We are recording & will share the video on YouTube

We'll begin at **10:00am**

Subscribe! Youtube.com/ waOSPI

Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
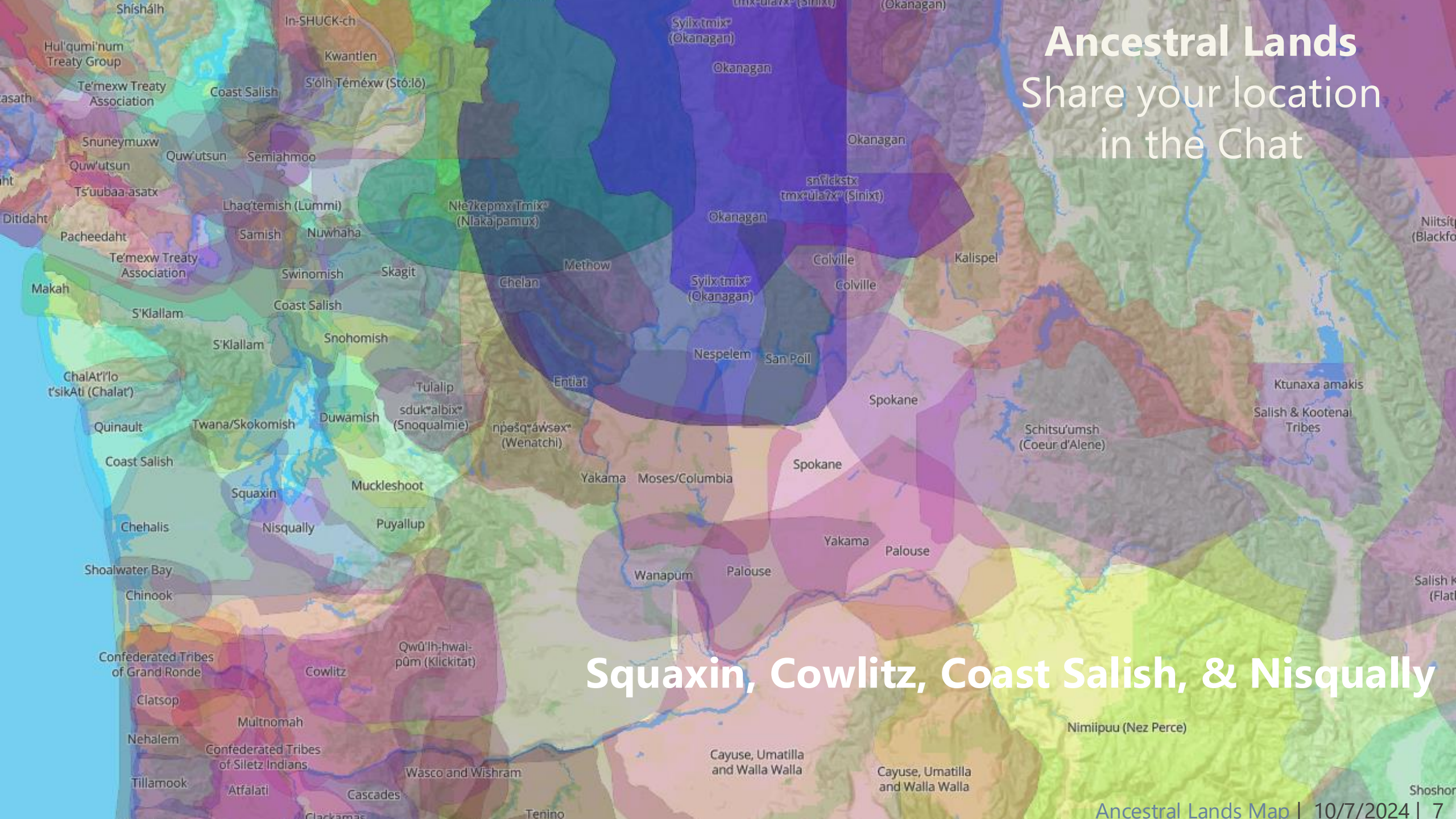- Focus on the Whole Child

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

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Ancestral Lands
Share your location
in the Chat

Squaxin, Cowlitz, Coast Salish, & Nisqually

Equity Pause – Why Are We Doing This?

Who will my decision affect?

What is my locus of control?

Which actions will have the largest impact?

What's a step I can take right away?

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Objectives

Review recent definitions for harassment, intimidation, and bullying and new student handbook language you're now required to include

Understand that school culture is a bullying prevention strategy.

Walk through common harassment intimidation and bullying scenarios and ways a teacher might support through prevention and supports.

Get data around protected classes and discriminatory harassment in Washington and requirements for investigation reminders.

Learn about teacher training prevention strategies and ways to proactively support parents in reporting and addressing harassment, intimidation, and bullying.

Get helpful resources to support you

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Presenters

Kefi Andersen

Assistant Director of Early Warning Systems

OSPI

kefi.andersen@k12.wa.us

Garaline Tom

Student Safety and Belonging Program Specialist

OSPI

garaline.tom@k12.wa.us

Eric Landers

Associate Professor - Elementary and Special Education

Georgia Southern University

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We want to know about you!

Who's here?

What grade band do you work with the most?

How familiar are you with our topic?

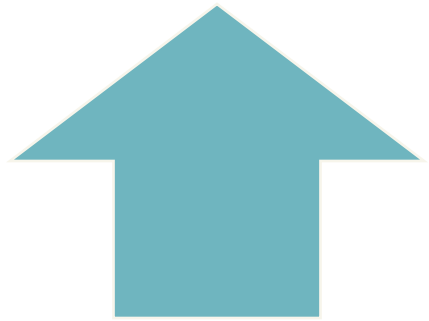# Preventative Behavior Supports that can Start in the Classroom

Garaline Tom

Student Safety and Belonging Program Supervisor, *OSPI*
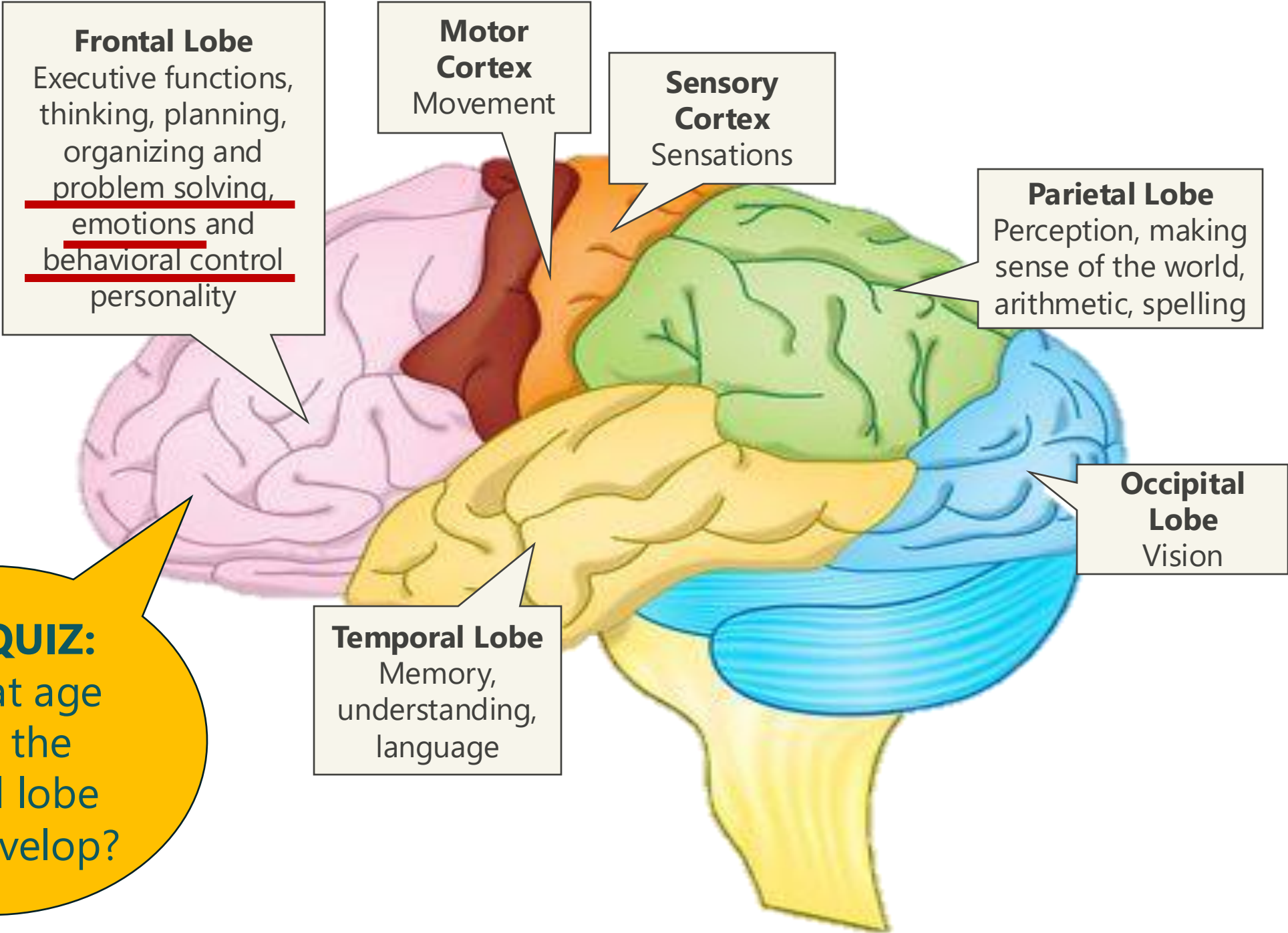
All Behaviors Serve a Purpose

To get something

To avoid something

- Attention
- Activity or Object
- Sensory

"All we need to know in order to describe and explain behavior is this: actions followed by good outcomes are likely to recur, and actions followed by bad outcomes are less likely to recur."
(B.F. Skinner, 1953)

POLYVAGAL THEORY

Fight · Flight · Freeze · Fawn

Too Much Energy

Survival Mode

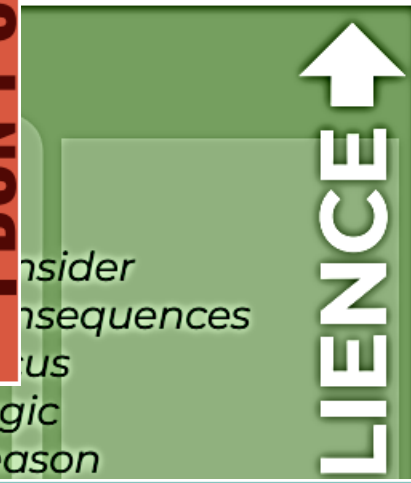**SYMPATHETIC NERVOUS SYSTEM**

(MOBILIZATION)

RAGE
PANIC
FEAR

FIGHT *OR* FLIGHT

HYPERAROUSAL

yelling · defensive · pacing · hyperalert
run away · uncomfortable

· can't register consequences

I DON'T CARE

...LIENCE

· ...nsider ...nsequences ...us
· logic
· reason

NERVOUS SYSTEM:
VENTRAL VAGAL

(SOCIAL ENGAGEMENT & CONNECTION)

FEEL FEELINGS
LOVE · JOY · PE...
PATIENCE · KIN...
GENTLENESS

TOLERANCE

Lack of Energy

Survival Mode

PARASYMPATHETIC NERVOUS SYSTEM:
DORSAL VAGAL

(IMMOBILIZATION)

FLAT AFFECT
NO FEELING
NUMB

FREEZE

SHUT DOWN

HYPOAROUSAL

exhausted · slow · tired · enduring

DISSOCIATION

· blank
· check-out
· trance
· long pause
· feel far away

I GIVE UP

CharissaFry.com

Lagging Skill Areas

Executive Function — Cognitive processes - attention control, inhibitory control, working memory, cognitive flexibility, reasoning, problem solving, and planning.

Language Processing — The way humans use words to communicate ideas and feelings, and how such communications are processed and understood.

Emotional Regulation — A complex process that involves initiating, inhibiting, or modulating one's state or behavior in a given situation.

Cognitive Flexibility — The human ability to adapt the cognitive processing strategies to face new and unexpected conditions in the environment

Social Interaction — Societally designed rules, institutions, and systems of normalized interaction.

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Defining HIB vs Discriminatory Harassment

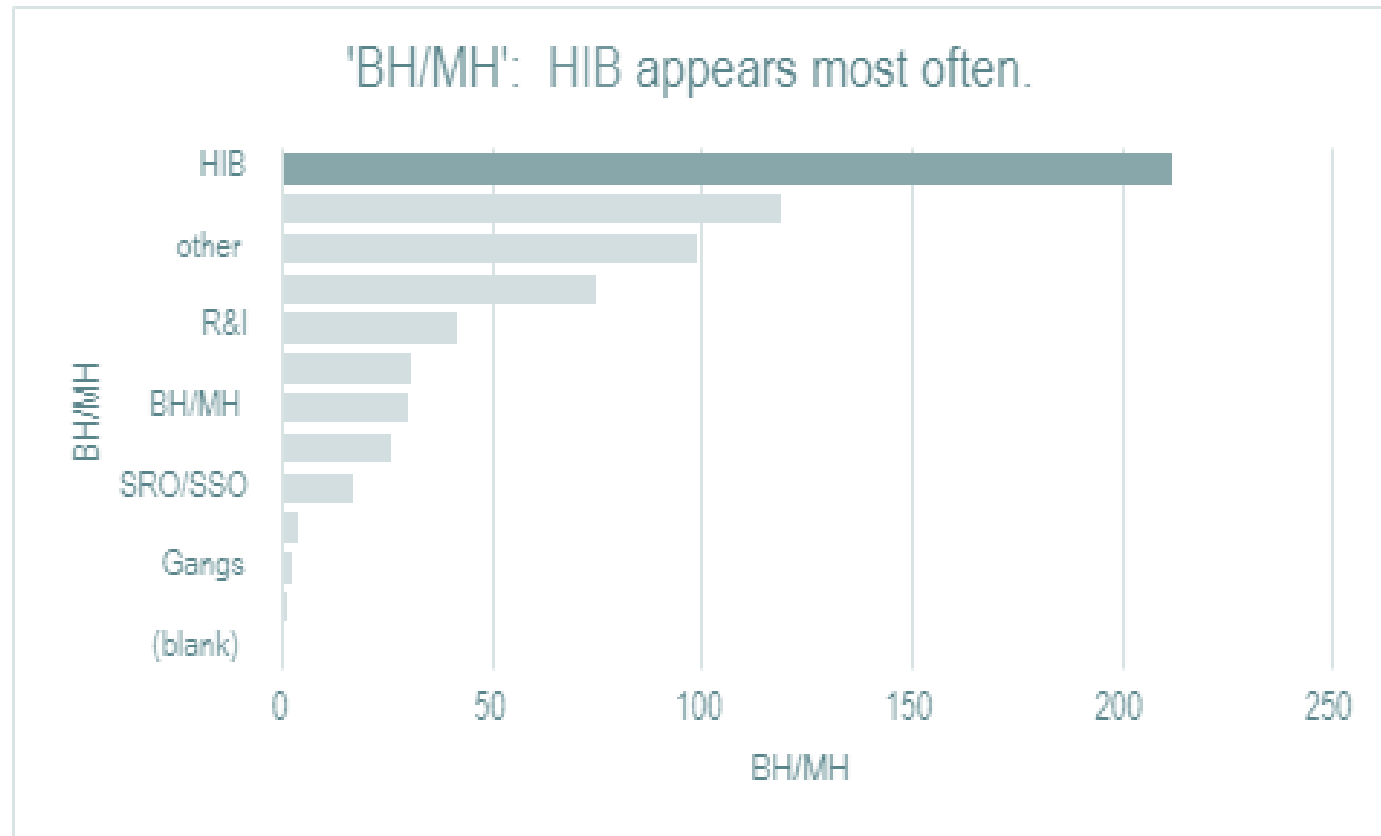| Harassment, Intimidation, Bullying (HIB)	Discriminatory Harassment
Any intentional electronic, written, verbal, or physical act of a student that: • **Physically harms** another student or **damages their property**; • Has the effect of **greatly interfering with another student's education**; **or,** • Is **so severe, persistent, or significant** that it **creates an intimidating or threatening education environment** for other students.	**Conduct or communication that is based on or motivated by protected class and creates a hostile environment.** It does **not** have to: 1. Include an intent to harm <u>or</u> 2. Be directed at a specific target
Model Policy 3207 Contact district **HIB Compliance Officer**	*Model Policy 3210* Contact **Civil Rights Coordinator**

