



Bullying Forum

SEPTEMBER 23, 2014





Bullying Prevention and Intervention

Chicago Public Schools (CPS) operates from the stance that schools can effectively reduce and prevent bullying by creating a positive **school climate**, building **social and emotional skills** (i.e. empathy), and ensuring that all members of the school community understand how to **respond** appropriately when and if bullying occurs.

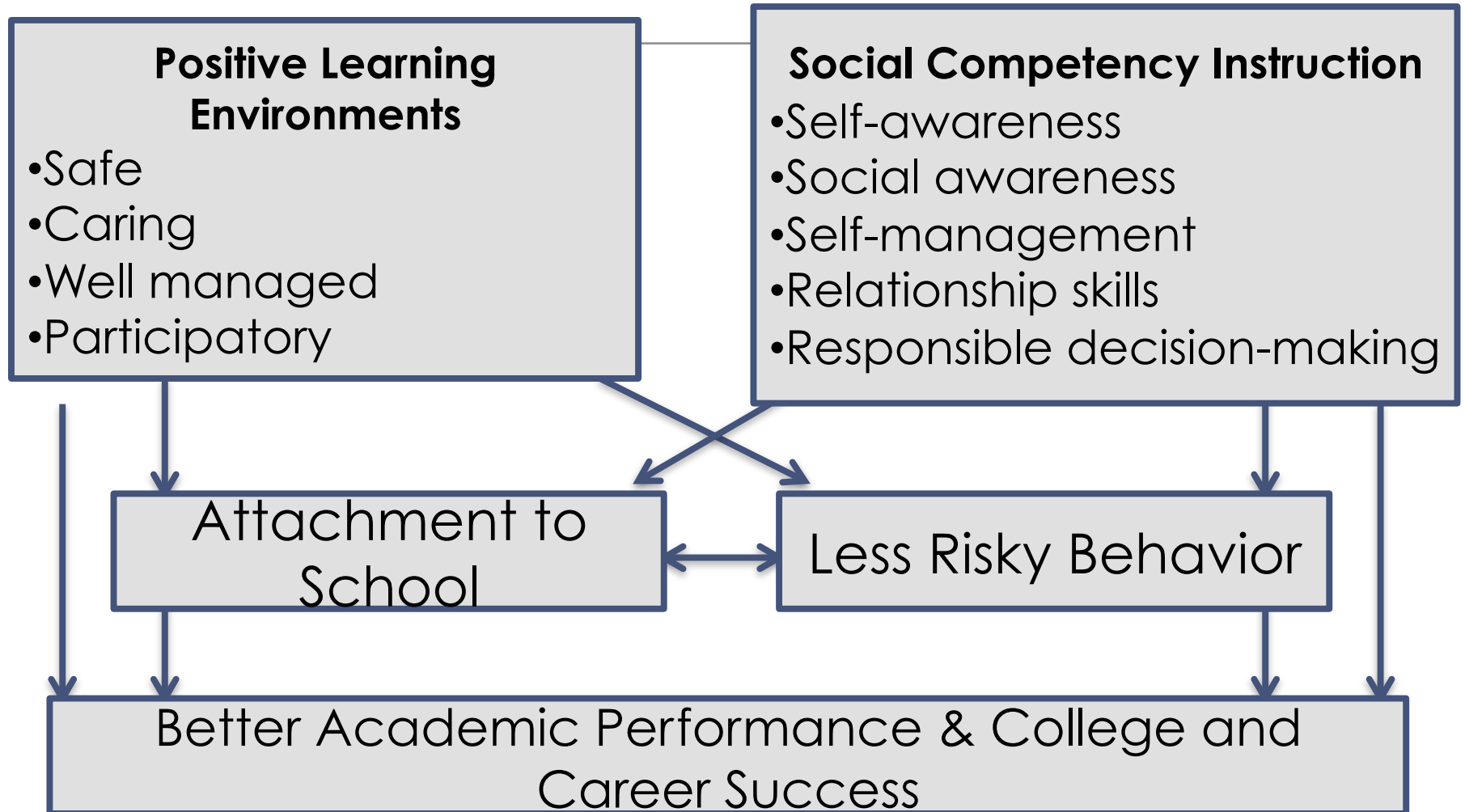
Must involve whole school

Must address bully, victim, and bystanders

Most schools' bullying prevention efforts are not successful because they fail to address the overall school climate & culture (Swearer, Espelage, & Napolitano, 2009).



