

LCPS Bullying Prevention & Education

Presented by

Anaid Shaver, School Counseling Specialist

Karen Thompson, Guilford Elementary

Jennifer Alberth, Stone Hill Middle

Regina Hagan, Smart's Mill Middle

Jennifer Schrader, Freedom

Agenda

2

- ▶ Respecting Our Peers Activity
- ▶ Understanding Bullying Behavior
- ▶ Overview of LCPS School Counseling Services Bullying Prevention & Education
- ▶ School Counselors Role in Bullying Prevention & Education
 - ❖ Elementary- Myths & Truths about Bullying Behavior Activity
 - ❖ Middle
 - ❖ High
- ▶ What Parents/Guardians Can Do
- ▶ Perception Activity
- ▶ Comments/Questions- Parking Lot Review

Respecting Our Peers

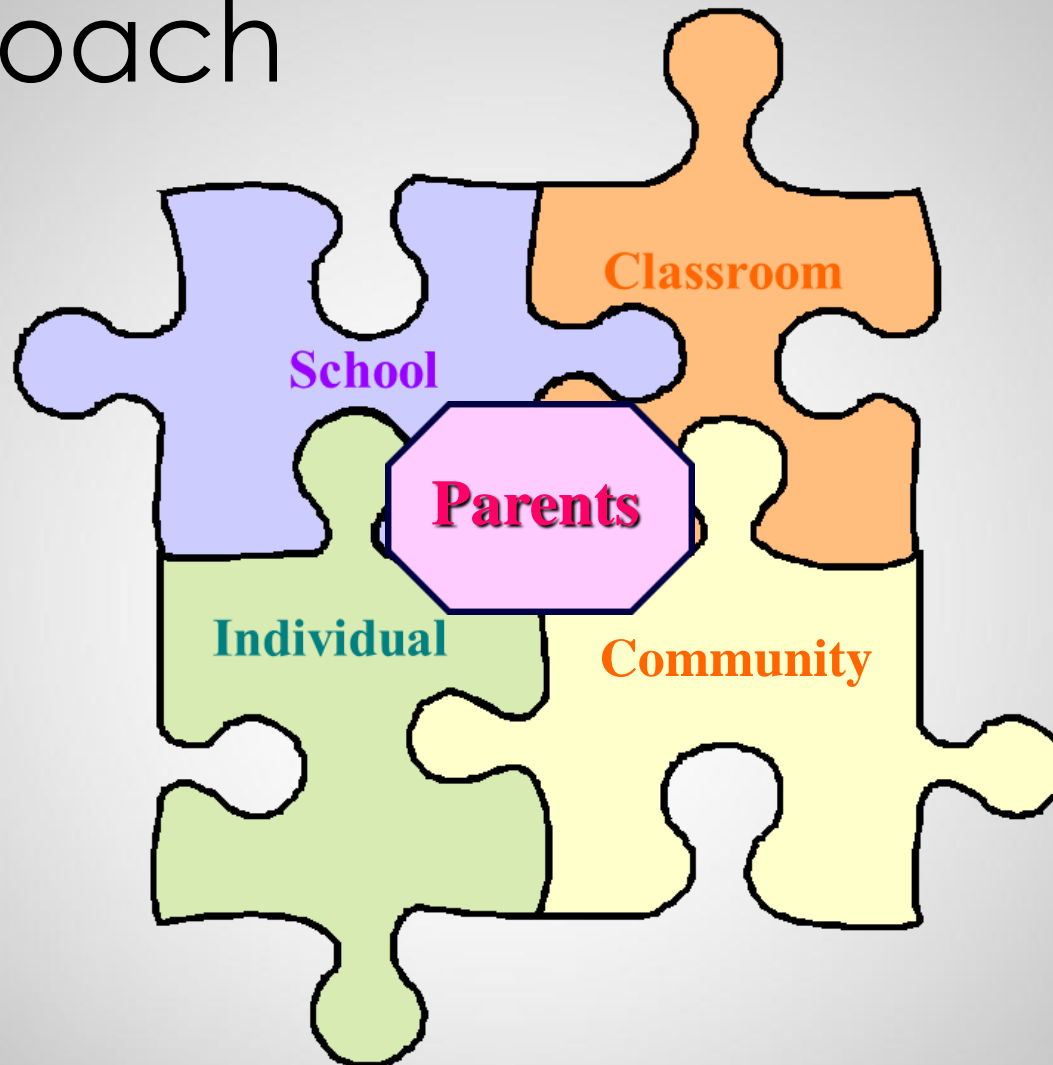
Activity

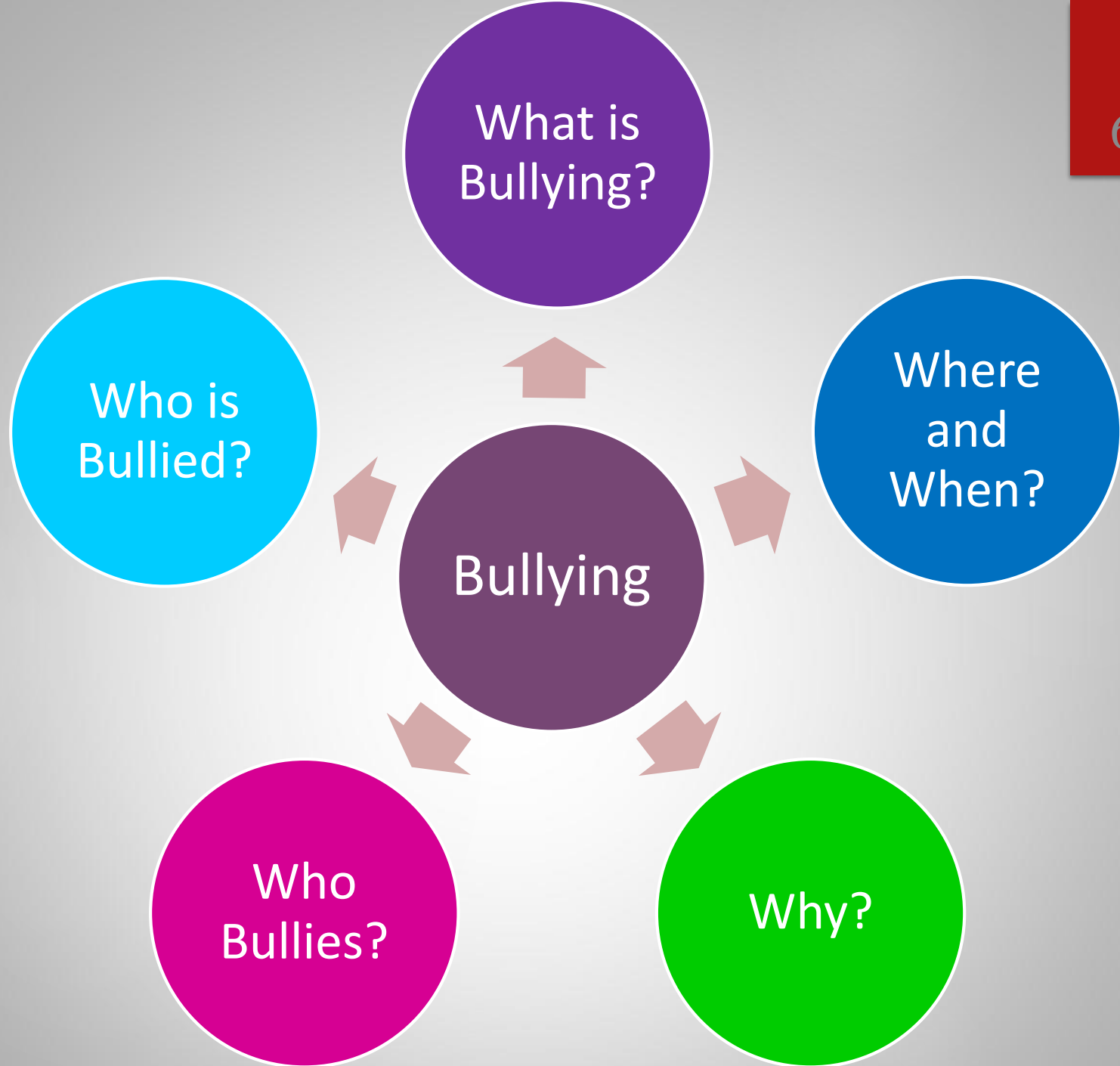
- ▶ Each participant will receive a person outline.
- ▶ Decorate your person to show off their individual style.
- ▶ Listen to the vignettes that will be read aloud.
- ▶ Follow the directions of the speaker.

Understanding Bullying

School/Parent/Community Approach

5





LCPS Policy 8-41

7

LCPS Policy 8-41 under **Student Conduct** states the definition of bullying, the policy, and regulation on bullying behavior.

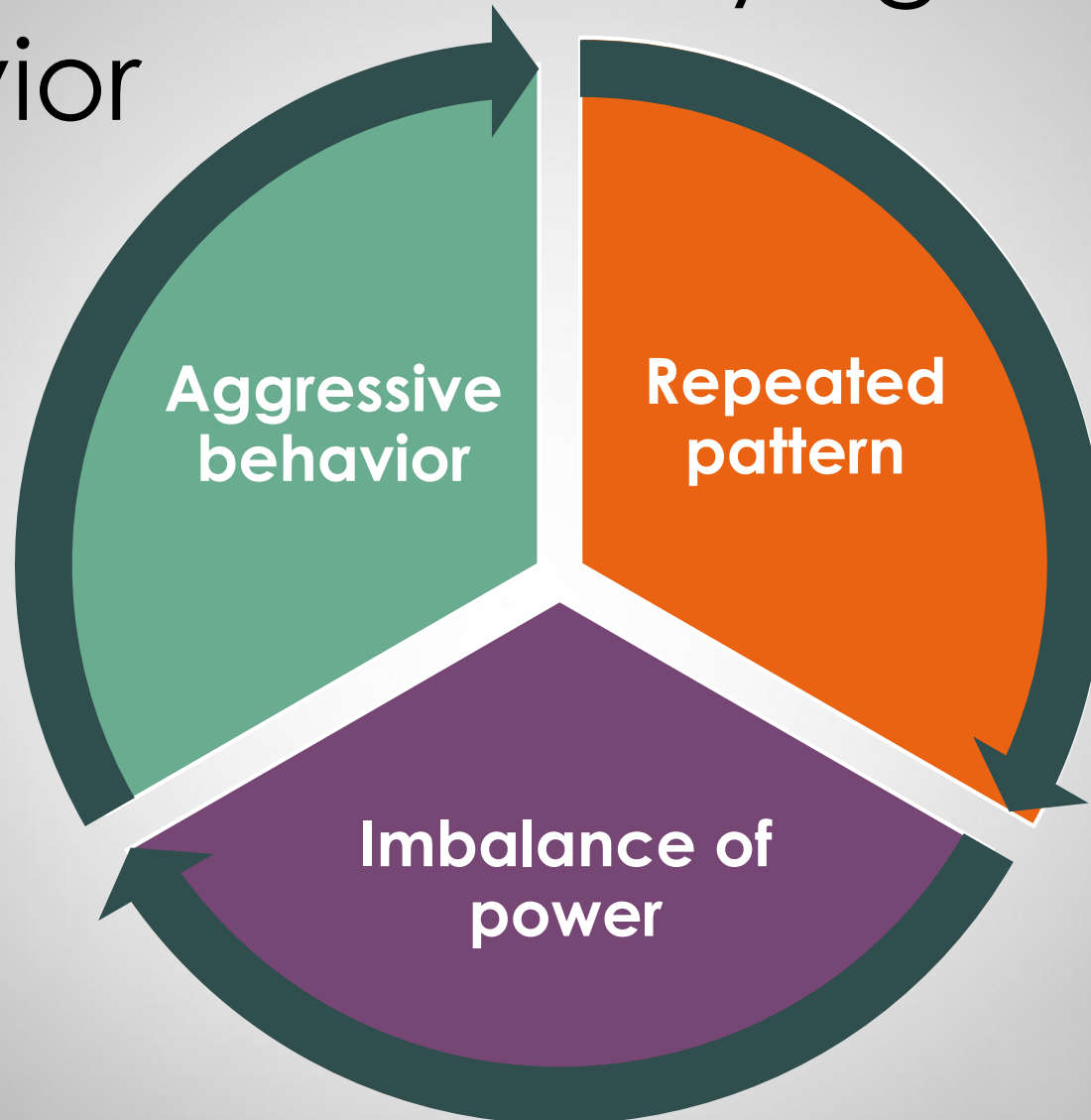


What is Bullying?

