

## Introduction

This agenda provides a detailed, sample outline for the order and content of the required **6 hour training** as required by the Dignity for All Students Act (DASA). Under DASA, this preparation is needed so that professionals meet the Commissioner's Regulations that anyone applying for an administrative or supervisory service, classroom teaching service or school service certificate or license on or after January 1, 2014, shall have completed at least six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention.

There are five key components in preparing teachers for harassment, bullying and discrimination prevention and intervention:

1. Understanding the intent components, and operational definitions of the Dignity Act.
2. Developing sensitivity to the experience of specific student populations.
3. Understanding how school climate and culture have an impact on student achievement and behavior.
4. Understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.
5. Understanding diversity and multi-cultural environments and examining your own biases.

This training will utilize information from multiple resources including the Olweus Bullying Prevention Program (OBPP). As a certified trainer in the OBPP I have access to materials, power point slides, videos, and activities that are directly relevant to this 6 hour training.

**For optimal use of training time the following pre-training reading will be assigned: "Recognizing the Many Faces of Bullying" (Teacher Guide [TG], Olweus Bullying Prevention Program pp. 9-30).**

Harassment, Bullying and Discrimination Prevention and Intervention  
6 Hour Training

**DAY 1**

- I. Getting Started (15 min.) Slides 1-3**
1. Welcome all
  2. Trainer introduction(s).
  3. Review agenda
- A. Reflecting Upon Bullying from Your School Days Activity**
- B. Introduce "What Touches Your Heart?" Activity**
- II. Introduction to DASA, bullying, harassment and discrimination (1 hr. 45 mins) Slides 4-39**
- A. What is DASA
  - B. Take quiz "How Much Do YOU Know?"
  - C. What We Know and Bullying, Harassment and Discrimination Defined
  - D. Video: BULLIED: A Teaching Tolerance Documentary(48 min.)
- BREAK (10-15 min.)**
- E. Why address these behaviors in schools
  - F. Students Involved (review protective classes) and Effects of these behaviors
  - G. Effects of these behaviors on Bystanders
  - H. How Much Do YOU Know? (Quiz) Review slides with answers/data
  - I. Bullying Circle. **Olweus Bullying Circle Exercise**
  - J. Group mechanisms at work in Bullying
  - K. Adults who bully. \*Refer to "Are You a Bully?" By Linda Starr
  - L. Misdirections in bullying prevention and intervention

**Objectives:**

1. Students will have a clear understanding of the Dignity for All Students Act including all components and definitions.
2. Students will develop sensitivity to the experience of specific student populations.
3. Students will understand diversity and multi-cultural environments and examining your own biases.
4. Students will be able to identify the roles individuals can play within a bullying and/or harassment situation.

**III. Creating a Positive Learning Environment (45 mins.) Slides 40-48**

- A. What does a Positive Learning Environment look and feel like (Group Brainstorm)
- B. Classroom Components (**Positive Consequence Activity**)
- C. Class Meetings (**Activity: 4 Corners, Planning a class meeting**)
- D. Benefits of a Positive Learning Environment

**Objectives:**

1. Students will understand how school climate and culture have an impact on student achievement and behavior.
2. Students will understand the unique characteristics that create a positive learning environment.
3. Students will learn how a positive learning environment is used as a bullying, harassment and discrimination prevention strategy.
4. Students will learn how to plan and incorporate the concepts of the Dignity Act into their classroom through developing a specific lesson plan.

**Lunch Break (30 min)/DAY 2**

**IV. Intervention and Prevention Strategies (1 hr. 30 min.) Slides 49-58**

- A. Overview of the Individual-Level Component and Why Adults Don't Always Intervene.
- B. Emphasize the two-part nature of work with individual students: "On-the-Spot" and "Follow-Up" interventions.
- C. **Individual Interventions DVD (OBPP)**--Part 1: Show 1<sup>st</sup> 10 minutes of Individual Interventions DVD Pause after On-the-Spot intervention demonstrations. (Or, cue to 6:26 and begin DVD at "How do you conduct on-the-spot interventions.")
- D. **On-the-Spot Intervention Practice**  
In groups of 3, role play a bullying scenario with adults switching staff roles, each practicing the intervention. **Individual Interventions DVD**—Part 2:
  1. Before viewing this section, ask participants to write the steps they would currently follow when bullying is reported but not witnessed.
  2. Show portion of **Individual Interventions DVD** entitled, "What if you don't witness bullying?" having them note steps described in the DVD.

## Trainer's Agenda

3. Process in small groups the similarities of what they would currently do and the suggested steps from the film.
- E. **Individual Interventions DVD—Part3:** Show segment entitled "What follow-up is needed?" regarding Follow-Up Interventions with students. Pause before segment about working with parents.
- F. **Individual Interventions DVD—Part 4, Follow-Up with Parents.**
- I. Understanding parents' perspectives
  - **Working With Parents: Understanding Parents' Perspectives Activity (OBPP) — Version I, (CC & TM Tab 6, Doc. 3) (10 min.)**

### Objectives:

1. Students will understand individual intervention strategies and how to interact with families of victims and aggressors.

### BREAK (10-15 min.)

- V. **Reporting Requirements for Educators (50 min.) Slides 59-63**
  - A. Understand the reporting requirements for educators as it relates to the identification of bullying, harassment, and discrimination.
  - B. Timelines and procedures for reporting verbally and in writing.
  - C. Definitions and role delineation in the investigation and reporting process.
  - D. Protection within documentation.
    - Activity: Complete an Incident Reporting Form based on a specific scenario.

### Objectives:

1. Students will understand the importance of timely and effective reporting of bullying, harassment and discrimination incidents.
2. Students will practice and demonstrate effective reporting through observing a scenario and using a practice incident reporting document.

- VI. **Conclusion (20 min.) Slides 64-67**
  - A. Closing video: Pork Chop (7.37 min.)
  - B. Additional resources
  - C. Address unanswered questions
  - D. Evaluations