

Title – Gr.7-8 Bullying Reduction

Role – School Counselor

Grade Level – 7-8

Students – All seventh and eighth grade students (230)

Interval of Service Delivery – This objective applies to the 2013-2014 school year. However, each Health class will participate in the program (45 min/week for four weeks) between October and April.

Main Criteria	Element	Description
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Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of service delivery?

Priority of Content	Objective Statement	Students will increase their: <ul style="list-style-type: none">• Awareness of forms of bullying (physical, verbal, cyber bullying, sexual harassment)• Knowledge and use of strategies for preventing and addressing bullying• Feelings of self-efficacy for decreasing bullying behavior among their peers
	Rationale	While bullying is not a new issue, awareness of its effects on academic performance, students’ social-emotional (and sometimes physical) health, and school climate have been well documented in recent years. Therefore, the counseling department has decided to become more proactive in addressing this issue and has made bullying education a major focus of our program efforts this year. This objective statement aligns with our three goals of increasing awareness, increasing knowledge of anti-bullying strategies, and increasing student self-efficacy for confronting and decreasing bullying in our school.

Essential Question: Where are my students now with respect to the objective?

	Baseline Data / Information	To begin assessing the current state of bullying in our school, I reviewed SurveyWorks data to get a sense for students’ impressions of culture and safety in our school. In addition, I reviewed discipline data from the past three years and determined that there are approximately 30 instances of office referrals related to bullying each year. However, I believe that much more bullying occurs than is formally reported/documented. Therefore, I also administered a “State of the School” bullying survey to students educators (including teachers, administrators, custodians, cafeteria staff, paraprofessionals, counselors). This survey gave me an indicator of the prevalence of bullying, information about what type of bullying is most common and where/how it occurs, and various stakeholders’ impressions of the culture of the school around bullying. I was not surprised to find that both male and female students reported more bullying (particularly cyber bullying) than adults. Responses were associated with numbers of points, so that each completed survey yielded a score (higher score = healthier school culture). Based on this, I was able to calculate an average “State of the School” score of 45 out of a possible 100 points.
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Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?

Rigor of Target	Target(s)	<p>I will not measure the success of this program by looking at the number of office referrals for bullying because increasing awareness and dialogue about bullying may cause more incidents to be reported than in past years.</p> <p>Therefore, I will measure the success of the program using two metrics:</p> <ol style="list-style-type: none"> 1. All students in grades 7-8 will pass the Anti-Bullying assessment with a score of 75% or better. Students who do not pass on the first administration will be required to attend an afterschool session and complete an additional assignment to demonstrate their understanding of key concepts covered by the program. 2. End-of-year surveys of students, teachers, administrators, and support professionals will show an improvement of at least 20 points on our State of the School scale.
	Rationale for Target(s)	<p>All 7th and 8th grade students will participate in the program. I am confident that anyone who participates in the program will be able to demonstrate basic mastery of the content, represented by a score of 80%. In addition, I believe that the quality of the program, the wide participation in the program, and the increased attention to the issue of bullying will have a significant impact on attitudes toward bullying and, ultimately, the culture of the school. I expect to see a more dramatic increase in students' knowledge and awareness (approximately 10 pts.) and a more modest increase in use of strategies (approximately 5 pts.) and feelings of self-efficacy (approximately 5 pts.). Therefore, I think an average increase of 20 points is rigorous but attainable.</p>
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> • Bullying Program assessment • "State of the School" Spring Survey <p>Students will take the final exam during out last class period. It will be scored by the two counselors using a scoring guide we developed with the exam. The "State of the School" survey is administered online and the data is aggregated by the website.</p>
	Strategies	<p>Each 7th and 8th grade Health class will participate in the bullying program over the course of the year (45 min./week for four weeks between October and April). The program will prompt dialogue about types and forms of bullying, introduce anti-bullying strategies, and encourage students to see themselves as agents of change. In addition to the program, we plan to bring in a guest speaker for a student assembly, host an Anti-Bullying Lock-In, and provide counseling services to students involved in bullying.</p>