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

Understanding the Three Key Components of Bullying Behavior

8



Four Types of Bullying Behavior

9



Verbal



Cyberbullying



Social



Physical

Verbal Bullying is...

Verbal bullying is saying or writing mean things.

Verbal bullying includes:

- ▶ Teasing
- ▶ Name-calling
- ▶ Inappropriate sexual comments
- ▶ Taunting
- ▶ Threatening to cause harm



Social Bullying is...

11

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- ▶ Telling other children not to be friends with someone
- ▶ Spreading rumors about someone
- ▶ Embarrassing someone in public
- ▶ Leaving someone out on purpose



Physical Bullying is...

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- ▶ Spitting
- ▶ Tripping/pushing
- ▶ Taking or breaking someone's things
- ▶ Making mean or rude hand gestures
- ▶ Hitting/kicking/pinching

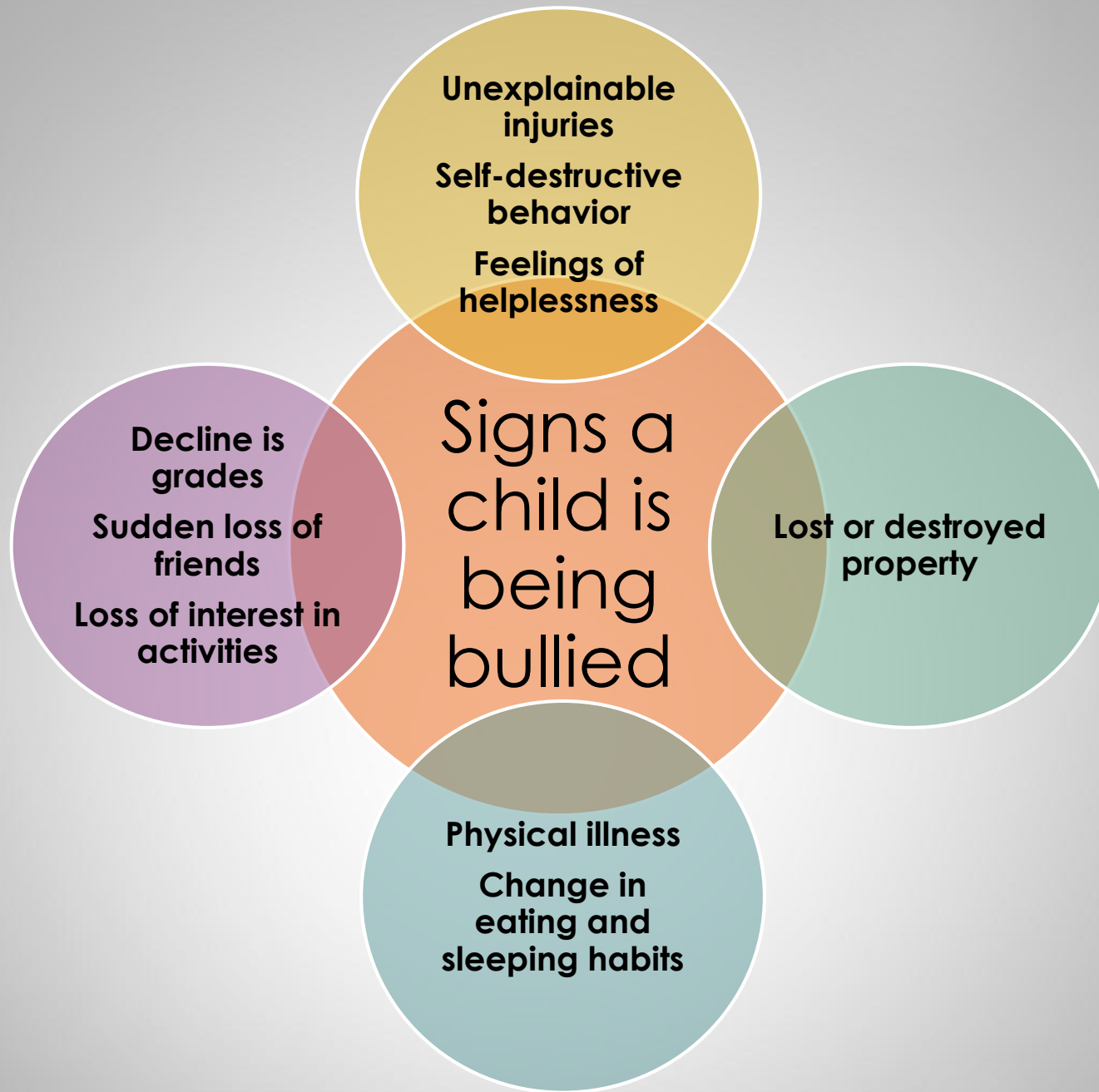


Cyber-bullying is...

13

Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.





Report Bullying Behavior

15

The reported incident will be investigated by school administration.

Parents/Guardians will be notified of the results from the reported incident investigation.

Appropriate discipline will be determined and administered. Disciplinary actions are confidential.

Determine if it's Bullying Behavior



There are many behaviors that look like bullying but require different approaches. It is important to determine whether the situation is bullying or something else.

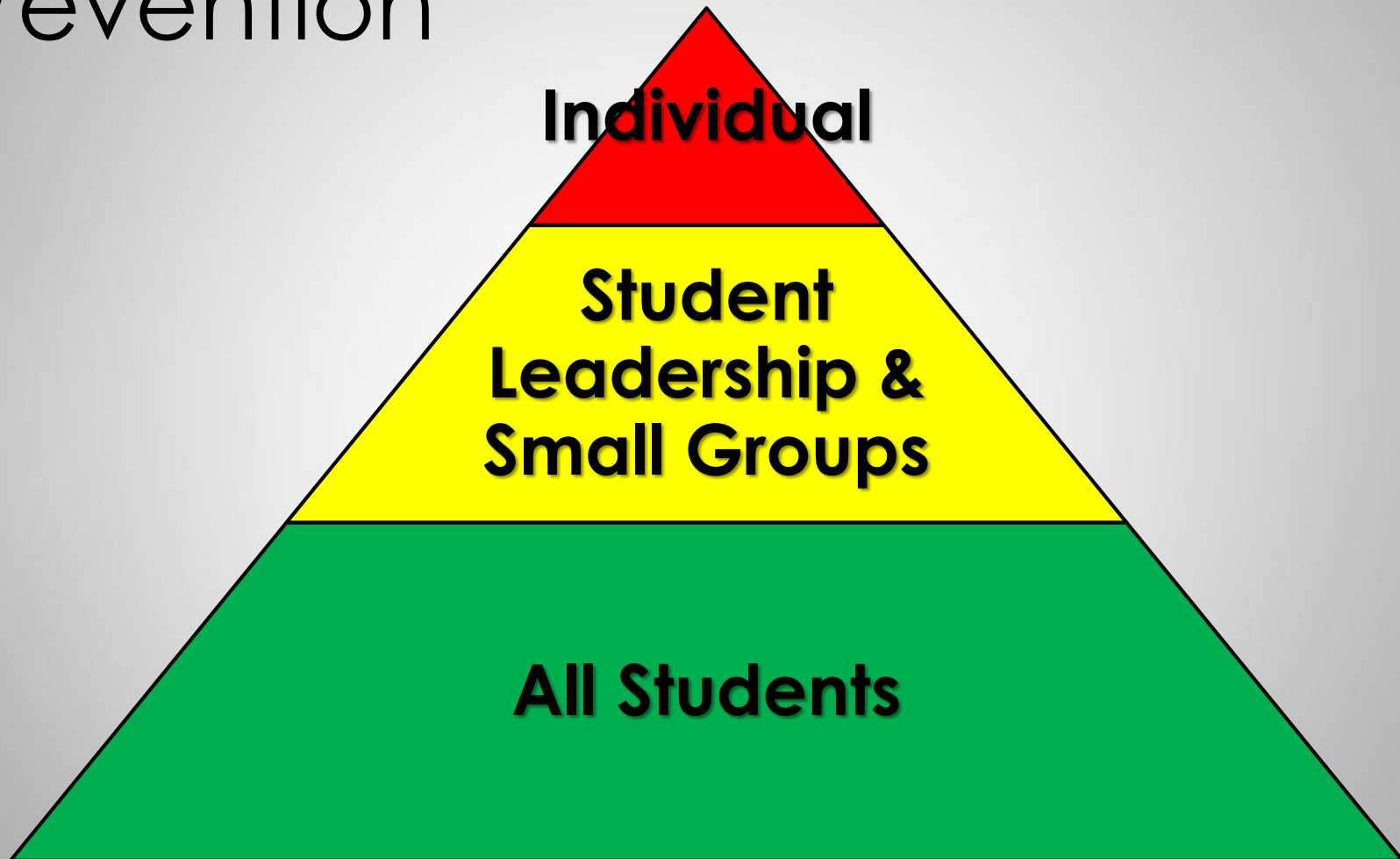
School Counseling Services Approach

17

- ▶ School counselors use a multi-tiered system of support to provide bullying prevention, education and intervention.
- ▶ School counselors use the PBIS Model Curriculum as a guideline for bullying prevention & education.
- ▶ School counselors work collaboratively with school administrators and staff to develop a comprehensive bullying prevention & education action plan

LCPS Multi-tiered Student Support System & Bullying Prevention

18



Bullying Prevention & Education Implementation Plan

19

1. Data Collection & Assessment

Gather Data
Identify Gaps & Needs
Develop a Bullying Prevention & Education Action Plan

2. The Plan: Create/Revise

Careful selection of actions that will impact school community
Integrate positive practices already working