Climate + Skill Building





Multi-Tiered System of Support for Social & Emotional Learning

ALL STUDENTS

(Examples: PBIS or Foundations, Second Step, Restorative Conversations, Talking Circles)

CREATE POSITIVE LEARNING CLIMATE

School climates with positive relationships, clear expectations, and collective responsibility establish appropriate behaviors as the norm. Respectful, learning-focused, participatory **classroom environments** with well-managed procedures and behaviors maximize learning time

TEACH SOCIAL AND EMOTIONAL SKILLS

Explicit curricula, along with integrated instructional practices that promote social and emotional development, teach students how to form positive relationships, make responsible decisions, and set goals. These are critical skills for college and career success.

SOME

(Ex: Peer Jury, Check In/Check Out)

TARGETED SUPPORTS

For at-risk students, classroom-based responses can help de-escalate behavior problems, clinical group interventions address anger, trauma, and violence; and restorative practices provide students with strategies to resolve conflicts

FEW

(Ex. Individualized Counseling)

INDIVIDUALIZED INTERVENTIONS

For students with the highest levels of need, highly-targeted and individualized behavior strategies provide more intensive intervention and monitoring.

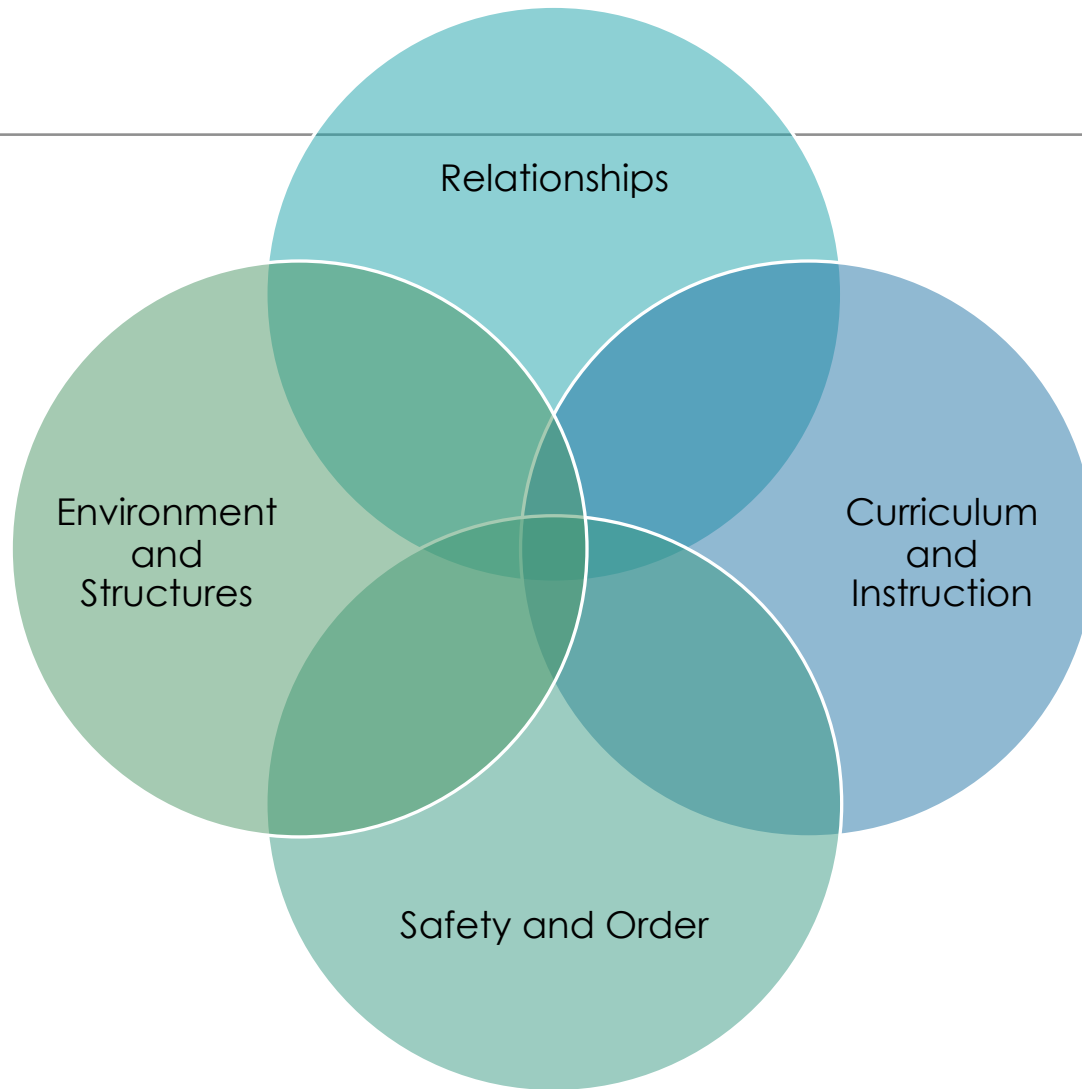


Creating a Positive School Climate

- School climate is the *quality* of school life.
- CPS strives for school climates that are *positive* and foster our students' engagement and development towards a productive and satisfying life. This type of climate has the power to *prevent* many behavioral and academic problems for our students.
- The adults set the tone for this climate in *every interaction* they have with students and with one another.



CPS School Climate Standards





SAFETY AND ORDER

School-wide Expectations

Shared values and expectations provide a framework for positive behavior throughout the school.

There are clear behavior expectations for all areas of the school, which are taught, modeled, and reinforced by all staff members.

Adults actively supervise common areas and use positive strategies to redirect behavior.

Discipline Policies and Practices

Policies and procedures emphasize proactive, instructive, restorative approaches to student behavior and minimize punitive consequences.

Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.

Sense of Security

Students and adults feel physical, socially, intellectually, and emotionally safe throughout the school.

