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# Beyond the School Doors

## Community Engagement in Bullying Prevention

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## **Background *Center for Safe Schools***

The mission of the Center for Safe Schools is to provide schools with resources, training and technical assistance to create and maintain safe, productive learning environments.








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## **Background *PA Parent Information and Resource Center***

Pennsylvania Parent Information and Resource Center (PA PIRC) supports schools in welcoming parents/family members and community representatives as active and effective partners in student achievement to:

- Take a leading role in children' s learning at home
- Support children' s learning at school
- Make decisions about children' s educational options







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## Background *Highmark Foundation*

Believes bullying is a major public health issue. It is a malicious, pervasive behavior that has emotional and physical effects on its victims.

- Implemented the world-renowned Olweus Bullying Prevention Program
- Reached approximately 210,000 children in Pennsylvania
- Impacted approximately 17,000 teachers and 345,000 parents through bullying prevention programs
- Convened Two Advisory Groups on Parent-Community Engagement


## Pennsylvania Bullying Prevention Toolkit

*Resources for Parents, Educators  
and Professionals Serving Children,  
Youth and Families*





[http://www.safeschools.info/bp\\_toolkit.pdf](http://www.safeschools.info/bp_toolkit.pdf)




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## Questions to be Answered


- How can we extend ownership of the “bullying problem” to others beyond the school doors?
- How can we support parents and community organizations that seek to address bullying issues?
- Are there existing tools that may be useful to these efforts?

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## Why should communities be concerned about bullying and its prevention?






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## Bullying Matters

- Children who are bullied are over twice as likely to experience depression and anxiety than students that are not bullied  
(Fekkes, Pijpers, Fredriks, Vogels, & Verloove-Vanhorick, 2005; Ybarra, 2004)
- Students who are bullied feel less connected to school and less safe at school  
(Waasdorp, T. E., Pas, E. T., O' Brennan, L. M., & Bradshaw, C. P., 2011)






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## Bullying Matters *Cont.*


- Peer victimization affects nearly one third of youth on a moderate or frequent basis  
(National Crime Survey, 2007; Nansel et al., 2004)
- School-age bullying is a strong predictor of delinquency, anti-social personality, depression and anxiety in adulthood  
(Bender & Friedrich, 2011; Sourander, Jensen, Rønning, Niemelä, Helenius, & Sillanmäki, 2007)





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## What All Parents and Community Groups Need to Know

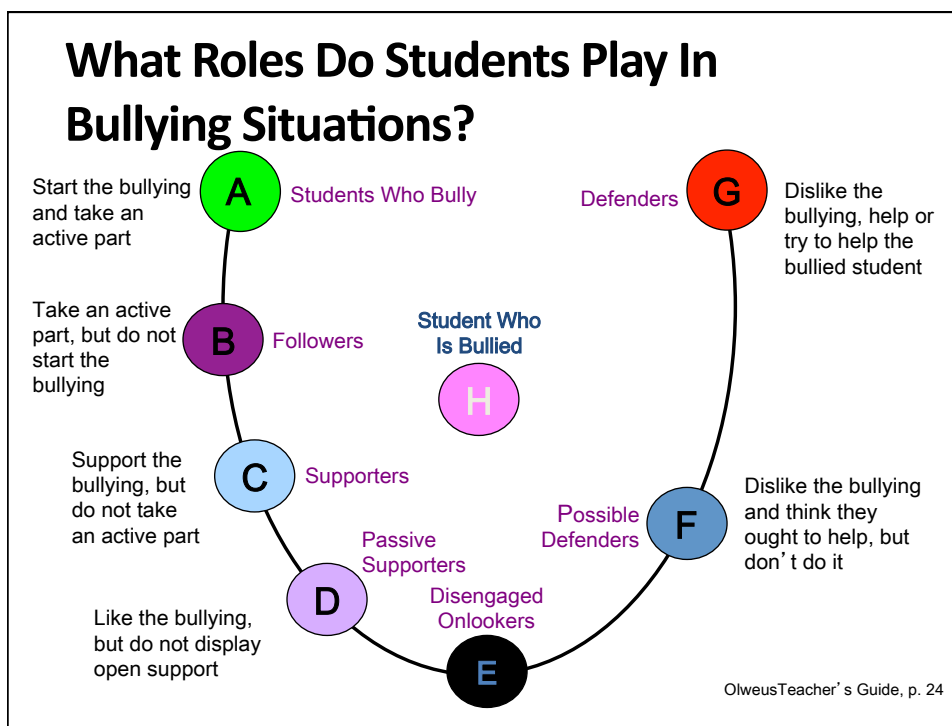
- Bullying is a social-ecological phenomena that responds best to coordinated systemic interventions  
(Espalage and Swearer, 2009; Olweus, 1994)
- Bullying is more likely to occur in places with limited supervision or when adults fail to recognize it  
(Olweus & Limber, 2008)

