Safe Schools: Integrated Support for Strengthening Safe Learning Environments

Social/Emotional Well-being + Academic Achievement = Educational Success

Diagnostic and Prevention Services
Pupil Services “Educating the Whole Child”
Student Services
Special Education
Presentation Objectives

1) Review the research on Safe Schools with an emphasis on bullying.

2) Identify integrated Pupil Services supports and resources for effective implementation and improved student outcomes.

3) Highlight common key expectations that promote the implementation of an effective Safe Schools framework in keeping students physically, emotionally, and socially safe.
Research on Safe Schools

What student outcomes do we want to achieve?

- “LCPS will promote programs that enhance students' ... health, safety, and well-being.”
- “LCPS will strengthen programs that support safe learning environments free of bullying, teasing, and physical violence.”

(LCPS School Board Goals)

- Other school improvement goals......
What do we know about the factors that contribute to school safety?

• Higher structure and support were associated with less bullying and victimization identified by both teachers and students (Gregory, Cornell, Fan, Sheras, & Shih, 2010).
Positive School Climate

• A positive school climate is associated with less involvement in bullying as a bully or victim (Guerra, Williams, & Sadek, 2011; Meyer-Adams & Conner, 2008; Nansel et al., 2001), reduced peer rejection (Waasdorp, Bradshaw, & Leaf, 2012), and increased academic achievement (Spier, Cai, & Osher, 2007; Spier, Cai, Osher, & Kendziora, 2007).

• Students are most willing to seek adult help regarding student violence in schools with a supportive school climate (Virginia High School Safety Study).

• Students who perceive their teachers and other school staff to be supportive are more likely to endorse positive attitudes toward seeking help for bullying and threats of violence. (Eliot, Cornell, Gregory, & Fan, 2010).
Positive School Climate

• Results indicated that SWPBIS has a significant effect on teachers' reports of student bullying & peer rejection (Wasdorp, Bradshaw, & Leaf, 2012) and improvements in school climate and organizational health (Bradshaw, et al., SPQ, 2008)
Help Seeking Behavior and School Climate

- Students in schools using the threat assessment violence prevention approach reported (1) less victimization and bullying, (2) a greater willingness to seek help when being victimized, and (3) more positive perceptions of the learning environment. (Cornell, Gregory, Fan, & Sheras, 2007).
Help Seeking Behavior and Peer Involvement

- More than 80% of bullying situations are witnessed by peers (O’Connell, Pepler, & Craig, 1999)
- When by-standers intervene on behalf of the victim, they successfully stop victimization more than 50% of the time. (Craig, Pepler, & Atlas, 2000)
Bullying Prevention

• School-wide bullying prevention efforts that involve all school staff and are implemented across all school settings show the most promise (Espelage & Swearer, 2004; Ttofi & Farrington, 2011).

• School-based anti-bullying programs, on average, decrease bullying by 20% - 23% and victimization (being bullied) by 17% – 20%. (Farrington & Ttofi, 2009).
Bullying Prevention

• 2008 meta-analysis by Ttofi, Farrington, & Baldry found that reductions in bullying were associated with:

  ◆ Disciplinary methods
  ◆ Teacher training
  ◆ Parent training/meetings
  ◆ Information for parents
  ◆ Cooperative group work
  ◆ Increased supervision (particularly playground)
  ◆ Classroom management
  ◆ Classroom rules
  ◆ Whole-school anti-bullying policy
  ◆ Number of bullying prevention program elements
  ◆ Duration and intensity of the program for teachers & students
Suspension Rates

- A supportive school climate showed a modest correlation with suspension rates in the entire school for both Black and White students. (Virginia High School Safety Study).
Graduation

• Bullying and teasing in 9th grade predicted schoolwide graduation rates 4 years later. (Virginia High School Safety Study).
Achievement

• Measures of safety (student and teacher victimization, student and teacher observation of bullying/teasing) were predictive of higher SOL passing rates in English, Math, Science, and History.
Impact of Student Misconduct

• Bullying and other behavior problems negatively impact conditions for learning (Bradshaw et al., 2009; Jimerson et al., 2000).
• Discipline problems contribute to teacher and staff turnover (Pas, Bradshaw, & Hershfeldt, 2011).
## Perception of Bullying

