



Behavioral Health Sciences Institute

Bullying and Teasing Prevention and Response

Creating a Respectful Community

THE PROBLEM OF BULLYING AND TEASING: *what it looks like*

- I. Research & statistics: the scope of the problem; bias, prejudice, and the progression to violence
- II. Norms, typical cultural responses, and critical factors that contribute to the problem
- III. Definitions: acknowledging and raising awareness
- IV. Identifying the severity of the problem: spotting the signs; assessing the *real* situation
- V. Typical characteristics of environments where bullying and teasing take place
- VI. Typical characteristics and perspectives of children (and adults) who bully and tease, children who are targeted, and children who witness it

UNDERSTANDING BEHAVIOR: *the “why’s” and “how’s”*

- I. Behavior is learned, purposeful, and communicative
- II. Factors that influence behavior: motivators; antecedents, consequences, self-esteem; coping skills
- III. The importance of adult self-awareness: the leadership issue
- IV. Results of bullying and teasing behavior: how do individuals involved process and suffer from this behavior?

PREVENTATIVE MEASURES: *what works*

- I. Critical elements – the Seven C’s:
 - a. Caring (unconditional positive regard; individual support; creating community, mentoring)
 - b. Control (safety, structure, routine, opportunities, resources, supervision)
 - c. Clarity (stated expectations and limits)
 - d. Consequences (discipline vs. punishment; incident reports; rubric-based responses; reinforcers)
 - e. Communication: *training for staff and students (and families) on...*
 1. Definitions and examples of bullying and teasing and appropriate behaviors
 2. The adopted philosophy, approach, goals, procedures, responses, and reasons
 3. Respect, acceptance, and caring (for self and others)
 4. Positive social interactions and relationship-building skills
 5. Self-esteem: assertiveness, competence, empowerment, & healthy individuality
 6. Problem solving and conflict management
 7. Individual coping skills: impulsivity control/triggers, options, and practice
 8. Community: creating a safe, encouraging, engaging, “telling”, learning environment that provides positive public recognition and open discussion
 - f. Commitment and modeling
 - g. Consistency
- II. Levels of programming: individual, classroom, school-wide

STRATEGIES FOR INTERVENTION and RESOLUTION: *what to do when*

- I. General principles of least-restrictive interventions and effective de-escalation strategies
- II. Learning from the challenges: moving forward
- III. Personal authority: your number one tool
- IV. Meeting needs: how to help...
 - a. Children who bully and tease
 - b. Children who are bullied and teased
 - c. Children who witness bullying and teasing
 - d. The families
 - e. The school
 - f. The community

RESULTS: *what does success look like?*

- I. How do we measure it?
- II. How do we maintain it?

Mailing Address: 60 Pineland Drive - Suite 101, Lewiston Hall, Building 4, New Gloucester, Maine 04260
Telephone: (207) 688-4589 • Fax: (207) 688-4572 • EMail: info@bhsi.net • Website: www.bhsi.net

A COLLABORATION BETWEEN SPURWINK INSTITUTE AND UNIVERSITY OF MAINE AT AUGUSTA