**Description of the Course:** PRE 798 Bullying: Prevention and Intervention is a special graduate level course offering that is being offered this Spring 2012. It is the only course on bullying at KU, in Kansas and in the Midwest. The course is being offered in response to the recent Kansas State Legislation that requires all schools in the state of Kansas to have a bullying policy and a prevention and intervention plan in place with their respective school districts and since incidents of bullying are of interest to individuals in many other settings besides schools, including the workplace, universities, residential institutions, sports, and among individuals of all ages and positions in life.

Bullying is a pervasive problem. It happens in schools, homes, in workplaces. Bullying is all about power and intimidation over another individual. In this course you will discover that there are many forms of bullying. You will find that the path to becoming a bully is not always a clear one. There are many routes to becoming a bully. You also will find that while individuals may be bullied for many different reasons there are some features that they have in common as victims. Finally the third ingredient in the bullying social network is the bystander. Bystanders are the individuals who witness what just happened between the bully and the intended victim. The bystander has the chance to prevent or intervene in the bullying event. Sometimes they choose to intervene and sometimes individuals or groups of bystanders choose to do nothing or even participate in the bullying of another individual. By the end of this course you will understand why this is so.

What makes a person grow into a bully? What are some predisposing factors from development? personality, social environment, biology, mental health, parenting, societal mores, and the general climate of a nation that contribute to bullying? Can we predict who will become a bully?

Wouldn’t it be great if we knew about how bullies operate? How they think? What their rewards for bullying behavior might be? Olweus has devoted his life to discovering just such factors in decades of study on bullying. We will take a look at the available research on bullies, victims and bystanders.

There is much emphasis on boys as bullies. Is male bullying the same as bullying among girls? What are the motivations of boys versus girls to bully? How do they go about it?
What are the outcomes? We will discover firsthand what it is like to be a female bully and a female victim of a bully. I think that you will enjoy the comparison between boys and girls. Since this is a class populated mostly by females I think that you will find it personally interesting as well.

What can schools do to prevent bullying in their schools? What can parents do to be supportive of the efforts of schools in bullying prevention? There is a role for both in a school-wide bullying prevention program.

How should schools and other institutions intervene in cases of bullying? Does one size fit all? Should all bullies be expelled or suspended? Should there be a role for counseling, social skills development, peer mediation? What does the research say works for intervening with bullies? Can individual teachers/ counselors and other professionals be effective in intervening with bullies or does it take an institution-wide effort to change social climate?

How can an individual professional be more successful in preventing and intervening in cases of classroom bullying. We will learn bullying destroys the classroom community and what professionals can do to deal with it on their own, with the support of their institutions and with the support of external resources.

In the end, my goal is to awaken your awareness of what bullying is in all its forms. I hope to introduce you to the research that has been done in this area. I hope to give you some ideas about how to identify a bully, a victim, and bystanders. I hope to help you to understand how a bullying policy is developed. For those of you who might be more interested in workplace bullying I hope to help you accomplish similar goals in the workplace.

In addition to issues of prevention and intervention with bullying I hope to help you understand the issues associated with various forms of bullying including: cyber-bullying, workplace bullying, LBGTQ bullying, criminal bullying, male v. female bullying, hazing, parental – child bullying, teacher bullying, bullying in the academy, and other forms of bullying which you may be interested.

I want you to be familiar with the Kansas State legislation on Bullying in Schools and I want you to be familiar with university policies on safety and bullying. Our goal is to make you aware of your responsibilities in cases of bullying, how to recognize, how to prevent it and how to intervene when it happens. In addition, I want you to see that by chancing the social climate of an institution you can have a tremendous impact on bullying.

Qualifications of the Instructor:

My name is Robert Harrington, Ph.D. I hold a Ph.D. from the University of Iowa. I have been on faculty at the University of Kansas since 1980. I am a full professor in the Department of Psychology and Research in Education. Prior to coming to KU in 1980 I
have been a classroom teacher in the Boston area and have work as a psychologist in the schools in Iowa. I regularly teach classes in classroom management in the PRE Dept including PRE 703 Constructive Classroom Discipline, PRE 712 Communication and Classroom Management, PRE 455 Classroom Management in Elementary Schools and PRE 456 Classroom Management in Middle and Secondary Schools. I have taught PRE 798 Bullying Prevention and Intervention for the past three years at KU and work with schools to help them develop bully prevention and intervention programs.

**Purposes of PRE 798**

1. To teach you how to become aware of the bullying problem in your institution and in other social contexts.

2. To help you understand the factors that contribute to bullying and victimization.

3. To teach you how to prevent the escalation of bullying in the environments in which you work.

4. To help you recognize when bullying is getting out of control and an intervention plan is needed.

5. To help you develop a role for parents in prevention and intervention of bullying.

6. To help students recognize differential features of male as compared to female bullying.

7) To help you understand the components of a bullying program and plan.

