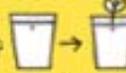
GBS Critical Thinking Charts

Grades K-6
Health/SEL
Specialists

Decision Making

1. What is the decision? 
2. What are my choices?  or 
3. What are the pros and cons for each choice?
+  -
+  -
4. How important are the consequences of each choice? 
5. Which is the best choice? 

Predicting Consequences

1. What might happen? 
2. What information do I need to predict what might happen? 
3. What information is available? 
4. Based on the information, is the prediction likely, unlikely, or uncertain?
  

Compare and Contrast

1. How are they similar? 
2. How are they different? 
3. What similarities and differences seem important? 
4. What conclusion can I make? 

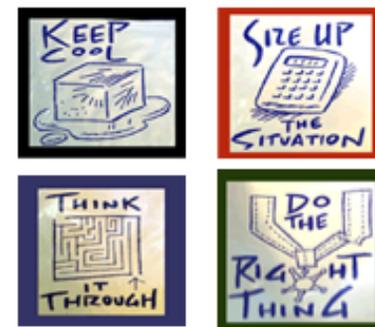


Examples From Middle Schools

- Integrated Social Emotional Learning
- Aggressors, Victims and Bystanders
- Health/ Decision-Making Skills/ Social & Relationship Skills
- PE - Sportsmanship
- Cyberbullying Lessons
- Rachel's Challenge
- Teaming
- School Staff
 - All Staff Members
 - Prevention & Intervention Coordinators
 - School Resource Officers
 - Counselors
 - Security
- Kagan's Cooperative Learning



The Think-First Model



Examples From Middle Schools

- **Aggressors, Victims, & Bystanders (AVB)**
- Enduring Understandings:
 - Conflict is a normal part of our lives.
 - A person can learn how to recognize his/her own triggers.
 - There are strategies to use to help control anger.
 - We need to develop empathy for others.
 - It is critical to set goals and to monitor progress toward accomplishing them.
 - We should try to solve problems in a way that keeps one safe while maintaining self-respect and the respect of others.
 - Enhancing and/or increasing communication skills help diffuse conflicts.
 - Try to become a “problem-solving bystander” also known as a “peer power”.

6th Grade –
Introduction
lessons

7th Grade –
12 lessons of
AVB

8th Grade –
Supplemental
lessons



Examples From High School

- Integrated Social Emotional Learning
- Cyberbullying Lessons
- Classes
 - Healthy Relationships
 - Lifetime Personal Fitness
 - Pursuing Wellness
 - PE – Sportsmanship
- School Initiatives
 - Partner's Club
 - Rachel's Challenge
 - Change of Heart
 - Be the Change
 - Freshman Houses
- School Staff
 - All Staff Members
 - School Resource Officers
 - Counselors
 - Security
- Kagan's Cooperative Learning





High
Schools



Rachel's Challenge



The back of Rachel's last journal, found in her backpack. She wrote on the cover: "I won't be labeled as average."

- **ELIMINATE PREJUDICES**
- **DARE TO DREAM**
- **CHOOSE POSITIVE INFLUENCES**
- Use **KIND WORDS**
- **START A CHAIN REACTION** of love, kindness and compassion in your family and community.



Proactive Approach to Cyberbullying

- Appropriate Online Behaviors
- Cyberbullying
- Social Networking

- Areas of Cyberbullying Curricula Infusion
 - isafe
 - Classroom
 - Health
 - Library
 - Tech Coordinators Lessons
 - AVB
 - Business Classes

Staff Trainings on Bullying Prevention

Staff is trained on what bullying is, what the school's policies and rules are and how to enforce the rules.

- Staff meetings
- Training sessions
- Instructional Supports – teacher experts, resources
- Modeling preferred behavior
- University Classes





The success of our schools also depends on positive collaboration between home and school, so we invite you to visit your school often, take part in school activities and show an interest in your child's progress. Please don't hesitate to contact your child's teacher or principal if you have any questions or concerns. It is our sincere wish that we all work together in fostering positive learning experiences for students.