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## What adults need to know *Cont.*

- Some students are more likely to be targeted by bullying than others (LGBTQ, students with disabilities and physical differences, overweight students)  
(Swearer, Wang, Maag, Siebecker & Frerichs, 2012; Olweus et.al, 2007)
- Adults beliefs about bullying are predictive of how they respond to it  
(Kochenderfer-Ladd, Pelletier, 2008)
- Peer and adult support mitigates bullying' s negative effects  
(Nixon & Davis, Flaspohler, Elfstrom, Vanderzee, Sink & Birchmeier, 2009)




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## Family, School and Community Engagement

- Family engagement:
  - Shared
  - Continuous
  - Multiple settings
- Systemic, integrated and sustained
- Intentional efforts, not random acts

The National Policy Forum For Family, School, & Community Engagement, 2010




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## Why Parent/School/Community Engagement?

- Bullying occurs across community contexts
- The effects of bullying are often recognized by parents and other caregivers
- The most effective interventions involve addressing peer/bystander dynamics
  - In schools
  - Sport teams
  - Youth groups
  - Afterschool programs



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## Parent-Community-School Partnerships for Bullying Prevention

- Benefits
  - Consistent message
  - Cooperation
  - Support with implementation and refinement
- Basics
  - Positive relationships
  - Parents care
  - Solution orientation

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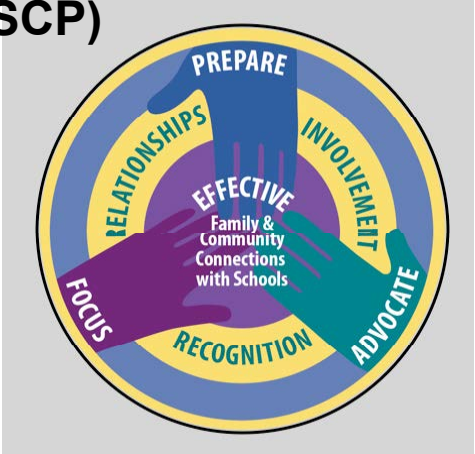
## Community Connections



- Health and human services system
- Community service and advocacy organizations
- Faith-based programs
- Early care and education providers
- Out of school time services and recreation
- Colleges and universities
- Business and industry
- Foundations

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## Family School Community Partnerships (FSCP)

Framework for Effective Family and Community Connections with Schools  
SEDL



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## Successful Collaborations

- Shared vision/purpose
- Clearly stated logic model and goals
- Advances the interests of its members (personal investment)
- Strengths-based approach (asset mapping)
- Trust and respect among members
- Clear roles and responsibilities for members
- Effective communication (team and community)
- Alignment of resources
- Evaluation process

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## FSC Partnerships – A process, Not an Event

```

graph TD
    SR[Shared responsibilities] --> A[Action]
    A --> S[Success]
    S --> SR
  
