

**The James H. Bean School Bullying Prevention Program:
Summary and evaluation data, December, 2005
Stan Davis, School counselor stan@stopbullyingnow.com**

The Bean school bullying prevention program has been active since 1998. We are a rural K-5 school with approximately 350 students. This first description of the program was written in 2002:

The James H. Bean School Bullying Prevention Program: November 2002

The James H. Bean School in Sidney, Maine has received both local and national recognition for its bullying prevention program. This program is based on the research of Norway's Daniel Olweus, Ph.D... He and his colleagues wrote:

"[A bullying prevention program] strives to develop a school (and ideally a home) environment characterized by:

- *Warmth, positive interest, and involvement by adults;*
- *Firm limits to unacceptable behavior;*
- *Non-hostile, nonphysical negative consequences consistently applied in cases of ...unacceptable behaviors; and*
- *Where adults act as authorities and positive role models."*
(Olweus, Limber, Mihalic 1999)

The Bean School has:

- Trained the entire school staff;
- Built a discipline system that helps young people solve problems without hurting each other. Consequences for hurting are predictable, fair, and immediate. The discipline outline and an outline of our discipline procedures are attached.
- Encouraged staff-student involvement and positive staff-student interaction. Staff model positive interactions, include all, and protect targets of harassment. After years of informal extracurricular programming we have this year added a three-day-a-week after school activities program. In 2001-2002 we began a staff-student mentoring program.
- Helped young people who do hurt each other to think about what they have done, what was wrong with their behavior, what they were trying to accomplish by their actions, and how else they will meet those needs. The form we use for that discussion is attached.
- Helped young people with continuing behavior problems through school-parent teamwork, counseling, and reward for improved behavior;
- Worked with families;
- Supported targets of bullying;
- Taught classroom lessons in consideration of others, how to express feelings without hurting, solving problems respectfully, and supporting peers as an active bystander;
- Held monthly grade level "peace day" assemblies to celebrate and add to young peoples' work to make our school a safe and respectful place;
- And built peer support through encouraging students to speak up to bullies, tell adults, and reach out in friendship. New students are actively welcomed to the school by peers and isolated students are the focus of friendship teams that help them build friendships.

Since 2002 the program has continued to evolve. Elements added since 2002 include:

- Creating the tradition of 'legacy videos' planned, videotaped, and edited by all exiting fifth grade classes, teaching attitudes and skills they have found important in their time at the Bean School. Topics for these videos have included stopping rumors, how to make and keep friends, and the effects of television. These videos are used in our monthly 'peace day' assemblies, which gather together our students by grade level to welcome new students and staff, discuss issues of importance to them, reinforce the school's values, and encourage the students to set goals for the school's climate.
- Use of student-created video at other grade levels as well, so students in all grades can be teachers to the whole school community about climate and learning issues. Topics for these videos have included
 - o "How to learn in Kindergarten" (made by outgoing K students),
 - o "How we learned to read" and "Our favorite places to read" (made by outgoing grade 1 students);
 - o "How to solve small problems yourself" (made by grade 2 students)
 - o "What we learned from the book The Hundred Dresses" (made by grade 3 students)
 - o And "Welcome to the school" (an orientation and welcoming video that we give to students transferring in when they register)- made by grade 4 students. These students also made a comedy video: "What we think the teachers do when we are out at recess"- which ends with them thanking teachers for what teachers do for all the students.
- Continued use of friendship teams for excluded students in which the excluded student and three or four high-status peers meet for lunch with the counselor four times to discuss how those peers can help the student make friends. The team then invites the student into activities, tells others positive things about the student, and tells the student about things he or she is doing to make friendship more difficult. Some students have volunteered for this helping role aimed at ALL students who have no one to play with.
- Training non-guidance staff (art, music, phys ed teachers, special ed staff, and classroom paraprofessionals) to help students reflect on their behavior through the "think about it" process during recess detention.
- Increased focus on exclusion and inclusion following 2004 survey data showing a return of exclusion as a problem at the school. This focus has included more discussion of these issues in guidance classes and informal conversations with youth, more focus on these issues in peace days, and grade-level goal setting in peace days. Peace days now use a wireless handheld microphone and PA system so students can address the whole group in these meetings, which involve 60-120 students at a time (K-1 and 2-3 meet as groups and we have learned that grades 4 and 5 do best in separate meetings because of the different needs and developmental levels of those two grades.)
- Here are the goals students have set for their grade levels in 2005-2006, with the strategies they have developed to work toward those goals:

HOW WE WILL REACH OUR GOALS in 2005-2006

K and 1 OUR GOAL FOR THE YEAR:

WE WANT EVERYONE TO HAVE FRIENDS

How we will make this happen:

- We will ask people to play with us.
- We will play with people.
- We will look and make sure no one is left out.
- When someone doesn't want to play we can ask them again another day.
- We can smile and say hello to people.

2 and 3 OUR GOAL FOR THE YEAR:

We want no name calling or teasing here at the Bean School

How we will make this happen:

- If your friend is calling people names, ask the friend nicely to stop
- If someone is being called names, help them get away.
- If people call you names, get away from them or ask for help.
- If you are thinking about calling someone a name, count to 10 or take a breath and think about what you say before you say it.

4 OUR GOALS FOR THE YEAR:

WE WANT PEOPLE TO PLAY BY THE RULES AND BE FAIR

How we will make this happen:

- It is easy to play by the rules if you are winning.
- It is hard to play by the rules if you are losing or if someone else cheats.
- We can remember that if you win by cheating you feel bad later.
- We can remember not to complain if we are losing but to try harder instead.

About schoolwork:

WHEN WORK IS HARD WE WANT TO REMEMBER TO WORK HARDER INSTEAD OF GIVING UP.

How we will make this happen:

- We can remember that we feel bad about ourselves if we give up right away.
- When something is hard we can keep trying.
- We know that most of the time if we keep trying we will be able to do it.
- And even if we can't do it we will know we tried.
- And we will remember that if you copy someone else's work and call it your own you feel bad later.