3. Implementation

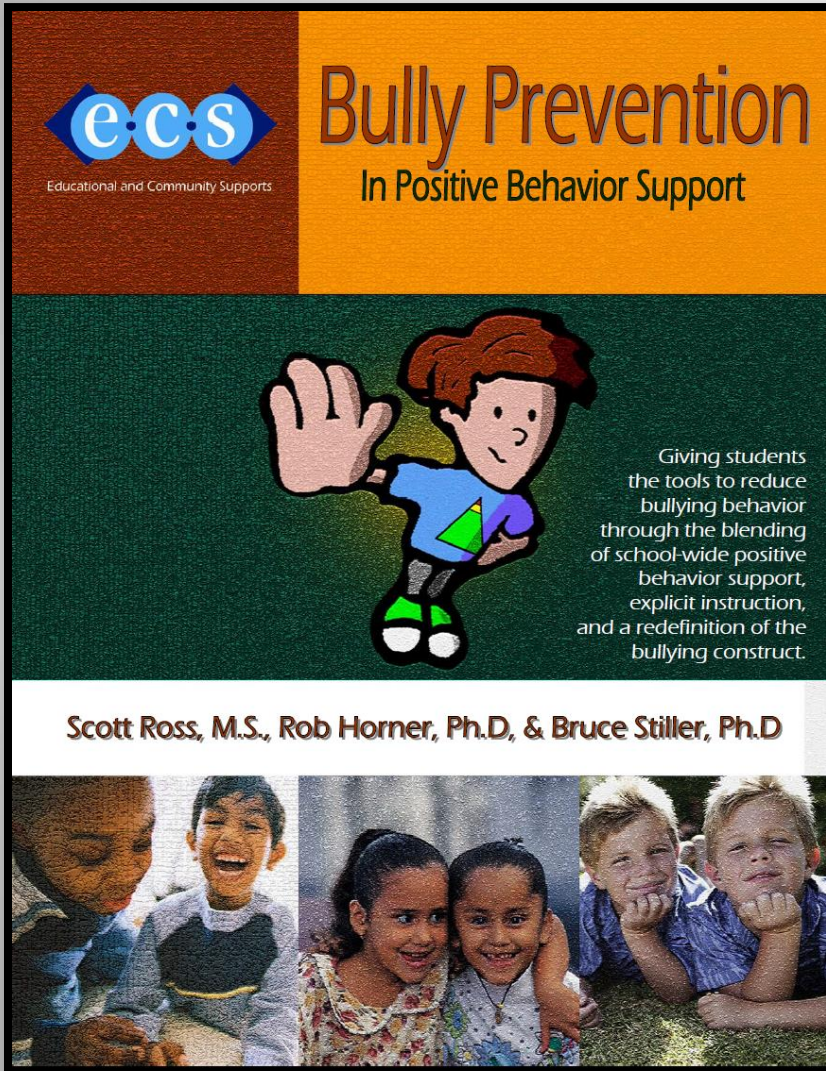
Commitment by whole school
Ensure sustainability & commitment of the plan
Communication to school community

4. Monitor & Reflect

Check-in: Fidelity
Checklists/Timelines
PBIS/BPC Meetings
Success Indicators
Celebrate Accomplishments

PBIS: Stop-Walk-Talk & Expect Respect

20



The cover features the ECS logo (Educational and Community Supports) in the top left. The title 'Bully Prevention In Positive Behavior Support' is prominently displayed in the top right. Below the title is a cartoon illustration of a boy with brown hair, wearing a blue shirt and green pants, holding up a large white hand with five fingers spread. To the right of the illustration, a text box explains the book's purpose: 'Giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct.' At the bottom, the authors' names are listed: 'Scott Ross, M.S., Rob Horner, Ph.D., & Bruce Stiller, Ph.D.' Below the text is a collage of four photographs showing diverse groups of children smiling and interacting positively.

e.c.s.
Educational and Community Supports

Bully Prevention

In Positive Behavior Support

Giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct.

Scott Ross, M.S., Rob Horner, Ph.D., & Bruce Stiller, Ph.D.

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect


Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross



UNIVERSITY OF OREGON

Bullying Prevention & Education Action Plan

Working Document September 2017



Loudoun County Public Schools

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

Middle School Bullying Prevention

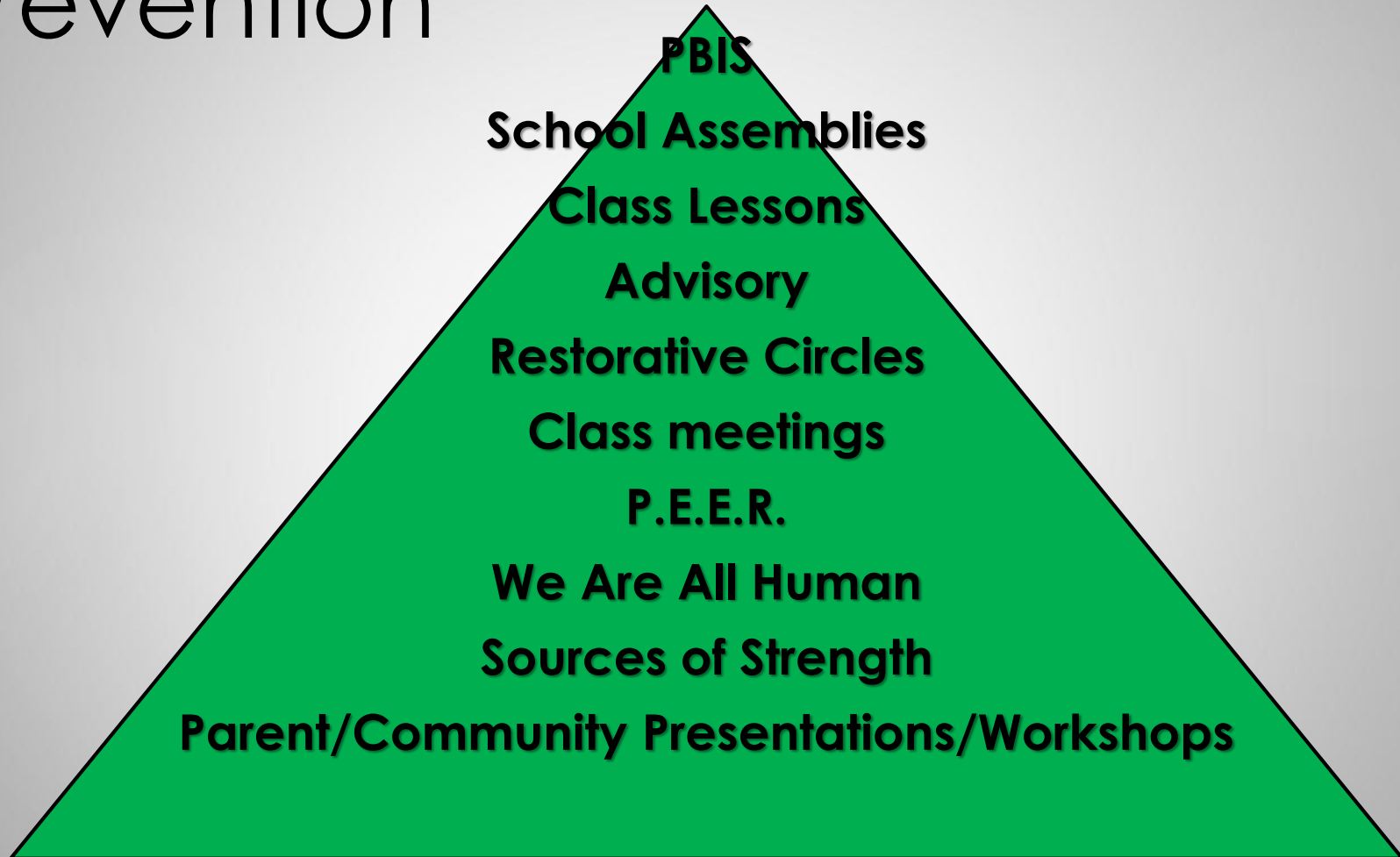
Goal _____

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, ASCA Mindset & Behavior, VDOE SC Standard	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person
6		All 6th classes				Number of Students in Grade/Class		Behavior	School Counselor
7		All 7th grade classes				Number of Students in Grade/Class		Behavior	
8		All 8th grade classes				Number of Students in Grade/Class		Behavior	

LCPS Multi-tiered Student Support System & Bullying Prevention

22



LCPS Multi-tiered Student Support System & Bullying Prevention

23

P.E.E.R.

Sources of Strength

Small Groups

Student Leadership

Restorative Circles

We are All Human

LCPS Multi-tiered Student Support System & Bullying Prevention

24



Investigation

**Individual support for person harmed
and person who harmed**

Discipline Action (if appropriate)

