



## Bullying Remediation: Response and Safety Planning

**Course Description:** Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. In order to effectively address bullying behavior, one must not only examine its underlying causes, but know how to prevent and remedy bullying situations. This course will walk participants through the process of responding to bullying reports through safety planning and investigation.

This course will examine each step of how school staff should respond to incidents and reports of bullying. Each module will be designated to a different step in the process of helping students who have been victims of bullying.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

**Clock Hours / Continuing Education Units: 10**

### Learning Objectives:

- Identify the characteristics of relational aggression, peer isolation, harassment, and other traits of bullying
- Demonstrate awareness of how to report bullying to their school’s administration
- Identify and Access resources for addressing incidents of bullying
- Develop techniques for completing safety plans with both the targets of bullying and the students exhibiting bullying behaviors
- Develop new lessons that can be used in the classroom and professional development setting

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

### Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

### Course Outline:

Lesson Number	Lesson Description	Clock Hours
<b>1</b>	<b>Introductions and Overview:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
<b>2</b>	<b>Discussion: What is Bullying and What is Just Drama:</b> Participants will review what bullying is, what it looks like, and where it happens. They will reflect on the prevalence of bullying in their schools, as well as review different scenarios and assess whether they are bullying or just drama/conflict.	0.85 Hours
<b>3</b>	<b>Discussion: Pre-Investigation Safety Planning:</b> Participants will learn what a pre-investigation safety plan is, who is involved, and what its goal is. They will review the actual document and discuss how they think the safety plan would be effective or not in their school. Participants will	0.85 Hours

	discuss whether they have used a safety plan in this format as well as identify staff in their own school who should be involved in the process.	
4	<b>Discussion: Working with targets and their bullies:</b> Participants will learn about how to effectively work with both the student targeted by bullying and the student(s) exhibiting bullying in their classrooms. Participants will reflect on alternatives to conflict resolution strategies.	0.85 Hours
5	<b>Discussion: Investigation Process –</b> Participants will learn what the investigation process looks like and who conducts that. They will reflect on the requirements for an investigation to be founded and decide whether these requirements fit their experiences.	0.85 Hours
6	<b>Discussion: Post-Investigation Safety Plan:</b> Participants will learn the process for completing a post-investigation safety plan with the student exhibiting bullying behavior. They will reflect on why this is the most effective method of making their schools safer.	0.85 Hours
7	<b>Discussion: Helping Students Exhibiting Bullying Behavior:</b> Participants will learn effective strategies of working with students exhibiting bullying behavior. Participants will reflect on the difficulties and inherent biases in working with ‘problem’ students.	0.85 Hours
8	<b>Discussion: The Reactive Bully and Provocative Victims:</b> In this lesson, participants will differentiate between provocative victims and reactive bullies. Participants will examine strategies to meet the needs of provocative victims.	0.85 Hours
9	<b>Discussion: Misdirections in Bullying Prevention and Intervention:</b> In this lesson, participants will understand that well-intentioned bullying prevention & response measures can result in predictable missteps. Participants will learn about some of the practices in bullying prevention from experts in the field.	0.85 Hours
10	<b>Course Reflection:</b> In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	<b>TOTAL HOURS</b>	10 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- 3. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		<b>26</b>

**Grading Scale:**

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.