

# **NCAB Conference Presentation**

## **“The Social and Emotional Well-Being of Students Who Bully: Different Strokes for Different Folks”**

**Presented by  
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## About Professor Michael E. Bernard

Michael E. Bernard, Ph.D. is an international consultant to universities, educational authorities, organisations, and government as well as a Professor at the University of Melbourne, Faculty of Education. He is the Founder of You Can Do It! Education, a program for promoting student social-emotional well-being and achievement that is being used in over 6,000 schools in Australia, New Zealand, England, and North America. After receiving his doctorate in educational psychology from the University of Wisconsin, Madison, he worked for 18 years in the College of Education, University of Melbourne, Australia. In 1983, he was appointed as Reader and Coordinator of the Master of Educational Psychology Program. From 1995-2005, he was a tenured professor in the Department of Educational Psychology, Administration and Counseling, College of Education, at California State University, Long Beach. Professor Bernard has worked as a consultant school psychologist helping families and schools address the educational and mental health needs of school-age children. He has spent extensive time counselling children with emotional, behavioural, or academic difficulties. Professor Bernard is a co-founder of the Australian Institute for Rational Emotive Behaviour Therapy and is the author of many books on REBT. For eight years, he was the editor-in-chief of the Journal of Rational-Emotive and Cognitive-Behaviour Therapy. He is the author of over 50 books, 15 book chapters, and 30 journal articles in the area of children's early childhood development, learning and social-emotional well-being, as well as parent education, teacher professional development, and school improvement.

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# **EXECUTIVE SUMMARY**

**(from ASG Social and Emotional Student Health Report, 2007)**

The social and emotional well-being (SEWB) of young people is establishing itself as a permanent fixture rather than transitory blip on the radar screen of education. At federal, state and school levels, student well-being policies are being formulated and funding is being provided to eradicate anti-social behaviour and other mental health problems of young people, as well as to promote positive affective and social outcomes for all students. Schools are increasingly being held responsible for ensuring that they have in place plans, programs and practices to promote positive student SEWB and to prevent problems of poor mental health.

This report presents the results of sophisticated Rasch measurement analysis and multi-level modelling to validate and support the use of the ACER SEWB student and teacher surveys (Bernard, 2003a, 2003b) for reporting on the social and emotional well-being of students from the early years of schooling through to senior secondary school levels.

It describes the social and emotional well-being of over 10,000 students attending 81 schools across Australia.

Amongst the more important findings of this research are the characteristics of students with low levels of social and emotional well-being compared with students with higher levels of social and emotional well-being.

## **Important Findings**

1. The data presented on the social and emotional characteristics of a non-randomly selected, Australia-wide, cross-sectional sample of more than 10,000 students spanning thirteen years of schooling reveal large percentages of students experiencing social and emotional difficulties.

- Four in ten students say they worry too much.
- Three in ten students say they are very nervous/stressed.
- Two in ten students say they have felt very hopeless and depressed for a week and have stopped regular activities.
- A third of all students say they lose their temper a lot and are sometimes quite mean to other people (bully).
- Two-thirds of students say they are not doing as well in their schoolwork as they could.
- Four in ten students say they have difficulty calming down (poor resilience).

2. Of significant interest and concern is the finding that the percentage of students in the sample with higher levels of social and emotional well-being does not increase with age/years of schooling. Data indicate that in secondary schools, on average, the number of students who have higher levels of SEWB decreases with years of schooling, whereas the number in lower years increases with years of schooling.

3. Six different levels of student social and emotional well-being have been identified as a result of a Rasch analysis of the ACER surveys and labelled: Lowest, Very low, Low, High, Very high, Highest. Each level of SEWB can be described by different student internal social and emotional characteristics (resilience, positive social orientation, positive work orientation) and environmental characteristics (positive adults, peers and programs in school, home and community). Students are likely to display characteristics of social and emotional well-being represented at their level and are less likely to display the characteristics represented at any of the higher levels of SEWB. Moreover, higher levels of student

SEWB are inclusive such that students at a higher level of SEWB are likely to display the positive social and emotional characteristics of SEWB represented at lower levels.

4. Students with lower levels of SEWB are likely to experience many negative emotions and behaviours (e.g. feeling down, stress, under-achievement, bullying), as well as few positive emotions and behaviours (e.g. getting along with teachers, volunteering). They are likely to demonstrate few social and emotional capabilities (low resilience, learning capabilities and social skills and values) as well as to perceive few positive actions of adults, peers and youth-oriented programs in their schools, homes and communities.

Students with higher levels of SEWB are likely to experience fewer negative emotions and behaviours and a greater number of positive emotions and behaviours. They are likely to demonstrate many social and emotional capabilities as well as to perceive many positive actions of adults, peers and youth-oriented programs in their schools, homes and communities.

5. Students at all levels of SEWB do, however, demonstrate different childhood problems (bullying, getting into trouble, feeling stressed, feeling down, under-achievement). Social and emotional characteristics that tend to accompany different childhood problems are reported. For example, students who bully tend to have difficulty in thinking before they act when angry. Also approximately half of the students who bully have high self-esteem.

6. Consistent differences are found in the ways that students view their social and emotional characteristics in comparison with the ways in which teachers perceive them. Teachers may be unaware of the extent of the emotional difficulties of students (anxiety, stress, anger), rating students as possessing lower levels while students say they possess higher levels. Additionally, in contrast with teacher perceptions, students with different childhood problems (bullying, getting into trouble, stress, depressed, under-achievement) say they possess higher amounts of resilience (self-coping skills and rational attitudes for regulating emotions and controlling behaviour), a positive social orientation (social skills and values), and a positive work orientation (learning capabilities—confidence, persistence, organisation, work cooperation).

7. Rasch analyses indicate that different social and emotional characteristics correspond to different amounts of student SEWB. A set of social and emotional characteristics that contribute to higher levels of student social and emotional well-being has been identified (e.g. “Does not become easily distressed when he/she makes mistakes or when others are negative.” “Does not become easily frustrated and does not give up when attempting a new task he/she finds difficult.”).

8. In both student and teacher surveys, girls display, in comparison with boys, significantly higher levels of SEWB. Significant gender differences were obtained on individual social and emotional characteristics (e.g. boys higher in getting into trouble a lot, not being able to stand following rules; girls higher in helping classmates who seem unhappy, finding someone to talk with to calm down, organisation, having friends who try to do their best in schoolwork).

9. According to the results obtained from teacher perceptions of students’ social and emotional characteristics, students from the highest 10% socio-economic level were rated significantly higher than students from the lowest 25% socio-economic level on a number of characteristics (e.g. raises hand to answer a difficult question, does not require an adult present to calm down, participates in many activities, achieves to potential in schoolwork).

10. The data clearly indicate that the social and emotional competence of students is a very important contributor to student SEWB with students at higher levels of SEWB displaying well-developed social and emotional capabilities in three domains: resilience (coping skills and rational attitudes leading to self-management of emotions and behaviours), positive social orientation (social skills and values leading to positive relationships and adaptive behaviour) and positive work orientation (learning capabilities

supporting academic success including work confidence, persistence, organisation and cooperation). Students at lower levels of SEWB demonstrate delays across the three domains.

11. It is clear from the data that parenting is a crucial contributor to children's social and emotional well-being and that the parents of children with higher levels of SEWB are, according to their children, doing a good job. Children with higher levels of SEWB are likely to perceive that they have parents who accept who they are, are interested in their education, provide activities that accommodate their interests, and who make time for them and listen. Higher levels of children's SEWB also appear supported by parent conversations with their children concerning how to make friends and solve problems, the importance of confidence, persistence and organisation to school success, as well as different social values such as respect, honesty, fairness, caring, responsibility and being a good citizen. The parenting action that contributes most to children's SEWB is when parents talk with their children about feelings and how to cope with them. For children with lower levels of SEWB, the parent report card is not as good, with children reporting that their parents less frequently engage in positive parenting practices.

12. It is also clear from the data that teacher actions are important contributors to student social and emotional well-being, and that teachers of students with higher levels of SEWB are receiving good grades from students for their relationships with students, the motivation they provide, and the conversations and discussions they have in class or individually about making friends and about important learning skills as well as "feelings" and how to cope with stress. Students with lower levels of SEWB perceive the absence of many positive actions of teachers that the research indicates contribute to student success and well-being.

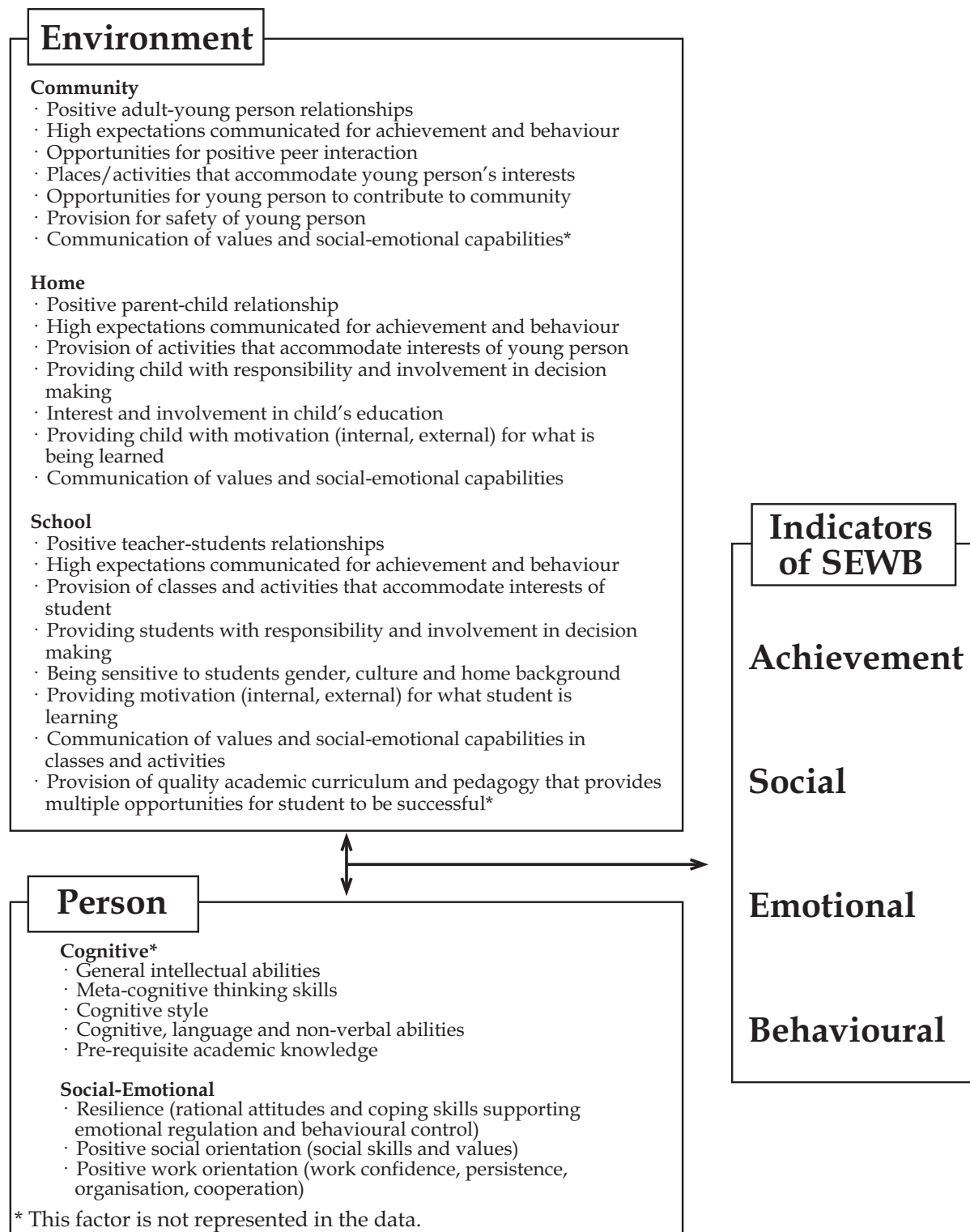
13. It is also evident that the actions of adults, peers and the existence of youth-oriented programs in the community is an additional context for understanding student SEWB. In comparison with students with higher SEWB levels, students with lower levels of SEWB perceive fewer opportunities to do things to make their community a better place, fewer activities that interest them, and fewer adults they can go to if they have a problem, who care about them and who praise them for appropriate behaviour. Additionally, students with lower levels of SEWB are much less likely to say that they have friends who work hard and behave well.

