



We are
recording &
will share the
video on
YouTube



We'll begin
at **10:00am**



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waOSPI](https://www.youtube.com/waOSPI)



Graduation
Equity
Webinar
Series

Harassment,
Intimidation &
Bullying: Preventative
Classroom Behavior
Support Strategies



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Vision

Mission

Values

Equity Statement

All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Ancestral Lands
Share your location
in the Chat

Squaxin, Cowlitz, Coast Salish, & Nisqually

Equity Pause – Why Are We Doing This?



Who will my decision affect?



What is my locus of control?



Which actions will have the largest impact?



What's a step I can take right away?



Objectives

Review recent definitions for harassment, intimidation, and bullying and new student handbook language you're now required to include

Understand that school culture is a bullying prevention strategy.

Walk through common harassment intimidation and bullying scenarios and ways a teacher might support through prevention and supports.

Get data around protected classes and discriminatory harassment in Washington and requirements for investigation reminders.

Learn about teacher training prevention strategies and ways to proactively support parents in reporting and addressing harassment, intimidation, and bullying.

Get helpful resources to support you



Presenters



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Student Safety and Belonging Program
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We want to know about you!



Who's here?



What grade band do you work with the most?



How familiar are you with our topic?



Preventative Behavior Supports that can Start in the Classroom

Garaline Tom

Student Safety and Belonging Program Supervisor, *OSPI*



ALL
BEHAVIOR
IS

AN ATTEMPT TO MEET A NEED

All Behaviors Serve a Purpose



To get
something



To avoid
something

- Attention
- Activity or Object
- Sensory

“All we need to know in order to describe and explain behavior is this: actions followed by good outcomes are likely to recur, and actions followed by bad outcomes are less likely to recur.”
(B.F. Skinner, 1953)

Frontal Lobe
Executive functions,
thinking, planning,
organizing and
problem solving,
emotions and
behavioral control
personality

**Motor
Cortex**
Movement

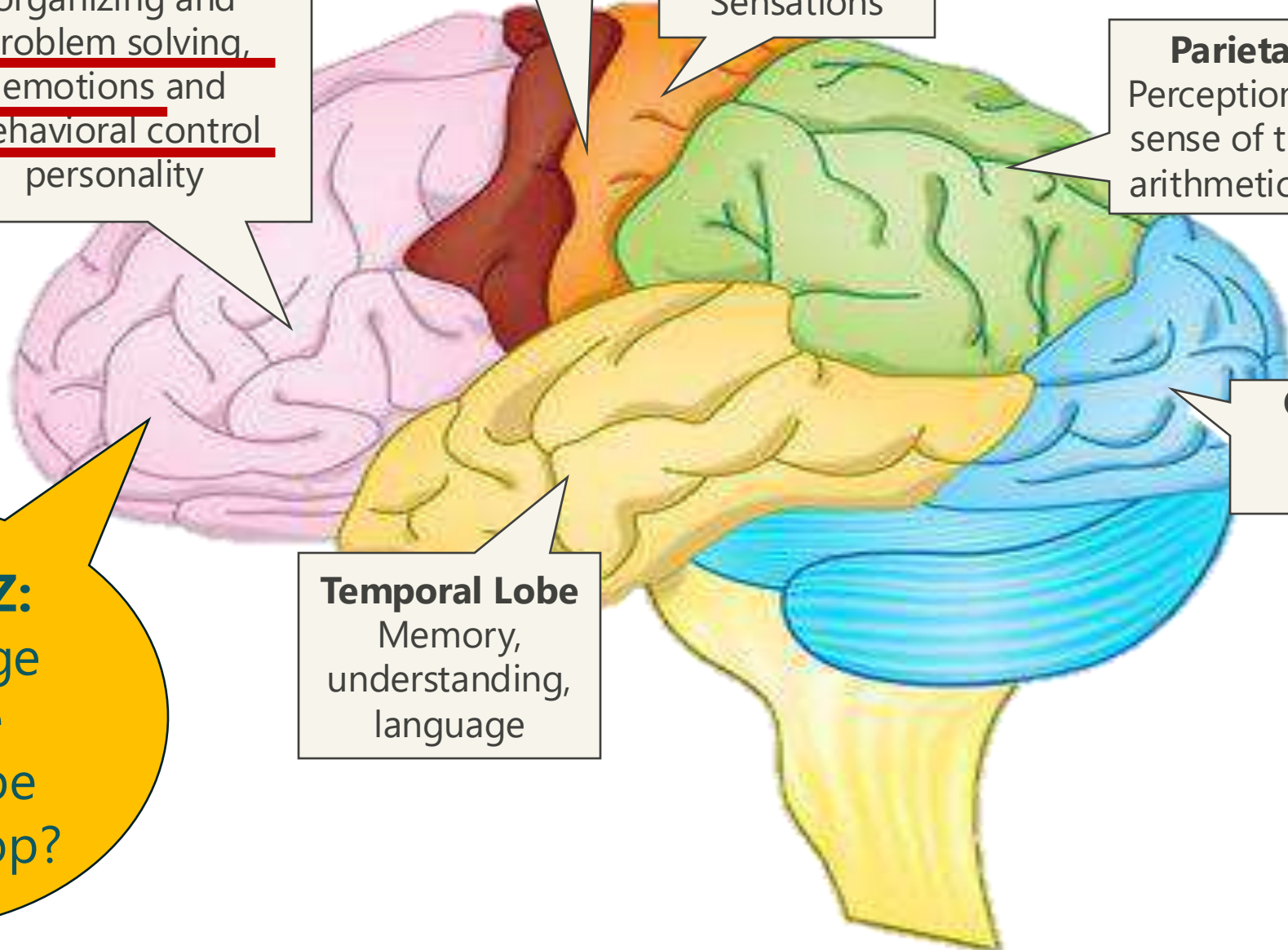
**Sensory
Cortex**
Sensations

Parietal Lobe
Perception, making
sense of the world,
arithmetic, spelling

**Occipital
Lobe**
Vision

Temporal Lobe
Memory,
understanding,
language

POP QUIZ:
At what age
does the
frontal lobe
fully develop?



POLYVAGAL THEORY



Too Much Energy

Survival Mode

**SYMPATHETIC
NERVOUS SYSTEM**
(MOBILIZATION)

RAGE
PANIC
FEAR

FIGHT OR FLIGHT

HYPERAROUSAL

• can't register
consequences

yelling • defensive • pacing • hyperalert
run away • uncomfortable

I DON'T CARE

↑
LIENCE

**NERVOUS SYSTEM:
VENTRAL VAGAL**
(SOCIAL ENGAGEMENT
& CONNECTION)

FEEL FEELINGS
LOVE • JOY • PE
PATIENCE • KIN
GENTLENESS

TOLERANCE

• logic
• reason

Lack of Energy

Survival Mode

**PARASYMPATHETIC
NERVOUS SYSTEM:
DORSAL VAGAL**
(IMMOBILIZATION)

FLAT AFFECT
NO FEELING
NUMB

FREEZE

SHUT DOWN

HYPOAROUSAL

exhausted • slow • tired • enduring

DISSOCIATION

• blank
• check-out
• trance
• long pause
• feel far away

I GIVE UP

Lagging Skill Areas



Executive Function

Cognitive processes - attention control, inhibitory control, working memory, cognitive flexibility, reasoning, problem solving, and planning.



Language Processing

The way humans use words to communicate ideas and feelings, and how such communications are processed and understood.



Emotional Regulation

A complex process that involves initiating, inhibiting, or modulating one's state or behavior in a given situation.



Cognitive Flexibility

The human ability to adapt the cognitive processing strategies to face new and unexpected conditions in the environment



Social Interaction

Societally designed rules, institutions, and systems of normalized interaction.



Defining HIB vs Discriminatory Harassment

Harassment, Intimidation, Bullying (HIB)

Any intentional electronic, written, verbal, or physical act of a student that:

- **Physically harms** another student or **damages their property**;
- Has the effect of **greatly interfering with another student's education**; **or**,
- Is **so severe, persistent, or significant** that it **creates an intimidating or threatening education environment** for other students.

Model Policy 3207

Contact district **HIB Compliance Officer**

Discriminatory Harassment

Conduct or communication that is **based on or motivated by protected class and creates a hostile environment**.

It does **not** have to:

1. Include an intent to harm or
2. Be directed at a specific target

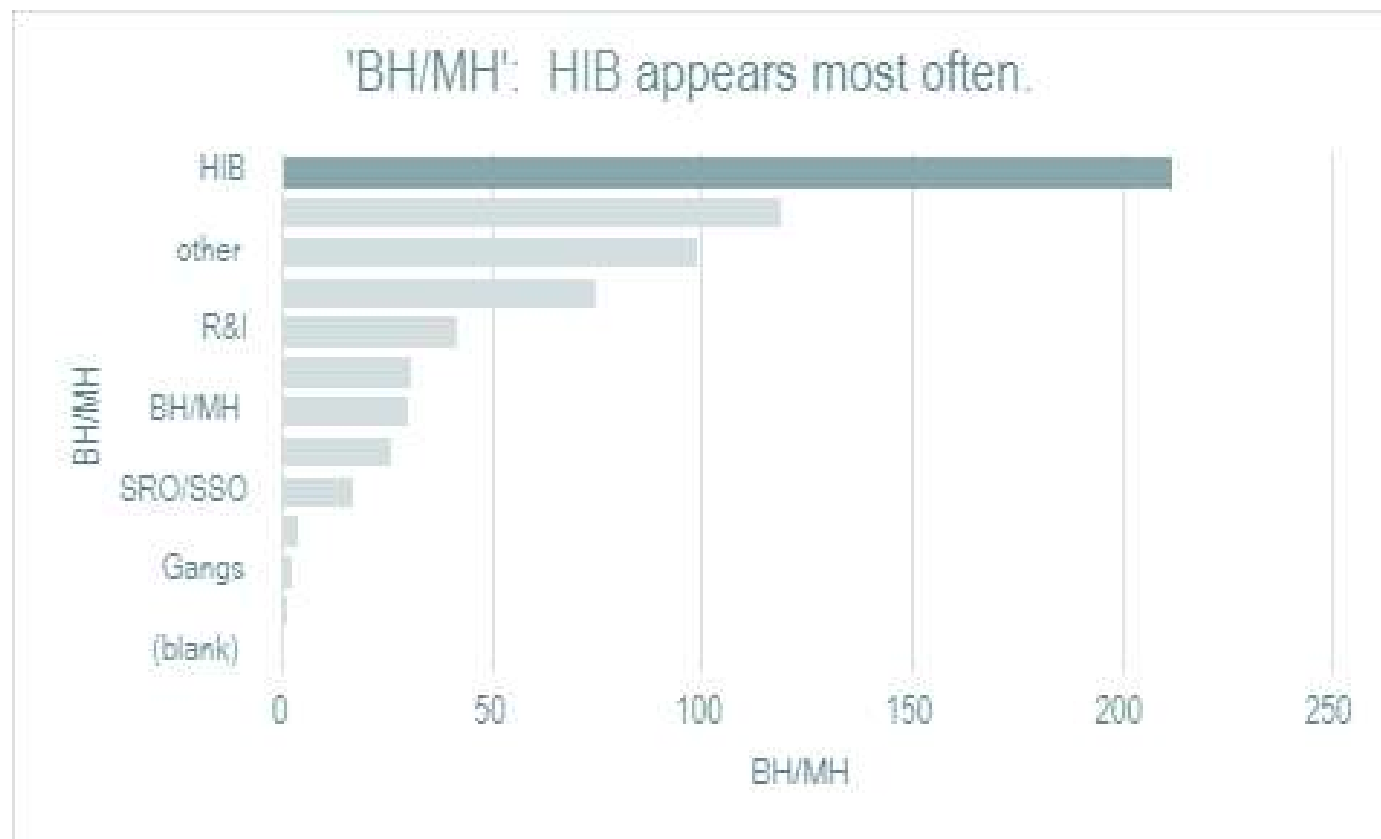
Model Policy 3210

Contact **Civil Rights Coordinator**

A **HOSTILE ENVIRONMENT** is created when conduct is so **severe, persistent, or pervasive** that it affects a student's **ability to participate in or benefit from** the school's services, activities, or opportunities.

