

What Families, Schools, and Communities Can Do to Support Healthy Social and Emotional Development in Children and Youth

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Presentation for the
What's a Parent to Do?
[Helping families deal with bullying and with kids who are out of control]

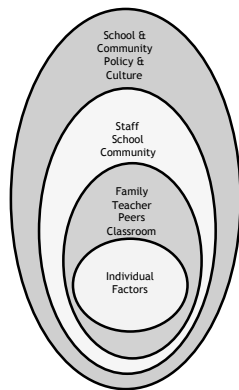
Iowa State University Extension

The Importance of Environment: The Fish, The Water, or Both



Adapted from: Beth Doll, University of Nebraska

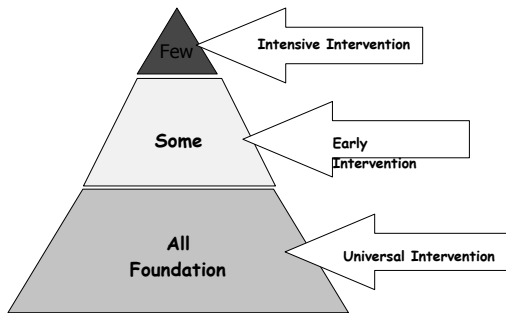
Where to Intervene



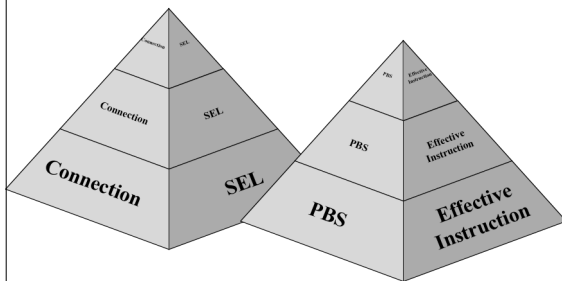
The Four Components of Safe and Supportive Schools

Connection	Positive Behavioral Supports
Social & Emotional Skills	Appropriate Curriculum, Teaching Learning Environment

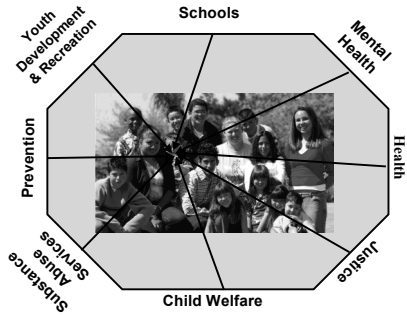
Work at 3 Levels



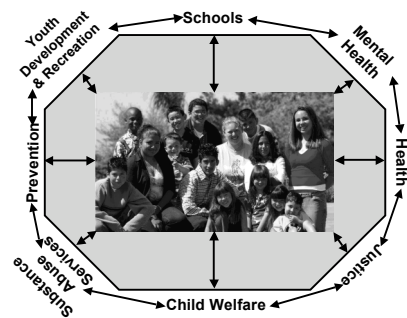
A Comprehensive 3-Level Approach

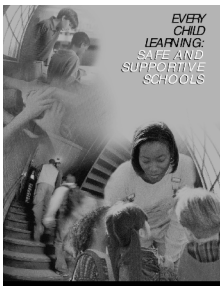


Fragmented Perceptions



Building Effective Systems of Prevention and Care

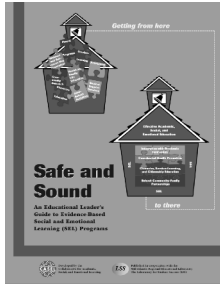




Every Child Learning: Safe and Supportive Schools

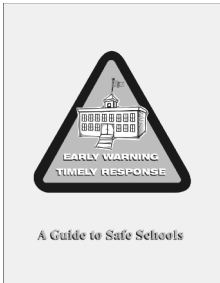
(2001) (PDF, 6500kb)

Learning First Alliance
www.learningfirst.org/publications/safe/schools/



Safe and Sound: An Education Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs

The Collaborative for Academic, Social, and Emotional Learning
www.casel.org/projects_products/safeandsound.php



Early Warning, Timely Response: A Guide to Safe Schools

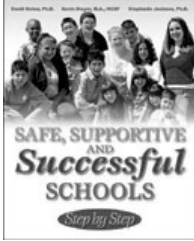
Office of Special Education and Rehabilitative Services
www.ed.gov/about/offices/list/osep/ers/igts.html?exp=0



Teaching and Working With Children Who Have Emotional and Behavioral Challenges
(2000)

ISBN / UPC
1-57035-308-5

Sopris West Educational Services
www.sopriswest.com/swestore/product.asp?sku=586



**Safe, Supportive, and Successful Schools
Step by Step**
(2003)
ISBN / UPC
1-57035-918-0
Sopris West Educational Services
www.sopriswest.com/wstore/product.asp?sku=872

It is a universal, schoolwide effort that involves all adults within the school environment (i.e., administrators, teachers, parents, and nonteaching staff) and students.

It is both systems-oriented, or focused on altering the school environment as a whole, as well as individual-oriented, or focused on addressing issues with individual students.

It is not time-limited, instead calling for systematic efforts over time that are intended to become integrated into normal school operations and the overall school climate.

School-Level Interventions

Formation of a bullying prevention coordinating committee (a representative team from the school) to plan and coordinate the program and other violence prevention activities

Administration of an anonymous questionnaire to assess the nature and extent of bully/victim problems at the school

Intensive training for members of the bullying prevention coordinating committee, and training for all school staff

Development of schoolwide rules against bullying *

School-Level Interventions

Use of appropriate positive and negative consequences for students who follow/do not follow the school rules

Increased adult supervision in school "hot spots" for bullying, and the development of systematic reporting mechanisms

Formation of staff discussion groups to provide opportunities to learn more about bullying issues and to share program successes and concerns

A school-wide "kick-off" event to introduce the program to students

Engagement of parents in the school's bullying prevention efforts (e.g., highlighting the program at PTA meetings, school open houses, and special violence prevention programs; encouraging parents' to help plan activities and events)

Classroom Activities

Regular classroom meetings to discuss issues related to bullying and peer relations. These meetings are intended to improve social relations and keep teachers informed of social issues of concern to students.

Individual Interventions

Meetings between school staff and students who have been bullied to investigate bullying reports and incidents, develop safety plans, and provide emotional support

Meetings between school staff and students who bully their peers to reinforce school rules against bullying, to administer appropriate consequences for bullying behaviors, and to make them aware that future behaviors will be closely monitored

Meetings between school staff and parents of students involved in bullying incidents. Referrals to mental health professionals for more intensive work with students and/or their families are made when appropriate.

Community Activities *

Efforts to make the program known among a wide range of community members (e.g., convening meetings with leaders of the community to discuss the school's program and problems associated with bullying, encouraging local media coverage of the school's efforts, engaging students in efforts to discuss their school's program with informal leaders of the community)

Involvement of community members in the school's anti-bullying activities (e.g., soliciting assistance from local businesses to support aspects of the program, involving community members in school districtwide "Bully-Free Day" events).

Engaging community members, students, and school personnel in anti-bullying efforts within the community (e.g., introducing core program elements into church school classes).