**Restorative Conferencing
(if appropriate)**

Resources

Stopbullying.gov

26

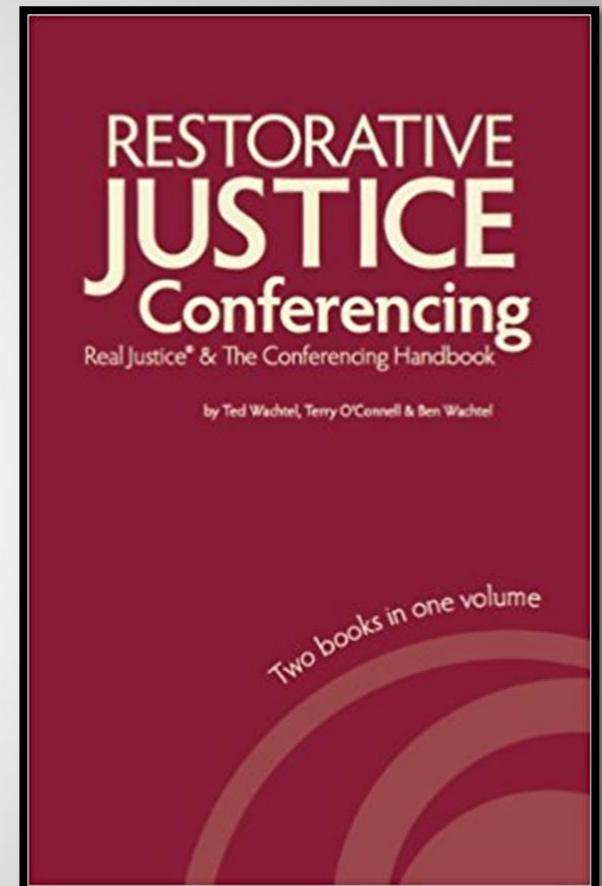
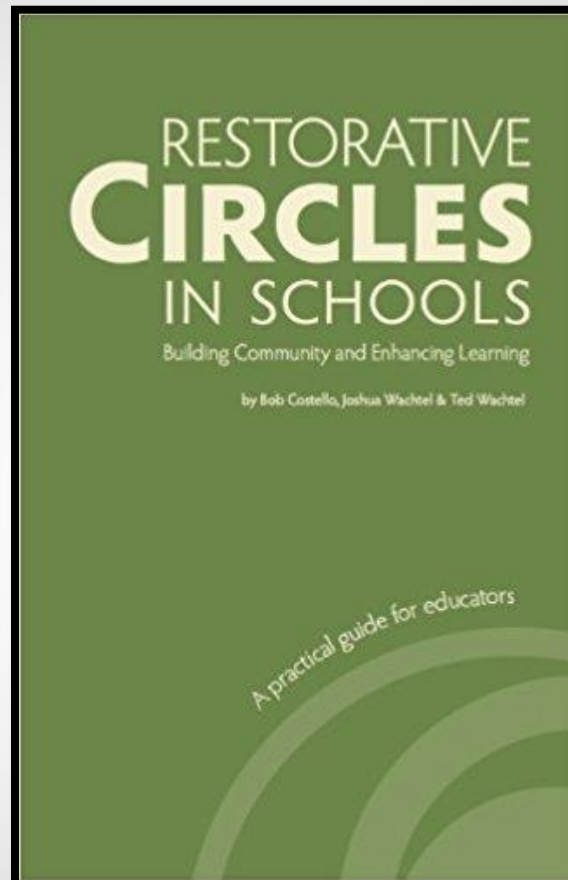
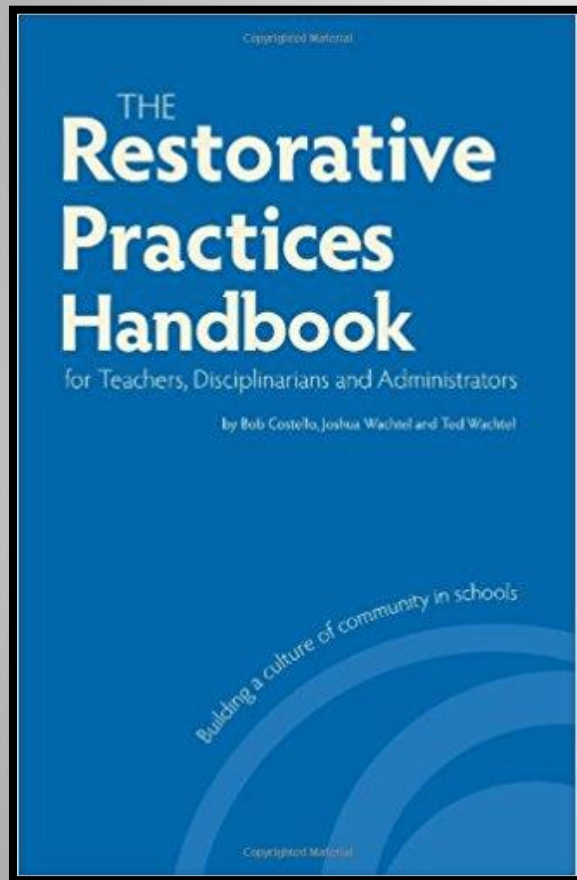
Bullying Prevention Training Course

- ▶ Discover your role in bullying prevention! This training provides guidance on how to take a public health approach to bullying prevention through the use of long-term, community-wide prevention strategies. Take the course, earn continuing education and make a difference today!



Restorative Language, Circles & Conferencing

27



NetSmartz Workshop: Digital Citizenship

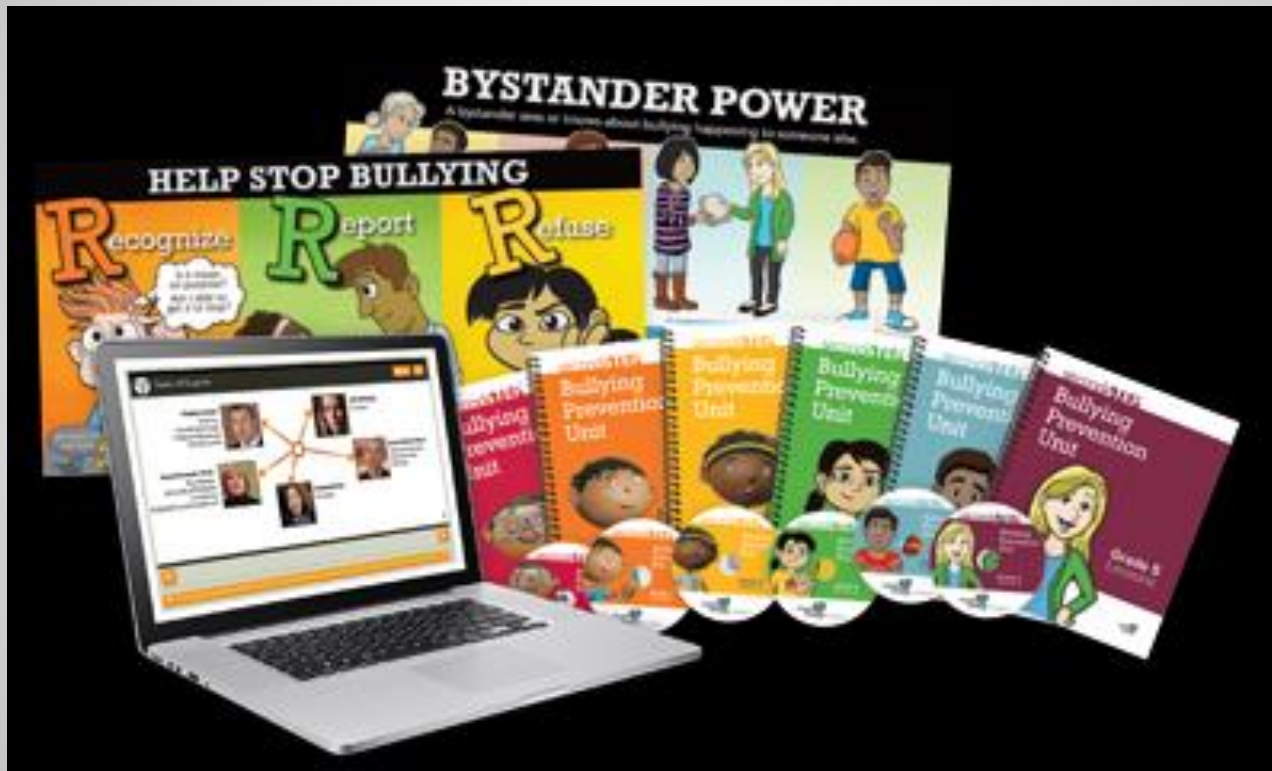


Goals

- **Educate** children on how to recognize potential Internet risks
- **Engage** children and adults in a two-way conversation about on- and offline risks
- **Empower** children to help prevent themselves from being exploited and to report victimization to a trusted adult

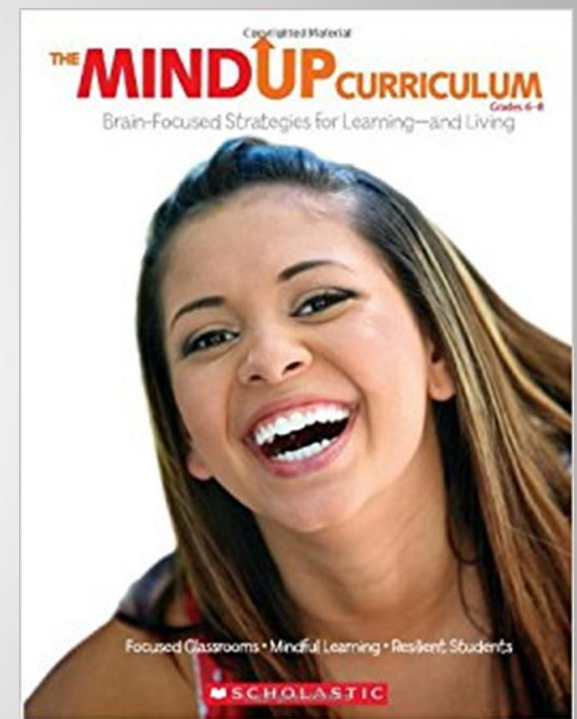
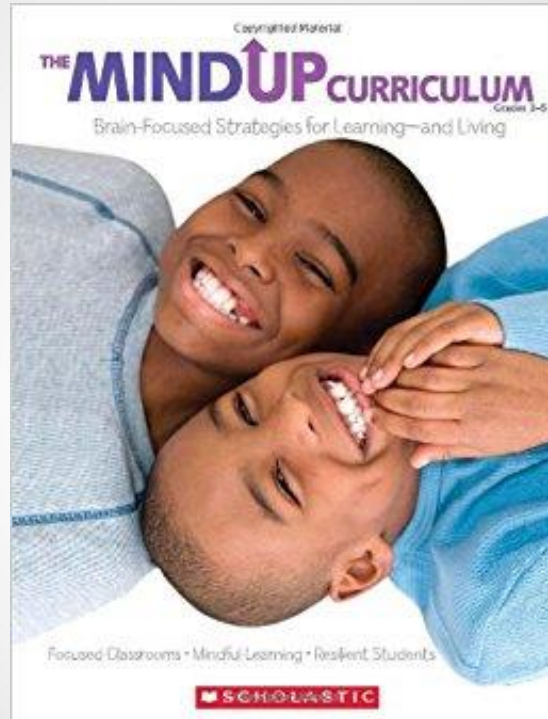
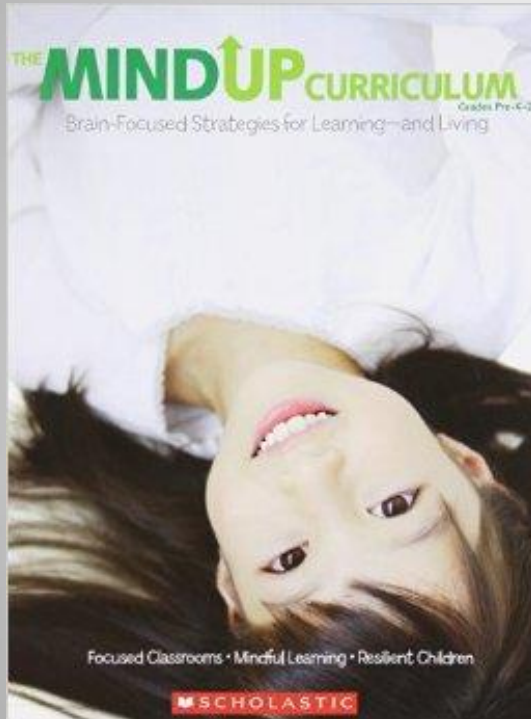
Second Step: Bullying Prevention

