

2019

Addressing Bullying Through School Partnerships: Integrating Strategies into a Single Plan of Care



Participant Manual

The Baltimore Marriott Waterfront
Baltimore, MD



The National Wraparound Implementation Center (NWIC) supports states, communities, and organizations to implement Wraparound effectively. NWIC uses innovative approaches grounded in implementation science and incorporates cutting-edge strategies to support Wraparound implementation. NWIC provides support that is intensive yet affordable. The work is focused on building sustainable local capacity to provide model-adherent, high fidelity Wraparound, thereby increasing positive outcomes for children, youth, and their families.

NWIC is a partnership among the three leading universities involved with Wraparound implementation: The University of Washington School of Medicine; Portland State University School of Social Work; and the University of Maryland School of Social Work. These three universities collaborate to ensure sites have access to comprehensive support for implementing model-adherent, high quality Wraparound for children and youth with behavioral health needs and their families.

National Wraparound Implementation Center (NWIC)

www.nwic.org

Email: nwic@ssw.umaryland.edu



What is NOT bullying? Name some social interactions that may be uncomfortable, but would not be considered “bullying” ...



_____	_____
_____	_____
_____	_____

Definition of Bullying (www.stopbullying.gov): Highlight 2-3 words or phrases that catch your attention in some way.

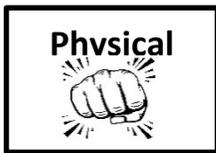
- Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behavior must be aggressive and include:
- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Notes: _____



Agree or Disagree? Why? _____

Matching: Draw a line from the bullying behaviors to their categories.



- pushing
- ostracizing
- gossiping/spreading rumors
- insulting gesture (ex. holding nose)
- threatening gesture
- making someone look foolish
- tripping
- insulting clothing or possessions



Circle the elements of cyberbullying that are **different** than face to face bullying.

causes trauma 	audience size	Difficult to regulate, legislate, create policy
infinite lifespan for digital material	can have lifelong effects	can affect the entire family of the target/victim 

Bullying Statistics: Insert the proper numerical percentage: **15, 57, 70, 20, 30**
(hint: you will need to use one of them twice!)

_____ % of students report having been bullied at school.	_____ % of students have seen bullying in their schools.	_____ % of school staff have seen bullying in their schools.
When a bystander intervenes, bullying stops within 10 seconds _____ % of the time.	Among students aged 12-18 who reported being bullied at school, _____ % happened online or by text.	_____ % notify adults about bullying.

Notes: _____



The Wraparound Connection: How is the impact of bullying understood/addressed in Wraparound?



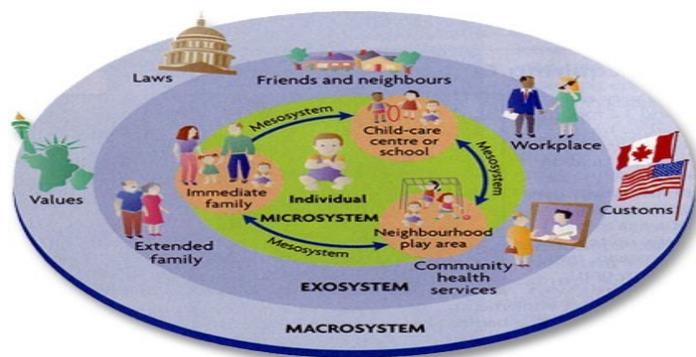
What are some things to consider when approaching families with conversations about bullying?

Bullying: School Practices and Ask-Abouts

Practice	Key Ideas	Ask-Abouts
anti-bullying programming & SEL-infusion	Schools adopt & infuse a variety of social emotional learning curricula and anti-bullying programming	
three-tiered system of behavioral support	Students with increased levels of need receive increased intensity/frequency of supports such as social skills groups, mentoring, “check-n-connect”.	
school climate initiatives	Alternatives to traditional discipline such as restorative justice frameworks, conflict resolution practices, mindfulness practices, diversity-appreciation campaigns may already be a part of the school’s climate.	
staff training on bullying	School staff receive annual training on bullying, related statistics, effects, and interventions.	
clear policy & procedure, including reporting/ follow-up	Schools get involved when education is disrupted. Policies and procedures are outlined, including bully incident reporting and school staff response.	

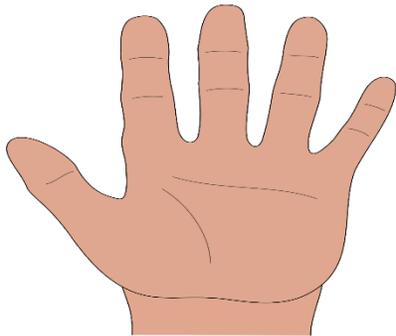


Self-reflection: Bullying affects all of us. What is your stake or personal connection with this issue (think/reflect only, or if you are comfortable, jot a note here)?



An issue like bullying can be addressed through _____

Take Aways:



HEAD: What is one way your thoughts have changed after today's session?

HEART: What is something that resonated with you, emotionally?

HAND: What is one thing that you can take with you and put to use ASAP?

Some helpful resources for further reading:

https://www2.ed.gov/policy/	Open letter from Department of Ed to school stakeholders “Effective Evidence-based Practices for Preventing and Addressing Bullying”, August 2013
www.stopbullying.gov	Tons of bullying resources for schools and families including video series, current trends/facts/stats, bullying-related online games/curriculum, specific information on special education and bullying
www.pacer.org	A clearinghouse of resources and ready-to-go curriculum ideas for schools and families, advocacy guidelines
www.cec.sped.org	Council for Exceptional Children has key information for youth with disabilities and bullying, among other current information