

**Teasing, Taunting, Bullying,
Harassment, and Fighting:
Prevention, Functional Assessment,
and School-wide Intervention**

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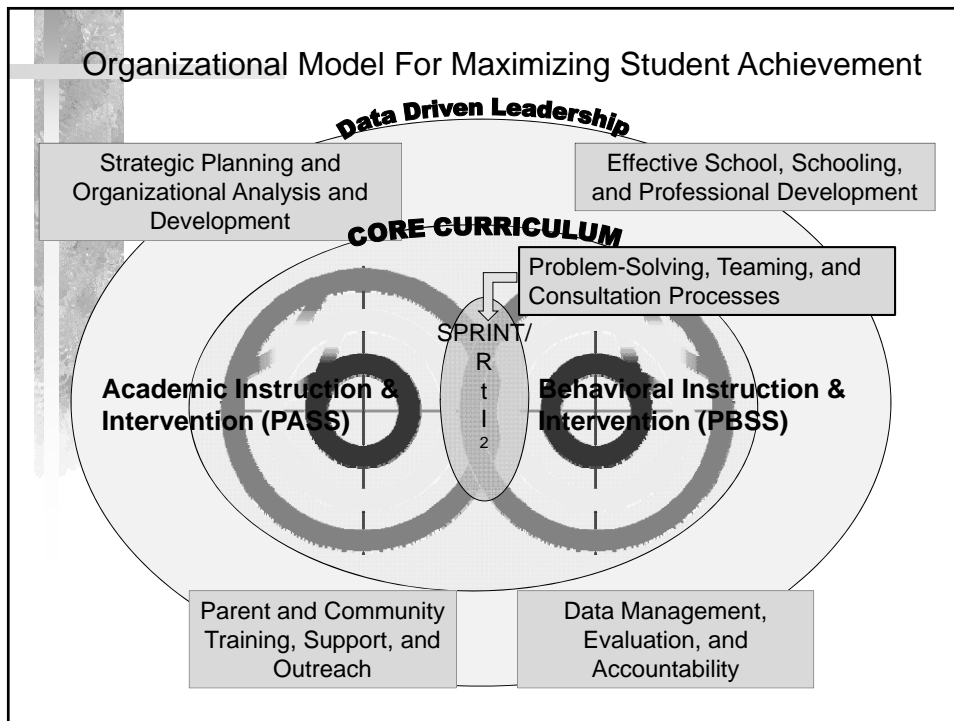
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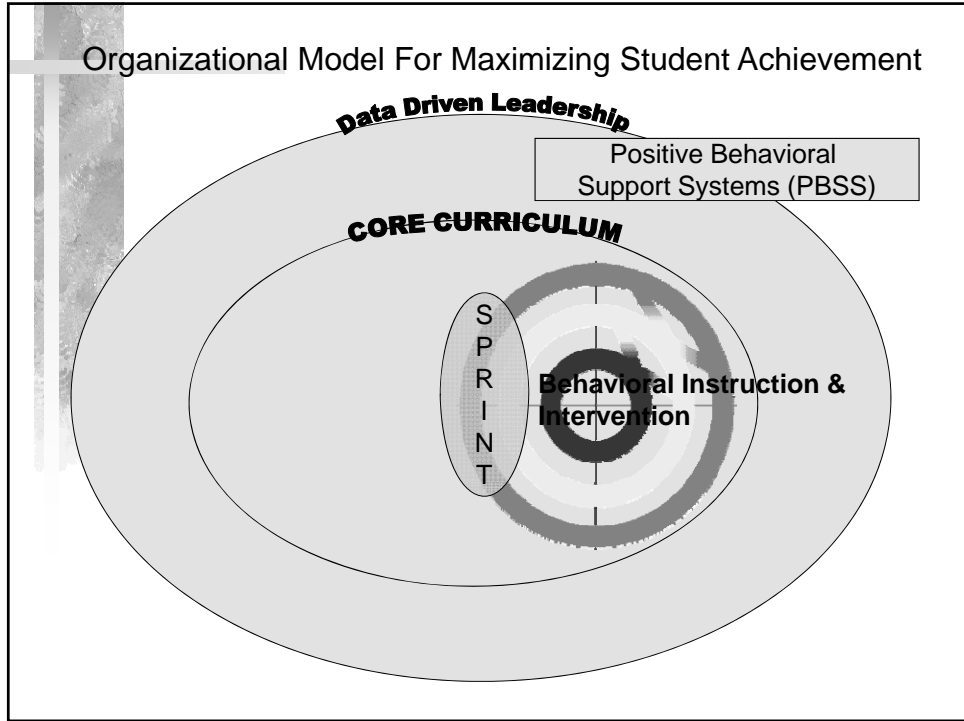
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Primary Assumptions:

1. The Best Approaches to Preventing Teasing, Taunting, Bullying, Harassment, and Fighting are Positive and Safe Common Areas of the School and vice versa
2. Both of these are Accomplished through the Development and Implementation of School-wide Positive Behavioral Support Systems

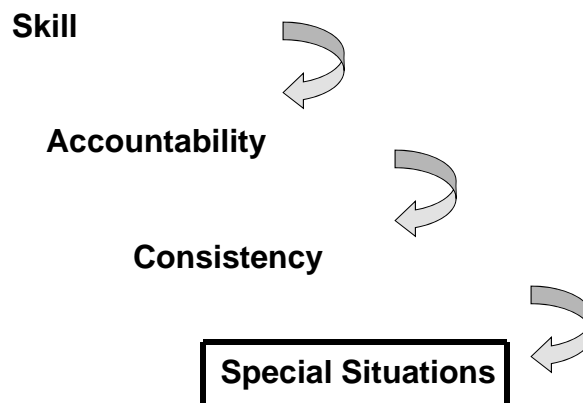




The "Core" of the Positive Behavioral Self-Management System

Skill	The <u>Stop & Think Social Skills</u> Interpersonal, Problem-Solving, Conflict Resolution, and Coping Skills Classroom/Building Routines
Accountability	The Behavioral Matrix Grade-Level Classroom Expectations Building and Common Area Expectations The Educative Time-Out Process
Consistency	Skills, Accountability, Staff, Students, Parents
	Special Situations-Setting, Peer-to-Peer, Student

The "Core" of the Positive Behavioral Support System



Three Types of “Special Situations”

Setting:

Common Areas of the School: Hallways, Bathrooms, Buses, Cafeteria, Playgrounds, Auditorium, Meeting Spaces

Peer-to-Peer:

Teasing, Taunting, Bullying, Harassment, and Physical Aggression/Fighting

Individual Student:

Intensive Individual Student Experiences that Impact Social, Emotional, and/or Behavioral Interactions

Understanding the Relationship between the First Two “Special Situations”

Setting:

Common Areas of the School: Hallways, Bathrooms, Buses, Cafeteria, Playgrounds, Auditorium, Meeting Spaces

Peer-to-Peer:

Teasing, Taunting, Bullying, Harassment, and Physical Aggression/Fighting

A Definition of Bullying

"Bullying" is defined as a form of repeated aggression where one or more students physically, psychologically, sexually, and more recently, virtually harass or harm other students repeatedly over a period of time. More specifically, bullying can include physical aggression; verbal aggression—including persistent teasing, taunting, and threats; or the more subtle or indirect "aggression" that results in social exclusion. Typically, acts of bullying are unprovoked, and the bully is perceived as stronger or as having more power than the victim.