14. The social and emotional well-being of young people can be represented by an ecological model where students' environmental context (positive adults, peers and programs in schools, homes and communities) and social and emotional strengths (resilience skills and attitudes supporting emotional regulation and behavioural control; learning capabilities such as confidence, persistence, organisation and cooperation; social skills and values) jointly contribute to emotional, behavioural, social and achievement outcomes.

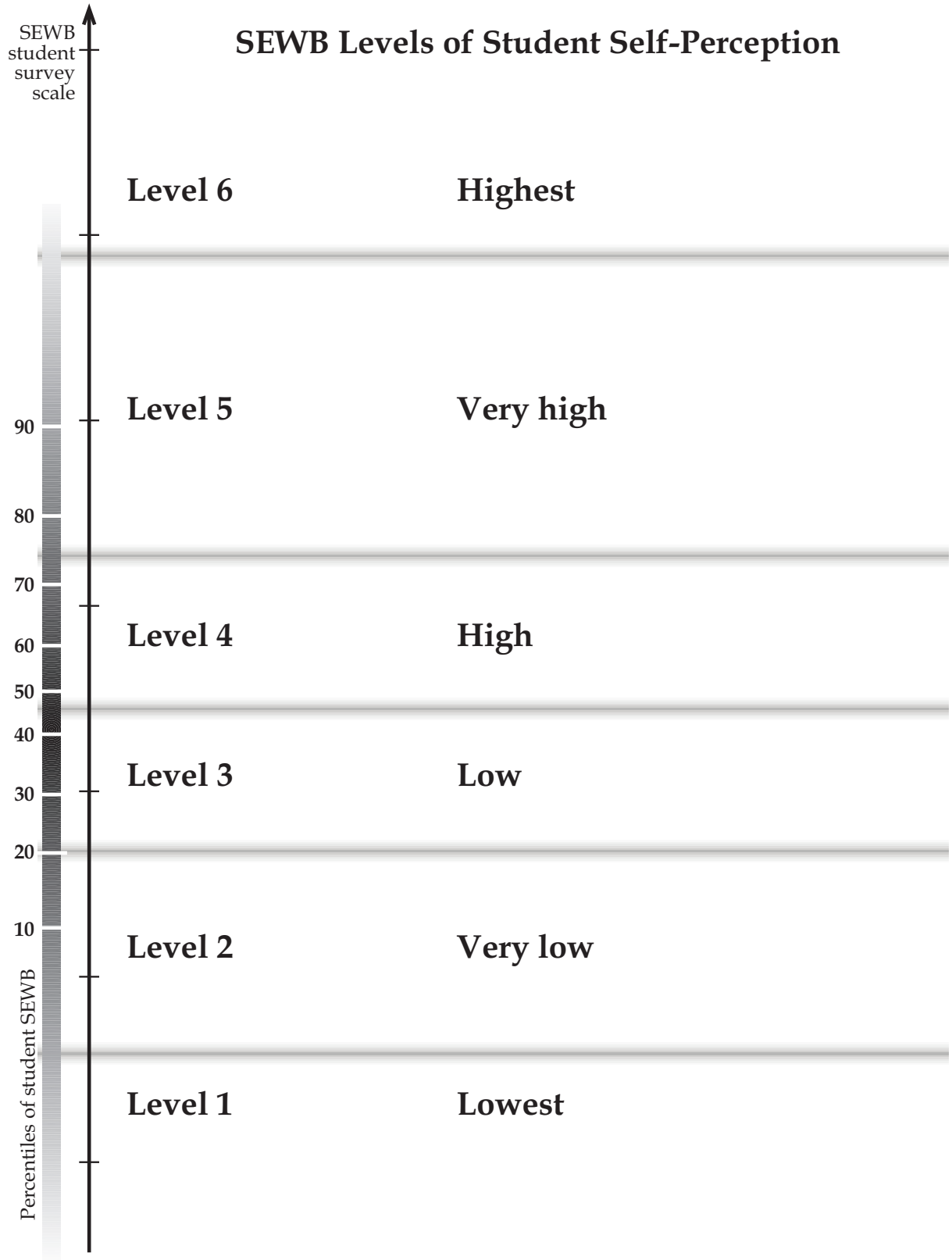
The ACER Social and Emotional Well-Being Surveys are found to be valid measures of an ecological model of the social and emotional well-being of young people.

15. Based on the findings contained in this report, a series of recommendations are offered that address value-added policies, programs, pedagogies and practices for improving the SEWB of all students.

# Factors that Contribute to Young People's SEWB



Note: Practices associated with the provision of better economic, employment, and housing opportunities, as well as essential services for families (nutrition, medical, social) are not included in this model.



## 1.1 Students Who Bully: Summary Description

**Summary:** Social and emotional characteristics clearly differentiate students who bully from students who do not bully. Larger percentages of students who bully in comparison with students who do not bully experience emotional and behavioural problems (lose their temper, stress, worry, feel down, drink alcohol, use drugs). Smaller percentages of students who bully experience positive indicators of SEWB (get along with teachers, achieve to the best of their ability, volunteer). Teachers say that just over 50 percent of students who bully have positive self-esteem; just under 50 percent of students who do not bully have positive self-esteem. In terms of resilience, teachers report lower percentages of students who bully in comparison with students who do not bully display the ability to manage their emotions (anger, depression) and to think before they act (impulsive, low frustration tolerance). In terms of a positive social orientation, smaller percentages of students who bully in comparison with those who do not bully display social skills (e.g., empathy, conflict resolution, friendship making) and values (e.g., honesty, integrity). In terms of a positive work orientation, with the exception of work confidence, smaller percentages of students who bully display learning capabilities (persistence, organisation, teamwork). Differences between the percentages of students in the two groups perceiving positive indicators in school, home and community are relatively small with the exception of a lower percentage of students who bully who report having friends who behave well and try hard than students who do not bully.

The percentage of students in the total sample who say they bully others (who say they are sometimes quite mean to others) and who teachers say physically bully or verbally taunt other students are reported below in Table 1.1.

**Table 1.1 Percentages of Students Who Bully**

	<b>Student Survey Students Who Bully</b>	<b>Teacher Survey Students Who Bully</b>
Total Sample	33% (3,804 students)	17% (1,166 students)
SEWB Level 6 (Highest)	1% (3 students)	1% (19 students)
SEWB Level 5 (Very High)	11% (344 students)	4% (55 students)
SEWB Level 4 (High)	27% (843 students)	9% (91 students)
SEWB Level 3 (Low)	44% (1,217 students)	19% (195 students)
SEWB Level 2 (Very Low)	60% (1,141 students)	31% (129 students)
SEWB Level 1 (Lowest)	72% (216 students)	60% (675 students)

The 17% of students who teachers say bully other students is similar to percentages reported in research (e.g., Rigby & Slee, 1999). The higher percentage of 33% of students who report being quite mean to others may reflect the fact that students can be mean to another person while not bullying the person as when they are having an argument with another or are fighting with another person of equal status. Or it may be that teachers are not fully aware of the extent of bullying behaviour.

The data reveals that bullying is displayed by students at all levels of SEWB but far greater percentages of students who are at lower SEWB levels are likely to bully than the percentages of students at higher SEWB levels.



In Table 1.2 below, two groups of students (Students Who Bully vs. Students Who Do Not Bully) are compared in terms of the percentages within each group who say they display a particular social and emotional indicator of SEWB.

Higher percentages of students who say they bully are likely to endorse more negative emotional and behavioural indicators of poor mental health than students who say they do not bully (e.g., “I lose my temper a lot). They are also somewhat less likely to endorse items indicative of positive social and emotional well-being (e.g., “I am doing well in school”).

It appears that the main social and emotional indicators that differentiate students who say they bully others (quite mean to other people) from those students who say they do not bully are (higher percentage of endorsement by students who bully): losing their temper a lot, not doing well in school, getting into too much trouble, breaking things (younger children) and yelling and screaming at people (younger children).