<table>
<thead>
<tr>
<th>Students</th>
<th>School Staff</th>
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<tbody>
<tr>
<td>43% of MS students and 54% of HS students see teachers at school watching bullying and doing nothing</td>
<td>97% of staff who said they would intervene if they saw bullying</td>
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<tr>
<td>58% of MS and 66% of HS students indicated that they believe adults at their school are not doing enough to stop or prevent bullying</td>
<td>87% of staff believe they have effective strategies for handling bullying</td>
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<td>61% of middle and 59% of high school students believe teachers made it worse when they tried to intervene.</td>
<td>93% of teachers believed they effectively managed the situation when they intervened</td>
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<td>33.7% of ES, 32.7% of MS, and 22.7% of HS students reported being frequently bullied.</td>
<td>Majority of school staff reported that 15% or less of the students were being frequently bullied.</td>
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(Bradshaw, Sawyer, and O’Brennan, 2007)
Perceptions of Bullying

• Twenty-five percent of teachers see nothing wrong with bullying or putdowns, and consequently intervene in only 4% of bullying incidents (Cohn & Canter, 2002)

• Teachers also hold faulty beliefs such as that helping victims makes it worse, that victims have reasons to be bullied, and that ignoring bullying is an effective response (Horne, Orpinas, Newman-Carlson, & Bartolomucci, 2004)
Resources and Supports for Safe Schools

- Bullying Prevention
- Threat Assessment
- Crisis Intervention
- Suicide Prevention
- Counseling

- PBIS
- Peer Helper
- Safe Schools Ambassador
- Character Education
- Classroom Guidance

Student Social-Emotional Skills

Positive and Safe School Climate

High Student Achievement
Resources and Supports

- **External Coaches**
  - Psychologist
  - Educational Diagnostician
  - Social Worker
  - Consulting Teacher

- **Internal Coaches**
  - School Counselor
  - Teachers/Specialists

![Cumulative Student and Administrative Hours Gained/Saved as a Result of Reductions in Office Referrals](chart.png)
Resources and Supports

• Training for New School, Mid-Year, and Returning School
• Capacity Building Training Model: Monthly Coaches Support Meetings
• Quarterly Site Visits
• VISION website
• PBIS Newsletters
• Data Support Sessions
• Web-based Discipline Application
• Attendance at PBIS team meetings and events
• Climate Survey Support Sessions
District Student Climate Survey Results (2012)

- Student Relations
- Rules and Expectations
- School Safety
- Teacher-Student Relations
- Behavior Problems*
- Punitive Techniques*
- Positive Techniques
- Social-Emotional Learning

* Reverse Scored
Bullying Prevention

Student Survey Results

- Tell the Bully to "Stop":
  - 2010-2011 Pre-Test: 88%
  - 2010-2011 Post-Test: 97%
  - 2012 Year-to-date Results: 93%

- "Walk" Away From the Bully:
  - 2010-2011 Pre-Test: 63%
  - 2010-2011 Post-Test: 75%
  - 2012 Year-to-date Results: 93%

- "Talk" to an Adult:
  - 2010-2011 Pre-Test: 88%
  - 2010-2011 Post-Test: 99%
  - 2012 Year-to-date Results: 93%

- Identify a "Trusted Adult" at School:
  - 2010-2011 Pre-Test: 78%
  - 2010-2011 Post-Test: 83%
  - 2012 Year-to-date Results: 93%
Benefits of Student-Led Approaches

What ADULTS See
- Fights
- Weapons
- Gangs
- Physical bullying
- Unwanted contact
- Relational aggression
- Exclusion
- Put-downs
- Rumors
- Cyber-bullying
- Harassment
- Pro-active
- Prevent
- Intervene
- De-escalate

What STUDENTS See
- Less Visible
Pupil Services Resources and Supports
(provided by Pupil Services Team of school counselors, social workers, psychologists, and health clinic assistants/school nurses)

- School-Wide Framework—PBIS
- Adult-Led Programs—Bullying Prevention Lessons
- Student-Led Programs—Safe School Ambassadors, PEER
I have not seen or heard another student being bullied.
I ignored it.
I helped the person.
I told an adult.