(Batsche & Knoff, 1994; Hazler, Hoover, & Oliver, 1992; Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001; Olweus, 1991)

The Research on Bullying

Characteristics and Developmental Patterns

1. Bullying can be placed along a spectrum from teasing and gossiping to taunting and bullying to harassment and verbal threats or intimidation to physical aggression and violence. Some associate bullying with a lack of tolerance for diversity.
2. Boys are generally found to be bullies more frequently than girls, although this may be due to researchers' focus on the more overt forms of bullying which boys tend to engage in more than girls.

The Research on Bullying

Characteristics and Developmental Patterns

3. Bullying appears to peak during the years when students transition from elementary to middle school (i.e., around age 11 or 12), occurring most frequently from sixth to eighth grade.

4. Bullying behavior has been correlated with indicators of anger, depression, impulsivity, anxiety, and attitudes that support violence. Bullies are more likely to be poorer students and to get involved with alcohol and smoking.

The Research on Bullying

Characteristics and Developmental Patterns

5. Some bullies have been bullied themselves, some are rejected students, and some bullies are considered popular within the broader peer group.

6. Bullying appears to occur very often in unstructured school settings or common areas of the school (e.g., the playground). Relative to school or class size, however, these do not appear to correlate with acts of bullying.

The Research on Bullying

Victims and Bully-Victim Relationships

1. Boys are more likely to be victims of bullying than girls. Girls tend to be bullied more through personal or relational “attacks,” while boys experience more physical or aggressive “attacks.”
2. Bullying sometimes occurs due to relationship variables between the bully and victim, and not just as a function of initiation by a bully.

The Research on Bullying

Victims and Bully-Victim Relationships

3. Students from pre-school through age 16 respond to bullying through a range of negative emotions or reactions: anger, revenge, self-pity, confusion, loneliness, physical and psychological distress, depression, anxiety, somatic symptoms, and lowered self-esteem.
4. Reactions to bullying include students sometimes feeling abandoned, afraid of school, and worried at school. Victims are lonelier and have more difficulty making friends.

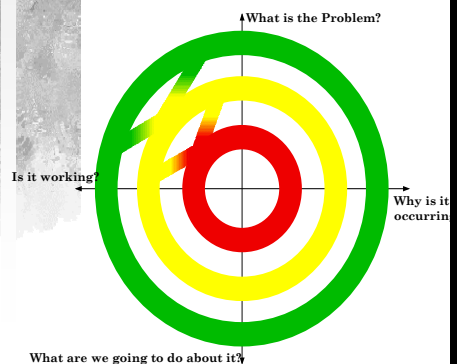
The Research on Bullying

Victims and Bully-Victim Relationships

5. In total, all of this potentially results in school avoidance or absences, difficulties concentrating while at school, and poor school performance.

6. Victims of bullies are more prone to suicidal ideation, severe depression, or to extreme acts of hostility or aggression.

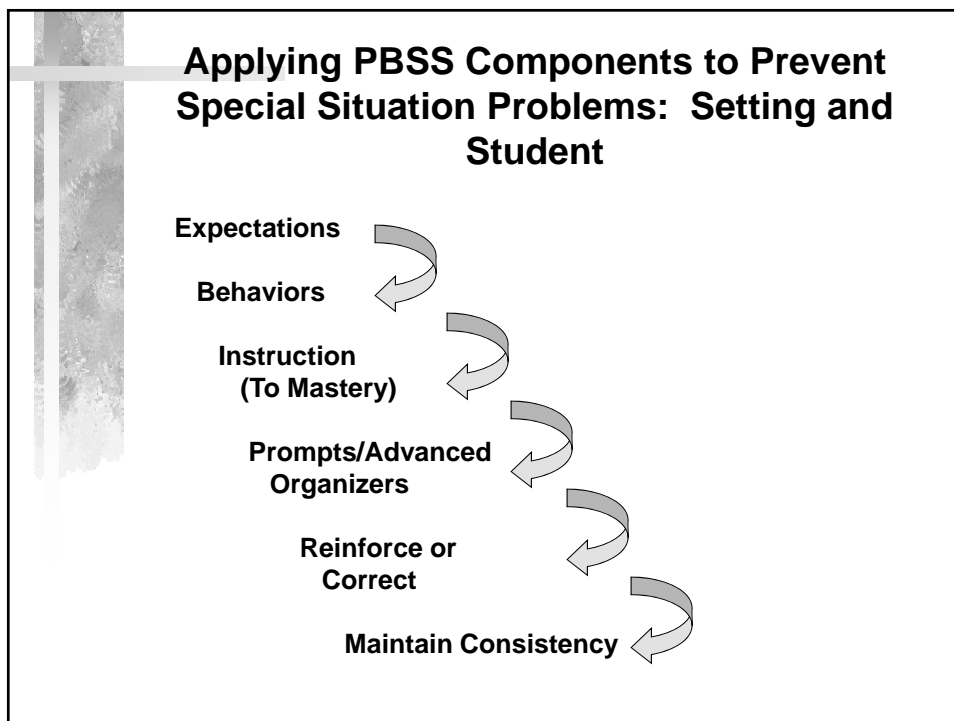
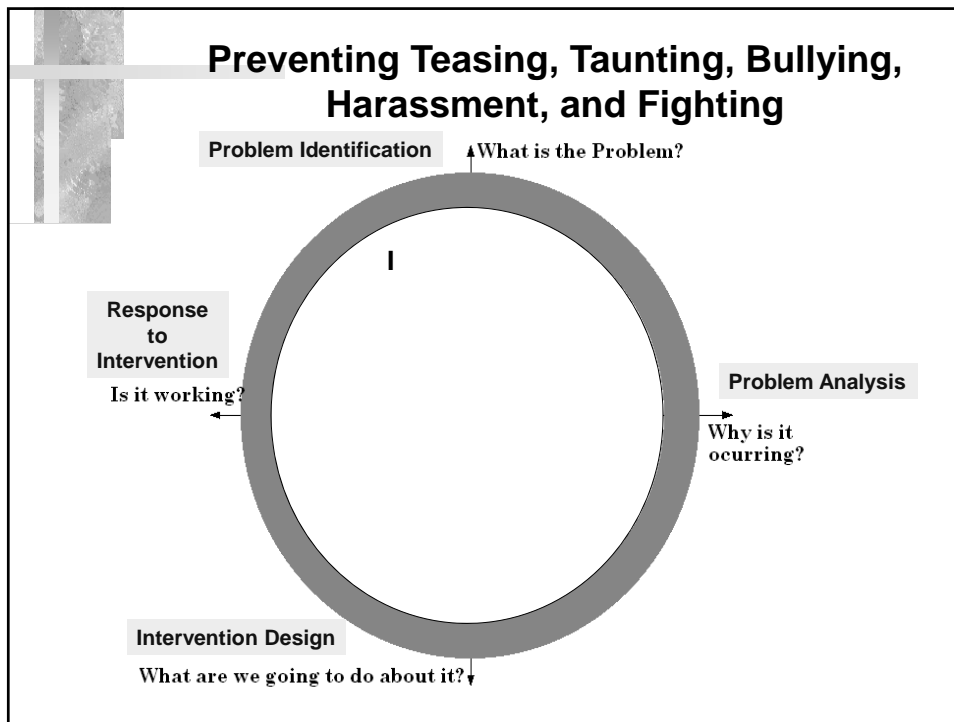
Teasing, Taunting, Bullying, Harassment, & Fighting and the Rtl Tiers