8) To help you understand the various forms of bullying, their impact on the victim and how this bullying behavior can best be managed.

9) To help you understand how a negative social climate contributes to the potential bullying.

10) To help you understand the research on bullying.

11) To help you become more aware of how you can be helpful in dealing with bullying in what context you plan to work professionally.

**Conceptual Framework of the School of Education**

**NCATE STANDARDS MET IN PART IN PRE 798 Bullying Prevention and Intervention**

The following NCATE Standards are met in part in PRE 703:
Standard 1: Candidate Knowledge, Skill and Dispositions
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students’ learn. Assessments indicate that candidates meet professional, state and institutional standards.

Standard 2: Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Standard 4: Diversity
The unit designs, implements and evaluates curriculum and experiences for candidates to acquire and apply knowledge, skills and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Standard 5: Faculty Qualifications, Performance and Development
Faculty are qualified and model best professional practices in scholarship, service and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.

KSDE STANDARDS MET IN PART
PRE 703  CONSTRUCTIVE CLASSROOM DISCIPLINE

The following KSDE Standards are met in part in PRE 703:

Standard #1 The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.
Knowledge
1. The educator understands major concepts, assumptions, debates, and processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.
2. The educator understands that students’ conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

Performance
1. The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.
2. The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
3. The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
4. The educator develops or adapts and uses curricula that encourage all students to see, question, and interpret ideas from diverse perspectives.

Standard #2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Knowledge
1. The educator understands how learning occurs--how students construct knowledge, acquire skills, and develop critical thinking--and knows how to use instructional strategies that promote learning for all students.
2. The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
3. The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Performance
1. The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.
2. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Knowledge
1. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.
2. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.
3. The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
4. The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
5. The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
6. The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

Performance
1. The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.
2. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.
3. The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
4. The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
5. The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
6. The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The educator creates a learning community in which individual differences are respected.
8. The educator is able to recognize learning problems and collaborate with appropriate special services personnel.

Standard #4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

Knowledge
1. The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.
2. The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussions, and independent study).
3. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
4. The educator understands the principles and techniques used in effective reading instruction.

Performance
1. The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.

2. The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.

3. The educator constantly monitors and adjusts strategies in response to learner feedback.

4. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.

5. The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

6. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.

**Standard #5 The educator 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.**

**Knowledge**
1. The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

2. The educator understands how social groups function and influence people and how people influence groups.

3. The educator knows how to help students work productively and cooperatively in complex social settings.

4. The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

5. The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.

6. The educator understands crisis intervention strategies.

**Performance**
1. The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

2. The educator engages all students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading all students to ask questions and pursue problems that are meaningful to them.

3. The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.

4. The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

5. The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

6. The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
7. The educator organizes, prepares students for, and monitors independent and group work in such a way that allows for full and varied participation of all individuals.
8. The educator can participate in the implementation of crisis intervention strategies.

**Standard #6 The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

**Knowledge**
1. The educator understands communication theory, language development, and the role of language in learning.
2. The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.
3. The educator recognizes the importance of non-verbal as well as verbal communication.
4. The educator knows about and can use effective verbal and non-verbal communication techniques.

**Performance**
1. The educator models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).
2. The educator develops learner expressions in speaking, writing, and other media.
3. The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.)
4. The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality and gender (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)

**Standard #8 The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.**

**Knowledge**
1. The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
2. The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
3. The educator knows the importance of aligning standards, goals, instruction, outcomes and assessments.

**Performance**
1. The educator appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of all learners, evaluate all students' progress and performances, and modify teaching and learning strategies.
2. The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
3. The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
4. The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.
5. The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly.
6. The educator maintains useful records of student work and performance and communicates student progress knowledgeable and responsibly to students, parents, and other colleagues.
7. The educator knows how to align standards, goals, instruction, outcomes, and assessments.

Standard #9 The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Knowledge
1. The educator uses a variety of self-assessment and problem-solving strategies for reflecting on his or her practice and the way that practice influences students’ growth and learning and affects the complex interactions between student and educator.
2. The educator is aware of major areas of research on teaching and of resources available for professional learning.
3. The educator understands the school improvement process (QPA) in Kansas schools.

Performance
1. The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
2. The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.
3. The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.

Standard #10 The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Knowledge
1. The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.
2. The educator understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.