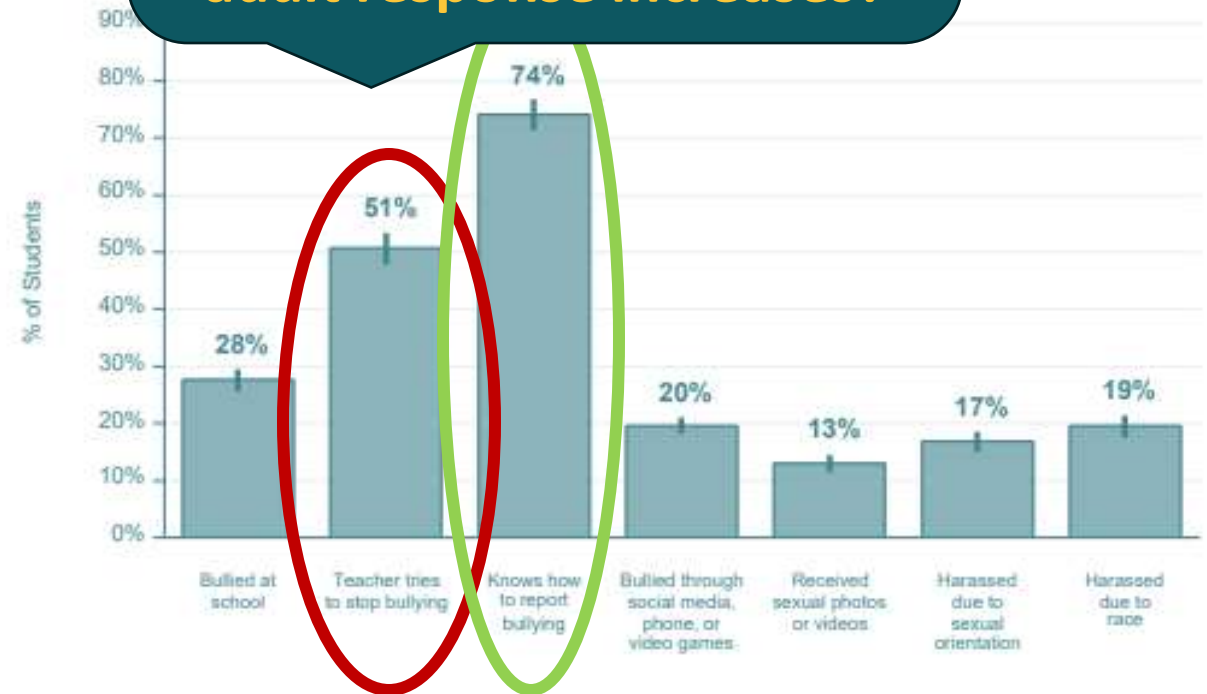
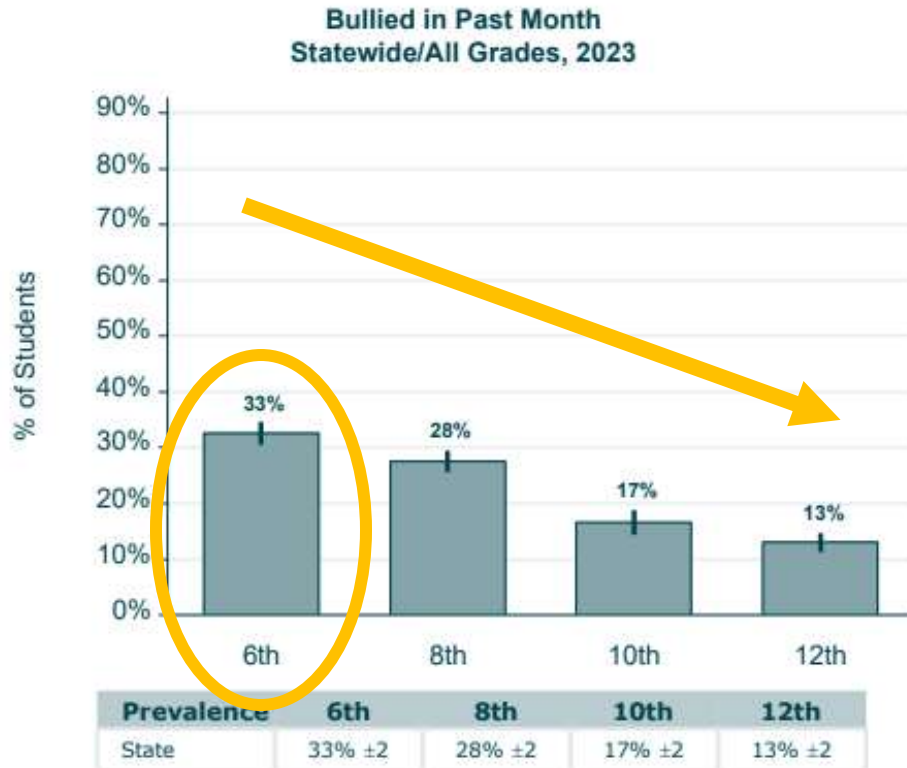


23-24 OSPI School Safety Center Call Log Data



Statewide Impact – Healthy Youth Survey Data

Why?
**How can we equip our staff
so student perception of
adult response increases?**



Increase in Cyberbullying

Schools CAN respond to HIB that happens online outside of school if it impacts a student's engagement in school (aka – “nexus”).



School Staff Have a Duty to Respond when they Receive a Report



Investigate to determine what occurred



Stop the harassment



Eliminate any hostile environment



Prevent it from reoccurring



As needed, remedy the effects

**Must be
completed by:**

HIB
5 School Days

**Discriminatory
Harassment**
30 Calendar
Days



Cyberbullying Prevention

Communicate with families on tips and tricks

Provide families training on how to monitor known social media accounts, common "fake" apps, ways to protect their student's device, and ways to monitor their online activity.

Make school device policies and protections known

If students realize their school device can be remotely searched for inappropriate content and chats, they are less likely to engage in negative behavior.

Share resources for students, staff, and families

There are many great tools available for free to help with training and prevention conversations.

~~BULLY~~

Reported Aggressor

- Student who is reported to be harassing, intimidating, or bullying the other student

~~VICTIM~~

Targeted student

- Student against whom harassment, intimidation, or bullying has reportedly been perpetrated



Resources for Cyberbullying Prevention



stopbullying.gov



Hear
MeWA



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



SchoolSafety.gov



PREVENTION TIP: **Teach students and families how to access reporting forms**

- Districts must make form available.
- Are forms easy to find online? In the main office?
- Are forms translated into all commonly used languages?
- [OSPI HIB Sample Reporting Form](#)



Washington State Harassment, Intimidation or Bullying (HIB)

Sample Incident Reporting Form

Reporting person (optional): _____

Targeted student: _____

Your email address (optional): _____

Your phone number (optional): _____ Today's date: _____

Name of school adult you've already contacted (if any): _____

Name(s) of aggressor(s) (if known): _____

On what dates did the incident(s) happen (if known): _____

Where did the incident happen? Circle all that apply.

- | | | | | | |
|---------------------------------------------------|----------------------------------------------|----------------------------------------------------|-------------------------------------|------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Hallway | <input type="checkbox"/> Restroom | <input type="checkbox"/> Playground | <input type="checkbox"/> Locker room | <input type="checkbox"/> Lunchroom/Cafeteria |
| <input type="checkbox"/> Sport field | <input type="checkbox"/> Gym | <input type="checkbox"/> Parking lot | <input type="checkbox"/> School bus | <input type="checkbox"/> Online/Internet | <input type="checkbox"/> Cell phone |
| <input type="checkbox"/> During a school activity | <input type="checkbox"/> Off school property | <input type="checkbox"/> On the way to/from school | | | |

Other (Please describe.) _____

Please check the box that best describes what the bully did. Please choose all that apply.

- | | | |
|------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Blocked movement | <input type="checkbox"/> Gestures (Explain) | <input type="checkbox"/> Racial slur(s) |
| <input type="checkbox"/> Damage to my property | <input type="checkbox"/> Gossip | <input type="checkbox"/> Repeated behavior |
| <input type="checkbox"/> Derogatory comments | <input type="checkbox"/> Intimidation directed at me | <input type="checkbox"/> Sexual stories/jokes/pictures |
| <input type="checkbox"/> Disrespectful comments | <input type="checkbox"/> Name calling | <input type="checkbox"/> Sexual Orientation Slurs |
| <input type="checkbox"/> Electronic / Cyberbullying | <input type="checkbox"/> Offensive writing or graffiti | <input type="checkbox"/> Slurs, rumors, jokes |
| <input type="checkbox"/> Excluding me from activities | <input type="checkbox"/> Physical harm or threats of harm | <input type="checkbox"/> Spreading rumors |
| <input type="checkbox"/> Hazing (Club, team, class, other) | <input type="checkbox"/> Pranks | <input type="checkbox"/> Threats (to me, friends, school) |
| <input type="checkbox"/> Gender slurs | <input type="checkbox"/> Put downs | <input type="checkbox"/> Touching / grabbing |

☐ Other: (Please describe.)

District Compliance Officers

Support building staff to meet HIB compliance requirements

Ensure investigations are prompt, impartial, and thorough

Facilitate meetings between staff and parents or guardians to develop a safety plan, if needed

Serves as district HIB liaison with Office of Superintendent of Public Instruction (OSPI) and Office of the Education Ombuds (OEO)



School Safety Center Office Hours

Discipline, HIB, School Safety, Student Well-being

1st Monday @ 8:30am and 3rd Monday @ 3:30pm every month

- Open to all school district staff, join us with questions related to student discipline, comprehensive school safety, threat assessment, behavioral health, suicide prevention, and HIB (harassment, intimidation, and bullying).
- Office Hours run in open Q&A style with breakout rooms available for confidential topics.
- Hosted by OSPI School Safety Center staff and supported by Educational Service District Comprehensive School Safety Coordinators, Threat Assessment Coordinators, and Behavioral Health Navigators.

Please contact the OSPI School Safety Center to be added to the calendar invite schoolsafety@k12.wa.us or sign up at the QR Code.



SCAN ME



Washington Office of Superintendent of
PUBLIC INSTRUCTION



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Georgia Southern University
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What is Discipline?

Discipline works when prevention creates more **Positive** than **Negative** consequences

The Problem Is. . .

Discipline is Reaction, Bribery, or Humiliation





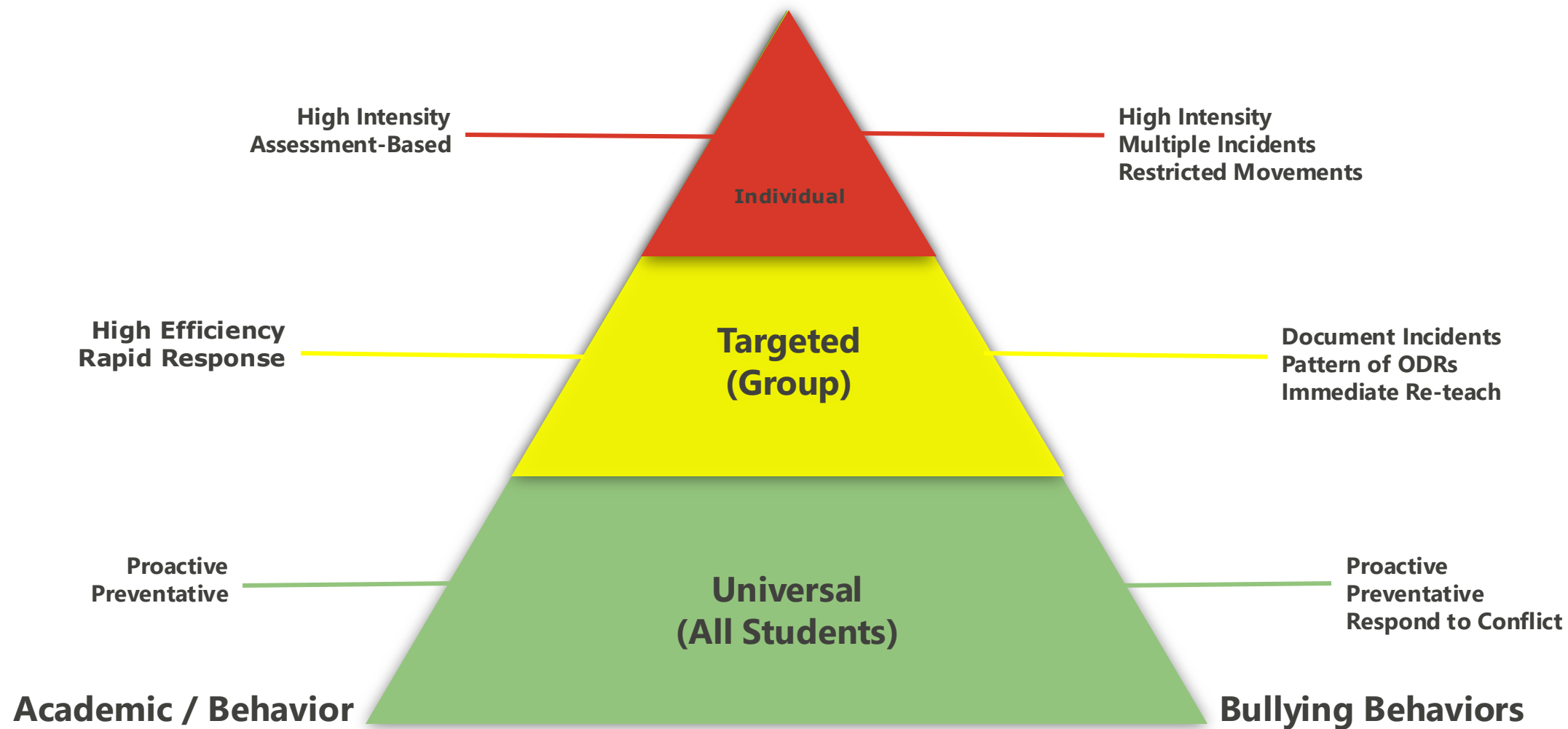
What is Discipline?

Discipline works when prevention creates more **Engagement** than **Conflict**

The Solution Is. . . .

Relationship







Ineffective Bullying Prevention





Problem Analysis Triangle



Problem Analysis Triangle



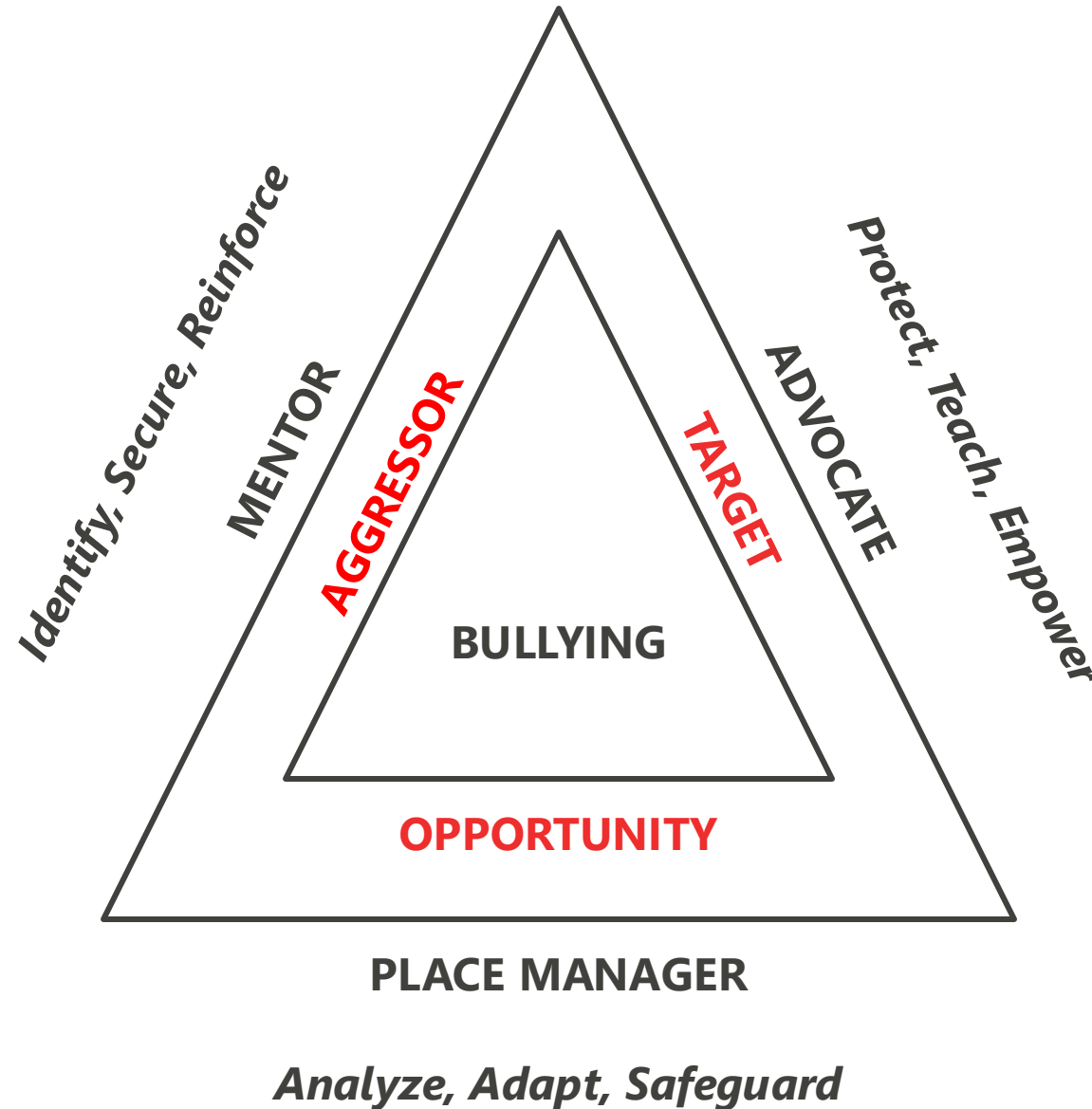
1. Bullying occurs when **all three components are present**