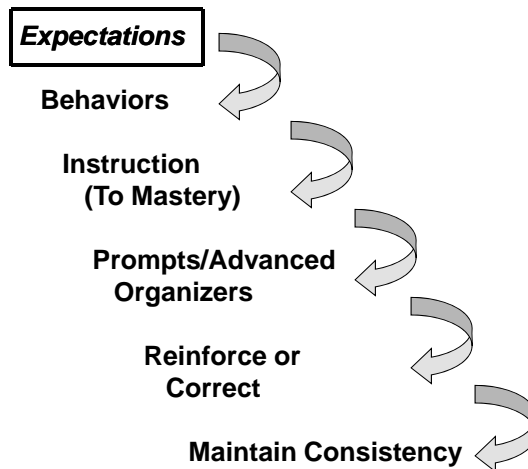
Tier 1: Prevention
(PBSS)

+ Tier 2: Strategic
Intervention

++ Tier 3: Intensive
Need or Crisis
Intervention



Applying PBSS Components to Prevent Special Situation Problems: Setting and Student



Phases to Analyze wrt Behavioral Expectations in Common Areas of a School

Hallway Phases

- Lining up and/or exiting the classroom or other setting
- Walking down the hallway and interacting with peers or staff
- Entering the next classroom or setting.

Bathroom Phases

- Lining up and/or entering the bathroom;
- Using the facilities;
- Washing and drying hands, and throwing away towels (if needed)
- Exiting the bathroom and returning to class or another setting.

Phases to Analyze wrt Behavioral Expectations in Common Areas of a School

Bus Phases

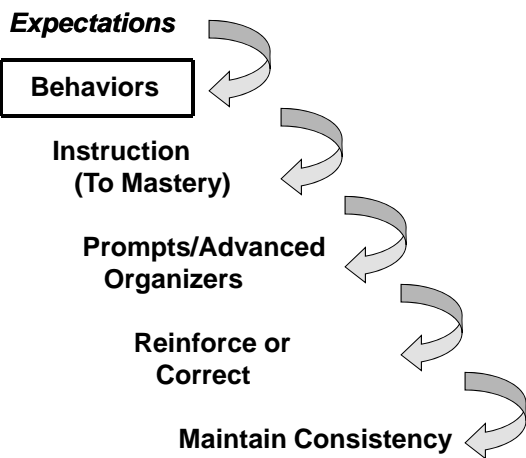
- Actions/interactions at the bus stop
- Lining up and entering the bus
- Walking to and sitting down in the bus
- Seat behavior and interactions
- Leaving the seat and walking to the bus exit
- Exiting the bus and walking to the next setting (e.g., the playground, into the school, back home)

Phases to Analyze wrt Behavioral Expectations in Common Areas of a School

Cafeteria Phases

- Approaching and entering the cafeteria
- Lining up and entering the serving area
- Getting food and interacting with staff in the serving area
- Exiting the serving area, proceeding to, and sitting down at a table
- Table manners, eating, and interacting with staff and peers
- Cleaning up, leaving the table, throwing away trash, and returning utensils
- Exiting the cafeteria and walking to the next setting.

Applying PBSS Components to Prevent Special Situation Problems: Setting and Student



Sample Expectations for the Common Areas of a School

Hallway

Eyes forward
Hands by your side
Mouth quiet
Walking to the right
Watching your

[The "Traveling"
Position]

Bathroom

Enter/Walk on the left
One at a time at a stall or
urinal/Flush once when
done
Mouth quiet
Keep your space/
Respect others' privacy
Wash your hands/One
towel. . .in the trash

Sample Expectations for the Common Areas of a School

Bus

Walk on the bus and to the first open seat. . . starting in the back

Always sitting, Eyes forward, Hands in your space

Inside voice, One-seat talking, Positive talk

Exit only when bus in stopped

Cafeteria

Enter/Walk on the right

Eyes forward, Hands by your side, Mouth quiet, Space

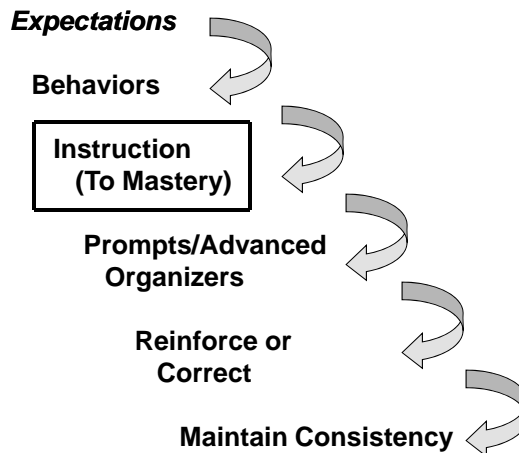
Always walking, Positive talking, Six-inch voices, Always Good Choices