A **HOSTILE ENVIRONMENT** is created when conduct is so severe, persistent, **or** pervasive that it affects a student's ability to participate in **or** benefit from the school's services, activities, or opportunities.

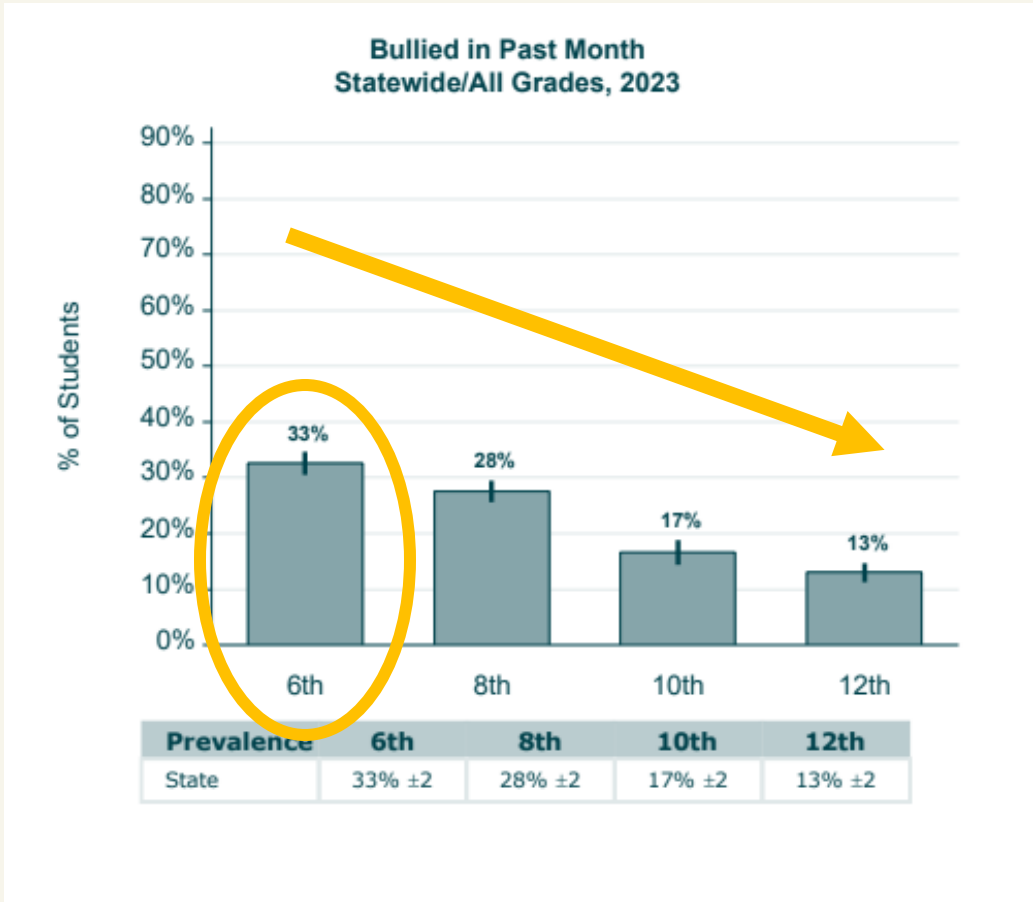Washington Office of Superintendent of
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23-24 OSPI School Safety Center Call Log Data

'BH/MH': HIB appears most often.

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Statewide Impact – Healthy Youth Survey Data

Increase in Cyberbullying

Schools **CAN** respond to HIB that happens online outside of school if it impacts a student's engagement in school (aka – "nexus").

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School Staff Have a Duty to Respond when they Receive a Report

- Investigate to determine what occurred
- Stop the harassment
- Eliminate any hostile environment
- Prevent it from reoccurring
- As needed, remedy the effects

Must be completed by:

HIB
5 School Days

Discriminatory Harassment
30 Calendar Days

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Cyberbullying Prevention

Communicate with families on tips and tricks

Provide families training on how to monitor known social media accounts, common "fake" apps, ways to protect their student's device, and ways to monitor their online activity.

Make school device policies and protections known

If students realize their school device can be remotely searched for inappropriate content and chats, they are less likely to engage in negative behavior.

Share resources for students, staff, and families

There are many great tools available for free to help with training and prevention conversations.

~~BULLY~~	~~VICTIM~~
Reported Aggressor	**Targeted student**
➢ Student who is reported to be harassing, intimidating, or bullying the other student	➢ Student against whom harassment, intimidation, or bullying has reportedly been perpetrated

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Resources for Cyberbullying Prevention

PREVENTION TIP:
Teach students and families how to access reporting forms

- Districts must make form available.

- Are forms easy to find online? In the main office?

- Are forms translated into all commonly used languages?

- [OSPI HIB Sample Reporting Form](#)

Washington State Harassment, Intimidation or Bullying (HIB)

Sample Incident Reporting Form

Reporting person (optional): _____

Targeted student: _____

Your email address (optional): _____

Your phone number (optional): _____ Today's date: _____

Name of school adult you've already contacted (if any): _____

Name(s) of aggressor(s) (if known):
_____

On what dates did the incident(s) happen (if known):
_____

Where did the incident happen? Circle all that apply.

☐ Classroom ☐ Hallway ☐ Restroom ☐ Playground ☐ Locker room ☐ Lunchroom/Cafeteria

☐ Sport field ☐ Gym ☐ Parking lot ☐ School bus ☐ Online/Internet ☐ Cell phone

☐ During a school activity ☐ Off school property ☐ On the way to/from school

Other (Please describe.) _____

Please check the box that best describes what the bully did. Please choose all that apply.

☐ Blocked movement   ☐ Gestures (Explain)   ☐ Racial slur(s)
☐ Damage to my property   ☐ Gossip   ☐ Repeated behavior
☐ Derogatory comments   ☐ Intimidation directed at me   ☐ Sexual stories/jokes/pictures
☐ Disrespectful comments   ☐ Name calling   ☐ Sexual Orientation Slurs
☐ Electronic / Cyberbullying   ☐ Offensive writing or graffiti   ☐ Slurs, rumors, jokes
☐ Excluding me from activities   ☐ Physical harm or threats of harm   ☐ Spreading rumors
☐ Hazing (Club, team, class, other)   ☐ Pranks   ☐ Threats (to me, friends, school)
☐ Gender slurs   ☐ Put downs   ☐ Touching / grabbing

☐ Other: (Please describe.)

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District Compliance Officers

Support building staff to meet HIB compliance requirements

Ensure investigations are prompt, impartial, and thorough

Facilitate meetings between staff and parents or guardians to develop a safety plan, if needed

Serves as district HIB liaison with Office of Superintendent of Public Instruction (OSPI) and Office of the Education Ombuds (OEO)

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School Safety Center Office Hours
Discipline, HIB, School Safety, Student Well-being

1st Monday @ 8:30am and 3rd Monday @ 3:30pm every month

- Open to all school district staff, join us with questions related to student discipline, comprehensive school safety, threat assessment, behavioral health, suicide prevention, and HIB (harassment, intimidation, and bullying).

- Office Hours run in open Q&A style with breakout rooms available for confidential topics.

- Hosted by OSPI School Safety Center staff and supported by Educational Service District Comprehensive School Safety Coordinators, Threat Assessment Coordinators, and Behavioral Health Navigators.

Please contact the OSPI School Safety Center to be added to the calendar invite schoolsafety@k12.wa.us or sign up at the QR Code.

SCAN ME

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Eric Landers PhD

Associate Professor

Elementary and Special Education

Georgia Southern University
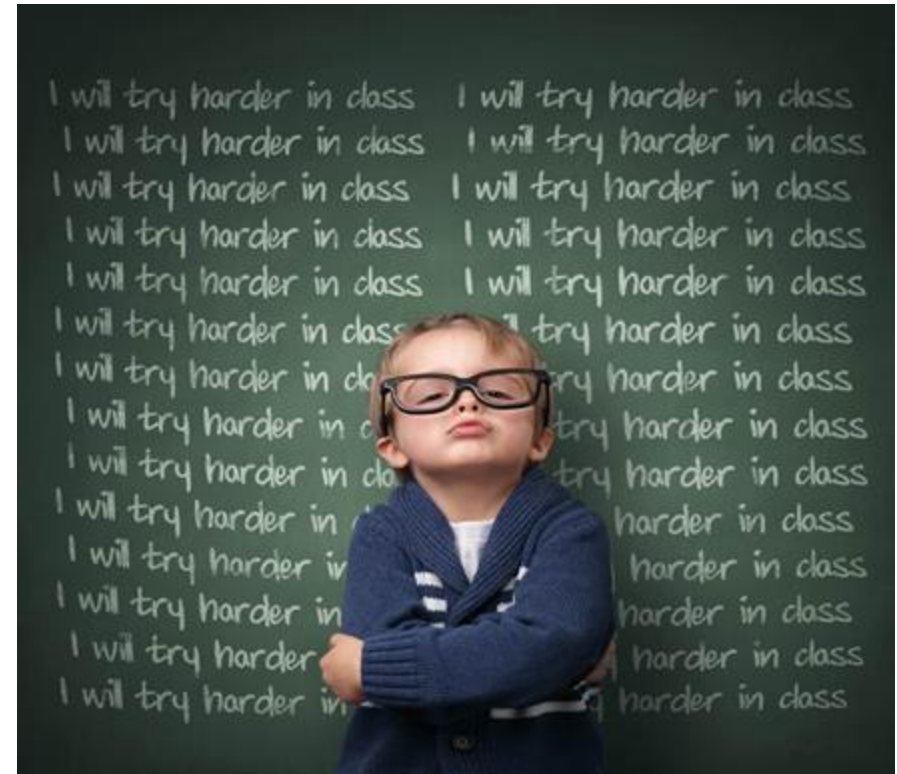
ericlanders@georgiasouthern.edu

What is Discipline?

Discipline works when prevention creates more **Positive** than **Negative** consequences

The Problem Is. . .

Discipline is Reaction, Bribery, or Humiliation

What is Discipline?

Discipline works when prevention creates more **Engagement** than **Conflict**

The Solution Is. . . .

Relationship

High Intensity
Assessment-Based

High Intensity
Multiple Incidents
Restricted Movements

Individual

High Efficiency
Rapid Response

Targeted
(Group)

Document Incidents
Pattern of ODRs
Immediate Re-teach

Proactive
Preventative

Universal
(All Students)

Proactive
Preventative
Respond to Conflict

Academic / Behavior

Bullying Behaviors

Source: PBIS.org
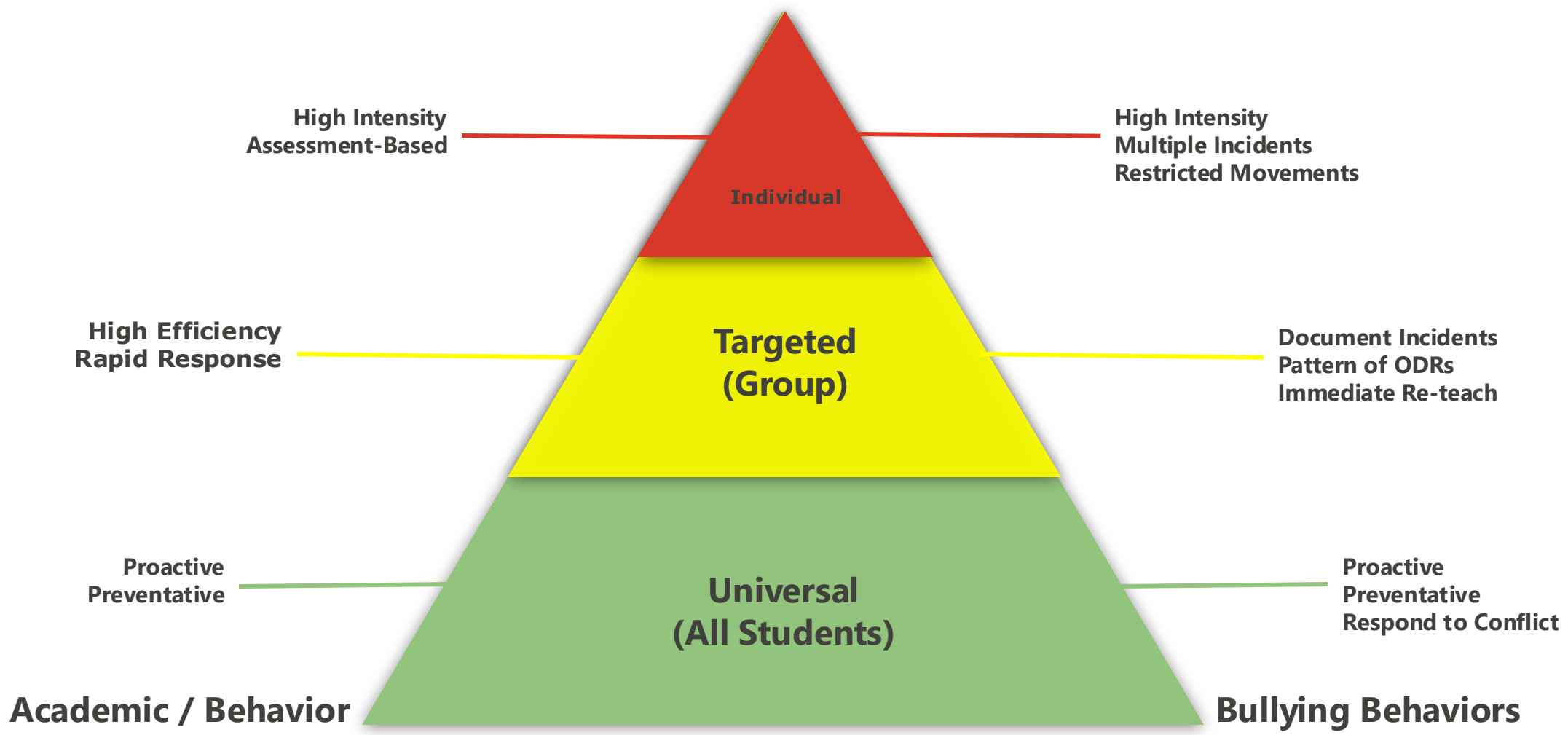
Ineffective Bullying Prevention