Grade 5: WE DO NOT WANT TO HAVE A POPULAR GROUP, WITH OTHER PEOPLE LEFT OUT.

How we will make this happen:

- When someone tries to start a popular group, don't go along with them.
- Play with everyone; include people who are left out.
- Stick up for people if someone is leaving them out.
- If someone is being mean, ask them to stop in a nice way.
- Help people get away if they are being teased.
- Don't give people too much power by going along with them if they say: "I will only be your friend if you...." If they do that say "No thanks."

About schoolwork: WHEN WORK IS HARD WE WANT TO REMEMBER TO WORK HARDER INSTEAD OF GIVING UP.

We will remember that we feel proud when we try hard when work is difficult- and that we don't feel proud of ourselves when we give up.

(2002-2005 program additions continued)

- We have continued to expand our after-school activities program, to train new staff, to develop strategies for effective playground supervision, and to work with habitually aggressive youth and their families.
- We continue to work to maintain positive staff-student and staff-staff connections, positive feeling tone even when students misbehave, and silent mentoring.
- We have classroom discussions in many ways, with these issues being a special focus of the guidance program. Here is a description of our guidance program for 2005-2006:

Guidance goals and projects, 2005-2006 - Bean School

Counselors:

Encourage and create mentoring relationships with students:

- Lead after-school activities
- Silent mentoring project- recruit and support staff ; connect students with staff as helpers in classrooms during recess
- Create and support short-term friendship teams

Consult with/ assist outside and detention recess monitors; teach recess school K-2

Orient new staff to our bullying prevention program

Support the reflection process for young people who have been aggressive.

Classroom guidance program:

- K-1 Every week first trimester and then every other week all year:
 - Listening when others say no; respecting personal space
 - Helping others
 - Friendship
 - Letting small irritations go
- 2 every week second trimester: Solving small problems yourself; when to tell adults.
- 3 Every week first trimester:
 - *The Hundred Dresses*: What bystanders can do about bullying
- 4 Every week third trimester: Building intrinsic motivation for learning, problem solving, conflict resolution, inclusion
- 5 Meetings early in the year about inclusion/exclusion, rumors, in/out groups.
Weekly second half of year: Creating legacy videos and thanking school staff.

Counsel students at risk, individually and in groups:

- In conjunction with observation, teacher consultation, brief monthly parent-teacher meetings.
- Consult in developing individual intervention plans as needed

Plan and lead Peace Days

- Focus in 05 06: each grade setting an academic goal and a social/climate goal. Then subsequent peace days will focus on what we are doing to meet those goals

Support the discipline system schoolwide:

copy and distribute report forms and notebooks; train/orient new staff; review plan with all staff and look for changes to be made; meet with principal periodically to review discipline issues; help develop new interventions as needed.

Co-lead student council/Bean Student leadership team: biweekly meetings

(2002-2005 program additions continued)

- We continue to have an active student council, which co-ordinates class goal-setting, serves as an advisory group to the bullying prevention effort, welcomes new students to the school, and runs schoolwide projects each year in which students at our school give to others in their community and in the greater world. Projects have included:
 - o Raising money for school supplies for Afghan Children
 - o Raising money for Hurricane relief
 - o Coordinating the St Jude's Math-A-Thon
 - o And an annual food drive for the local food bank.
- We have developed 'recess school'- a skill-teaching program for students in grades K-2 who play roughly and seem to lack skills in self-control, awareness of where their bodies are in space, and playing by the rules. The counselor and speech assistant work daily with these students on a corner of the playground, teaching these skills
- We have begun a more focused attempt to help young people understand the classmate or schoolmate relationship as an alternative to seeing "friend" or "enemy" as their only choices. Here is a summary created by some fifth grade students:

"There are three possible connections between people:

We can be friends. That means:

- You hang out together;
- You help each other
- You play with each other
- You stick up for each other
- They like you and you like them.
- And you trust each other.

We can be classmates but not friends. That means:

- It's OK if we don't like each other.
- We are polite to each other.
- We are not mean to each other and we help each other in schoolwork and in emergencies.
- We may stay away from each other.
- We may choose not to play with each other but we do not stop the other person from having friends.
- We do not try to hurt the other person.

OR we could be enemies. The Bean School doesn't allow that and if we act like enemies we will get consequences. Being an enemy means:

- Trying to hurt the other person's body or feelings.
- Making fun of the other person.
- Stopping the other person from having friends.
- Starting or spreading rumors or lying about the other person to get them in trouble for something they didn't do.

You have a choice."

- We continue to draw parallels to world issues such as hunger and oppression and to historical and rights issues such as racism and womens' rights, and our school climate.

This program continues to evolve. The survey data (described below) have been gathered to help us learn about the program's strengths and weaknesses. We have used our knowledge about the program's positive effects to help us all stay motivated, continue to follow through, and help students and community build a sense of achievement. We have used our knowledge of the program's weaknesses to add emphasis, seek for new research-based techniques, add to staff training, and find other ways to improve.

Throughout we have sought curricula, research, and parallel best practices to enrich our program. For example, our schoolwide focus on helping students differentiate between small problems, which they should try to solve themselves before coming to a teacher, and large problems, which they should tell an adult about right away, came from our work with the Kelso Solves Problems curriculum. Our staff-wide training in effective praise techniques came from the research of Carol Dweck, PhD, and the work of Jane Bluestein, Ed.D.. And the format for our grade-level discussions comes partly from self-efficacy research in other types of primary prevention work with students. Our use of interactive theater is based in part on the work of Michael Rohd and Kat Koppett.

All Bean school staff are involved in the bullying prevention program. Three principals have been actively involved in administering school-wide discipline, in setting a positive school-wide tone with clear expectations for staff and students, and in reinforcing positive behavior.