29



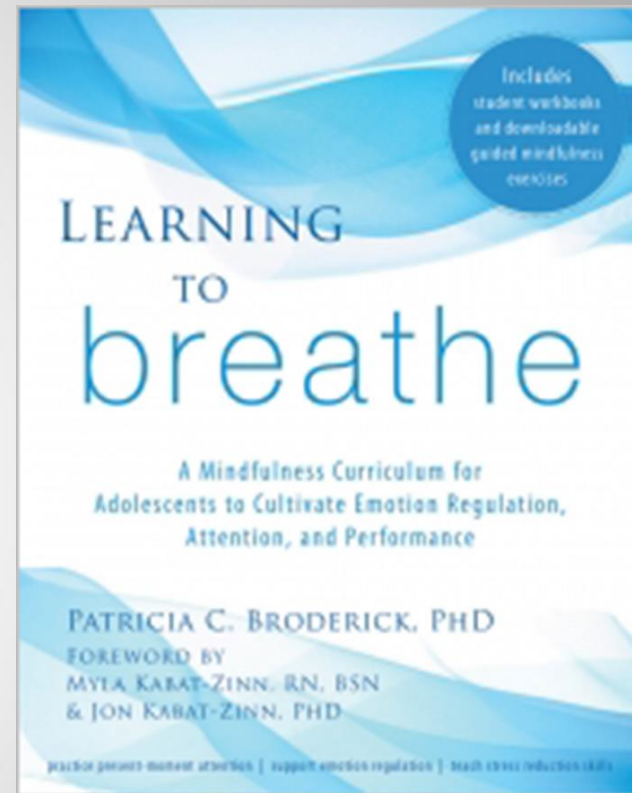
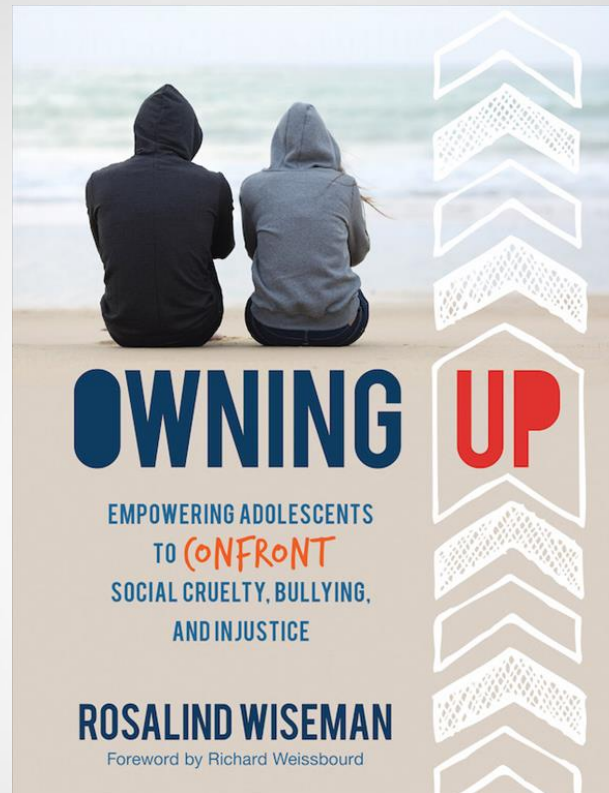
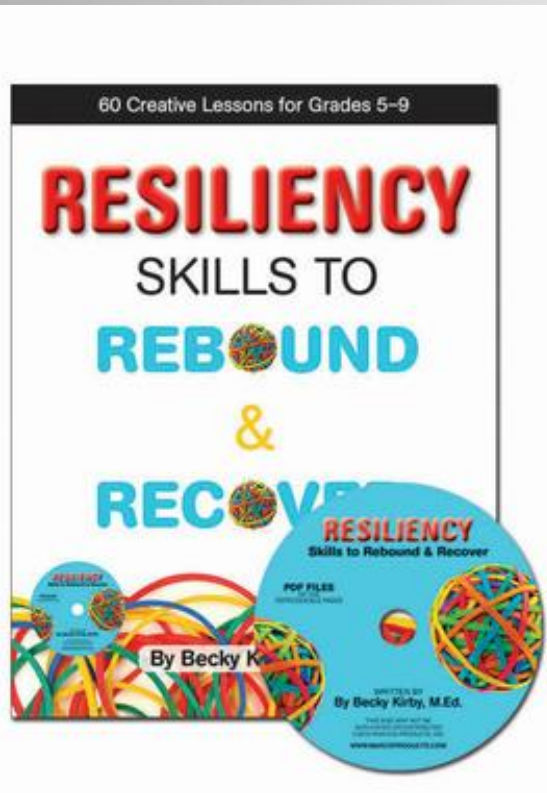
Mind Up: Elementary & Middle

30



Small Group Resources

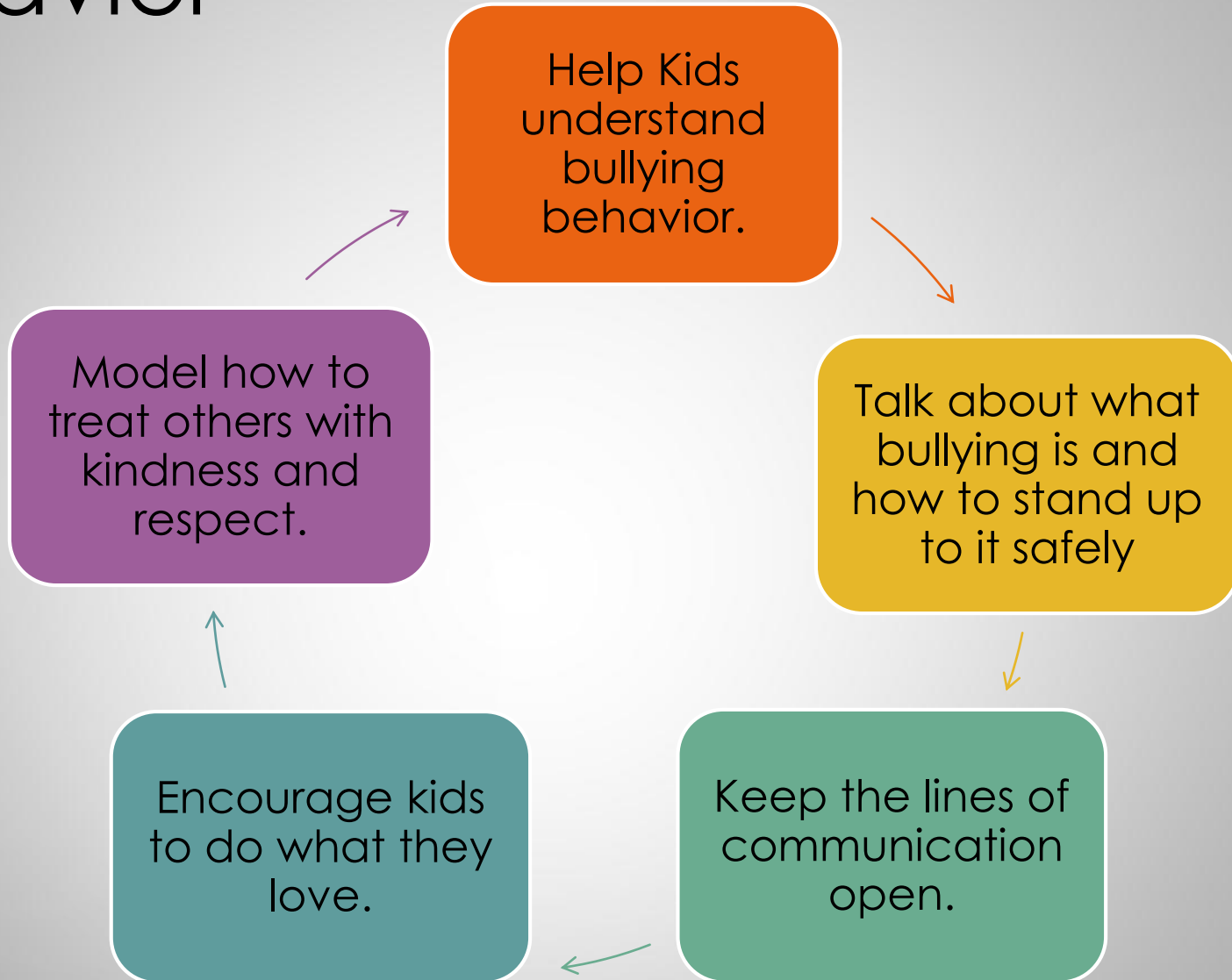
31



Teaching Skills & Strategies

How to Talk about Bullying Behavior

33



From Bystander to Up-Stander

34



Approach

35

- ▶ School-wide
- ▶ Classroom Lessons
- ▶ Small group
- ▶ Individual

School-wide School Counselors provide:

School-wide activities & events

When: *During the month of August, September, October and throughout the school year*

- ✓ Training annually on bullying behavior
 - ❖ Training for staff
 - ❖ Informational workshop/presentation to parents/guardians
- ✓ Public Services Announcements/Newsletters
- ✓ Poster Contests
- ✓ Spirit Days
- ✓ Assemblies
- ✓ Website information & resources

Elementary Examples of School-wide Awareness/Activities

37

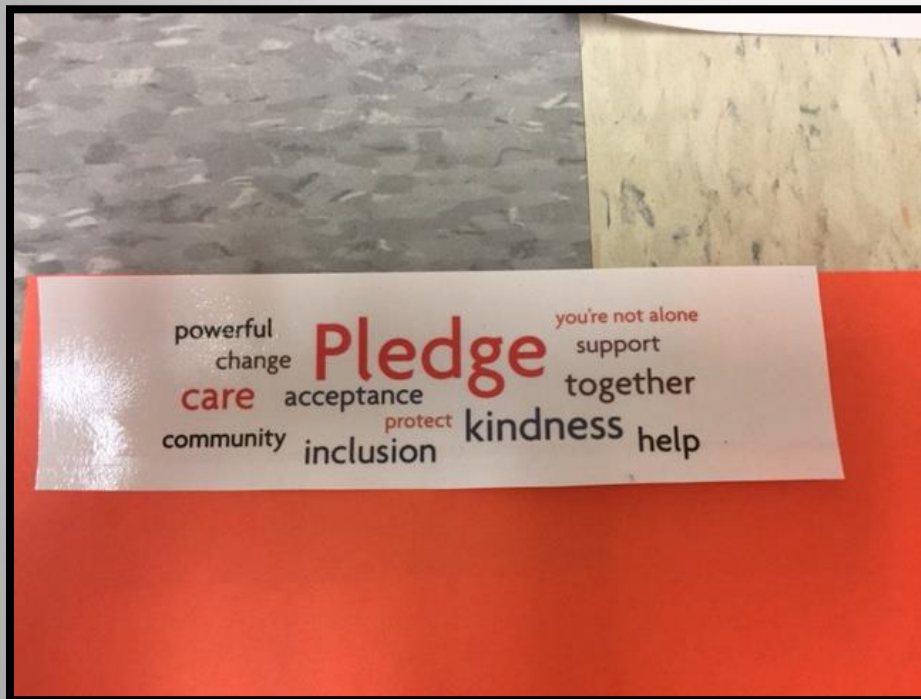
Hutchison Farm ES



Middle School Examples of School-wide Awareness/Activities

38

Trailside MS



Blue Ridge MS



Middle School Examples of School-wide Awareness/Activities

39

Brambleton MS



Sterling MS



High School Examples of School-wide Awareness/Activities

40

John Champe HS



Heritage HS



Classroom Lessons School Counselors provide:

▶ **Elementary**

- ❖ When: during classroom lesson time
- ❖ How often: October and throughout the school year

▶ **Middle**

- ❖ When: during advisory lessons; during resources time
- ❖ How often: October and through out the school year as needed

▶ **High School**

- ❖ When: during advisory; push in during selected class-time
- ❖ How often: October and throughout the school year as needed

Small Group School Counselors provide:

Small Group

- ✓ Restorative Circles
- ✓ Social Skills
 - ❖ Social Thinking
 - ❖ Super Flex
 - ❖ Social Detectives
- ✓ Friendship skills
- ✓ Communication skills
- ✓ Social Emotional Skill Building
 - ❖ Owning Up
 - ❖ Resiliency Skill Building
 - ❖ Second Step

Individual Support

- ▶ Individual counseling for victim and student demonstrating bullying behaviors
- ▶ Restorative Conferencing (if appropriate)
- ▶ Family Support as appropriate

Elementary School Bullying Prevention & Education

KAREN THOMPSON, GUILFORD ELEMENTARY SCHOOL

Myth & Truth Activity

- ▶ A statement will be shared.
- ▶ Hold up your green piece of paper if you think it is myth.
- ▶ Hold up your yellow piece of paper if you think it is true.