**Table 1.2 A Comparison of the Social and Emotional Well-Being Indicators of Students Who Bully with Students Who Do Not Bully (Student Survey)**

<b>INDICATORS OF SOCIAL AND EMOTIONAL WELL-BEING</b>	<b>Students Who Bully</b>	<b>Students Who Do Not Bully</b>
5. I am doing my best in my schoolwork.	24%	39%
9. I do not worry too much.	51%	64%
16. I volunteer to do things that make school/community safer.	46%	63%
3. I do not lose my temper a lot.	49%	77%
15. I do not feel very stressed/nervous.	57%	73%
19. I am not sometimes quite mean to others.	-	-
10. I do not get into too much trouble.	63%	87%
17. I participate in many activities inside and outside of school.*	73%	79%
11. I feel like I belong/like being in school.	68%	80%
18. I have not felt very hopeless and down for a week and I have not stopped my regular activities.	68%	84%
7. I do not feel lonely.	74%	86%
2. I feel safe.	77%	88%
14. I help people who seem unhappy or need help.	76%	86%
22. I do not break things.**	70%	91%
8. I get along with my teachers.	76%	90%
20. I am doing well in school.	63%	87%
23. I do not yell and scream at people a lot.**	72%	93%
4. I get along with members of my family.	81%	91%
6. I get along with most of classmates/they like me.	84%	91%
12. I do not drink alcohol a lot.*	78%	91%
21. I like the kind of person I am.	80%	92%
1. I am happy.	84%	94%

13. I do not use drugs.*	86%	95%
<b>Important Note:</b> (*) are items that only appear on Social and Emotional Well-Being Survey (Student Form – Years 5-12) (**) are items that only appear on Social and Emotional Well-Being Survey (Student Form – Years 2-4) Items are ordered from highest to lowest amount that item represents of total SEWB		

In Table 1.3, teacher perceptions of the social and emotional indicators of positive SEWB are examined for students who bully in comparison with students who do not bully. The differences in teacher perceptions of social and emotional indicators of SEWB for students who do and who do not bully are far greater than when student self-perceptions are examined. For example, it can be seen that according to teachers, students who bully are far less likely in comparison with students who do not bully to achieve to the best of their ability, to be calm and to volunteer.

It is interesting to note that teachers have rated 57% of students who bully as having positive self-esteem while rating 81% of students who do not bully as having positive self-esteem. There is research that has reported that students who bully have average to above average self-esteem (Batsche & Knoff, 1994). This report casts a different light on the self-esteem of students who bully; namely, approximately 50% have positive self-esteem and 50% do not. (It is recognised that a one item measure of student self-esteem may not be a valid indicator of self-esteem).

**Table 1.3 A Comparison of the Social and Emotional Well-being Indicators of Students Who Bully with Students Who Do Not Bully (Teacher Survey)**

INDICATORS OF SEWB	Students Who Bully	Students Who Do Not Bully
24. Does not go through periods of time feeling bad about things happening at home or school. **	45%	75%
11. Volunteers to make school/community safer/better.*	34%	71%
14. Does not under-achieve in much of his/her schoolwork (Does not have a slower rate of learning than expected from capabilities.)	41%	75%
15. Goes out of way to help someone who seems unhappy.*	31%	78%
20. Is achieving at school as well as he/she can.	41%	77%
26. Does not boss others around. **	33%	84%
16. Participates in many activities inside and outside of school.	60%	76%
5. Has positive self-esteem.	57%	81%
9. Does not worry too much about work or what others think.	70%	79%
29. Does not argue about having to do things. **	56%	87%
4. Does not disrupt class lessons/activities.	34%	87%

2. Does not talk disrespectfully when having a disagreement with an adult.*	37%	88%
7. Does not have very few friends.*	65%	83%
8. Does not have trouble getting along with teachers.*	34%	88%
25. Does not instigate fights with other students. **	36%	95%
6. Is popular with/liked by classmates.	61%	86%
10. Does not get into trouble a lot.*	35%	91%
12. Does not physically bully or verbally taunts other students (does not say mean things).	--	--
17. Is calm, not stressed.*	60%	87%
18. Relates to classmates who are different.*	41%	93%
13. Feels like he/she belongs in school.*	62%	89%
23. Does what is asked. **	74%	94%
1. Is happy.	70%	90%
3. Does not lose temper/get angry.	50%	93%
19. Has not gone through a week or more of feeling unhappy so that he/she has stopped doing regular activities.*	71%	88%
21. Feels safe and secure. **	84%	94%
22. Goes along with expected routines. **	81%	95%
28. Does not intentionally inflict damage. **	74%	97%
27. Enjoys playing games with other children. **	98%	98%
<b>Important Notes:</b> (* ) are items that only appear on Social and Emotional Well-Being Survey (Teacher Form – Years 2-12). (** ) are items that only appear on Survey of Young Children’s Social and Emotional Well-Being Items are ordered from highest to lowest amount that item represents of total SEWB		

Table 1.4 reports data on indicators of resilience for students who display bullying behaviour in comparison with students who do not. According to student self-perceptions, the main difference in resilience between students who bully from those students who do not lies in the area of managing feelings of anger and depression as well as acting without thinking when angry. It is also interesting to note that 38% of students who bully say they put themselves down when they do badly whereas only 21% of students who do not bully others say they put themselves down.

**Table 1.4 A Comparison of Indicators of Resilience of Students Who Bully with Students Who Do Not Bully (Student Survey)**

<b>INDICATORS OF RESILIENCE</b>	<b>Students Who Bully</b>	<b>Students Who Do Not Bully</b>
42. I can describe how I feel.	30%	44%
43. I do not have difficulty calming down quickly when upset.	41%	64%
41. When I get angry, I think before I act.	37%	68%
57. When uptight, I use physical exercise.	59%	65%
28. I do not have difficulty controlling myself when angry.	47%	78%
39. I do not have a hard time controlling how worried I get.	53%	71%
51. I do not have difficulty controlling how depressed I get and my feelings are not easily hurt.	54%	71%
34. When stressed, I find someone to talk with to calm down.	56%	67%
55. When I do badly, I do not think "I'm a failure."	62%	79%
45. I do not think that the reason people sometimes treat me badly or unfairly is because I'm a hopeless person.	71%	85%
47. To calm down, I do things to relax (listen to music, read).	74%	83%
<b>Important Note:</b> Items are ordered from highest to lowest amount that item represents of total SEWB		

In Table 1.5, it can be seen that teachers rate students who bully lower in all indicators of resilience in comparison with those students who do not bully. It would appear that a higher percentage of students who bully are likely to have lower tolerance for frustration (have trouble settling down after physical activity, become easily frustrated when attempting new tasks that are difficult, believe that school should be fun and exciting) than students who do not bully. Students who bully also appear much more likely to be impulsive (acting without thinking) than students who do not bully.

**Table 1.5 A Comparison of Indicators of Resilience of Students Who Bully with Students Who Do Not Bully (Teacher Survey)**

<b>INDICATORS OF RESILIENCE</b>	<b>Students Who Bully</b>	<b>Students Who Do Not Bully</b>
82. Does not become easily distressed when he/she makes mistakes or when others are negative.**	51%	66%
73. Does not require an adult present to help him/her calm down.**	47%	67%
58. Expresses feelings easily/uses words to describe feelings.	50%	68%

85. Does not have a hard time settling down after participating in an exciting or physical activity.**	44%	74%
42. Does not become easily frustrated and does not up when attempting a new task that he/she finds difficult.	35%	71%
39. Does not believe that being criticised by peers is the worst thing in the world.*	70%	87%
52. Does not put him/herself down when he/she does not do well on a piece of work.*	52%	72%
80. Does not get easily overwhelmed when he/she does not understand something.**	59%	77%
48. When angry, thinks before he/she acts.	27%	83%
63. Controls how down he/she gets when someone teases, is not included or when receiving a bad grade.*	45%	80%
35. Controls how nervous he/she gets in pressure situations.	58%	80%
66. Does not put him/herself down when teased or rejected by peers.*	61%	80%
78. Seeks an adult to confide in when very upset.	70%	85%
50. Controls himself/herself when very angry.	38%	87%
45. Calms down when very upset.*	49%	87%
53. Does not think that everything he/she does at school should be fun/exciting and if it isn't, he/she shouldn't have to do it.*	47%	88%
83. When upset, calms down within 10 minutes.**	83%	93%
<b>Important Notes:</b> (* ) are items that only appear on Social and Emotional Well-Being Survey (Teacher Form – Years 2-12). (** ) are items that only appear on Survey of Young Children's Social and Emotional Well-Being Items in each category are ordered from highest to lowest amount that item represents of total SEWB		

According to data provided by students, the social orientation (social skills and values) of students who bully is generally lower than students who do not bully. It can be seen (Table 1.6), for example, that 45% percent of students who bully say they are not good at solving conflicts without fighting while only 24% of students who do not bully say they are not good in conflict resolution. Additionally, almost 50% of students who bully believe that it is OK to hurt people who act unfairly in comparison with only 20% of students who do not bully.

**Table 1.6 A Comparison of Indicators of a Positive Social Orientation for Students Who Bully with Students Who Do Not Bully (Student Survey)**

<b>INDICATORS OF A POSITIVE SOCIAL ORIENTATION</b>	<b>Students Who Bully</b>	<b>Students Who Do Not Bully</b>
52. I am good at solving conflicts without fighting.	55%	76%
49. People who act unfairly are not <u>totally</u> bad and it's not OK to hurt them.	56%	80%
53. I feel bad when other people feel hurt.	68%	70%
44. I can stand behaving well/following rules.	63%	85%
54. I try to make sure everyone has a fair chance to win, even if it means I lose.	70%	81%
32. I like helping people with problems.	73%	83%
56. I try hard not to hurt other people's feelings.	73%	87%
29. I am good at understanding how other people feel.*	77%	88%
33. I care about the environment (parks, waterways) and want to make my community a better place.	77%	88%
40. I can be trusted to do what I say I am going to do.	79%	91%
27. I know how to make friends.	85%	92%
35. I like to meet new people.	86%	92%
30. It's important to treat everyone including those from different cultural backgrounds with respect	90%	96%
<p><b>Important Note:</b>            (*) are items that only appear on Social and Emotional Well-Being Survey (Student Form – Years 5-12)            (**) are items that only appear on Social and Emotional Well-Being Survey (Student Form – Years 2-4)            Items in each category are ordered from highest to lowest amount that item represents of total SEWB</p>		

The comparatively low level of positive social orientation of students who bully in comparison with those who do not bully is strongly reinforced in the data provided by teachers (see Table 1.7). According to teachers, many fewer students who bully display the different indicators of a positive social orientation (social skills and values). For example, teachers say that only 30% of students who bully have good empathy skills compared with 87% of students who do not bully.

In comparing student and teacher perceptions, larger percentages of students who bully say they have good friendship making skills (85%) in comparison with teacher ratings of friendship making skills of students who bully (43%).