There are clear procedures for reporting and responding to safety concerns.

Routines and Transitions

Well-managed classroom routines maximize instructional time.

Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.



RELATIONSHIPS

Adult Social Support

Every student has a trusting relationship with at least one adult in the school. Adult-student interactions are positive, caring, and respectful.

Peer Social Support

Student interactions are mutually supportive and respectful, with strong norms for positive behavior.
The school intentionally creates opportunities for students to build positive relationships with peers.

Professional Relationships

There are high levels of trust and collaboration between teachers, staff, and administrators.
Adults feel appreciated and demonstrate pride in the school.

Family Engagement

School staff and administrators communicate regularly with families and actively cultivate trusting, respectful relationships.
Families and community members perceive the school as warm, inviting, and helpful.



CURRICULUM AND INSTRUCTION

Social and Emotional Learning

All teachers intentionally teach competencies outlined in the Illinois State Board of Education’s standards for Social and Emotional Learning. SEL is the focus of targeted lessons and is integrated with academic objectives.

Academic Press

All students have access to challenging academic learning experiences. Adults consistently communicate the expectation that all students can achieve at high levels.

Civic Education

All students have opportunities to make positive contributions to the school and community.
Students participate in democratic decision-making at the school level.

Engaging instruction

Teachers use methods that engage students as active learners and allow them to collaborate with peers.
Learning activities are personalized to match students’ needs and interests, and students are involved in decisions that affect their learning.



SCHOOLWIDE ENVIRONMENT AND STRUCTURES

Collaborative Leadership

School administrators and staff meet regularly to review data, discuss concerns, and make decisions that impact the school. All stakeholders—including administrators, staff, students, families and community members—play a role in school improvement.

Community Partnerships

Local residents and organizations are active participants in the school community. Students and staff make positive contributions to the surrounding community.