Problem Analysis Triangle



1. Bullying occurs when all three components are present
1. If one or more of the controllers are effectively in place, **chances of an event are greatly reduced**

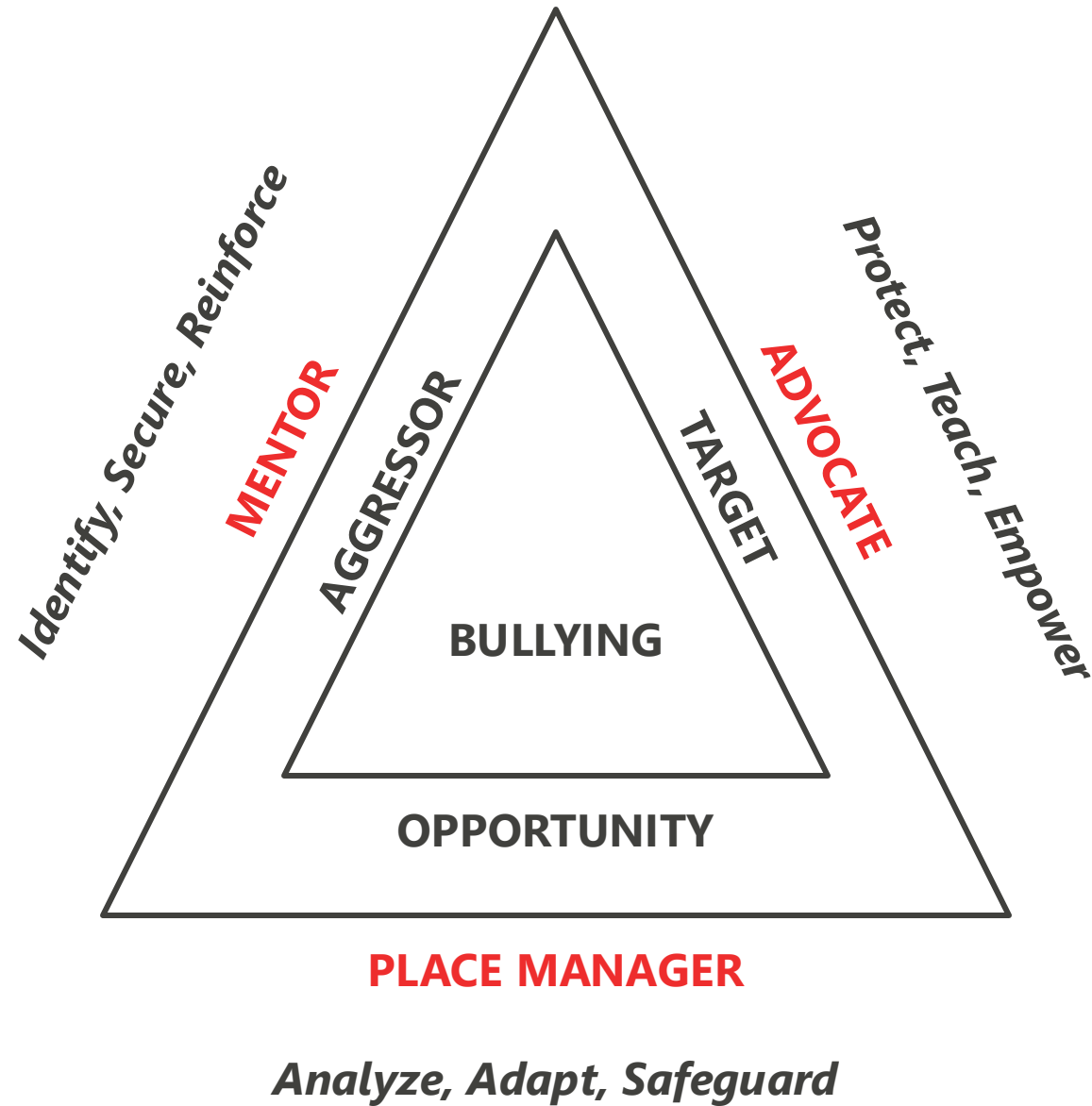
Problem Analysis Triangle



1. Bullying occurs when all three components are present
1. If one or more of the controllers are effectively in place, chances of an event are greatly reduced

Aim

1. **Eliminate** either the victim, bully or opportunity from the scenario



Problem Analysis Triangle

1. Bullying occurs when all three components are present
1. If one or more of the controllers are effectively in place, chances of an event are greatly reduced

Goal

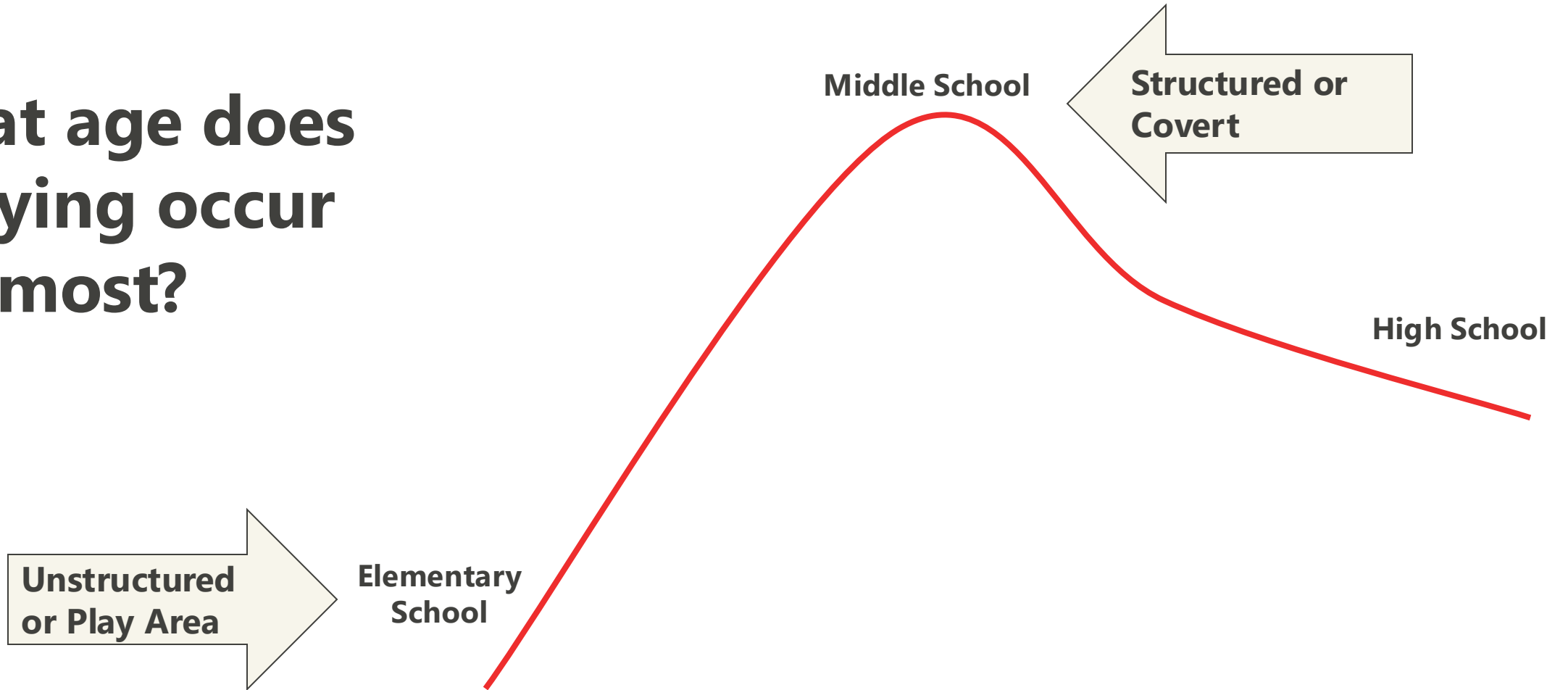
1. **Eliminate** either the victim, bully or opportunity from the scenario
1. **Strengthen** the support of one or all of the controllers



Problem Analysis Triangle

Goal: Identify and eliminate opportunity

What age does bullying occur the most?



What is the place or opportunity?

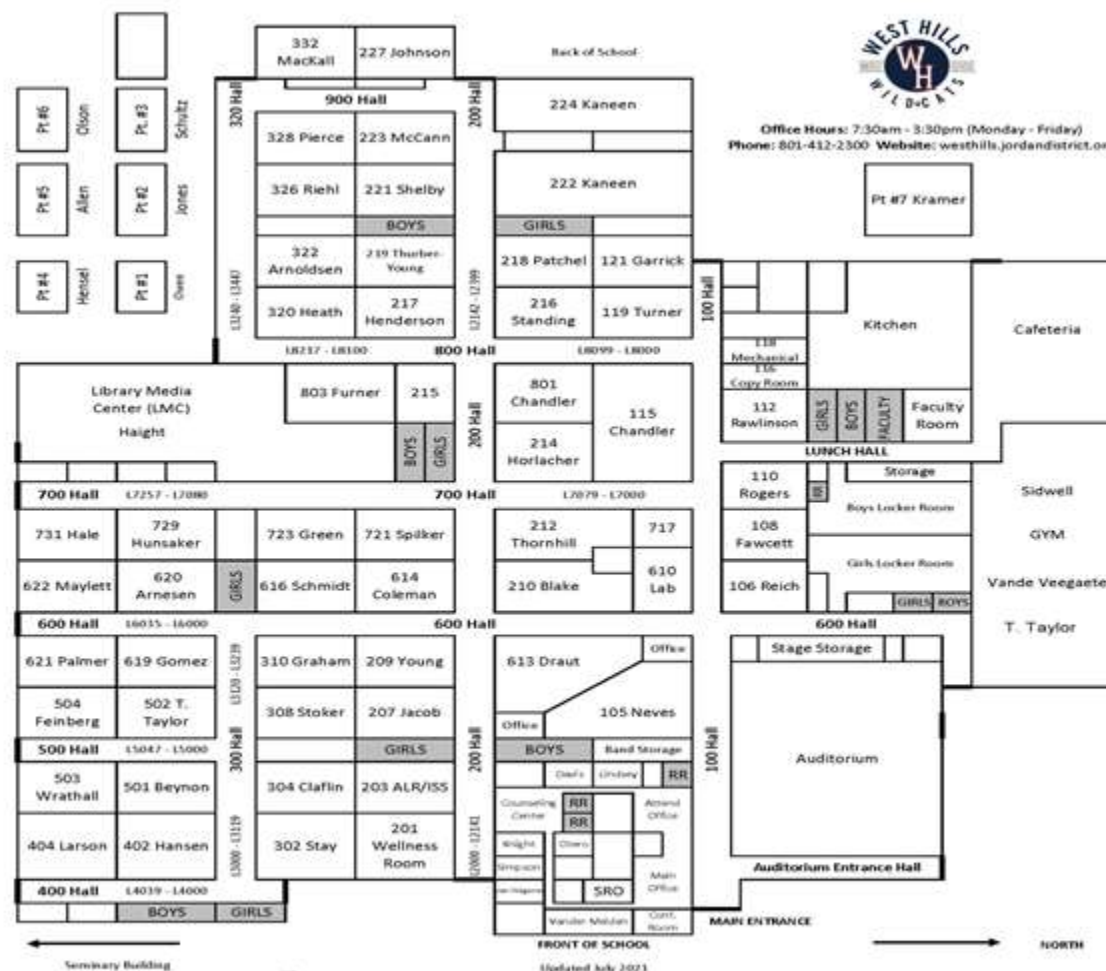
Place/Opportunity are the places where bullying occurs in your school.

Why is there an opportunity?

One reason is there are **poorly informed** place managers

Teacher and staff

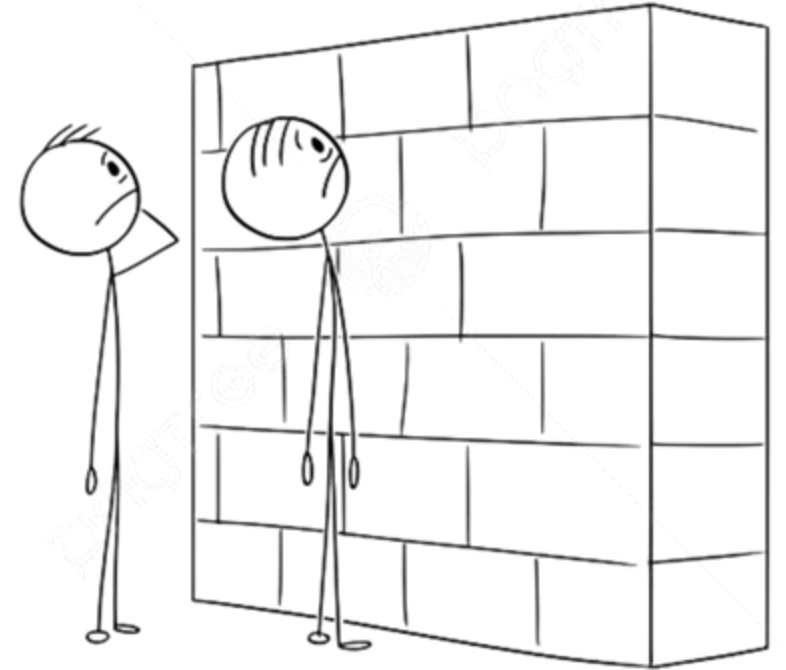
1. **Lack an adequate understanding** of what constitutes bullying
2. Are aware of what constitutes bullying but often **can not distinguish** when it is happening
3. **Fail to intervene** in physical bullying because it is often perceived as rough play



The Key to Combating
Bullying in Schools is
Awareness

Data poses **questions**.