**Table 1.7 A Comparison of Indicators of a Positive Social Orientation for Students Who Bully with Students Who Do Not Bully (Teacher Survey)**

<b>INDICATORS OF A POSITIVE SOCIAL ORIENTATION</b>	<b>Students Who Bully</b>	<b>Students Who Do Not Bully</b>
69. Has good conflict resolution skills.	21%	74%
72. Talks loudly enough so that everyone can hear.**	80%	75%
59. Makes sure that everyone has a fair chance to win.*	25%	80%
74. Readily tidies up after playing/working.**	62%	83%
77. Shows confidence when playing with others.**	83%	84%
34. Demonstrates good friendship-making skills.	43%	88%
38. Can be trusted to follow rules and act responsibly.	37%	90%
56. Has good empathy skills.	31%	87%
46. Is able to be trusted to do what he/she says going to do.*	40%	90%
55. Does not condemn others for perceived slights and does not believe that retaliation is deserved.*	30%	91%
60. Likes helping someone who has a problem.*	44%	87%
61. Likes to make school/community a better place.*	44%	86%
70. Tries hard not to say or do things that hurt other people's feelings.*	25%	91%
49. Listens to and accepts other people's opinions.	43%	90%
75. Values doing things to help others.**	75%	91%
40. Cares about the environment.*	52%	90%
41. Likes to meet new people.*	70%	87%
47. Cares about other people's feeling.*	38%	93%
51. Does not think rules are stupid and that he/she shouldn't have to obey them.*	48%	91%
37. Respects others, including classmates from different cultural backgrounds.*	46%	94%
36. Is honest (does not lie, cheat, steal)*.	53%	95%
57. Does not use bad language and bad manners.*	52%	96%
<p><b>Important Notes:</b>            (*) are items that only appear on Social and Emotional Well-Being Survey (Teacher Form – Years 2-12).            (**) are items that only appear on Survey of Young Children's Social and Emotional Well-Being            Items in each category are ordered from highest to lowest amount that item represents of total SEWB</p>		

When indicators of a positive work orientation of students who bully is compared with students who do not bully (see Table 1.8), it can be seen that students who bully are likely to have a somewhat lower work orientation. 47% of students who bully say they give up too easily while

42% say they are disorganised. This compares with only 24% of students who do not bully who say they give up too easily while 21% say they are disorganised.

**Table 1.8 A Comparison of Indicators of a Positive Work Orientation for Students Who Bully with Students Who Do Not Bully (Student Survey)**

<b>INDICATORS OF A POSITIVE WORK ORIENTATION</b>	<b>Students Who Bully</b>	<b>Students Who Do Not Bully</b>
46. I do not believe that I shouldn't have to do schoolwork that is boring.	55%	68%
24. I am confident when doing difficult schoolwork.	60%	71%
31. I do not think that when I don't understand something, that "I really don't have what it takes to be successful."	57%	73%
36. I do not give up too easily when I don't understand something or something is boring.	53%	76%
37. I think about planning my time so I get all my work and jobs done.	59%	73%
26. I am not disorganised (I do not forget material I need for class, I am not messy, I write down homework clearly).	58%	79%
25. I am persistent and try hard to complete all my schoolwork.	76%	89%
38. I am good at working cooperatively with others on projects.	78%	89%
50. I am helpful when working with classmates.	76%	88%
48. I want to do my very best in school.	89%	95%

The data provided by teachers indicate much lower percentages of students who bully displaying different indicators of a positive work orientation in comparison with students who do not bully (see Table 1.9). The exception is revealed on items that ask about student work confidence where percentages of students are about the same for the two groups of students.

**Table 1.9 A Comparison of Indicators of a Positive Work Orientation for Students Who Bully with Students Who Do Not Bully (Teacher Survey)**

<b>INDICATORS OF A POSITIVE WORK ORIENTATION</b>	<b>Students Who Bully</b>	<b>Students Who Do Not Bully</b>
84. Does not lose concentration when faced with demanding learning tasks.**	39%	60%
76. Raises hand to answer a difficult question.**	61%	58%
31. Shows real confidence about doing difficult schoolwork.*	34%	60%
32. Puts in extra effort in subjects/classes he/she finds difficult.	26%	66%
64. Checks work when completed to make sure it's correct.*	27%	64%



71. When learning something new or difficult, shows independence by not immediately for teacher help.**	53%	70%
43. Plans his/her time so that gets work done when due.	34%	69%
85. Does not have a hard time settling down after participating in an exciting or physical activity.**	51%	66%
42. Does not become easily frustrated and does not up when attempting a new task that he/she finds difficult.	35%	71%
33. Is organised (does not forget things, is not messy, writes down homework assignments clearly).	40%	74%
65. Makes sure he/she understands the teacher's instructions before beginning an assignment.*	35%	74%
67. Believes he/she has what it takes to be successful, even in difficult subjects/classes.*	44%	73%
80. Does not get easily overwhelmed when he/she does not understand something.**	59%	77%
81. Displays confidence when trying new activities.**	72%	75%
62. Understands that mistakes are a natural part of learning.*	54%	80%
66. Does not put him/herself down when he/she does not do well on a piece of work.*	61%	79%
54. Wants to do his/her best in schoolwork.	48%	85%
44. Is good at working cooperatively with others on projects.	36%	85%
68. Has skills needed to work on group projects/assignments.*	41%	88%
53. Does not think that everything he/she does at school should be fun/exciting and if it isn't, he/she shouldn't have to do it.	47%	88%
79. Puts away materials in appropriate storage areas.**	71%	91%
<b>Important Notes:</b> (* ) are items that only appear on Social and Emotional Well-Being Survey (Teacher Form – Years 2-12). (** ) are items that only appear on Survey of Young Children's Social and Emotional Well-Being Items in each category are ordered from highest to lowest amount that item represents of total SEWB		

Data on environmental indicators that support student SEWB indicate that as a rule a slightly smaller percentage of students who bully perceive positive indicators than observed for students who do not bully (see Table 1.10). The main exception to this is the relatively lower percentage of students who bully who perceive that their friends work hard and behave well in comparison with students who do not bully who say that their friends work hard and behave well.

**Table 1.10 A Comparison of School, Home and Community Indicators of Positive SEWB for Students Who Bully with Students Who Do Not Bully (Student Survey)**

<b>POSITIVE SCHOOL INDICATORS*</b>	<b>Students Who Bully</b>	<b>Students Who Do Not Bully</b>
72. I am learning about feelings and how to cope with stress.	50%	56%
67. We spend time learning about making friends/solving problems.	55%	61%
64. At least one teacher talks with me about things other than school.	62%	64%
63. Students feel they have a say in classroom rules and a voice in school affairs.	66%	73%
66. Students can discuss how they can make school safer/better place.	68%	74%
60. Most teachers help us appreciate people from different cultures.	69%	75%
61. At school, time is spent discussing respect, honesty, caring, responsibility and good citizenship	69%	76%
73. Most teachers include activities where students from different backgrounds contribute own ideas/experiences.	69%	73%
70. Teachers discuss confidence, persistence and organisation in helping us do schoolwork.	69%	77%
58. There are many activities at school that interest me.	75%	83%
71. Teachers try hard to help and be nice to me.	74%	84%
59. I have a teacher who cares about me.	80%	87%
62. Most teachers help me believe I can be successful	81%	88%
68. There are things I study that interest me.	82%	88%
74. Teachers discuss “school rules” and what happens if students behave badly.	82%	87%
69. Most teachers say something positive to me when I have done my best.	87%	91%
65. Teachers remind students about doing their best in schoolwork.	89%	92%
<b>POSITIVE HOME INDICATORS*</b>		
84. I have a parent who talks with me about my feelings and coping with stress.	64%	74%
78. I have a parent who spends time talking with me about how to make friends and solve problems.	68%	76%
81. I have a “say” at home about the way we do things.	74%	81%
75. There are interesting things to do at home with family.	76%	84%

80. I have a parent who asks questions about what I am learning.	75%	84%
77. I have a parent who talks with me about being respectful, honest, caring, responsible and a good citizen.	78%	85%
83. I have a parent who discusses the importance of confidence, persistence and organisation in doing schoolwork.	81%	89%
86. I have a parent who discusses with me what is acceptable behaviour and what happens if I behave badly.	84%	87%
88. I have a parent who shows he/she is interested in what I am studying.	81%	89%
79. I have a parent who makes time for me and listens.	83%	91%
85. There are things at home I have responsibility for.	85%	90%
87. At home, I feel accepted for who I am.	84%	92%
76. I have a parent who discusses importance of doing my best in schoolwork.	88%	92%
82. I have a parent who praises me when I have done a good job in schoolwork/ or acted responsibly.	88%	93%
<b>POSITIVE COMMUNITY INDICATORS*</b>		
93. Where I live, adults make opportunities available to young people to do things to make their community a better place.	56%	61%
95. Outside of my school and family, I have an adult I can go to if I have a problem.	64%	68%
94. When I have worked hard and acted responsibly, there is an adult outside of school and family who praises me.	68%	71%
90. Outside of school, there is an adult who reminds me to try my hardest to be successful and act responsibly.	72%	75%
96. My friends work hard and behave well.	60%	77%
92. My friends try to do their best in their schoolwork.	71%	83%
91. Outside of my school and family, there is an adult who cares about me.	77%	81%
89. There are lots of activities I can do after school and on weekends that interest me.	85%	91%
<p><b>Important Note:</b>  (*) are items examining positive school, home and community indicators that only appear on Social and Emotional Well-Being Survey (Student Form – Years 5-12).  Items in each category are ordered from highest to lowest amount that item represents of total SEWB.</p>		

### *Unique Social and Emotional Characteristics of Students More Likely to be Present in Students Who Bully*

According to the student survey, there are no unique social and emotional indicators that students who bully at each level of SEWB are likely to endorse relative to students at the same level who do not bully.

However, a closer look at students who say they bully who are at an Very High or Highest Levels of SEWB reveals that in comparison with students who do not bully, they are more likely than expected to not like the kind of person they are, not to think before they act when angry, have difficulty controlling themselves when angry and they do not to like to meet new people. They are also more likely than expected to feel safe, be doing well in school, to get along with most classmates, to calm down quickly when upset, to have teachers who try hard to be nice to them and have parents who show they are interested in what they are doing and who discuss the importance of doing their best in schoolwork.

