



## Course Syllabus: Bullying Remediation: Response and Safety Planning

**Number of Credits:** 1\*

**Course Instructors:** Miriam Woods, Kaylyn Fisher, and Jordan Mix

### 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 week will be designated to a different step in the process of helping students who have been victims of bullying.

Activities in this course will include discussions on policies in each participant's school district, mock-situations of bullying incidents.

### Learning Objectives:

Upon completion of this course, students will be able to:

- 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
- Implement methods for creating a safe and welcoming classroom environment

### **\* Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

### **Other Course Information:**

#### **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.

#### **Participation**

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.

- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

### **INTASC Standards that are addressed in this course:**

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

## Assignment Checklist

Week	Topic/Activity	In Class	Out of Class
	<p><b><u>Getting to Know the Class; Additional Readings:</u></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!</p>		3 hours
<b>1</b>	<b><u>Pre-Investigation Process</u></b>		
	<p><b>Discussion:</b> Introductions: Participants will introduce themselves to their fellow class participants. They will give their initial knowledge of safety planning and how to address bullying in their classrooms.</p>	1 hour	2 hours 30 minutes
	<p><b>Discussion:</b> What is Bullying and What is Just Drama: Participants will review what bullying is, what it looks like, and where it happens. They will discuss the prevalence of bullying in their schools, as well as review different scenarios and assess whether they are bullying or just drama/conflict.</p>	1 hour 30 minutes	2 hours 30 minutes
	<p><b>Discussion:</b> Reporting: Participants will learn when and how to report bullying that they witness in their own classrooms and around their school in addition to the process that happens after a report is made. They will discuss which administrators they would go to at their school, and their school's reporting policies. Participants will also be</p>	1 hour 30 minutes	2 hours 30 minutes

	encouraged to contrast their policies with those policies at other participants' schools.		
	<b>Discussion:</b> Pre-Investigation Safety Planning: 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 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.	1 hour 30 minutes	2 hours 30 minutes
	<b>Discussion:</b> Working with targets and their bullies: 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 discuss alternatives to conflict resolution strategies.	1 hour	2 hours 30 minutes
<b>2</b>	<b><u>Investigation Process</u></b>		
	<b>Discussion:</b> Investigation Process: Participants will learn what the investigation process looks like and who conducts that. They will discuss the requirements for an investigation to be founded and give their opinions on whether these requirements fit their experiences.	1 hour 30 minutes	2 hours 30 minutes
	<b>Discussion:</b> The School's Responsibility: Participants will review the law in Iowa regarding bullying and schools' responsibilities to their students. Participants will discuss if they have been through the investigation process with their administration,	1 hour	2 hours 30 minutes

	and what their experience was. If not, they will discuss whether they know their school's process.		
<b>3</b>	<b><u>Post- Investigation and Working with Bullies</u></b>		
	<b>Discussion:</b> Post-Investigation Safety Plan: Participants will learn the process for completing a post-investigation safety plan with the student exhibiting bullying behavior. They will discuss what they learn about why this is the most effective method of making their schools safer.	1 hour	2 hours 30 minutes
	<b>Discussion:</b> Helping Students Exhibiting Bullying Behavior: Participants will learn effective strategies of working with students exhibiting bullying behavior. Participants will discuss the difficulties and inherent biases in working with 'problem' students.	1 hour 30 minutes	2 hours 30 minutes
	<b>Discussion:</b> Provocative Victims: Participants will learn what provocative victims are and how to work with them. They will discuss these strategies using personal experiences.	1 hour 30 minutes	2 hours 30 minutes
	<b>Implementation Plan</b>	2 hours	2 hours
	Total Class Time	15 hours	30 hours

## Coursework

Participants can earn up to 110 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
10 Discussions (5 points each)	50
Final Implementation Plan/Paper	25
<b>Total</b>	<b>75</b>

## Grading Scale – Graduate Credit

100-90% (75-68 points)	A
89-80% (67-60 points)	B
79-70% (59-53 points)	C
69-60% (52-45 points)	D
59%-Below (<44 points)	F

## Grading Scale - License Renewal Credit

100-80% (75-60 points)	P
79%-Below (<59 points)	NP

### **Student Requirements**

Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

### **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 see the instructor to discuss your accommodation needs.

### **Grading Rubrics for Individual Activities**

#### **Discussion Forums (50 points possible)**

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas,



discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
<b>Critical Thinking</b>	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	1
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to other posts (when available)	1
<b>Total Points Possible</b>		5

### Implementation Plan (25 points possible)

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2

<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		25