We have trained staff in strategies for playground supervision, effective use of praise and other techniques for building intrinsic motivation, and effective methods for class behavior management. Classroom teachers, the librarians, the physical education teacher, the art teacher, and the music teacher have incorporated themes of respect and rights into their work with students. Adults schoolwide greet students, use positive feeling tone, and give positive feedback for prosocial behavior. All school staff have contributed ideas, feedback, criticism, and reinforcement to the bullying prevention program. This is truly a team effort.

We have involved our community, and they have supported us in this effort, through descriptions of why the program was important and what the procedures for discipline are; through consistent, transparent interventions, through parent newsletter articles and meetings, and through seeking and using parental feedback. We have encouraged parents to tell us when their children were bullied and intervened to stop the bullying when they did. We have helped aggressive youth change and supported parents in this effort as team members. We have told parents about their children's positive contributions to the school culture and community. As parents have learned that we were treating all children alike; as they learned that we were basing determinations of what happened on evidence gathering rather than on their child's reputation; as they learned that all children were going to be protected- we have gained parent support even from the families of young people who bullied. This is truly a community project that parents regard with pride.

DATA:

Here are the results of our 1999, 2002, 2004, and 2005 grade 5 student surveys (we did not survey in 2000, 2001, or 2003).

The anonymous survey we created and used encouraged young people to tell us about different kinds of harassment. We thought many students might answer “yes” to the questions on the survey because the questions ask if students experienced or saw hitting, teasing, or exclusion within the previous year. (Note: in error, in 2002, we asked about student experiences in the past month rather than in the past year. 2004 and 2005 surveys again asked “in the past year.”) We did not ask about the seriousness of the bullying, nor about how many times it had happened. A longer survey might have given us more information, but we had to balance our need for information against the need to do a survey that took up little classroom time to administer. We began collecting gender data in 2005. I do regret not using a standardized survey.

Here are the survey questions

Bullying/ harassment survey grade 5

Please help us to understand bullying at our school.

1. Have you been bullied at school in the past year (2002: month)? Y N
Was the bullying:
 2. hitting or other physical bullying? Y N
 3. threatening/name-calling/harassment or other verbal bullying? Y N
 4. exclusion/ shutting out from activities? Y N(check all that apply)
5. Have you seen someone else being bullied at school in the past month? Y N
Was the bullying:
 6. hitting or other physical bullying? Y N
 7. threatening/name-calling/teasing or other verbal bullying? Y N
 8. exclusion/ shutting out from activities? Y N(check all that apply)

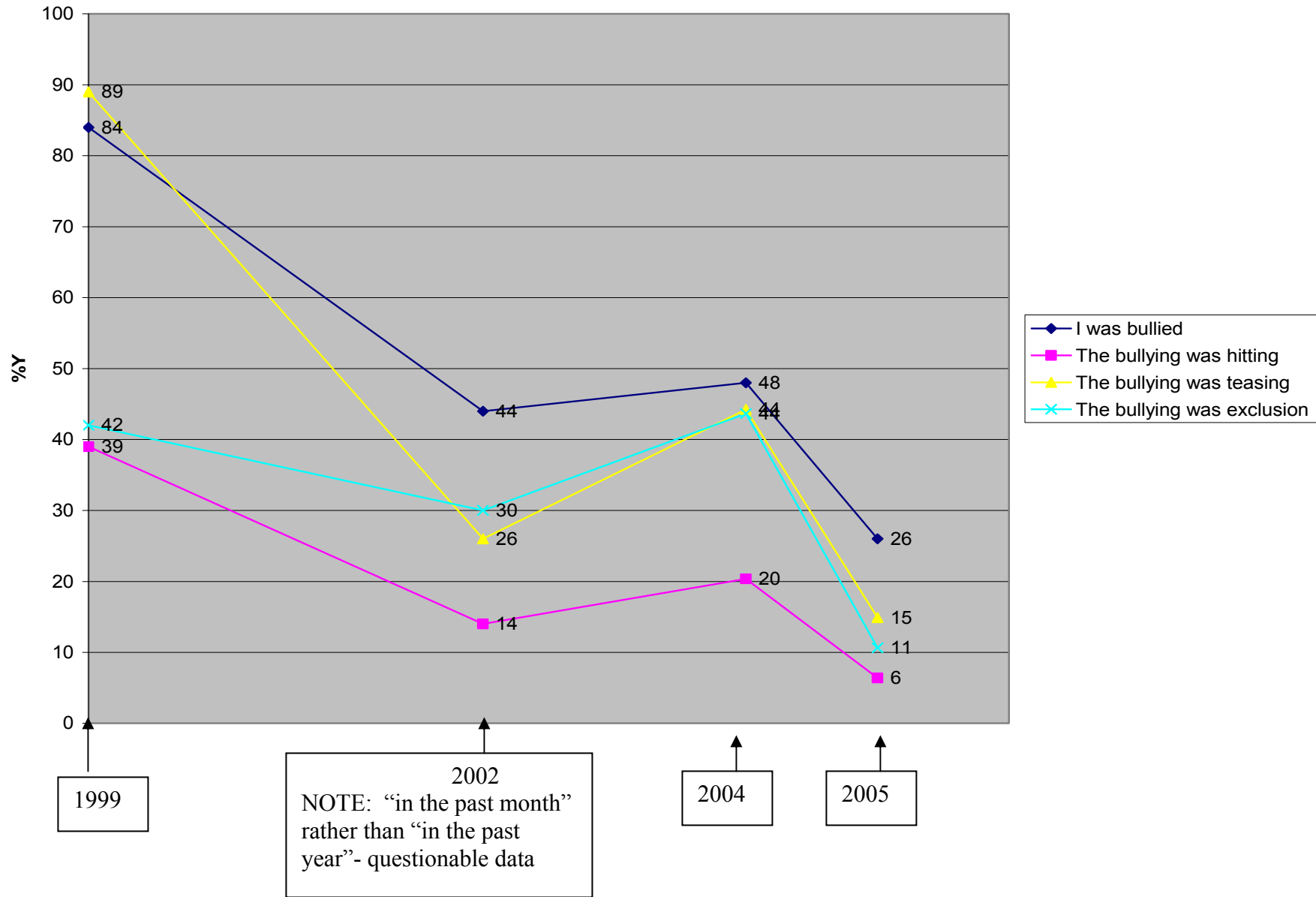
In the past year....	1999 %Y	2002 %Y	2004 %Y	2005%Y	1999-2002 % change	1999-2004 % change	1999- 2005 % change
(NOTE-For 2002: "In the past month")							
I was bullied at school	84	44	48	26	-48	-43	-70
The bullying was hitting	39	14	20	6	-64	-48	-84
The bullying was teasing	89	26	44	15	-71	-50	-83
The bullying was exclusion	42	30	44	11	-29	4	-75
I saw someone else being bullied	100	54	65	34	-46	-35	-66
The bullying was hitting	83	13	30	4	-84	-64	-95
The bullying was teasing	68	40	58	32	-41	-15	-53
The bullying was exclusion	68	46	35	19	-32	-48	-72
If I saw bullying, I told the bully to stop	83	64	61	87	-23	-27	4
If I saw bullying, I told a teacher	61	32	48	50	-48	-21	-18
If I saw bullying, I reached out to the target	67	34	44	71	-49	-34	7