According to the teacher survey, at each level of SEWB, students whose teachers indicate bully others are more likely than expected to display positive self-esteem, lose their temper, talk disrespectfully to an adult when having a disagreement, instigate fights with other students (younger children) and to boss others around (younger children). In terms of resilience, students who bully at higher levels are more likely than expected to act without thinking when angry and to be able to express their feelings. In terms of social orientation, they are more likely to use bad language and have bad manners, to be dishonest, condemn others for perceived slights believing that retaliation is deserved, and to say or do things that hurt other people's feelings. In terms of work orientation, students who bully are more likely than expected to be confident in schoolwork, check their work when completed to make sure its correct, plan their time so that work is completed when due, and not to put themselves down when they make mistakes or do not do well on a piece of work.

A closer look at what teachers say about students who teachers say bully who are at an Established or Highly Established Level of SEWB and who are not expected to bully reveals unique social and emotional characteristics. These students who are more likely: to not go out of their way to help someone who seems unhappy, to participate in many activities inside and outside of school and not to worry too much about work or what others think. In terms of resilience, these students are more likely to control how nervous they get in pressure situations, to be able to calm down within 10 minutes when upset (younger children) and to not require an adult present to calm down (younger children). In terms of social orientation, teachers say these students are more likely not to display good empathy skills, not to listen to others and accept other people's opinions and do show confidence when playing with others (younger children). In terms of work orientation, these students are more likely not to lose concentration when faced with demanding learning tasks and to not to be good at working with others on cooperative learning projects.

It appears that at all levels of SEWB, students who bully have a lower social orientation, have higher than expected difficulties controlling their behaviour when angry (aspects of resilience less well developed), and have a higher than expected work orientation. And students who bully

who are at higher levels of SEWB are more likely than expected to have difficulty understanding (lower empathy) and getting along with others and, perhaps, a higher drive for academic success.



## School Procedures for Managing Bullying Incidents

It will be important for all members of staff to know who is taking the responsibility for responding to a student who has bullied. There needs to be an explicit line of responsibility that identifies people who can be called on when necessary to become involved with a student who bullies. Four general levels of response are suggested.

- Level 1** It is generally agreed, that teachers who confront an incident of bullying (observed or reported) have the initial responsibility for taking positive action using different practices such as assertiveness, restorative questioning and one-to-one discussion. However, when the instance of bullying is severe or when the student continues to engage in bullying behaviour, a teacher needs to know who he/she can speak with about a student who has bullied and who can take follow-up action.
- Level 2** At primary schools, the next level of response that teachers can rely on is someone in school administration or student welfare. This person should provide a number of functions including providing the teacher with additional advice and methods for responding to subsequent incidents of bullying. Additionally, this person can meet with the student who has bullied (as well as target, bystanders) and parents to try to resolve any outstanding issues.
- At secondary schools, the next level of response after teacher action depends on the size and structure of the school. Oftentimes, a year level coordinator or coordinator at a sub-school level will be the person to whom a teacher reports an incident of bullying. This person should have appropriate knowledge and training to be able to offer the teacher additional support for responding to the student who has bullied as well as to intervene directly with the student (as well as target, bystanders) and parents to try to resolve any outstanding issues.
- Level 3** When efforts do not produce significant changes to a student's bullying behaviour, then a more formal referral can be made to a designated person in the area of student welfare/wellbeing. At primary school, this person may be a member of staff serving in a student welfare capacity or it may be someone who works across a region or cluster of schools. At secondary school, the referral would normally be directed to the school's student welfare or well-being coordinator. Normally, the referral would be accompanied by a form that details the history of the problem (see form "Formal Referral of Student Who has Bullied to Student Welfare/WellBeing Coordinator").
- At this level, the student welfare coordinator would gather information to formulate a plan of intervention that would be communicated to the student, teacher(s) and parents. For referred students who are functioning at a high level of well-being, achievement and who come from generally supportive school, home and community backgrounds, the plan could involve the use of a behavioural contract, in-school suspension, 1:1 social and emotional mentoring (resilience, conflict resolution, empathy training), restorative meetings, restorative conferences and more intensive work with parents. For referred students who are functioning at lower levels of wellbeing (additional emotional and behavioural difficulties), under-achievement, delays in resilience, social skills and values, learning capabilities and who have weaker connections with positive adults and programs in their school, home, and community, individualised, strength-building plans can be developed and implemented (see Part III. Individual Planning for Students with Severe and Ongoing Bullying Behaviour).
- Level 4** For those students who present with significant mental health problems (e.g., conduct disorder, ADHD) along with bullying behaviour, a student welfare coordinator may need to make a referral of the student and his/her family to an outside community health agency or private mental health practitioner who can offer a greater range of family support services and types of counselling and therapy.

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The flowchart below summarises school procedures for responding to a student who bullies. In light of the size of your school, school personnel, and level of schooling (primary, secondary), your core anti-bullying group should consider the number of levels of referral that are appropriate.

**Level 1. If the bullying incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:**

Teacher use one or more anti-bullying practices (e.g., stopping the bullying/re-statement of rules and consequences, restorative questioning, think time detention, private conference, shared control discussion). If the student does not take control over his/her behaviour, a Bullying Incident Report Form should be completed and submitted to Student Welfare coordinator, Year Level Coordinator (Secondary) or Principal/Assistant Principal.

**Level 2. If the bullying behaviour continues or in instances of severe bullying behaviour, a referral should be made to the Student Welfare Coordinator.**

Here, the student welfare coordinator (or another who has responsibility for student welfare) may meet with the student to develop a behaviour contract, provide discussion/mentoring of different social and emotional learning competencies including structured learning activities, conduct a restorative conference separately with the perpetrator and "target" or, in extreme cases, organise an in-school, whole day suspension.

**Level 3. For "at risk" students (many risk factors, few protective factors) whose bullying behaviour is severe and for other non-at risk students whose bullying and other aggressive behaviour is resistant to change, an individual "strength building" plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers.**

Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values)

**Level 4. Students whose severe bullying behaviour resist school efforts and represent a significant threat to the safety and wellbeing referred to outside agencies for evaluation.**

Student welfare coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.



## Summary of School-Wide Practices for Responding to Incidents of Bullying

All teachers (staff, administrators) should come prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. The following is a summary that will then be expanded later on in this section of the Report.

### *The Importance of Having a Positive Mindset*

Confronting students who have bullied requires a high amount of self-control as well as preparation to know what to say and do. The following are important ingredients to having a positive mindset.

- "Be Calm"** – In order to respond effectively to incidents of bullying, it is very important to be clear thinking and emotionally in control.
- "Be Positive"** – When confronted with an incident of bullying, have in mind the importance of maintaining a positive relationship with the student. A student is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.
- "Be Assertive"** – When a student through bullying behaviour violates the right of one or more students to be safe, it is very important that teachers directly and clearly express their thoughts, feelings and expectations concerning the need for the student to not only stop bullying, but also to make restitution with the "target."
- "Be Confident"** – While interacting with a student who has bullied another, it is important to have trust in yourself that you will be successful in implementing practices that can have an impact on the student's future behaviour.



### *Teacher Practices for Responding to Incidents of Bullying*

It is important to be able to choose from options of things to say and do when faced with an incident of bullying. The following list of practices should not be seen as representing, sequential steps but rather are different options.

**When mild bullying behaviour is beginning to be displayed by a student**, the following non-confrontational, indirect influence strategies may be used:

- Practice 1. Physical Proximity.** Walk over and stand next to the student while you continue your class.
- Practice 2. Non-Verbal Prompting.** Walk past the student and touch student's papers or gently tap the student's chair.
- Practice 3. Offer Learning Support.** Quietly say: "You seem like you are struggling. Can I give you some help or can you handle this?"
- Practice 4. Re-Direction.** Change task that student is doing that has immediately preceded the student's bullying behaviour (e.g., Say: "Rather than finishing reading this article, can you use the computer to find some more references on this topic?").



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### ***Teacher Practices for Responding to Incidents of Bullying (cont)***

**When an incident of bullying is observed or confirmed**, one or more of the following practices can be implemented that suits the student's characteristics including the reasons for the bullying behaviour, who is being bullied, the type and severity of bullying behaviour and the student's history of bullying.

- |  |  |
|--|--|
| <b>Practice 5. Assertive Communication of Zero Tolerance of Bullying with Follow-Up Reminder of School Expectations.</b> | Intervene immediately in a calm but firm (assertive) way to stop the bullying and reassure the student being bullied that actions will be taken to stop bullying. Remind the perpetrator of school expectations and consequences for continued bullying behaviour. If the bullying is minor, this practice can be implemented at a later time so that the target of the bullying is not humiliated or embarrassed. |
| <b>Practice 6. School-Wide Monitoring of Safety.</b>   | All teachers are asked to monitor the behaviour of the perpetrator and the safety of the target on a school-wide basis. "Safe havens" are identified.  |
| <b>Practice 7. Restorative Questioning.</b>  | On the spot, engage the student who has bullied another student in a series of self-reflective, restorative questions (e.g., "How has the person been affected by your behaviour?") directed at increasing empathy and having the student who bullies take responsibility for making the situation better for the "target" (e.g., "What do you think you need to do to make things right?").                       |
| <b>Practice 8. Think Time Detention.</b>   | During recess or lunchtime, student asked to respond to a series of structured questions involving what happened, who was responsible, impact of their behaviour on other student(s) and new, positive behavioural choices reviewed.   |
| <b>Practice 9. Hold a Private Conference.</b>  | When a strong positive relationship exists between a teacher and the student who is bullying, a meeting can be organised where the student is asked by the teacher to make changes in his/her behaviour because of the harm it is doing to another and because of the negative consequences it ultimately has on the student who is bullying.  |
| <b>Practice 10. Expectation Discussion.</b>  | Meet with the student and ask student about the school's rule or expectation about how to treat other people and what he/she plans to do in the future with regards to the student he/she has bullied.   |
| <b>Practice 11. Shared Control Discussion.</b>   | In a discussion, enable the student to choose how he/she will respond to your request for a cessation of bullying behaviour while being aware of the consequences which his/her choice will have (e.g., "You can continue to make harmful comments and I'll make a note in your diary or you can be more respectful and you can stay out of trouble.").  |
| <b>Practice 12. Hold a Problem Solving Classroom Meeting ('Circle Time', 'No Blame' conferences)</b>                     | If classroom meetings are a regular feature of the classroom, a meeting can be held to air opinions and to brainstorm solutions to the problem.  |

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### ***Teacher Practices for Responding to Incidents of Bullying (cont)***

- Practice 13. Impose Consequences.** If the bullying behaviour of the student is being repeated – especially after reminders and conferences have not influenced behaviour- impose immediate consequences the “severity” of which suit the nature and frequency of the bullying behaviour.
- Practice 14. Parent Involvement** (this practice may also be implemented by the student welfare person, year level coordinator or school principal). Parents/carers of perpetrator are informed of incident of bullying with option of conference and provided with suggestions for how to influence the bullying behaviour of their child.