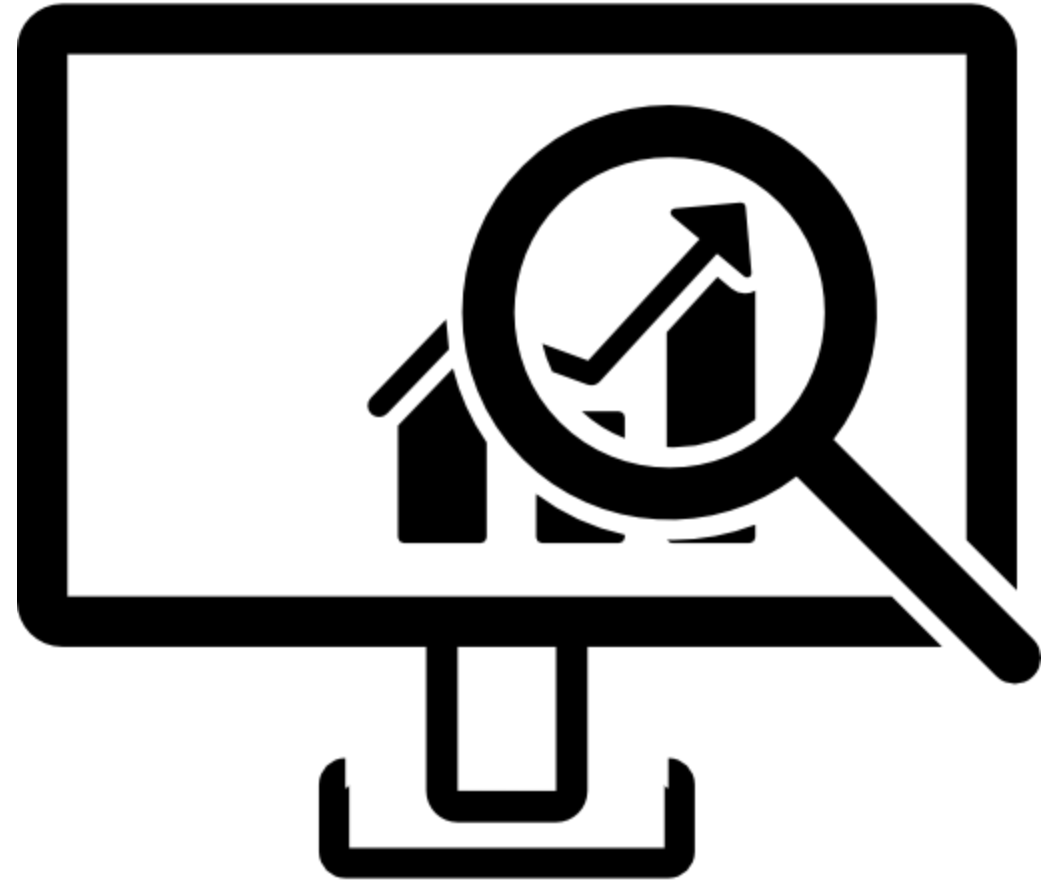
It does not provide
answers.



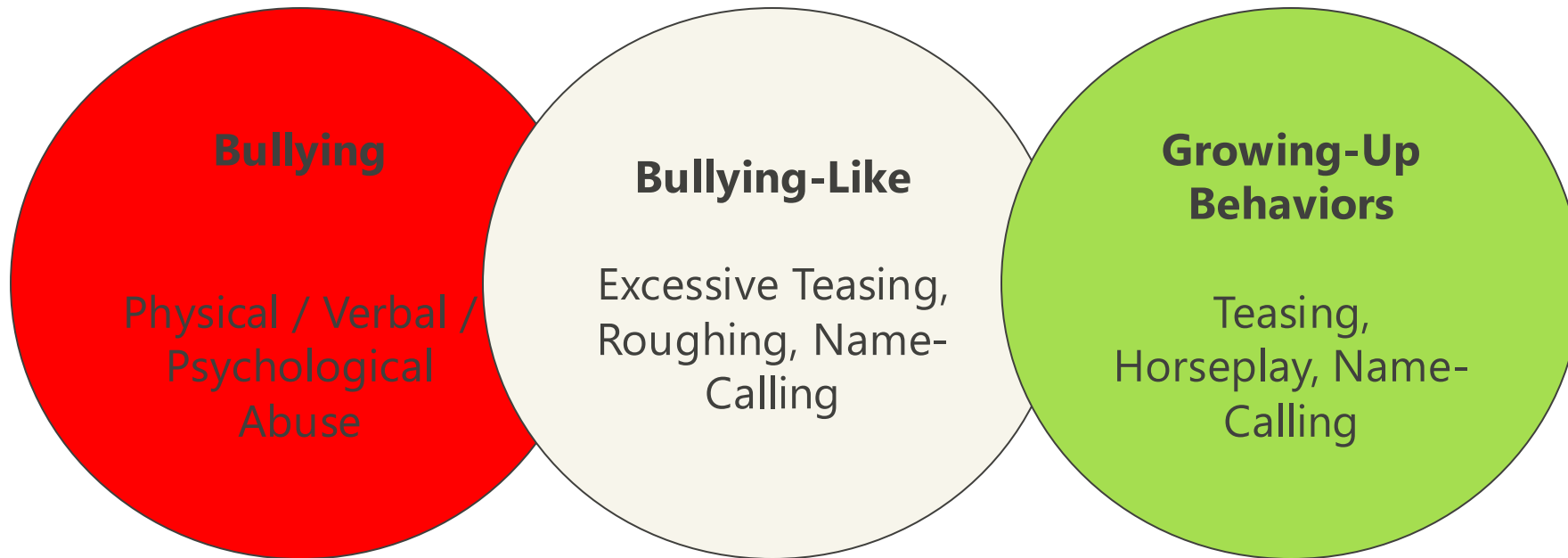
Two Types of Data

Discipline Data

Student Data

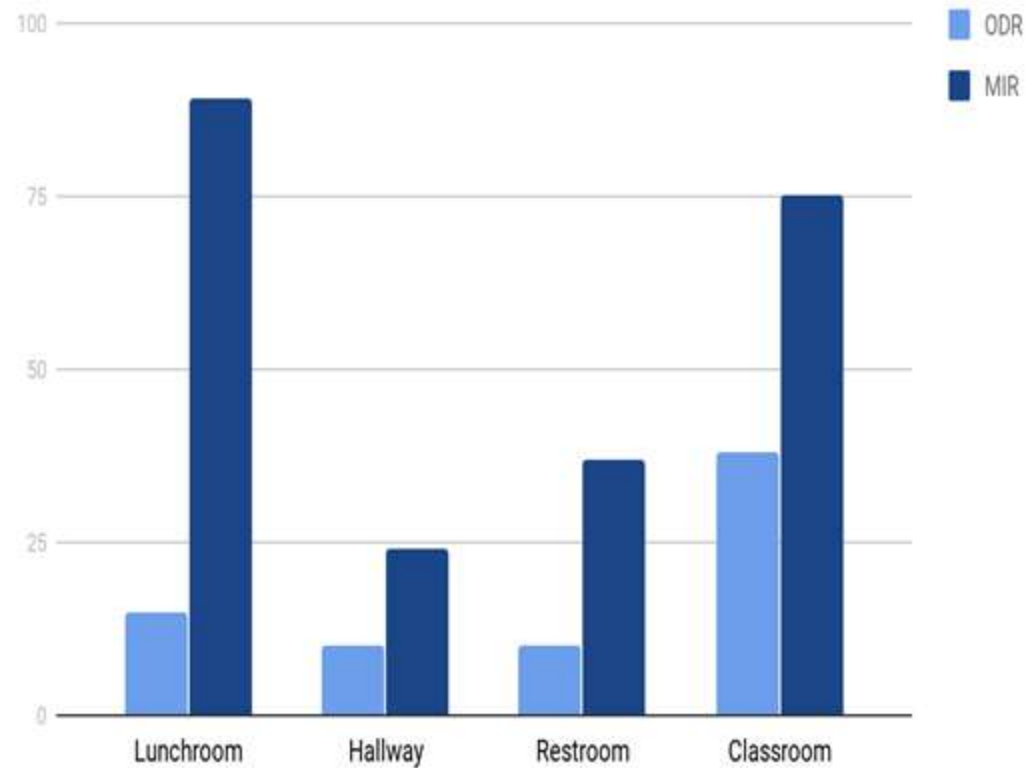


When Does Behavior Cross the Line?

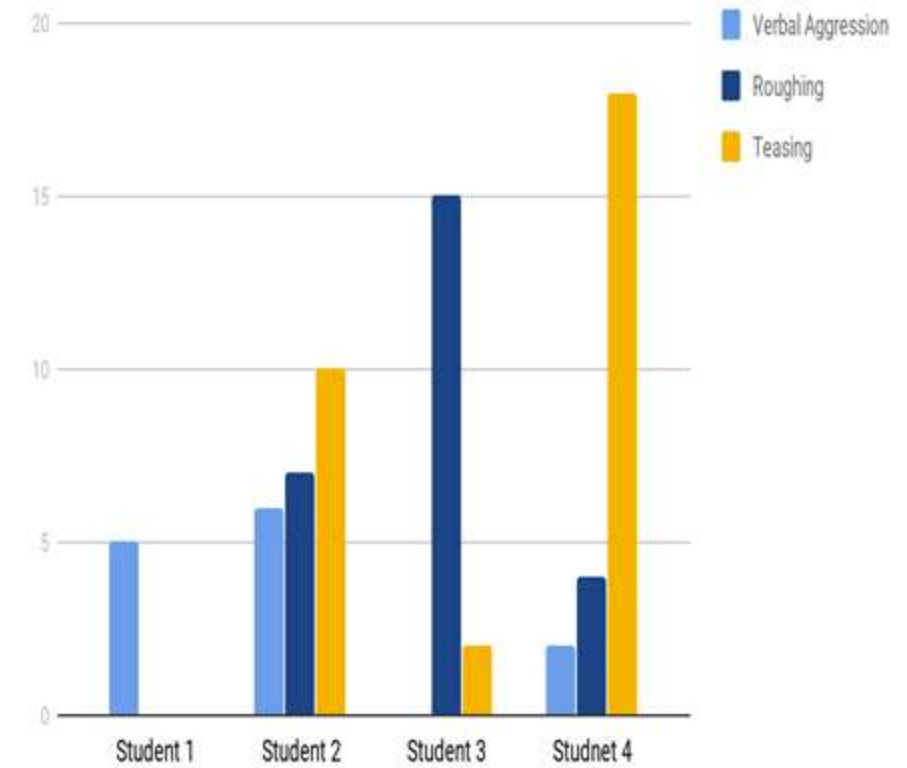


Data is Key to Bully Prevention

ODR vs. MIR



Students with Minor Behaviors



Data is Key to Prevention

Rules for Collecting Data

1. Simple
2. Takes Less than 1% of time
3. Informative (Major and Minor)

Datas provides the means to think analytically about the environment

Minor Incident Report

Student Name: _____

Grade: _____ Time: _____

Location: ☐ Lunch ☐ Recess ☐ Hallway ☐ Restroom
☐ Library ☐ Bus Area ☐ Other _____

Behavior: ☐ Rough Play ☐ Defiance ☐ Running
☐ Excessive Noise ☐ Profanity ☐ Tardy
☐ Excessive Talking ☐ Name Calling (Profane Name)
☐ Teasing Others (Intent to Embarrass)
☐ Property Misuse ☐ Other: _____

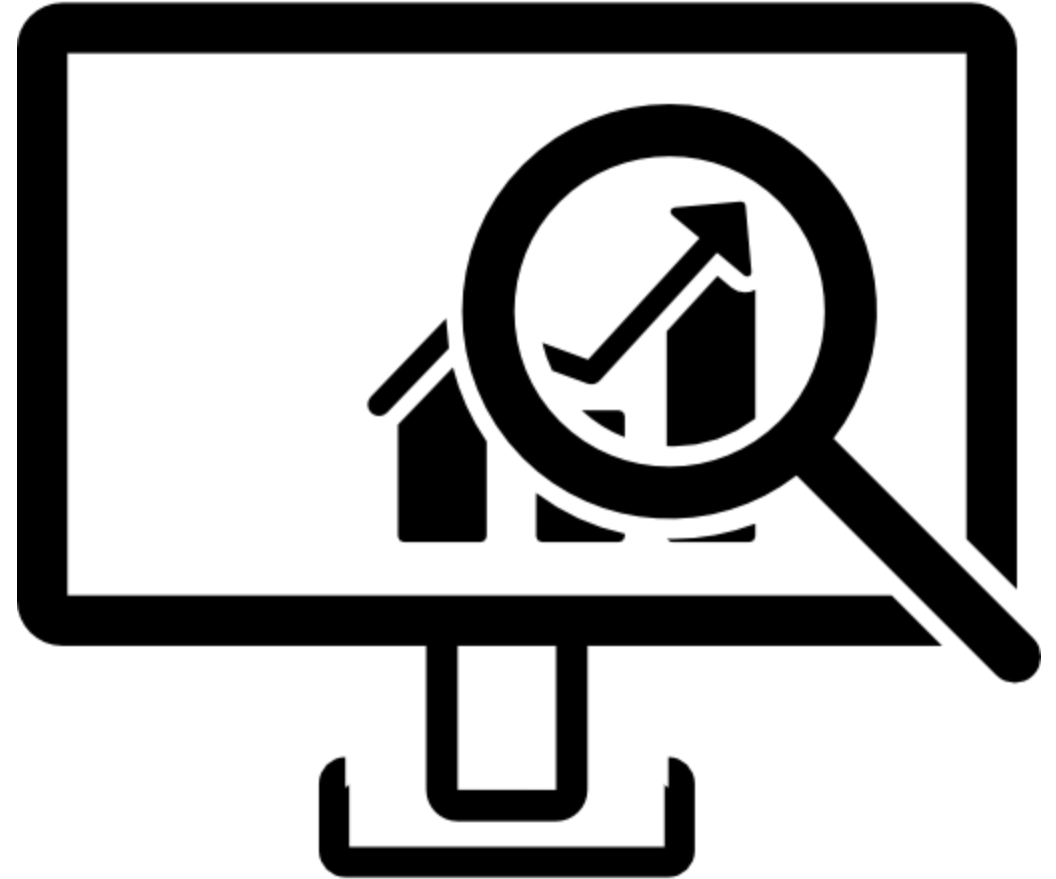
Action: ☐ Verbal Warning ☐ Student Conference
☐ Timeout (In-class) ☐ Detention

Comments: _____

Two Types of Data

Discipline Data

Student Data



Student Perception Data

1. **Students know more** about the school and the social relationships than teachers.
2. Increases **awareness** and **motivation** on part of parents and stakeholders to address bullying.
3. Provides **information for planning**.
4. Provides **baseline**.