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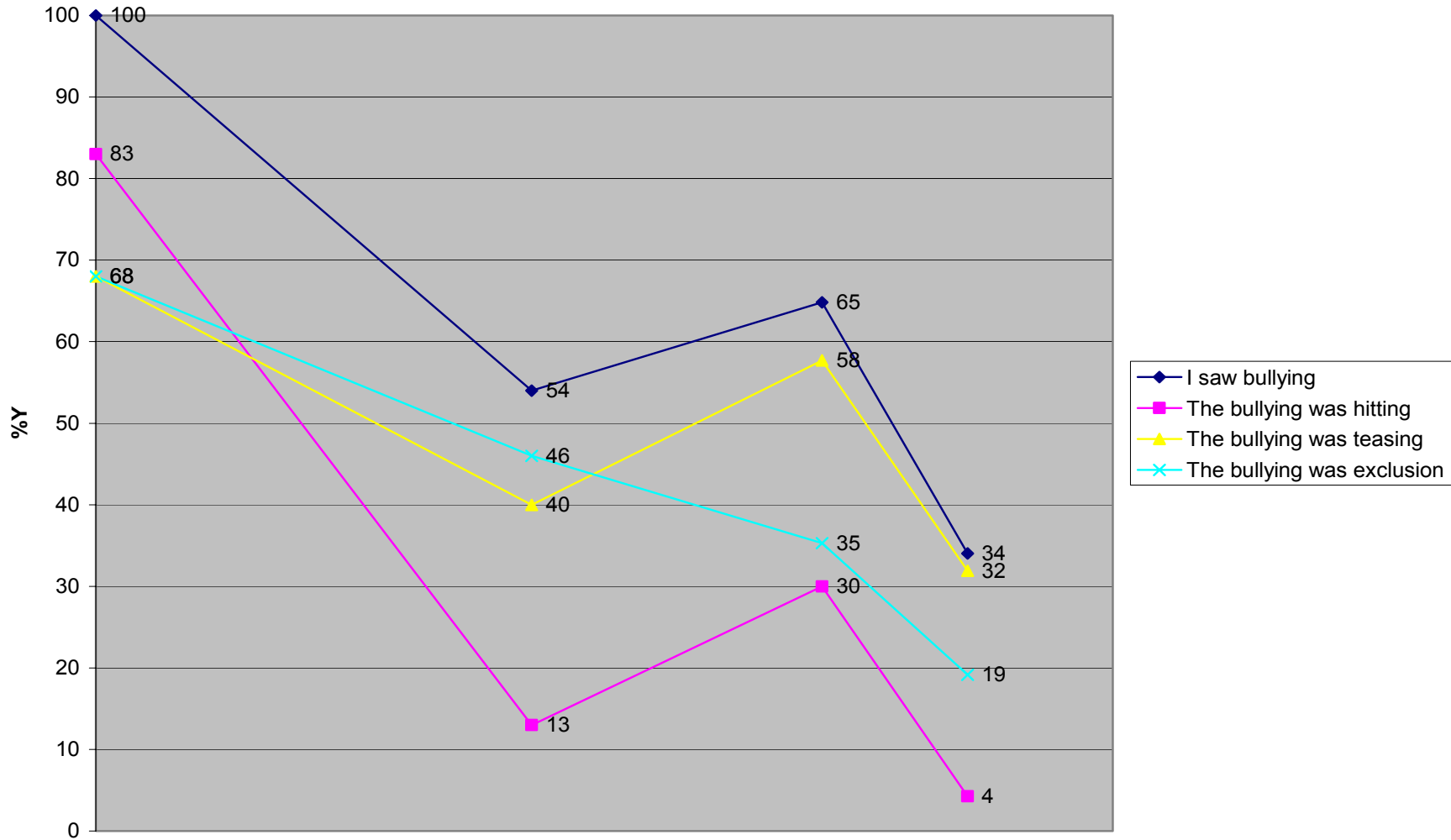
2002
NOTE: "in the past month" rather than "in the past year"-questionable data

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I was bullied grade 5 reports