Student-Led Approach (SSA)
Targeted Pupil Service
Professional Interventions
Dealing with specific issues to keep students safe

• Depression Awareness/Suicide Prevention
  – Primary Pupil Service Team Member: school psychologist
  • Supported by school counselors and school social workers

• Threat Assessment
  – Primary Pupil Service Team Member: school psychologist
  • Supported by school counselors and school social workers

• Restraint & Seclusion
  – Primary Pupil Service Team Member: consulting teacher

• Crisis Teams
  – Primary Pupil Service Team Member: school psychologist and school social worker
  • Supported by school counselors

• Food Allergy Awareness, Safety and Prevention
  – Primary Pupil Service Team Member: school nurse/health clinic assistant
Expectations for Safe Schools Free of Victimization & Bullying

High Structured Discipline

Robust Bullying Prevention Program

Classroom Management & Rules

School-wide Behavior Approach

Supportive & Caring Adult

Student Attitudes, Help Seeking Behavior, & Response

Adult Attitudes & Behavior

School Climate
Bullying Prevention

• School administrators implement the *Bullying Prevention Guidelines* located on the LCPS website.
• All staff receive presentations on bullying/social cruelty.
• Elementary students receive two classroom-based lessons on the *Bully Prevention-PBIS* program at every grade level.
• Middle school students receive information on bullying, sexual harassment, and cyber bullying.
• High school students receive information on social cruelty and bullying prevention through assemblies, special programs, courageous conversations, and seminars.
• Guidance Services maintains a specific website providing information for administrators, faculty, counselors, parents and the school community on bullying prevention and awareness.
Safe School Climate and PBIS

Effective school-wide discipline requires a positive approach to promote a safe and orderly environment as well as meet the instructional and behavioral needs of all students within the building.

- Establish 3-5 positively worded, clear behavioral expectations.
- Explicitly teach, model, and review the expectations to students.
- Establish a recognition system to promote the continued occurrence of appropriate and expected behaviors.
- Establish a continuum of interventions and supports to meet the behavioral needs of all students within the building using available resources to maximize efficiency of practices.
- Use data to make decisions and continually monitor progress.
- Involve all students and staff in the development of this framework to promote a positive school climate and learning environment.
Safe Schools Ambassadors

• Initial training is conducted over 2 days with Refresher Training provided by Pupil Service Personnel on a yearly basis.
• “Family Group” meetings scheduled throughout the school year.
• Ambassadors facilitated by 1-2 specially trained adults are conducted to provide ongoing support, supervision, and skill development.
• Ambassadors periodically document the nature and frequency of their interventions on Action Logs.
PEER Helper Program

* The principal appoints a faculty member (PEER Sponsor) to lead and supervise students in the PEER Helper Program. PEER Sponsors must be able to demonstrate and model the skills students (PEER helpers) are expected to learn.

* The program must include structured training sessions with curriculum developed by Student Support Services.

* On-going skill development must be provided through interactive and experiential activities with coaching and feedback. The training sessions should include role rehearsal, homework, and practical assignments.

* The PEER Helpers must have the support of teachers, administrators, parents and other students in a school-based setting.

* The PEER Helpers must have on-going supervision and continuing opportunities for learning. PEER Sponsors must maintain a high quality relationship with the peer helpers that allows for monitoring, dealing with confidentiality, and making referrals to professionals.
Food Allergy Safety & Prevention

• The Individual Health Care Plans of students in the classroom must be followed.

• All students are encouraged to eat healthy snacks. Foods containing allergens should not be consumed in the classrooms of students with food allergies.

• Sharing or trading food in the classroom or cafeteria is not permissible and is a safety practice that has been in place in LCPS for several years.

• Students are encouraged to assume increasing responsibility for healthy and safe food choices as they progress from elementary to middle and high school.

• School administrators will implement the Food Allergy Guidelines located on the LCPS intranet.
Threat Assessment

• School administrators involved in student discipline will attend training and implement the Threat Assessment Guidelines to safely manage student threats of violence.

• Student threats are investigated by school administrators and safety decisions are made by the school threat assessment team.

• Students will be taught the importance of seeking help regarding student victimization.
Suicide Prevention

- All licensed staff must identify and report any direct student communication of suicidal intent.
- Only trained counselors, psychologists, and social workers can screen students of risk.
- Parent contact is required unless the reason for contemplating suicide relates to parental abuse/neglect.
- Ninth grade students in Health and PE receive the Depression Awareness Suicide Prevention presentation during the first quarter.
Crisis Intervention

• School administrators should follow the *Crisis Intervention Procedures* protocol in the event of a school crisis including contact the Central Office Contact to develop a response plan.

• Each school must have a school-based team (Behavior Intervention Team) trained in Mandt and the use of physical restraint and seclusion to intervene when the physical safety of the student or others is in immediate danger.

• School administrators will implement the *Restraint and Seclusion Guidelines* located on the LCPS intranet.
Small Group Dialogue
(see handout)

In small groups, read a scenario along with the questions and discuss your responses?

1. Excluding discipline, how would you handle this situation? Consider both the internal and external resources and supports along with the information from this presentation to guide your response.

2. What would you do to prevent this or a similar situation in the future?