Myths & Truths about Bullying

- ▶ “Bullying is a natural part of childhood.”
- ▶ “Words will never hurt you.”
- ▶ “Some people deserve to be bullied.”
- ▶ “Telling a teacher about bullying is tattling.”
- ▶ “It’s only teasing.”

Myths & Truths about Bullying (cont.)

- ▶ “Boys will be boys.”
- ▶ “Girls don’t bully.”
- ▶ “Children and youth who are bullied will almost always tell an adult.”
- ▶ “Bullying is easy to recognize.”
- ▶ “Ignoring bullying will make it go away.”

Bullying Prevention & Education at Elementary School Level

48

Kindergarten

- Provide lessons on Defining Bullying Behavior and Introduction to PBIS: **“Stop Walk, Talk”** guidelines

First Grade

- Provide lessons on Defining Bullying Behavior and Review of using the PBIS: **“Stop Walk, Talk”** guidelines

Second Grade

- Provide lessons on ***Tattling vs. Reporting & Big and Small problems.*** Review using the PBIS: “Stop Walk, Talk” guidelines

Bullying Prevention & Education at Elementary School Level

49

Third Grade

- Provide lessons on ***Bullying Prevention and the Power Struggle***. Review using the PBIS: “Stop Walk, Talk” guidelines.

Fourth Grade

- Provide lessons on ***Four Types of Bullying Behavior and the Three roles in a bullying situation***. Review using the PBIS: “Stop Walk, Talk” guidelines.
- Provide lessons on ***internet safety and cyberbullying prevention***.

Fifth Grade

- Provide lessons on ***Four Types of Bullying Behavior and the Three roles in a bullying situation***. Review using the PBIS: “Stop Walk, Talk” guidelines.
- Provide lessons on ***internet safety and cyberbullying prevention***.

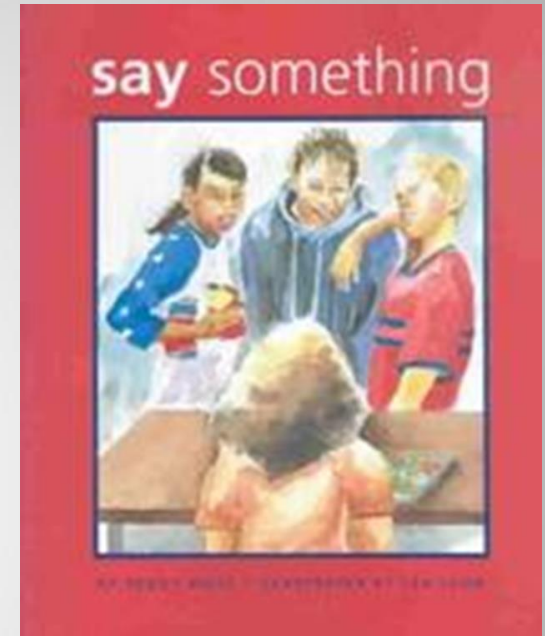
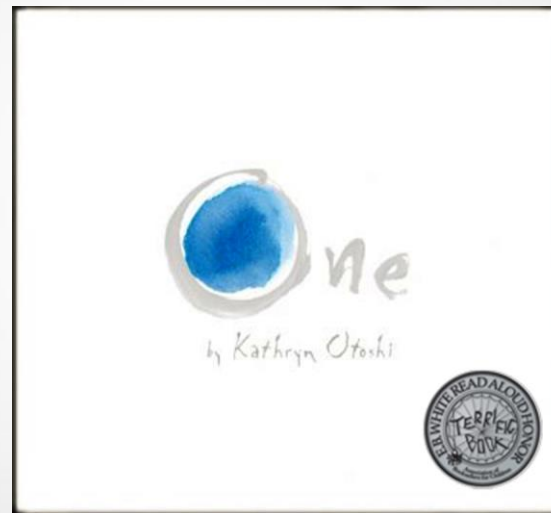
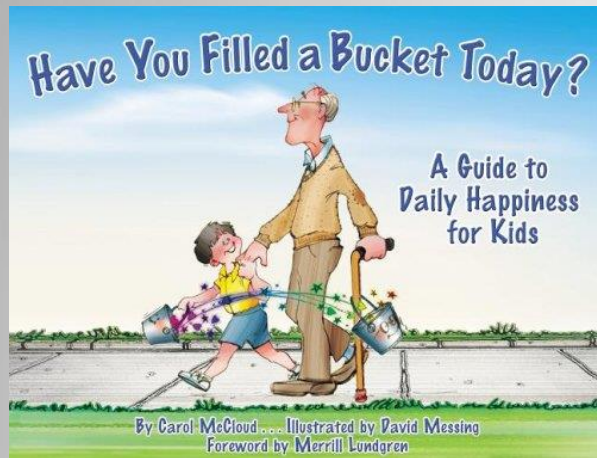
Elementary Classroom Example: Hamilton ES – “It’s Cool to be KIND!”

51



Bully Prevention Resources for Elementary

52



Middle School and Elementary School Collaborative OTTW Bully Awareness Project

53



5th graders sharing bully prevention projects with 8th graders

54



Middle School Bullying Prevention & Education

55

JENNIFER ALBERTH, STONE MIDDLE SCHOOL

REGINA HAGAN, SMART'S MILL MIDDLE SCHOOL

Bullying Prevention & Education at Middle School Level

56

Sixth Grade

- Provide lessons on ***Defining Bullying Behavior, Types of Bullying and Role of the Bystander.*** ***Introduce a key word to stop bullying behavior*** using the PBIS “Expect Respect” guidelines.

Seventh Grade

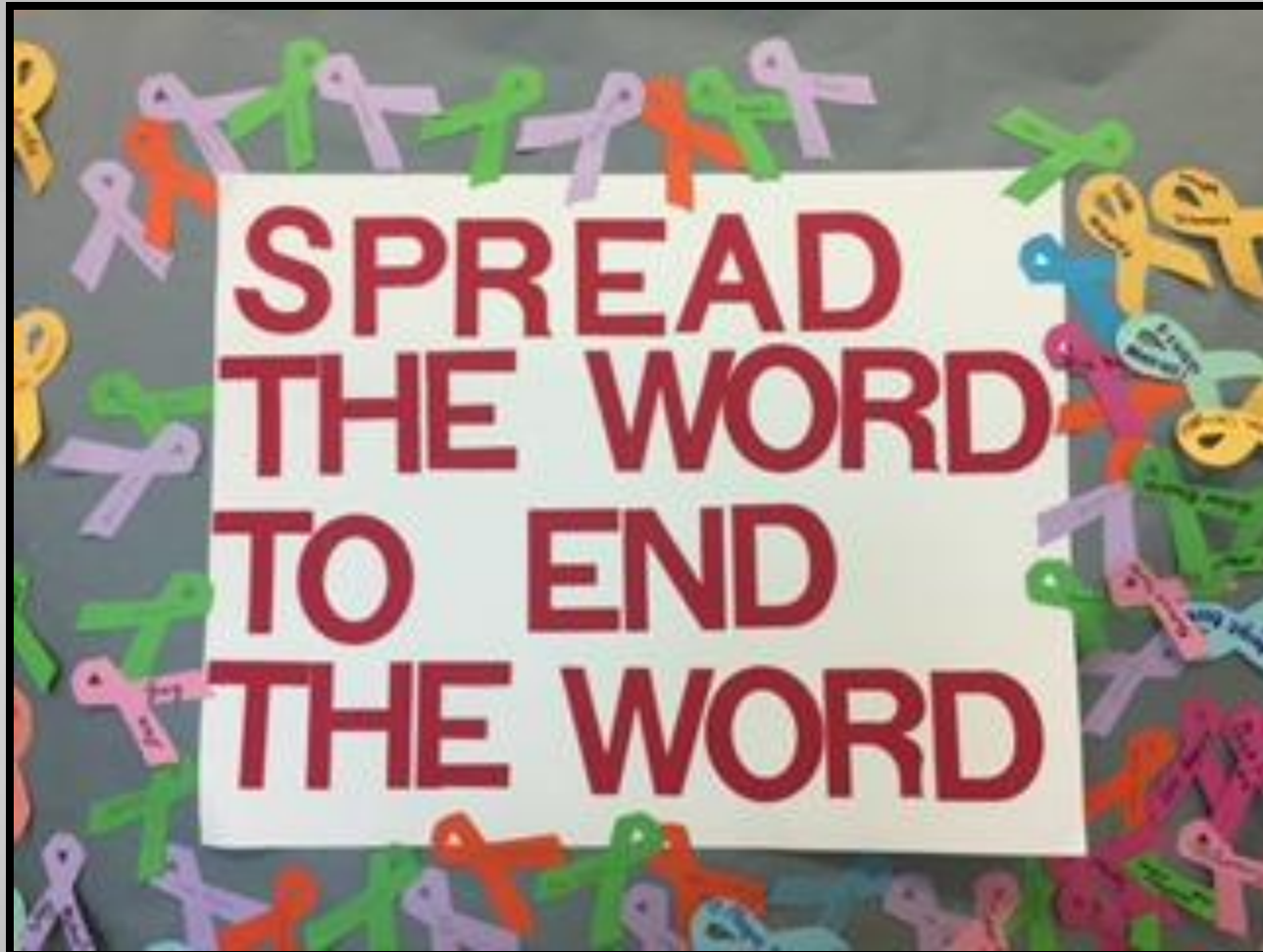
- Provide lessons on ***Sexual Harassment*** and review bullying behavior using the PBIS “Expect Respect” guidelines and identified key word

Eighth Grade

- Provide lessons on ***Cyberbullying*** using the Common-Sense Media, “Digital Citizenship” guidelines resources and review bullying behavior using the PBIS “Expect Respect” guidelines and identified key word