Food on your tray or in your mouth

Raise hand for help

Table clean, Throw away your own trash

Applying PBSS Components to Prevent Special Situation Problems: Setting and Student



Teaching Behavioral Skills to Self-Management

Instructional Area #1: Teach the Behavioral Skills to Cognitive-Behavioral

Instructional Area #2: Modify and Adapt to Students' Speed of Acquisition/Mastery

Instructional Area #3: Teach for the Transfer of Training/Generalization/Application

Instructional Area #4: Teach Students to Handle Conditions of Emotionality

TEACHING BEHAVIORAL SKILLS: ... in a Positive Behavioral Self- Management System (PBSS)

Critical Components of the Stop & Think Social Skills Program

- ** A Universal language that helps to condition behavior.**
- ** A Universal teaching process that results in student learning, mastery, and self-management.**

THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE

1. _____, you need to Stop & Think.
2. Are you going to make a Good Choice or a Bad Choice?
You need to make a Good Choice.
3. What are your (Good) Choices or Steps?
[Tell/Guide your student here using a specific "Skill Script"]
4. All right, now let me see you Just Do It !!!
5. Great job !!! Tell yourself you did a great job !!!

The Teaching Process:

Academic vs. Social Skills

- | | | |
|---------------|---|------------------------|
| • Teach | ➔ | • Teach |
| • Demonstrate | ➔ | • Model |
| • Practice | ➔ | • Role Play |
| • Monitor | ➔ | • Performance Feedback |
| • Apply | ➔ | • Transfer of Training |

Teaching Social Skills: The Importance of Skills & Script

- “Stop & Think”
- “I’m going to make a Good Choice!”
- “What are my Choices or Steps?”

THE SKILL BOX: GO TO SKILL SCRIPT



- “Now, I’m ready to ‘Just do it!’”
- “Great! I did a Great Job!”



Hallway

Eyes forward
Hands by your side
Mouth quiet
Walk to the right
Watch your space



Bathroom

Enter/Walk on the left
One at a time at a stall or urinal/
Flush once when done
Mouth quiet
Keep your space/
Respect others' privacy
Wash your hands/One towel. . .in the trash



Bus

Walk onto the bus
Sit in the first open seat/
Starting in the back
Always sitting, Eyes forward,
Hands in your space
Inside voice/One-seat talking/Positive talk
Exit only when bus is stopped

Cafeteria
 Enter/Walk on the right
 Eyes forward, Hands by your side, Mouth quiet,
 Space
 Always walking, Positive talking, Six-inch voices,
 Always Good Choices
 Food on your tray or in your mouth
 Raise hand for help
 Table clean, Throw away your own trash

Applying PBSS Components to Prevent Special Situation Problems: Setting and Student

Expectations
Behaviors
Instruction (To Mastery)
Prompts/Advanced Organizers
Reinforce or Correct
Maintain Consistency

ACCOUNTABILITY: ... in a Positive Behavioral Self- Management System (PBSS)

Need: A Grade- and Student-Level Accountability Matrix that—

- * Identifies specific behavioral expectations of students in classroom and school settings
- * Encourages positive responses, incentives, and rewards for students when they make good choices
- * Identifies specific inappropriate student behaviors along a continuum from annoying to dangerous
- * Connects meaningful negative or corrective responses, consequences, and needed interventions to this continuum

Developing the School-Wide Behavioral Matrix

Grade _____

Expected, Prosocial Behaviors

Classroom Expectations/Behaviors
Common School Area Behaviors

Positive Responses,
Incentives, Rewards

Inappropriate, Challenging Behaviors

Level I: Annoying Behavior

Corrective Responses

Level II: Disruptive/Interfering Behavior

Corrective Responses plus
Consequences

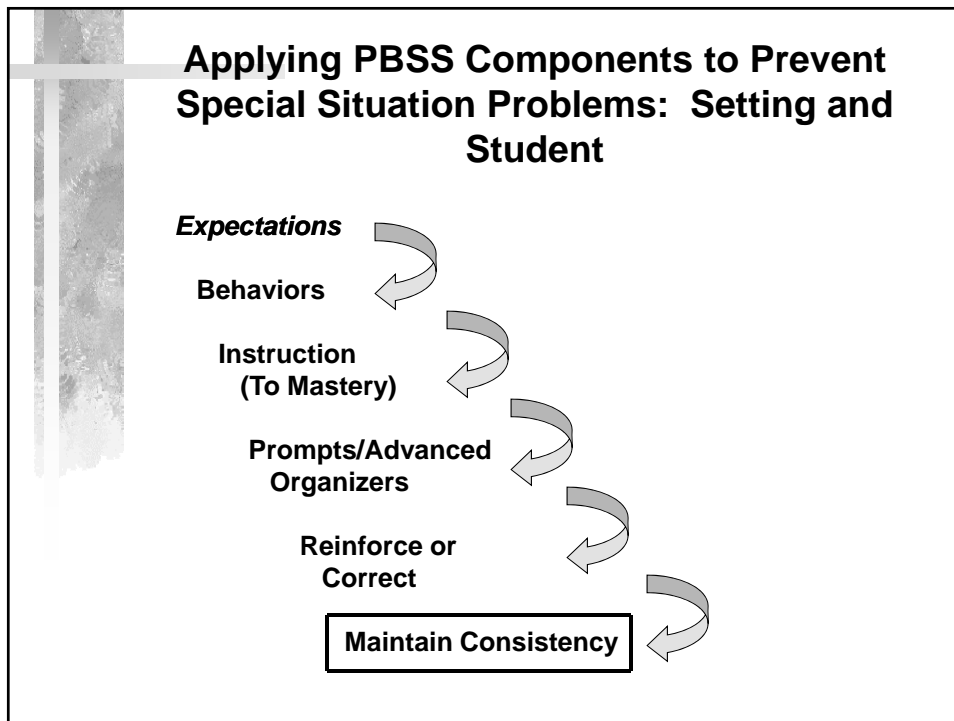
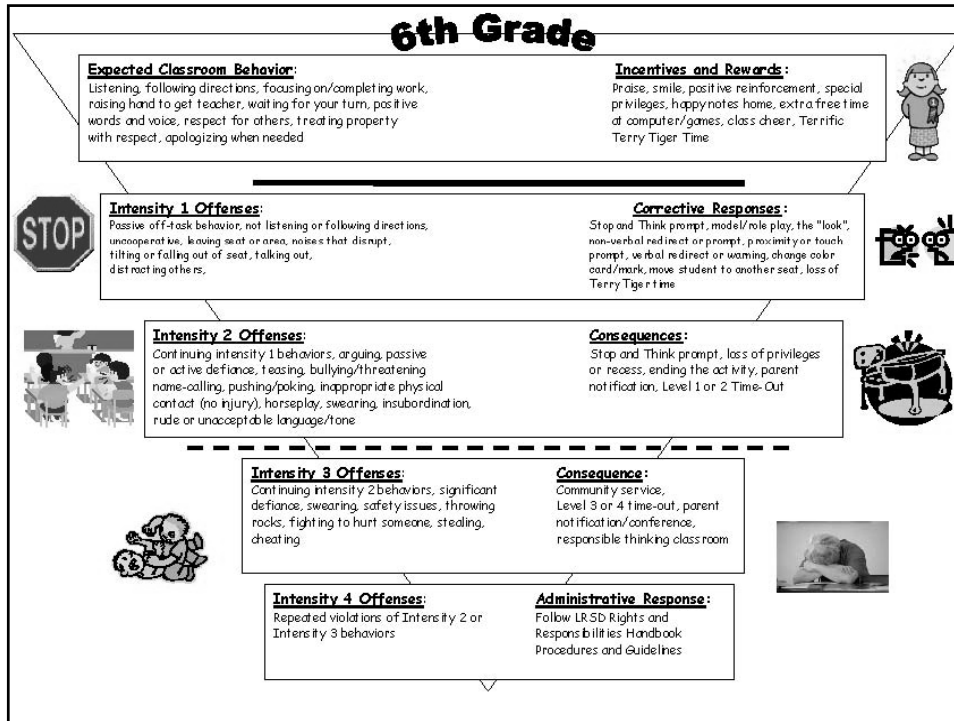
Level III: Persistent/Antisocial Behavior ***