Problem Analysis Triangle

Problem Analysis Triangle

1. Bullying occurs when **all three components are present**
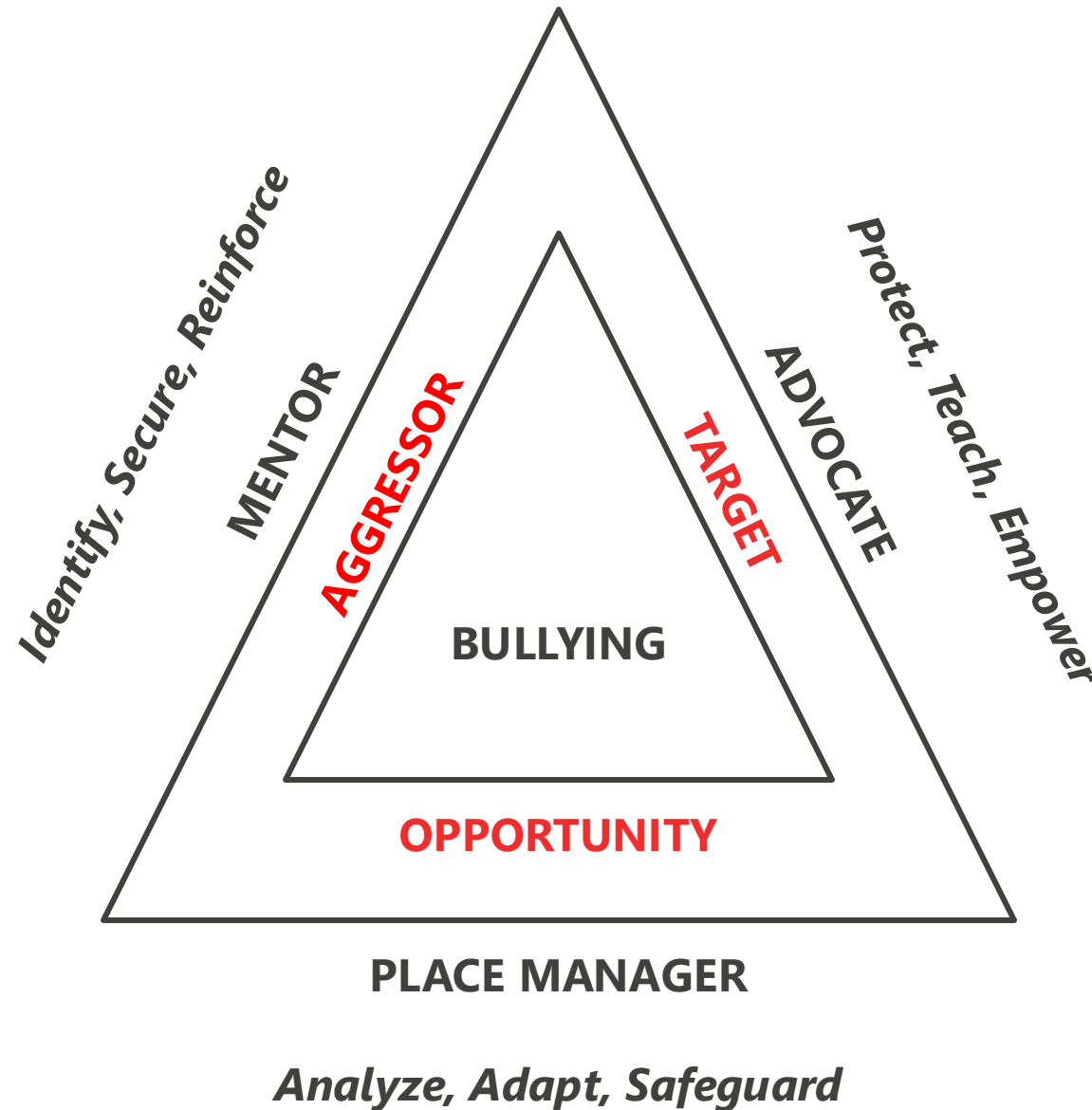
Problem Analysis Triangle

1. Bullying occurs when all three components are present

1. If one or more of the controllers are effectively in place, **chances of an event are greatly reduced**

Problem Analysis Triangle

1. Bullying occurs when all three components are present

1. If one or more of the controllers are effectively in place, chances of an event are greatly reduced

Aim

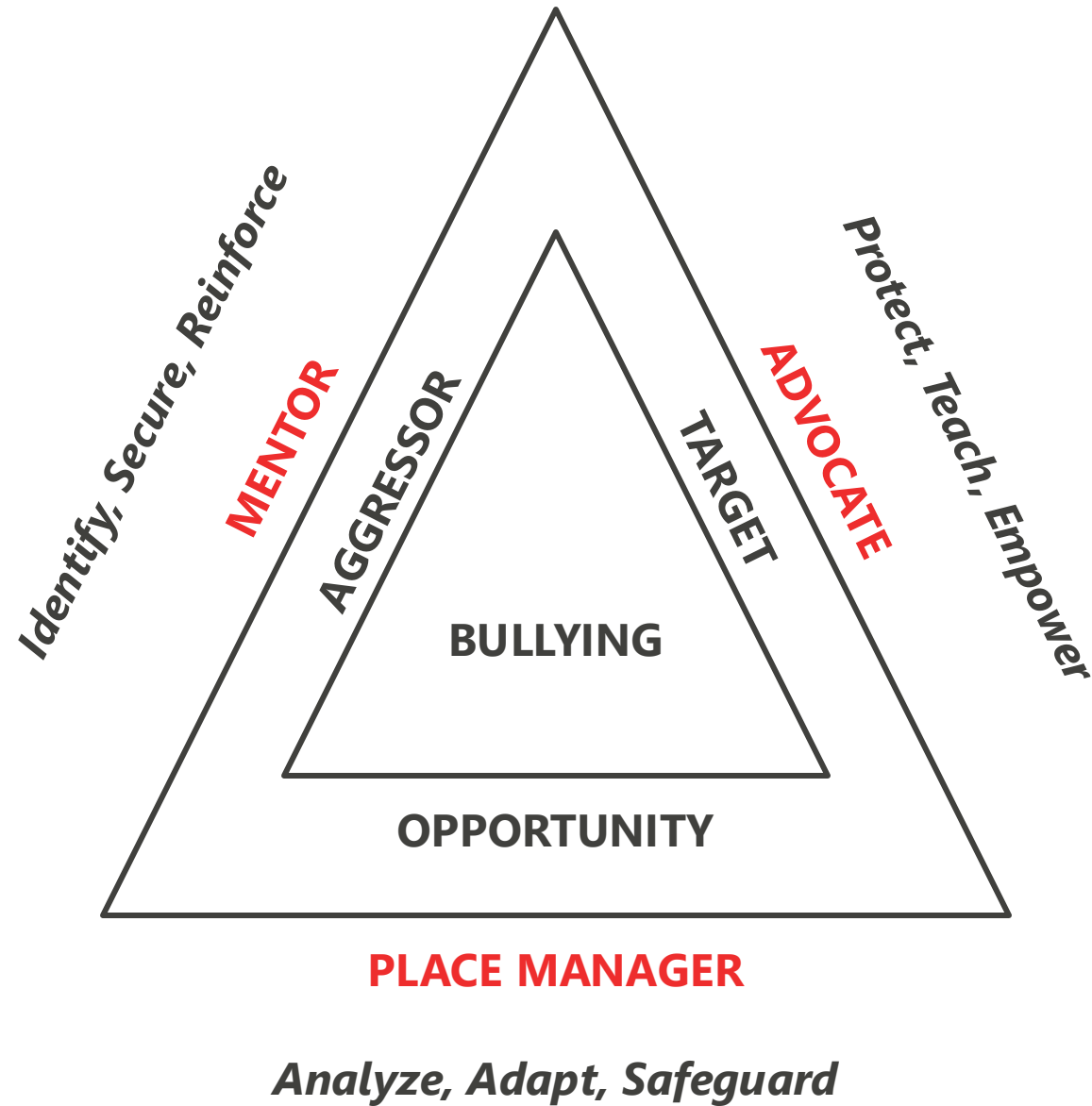1. **Eliminate** either the victim, bully or opportunity from the scenario

Problem Analysis Triangle

1. Bullying occurs when all three components are present

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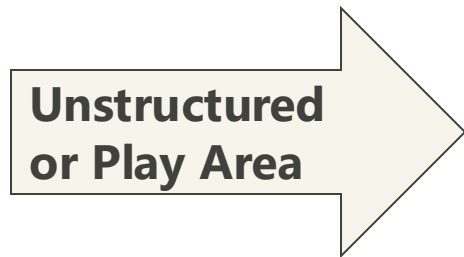
Goal

1. **Eliminate** either the victim, bully or opportunity from the scenario

1. **Strengthen** the support of one or all of the controllers

Problem Analysis Triangle

Goal: Identify and eliminate opportunity

What age does bullying occur the most?

Unstructured or Play Area → Elementary School

Middle School ← Structured or Covert

High School
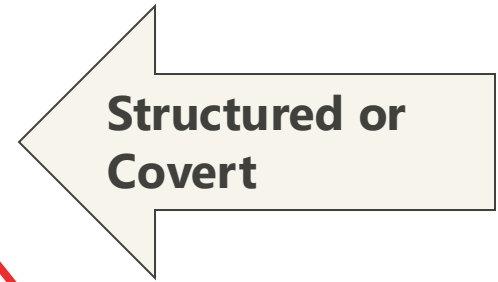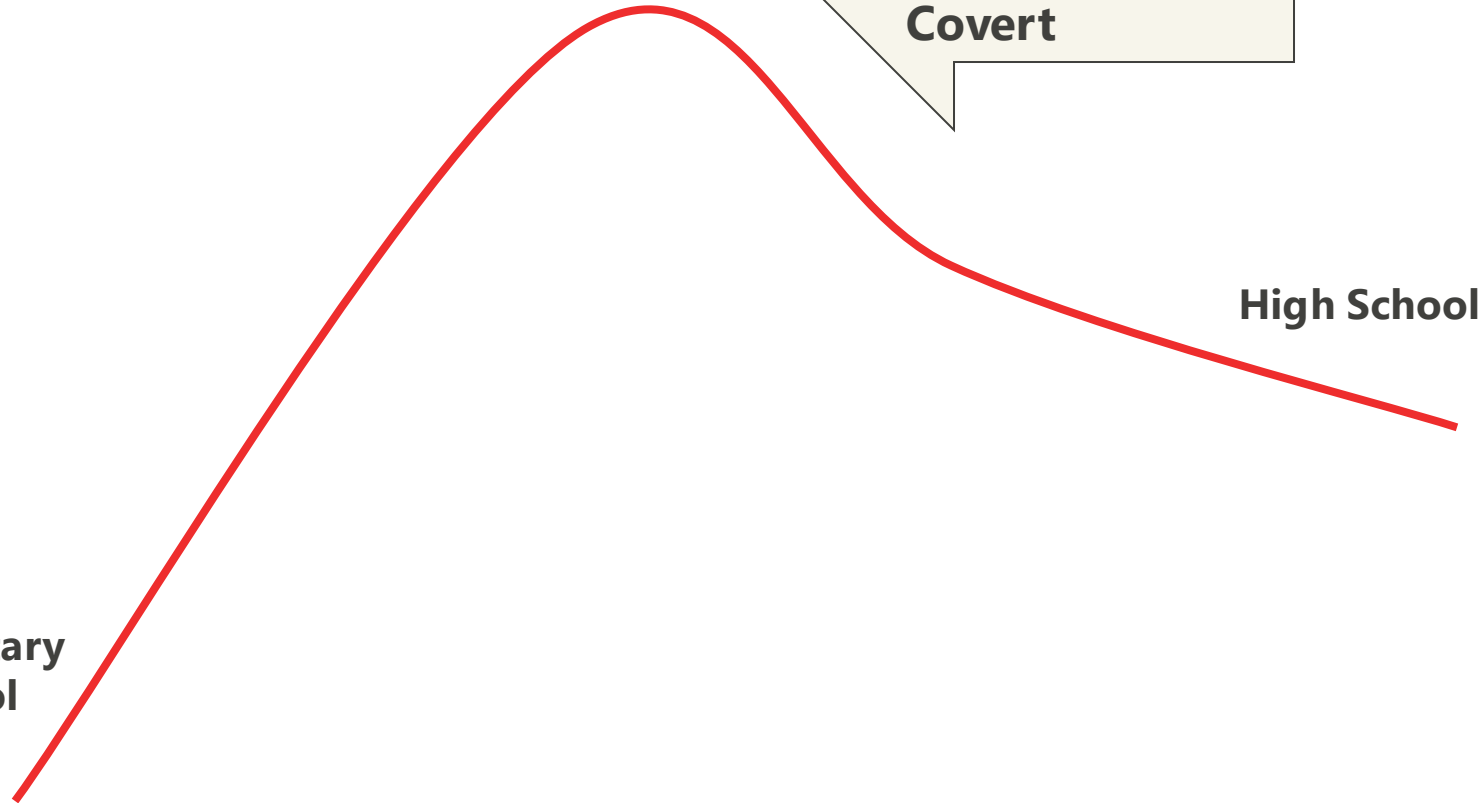
What is the place or opportunity?