Performance
1. The educator participates in collegial activities designed to make the entire school a productive learning environment.
2. The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.
3. The educator identifies and uses community resources to foster learning for all students.
4. The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.
5. The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Standard #13 The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Knowledge
1. The educator understands how and why the American system of education developed.
2. The educator has critical awareness of the norms and values inherent in the American system of education.
3. The educator understands how social forces have shaped and continue to shape American education.
4. The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.
5. The educator understands how educational policy is formulated and how it affects classroom practices.
6. The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

Performance
1. The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.
2. The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.
3. The educator supports policies and practices that promote student welfare and development.
4. The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.

Instructional Strategies: The instructional strategies that will be utilized in this course will include direct instruction, classroom discussion and debate, guests, videos, role play, student-led discussions, and journals and responses to discussion questions as well as final examination.

Required Texts:


I have selected this reading since it is a classic in the field of bullying and Olweus represents one of the primary researchers in the field. He has also developed a bullying prevention and intervention program that is widely used.
and intervention: Realistic strategies for schools. New York, N.Y.: The 
Guilford Press. 
ISBN: 9781606230213

I have selected this book since it deals with bullying prevention and intervention with 
specific references to research-based interventions.

Van der Zande, Irene. (2011 ) Bullying: What adults need to know and do to keep kids safe. 
ISBN: 9780979619168

I have selected this book since it includes much original and creative resource 
materials that can be used to deal with the problem of bullying

ISBN: 9781412992688

I have asked you to read this book since the latest trend in the world of bullying is to 
attempt to transform the school climate for learning and thus reduce the incidence 
of bullying. It is an innovative approach which has much appeal.

Current Journal Readings: You will be provided with links on Bb to current 
primary sourced journal readings that will enhance the secondary resources listed 
above. These journal readings will flesh out the latest readings from the specific 
disciplines in which you study and hope to work.

Class Policies (I provide these policies only because I know that it is important to let 
students know what is expected, not because I expect policy violations)

1. Show up to class on time. 
2. Stay for the entire class. 
3. Turn off all beeping devices including cell phones 
4. Turn in class assignments on time. 
5. Type all work products. 
6. Provide the instructor with a copy of all work products using one of the approved 
techniques 
7. Attend all classes 
8. Participate in class discussions 
9. Be polite 
10. Cooperate in groups. 
11. Please come to class having completed the reading for that class period
12. Please wait until one person has completed their thought before providing your thoughts on a topic
13. Please bring your text to each and every class. There is material in the book that we will be referring to in class regularly and some of the material in the book will be used for individual and group activities in class.
14. Please bring in your “nameplate” to each class so that we can get to know each other’s names.
15. Please sign in at the beginning of the class and sign in as to whether you have been able to complete the readings for that class.
16. Please place a cover page with your name on it on all homework assignments.
17. Please sit in a different seat for each class period (i.e., not next to your neighbor every class)

Instructional Policies: The instructional methods used in this class will include instructor presentations, group and individual discussions/presentations, group activities, fun stuff in class, video, readings, home assignments for practice of skills, guest speakers, threaded discussions, online journals.

Evaluation of Student Performance:

Attendance: 5%. Students are expected to attend all classes.

Individual and Group Participation in Class: 15%. Students are expected to participate in class discussion, ask appropriate questions about the material and contribute in a meaningful way to class discussions.

Home Assignments: 15%. Students will be provided with home assignments that correspond to the readings for the next week. The assignment is due the next week at class time. Sometimes it will be collected and sometimes we will discuss what you all have done.

Individual Presentation: 20%. Students will be responsible for an individual presentation in this class on a topic related to bullying. I will give you options for topics or you may suggest a topic yourself.

On-Line Journal and Threaded Discussions 15%: Students will be asked to respond to an on-line journal in response to a question posed to them over the readings. Eventually, students (once they are comfortable) will be required to participate in a threaded discussion.

Collaborative Project 30%: Students will work collaboratively on a project related to bullying. Students will be grouped according to interests and will be expected to create a product that will be shared with the class. Criteria will be provided for the production of the Collaborative Project.
For next time: *Read Part 1 from Pp 1-58 in Dan Olweus, Bullying at School.
*Come prepared with a topic for individual presentation
*Be forming your cohort group and ideas for the collaborative project
*Check out the video I have provided on Bb and be prepared to discuss the following questions in class? 1) Is this a case of bullying? 2) Who are the victim(s), bullies, bystanders? 3) How could this incident have been prevented? 4) Was the apparent response of school personnel helpful? 5) What could parents do to help? 6) What is the probability that this bullying will continue? 7) How would you prevent/intervene?
* Kent Reed from the KSDE will join us to share the latest guidelines and legislation in the state of Kansas with regard to bullying. Kent is very experienced and is a trained counselor.

Syllabus: A full syllabus along with schedule will follow once I have information about student interests and individual presentations and scheduled speakers. Thank you.