



# National School Climate Center

*Educating Minds and Hearts, because the 3 Rs Are Not Enough*

## Classroom-Level Action Steps

Classroom-Level Action Steps: Supporting Students in Your Classroom		
Action Steps – Creating a classroom that prevents bullying behaviors (Stan Davis, stopbullyingnow.com)	Supporting students engaging in bullying behaviors (Prevnet.ca/bullying/educators)	Action Steps: Supporting students suffering as a result of bullying behaviors (prevnet.ca/bullying)
<p><b>Tier 1</b></p> <p>Plan and make consequences clear - stop the behavior, protect the targeted student(s), remind bystanders to take action next time, apply consequences when appropriate</p> <p>Use formative consequences – think about specific behaviors when you consider the consequences you’ll use (refer to the “Formative Consequences” section in <i>Unit Three</i> of this module)</p> <p>Safeguard honesty – make it clear that it is safe to talk to you</p> <p>Create a bullying policy, code of conduct, or overarching set of norms with other school community members</p> <p>Adopt a no-blame approach for early intervention, which focuses on coming up with early solutions</p> <p>Mobilize (and empower) students to be upstanders</p> <p>Engage in community meetings or circles regularly</p> <p>Address issues around “difference” and “power” in your curriculum, and provide students with opportunities to think about bullying in different settings and spaces</p> <p>Allow students time to get to know each other more fully</p>	<p>Change the way students use their power (provide opportunities to use natural leadership skills in a positive way) Acknowledge positive behaviors</p> <p>Use consequences that teach, not punish Talk with your students about their own strengths and weaknesses, and how they can use their power to help, not hurt, others</p> <p>Refer them to school or classroom code of conduct and social norms expectations. Provide clear examples of how their behavior can change and what it looks like to succeed</p>	<p>Provide opportunities for connection and relationship-building</p> <p>Be explicit about personal and school-based processes</p> <p>Act as an upstander, yourself</p> <p>Integrate perspective taking into your curriculum and build positive awareness around “difference”</p>

	<p>“Stop and Educate”  <a href="http://www.glsen.org/educate/resources/lesson-plans">http://www.glsen.org/educate/resources/lesson-plans</a></p> <p>Make time to get to know your students and build warm, positive relationships with them</p>		
<b>Tier 2</b>	<p>Hold a social skills group or regular lunch meeting for students who need practice building relationships with peers</p> <p>Scaffold cooperative learning exercises for students who are struggling with peer interactions</p> <p>Hold a conflict resolution group for students who need to practice safe and healthy problem-solving skills;</p> <p>Work with the school counselor or social worker to develop a targeted intervention for students who need extra support;</p> <p>Work with the school counselor or social worker to develop formative consequences that allow students to practice building critical social and emotional skills.</p>	<p>Have students create a poster, collage or drawing about what it might feel like to be bullied</p> <p>Assign a research project where students have to learn about bullying behaviors</p> <p>Have students interview an older student about their bullying experiences and the impact it had on them</p> <p>Assign a project requiring the student to investigate an upstander or someone who is famous and has been the target of mean, cruel, or bullying behaviors</p> <p>Have students watch a movie or read a story about bullying and talk about the feelings of those who were involved/effected</p> <p>Have students identify instances of bullying in the media and talk about their reactions and the possible consequences of these events</p>	<p>LISTEN: Make your support/presence clear  Reassure the child that the bullying is not their fault (address the root)  Provide opportunities for confidence building – e.g., opportunities to engage in activities that I feel “good at”</p> <p>Help them to build alliances with other “upstanders” at your school or in your community</p> <p>Create a plan with the child, be persistent about the plan, follow-up regularly</p>
<b>Tier 3</b>	<p>Refer students to individual therapy and/or social skills work in or outside of school.</p>		<p>Connect the student to counseling resources/supports when appropriate</p>