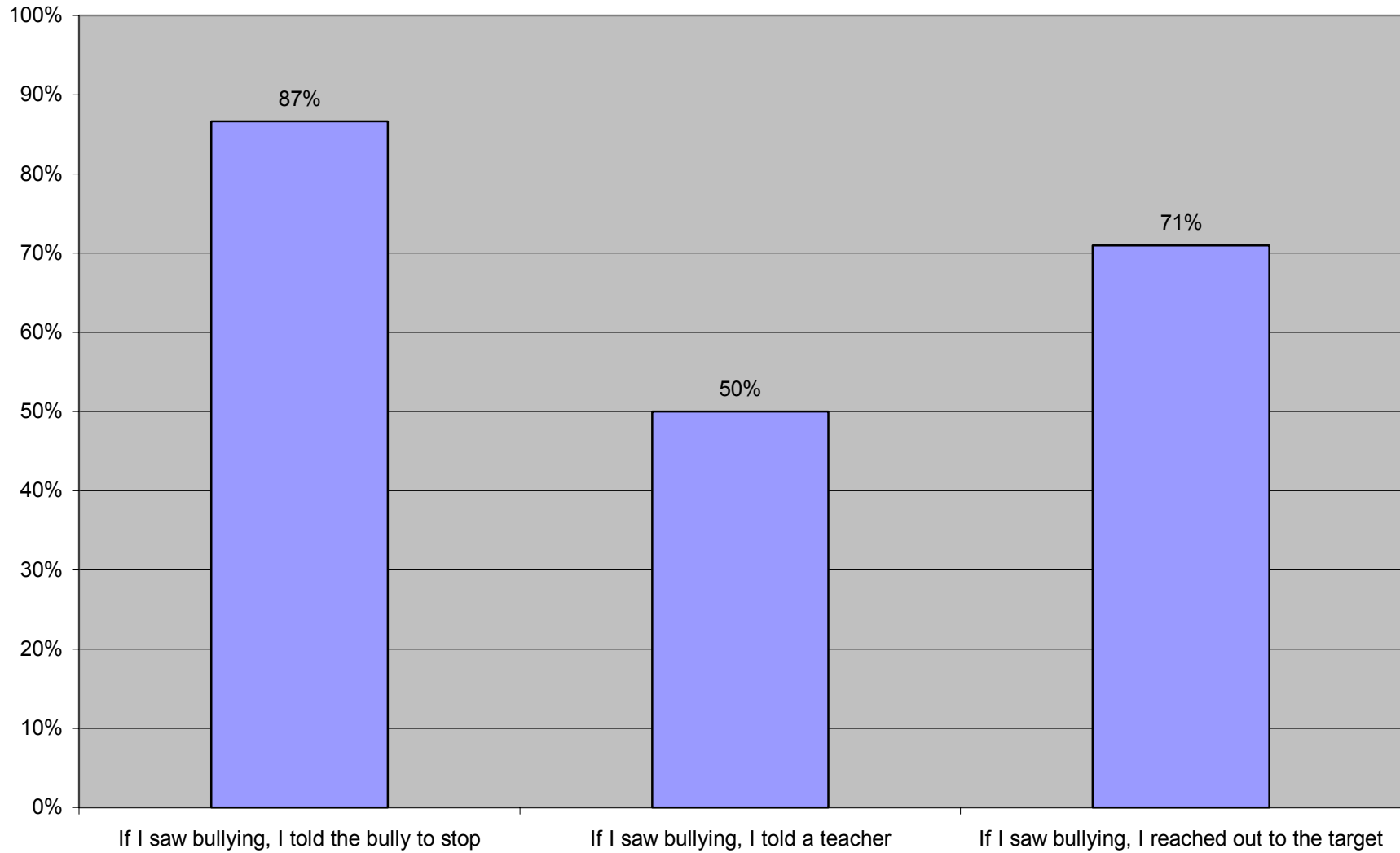


I saw someone being bullied grade 5 reports

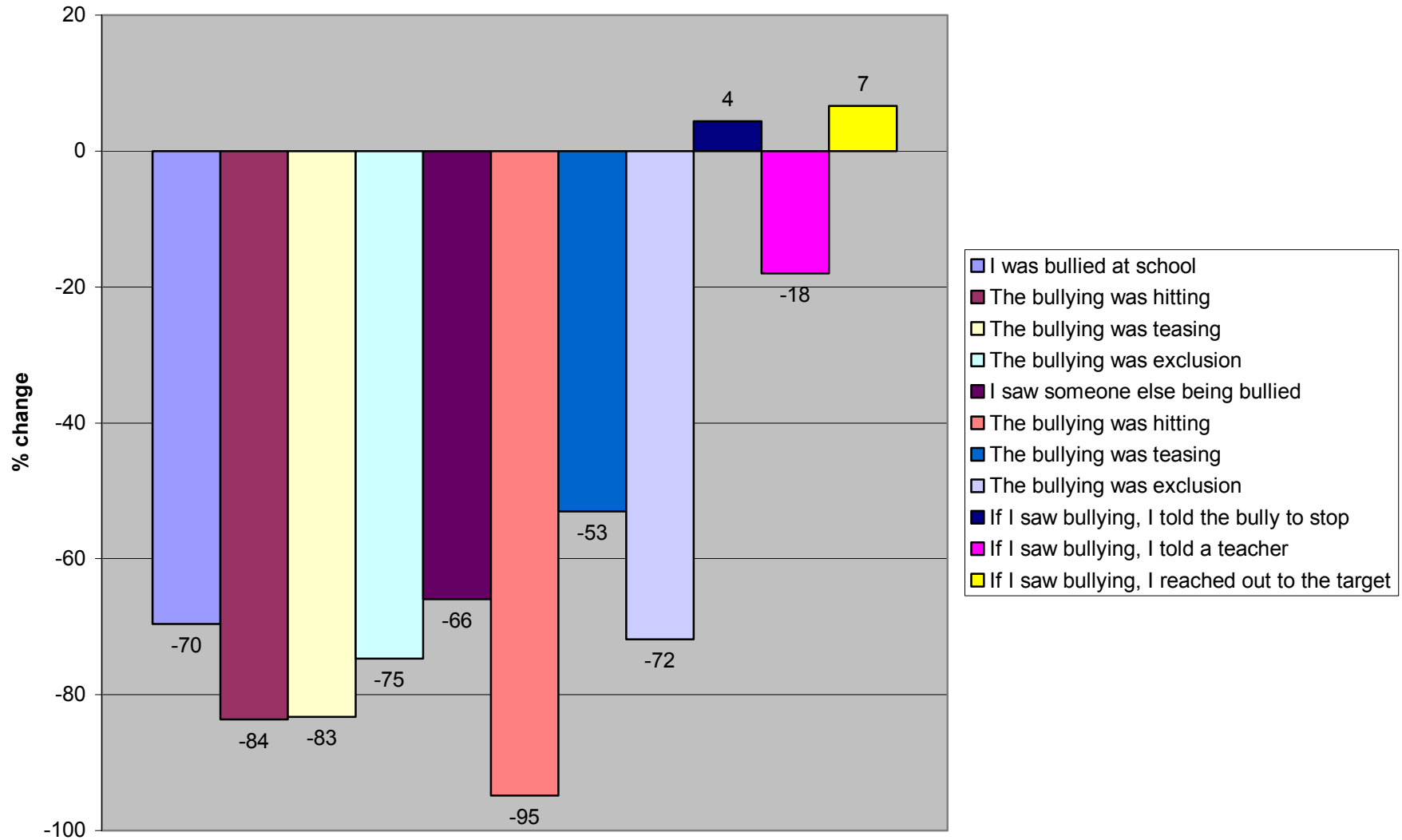


2002
 NOTE: "in the past month"
 rather than "in the past
 year"- questionable data

If I saw bullying gr 5 Bean School 2005



change in self reports of being bullied and seeing bullying grade 5 1999-2005



Bean School forms and procedures:

Discipline Outline Bean School

Our strength as a school is our ability to maintain positive relationships with our students and not to take their behavior personally. We maintain good behavior best when we greet students, tell them specifically what they do right, and have clear, specific expectations in our classrooms and in other situations. We maintain good relationships with parents by telling them what their children are doing right on a regular basis. In dealing with misbehavior, the most important strategy is a mental one. We remember that a student's misbehavior or refusal to do schoolwork is not about us. This focus helps us to discipline with a positive feeling tone and without anger.

Student misbehavior **falls into six categories. Each type of behavior requires a different response** from school staff.

1. **Low-level peer problems not on our list of rules** (low-level, mutual friendship conflicts not involving name-calling, systematic exclusion, rumors, threats, or hitting) We can best respond to these behaviors with a suggestion of a few ways to resolve the problem (play with someone else, tell the person you want to be their friend, meet with the counselor together).

2. **Quiet, non-disruptive refusal to do schoolwork:** Notify parents after two incidents. Set up a conference between teacher, parent, and counselor and/or special educators after three incidents to develop a plan and/or screen for learning difficulties.

3. **Inappropriate but not aggressive or unsafe actions:** (rough play, or swearing **not** directed at another child) These behaviors are best dealt with by staff-created consequences such as removal from the activity or a call to parents.

4. **Bullying:** (Name-calling, systematic exclusion, rumors, threats, or hitting) Use immediate consequences such as 'you hit, you sit' for Kindergarten and first grade students. Write up and submit a behavior report form if you see, hear, or have this behavior reported to you. You do not have to investigate students' reports to you, though you may ask for more information if you have time. Each staff person should have a clipboard and outside staff should take a clipboard out to recess. Aggressive students should only be sent directly to the office if they represent a continuing threat to others. Use your judgment in reporting rumors, exclusion, and 'fighting'. Please lean toward reporting if the behavior seems one-sided and likely to hurt. If there are three such incidents, schedule a conference with parents, principal, and counselor to plan a strategy.