### ***Student Welfare Practices***

When bullying behaviour persists or a serious incident of bullying occurs, the student should be referred to the student welfare/wellbeing coordinator/counsellor who may implement one or more of the following practices.

- Behavioural Contract.** Student who has bullied meets with student welfare coordinator to develop a “behaviour contract” that outlines a plan of positive action that helps student move towards acceptable and responsible behaviour.
- Social and Emotional Education.** Student who has bullied meets with student welfare coordinator who provides social and emotional learning experiences and skill building in empathy, conflict resolution and resilience.
- Restorative Conferencing.** Problem solving, restorative conferencing with student who has bullied to provide support, develop empathy and generate solutions to improve the situation.
- Whole Day In-School Suspension.** When a student fails to take responsibility for making good behavioural choices and continues to bully one or more students and after previous attempts to resolve the issue have failed, the student is required to spend a full day at school engaged in a series of planned activities to develop their insight into the importance of treating others with respect and for all students to act in ways to protect the right of everyone to feel safe.
- Parent Conferencing.** Where the instance of bullying is severe, the student welfare coordinator may elect to conduct more in-depth sessions with parents covering different issues (e.g. parent-child relationship) and topics (e.g. discipline strategies).

## Summary of Individual Action Planning for Students who Chronically Bully

Behaviour management planning has within recent years based the development of individual behaviour plans on a strength-building framework that focuses on meeting the needs of students who bully through strengthening their connections with their school, home and community as well as strengthening their social and emotional skills and values.

The suggestions for developing individual behaviour plans for students who bully that appear below are for students who have low or very low levels of social and emotional wellbeing. Individual strength building programs are not, in terms of their comprehensiveness, designed for higher functioning students who engage in bullying behaviour.

### ***Building the Social and Emotional Strengths of Students Who Bully***

Based on research that shows that many students who bully have delays in one or more of their social and emotional capabilities, it is suggested that a focus of an individual action plan be on social and emotional skills and values that need strengthening. Responsibility for strengthening these skills and values can be assumed by teachers, parents and/or the student welfare person who may elect to conduct individual or small group mentoring sessions once or twice a week in the areas of:

- (1) Resilience (coping skills and positive, rational attitudes supporting emotional and behavioural self-management)
- (2) Positive Social Orientation (social skills - empathy, conflict resolution, friendship making; values - caring, respect, fair go, honesty, tolerance and inclusion)
- (3) Positive Work Orientation (work confidence, persistence, organisation, teamwork),



### ***Building Stronger School Connections for Students Who Bully***

"Best practices" research on effective teaching indicates that achieving, well-adjusted students perceive a variety of positive actions of teachers and school staff. The individual strength-building action plan should incorporate the following actions which can be implemented by teachers and staff.

- (1) Promoting positive teacher-student, student-student relationships
- (2) Communicating high expectations for behaviour and achievement
- (3) Enrolling students in classes and activities that accommodate their interests
- (4) Providing students with special responsibilities and involving them in decision making
- (5) Communicating respect and sensitivity for student's background, culture and gender
- (6) Actively ensuring the safety of student
- (7) Modelling, communicating and reinforcing values of good character and social and emotional skills (e.g., resilience, confidence, persistence, organisation)
- (8) Providing student with multiple opportunities for success; using motivational methods.



### ***Building Stronger Connections Between Students and Family***

Based on research that shows that students who display aggressive behaviour come from homes where they do not perceive positive actions being displayed towards them on the part of their parents/carers, an individual strength-building plan should based on perceived personal resources of parents/carers include actions that can help strengthen connections in the following areas:

- (1) Promoting positive relationships with child
- (2) Communicating to child high expectations for behaviour and achievement
- (3) Providing child with special responsibilities and involving him/her in decision making
- (4) Accommodating different interests of child with activities, programs and classes
- (5) Being interested and involved in what child is learning
- (6) Supporting and motivating child's learning
- (7) Modelling, communicating and reinforcing values of good character (e.g., caring, fair go, respect, tolerance) and social-emotional skills (e.g., resilience, confidence, persistence, getting along).



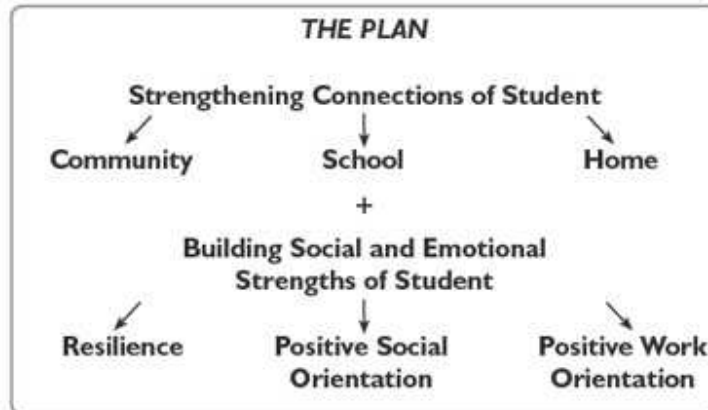
### ***Building Stronger Connections with Community for Students Who Bully***

Based on research showing students who manifest negative social and emotional wellbeing are disconnected from their communities, an individual strength-building action plan should focus on the strengthening of connections of a student who bullies with community programs, adults and positive peers in one or more of the following areas:

- (1) Providing opportunities for students to spend time with one or more adults (e.g. community mentors) who care
- (2) Providing opportunities for students to spend time with adults in the community who expect the student to do well in school and to behave well
- (3) Identifying special jobs and other opportunities in the community where students can be invited to help others and to make their community a better place to live
- (4) Identifying places students can go and programs/organisations to attend that accommodate their interests (sport, music, art, chess, computers)
- (5) Identifying places (organisations, clubs) where students can go to do fun things with "positive" peers
- (6) Identifying ways to help students feel safe on the way to school and when they come home from school
- (7) Identifying opportunities for students to spend time with adults in the students' community who demonstrate by their actions values of good character and other important social and emotional skills (e.g., confidence, resilience, persistence, organisation, getting along)
- (8) Providing sources of financial support to enable student access to a broad range of activities and locating appropriate community agencies (e.g., domestic violence support, drug and alcohol support, victims of crime)

## A STRENGTH-BUILDING INTERVENTION PLAN FOR STUDENTS WHO CHRONICALLY MISBEHAVE AND BULLY

...teachers, parents and the community working together to support students who behave poorly by strengthening their positive connections with adult practices and programs as well as building students' social-emotional capabilities.



Student's Name: *Jordan*

Teacher(s): *Mr Bates*

Today's Date: *12 March, 2007* Year: *6*

Name of Student Welfare Person: *Heather*

Who will meet contact parents/guardians to discuss program and enlist support?

*Heather*

Who will meet with teacher(s) of student to provide support?

*Heather*

Who could meet with student on a regular basis to mentor students on social and emotional capabilities?

*Heather*

Who will have responsibility for connecting student to community?

*Heather and Mother*

## STRENGTHENING CONNECTIONS

### Community

List those adults, actions and programs that could increase student's sense of being connected with and valued by positive adults and peers and where social and emotional skills and values are communicated:

Student will be organised to spend more time with one or more of the following adults: *Scout leader, football coach, community mentor in school*

Outside of school, the student will be supported to attend the following clubs, organisations and programs that interest him/her (e.g., drums, science, building): *School band*

Outside of school, the student will be supported to go to places with "positive peers" (organisations, clubs): *Scouts, swimming club, breakfast club, computer clubs, sports clubs*

Student and family to be connected with needed community services and programs: *Drug alcohol, housing, Salvation Army, community mental health*

### School

List those actions teacher(s) could engage in to increase the student's sense of connectedness:

*Mr Bates will communicate to Jordon in ways that show he cares about, respects and values Jordon.*

*Mr Bates will provide Jordon with more praise when he behaves well.*

*He will provide Jordon with praise when he makes small steps in completing schoolwork.*

*He will provide extra positive attention when Jordon completes schoolwork he finds hard or boring saying "You are being persistent." Mr. Bates will develop opportunities for Jordon to participate in activities that accommodates Jordon's interests (e.g., building things, drums, science, selling, leader of a group)*

*Mr. Bates will spend more time discussing "values" such as the importance of caring for others, being respectful, honest and doing the right thing.*

*Mr. Bates will show Jordon by his actions and words how to get organised, to be persistent or confident and will provide feedback when Jordon demonstrates appropriate behaviours.*

*Teacher will communicate to Jordon he can be successful in class and school.*

### Home

List those actions parents/carers could take to increase student's sense of connectedness:

*Mother will spend more time with Jordon by doing fun things.*

*Mother will identify opportunities for Jordon to participate in activities and programs that accommodates Jordon's interests (e.g., building things, drums, science, selling, leader of a group)*

*Mother and Dad will show more interest in what Jordon is learning at school.*

*Parents will show Jordon by their own actions how to be get organised, be persistent and confident.*

Other: *more time with dad*

## BUILDING STUDENT'S SOCIAL AND EMOTIONAL STRENGTHS

List the social and emotional skills that need strengthening:

Resilience  Positive Social Orientation  Positive Work Orientation

Describe Specific Behaviours for Student to Practice:

*More time spent on doing maths and reading*  
*Working cooperatively during group work -not getting out of seat*  
*Not getting angry when someone won't share equipment during lunchtime and recess*

Describe Ways the Social and Emotional Skills will be Strengthened by Others:

*Mr Bates and parents will provide feedback to child when Jordon demonstrates the behaviours.*  
*Mr Bates to discuss Persistence and Resilience with whole class.*  
*Heather to meet with Jordon once a week for a few weeks to discuss persistence and resilience in more detail.*

List the Values that Need Strengthening:

Caring  Doing Your Best  Fair Go  Freedom  Honesty  
 Doing the Right Thing  Respect  Responsible  Accepting Others

Describe Ways for Student to Enact the Values in his/her Behaviour:

*Jordon will edit his work before handing it in.*  
*Jordon will not push in front and will allow others to have their turn.*  
*Jordon will stay in his seat even when Mr Bates is spending time with other students.*  
*Jordon will ask for things "politely" and will not tease other students.*

Describe Ways the Values will be Strengthened by Others:

*Mr Bates to remind class about the meaning of values listed above and class will discuss ways in which they can behave to both demonstrate and not demonstrate the values.*  
*Jordon's mum and dad will talk to Jordon about how important it is for him to try to do his best in his school work, to give everyone a fair go, to do the right thing when his teacher and (parents) are not around and to speak respectfully to others; everyone at home to model these values.*  
*Jordon will be praised when he is "caught" enacting the positive behaviours.*



## **ACTIONS TEACHERS CAN TAKE TO STRENGTHEN THEIR CONNECTIONS WITH STUDENTS**

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Teacher Completing Survey \_\_\_\_\_

**Directions:** Read through the following list of different "good teaching practices" that the research says meets the needs of all students including those with behavioural challenges. In the left-hand column, tick (✓) those actions you could focus on in the coming weeks that the student would view as being positive as well as those actions that would help you in the management of the student's behaviour and learning. Following this list is a Weekly Action Plan that has been developed to summarise which actions you have selected to strengthen your connection with the student.