Place/Opportunity are the places where bullying occurs in your school.

Why is there an opportunity?

One reason is there are poorly informed place managers

Teacher and staff .....

1. **Lack an adequate understanding** of what constitutes bullying

2. Are aware of what constitutes bullying but often **can not distinguish** when it is happening

3. **Fail to intervene** in physical bullying because it is often perceived as rough play
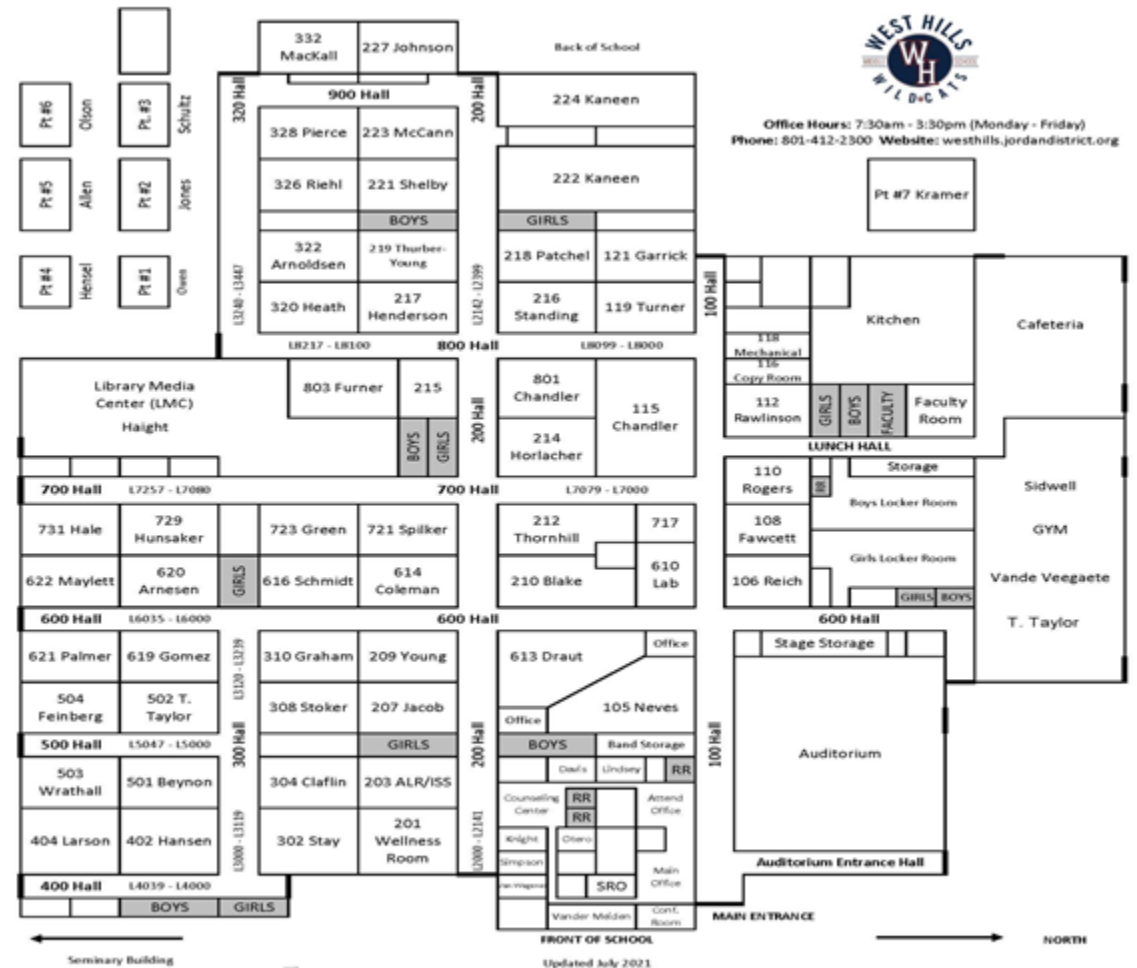
The Key to Combating Bullying in Schools is Awareness

Data poses questions.

It does not provide answers.
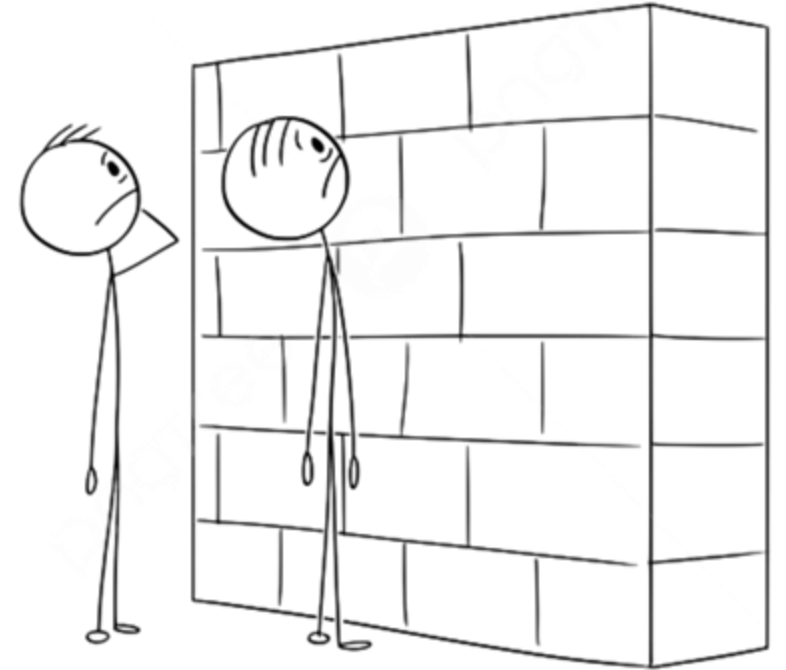
Two Types of Data

Discipline Data
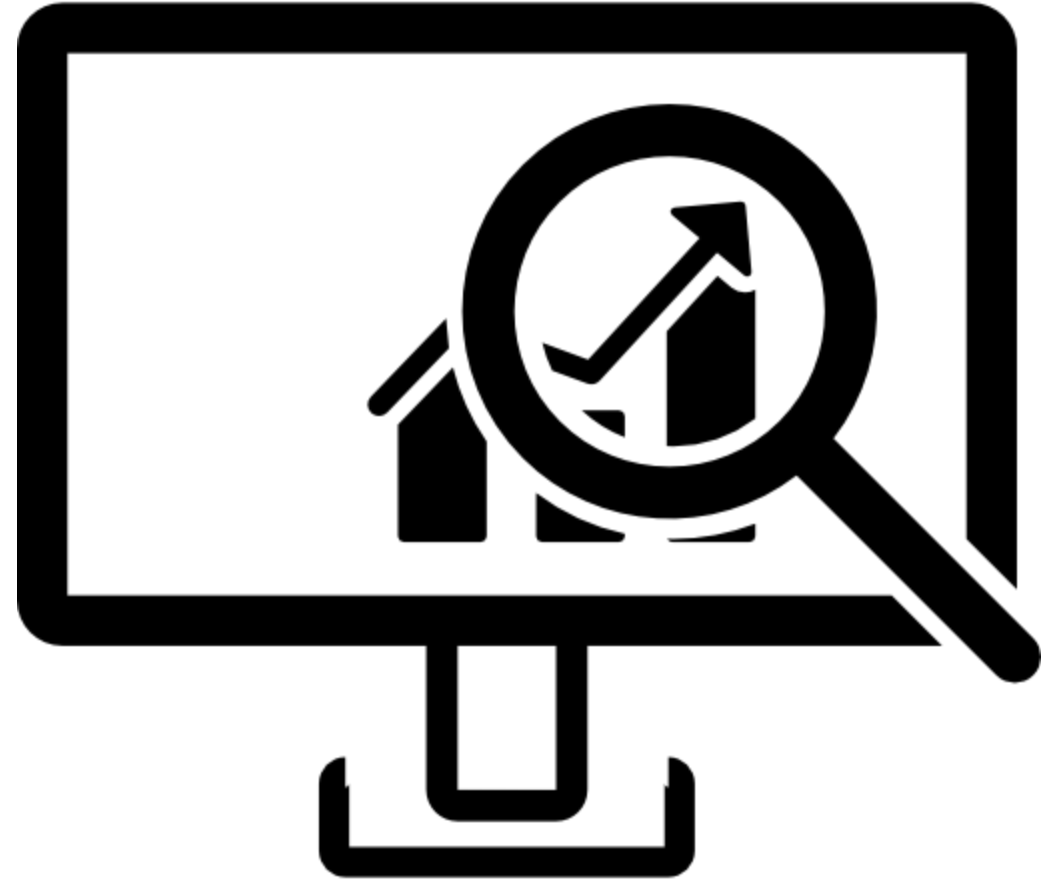
Student Data

When Does Behavior Cross the Line?

Bullying

Physical / Verbal / Psychological Abuse

Bullying-Like

Excessive Teasing, Roughing, Name-Calling

Growing-Up Behaviors

Teasing, Horseplay, Name-Calling
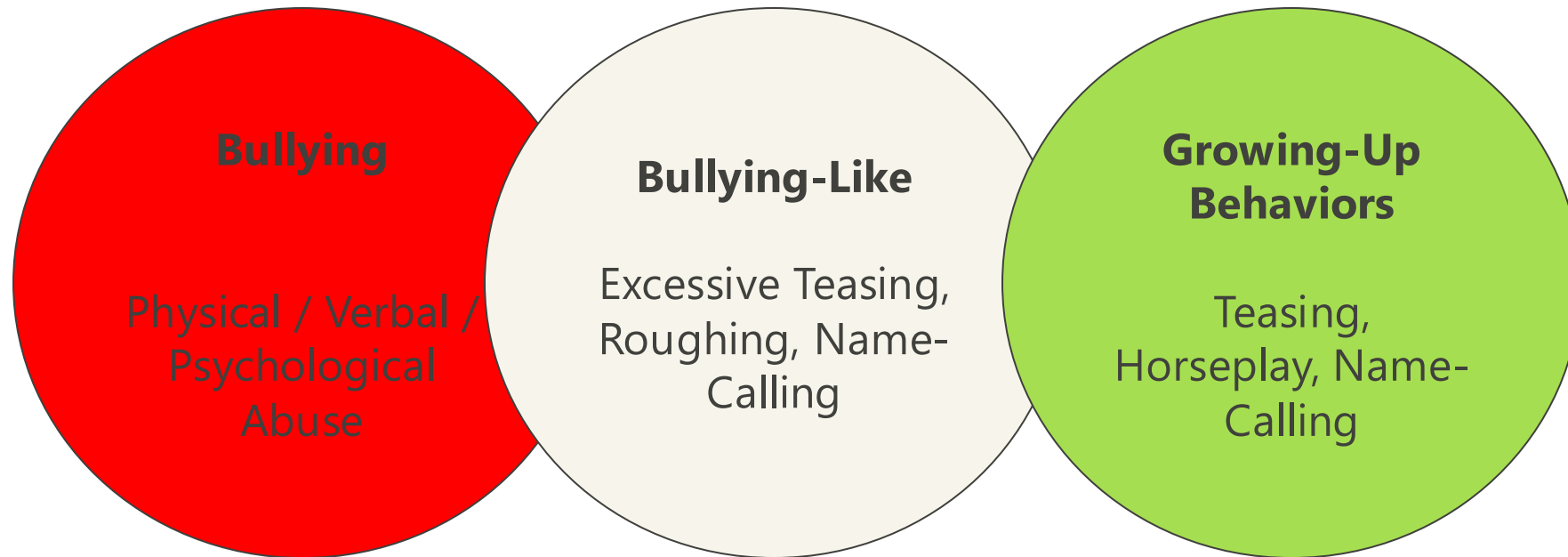
Data is Key to Bully Prevention