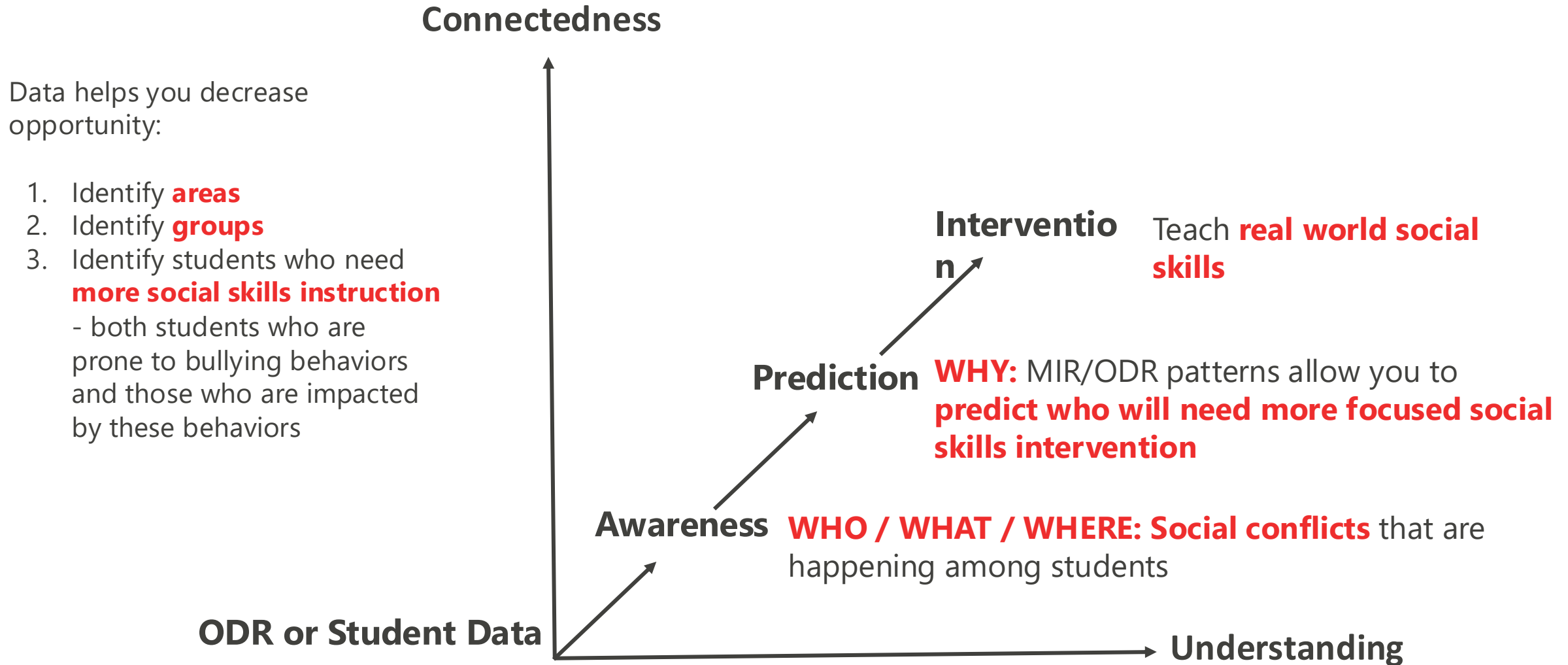
Student Perception Data

NYAR Survey examines 11 aspects of bullying in 15 questions.

Timeline
Frequency
Context
Gender
Race

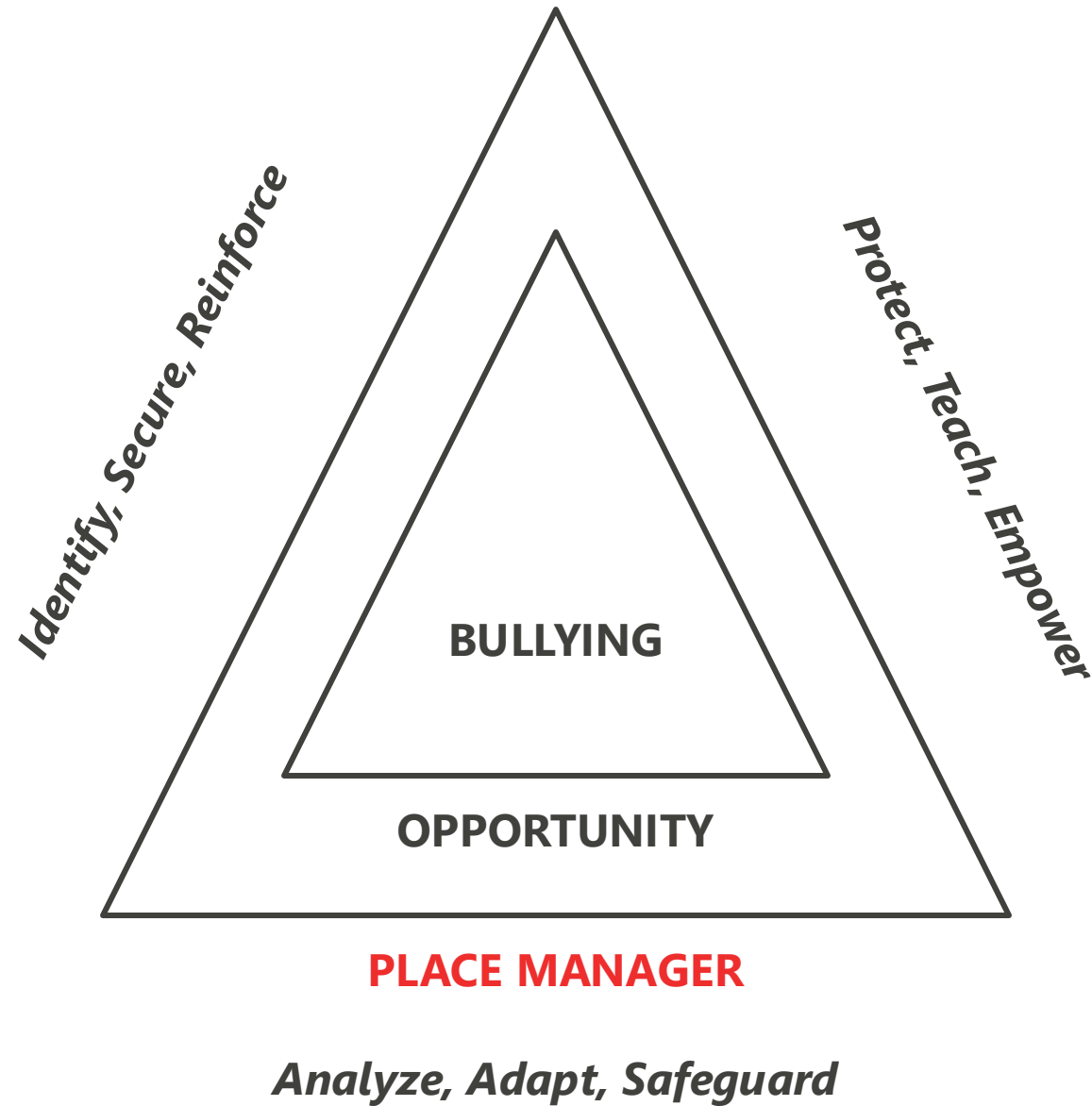
Age
Location
Type
Reason
Response
Retaliation

Examining Data for Bullying Intervention



Interest Form for NYAR Survey





Problem Analysis Triangle

**Goal: Inform and empower those
with influence over a place**

Who Are The Place Managers?

These are the people who regulate specific places / “owner” of the location

In a school, who are your place managers?

Teachers, Administrators, Coaches, Cafeteria Workers, Custodians, Bus Drivers

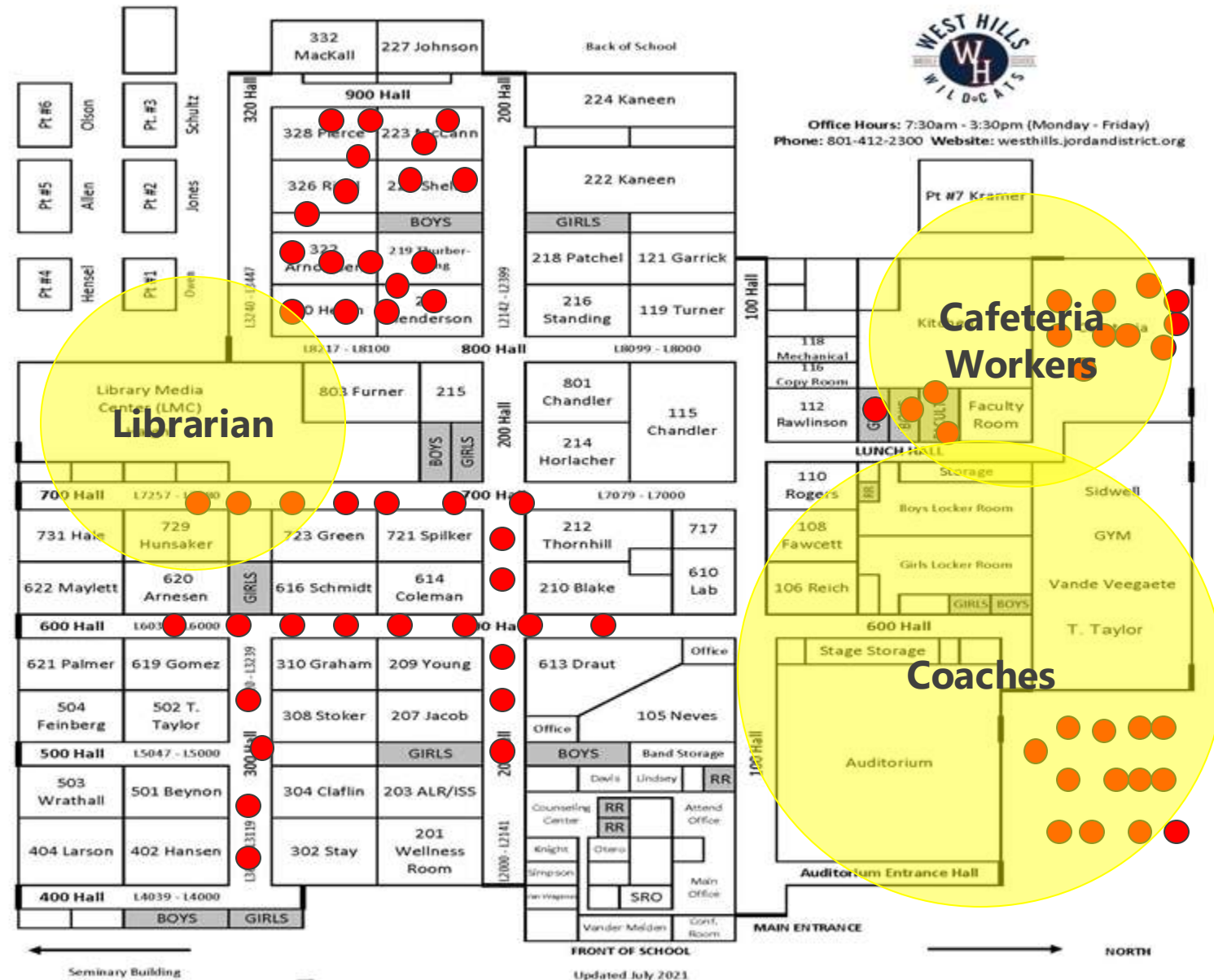


National Center for Education Statistics (2022)

Locations

- Classroom - 39.0%
- Hallway or Stairwell - 37.5%
- Cafeteria - 25.1%
- Outside on School Grounds - 24.4%
- Online/Text - 21.6%
- Bathroom/Locker - 11.9%
- Gym - 10.8%
- Elsewhere - 3.5%

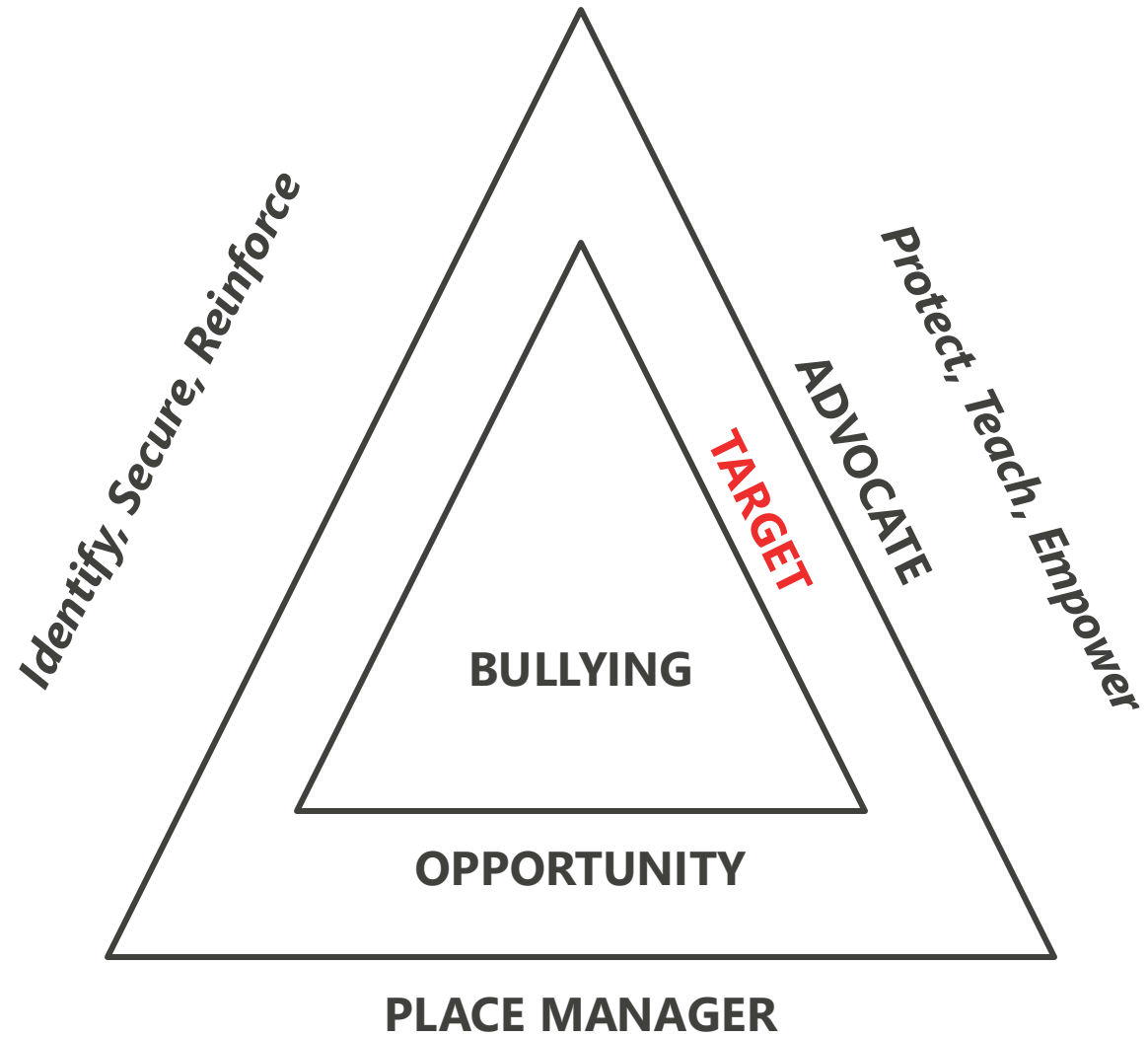
The majority of staff members believe its their job to intervene.