Consequences plus
Interventions

Level IV: Severe/Dangerous Behavior ***

Administrative Response plus
Wrap-around Intervention

*** Functional Assessment/Strategic Intervention Here



CONSISTENCY:
**. . . in a Positive Behavioral
Support System (PBSS)**

- * Need Consistent Behavioral Expectations, Attitudes and Responses by Teachers, Administrators, Parents, and Students
- * Need Consistent Social Skills Teaching, Prompting, Reinforcement, and Application Approaches
- * Need Consistent Student Accountability Policies, Procedures, and Responses
- * Need Consistent Problem-Solving Approaches when Students do not Successfully Respond to the School's PBSS expectations and approaches

**Summarizing the Relationship between
Common Areas of the School and
Classroom Management**

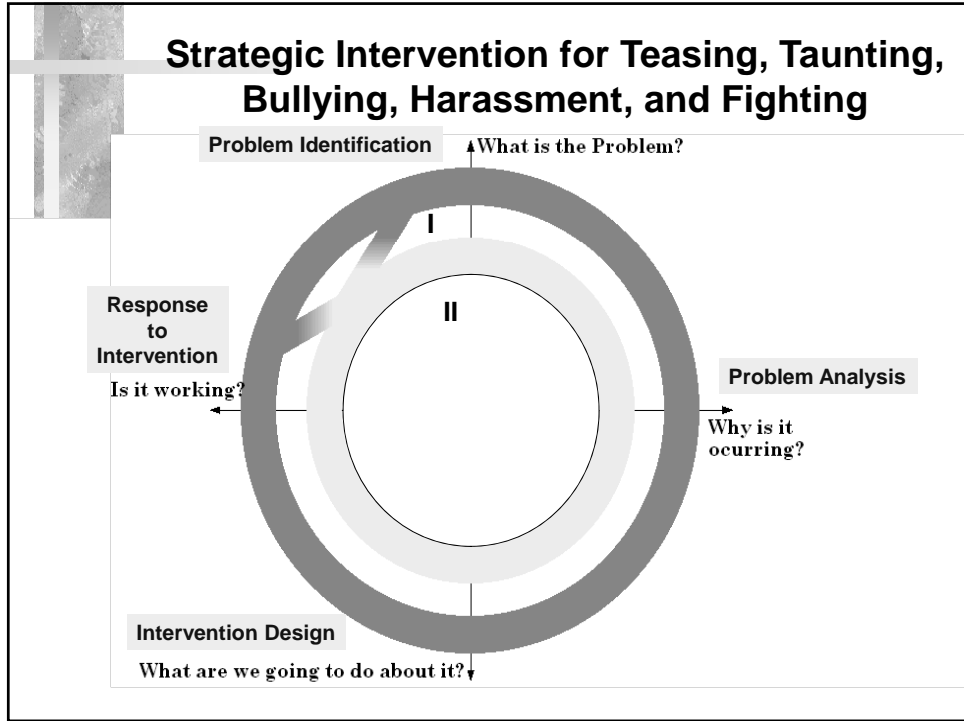
- * Behavior in the Common Areas of the School impact the Readiness and Academic Engagement of Students in the Classroom
- * How Students and Staff Respond to Common Area Paraprofessionals, Assistants, and Support Staff predicts Behavior in and out of those Settings
- * Common Areas of the School have higher levels of Emotionality for Students and Need for greater Self-Management Skills and Practice

Summarizing the Relationship between Common Areas of the School and Classroom Management

- * Special Situations problems are prevented when schools have a strong Skills, Accountability, and Consistency foundation and focus.
- * Staff and Student Consistency of Expectations, Positive Presence, and Prosocial Response is crucial to Special Situation Success and Safety
- * Teasing, Taunting, Bullying, Harassment, and Physical Aggression/Fighting often occurs in the Common Areas of a School.

When Teasing, Taunting, Bullying, Harassment, and Fighting (or Problems in Common Areas of the School) occur. . .

- ✓ A “Functional Assessment/Problem-solving, Consultation, Intervention” mode of operation.
- ✓ Interventions must focus on changing behaviors, not treating diagnostic labels, categories, or conditions.
- ✓ Intervention needs to follow a “Response-to-Instruction/Intervention” prevention-focused model.
- ✓ Interventions must be delivered in the Setting of Origin, or—if strategically needed—in the LRE using the Most Preventative Intervention.



Interventions to Address Bullying

1. Adults have been found to be generally unaware of or to underestimate the extent of bullying that occurs in schools, and they tend to intervene very rarely even when aware of bullying. This suggests that adult involvement is necessarily a critical element to preventing and addressing bullying situations.