ODR vs. MIR

ODR
MIR
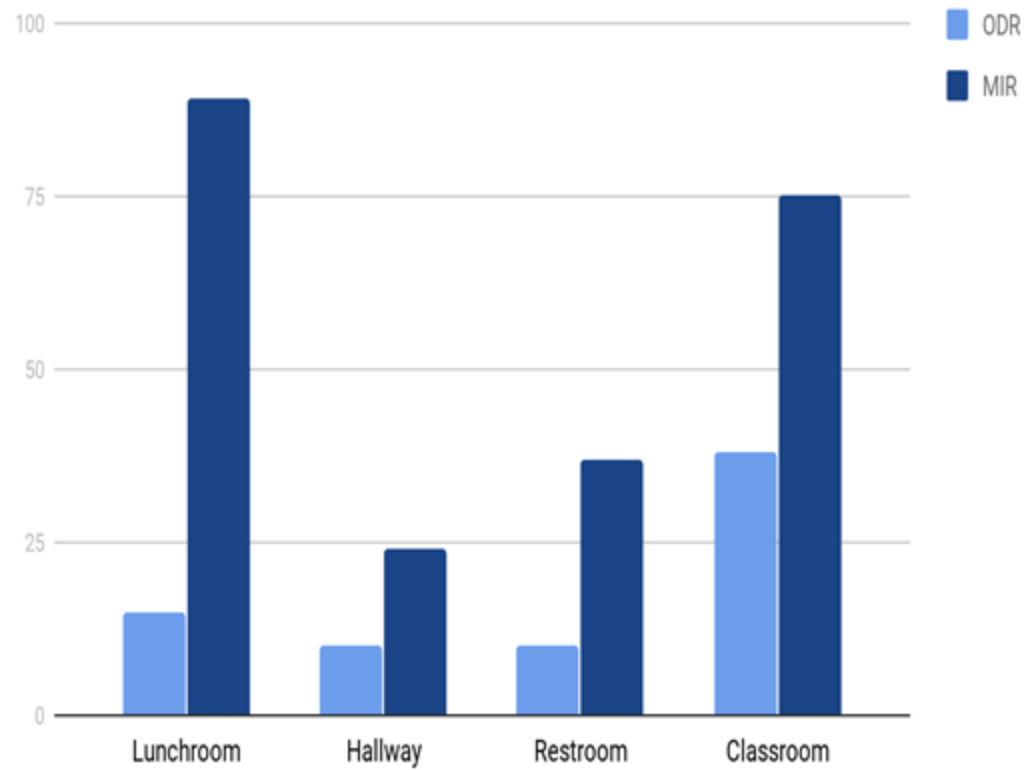
Students with Minor Behaviors

Verbal Aggression
Roughing
Teasing
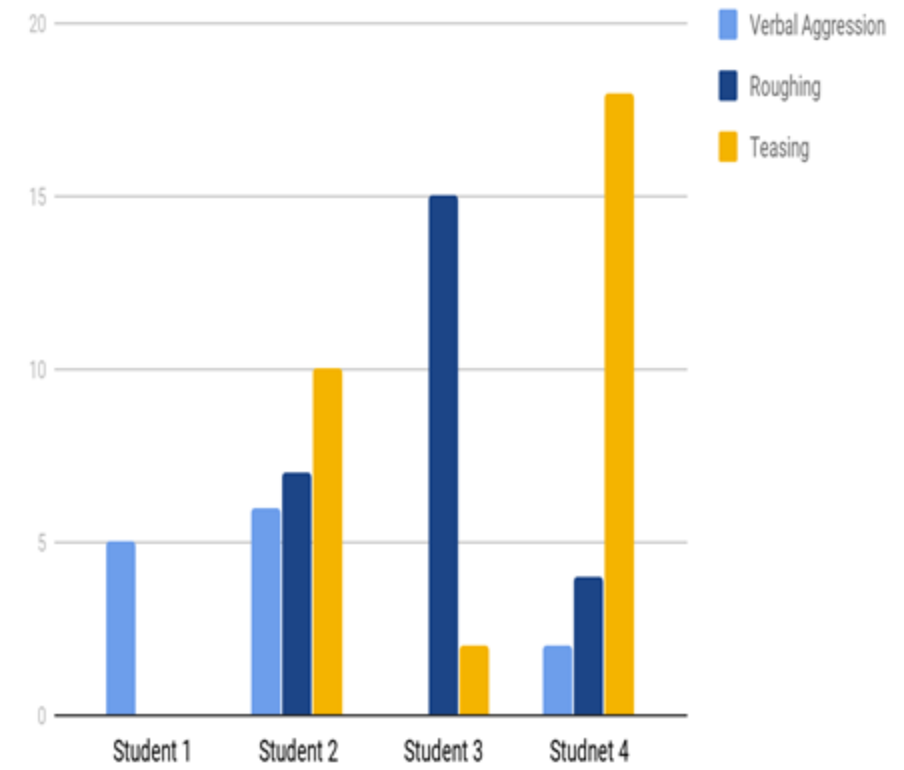
Data is Key to Prevention

Rules for Collecting Data

1. Simple
2. Takes Less than 1% of time
3. Informative (Major and Minor)

Datas provides the means to think analytically about the environment

Minor Incident Report

Student Name: _____

Grade: _____   Time: _____

Location: ☐ Lunch ☐ Recess ☐ Hallway ☐ Restroom
☐ Library ☐ Bus Area ☐ Other _____

Behavior: ☐ Rough Play   ☐ Defiance   ☐ Running
☐ Excessive Noise   ☐ Profanity   ☐ Tardy
☐ Excessive Talking   ☐ Name Calling (Profane Name)
☐ Teasing Others (Intent to Embarrass)
☐ Property Misuse   ☐ Other: _____

Action: ☐ Verbal Warning ☐ Student Conference
☐ Timeout (In-class)   ☐ Detention

Comments:

Two Types of Data

Discipline Data
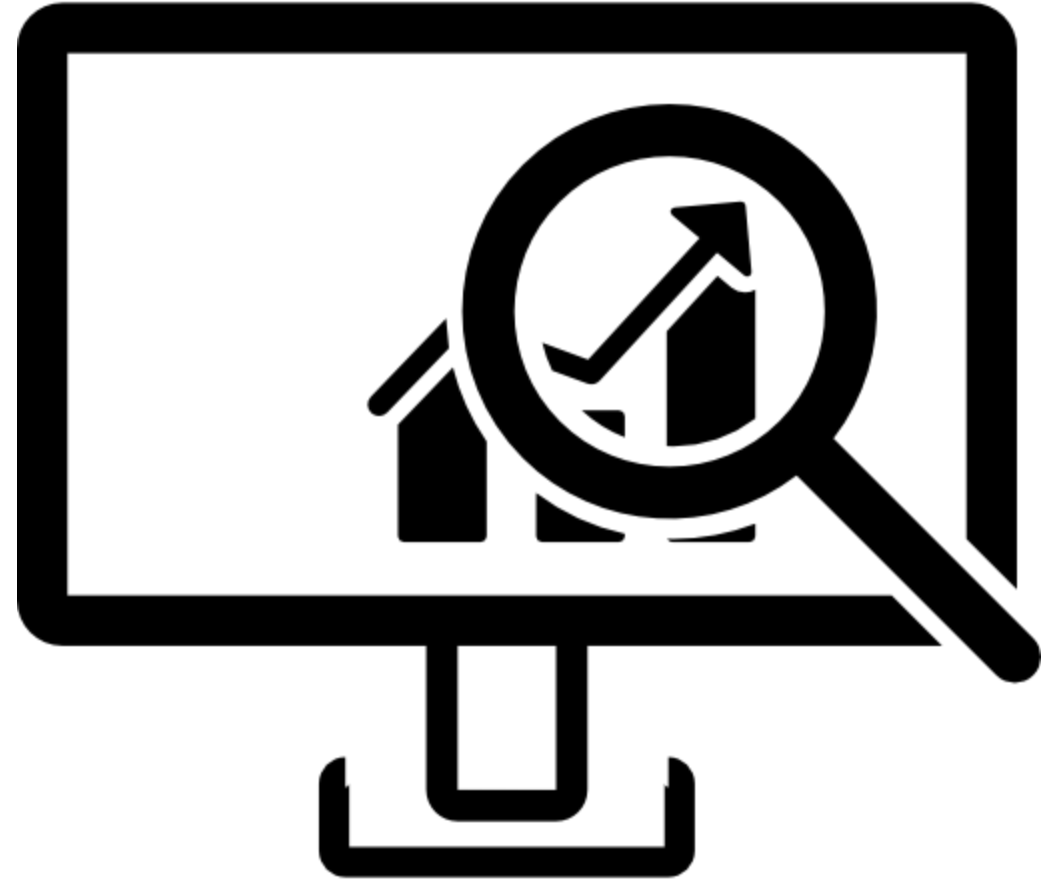
Student Data

Student Perception Data

1. **Students know more** about the school and the social relationships than teachers.
2. Increases **awareness** and **motivation** on part of parents and stakeholders to address bullying.
3. Provides **information for planning**.
4. Provides **baseline**.

Student Perception Data

NYAR Survey examines 11 aspects of bullying in 15 questions.

Timeline
Frequency
Context
Gender
Race

Age
Location
Type
Reason
Response
Retaliation

Examining Data for Bullying Intervention

Connectedness

Data helps you decrease opportunity:

1. Identify **areas**
2. Identify **groups**
3. Identify students who need **more social skills instruction** - both students who are prone to bullying behaviors and those who are impacted by these behaviors

Intervention Teach **real world social skills**

Prediction **WHY:** MIR/ODR patterns allow you to **predict who will need more focused social skills intervention**

Awareness **WHO / WHAT / WHERE: Social conflicts** that are happening among students

ODR or Student Data

Understanding

(Ackoff, 1989)

Interest Form for NYAR Survey
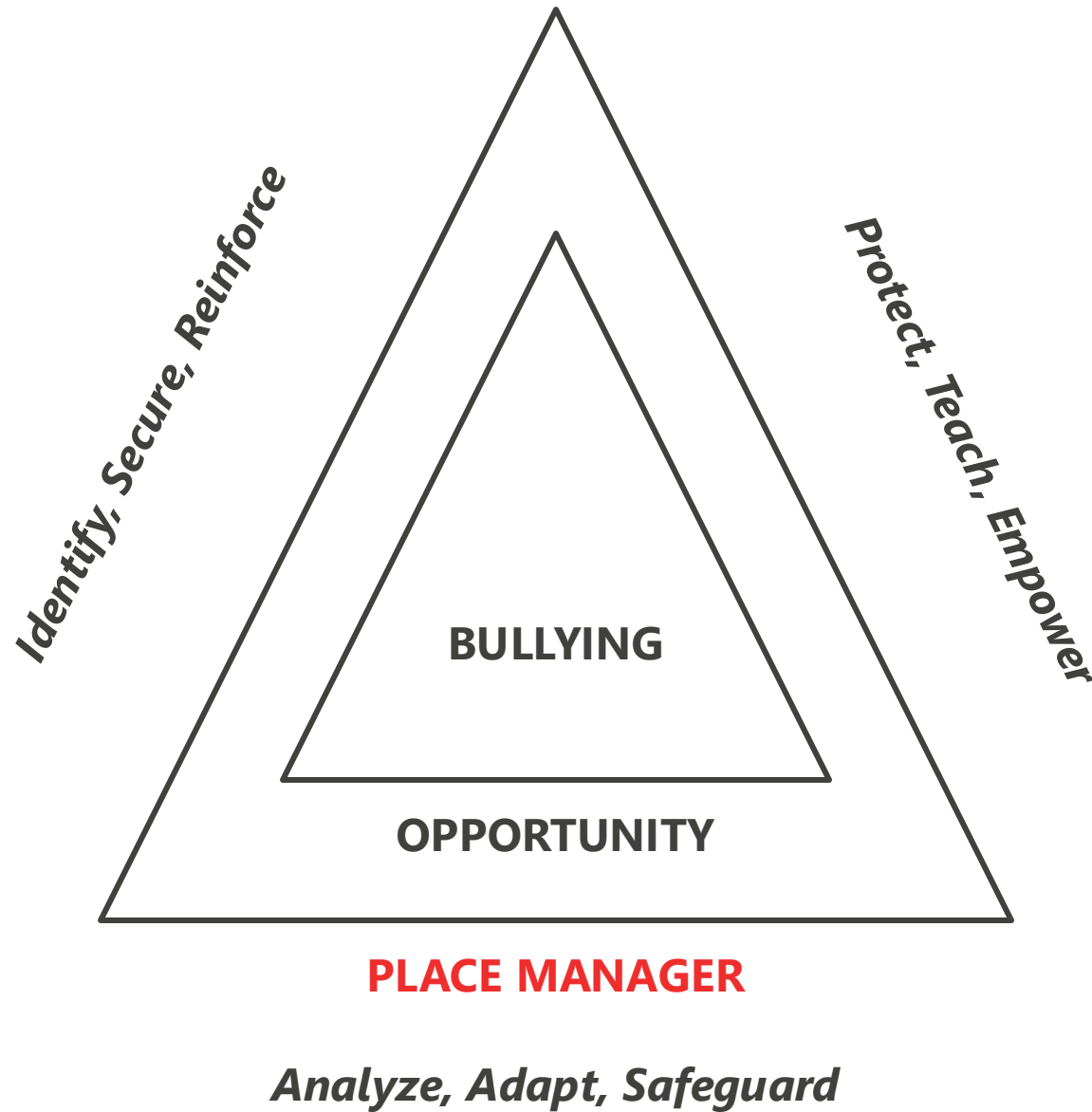
Problem Analysis Triangle

Goal: Inform and empower those with influence over a place

Who Are The Place Managers?

These are the people who regulate specific places / "owner" of the location

In a school, who are your place managers?

Teachers, Administrators, Coaches, Cafeteria Workers, Custodians, Bus Drivers

The weaker the control = The more opportunity for bullying.

National Center for Education Statistics (2022)

19% Students 6th-12th reported being bullied
- 49,600,000 public school student population
- **9,424,000** students reported being bullied

Locations
- Classroom - 39.0%
- Hallway or Stairwell - 37.5%
- Cafeteria - 25.1%
- Outside on School Grounds - 24.4%
- Online/Text - 21.6%
- Bathroom/Locker - 11.9%
- Gym - 10.8%
- Elsewhere - 3.5%

The majority of staff members believe its their job to intervene.

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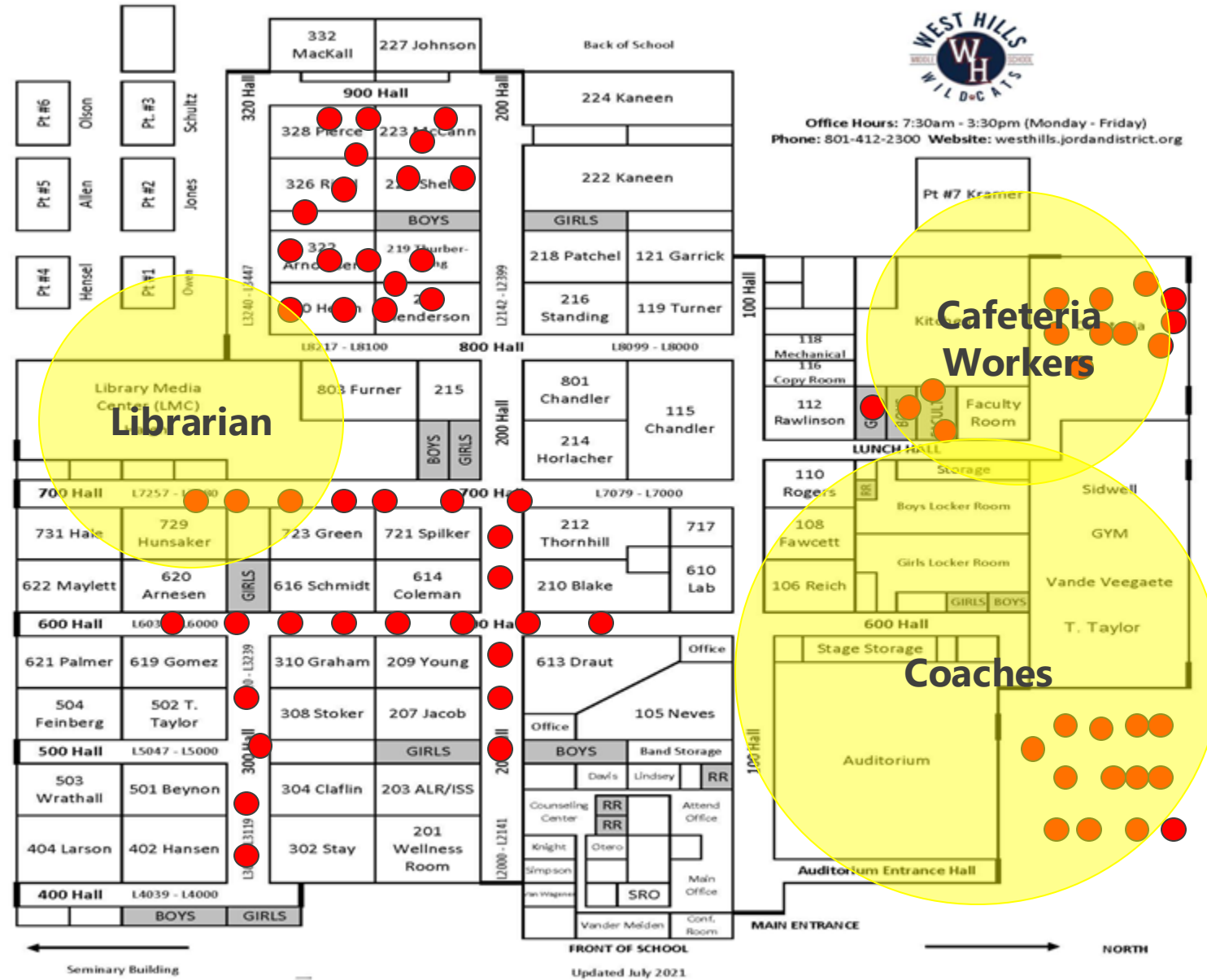
Empower/Strengthen Place Managers