Empower/Strengthen Place Managers

1. **Training:** Multiple studies have recommended that school staff be trained in bullying prevention.
 - a. Lack of knowledge leads to lack of recognition and action.
 - b. Every place manager has a different context.
2. **Data:** Provide staff with the same summary information given to certified teachers.
 - a. Knowledge produces action.
3. **Voice:** Give staff the opportunity to address and report incidents.
 - a. Action needs teeth





Problem Analysis Triangle

Goal: Increase support for the victim



**Currently there is too much emphasis
on adults stopping the bullying and
not students.**



How Do We Support Victims?

Through Skill Development



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Right Knowledge

What is OK and what is NOT!
Examples of Bullying and Conflict

Appropriate Attitude

Peer acceptance is not necessary
Its ok to be selfish!

Practical Skills

Adult Skills / Ignoring
Conflict Resolution

Behaviors

Reporting
Restraint (Stop. Walk. Talk)



Knowledge: Mean? Conflict? Bullying? Or Just Plain Rude?

Rude behavior is inconsiderate or thoughtless behavior and is unintentional without long-term harmful intent

Mean behavior is hurtful on purpose but might be a one-time action.

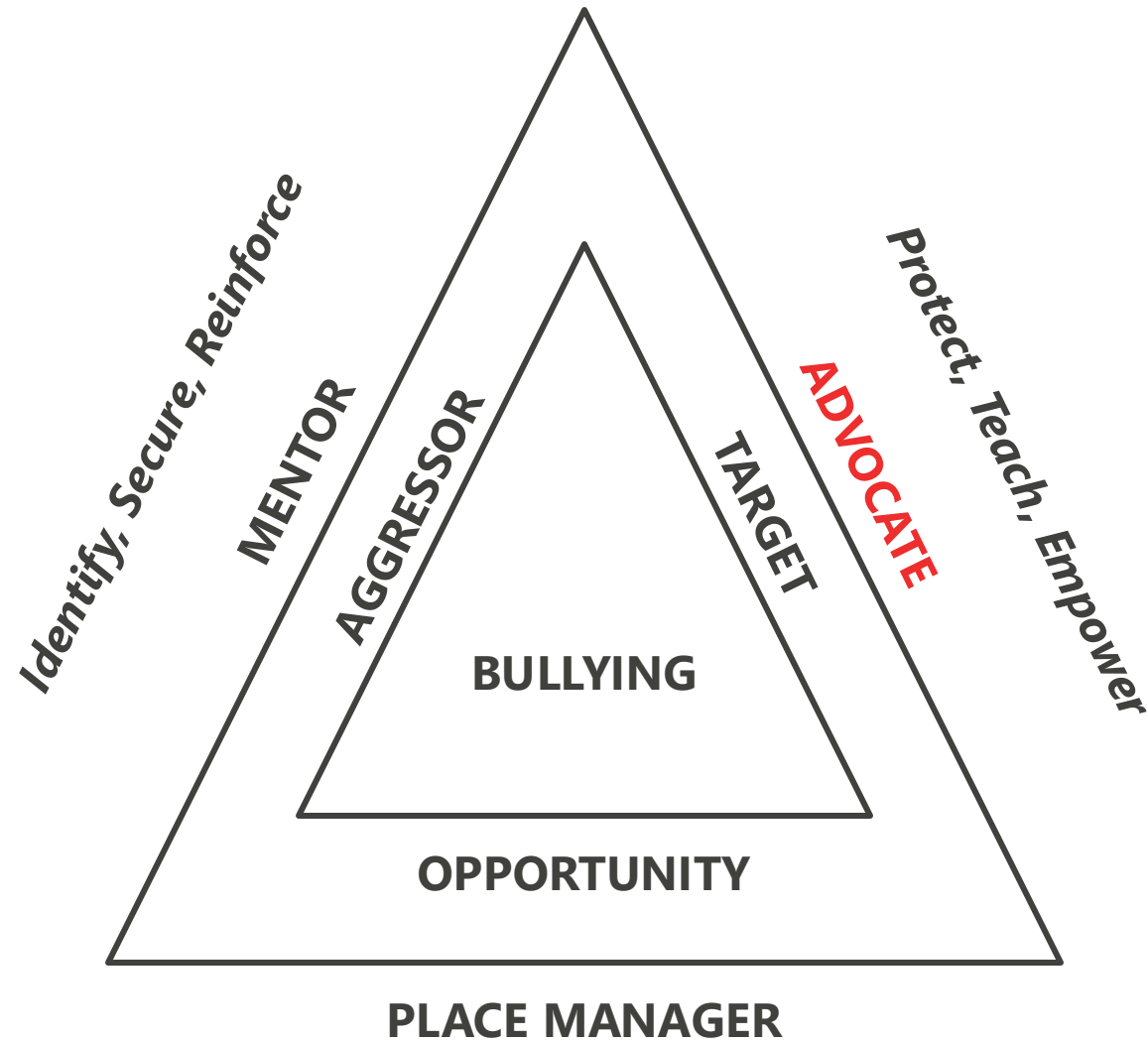
Conflict is a disagreement between two people, that happens suddenly, and those involved find a solution.

Bullying is where one person has power over the other and intentionally and repeatedly harms them.

No one is upset	One-sided aggression	Both sides are aggressive	One-sided aggression
No disagreement	No disagreement	There is a disagreement	No disagreement
No imbalance of power	Might be an imbalance of power	No obvious imbalance of power	Imbalance of power
Rude person accepts responsibility	Mean person takes responsibility	Neither side enjoys the situation	One side enjoys the situation
Maybe hurt feelings	Hurt feelings	Feelings of anger or frustration	Not angry at the person
Not repeated	Not repeated	Could be Ongoing	Repeated

Practical Skill: How to Problem-Solve a Social Dilemma

1. Identify the Problem and When It Occurs	Goal: Get the student to name the problem	They are picking on me!
2. Define the Problem	Goal: Dive deeper into the problem.	How are they picking on you? What are they saying?
3. Understand the Problem	Goal: Find out how the behavior impacts the student's emotional or physical well-being.	How does this make you feel? (Connecting feelings to the problem = deeper understanding of how the experience negatively affects them).
4. Establish Goals Related to the Problem	Goal: Establish how the student envisions solving the problem.	How would you like to make this better? (This is a wish-list of sorts)
5. Generate Alternative / Realistic Solutions	Goal: Establish attainable goals	Guide the student in creating short-term success.
6. Implement the Solutions	Goal: Plan where, when, and how	Ask the student to visualize. Role play.
7. Evaluate the Plan	Goal: Recognize successes, failures, and possible future changes	Hone what works. Change what doesn't.



Problem Analysis Triangle

Goal: Increase support for the victim



Analyze, Adapt, Safeguard
**Washington Office of Superintendent of
PUBLIC INSTRUCTION**

Who Are Advocates?

Guardians are people who are tasked with protecting the victim

Formal Guardians

- Teachers
- Counselors

Informal Guardians

- Students (Defenders)



The Higher Degree of Anti-Bullying Attitudes
in a Setting (Classroom/School) the More
Likely Students Will Engage in **Defending**.

Adults Have to Create the Environment
(And This Does Not Have To Be Difficult)



The weaker the control = The more opportunity for bullying.

National Center for Education Statistics (2022)

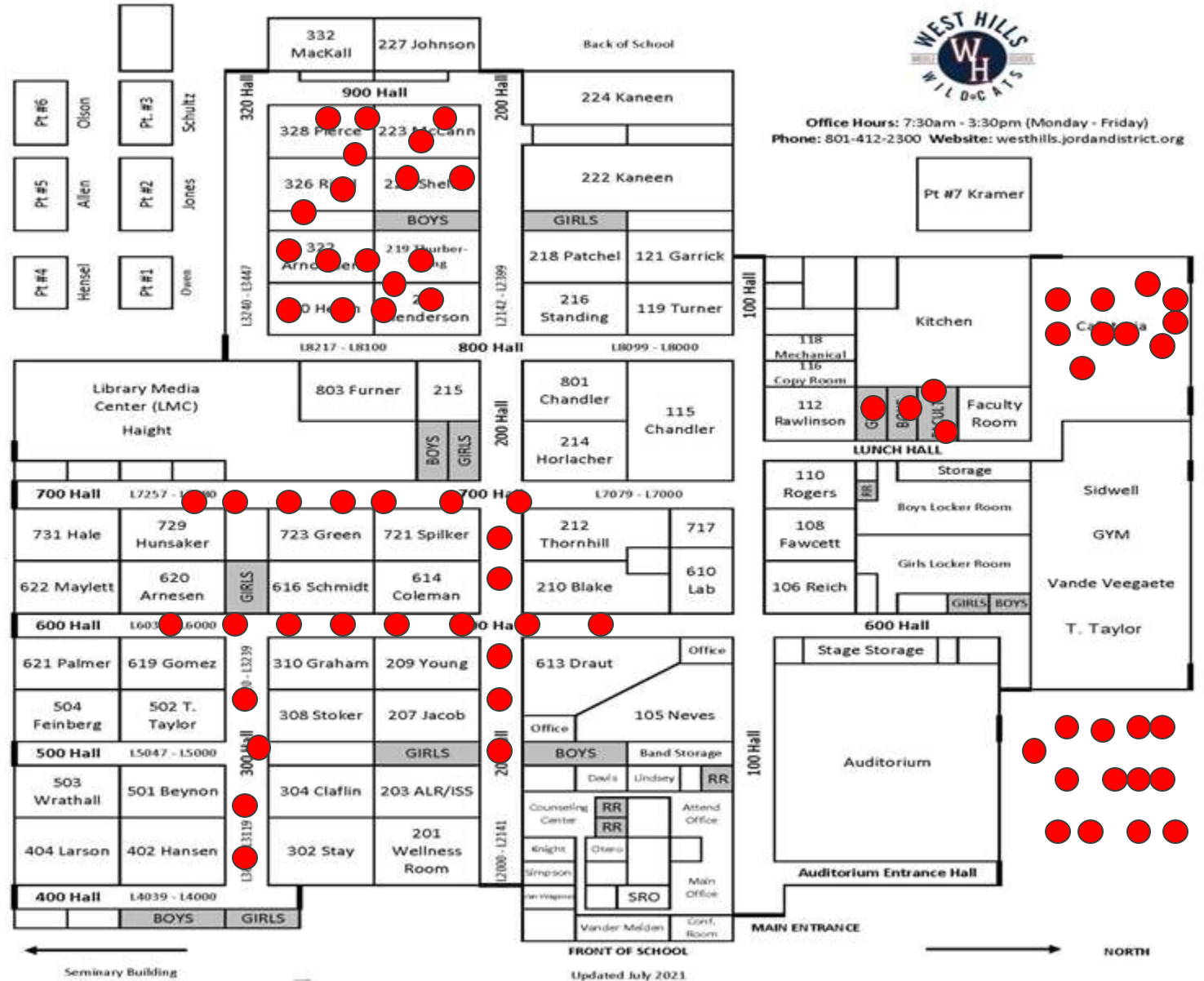
19% of students 6th-12th reported being bullied

- 49,600,000 public school student population
- 9,424,000 students reported being bullied

Locations

- **Classroom - 39.0% (3,675,360)**
- Hallway or Stairwell - 37.5%
- Cafeteria - 25.1%
- Outside on School Grounds - 24.4%
- Online/Text - 21.6%
- Bathroom/Locker - 11.9%
- Gym - 10.8%
- Elsewhere - 3.5%

The majority of staff members believe its their job to intervene.



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What Is the Difference?