5. **Class disruption:** (Disrespect to teacher or disrupting others' learning) Suggested interventions include a warning or asking the student to sit away from other students in the classroom. If the behavior continues, send the student leaves to your partner classroom for 15 minutes and have her stay in at the next snack recess detention as a consequence. Inform the counselor that the student received this consequence. Inform parents of events. If there are three such incidents, schedule a conference with the principal to plan a strategy.

6. **Severe behavior:** (Putting self or others' safety at risk; continued disruption of teaching; refusal to leave the room; continued or severe aggression; threat of severe aggression) Call or take the student to the office immediately.

Responsibilities of all staff schoolwide:

- Acknowledge effort, courtesy, consideration for others, and other positive behavior. Let kids know what they are doing right.
- Maintain a positive tone in interactions with students and parents.
- Greet and talk with students in the halls
- be a silent mentor to one student (optional but recommended)
- if students report friendship troubles that are not against our rules, help them think about how to solve those problems or refer them to guidance for support.
- Keep your clipboard handy; report aggression to peers (hitting, name-calling, systematic exclusion, and threatening) to the office on the behavior report form soon.
- If you are on duty, have clear expectations of student behaviors such as listening to adults, playing safely, and eating neatly and use your own consequences such as having a student sit away from the activity when those expectations are not met. Talk with the principal about students who break these rules habitually.

Classroom teacher responsibilities:

- Have clear classroom behavior expectations
- Use consequences for classroom disruption and disrespect to you. Communicate with parents about this behavior. If any student has three incidents of any of these behaviors in a year, initiate a meeting with the principal or guidance counselor to set up a plan.
- Recommended but optional: Send specific positive notes home to parents about students' behavior
- If a student in your class has three confirmed incidents of aggression to peers (you will get a notice from the office), set up a meeting to develop a plan involving parents, principal, and counselor.