1. **Training**: Multiple studies have recommended that school staff be trained in bullying prevention.
   a. Lack of knowledge leads to lack of recognition and action.
   b. Every place manager has a different context.
2. **Data**: Provide staff with the same summary information given to certified teachers.
   a. Knowledge produces action.
3. **Voice**: Give staff the opportunity to address and report incidents.
   a. Action needs teeth

(Bradshaw et al., 2013; Williford, 2015)
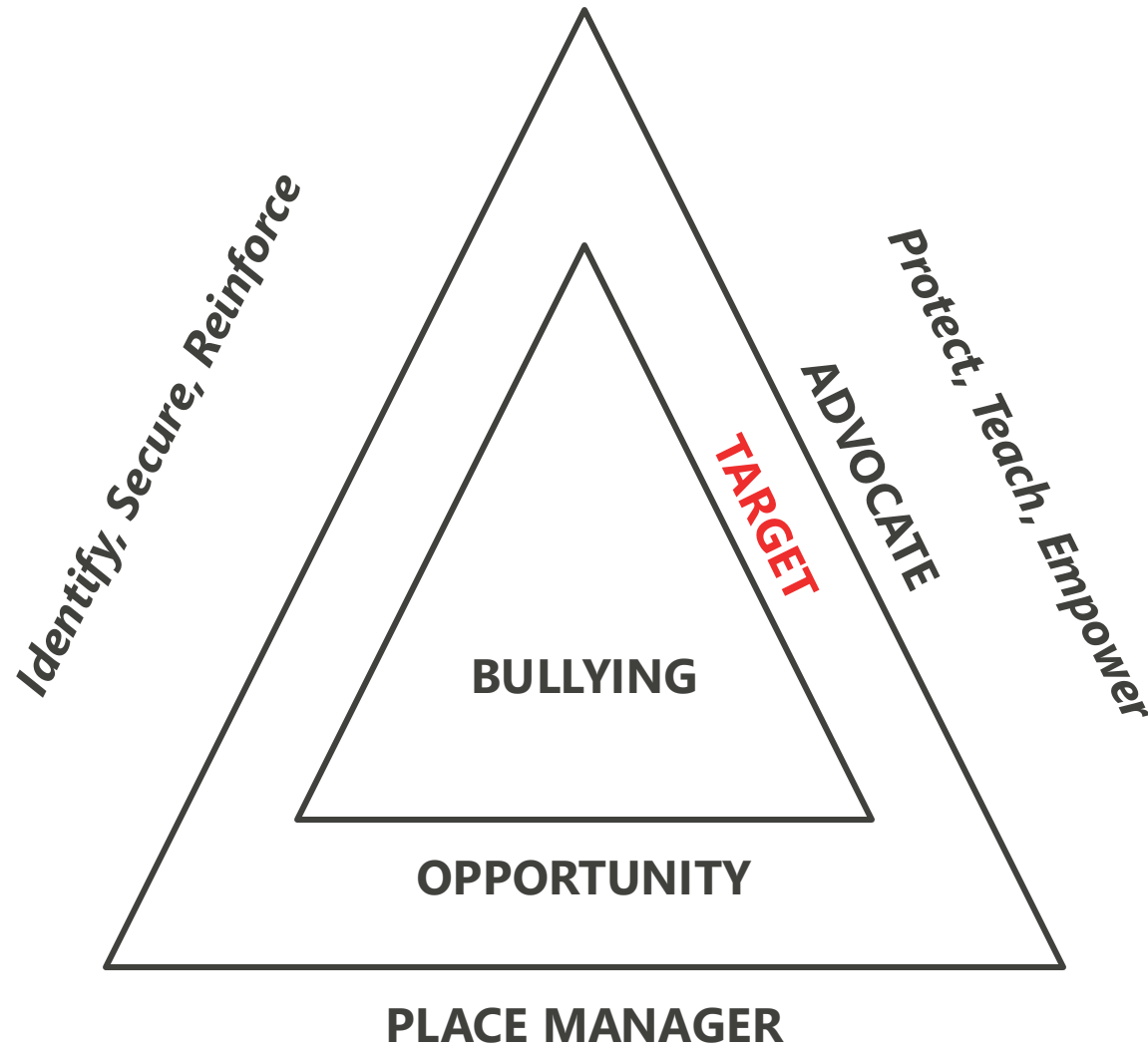
Problem Analysis Triangle

Goal: Increase support for the victim

Currently there is too much emphasis on adults stopping the bullying and not students.

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(Levine & Tamburrino, 2013)

How Do We Support Victims?

Through Skill Development

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Right Knowledge

What is OK and what is NOT!
Examples of Bullying and Conflict

Appropriate Attitude

Peer acceptance is not necessary
Its ok to be selfish!

Practical Skills

Adult Skills / Ignoring
Conflict Resolution

Behaviors

Reporting
Restraint (Stop. Walk. Talk)

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Knowledge: Mean? Conflict? Bullying? Or Just Plain Rude?

Rude behavior is inconsiderate or thoughtless behavior and is unintentional without long-term harmful intent

Mean behavior is hurtful on purpose but might be a on-time action.

Conflict is a disagreement between two people, that happens suddenly, and those involved find a solution.

Bullying is where one person has power over the other and intentionally and repeatedly harms them.

No one is upset	One-sided aggression	Both sides are aggressive	One-sided aggression
No disagreement	No disagreement	There is a disagreement	No disagreement
No imbalance of power	Might be an imbalance of power	No obvious imbalance of power	Imbalance of power
Rude person accepts responsibility	Mean person takes responsibility	Neither side enjoys the situation	One side enjoys the situation
Maybe hurt feelings	Hurt feelings	Feelings of anger or frustration	Not angry at the person
Not repeated	Not repeated	Could be Ongoing	Repeated

Practical Skill: How to Problem-Solve a Social Dilemma

1. Identify the Problem and When It Occurs	Goal: Get the student to name the problem	They are picking on me!
2. Define the Problem	Goal: Dive deeper into the problem.	How are they picking on you? What are they saying?
3. Understand the Problem	Goal: Find out how the behavior impacts the student's emotional or physical well-being.	How does this make you feel? (Connecting feelings to the problem = deeper understanding of how the experience negatively affects them).
4. Establish Goals Related to the Problem	Goal: Establish how the student envisions solving the problem.	How would you like to make this better? (This is a wish-list of sorts)
5. Generate Alternative / Realistic Solutions	Goal: Establish attainable goals	Guide the student in creating short-term success.
6. Implement the Solutions	Goal: Plan where, when, and how	Ask the student to visualize. Role play.
7. Evaluate the Plan	Goal: Recognize successes, failures, and possible future changes	Hone what works. Change what doesn't.
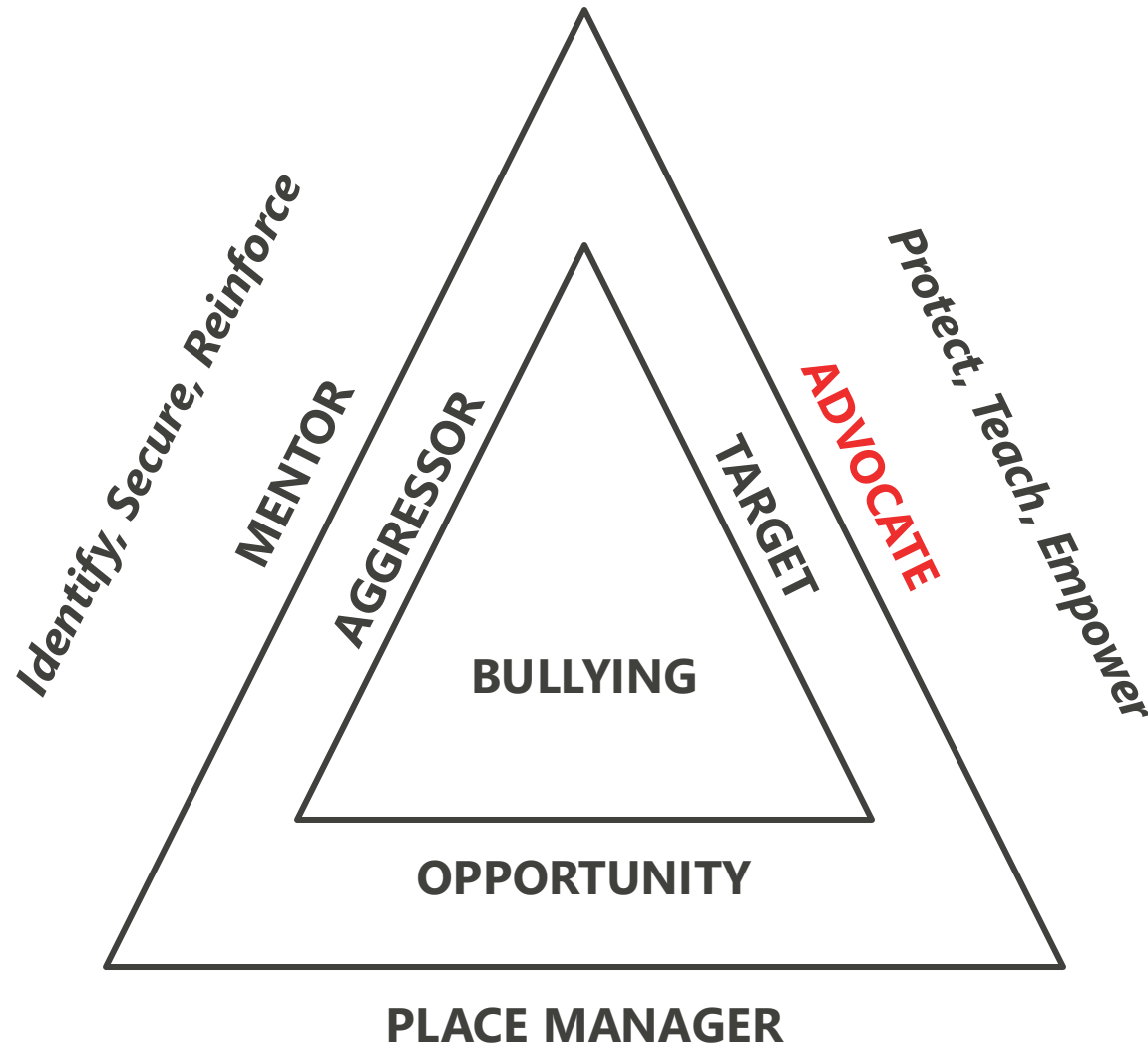
Problem Analysis Triangle

Goal: Increase support for the victim

Who Are Advocates?

Guardians are people who are tasked with protecting the victim

Formal Guardians

- Teachers
- Counselors

Informal Guardians

- Students (Defenders)

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The Higher Degree of Anti-Bullying Attitudes in a Setting (Classroom/School) the More Likely Students Will Engage in **Defending**.

Adults Have to Create the Environment
(And This Does Not Have To Be Difficult)

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The weaker the control = The more opportunity for bullying.

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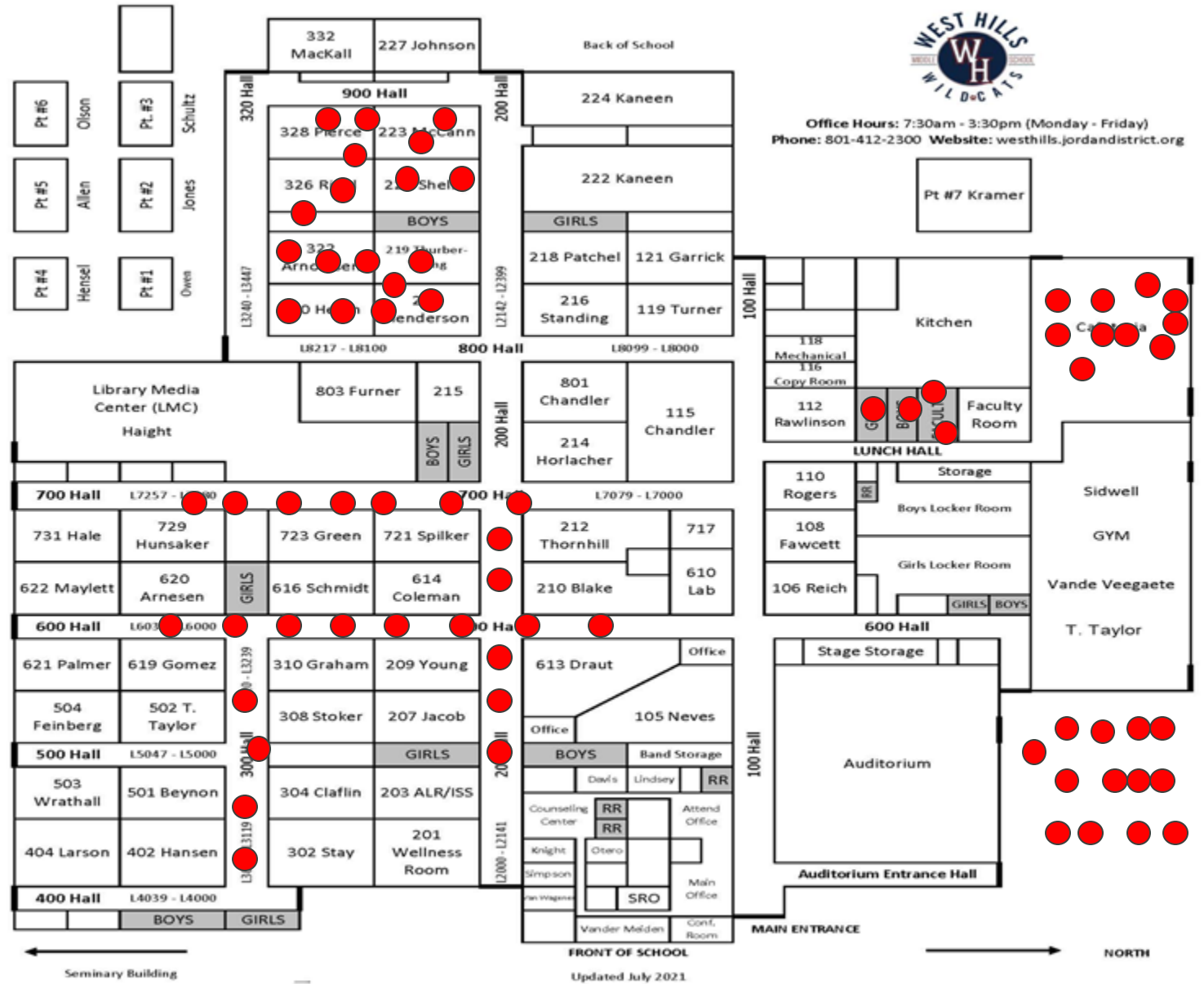
What Is the Difference?