2. The peer group needs to be included in any intervention program as students have become desensitized to bullying behavior and incidents over time and, thus, have become less willing to intervene (and more passively accepting of) bullying when it occurs.

Interventions to Address Bullying

3. Relative to bullies themselves, social cognitive interventions that include social skills, social-cognitive problem-solving, and aggression reduction and replacement training are important elements to a comprehensive, multifaceted program.

Tier II/III Special Situations Analyses

Teasing, Taunting, Bullying, Harassment, Fighting

Domains of Analysis:

I. Student Characteristics: Aggressors, Victims, By-standers

What does each group contribute to the situation?
Is each group willing to become part of the solution?
Do they have the skills?

II. Peer Group Characteristics: What does the peer group contribute to the situation?

Is the peer group willing to become part of the solution?
Does the peer group have the skills?

III. Teacher/Staff Characteristics: Skills, Attitudes, Issues, and Factors

Tier II/III Special Situations Analyses

Teasing, Taunting, Bullying, Harassment, Fighting

Domains of Analysis:

IV. Incentives and Consequences

For the Aggressors? For the Victims? For the By-standers?
For the Adults? For the Schools as a System? For the Community?

V. Environmental Characteristics, Issues, and Factors: Physical Plant and Logistics

VI. Resources/Resource Allocation and Deployment

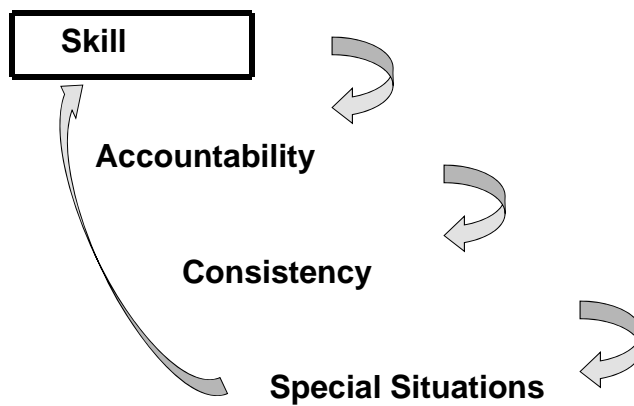
Keys to a Tier II/III Special Situation Analysis

- ✓ A Tier II Special Situation Analysis is done by a Grade/ Instructional-level Team with support from the School PBSS Committee (as needed)
- ✓ A Tier III Special Situation Analysis is done by the School PBSS Committee with the Grade/Instructional-level teams and support from other district, community (e.g., social service agency, law enforcement), and parent resources (as needed)
- ✓ The focus is on the intensity of strategic (Tier II) or intensive (Tier III) instructional and/or intervention services, supports, strategies, and/or programs

Keys to a Tier II/III Special Situation Analysis

- ✓ **Intensity** is a multi-factor variable. It may be defined by:
 - The number or breadth of students involved in, the frequency or severity of the incidences and their aftermath, the school-home-community reaction to. . . the problem
 - The number or multidisciplinary breadth of the professionals needed to analyze and/or implement services or supports to understand and address the special situation
 - The number of services or supports needed to resolve (short- and long-term) the situation; the number /breadth of students, staff, parents, and professionals involved in the intervention; the cost and duration of the interventions
- ✓ **Stability** comes before **Intervention**

The "Core" of the Positive Behavioral Self-Management System



The Stop & Think Social Skills
Directly Related to Teasing, Taunting, Bullying,
Harassment, and Aggression

SKILLS FOR BULLIES– SECONDARY/TERTIARY PREVENTION

1. Relationship Skills:

Listening/Following Directions
Asking for Help
Ignoring (Distractions)
Apologizing
Dealing with Peer Pressure
Beginning/Ending a Conversation
Giving/Accepting a Compliment
Being a Good Leader

2. Emotional Control Skills:

Setting a Goal
Evaluating Yourself
Understanding Your Feelings
Understanding Others' Feelings
Ignoring (Distractions)
Dealing with Anger
Walking Away from a Fight
Standing Up for your Rights
Avoiding Trouble

3. Consequence/Response Skills:

Dealing with Consequences
Dealing with Peer Pressure
Dealing with Accusations
Dealing with Fear

Dealing with Teasing, Being Rejected,
or Left Out
Responding to Failure
Dealing with Another Person's Anger

The Stop & Think Social Skills
Directly Related to Teasing, Taunting, Bullying,
Harassment, and Aggression

SKILLS FOR VICTIMS– SECONDARY/TERTIARY PREVENTION

1. Prevention Skills:

Listening/Following Directions
Setting a Goal
Avoiding Trouble
Evaluating Yourself

2. Problem-Solving Skills:

Asking for Help
Understanding Your Feelings
Understanding Others' Feelings
Dealing with Peer Pressure

3. Protection Skills:

Dealing with Teasing, Being Rejected, or Left Out
Dealing with Accusations
Dealing with Fear
Dealing with Another Person's Anger
Standing Up for your Rights
Walking Away from a Fight

The Stop & Think Social Skills Directly Related to Teasing, Taunting, Bullying, Harassment, and Aggression

SKILLS FOR PEERS– SECONDARY/TERTIARY PREVENTION

1. Recognition Skills:

- Listening/Following Directions
- Understanding Your Feelings
- Understanding Others' Feelings
- Evaluating Yourself

2. Response Skills:

- Being a Good Leader
- Dealing with Fear
- Dealing with Another Person's Anger
- Dealing with Peer Pressure
- Beginning/Ending a Conversation
- Standing Up for your Rights
- Being Assertive
- Asking for Help

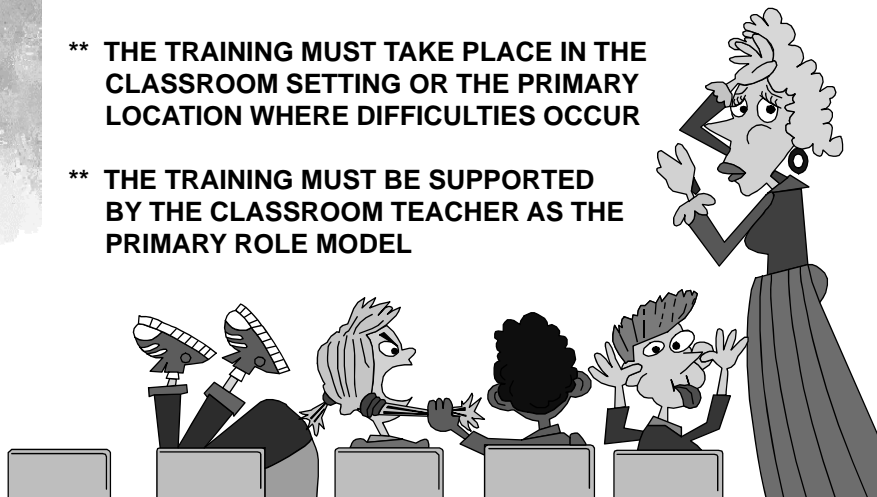
3. Resolution Skills:

- Providing Emotional Support/
Empathy
- Setting a Goal
- Problem Solving
- Dealing with Consequences
- Dealing with Teasing, Being Rejected, or Left Out

WHO TEACHES the Stop & Think/ Tolerance/Bullying Social Skills?

