Judith Schubert  
*Crisis Prevention Institute (CPI)*

As President of the Crisis Prevention Institute (CPI), Judith directs the development and delivery of training and resources relevant to maintaining safe, respectful environments. She has provided training and consultation to school systems and other organizations structuring approaches for proactively managing disruptive and potentially violent situations. She has presented to governmental and regulatory bodies on behavior management training and risks of restraint use and worked on the Child Welfare League of America’s Best Practice guidelines for behavior management programs. Judith has authored articles and presented on significant issues education professionals including staff training, risks of restraints, bullying, conflict resolution and culture change.

Judith’s educational and professional background has been focused in social work, criminal justice and adult education/workplace training.
Bullying Behaviors: Challenges and Strategies

By Judith Schubert

Bullying is significantly disrupting school environments. Given the realities of bullying, how can educators foster a school atmosphere that prioritizes Care, Welfare, Safety, and Security℠?

To address the issue of bullying and reduce safety threats to students, schools need firm, fair, and consistent enforcement of discipline policies, meaningful crisis prevention strategies that include anti-bullying initiatives, and balanced security measures.

It takes the entire community—including families—to create a safe and inviting school in which every student feels he or she belongs. Working together, administrators, teachers, staff, parents, community members, and students can help minimize and/or prevent bullying in your school.

Join CPI President Judith Schubert for this informative and thought-provoking session.

Session goals:

- Define scope of bullying.
- Identify myths/facts related to bullying behaviors.
- Discuss current best practice in the area of bullying prevention.
- Identify existing organizational policy.
- Explore proactive intervention strategies.
Bullying Behaviors
Challenges and Strategies

PENT Forum
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Judith Schubert, CPI

IMPACT

- Climate of fear → unproductive reactions
- Tragedies put spotlight on W.C.S.
- Increasing complexities
  - Integrated Experience
  - Acceptance of behaviors
  - Understanding of “friend” – experience of relationship
  - Somebody “said” something, but I didn’t hear talking
  - EVERYONE is in on the “joke”

Who?????

EVERYONE
has to
*understand significance*
*be part of solutions*
Behaviors

Pushing, shoving, kicking, destroying property, tripping, punching, tearing clothes, pushing books from someone’s hands, shooting/throwing objects at someone, gesturing, name calling, insulting, laughing at mistakes, using unwelcome nicknames, threatening, isolation of someone from peers, spreading rumours, spreading info or pictures to embarrass, heated unequal argument online that includes making rude insulting or vulgar remarks, using another screen name pretending to another, trickery, forwarding info that is private, unwanted touch of a sexual nature, unwanted talking about private parts, unwanted comments about sexuality or sexual activities

Simplified (?)

A desire to hurt
+ a hurtful action
+ a power imbalance
  + repetition (typically)
  + an unjust use of power
  + evident enjoyment by the aggressor
  + target of action feeling oppressed

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BULLYING BEHAVIOR
Ken Rigby, Defining Bullying: A New Look at an Old Concept. University of South Australia, Underdale Campus, July 2003

Challenges and Strategies

Challenges
What exactly are we trying to stop?

Students:
  talking about someone else?

Systems/Schools:
  PANIC + GOOD INTENTION = Complication
Challenges and Strategies

Solution/Strategy Strands

- Policies
- Preventative programs
- Educational “anti bullying” programs (students)

Legal framework

U.S. Department of Education: analysis of state bullying laws and policies

- The most commonly observed elements in legislation are requirements to develop district policies, statements of long-range school jurisdiction over bullying acts, definitions of prohibited behavior, and disciplinary consequences. Procedures or components in laws are more likely to include: clear student behavior standards; and consequences are often prescribed using discretionary language.

SOLUTIONS

PREVENTION PROGRAMS
PREVENTION

Bully Prevention
Positive Behavior Support

Bullying Prevention - PBIS

![Diagram showing triangle with categories: Few, Some, All]

**Goal 1**
- Establish positive, predictable, consistent, rewarding school culture for all across all settings

**Goal 2**
- Teach social skills that work at least as well as or better than problem behavior

**Goal 3**
- Respond to non-responsive behavior positively & differently, rather than reactively & more of same

**Goal 4**
- Actively supervise & precorrect for problem behaviors & settings, especially non-classroom

**Goal 5**
- Individualize support based on responsiveness & effect
AFTER

• Rewind
• Something happened
• Who was around?
• Stop and walk? How did that go?
• Learning about cyber world links
• What they might do differently
• “stop and walk” lessons ➔ person centered

SOLUTIONS

ANTI-BULLYING EDUCATIONAL PROGRAMS (FOR STUDENTS)

Anti-Bullying Education Programs
Restorative Practices

- Meaningful collaboration lends to true accountability
- Dynamic rather than static in responses
- Humanizing all involved

Restorative practices --California

Restorative Justice for Oakland Youth
www.rjjoyoakland.org

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Restorative Justice Schools Consultant
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Challenges and Strategies

Solution/Strategy Strands

➢ Policies:
  ➢ Vision and expectations
  ➢ Personal policies
➢ Preventative programs:
  ➢ Watch for "auto-pilot"
  ➢ What is evidence of "effectiveness" for your school?
➢ Educational anti-bullying programs (students):
  ➢ Student ownership
  ➢ Community-wide expectations and accountability