DEFENDER

BY-STANDER

Social Self Efficacy

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(Poyhonen et al. 2012)

School-Wide Support

Create a System Around Them: Positive School Culture
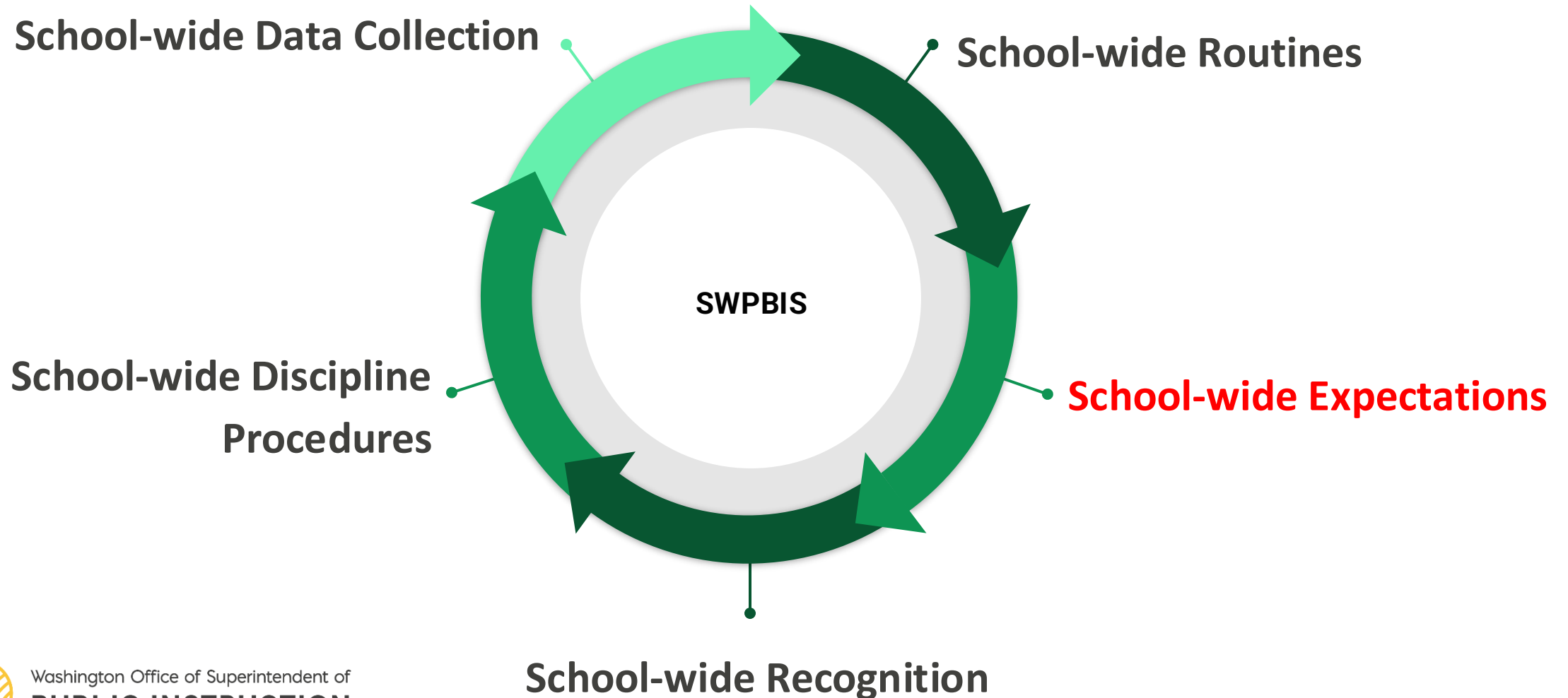
Teaching to be Unsuccessful

Academic Skill
Addition 2+2

2 + 2 is not 1
2 + 2 is not 2
2 + 2 is not 3
2 + 2 is not 5
2 + 2 is not 6
2 + 2 is not 7
Etc……

Behavior Skill
Peer Relations

No Biting
No Scratching
No Hair Pulling
No Elbowing
No Kicking
No Spittin'
Etc……

Functioning Skill
Lunch Routine

Do not leave trash behind
Do not leave tray on table
Do not yell across the lunchroom
Etc……

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Teaching to be Successful

Academic Skill
Addition 2+2

2 + 2 is 4

Behavior Skill
Peer Relations

Keep Hands
And Feet to Self
OR
Respect Others

Functioning Skill
Lunch Routine

Keep area clean

Return tray when finished

Use inside voices

However, teaching is more than just TELLING!

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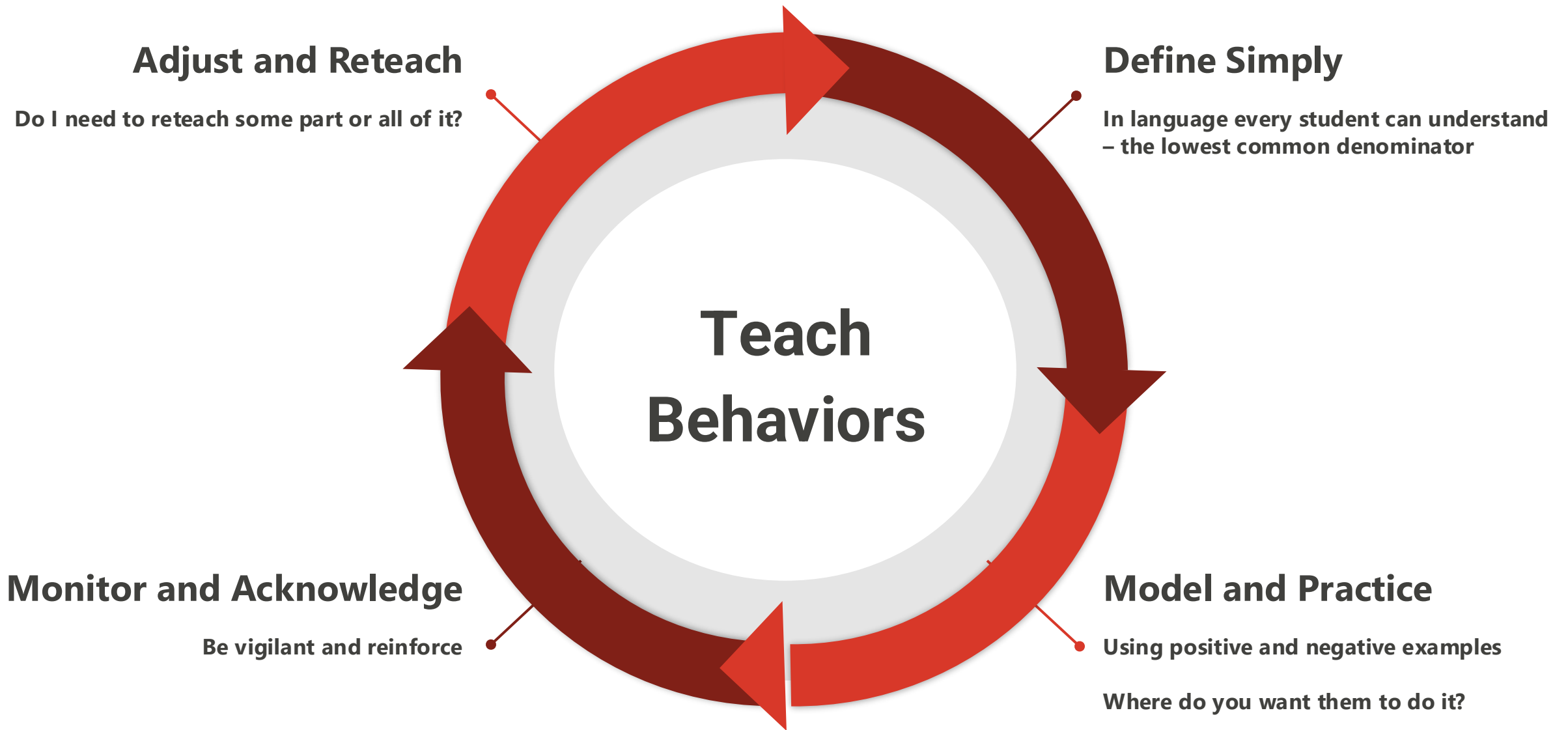
Informal Guardians
Infusing Prevention into PBIS

Bystanders

- Education is Key!

- *Implement a school-wide curriculum.*

REINFORCER

BY-STANDER

DEFENDER

Stop

IGNORE THE BEHAVIOR

WALK

LEAVE THE AREA

Talk

REPORT TO A TEACHER

Bully Prevention
In Positive Behavior Support
for Middle Schools
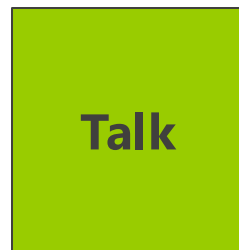
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Classroom Support

Above the Line / Below the Line

What happens in our school when students
engage in above the line behavior?

Above the Line
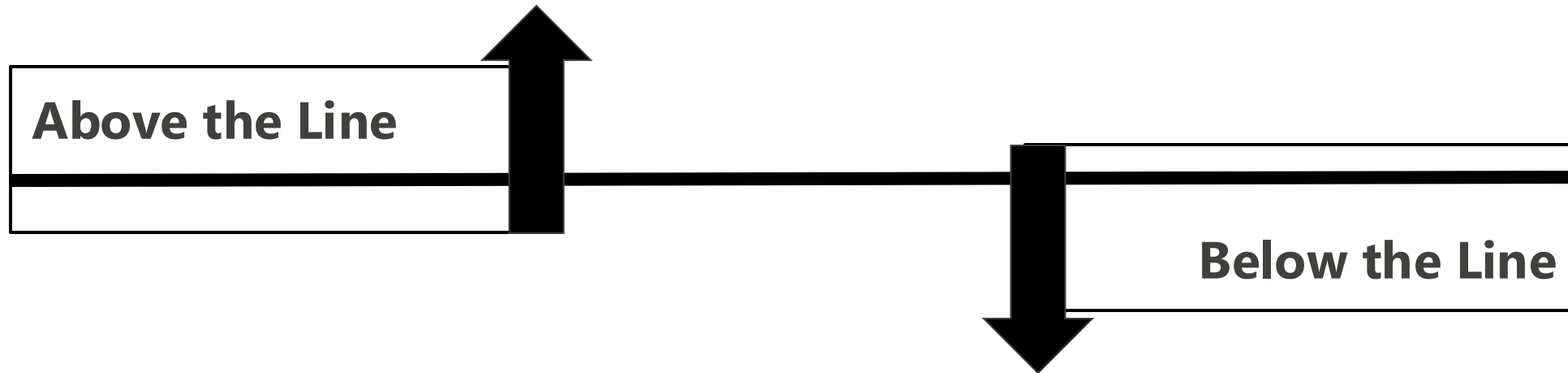
Below the Line

What happens in our school when students
engage in below the line behavior?

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Individual Support

Formal Guardians
Provide Students with Support

- It's not their fault.
- Provide a means to communicate what is happening to them.
- Engage suspected victims (don't always wait until they come to you).
- Help develop their social circles.
- Provide victims the means to "balance" the power.

BEING BULLIED?
LET'S TALK.

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Formal Guardian: Check-In / Check-Out

Student Reaches Criteria for Program

Implement Program

Start of Day
Pick Up Data Sheet

Daily Routine
Teacher Feedback

End of Day
Turn In Sheet

Parent Comm.
Take Report Home

CICO/Coach Checks in With Teachers Within 5 School Days to Ensure Fidelity of Program Pre-empt Possible Problems

After 20 School Days (Approx 4 Weeks) Tier II Team Conducts Data Review Involves Student, Teacher, Parent

Decision is Made to

Continue CICO

Continue CICO w/ Revision

Continue CICO as Self-Monitor

Exit CICO with Different Support

Exit CICO with Different Support

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Reference: Crone et al, 2004; www.pbis.org; NHCEBIS, nd

Problem Analysis Triangle

Goal: Decrease the effectiveness of the behavior

Effective Consequences / Redirection

Definition
Situation(s) that occur before or during the development of the behavior

Definition
Situation(s) or event(s) that signal or cue the behavior

Definition
Situations that occur before or during the development of the behavior

Definition
Situations that occur before or during the development of the behavior

Setting Event → **Trigger** → **Behavior** → **Maintaining Consequence**
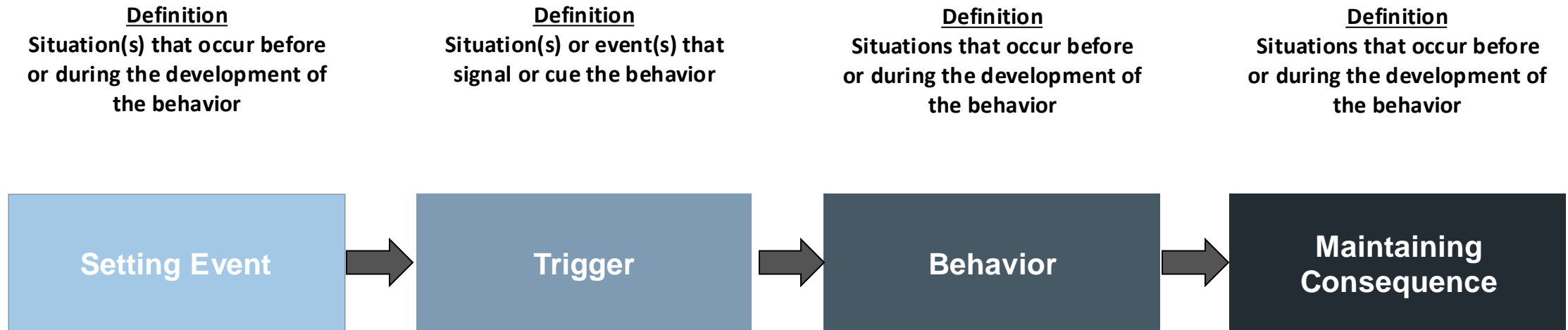
Research shows that "Function-Based Support" is the most effective form of intervention

Consequences for Bullying

Effective punishment defeats the purpose of the behavior.