**** THE TRAINING MUST TAKE PLACE IN THE CLASSROOM SETTING OR THE PRIMARY LOCATION WHERE DIFFICULTIES OCCUR**

**** THE TRAINING MUST BE SUPPORTED BY THE CLASSROOM TEACHER AS THE PRIMARY ROLE MODEL**



WHO SUPPORTS the Stop & Think/ Tolerance/Bullying Social Skills?

**** THE TRAINING SHOULD BE SUPPORTED BY PUPIL PERSONNEL AND OTHER SPECIALISTS AND ADMINISTRATORS AS NEEDED**

**Pull-in Scenarios
Pull-out Scenarios**

**** TRAINING MUST RE-SIMULATE “REAL LIFE” SITUATIONS THAT HAVE OCCURRED, MUST INVOLVE SKILL INSTRUCTION, AND MUST INCLUDE “POSITIVE PRACTICE” RESOLUTIONS TO PRIOR CONFLICT SITUATIONS**

Teaching Social Skills: The Importance of Skills & Script

- “Stop & Think”
- “I’m going to make a Good Choice!”
- “What are my Choices or Steps?”

THE SKILL BOX: GO TO SKILL SCRIPT



- “Now, I’m ready to ‘Just do it!’”
- “Great! I did a Great Job!”

“Skills and Scripts”-- In Step 3’s “Skill Box”



Requesting Assistance:

1. Decide: “Do I really need help or should I try do this by myself once more.”
2. If you need help, identify the person who will help you the most.
3. If in class, get that person’s attention (in an appropriate way) and wait for the person to listen to you.
- 3b. If not in class, walk up to the person who can help you and wait for him or her to listen to you.
4. Get ready to ask for assistance, telling the person specifically what you need.

“Skills and Scripts”-- In Step 3’s “Skill Box”



When You are Teased, Taunted, or Verbally Harassed:

1. Take deep breaths and count to five.
2. Think about what Good Choices you can make.
You can:
 - a. Ignore the person and turn away from him/her.
 - b. Tell the person how you feel; Ask him/her to stop.
 - c. Move or walk away from the person.
 - d. Find a teacher or other adult to help.
3. Pick and plan your best choice.
4. If your choice doesn’t work, try another choice.

“What are Your Choices or Steps. . .”

Being Assertive:

1. Take deep breaths and count to five.
2. Think about what you want to say.
3. Rehearse your statement in your mind.
4. Choose a good time and place.
5. Go up to the person and make eye contact.
6. State your position in a firm, yet appropriate, way.

The "Core" of the Positive Behavioral Self-Management System

Skill

Accountability

Consistency

Special Situations



Developing a Special Situation Behavioral Matrix

Grade _____

Expected, Prosocial Behaviors
Common Areas of the School

Positive Responses,
Incentives, Rewards

Inappropriate, Challenging Behaviors

Intensity I: Annoying Behavior

Corrective Responses

Intensity II: Disruptive/Interfering Behavior

Corrective Responses plus
Consequences

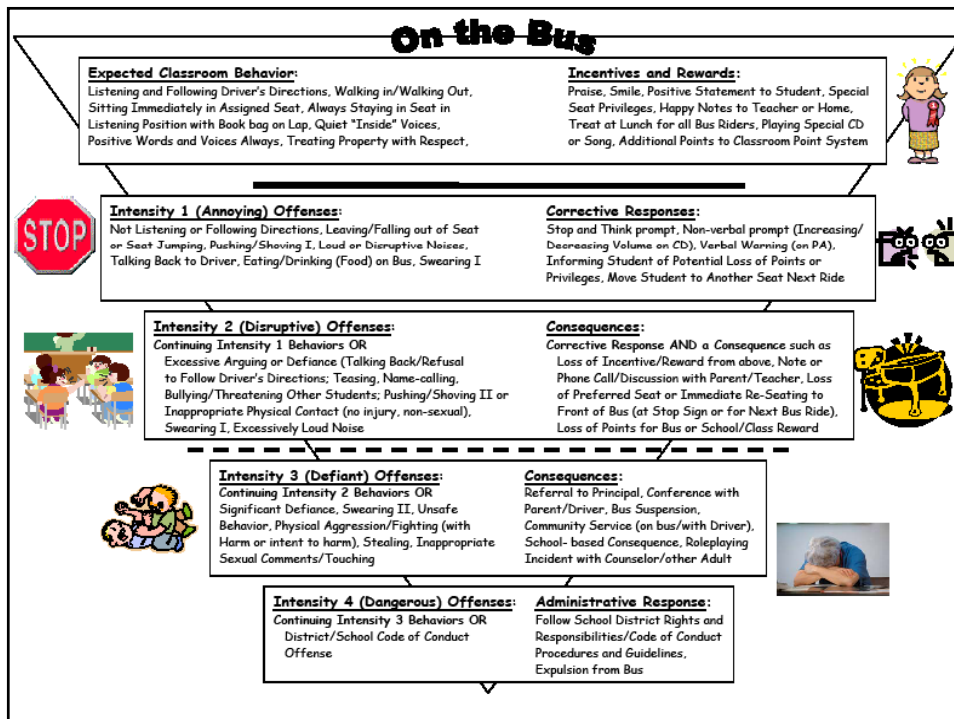
Intensity III: Persistent/Antisocial Behavior ***

Consequences plus
Interventions

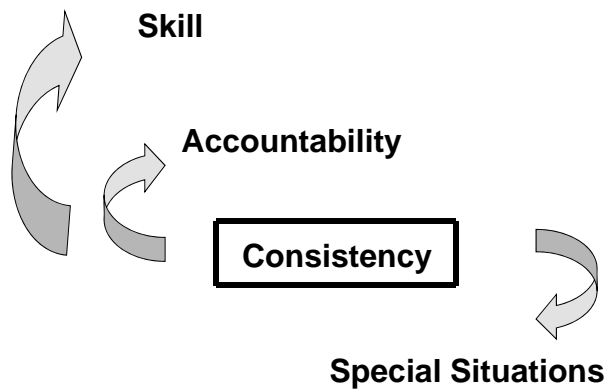
Intensity IV: Severe/Dangerous Behavior ***

