safe
schools
academy

Stopping Bullying in its Tracks: Understanding Power Imbalance

Number of Credits: 1*

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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 first examine its underlying causes. This course analyzes the bias and power structure in groups and individuals that leads to aggressive or harassing behavior.

This course will examine the types of privileges that exist in the classroom, workplace and other environments. With privilege, both seen and unseen, comes the bias that perpetuates the imbalance of power among students, peers, administrators and faculty. By exploring this power structure and our own bias, participants will understand root causes of bullying and develop strategies to address it.

Activities in this course will include discussions on privilege and bias, the formation of peer social groups and isolation, micro-aggression, a review of bullying behavior and creating an environment to reduce its pervasiveness, then end with critical legal information and resources for practicing educators, parents and counselors.

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 the root causes of micro-aggression, social isolation, and the bystander effect
- Identify and Access resources for addressing cyberbullying
- Develop techniques for accessing anti-bullying resources, including reporting procedures and responding to incidents
- Implement methods for creating a safe classroom environment

Resources: No texts are required to purchase in order to complete this course

- The mission of Iowa Safe Schools is to provide safe, supportive and nurturing learning environments for all students. Staff of the Iowa Safe Schools are experts in the fields of bullying prevention and intervention, developing positive school climate, and advocating for underrepresented and marginalized populations. GSAs are shown to be a best practice for increasing awareness of discriminatory school policies, reducing bullying, reducing deaths by suicide, and ensuring students feel safe and support in their schools and communities.
- Kull, R.M., Kosciw, J.G., & Greytak, E.A. (2015). From Statehouse to Schoolhouse: Anti-Bullying Policy Efforts in U.S. States and School Districts. New York: GLSEN.
    This report examines the anti-bullying policies of all 13,181 school districts across the country. It provides the prevalence of anti-bullying policies in all U.S. school districts and whether state laws and guidance are being implemented at the district level.
- Olweus, D. (2012). Cyberbullying: An overrated phenomenon?, *European Journal of Developmental Psychology*, 9(5), 520-538.
    This research analyzes the prevalence of cyberbullying and makes recommendations for schools and communities on bullying prevention and intervention strategies.

*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.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Assignment Checklist

Topic/Activity	In Class	Out of Class
<u>**Getting to Know the Class; Additional Readings:**</u> 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!		3 hrs
Week 1 - Getting Started		
Discussion: Introductions – Take some time to introduce yourself and what you want to get out of the course. Take some time to explore the platform, and introduce yourselves to your classmates.	1 hour	2 hours
Discussion: What is Bullying - This lesson introduces the topic of bullying in the context of school districts to participants. They will develop a common definition for bullying and be able to differentiate between bullying and conflict.	1 hour	2 hours
Discussion: Privilege – In this lesson, participants will develop an understanding for what privilege is and how it applies to the definition of bullying in the classroom. Participants will share their reflections in a discussion post.	1 hour	2.5 hours
Discussion: Microaggressions – in this lesson, participants will learn what microaggressions are and how they can be used in bullying behaviors. Participants will reflect on the intersection of microaggressions in their own lives in a discussion post.	1.5 hours	2.5 hours
Discussion: The Great Game of High School - In this lesson, participants will understand how social structures and cliques play a role in bullying behavior. They will read an article on "The Great Game of High School," and share their analysis in a discussion post.	1 hour	2.5 hours
Week 2 - Diving Deeper		
Discussion: Cyberbullying - In this lesson, participants will understand how bullying has manifested through technology, the internet, and social media. Cyberbullying prevention strategies for educators will be outlined and current research will be examined. Participants will share their reflections in a discussion post.	1.5 hours	2.5 hours
Discussion: Provocative Victim - In this lesson, participants will differentiate between provocative victims and reactive bullies. Participants will examine strategies to meet the needs of provocative victims, and they will share their analysis in a discussion post.	1 hour	2.5 hours
Discussion: Unique Populations - **:** In this lesson, participants will examine bullying and its intersections in special populations, including LGBTQ students and students with disabilities. Participants will review the impacts on this population, as well as examine strategies to minimize bullying. They will share their new learnings in a discussion post.	1.5 hours	2.5 hours
Week 3 - Putting it to Work		
Discussion: Misdirections in Bullying Prevention - 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 and write a discussion post about how they can be applied to school districts.	1 hour	2.5 hours
Discussion: State & Federal Bullying Laws - **:** In this lesson, participants will review common components of state anti-bullying laws and regulations by state and the specific laws in the state of Iowa. Participants will share their analysis in a discussion post.	1.5 hours	2.5 hours
Activity/Discussion: Bullying Circle - Participants will also review key resources for implementing bullying policies in classrooms and schools, and they will also examine the Bully Circle as a powerful model for understanding bullying behaviors.	1 hour	2 hours
Implementation Plan – Participants will develop an implementation plan to take back their new learnings to their classrooms, schools, school districts, and communities.	2 hours	2 hours
Total Class Time	15 hours	30 hours

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

Activity	Points
11 Discussion Posts (5 Points Each)	55
Final Implementation Plan/Paper	25
Total	**70**

Grading Scale – Graduate Credit

100-90% (80-72 pts)	A
89-80% (71-64 pts)	B
79-70% (63-56 pts)	C
69-60% (55-46 pts)	D
59%-Below (45-0 pts)	F

Grading Scale - License Renewal Credit

100-80% (80-64 points)	P
79%-Below (<63 points)	NP

Student Requirements Students are required to:
- Participate in **ALL** discussion forums and quizzes
- 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.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

Grading Rubrics for Individual Activities

11 Discussions (55 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
Critical Thinking	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
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Final Assignment (25 points possible)

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. 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 final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		Points
Critical Thinking	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
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	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
Total Points Possible		25