Setting Event → Trigger

Bullying Behavior **X**

Appropriate Interaction → Power
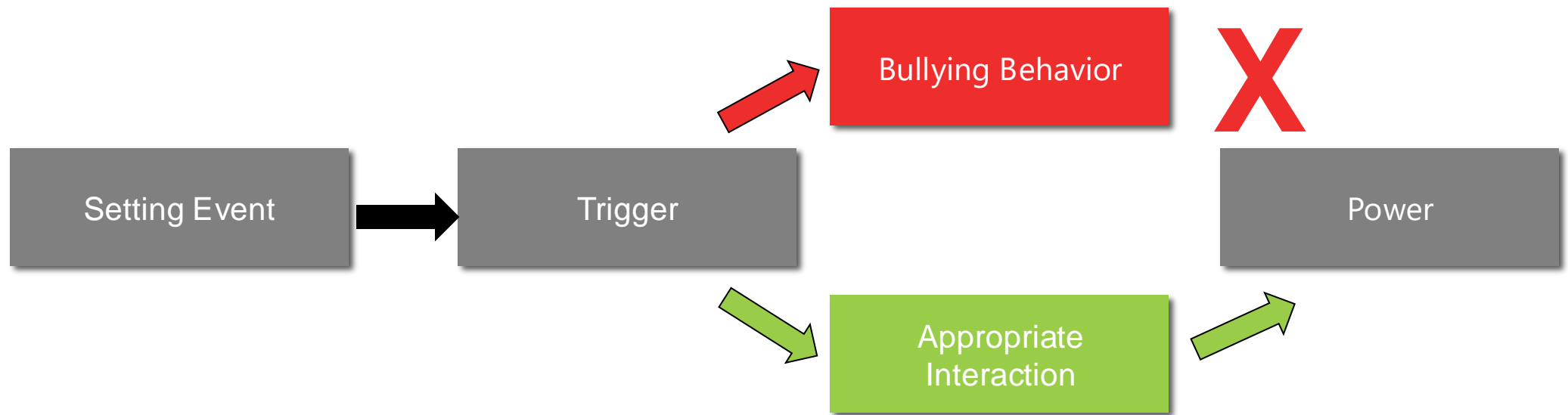
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Effective Consequences / Redirection

- "Direct Sanctions"

- Start with removing social reinforcers:
  - Removal from situation (timeouts)
  - Removal from social settings throughout the day (e.g., lunch)
  - Removal from social events
  - Delayed transition

- Then move to removal from setting (if necessary):
  - In-school suspension
  - Out-of-school suspension
  - When these ARE necessary, how do I reintroduce?
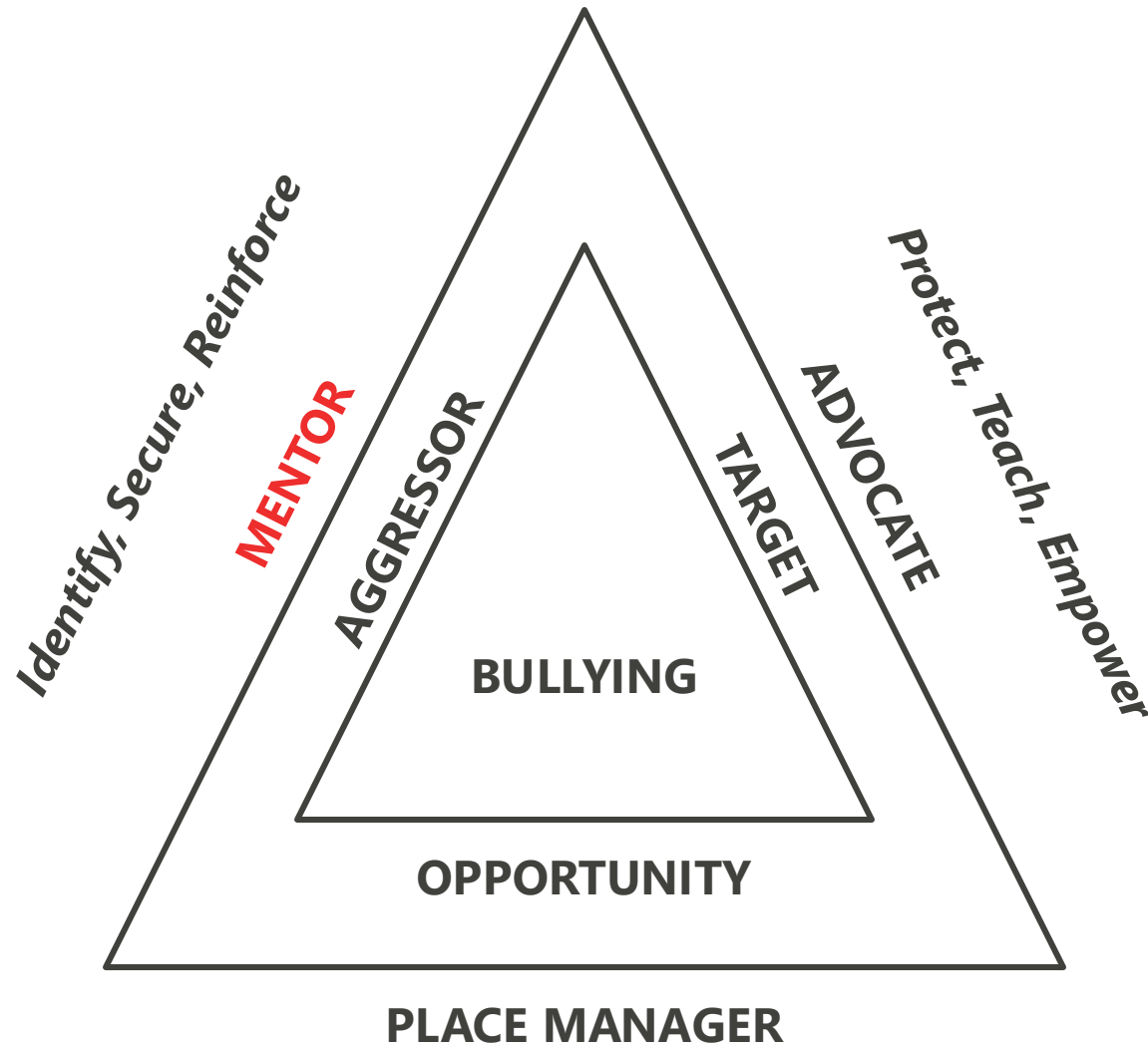
Problem Analysis Triangle

Goal: Increase the support to promote prosocial behaviors
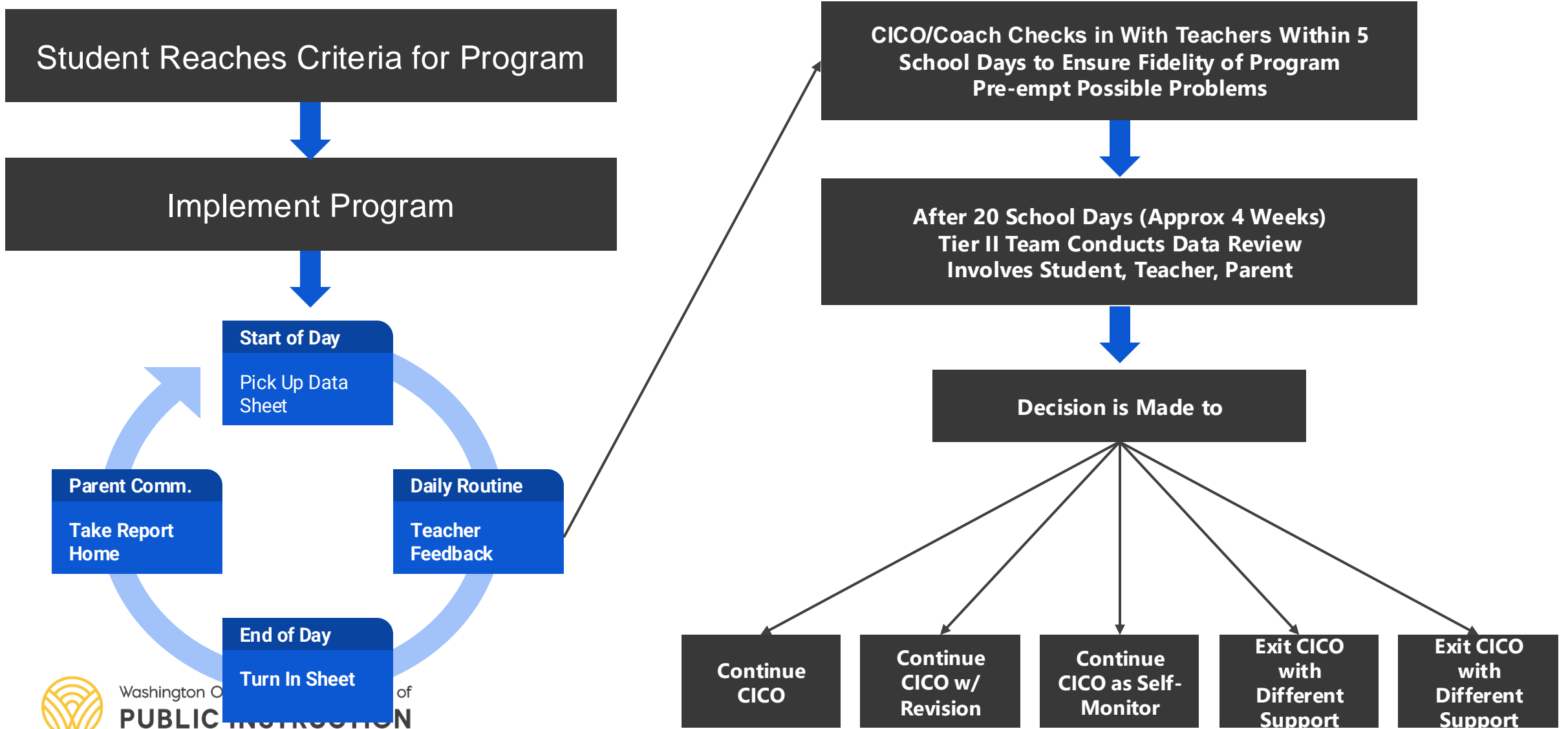
Attack the Problem at its Core

Skewed Sense of Empathy
Logical Punishment

Capitalize on Strengths
Bullies are Natural Leaders
Appropriately Satisfies Need for Power

Social Skills Instruction
Bullies are socially skilled

(Card, & Hodges, 2008; Greene, 2006; Liepe-Levinson & Levinson, 2005)

Check-In / Check-Out

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Do you have any questions?

Add them to the **Q&A**

Upvote the questions you like

Panelists

- Add your questions to the **Q & A**
- **Upvote** questions you want answered most

Stacy Cho

HIB Compliance Coordinator & Truancy Officer

Student Title IX, HIB Coordinator/ Nondiscrimination Officer

Issaquah School District

ChoS@issaquah.wednet.edu

Anthony Quichocho

Assistant Principal

Ridgeline Middle School

Yelm Community Schools

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Share What You Learned

- Discuss your ideas with leadership

- Share ideas with your Professional Learning Community

- Lead a discussion with students

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Resources

What Does it Look Like to Do This Work?

Resources

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

Tools & Videos

- [Read](#) & [Subscribe](#) to the Engage Newsletter

Websites

- OSPI page
- Presenter page

People

- [Connect with OSPI staff](#)

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Next Month

November 13

10:00 a.m. – 11:30 a.m.

Empowering Students

Evaluation

What worked?

What could we adjust?

Do You Need Free Equity Clock Hours?

Watch Live → Register in Zoom for the year → Register for Clock Hours monthly in pdEnroller → Complete the pdEnroller Evaluation

Watch the Video Later → Complete the Graduation Equity Webinar Feedback Survey → Complete the pdEnroller Evaluation
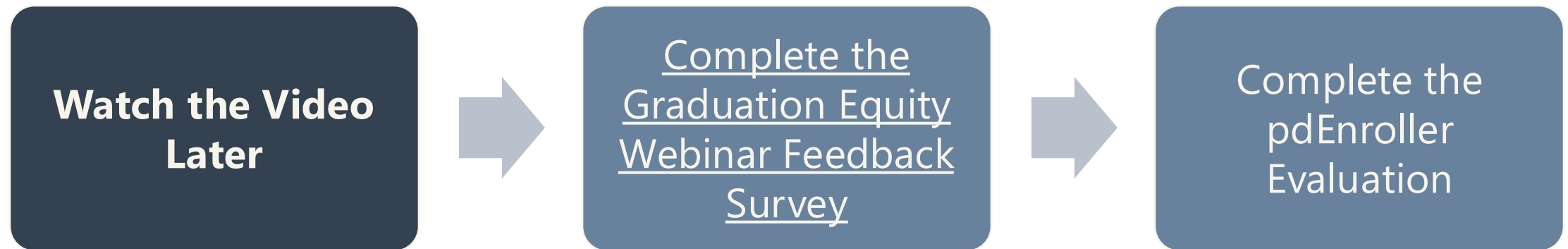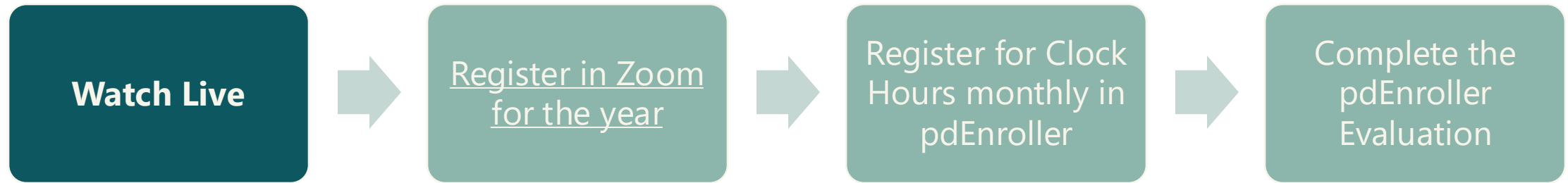
Email Ronnie.Larson@k12.wa.us

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