Physical Surroundings

School campus is welcoming and well-maintained, and representative of diverse students. School-wide expectations for academic and personal success are clearly displayed throughout the building.



Supports for Schools

For: **ALL STUDENTS**
Requires: **ALL STAFF**

SAFE, ORDERLY LEARNING ENVIRONMENTS

throughout the SCHOOL and in the CLASSROOMS

Adopt a school-wide approach:

- School Climate Cohort
- OSEL MTSS TA
- Positive Behavior Interventions and Supports
- CASEL Schoolkit

Set clear expectations and reinforce social-emotional skills through proactive and positive behavior management:

- CHAMPS and Discipline in the Secondary Classroom
- Restorative Conversations
- Responsive Classroom



For: **ALL STUDENTS**
Requires: **ALL STAFF**

TEACH SOCIAL AND EMOTIONAL SKILLS

Implement a comprehensive SEL curriculum and/or integrate social & emotional skills with core academic content:

- Second Step
- Leader in Me
- Teen Outreach Program
- Intensified Algebra
- Facing History and Ourselves
- Making Meaning/Being a Writer
- Advisory/Seminar



Three Illinois SEL Student Learning Goals

Self	Other	Decision-making
<p>SEL Goal 31</p> <p>Develop self-awareness and self-management skills to achieve school and life success.</p>	<p>SEL Goal 32</p> <p>Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>SEL Goal 33</p> <p>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>



For: **ALL STUDENTS**
Requires: **ALL STAFF**

Opportunities for students to **BUILD RELATIONSHIPS and DEMONSTRATE** skills

Implement best practices for student engagement:

- Morning Meeting
- Advisory/Seminar
- Student Leadership
- Engaging instruction
- Service Learning
 - Talking Circles

ADULTS MODEL social-emotional skills in all interactions.

Support SEL for adults:

- Build trust among adults
- Restorative Conversations
- Collaborative leadership
- Staff recognition and reflection
- SEL-focused book study



Chicago
Public
Schools

For: **SOME STUDENTS**
Requires: **Teachers,
Clinicians, Counselors**

Classroom-based:

Check in/Check out
EBBS

Restorative Practices:

Peer Jury
Peace Circles

Clinical:

CBITS
Anger Coping/
Think First
S.S. Grin

TARGETED SUPPORTS

provide interventions that reach students through:

- **Classroom-based responses** that intervene early to minimize disruptive behaviors, increase positive attention and opportunities for students to stay on-track in the classroom
- **Restorative and instructive responses** that provide students with strategies to de-escalate and resolve conflicts using their voice to find solutions and move forward in a safe, caring environment
- **Clinical interventions** that address issues of anger, violence, and/or trauma.

FEW

(Ex.
*Individualized
Counseling*)

INDIVIDUALIZED INTERVENTIONS

For students with the highest levels of need, highly-targeted and individualized behavior strategies provide more intensive intervention and monitoring.



Chicago
Public
Schools

Steps to Address Inappropriate Student Behavior



1. Redirect
2. Intervene
3. Investigate
4. Afford due process
5. Respond with interventions or consequences
6. Complete report
7. Inform parents/guardians of right to appeal
8. Restore student's participation



Response to Misbehavior

Instructive	All behavior is learned. As educators, we must explicitly teach students the skills, knowledge, and capabilities to meet behavioral expectations.	<i>i.e. Re-teaching expectations; Problem-solving exercises; Targeted social skills instruction; Anger management group; Skill-building ISS</i>
Corrective	The goal of any response is to effectively change (or “correct”) the student’s behavior. While educators cannot control student behavior, responses that are directly linked to the reason for the student’s behavior are most likely to shape positive behavior change.	<i>i.e. Incentives for positive behavior; Logical consequence; Behavior contract; Service project; Meaningful Work</i>
Restorative	Restorative Practices empower and hold students accountable for resolving issues by discussing their feelings and opinions, identifying what happened, describing how it affected	<i>i.e. Restorative conversations; Peer- or adult-led mediation; Peace Circles; Restorative group conferencing</i>