### **STRENGTHEN POSITIVE TEACHER-STUDENT RELATIONSHIP**

1.  Spend more time talking with the student about things not directly related to school (e.g., his/her interests, what he/she did on weekend).
2.  When the student does the wrong thing, use a more "positive" tone of voice when talking with him/her.
3.  Spend time just listening to the student and not offering opinion or advice.
4.  Hold private conferences with student to see how to help.
5.  Communicate to student in ways that show I care for, respect and value the student.

Other suggestions \_\_\_\_\_

### **COMMUNICATE HIGH EXPECTATIONS TO STUDENT**

6.  Spend time discussing important classroom rules with student individually and what happens when a rule is broken.
7.  Provide student with more praise when he/she behaves well.
8.  Tell the student that you expect him/her to do his/her "personal best" when doing schoolwork.
9.  Provide student with praise when he/she makes small steps in completing schoolwork.
10.  Provide extra positive attention and rewards when student completes schoolwork he/she finds hard or boring.

Other suggestions \_\_\_\_\_

### **ACCOMMODATE STUDENT'S INTERESTS**

11.  Find out what interests the student (e.g., art, mechanics, computers, chess).
12.  Develop opportunities (e.g., school club, assisting a teacher) for student to participate in activities that accommodates student's interests (e.g., art, wood working, mechanics).
13.  Have student "tutor" other students (same age, younger) in area of interest (e.g., maths).

Other suggestions \_\_\_\_\_

### **INVOLVE STUDENT IN DECISION-MAKING, PROVIDE "SPECIAL" RESPONSIBILITIES**

14.  Give student more of a "say" when it comes to making decisions about the way he/she goes about learning (e.g., who to work with, book to read for English project).
15.  Ask student to be "in charge" of something important like taking attendance sheet/lunch list to office.
16.  Involve student in design of behavioural, intervention plan.

Other suggestions \_\_\_\_\_

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**BE SENSITIVE TO STUDENT'S GENDER, CULTURE AND HOME BACKGROUND**

- 17.  Go out of your way to show that you value the background (and culture) of student's family.
- 18.  Provide reading books that suit gender and cultural background of student.
- 19.  Provide for student's basic needs (hunger, clothing, hygiene)

Other suggestions \_\_\_\_\_

**HELP STUDENT FEEL SAFE**

- 20.  Touch base with students concerning whether he/she feels safe from acts of bullying in any part of the school grounds.
- 21.  Take immediate action when I see or hear of acts of student being bullied or mistreated by others.
- 22.  Regularly remind class (and student) of school rules concerning bullying, the consequences of bullying and the importance of not being bystanders to bullying.

Other suggestions \_\_\_\_\_

**PROVIDE SOCIAL-EMOTIONAL SKILLS AND VALUES EDUCATION**

- 23.  Spend more time discussing "values" such as the importance of caring for others, being respectful, honest and doing the right thing.
- 24.  Show by my own actions and words how to get organised, to be persistent or confident.
- 25.  Provide student with more feedback when he/she demonstrates teamwork and social skills.
- 26.  Spend time discussing and illustrating the importance of being aware of one's emotions and what to do when upset to manage one's emotions and behaviour.

Other suggestions \_\_\_\_\_

**PROVIDE STUDENT WITH MOTIVATION AND MANY OPPORTUNITIES TO SUCCEED**

- 27.  When student is doing schoolwork in an area he/she finds interesting, provide additional opportunities to further his/her learning in the area by going to the library or helping him/her locate a special program in the community.
- 28.  Temporarily reduce difficulty level of material assigned so that student experiences increased success.
- 29.  Employ alternative methods of assessment (e.g., writing, telling, showing) to allow student different ways to demonstrate what he/she has learned.
- 30.  Communicate by what I say and do that the student can be successful in my class and school.

Other suggestions \_\_\_\_\_

Of those actions you have ticked, list those actions of highest priority that you will take in the following weeks to strengthen your connections with the student

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## **ACTIONS PARENTS CAN TAKE TO STRENGTHEN THEIR CONNECTIONS WITH THEIR CHILDREN**

Name of Child \_\_\_\_\_ Date \_\_\_\_\_

Name of Parent Completing Survey \_\_\_\_\_

**Directions:** Read through the following list of different parenting actions that meet the needs of all children. Place a tick (✓) to indicate those actions you could take your child would view as being positive as well as those actions that would help you in the management of your child's behaviour and learning. Following this list is a Weekly Action Plan that has been developed to summarise which actions you have selected to strengthen your connection with your child.

### **SHOW YOUR CHILD YOU CARE**

1.  Spend more time with child doing fun things together.
2.  Give child extra physical affection (hugs, kisses).
3.  When child does the wrong thing, use a more "positive" tone of voice when talking with him/her.
4.  Spend more time just listening to child and not offering an opinion or advice.
5.  Attend events (sport, school shows) where your child is a participant.

Other suggestions \_\_\_\_\_

### **COMMUNICATE WHAT YOU EXPECT OF YOUR CHILD'S BEHAVIOUR**

6.  Discuss with my child proper manners, ways to behave and what happens if he/she misbehaves.
7.  Provide child with praise when he/she behaves well and studies hard.
8.  Tell child that I expect him/her to do his/her very best when doing school work.
9.  When child misbehaves, in a calm manner, remind child of behaviour that is expected at home.

Other suggestions \_\_\_\_\_

### **PROVIDE YOUR CHILD WITH ACTIVITIES AND PROGRAMS THAT INTEREST HIM/HER**

10.  Take time to find out what interests child has (e.g., science, art, drama, music, fixing things, gardening, photography, chess).
11.  Find out about clubs, organisations and programs that cater for his/her areas of interest.

Other suggestions \_\_\_\_\_

### **PROVIDE ENCOURAGEMENT AND MOTIVATION**

12.  Provide extra positive attention and rewards when child completes schoolwork he/she finds hard or boring.
13.  When child is doing schoolwork in an area he/she finds interesting, I could provide additional opportunities to further his/her learning in the area by visiting the library or signing him/her up for a special program.
14.  Communicate to your child that the harder he/she tries, the better he/she will do in school.
15.  Communicate to your child that you expect that he/she will be successful in school.

Other suggestions \_\_\_\_\_

**INVOLVE YOUR CHILD IN MAKING DECISIONS AT HOME AND PROVIDE HIM/HER WITH SPECIAL RESPONSIBILITIES**

- 16.  Give child more of a "say" when it comes to making decisions about the way things are done at home.
- 17.  Ask child to be "in charge" of something important like selecting a family film to watch.

Other suggestions \_\_\_\_\_

**BE INTERESTED AND INVOLVED IN WHAT YOUR CHILD IS LEARNING ABOUT IN SCHOOL**

- 18.  Ask your child questions about what he/she is learning at school.
- 19.  Give your child help with homework.

Other suggestions \_\_\_\_\_

**COMMUNICATE IMPORTANT VALUES AND LIFE SKILLS**

- 20.  Spend time discussing "values" such as the importance of caring for others, being respectful, honest and doing the right thing.
- 21.  Show child by your own actions how to be get organised, to be persistent or confident.
- 22.  Help your child understand how to make friends.
- 23.  Discuss with your child ways to handle peer conflict and not getting too angry.

Other suggestions \_\_\_\_\_

Describe actions you will take in the following weeks to strengthen your connections with the child.

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## ACTIONS THAT HELP STRENGTHEN THE CONNECTIONS OF STUDENTS WITH THEIR COMMUNITY

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Person Completing Survey \_\_\_\_\_

**Directions:** Read through the list of different ways that young people can be connected to and supported by adults, organisations and programs in the community. This form can be completed with a student's parent/guardian or other person at home or school who are familiar with child's circumstances.

Place a tick (✓) in the small circles next to those that you think would benefit the student. Then, write down some specific suggestions for ways to connect the student with his/her community.

Suggestions could include: **attending a club, camp or program** after school where child feels safe, is with positive peers and is doing things that interest him/her; **identifying a mentor** in the community who would communicate caring, high expectations and important values and life skills; locating **financial support or sponsorship** from community organisation or business to cover.

*Do you think the student would benefit from?*

- Spending time with one or more adults outside of school who care about young people?

Suggestions \_\_\_\_\_

- Having additional places to go before and after school where he/she feels safe?

Suggestions \_\_\_\_\_

- Spending time with adults who will show by their words and actions that they value, respect and care about your child?

Suggestions \_\_\_\_\_

- Spending time with one or more adults in the community who will discuss the importance of doing well in school and behaving well?

Suggestions \_\_\_\_\_

- Being involved in doing something to help others and to make the community a better place to live in any ways?

Suggestions \_\_\_\_\_

- Joining any clubs, organisations and programs that interest him/her (sport, music, art, chess, computers, gardening) at school?

Suggestions \_\_\_\_\_

- Having places to go to be with "positive peers" (scouts, guides, youth groups, sporting clubs) outside of school?

Suggestions \_\_\_\_\_

- Spending time with one or more adults outside of school who display and can discuss values of good character (e.g., respect, caring, tolerance, fair go) and other important life skills (e.g., time management, confidence, persistence, organisation, teamwork, resilience)

Suggestions \_\_\_\_\_

- For family, identify sources of financial support (e.g., Rotary, church, local businesses) and locate community agencies and services that can provide support as needed (e.g., community health clinics, Salvation Army).