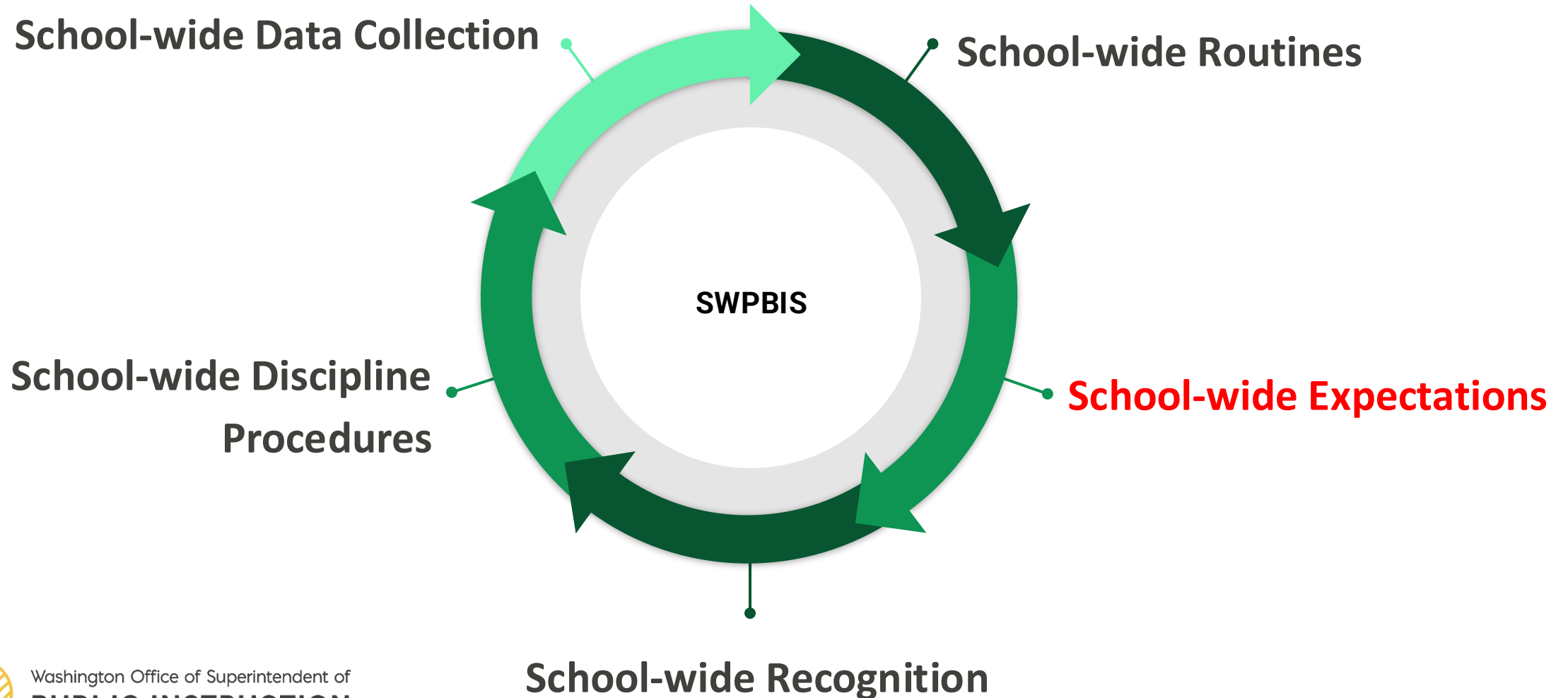


Social Self Efficacy

School-Wide Support



Create a System Around Them: Positive School Culture



Teaching to be Unsuccessful

Academic Skill

Addition 2+2

2 + 2 is not 1
2 + 2 is not 2
2 + 2 is not 3
2 + 2 is not 5
2 + 2 is not 6
2 + 2 is not 7
Etc.....

Behavior Skill

Peer Relations

No Biting
No Scratching
No Hair Pulling
No Elbowing
No Kicking
No Spittin'
Etc.....

Functioning Skill

Lunch Routine

Do not leave
trash behind
Do not leave
tray on table
Do not yell across
the lunchroom
Etc.....



Teaching to be Successful

Academic Skill

Addition 2+2

2 + 2 is 4

Behavior Skill

Peer Relations

Keep Hands
And Feet to Self
OR
Respect Others

Functioning Skill

Lunch Routine

Keep area clean

Return tray when
finished

Use inside
voices

However, teaching is more than just TELLING!



**Teach
Behaviors**

Define Simply

In language every student can understand
– the lowest common denominator

Model and Practice

Using positive and negative examples

Where do you want them to do it?

Monitor and Acknowledge

Be vigilant and reinforce

Adjust and Reteach

Do I need to reteach some part or all of it?



Informal Guardians

Infusing Prevention into PBIS

Bystanders

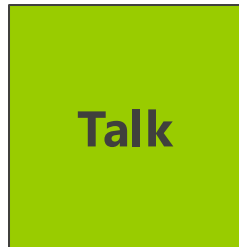
- Education is Key!
- *Implement a school-wide curriculum.*



IGNORE
THE
BEHAVIOR



LEAVE THE
AREA

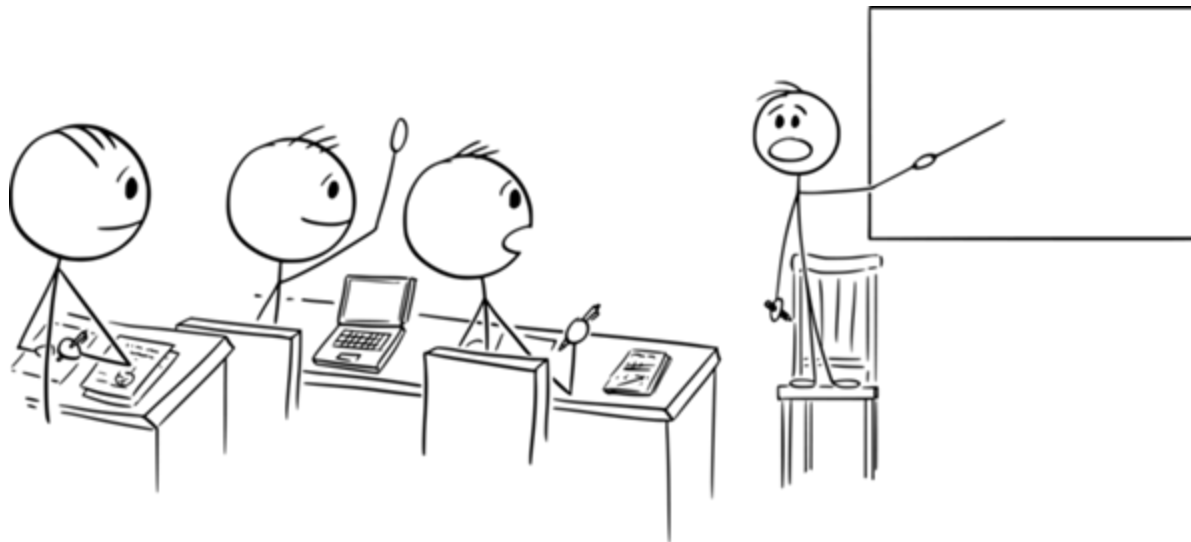


REPORT TO
A TEACHER



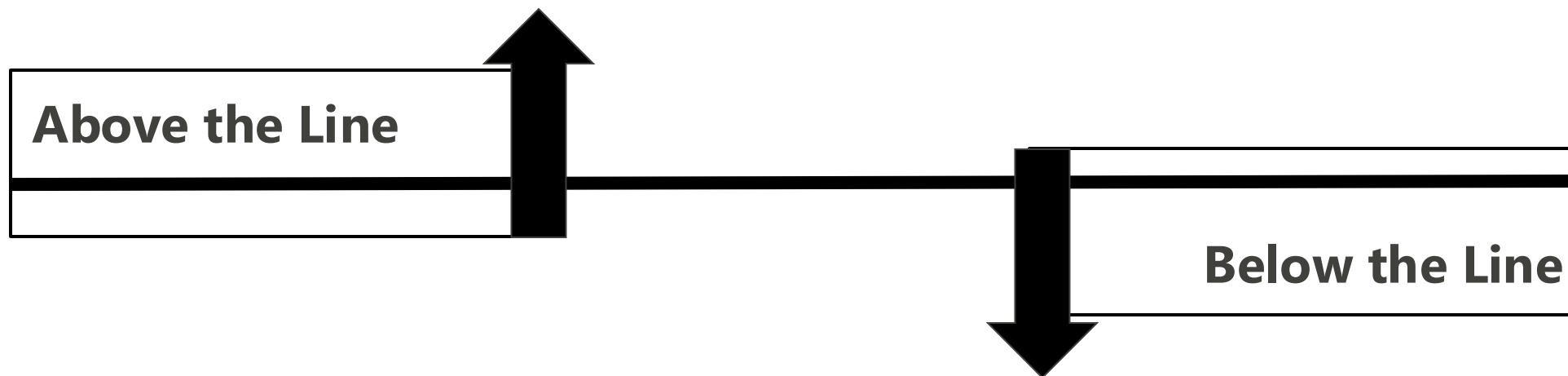
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Classroom Support



Above the Line / Below the Line

What happens in our school when students engage in above the line behavior?



What happens in our school when students engage in below the line behavior?



Individual Support

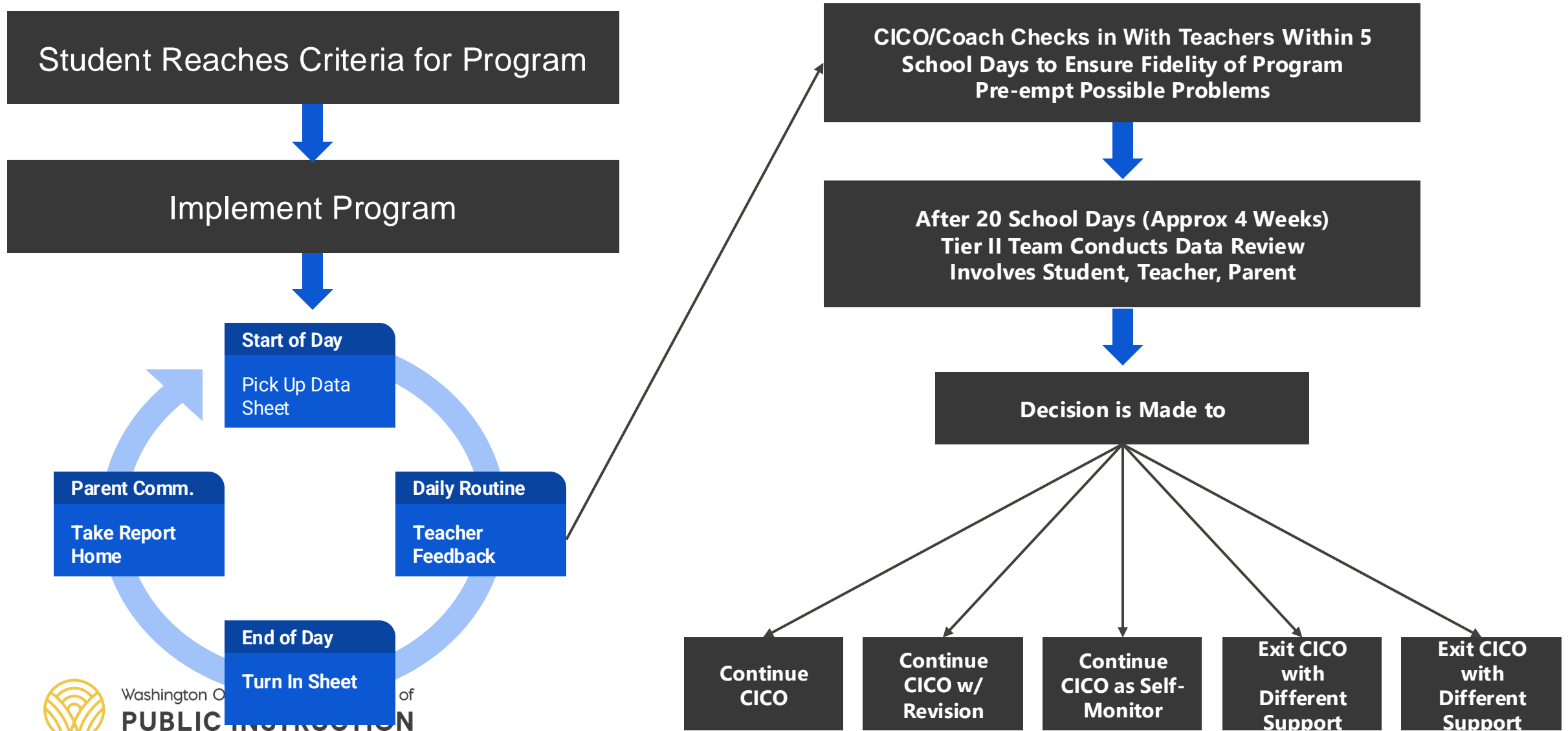
Formal Guardians

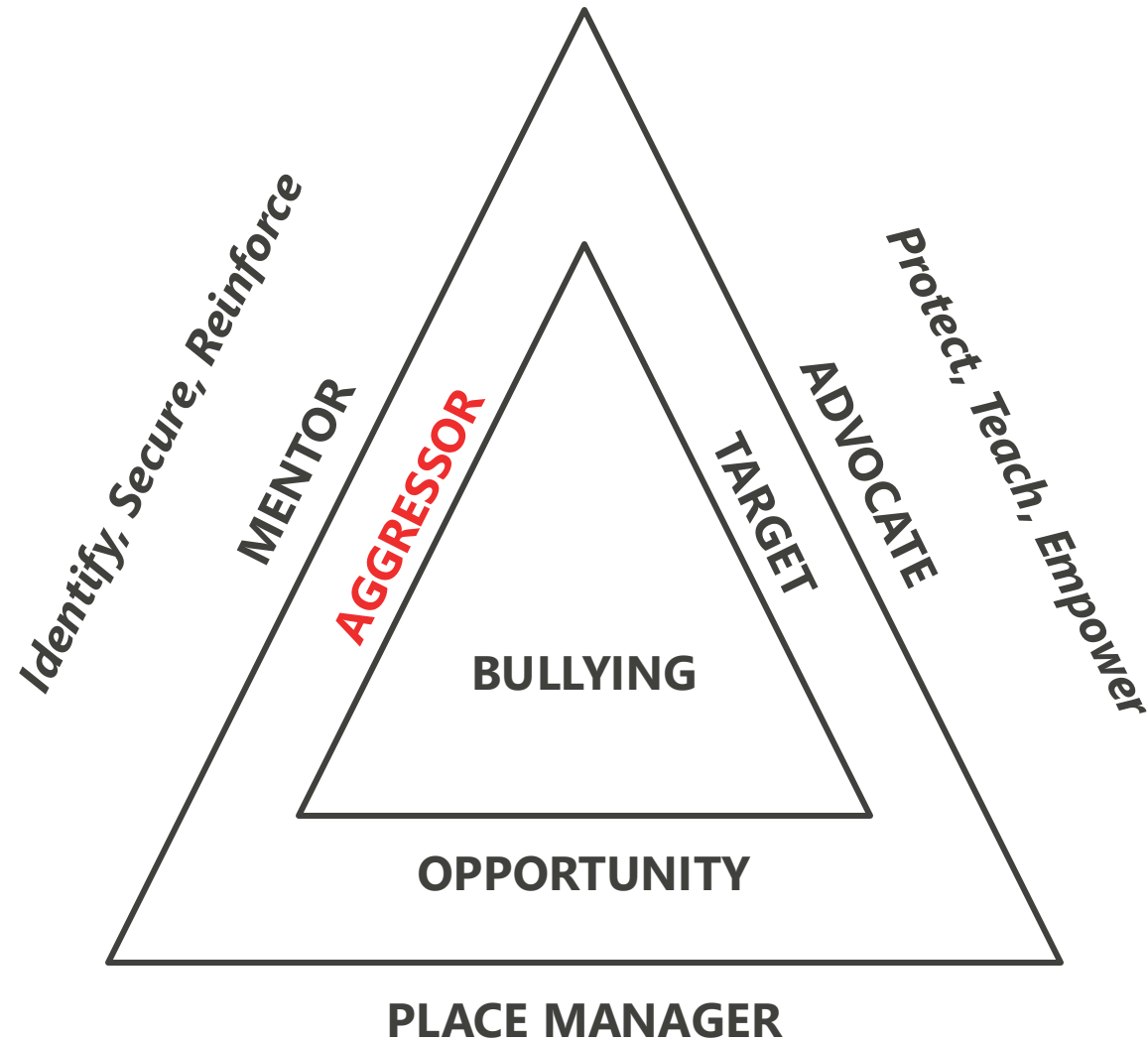
Provide Students with Support

- It's not their fault.
- Provide a means to communicate what is happening to them.
- Engage suspected victims (don't always wait until they come to you).
- Help develop their social circles.
- Provide victims the means to "balance" the power.