Administrative Response plus
Wrap-around Intervention

*** Functional Assessment/Strategic Intervention here



The “Core” of the Positive Behavioral Support System



Examples of the Types of Consistency/Inconsistency

Consistency/Inconsistency:

Across Expectations and Skill Scripts

Across Time, Settings, and Situations

Across Staff, Students, and Circumstances

Across Incentives and Consequences

Integrating the Three Types of “Special Situations” (Tier III)

Setting:

Common Areas of the School: Hallways, Bathrooms, Buses, Cafeteria, Playgrounds, Auditorium, Meeting Spaces

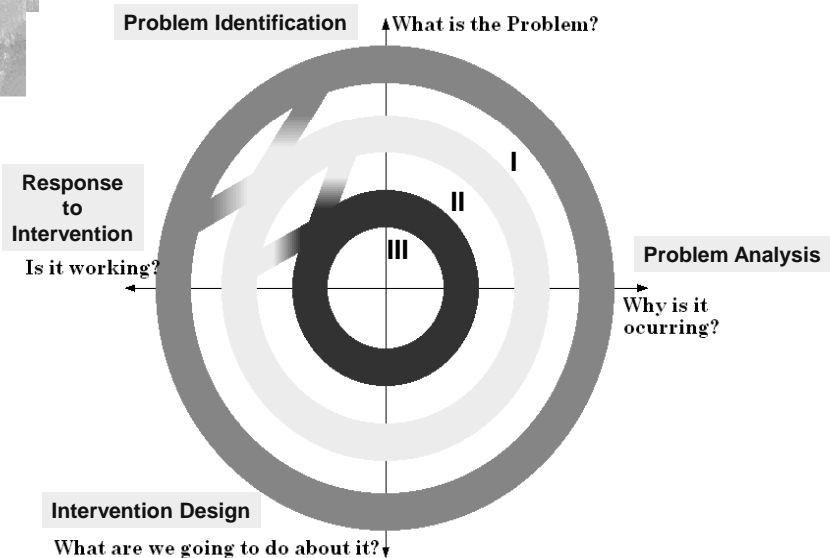
Peer-to-Peer:

Teasing, Taunting, Bullying, Harassment, and Physical Aggression/Fighting

Individual Student:

Intensive Individual Student Experiences that Impact Social, Emotional, and/or Behavioral Interactions

Intensive Services/Crisis Management for Teasing, Taunting, Bullying, Harassment, and Fighting



Tier II/III Special Situations Analyses

Teasing, Taunting, Bullying, Harassment, Fighting

Domains of Analysis:

I. Student Characteristics: Aggressors, Victims, By-standers

What does each group contribute to the situation?
Is each group willing to become part of the solution?
Do they have the skills?

II. Peer Group Characteristics: What does the peer group contribute to the situation?

Is the peer group willing to become part of the solution?
Does the peer group have the skills?

III. Teacher/Staff Characteristics: Skills, Attitudes, Issues, and Factors

Tier II/III Special Situations Analyses

Teasing, Taunting, Bullying, Harassment, Fighting

Domains of Analysis:

IV. Incentives and Consequences

For the Aggressors? For the Victims? For the By-standers?
For the Adults? For the Schools as a System? For the Community?

V. Environmental Characteristics, Issues, and Factors:
Physical Plant and Logistics

VI. Resources/Resource Allocation and Deployment

A Special Situations Analysis Racially-Motivated Taunting

<u>Domain</u>	<u>Stabilization Strategy</u>	<u>Tertiary Prevention Strategy</u>
Students:		
Bully	Immediate suspension	Evaluation/Treatment/Behavioral Intervention Plan/Possible Alternative Placement
Victim	Removal to Principal's Office/Counseling Support/ Call and Debriefing Conference with Parents	Social Skills Training, Mediation Sessions with Bully and others in the Peer Group
Peers	Separation into different rooms of the School for Debriefing, Separate and Joint Meetings with Parents	Sensitivity/Tolerance Training, Behavioral Contract

A Special Situations Analysis Racially-Motivated Taunting

<u>Domain</u>	<u>Stabilization Strategy</u>	<u>Tertiary Prevention Strategy</u>
Adults:		
Administrators	Implementation of Relevant Crisis Intervention Plan(s)	Planning Meeting with relevant Administrative, Security, Mental Health, and other District, School, and Community resources to develop plan of action
Teachers/Staff	Lock-down of Building with Students not involved in Incident	Implementation of developed Action Plan
Parents	Notified of Incident and its Resolution via Communication sent home with all Students	Involvement in Community Problem-Solving and Action Meetings

A Special Situations Analysis Racially-Motivated Taunting

<u>Domain</u>	<u>Stabilization Strategy</u>	<u>Tertiary Prevention Strategy</u>
Adults: (Continued) Community	Notified as needed through District Public Information Officer	Involvement in Community Problem- Solving and Action Meetings, Social Marketing and Outreach Initiative on Tolerance and No Tolerance for Bullying

A Special Situations Analysis Racially-Motivated Taunting

<u>Domain</u>	<u>Stabilization Strategy</u>	<u>Tertiary Prevention Strategy</u>
Physical Plant/ Logistics:	Immediate Lock-down of Building, Supervised release of students at end of the day	Increased Security/Adult Supervision in hallways, Staggered passing of students between periods
Accountability:	Immediate delivery of district-set consequences for involved students and peers group	Discussion of incentives and consequences with entire peer relative to tolerance and bullying
Resources:	Police/other District resources involved as needed to gain control of the building and situation	Priority use of building, district, and community resources to implement Action Plan as designed

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**For more information on
Project ACHIEVE**

See the Project ACHIEVE website at
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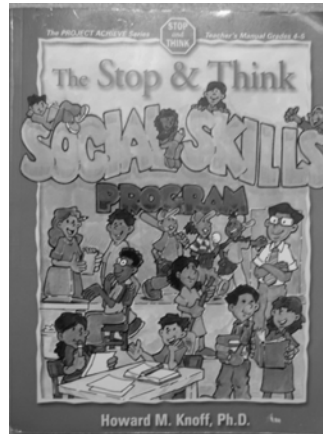
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