Expect Respect

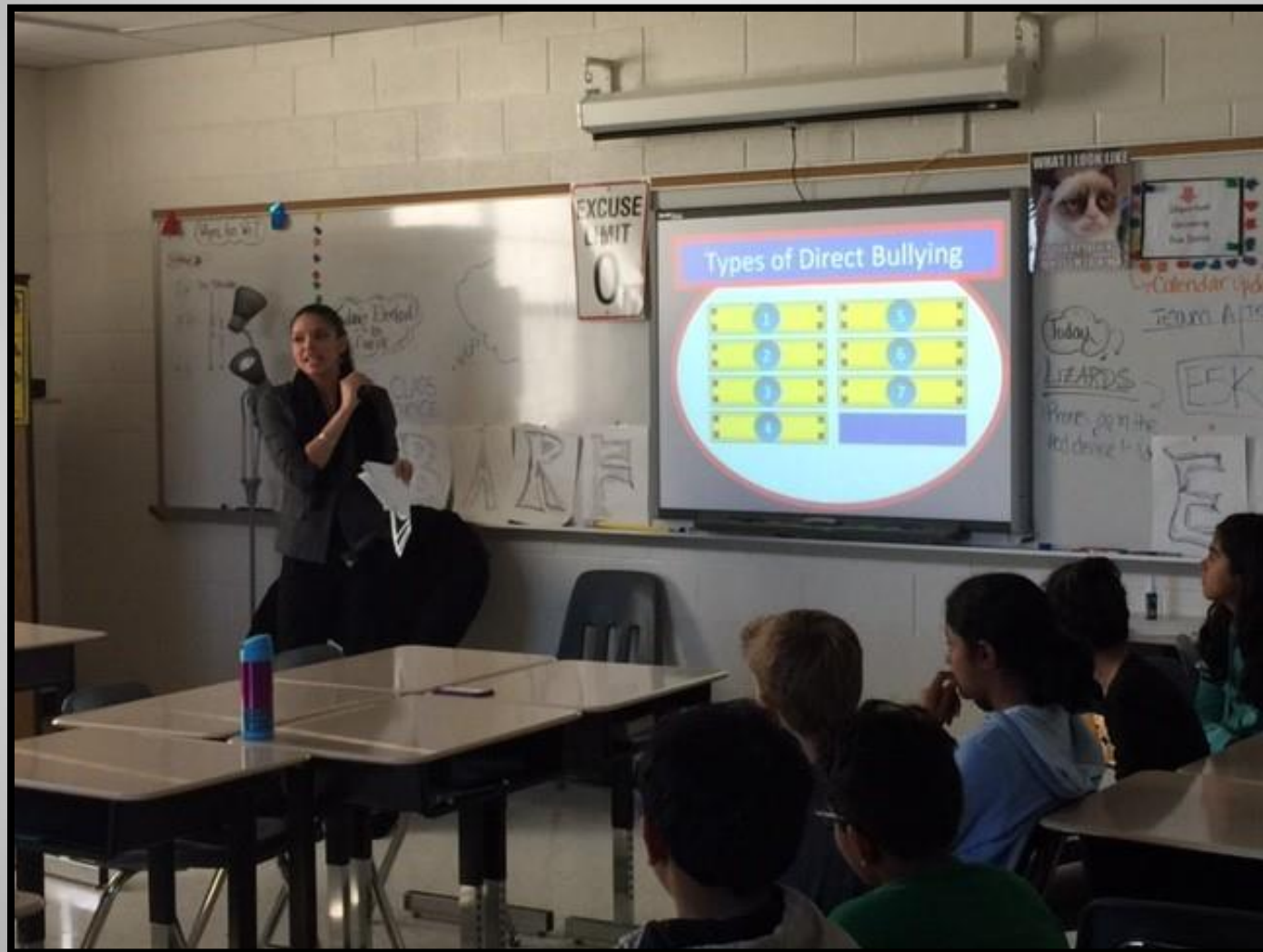
57



Middle School Classroom

Lesson Example: Stone Hill MS

58



Creating a Positive School Climate

59



RAYS' Bracelets

Pay it forward- How can you share positive feedback to your peers?



Smiley Stickers

Sharing positive comments about staff and peers



Compliment Wall

Creating a Positive School Climate (cont.)

60

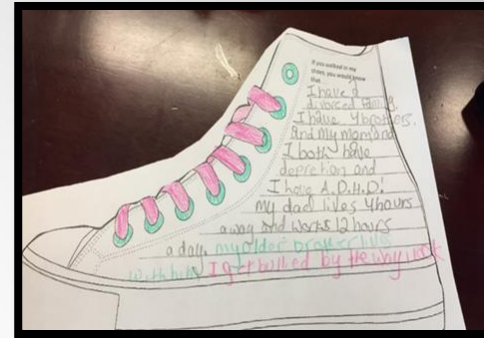


Poster Contest

Creating empathy for others



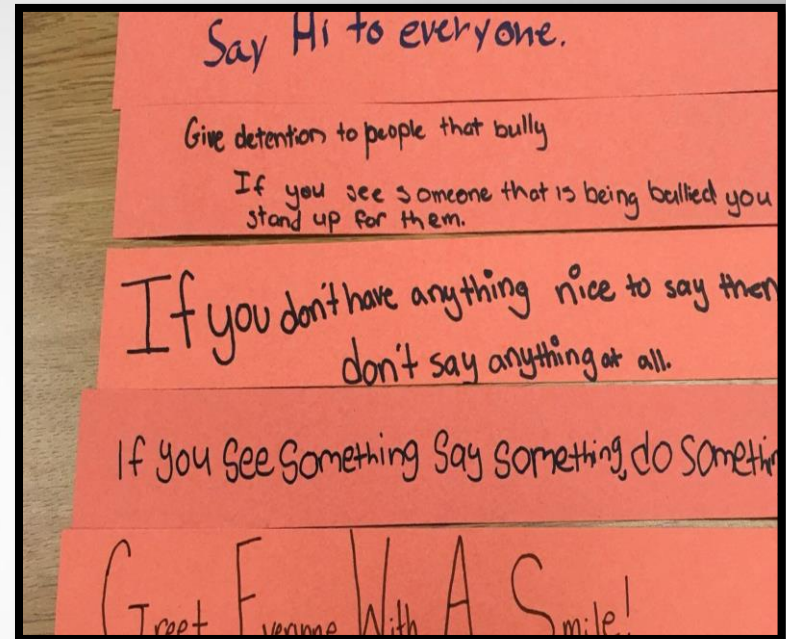
Poster Contest



Walking in my Shoes

Unity Day Activities

61



Parent/Guardian Programs/Education



- ▶ Parent/Guardian Coffees
 - ▶ Building Resilience In your child- SHMS
 - ▶ How to help your Child be Successful in School- SHMS
 - ▶ Addresses who to go to for help, Cyber- bullying
 - ▶ Bullying Prevention and Awareness- Guilford Elementary
 - ▶ Adolescence- What is Normal, What is Not?
 - ▶ Recognizing signs that may indicate a situation of concern

Student Presentations

63

SAME SKY presentation

Accepting differences- Being
understanding/inclusive/patient
/kind

A PLACE TO BE
Where Music Meets Therapy!

The Same Sky Project
Presents

A WILL To Survive

*"There's a thread that binds us to each other.
A thin thread that pulls me near to you."*

A Rock Opera
about suicide prevention, mental
health and finding hope while
being a teenager today.

Monday, October 16
7:00pm

Loudoun County High School
415 Dry Mill Rd. SW
Leesburg, VA 20175

One show only!
Free Admission

For More Information,
Visit: www.aplacetobe.org
or Call: (540) 687-6740

Loudoun County Public Schools
Claude Moore
CHARITABLE FOUNDATION
THE CHICHESTER DUPONT
FOUNDATION
INOVA LOUDOUN
HOSPITAL
LOUDOUN
EDUCATION
FOUNDATION

High School Bullying Prevention & Education

JENNIFER SCHRADER, FREEDOM HIGH SCHOOL

Bullying Prevention & Education at High School Level

65

Ninth Grade

- Provide lessons on respect, exclusion vs. inclusion, and bullying & cyberbullying prevention using the Digital Citizenship Common Sense Media Resources

Tenth Grade

- Provide lessons on respect, exclusion vs. inclusion, and bullying & cyberbullying prevention using the Digital Citizenship Common Sense Media Resources

Eleventh Grade

- Provide lessons on respect, exclusion vs. inclusion, and bullying & cyberbullying prevention using the Digital Citizenship Common Sense Media Resources

Twelfth Grade

- Provide lessons on respect, exclusion vs. inclusion, and bullying & cyberbullying prevention using the Digital Citizenship Common Sense Media Resources

Hero in the Hallway

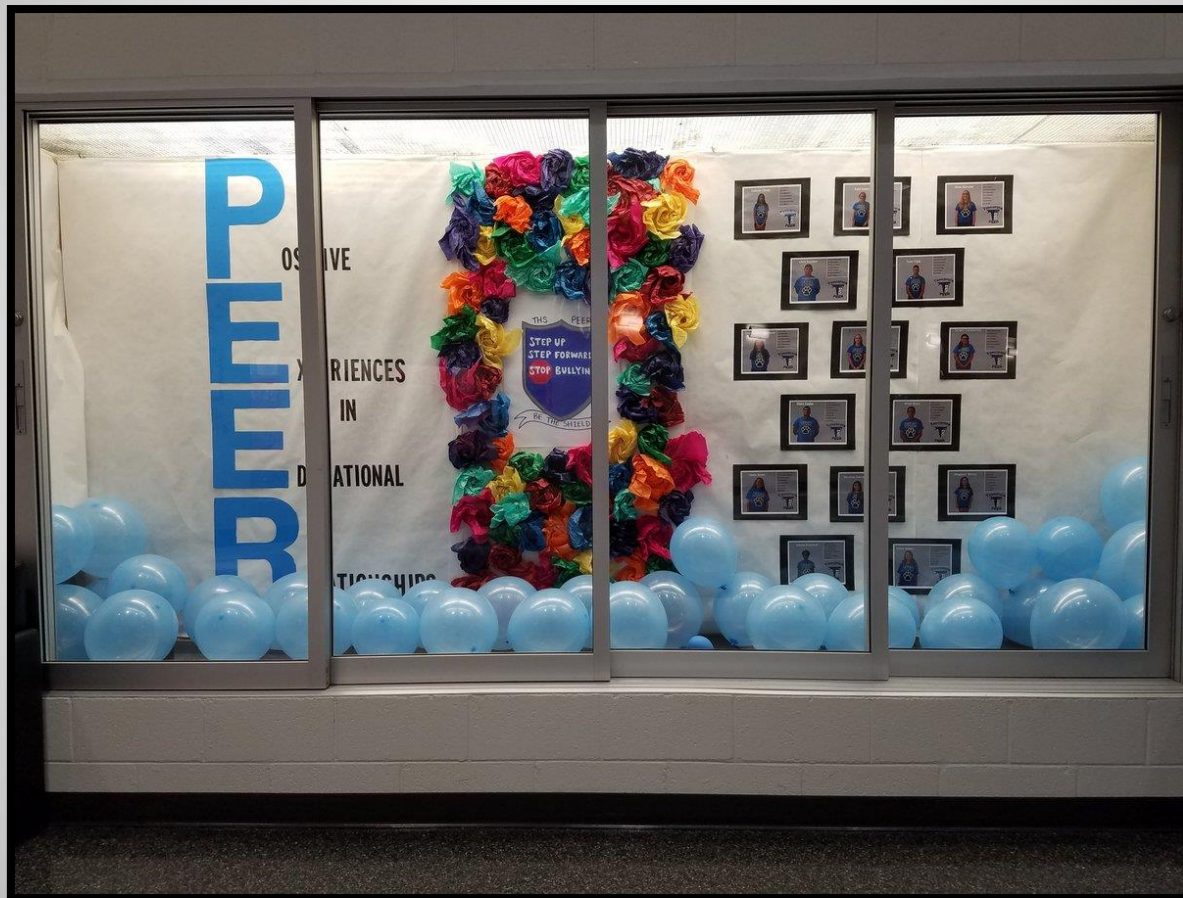
66



High School Student Leadership

Example: Tuscarora HS

67



High School Student Leadership

Example: Sources of Strength

68



What Can Parents/Guardians Do

RESOURCES AVAILABLE AT:
STOPBULLYING.GOV
NETSMARTZ

What Parents/Guardians Can Do

70



Parents play a key role in preventing and responding to bullying. If you know or suspect that your child is involved in bullying, there are several resources that may help.

