

Bully Prevention / Intervention Action Plan

Data Analysis

1. Is Bullying a problem? (student / staff)
2. What types of bullying are occurring? (student/staff)
 - a. Are there gender differences (student/staff)
3. Where is bullying occurring ? (student /staff)
4. Where do students seek help? (student)
5. Where do staff feel students should seek help? (staff)
6. What strategies do staff feel most successful to date? (staff)
7. Are staff aware of district/school policy and procedures? (staff)
8. Parent perceptions of issues and school interventions?

Intervention

1. Identify pro-social behaviors for noted types of bullying behavior

<i>Bullying Behavior</i>	<i>Replacement Skill</i>	<i>Link to School-wide Expectation</i>

2. Lesson plans and teaching strategies (with schedule) for each replacement skill

<i>Skill</i>	<i>By Stander Role</i>	<i>Non-Participant Role</i>	<i>Who Develop</i>	<i>Due date</i>

By-stander/non-participant role = use language of school expectation / encourage “victim” to walk away with them / do not attend to bully / report what they have seen to adults per school procedure

Establish a clear reporting procedure for students to report bullying (establish / teach / practice / monitor):

Establish a clear reporting procedure for parents to report bullying (establish / communicate in multiple formats / monitor):

Teaching Schedule (all in school must teach across all classrooms):

3. Supervision of high risk locations

<i>Setting</i>	<i>Current Supervision</i>	<i>Training & Support Need</i>	<i>Additional Supervision Ideas</i>

Training for supervision:

- Who will train
- Core replacement social skills and prompts for student roles
- Prompts for students to use problem-solving strategies
- High rates of reinforcement for students who do not engage/attend to bullying
- Appropriate referrals when students do not respond

4. Identify strategies and lesson plans for “victims”

<i>Bully Behavior</i>	<i>Desired Student Response</i>	<i>Lesson plans/ Strategies to teach</i>	<i>Connect Point to School-wide Expectations</i>

Training:

- Who & when will strategies be taught to victims (small group or one:one)
- Curriculum
- Consistent and reliable contact point for victims
- Appropriate range of supports, goal to fade adult support out

5. Identify instructional strategies and consequences for bullying

<i>Bully Behavior</i>	<i>Desired Outcome (get /avoid)</i>	<i>Replacement with same outcome</i>	<i>Connect Point to School-wide Expectations</i>

Training:

- Curriculum development
- One:One (who/when)
- Practice Opportunities (including peers)
- Tier II/III supports (focus on increasing use of appropriate skills)
 - Small group social skills (“empathy”)
 - Check in/Check out or Check & Connect

Consequences

- Removal from access to peers
- Restrictions on non-supervised time
- Restitution (if empathy in place)

**Bully Prevention/Intervention
Action Plan Summary**

<i>Action</i>	<i>Additional Information Needed</i>	<i>Product/Outcome</i>	<i>Who</i>	<i>Due Date</i>	<i>Goal/Objective</i>