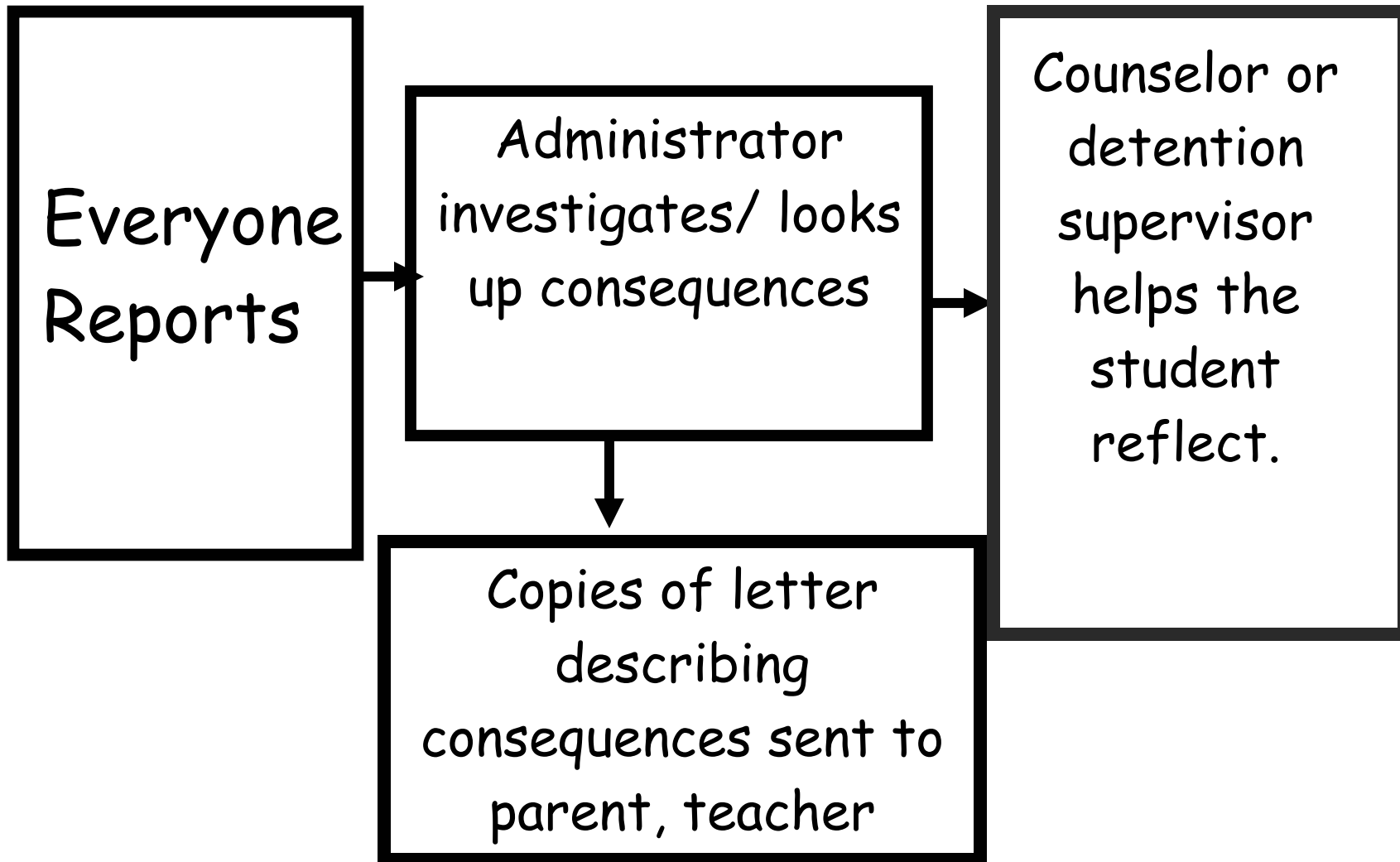
Principal responsibilities:

- Investigate all reports of aggression to peers.
- Determine consequences from the rubric.
- Assist students in calling home.
- Assist teachers in developing interventions for students habitually defiant or disruptive.
- With teachers, parents, and the counselors, develop and find ways to implement individual plans for students who are repeatedly aggressive to peers.
- Assist teachers in setting up and trouble-shooting classroom behavior systems
- With the counselors, clearly communicate behavior expectations and the discipline process to parents and students at the beginning of the year

Counselor responsibilities:

- Work to resolve peer conflicts.
- Assist teachers in setting up and trouble-shooting classroom behavior systems.
- Talk with students about their behavior.
- Work with at-risk students, both individually and in groups. Develop specific approaches for repeated aggression.
- Work with parents needing support.
- Develop and teach classroom guidance lessons focusing on inclusion, friendship, problem solving, goal setting, and sticking up for others.
- Develop a range of extracurricular activities to build students' bond to the school.

Flow chart: discipline for peer to peer aggressive behavior
at the Bean School



Aggressive Behavior Rubric Bean School

Behavior	First time	Second time	Third time	
Teasing (name-calling, insulting, or other behavior that would hurt others' feelings or make them feel bad about themselves) Systematic exclusion (including telling others to exclude someone and starting rumors)	Warning Student calls parent	One inside recess Student calls parent	Three inside recesses Student calls parent	After the third time a student shows this behavior in a year, school staff and parents meet to develop an individual plan
Hitting (pushing, slapping, grabbing)	One inside recess Student calls parent	Three inside recesses Student calls parent	Five inside recesses Student calls parent	
Severe hitting (punching, kicking, and similar behavior that may injure others) Harassment (racial, ethnic, or sexual name calling or other severe harassment)	Three inside recesses Student calls parent School District consequences for some forms of harassment	Five inside recesses Student calls parent School District consequences for some forms of harassment	Classes only for three days Student calls parent School District consequences for some forms of harassment	

NOTE: Students in grades 1 and 2 may receive one additional warning. Kindergarten teachers and supervisors will use more immediate brief consequences with Kindergarten students.

Consequence for intentional destruction or taking of others' property: double restitution or replacement.

Consequences may be more severe depending on severity of actual behavior.

Classes-only: an alternative to suspension

Many schools use suspension or in-school suspension when students choose to hurt others. To help our students learn, the Bean School often use classes-only instead. Classes-only status means that the student attends all classes and stays in the office or another designated location during all recesses (before school, snack, after-lunch, and after school). The student will also eat lunch in the office or in another designated location. Students on classes-only status may read or do schoolwork quietly while in the office or other designated location.

Classes-only status may be earned through the Bean School behavior rubric or may be part of a student's individual plan. Classes-only may be earned for a fixed number of days or until there is change in aggressive behavior.