Formal Guardian: Check-In / Check-Out





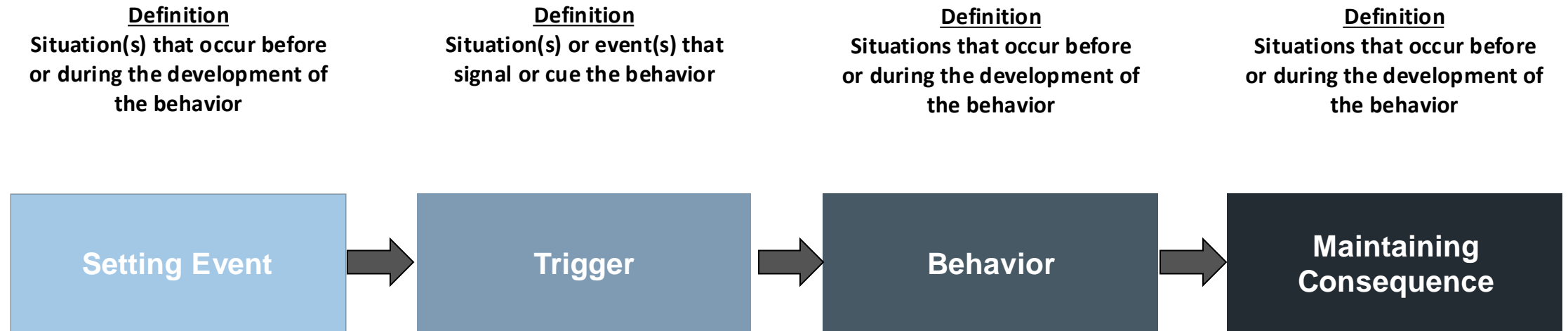
Problem Analysis Triangle

Goal: Decrease the effectiveness of the behavior



Analyze, Adapt, Safeguard
PUBLIC INSTRUCTION

Effective Consequences / Redirection

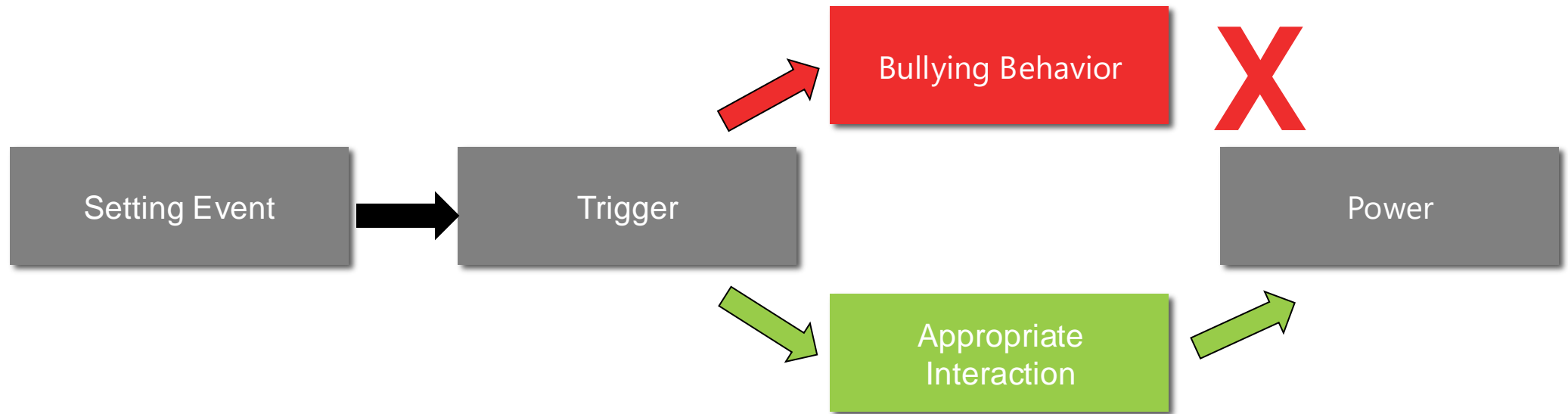


**Research shows that
"Function-Based Support" is
the most effective form of
intervention**



Consequences for Bullying

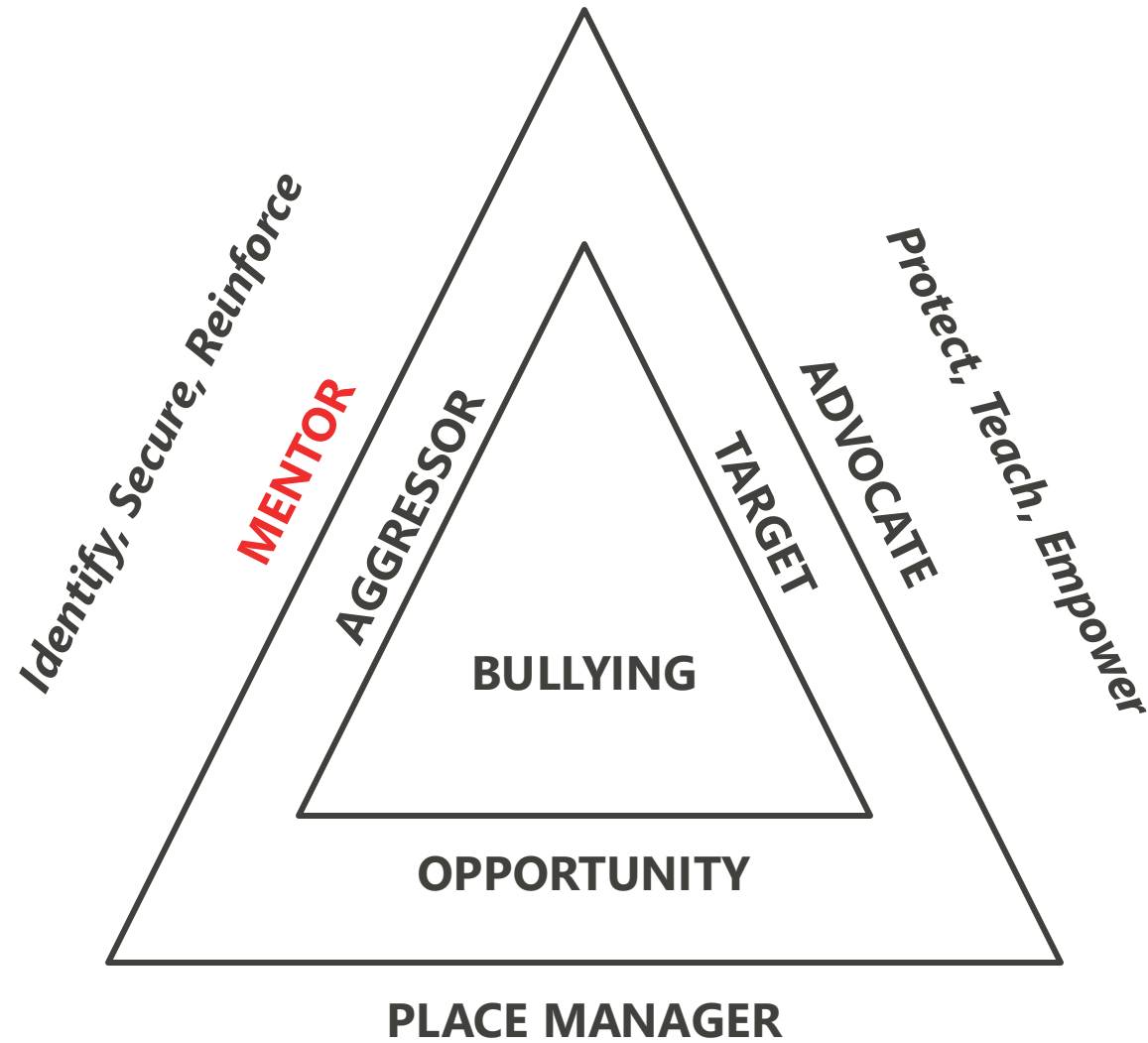
*Effective punishment
defeats the purpose
of the behavior.*



Effective Consequences / Redirection

- “Direct Sanctions”
- Start with removing social reinforcers:
 - Removal from situation (timeouts)
 - Removal from social settings throughout the day (e.g., lunch)
 - Removal from social events
 - Delayed transition
- Then move to removal from setting (if necessary):
 - In-school suspension
 - Out-of-school suspension
 - When these ARE necessary, how do I reintroduce?





Problem Analysis Triangle

Goal: Increase the support to promote prosocial behaviors



Analyze, Adapt, Safeguard
PUBLIC INSTRUCTION

Attack the Problem at its Core

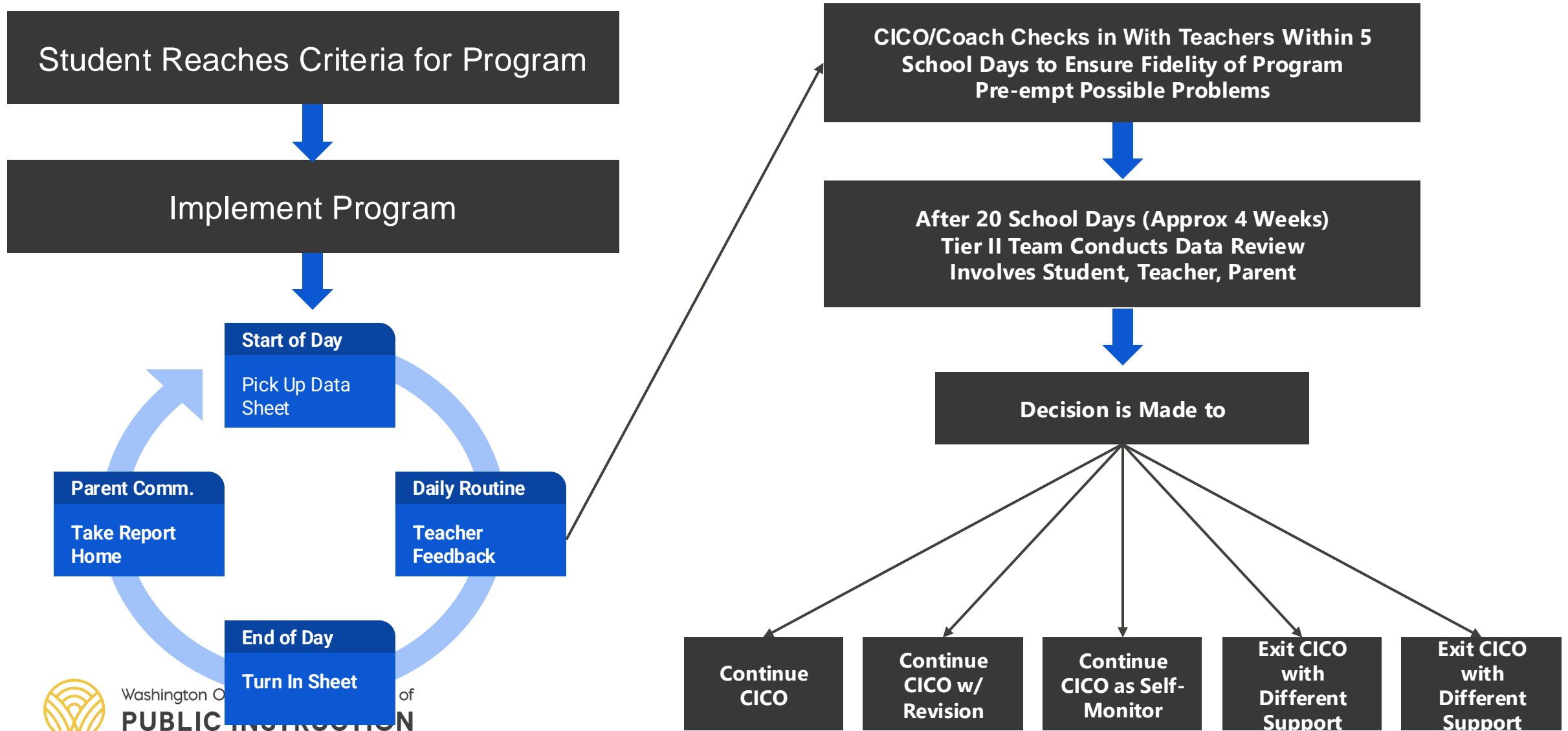


Skewed Sense of Empathy
Logical Punishment

Capitalize on Strengths
Bullies are Natural Leaders
Appropriately Satisfies Need for Power

Social Skills Instruction
Bullies are socially skilled

Check-In / Check-Out





Do you have any questions?

Add them to the **Q&A**
Upvote the questions you like

Panelists

- Add your questions to the **Q & A**
- **Upvote** questions you want answered most



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Share What You Learned



- Discuss your ideas with leadership



- Share ideas with your Professional Learning Community



- Lead a discussion with students





Resources



What Does it Look
Like to Do This Work?

Resources

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

Tools & Videos

- [Read](#) & [Subscribe](#) to the Engage Newsletter

Websites

- OSPI page
- Presenter page

People

- [Connect with OSPI staff](#)



Next Month

November 13

10:00 a.m. – 11:30 a.m.

**Empowering
Students**



Evaluation



What
worked?

What could
we adjust?



Do You Need Free Equity Clock Hours?



Email Ronnie.Larson@k12.wa.us



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