```

- Partners
- Vision/Mission
- Logic Model

Shared responsibilities

- Strategies
- Setting goals
- Data Collection


Action

- Celebration
- Ensuring momentum

Success

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## Recommended Elements of Community Engagement Strategy

- Form a community bullying prevention advisory group
- Develop a vision for bullying prevention
- Assess your community's strengths and needs
- Develop logic models and action plans
- Implement the action plans
- Evaluate and celebrate successes






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## Form a Community Bullying Prevention Advisory Group

- Parents and youth
- Youth development organizations
- Public and private schools
- Youth sports leagues
- Out of school time providers
- Behavioral health partners
- Faith-based community
- Law enforcement





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## Develop a Community Vision for Bullying Prevention

- Establish ground rules/norms
- Help your community learn about the issue
  - [www.StopBullying.gov/prevention/in-the-community/community-action-planning/index.html](http://www.StopBullying.gov/prevention/in-the-community/community-action-planning/index.html)
- Deliberate to find common ground
  - [http://mathewscenter.org/wp-content/uploads/2010/12/Bully-Brochure\\_press\\_PMS.pdf](http://mathewscenter.org/wp-content/uploads/2010/12/Bully-Brochure_press_PMS.pdf)
- Establish a shared picture of success
  - [www.nh.gov/oep/ResourceLibrary/ReferenceLibrary/m/masterplan/preparingmasterplan/documents/visioningprocess.pdf](http://www.nh.gov/oep/ResourceLibrary/ReferenceLibrary/m/masterplan/preparingmasterplan/documents/visioningprocess.pdf)









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## Healthy Team Practices

- Keep eyes on the prize/purpose
- Shared leadership and decision making
- Maintain balanced membership
- Effective team or committee meetings
- Accountability
- Communicate and celebrate successes








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## Assess your Community's Strengths and Needs

- Community Asset Mapping
  - Existing youth serving agencies
  - Coalitions/committees/workgroups
  - Training resources
  - Youth leadership resources
  - Youth support resources
- Identify existing bullying prevention policies
- Identify existing bullying prevention/youth dating violence activities, programs, etc.
- Identify training resources in/near your community




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## Assess your Community's Strengths and Needs *Cont.*

- Access student-level data about bullying
  - PA Youth Survey
  - Discipline data
  - Students surveys
    - CDC Compendium of Bullying Assessments  
[www.CDC.gov/ViolencePrevention/pdf/BullyCompendium-a.pdf](http://www.CDC.gov/ViolencePrevention/pdf/BullyCompendium-a.pdf)
- Interviews
- Focus groups





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## Develop Logic Models and Action Plans

- Identify areas of need based upon assessment
- Research different options for addressing the need
- Develop a logic model to represent your theory of action
  - [www.ojdp.gov/grantees/pm/logic\\_models.html](http://www.ojdp.gov/grantees/pm/logic_models.html)









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## Develop Logic Models and Action Plans *cont.*

- Develop an implementation plan
  - Goals and outcomes
  - Stages and steps
  - What, where, when, with what resources
- Assign tasks









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## Implement the Action Plans

- Establish accountability systems
  - Monitoring
  - Data collection
- Allow for mid-source corrections
- Advisory group continues to meet through implementation









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## Evaluate and Celebrate



- Evaluation questions
  - How did we do in meeting our goals?
    - What does the data suggest?
    - What are participants/stakeholders telling us?
  - What went well (process)?
  - What could be improved?
  - How can we sustain improvements?
- Public recognition of the efforts and success of the advisory group






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# Q&A

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## More Information

**The Bullying Prevention Network**  
[www.SafeSchools.info/Bullying-Prevention](http://www.SafeSchools.info/Bullying-Prevention)

**PA PIRC**  
[www.Center-School.org/PA-PIRC](http://www.Center-School.org/PA-PIRC)

**Highmark Bullying Prevention Institute**  
[www.BullyingPreventionInstitute.org](http://www.BullyingPreventionInstitute.org)

