

Students

Exhibit - Resource Guide for Bullying Prevention

General Resources

Safe2Help Illinois:

www.safe2helpil.com/

Ill. State Board of Education *School Bullying Prevention Task Force Report:*

www.isbe.net/Documents_SBPTF/sbptf_report_030111.pdf

Ill. State Board of Education *Model Policy for Bullying Prevention:*

www.isbe.net/Documents/Model-Bullying-Prevention-Policy.pdf

Resources section of the website managed by the U.S. Department of Health & Human Services:

www.stopbullying.gov

Bullying in Schools - Cops – U.S. Department of Justice:

<https://cops.usdoj.gov/RIC/Publications/cops-w0018-pub.pdf>

Restorative Discipline Resources

Positive Behavior Intervention & Supports (PBIS):

www.pbis.org/

Social and Emotional Learning Standards:

www.isbe.net/Documents/SEL-Standards.pdf

Dignity in Schools:

<http://dignityinschools.org/take-action/model-school-code/>

Conditions for Development and Learning; Data Collection Resources

Centers for Disease Control and Prevention (CDC)'s *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools:*

www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf

Safe Supportive Learning's School Climate Survey Compendium:

<https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>

CDC's *Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools - Second Edition:*

https://www.cdc.gov/violenceprevention/pdf/yv_compendium.pdf

CDC's *Intimate Partner Violence and Sexual Violence Victimization Assessment Instruments for Use in Healthcare Settings, Version 1:*

<https://www.cdc.gov/violenceprevention/pdf/ipv/ipvandsvscreening.pdf>

World Health Organization's *Creating an environment for emotional and social well-being*: an important responsibility of a health promoting and child-friendly school.

<https://apps.who.int/iris/handle/10665/42819>

Rachel's Challenge:

<https://rachelschallenge.org>

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