What Parents/Guardians Can Do

► **Build Resiliency**

- ❖ Help your child develop self-confidence
- ❖ Encourage your child to interact with peers
- ❖ Teach safety strategies and how to seek help
- ❖ Make and enforce rules about phone and computer use
- ❖ Discuss what is appropriate and monitor behavior



What Parent/Guardians Can Do (cont.)

72

Listen

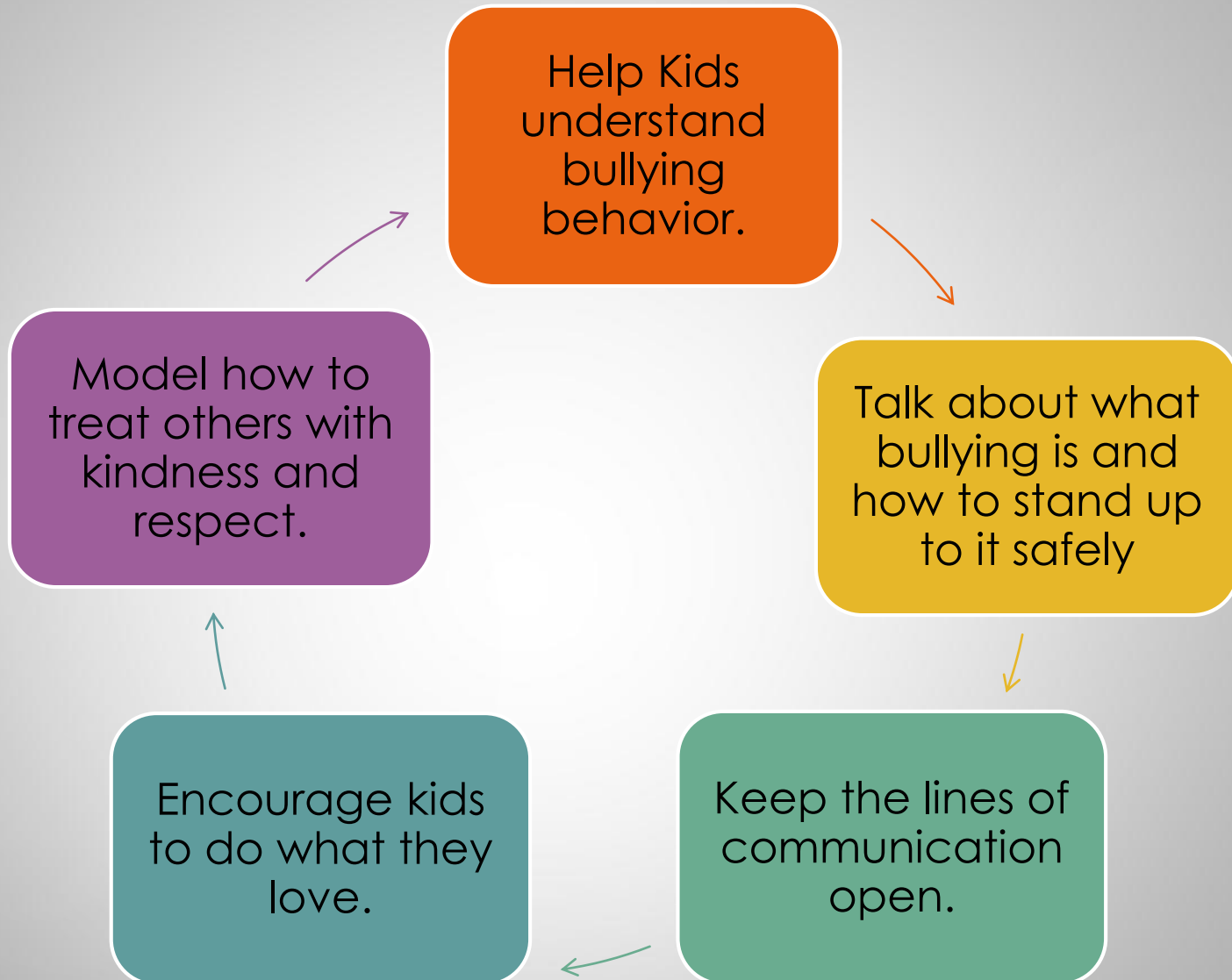


Skill Building



Skill Building

73



What Parents/Guardians Can Do (cont.)

74

Interests & Activities



Self Advocacy



Parent/Guardian Resources (handouts)

75

How Youth Can Protect Themselves

The Consequences of Bullying

August 2017

RESEARCH SUMMARY

stopbullying.gov

How Youth Can Protect Themselves from Bullying

Understanding


Youth often ask: "What can I do to help stop bullying?" and "How can I protect myself from being bullied?" These are difficult questions to answer, and sometimes parents, teachers, and principals struggle to address them. Findings from some recent studies of new and innovative strategies can help youth to protect themselves from bullying. While considering the important role of parents, educators, and adults at school, this summary covers protective factors to prevent bullying as well as innovative strategies for youth that can reduce the likelihood of being bullied.

Protective Factors

One of the best ways that youth can protect themselves against being bullied is through healthy friendships and positive relationships with classmates. A wealth of research indicates that having a healthy peer network protects against being bullied and also helps reduce the negative effects of being bullied, such as feeling depressed and anxious. In addition, having positive peer relationships also can increase the likelihood that peer bystanders will step in to intervene and help stop bullying when it occurs.

Research also indicates that having positive relationships with teachers is associated with a reduced risk of being bullied and that hostile teacher-student relationships are associated with higher levels of bullying. So it is important for youth to seek out and maintain both healthy peer and adult relationships to reduce the likelihood that they will be bullied.

Youth can also reduce their exposure to environments in which bullying frequently occurs such as areas of schools with poor adult supervision or in social media settings where negative and hurtful communication occurs. In those instances where youth are in these environments, they should take extra caution, such as walking between classes with friends or a supportive peer, and protecting their identity online and the information they share electronically.



¹ Fion, J., Sulikowski, M. L., & Bauman, S. (2016). Teachers' responses to bullying incidents: Effects of gender, age, and experience. *Journal of Interpersonal Violence, 31*, 211-222. doi: 10.1177/0886260515600001

² Fion, J. S., & Espelage, D. L. (2012). A review of research on bullying and peer victimization in school: An ecological system analysis. *Aggression and Violent Behavior, 17*, 311-322. doi: 10.1016/j.avb.2012.05.003

³ Salimov, C. (2020). Bullying and the peer group: A review. *Aggression and Violent Behavior, 15*, 112-120. doi: 10.1016/j.avb.2009.08.007

⁴ Karna, A., Voeten, M., Fokkema, E., & Salimov, C. (2020). Vulnerable children in varying classroom contexts: Bystanders' behaviors moderate the effects of risk factors on victimization. *Merrill-Palmer Quarterly, 56*, 261-282. doi: 10.1111/mpq.12052

⁵ Fion, J. S., & Barton, E. (2008). The role of teachers in school violence and bullying prevention. In *School violence and primary prevention* (pp. 249-275). Springer New York.

⁶ Lucas-Molina, B., Williamson, A. A., Pulido, R., & Pérez-Albarrán, A. (2015). Effects of teacher-student relationships on peer harassment: A multi-level study. *Psychology in the Schools, 52*, 298-315. doi: 10.1002/ppts.21822

Page | 1

August 2017

FACT SHEET

stopbullying.gov

The Consequences of Bullying

It is important for parents and people who work with children and adolescents to understand that bullying can have both short- and long-term effects on everyone involved. While most research on bullying has been about children and adolescents who have been bullied, those who bully others are also negatively impacted, as are those who are both bullied and bully others, and even those who are not directly involved but witness bullying.

Children Who Have Been Bullied

Research has found that children and adolescents who have been bullied can experience negative psychological, physical, and academic effects.

Psychological Effects

The psychological effects of bullying include depression, anxiety, low self-esteem, self-harming behavior (especially for girls), alcohol and drug use and dependence, aggression, and involvement in violence or crime (especially for boys). While bullying can lead to mental health problems for any child, those who already have mental health difficulties are even more likely to be bullied and to experience its negative effects.

Cyberbullying – bullying that happens with computers or mobile devices – has also been linked to mental health problems. Compared with peers who were not cyberbullied, children who were cyberbullied report higher levels of depression and thoughts of suicide, as well as greater emotional distress, hostility, and delinquency.

Physical Effects

The physical effects of bullying can be obvious and immediate, such as being injured from a physical attack. However, the ongoing stress and trauma of being bullied can also lead to physical problems over time. A child who is bullied could develop sleep disorders – such as difficulty falling asleep or staying asleep – stomachaches, headaches, heart palpitations, dizziness, bedwetting, and chronic pain and somatization (i.e., a syndrome of distressful, physical symptoms that cannot be explained by a medical cause).

Being bullied also increases cortisol levels – a stress hormone – in the body, which typically happens after a stressful event. Stress from bullying can impact the immune system and hormones. Imaging studies show that brain activity and functioning can be affected by bullying, which may help explain the behavior of children who have been bullied.



Bullying and Suicide

Bullying is a risk factor for depression and thinking about suicide. Children who bully others, are bullied, or both bully and are bullied are more likely to think about or attempt suicide than those who are not involved in bullying at all.

Page | 1

Perception Activity

76

- ▶ You each should have a square piece of paper.
- ▶ Please listen to the speaker and follow her direction for this activity.

Take-Home Message

77

- ▶ It *is* possible to reduce bullying.
- ▶ It requires a *team* effort.
- ▶ It requires a long-term commitment.





Information and Resources

- ▶ **Stopbullying.gov:** <https://www.stopbullying.gov/>
- ▶ **Restorative Practices:** <http://www.iirp.edu>
- ▶ **Netsmartz:** <https://www.netsmartz.org>
- ▶ **Sources of Strength:** <https://sourcesofstrength.org/>
- ▶ **Bully Prevention in Positive Behavior Support:**
<https://www.pbis.org/common/cms/files/pbisresources/pbsbullyprevention.pdf>
- ▶ **Olweus Bullying Prevention Program:**
<http://www.violencepreventionworks.org/public/index.page>

Contact Information

Anaid Shaver

School Counseling Specialist

Phone: 571.252.1017

Email: ashaver@lcps.org

Karen Thompson- Guilford Elementary

Jennifer Alberth- Stone Hill Middle School

Regina Hagan- Smart's Mill Middle School

Jennifer Schrader- Freedom High School

Thank you for
your
attendance and
participation.