Indefinite classes only status is defined in this way:

- The student will begin with classes-only status for one week.
- At the end of that week, the student will earn back **one** of the recess blocks or lunch for the next week **if** he or she has not hit or otherwise hurt peers during that week. For week 2, the student will be in the office or in a designated location for all but one of the recess and lunch blocks. The administrator will decide which recess or lunch block is earned.
- At the end of **each week** after that, the student may earn back one more recess block if he or she does not hurt others. If the student hits others during a week, he or she will stay at the same level. Persistent or serious aggression during any week will lead to the student returning to full classes-only status and starting again from the beginning.

Playground rules and discipline procedure- Bean School

Playground supervisors at our school praise, circulate, and make every effort to catch problems before they escalate. We want students to tell us when others are mean to them or when they are concerned about others. We may not always respond to reports of little things, but we avoid using the word 'tattling' because that discourages kids from telling us about more serious things. We set limits and talk about consequences calmly and with positive feeling tone.

What are the basic playground rules?

- We don't allow hitting or name calling, whether the students are friends or not.
- No one should shut other students out of a game or activity.
- Students should follow adults' directions without arguing.
- Students should play safely
- If students bring toys from home, we expect them to share those toys, within reason.

If students do these things they stand against the wall or sit at a picnic table for all or part of a recess:

- Low-level hitting (pushing, bumping)- even if careless
- Low-level name-calling (not about intelligence, family, gender, or other serious issues)
- Not following directions
- Unsafe play

If students do these things they stand against the wall or sit at a picnic table AND we fill out an aggressive behavior report form for the principal:

- Repeated low-level hitting or name calling.
- Repeatedly not following directions
- Serious hitting (punching, kicking, knocking down, etc)
- Name calling focused on intelligence, family, gender, race, or other serious issues)
- Overt defiance/disrespect to adults.
- Sexually-oriented behaviors- kissing, pulling down clothes, etc.
- Stealing others' possessions.

Note: if students tell us someone did something on this list (and we didn't see or hear it), we ask the person what they did and encourage honesty by telling them their parents will hear that they told the truth. If they say they didn't do it, we write a report including the names of witnesses. If they say yes, we write a report and commend them on the form for their honesty.

We send students to the principal immediately when there is:

- Continuing aggressive behavior after we ask them to stop.
- Continuing defiant behavior.
- Risk of harm to others or self.

We usually expect students to deal with or solve these problems themselves.

- When someone says "I don't want to play with you today."
- When other people won't play the game they want to play.
- When someone won't share their toy with them.

We usually suggest that they solve these problems by playing with someone or something else.

{This internal report form is used by all staff to report peer-to-peer aggression to the principal. Students are sent directly to the office only in severe situations in which there is a continuing risk of harm.}

Behavior report form

Use to report:

1. Hitting/kicking/other physical aggression
2. Teasing and other forms of verbal harassment
3. Exclusion

Student: _____ Grade: _____ Teacher: _____

Staff member completing form

location

date&time

___ Witnessed by me

___ Reported by students: Who?

If you did not witness the behavior, which other students were nearby?

Description of events: (Please be specific)

Other details:

This is the letter we send home when a student has been aggressive. The behavior rubric is printed on the back of this form. The form uses NCR paper, so that four copies are made automatically - one for the teacher, two for parent(s)- one to be returned- , and one to be filed.

A note from the James H. Bean School

Dear _____,

As children develop through the elementary years, they are learning how to treat others and how to meet their needs in positive ways. I am writing to let you know that your child _____ had a learning experience in school today. I knew you'd want to know.

THE DETAILS:

What was reported?

What your child said

Investigation (if necessary):

To help all our students treat each other safely and respectfully, we have a set of consequences for actions that could hurt someone else (see other side of this letter). Your child's consequence is _____.

If _____ does this again, the next consequence will be _____.

Please sign and return this letter so I know you have seen it. Let me know if you have any questions.

DATE: _____

Thank you.

student

parent

{This is the format for the reflection process, which is done after students know what their consequences are. We have found that focusing on these questions as part of the investigation process is also helpful, but that the largest benefit comes from using them after the process of investigation and assigning consequences is completed. At that point there is less incentive for guessing the right answer and more likelihood that students will actually reflect on their behavior. Students who are in recess detention complete this form. The supervisor of that consequence works with them, helping them to edit their answers over and over and asking them to redo what they have written until they have taken responsibility. We work with students during this time to help them acknowledge their actions, discover and feel the effect of those actions on others, and find new ways to reach the goals they were working toward through the aggressive actions. }

Think-about-it form

Date:

Name:

What did you do?

Please be specific. Start with "I." Tell me later about what the other student did.

Why was that the wrong thing to do?

Who did you hurt? How do you know you hurt them?

What problem were you trying to solve?

Did you want attention? Did you want to be left alone? Were you trying to have fun? Were you already mad about something else?

Next time you have that problem, how will you solve it without hurting anyone?

Please list three ways to solve the problem.

{This is the log form on which we keep track of young people assigned to inside recess. Note the language at the bottom. When we tell students: "This time inside doesn't count if you make noise," we are communicating something quite different than if we say: "If you make noise one more time I am keeping you in for another recess." The first statement puts responsibility on the shoulders of the student. The second makes the loss of another recess the result of an adult's choice.}

INSIDE RECESS LOG

Week of _____

Name	Grade	What did s/he do?	TAI form done	Dates (circle when done) Add any makeup days

Please let students know that inside recess time only counts if they arrive on time, sit quietly, avoid interacting with each other, and complete the think about it form accurately. If they fool around, play, talk with each other, or refuse to complete the form correctly they are choosing to stay in for more days. Add those days to the log with a note. If students do not show up for inside recess, please let their teachers know. A student who is in school who misses one day of recess inside earns one additional day the first time and two additional days of recess after that. Students not in school that day will do their inside recess time the next day they are in school.

For more information:

- See *Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying*, by Stan Davis- Research Press, 2005
- Visit <http://www.stopbullyingnow.com>
- Or email Stan Davis stan@stopbullyingnow.com