Suggestions \_\_\_\_\_

**STUDENT SOCIAL AND EMOTIONAL CAPABILITIES SURVEY  
(SCHOOL REPORT FORM)**

Today's Date \_\_\_\_\_

Your Name \_\_\_\_\_

Position \_\_\_\_\_

Student's Name \_\_\_\_\_ Grade/Year Level \_\_\_\_\_

Student Gender: male female

By answering the questions below concerning the student, you will provide valuable information that will help to understand the inside qualities of the young person that help him/her to be successful, happy, physically healthy, and to have good relationships. After reading each description below, indicate the extent to which the description is or is not like the student by circling the appropriate number. We don't expect you to be an "expert" in this area; rather, to help us with pointing out areas of strength as well as challenges.

Circle 1 for Not at All Like Student  
Circle 2 for a Little Like Student  
Circle 3 for Somewhat Like Student

Circle 4 for Like Student  
Circle 5 for Very Much Like Student

**Example.**

1. Student likes to read. 1 2 3 4 5

To indicate your opinion that the student likes to read, you would circle the number 4.

Circle 1 for Not at All Like Student  
 Circle 2 for a Little Like Student  
 Circle 3 for Somewhat Like Student

Circle 4 for Like Student  
 Circle 5 for Very Much Like Student

	STUDENT'S SCORE				
<b>Work Confidence</b>					
1. Appears confident when doing school work that is difficult.	1	2	3	4	5
2. Seems confident when learning something new.	1	2	3	4	5
3. Speaks up in class and puts up hand to answer difficult questions.	1	2	3	4	5
	TOTAL _____				
<b>Persistence</b>					
4. Tries very hard to finish all school work, especially tasks he/she finds difficult.	1	2	3	4	5
5. Believes that the more effort she/he puts into his/her school work, the better the result.	1	2	3	4	5
6. Believes that to be successful in school, she/he sometimes has to do those things that are boring and not fun.	1	2	3	4	5
	TOTAL _____				
<b>Organisation</b>					
7. His/her desk and schoolbag are tidy and things (pencils, books, homework) are where she/he can easily find them.	1	2	3	4	5
8. Remembers to bring to school everything she/he needs (pencils, books, homework) and gets things done on time.	1	2	3	4	5
9. Understands that setting a goal to do his/her best can help him/her learn and get a good grade.	1	2	3	4	5
	TOTAL _____				
<b>Getting Along</b>					
10. Works well with classmates, especially those who are from different backgrounds or may speak different languages.	1	2	3	4	5
11. Follows important classroom rules.	1	2	3	4	5
12. Is good at solving problems she/he has with other people without fighting.	1	2	3	4	5
	TOTAL _____				
<b>Resilience</b>					
13. Is good at staying calm in challenging situations and with difficult people.	1	2	3	4	5
14. When she/he gets very upset, does not fight nor stays away from friends.	1	2	3	4	5
15. After getting upset, calms down quickly and bounces back to work or friends.	1	2	3	4	5
	TOTAL _____				
<b>Caring (Care and Compassion)</b>					
16. Approaches someone who seems unhappy.	1	2	3	4	5
17. Offers assistance to others who need help.	1	2	3	4	5
18. Eats healthy food.	1	2	3	4	5
	TOTAL _____				
<b>Doing Your Best</b>					
19. Tries to do his/her best in schoolwork.	1	2	3	4	5
20. Completes work at high standard.	1	2	3	4	5
21. Chooses to behave well.	1	2	3	4	5
	TOTAL _____				

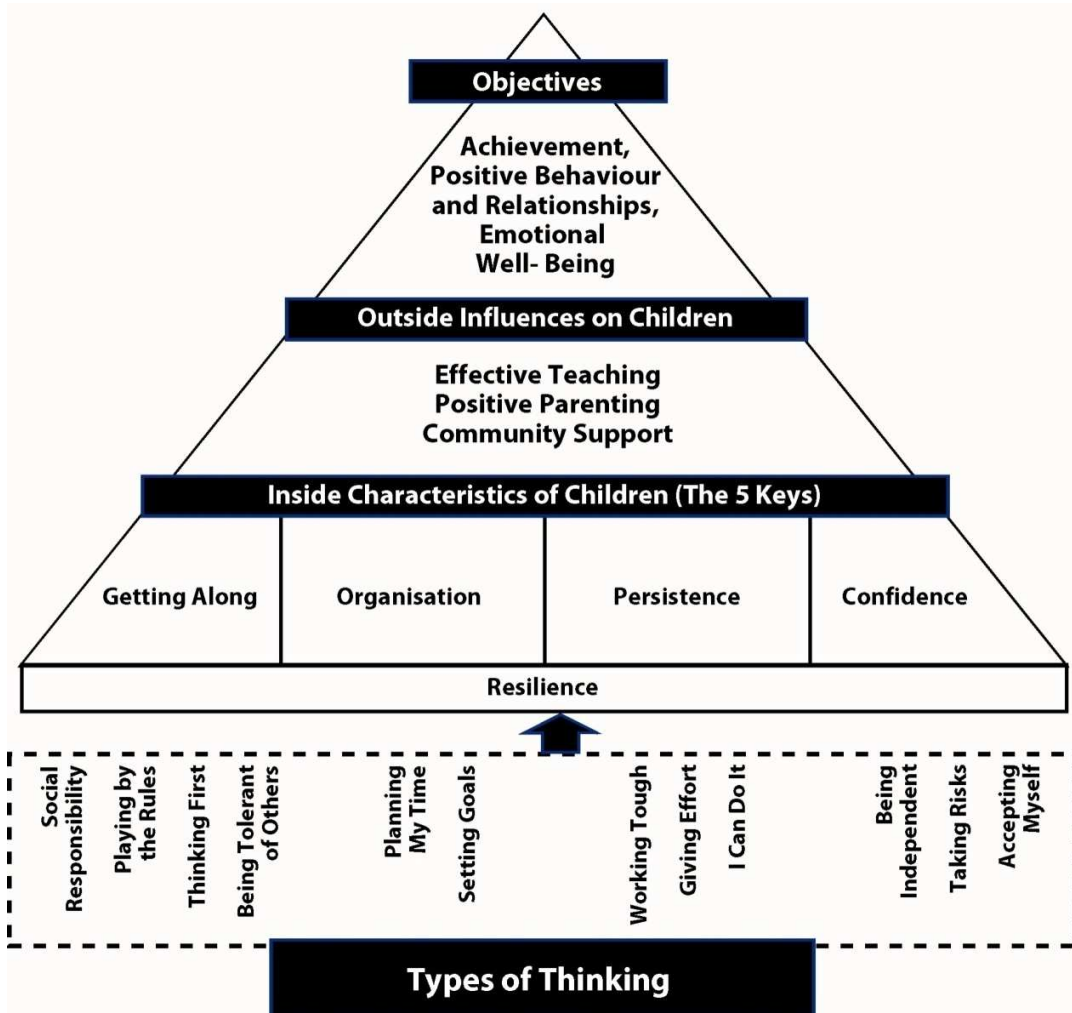
Circle 1 for Not at All Like Student  
 Circle 2 for a Little Like Student  
 Circle 3 for Somewhat Like Student

Circle 4 for Like Student  
 Circle 5 for Very Much Like Student

	STUDENT'S SCORE				
<b>Fair Go</b>					
22. Makes sure everyone has a turn.	1	2	3	4	5
23. Plays by the rules.	1	2	3	4	5
24. Shares things with everyone.	1	2	3	4	5
	TOTAL _____				
<b>Freedom</b>					
25. Believes that people from different backgrounds have the right to express themselves.	1	2	3	4	5
26. Accepts differences of opinion without arguing too much.	1	2	3	4	5
27. Sticks up for others' right to say, dress and act the way they want.	1	2	3	4	5
	TOTAL _____				
<b>Honesty and Trustworthiness</b>					
28. Tells the truth as much as possible.	1	2	3	4	5
29. Does not cheat.	1	2	3	4	5
30. Tells others what he/she honestly feels and wants.	1	2	3	4	5
	TOTAL _____				
<b>Doing the Right Thing (Integrity)</b>					
31. Does the right thing even when an adult is not looking.	1	2	3	4	5
32. When saying he/she will do something, can be counted on to follow through.	1	2	3	4	5
33. Makes good choices when someone wants him/her to do the wrong thing.	1	2	3	4	5
	TOTAL _____				
<b>Respect</b>					
34. Speaks nicely to people from all different backgrounds.	1	2	3	4	5
35. Shows respect to people who are different.	1	2	3	4	5
36. Listens carefully to what others say and want to do.	1	2	3	4	5
	TOTAL _____				
<b>Responsibility</b>					
37. Sorts out problems with others without fighting.	1	2	3	4	5
38. Is helpful to family, friends and teachers.	1	2	3	4	5
39. Cares about the environment and animals.	1	2	3	4	5
	TOTAL _____				
<b>Acceptance of Others (Understanding, Tolerance and Inclusion)</b>					
40. Accepts people with different customs and beliefs.	1	2	3	4	5
41. Asks peers from different backgrounds to join in.	1	2	3	4	5
42. Chooses to join in with others from different backgrounds.	1	2	3	4	5
	TOTAL _____				



# Goals of You Can Do It! Education for Young People



## Ways to Introduce You Can Do It! Education

Today, YCDI's principles, programs, and pedagogies are employed in thousands of schools across the United Kingdom, the United States, Australia, and New Zealand. The following list describes different ways that YCDI has found its way into school and homes.

- YCDI Social and Emotional Learning Curricula
  - YCDI Early Childhood Program
  - Program Achieve (Primary)
  - Program Achieve (Secondary)
  - YCDI Student Mentoring Program
- Integration of YCDI throughout Classroom
  - Images (5 Foundations, 12 Habits of the Mind) displayed in classroom
  - Explicit statements of 5 Foundations presented and displayed in classroom
  - Behaviour-specific feedback communicated when students demonstrate 5 Foundations
  - Integration in language arts
  - Integration of academic and YCDI learning
  - Assessment and reporting of students' learning of 5 Foundations
- School-wide Programming/Culture
  - School's mission statement
  - Images (pictorial statements/illustrations)
  - School principal's/head teacher's regular public statements concerning Foundations
  - School assemblies (Foundations recognised)
  - Student awards recognising student use of Foundations
- YCDI Early Identification and Intervention
  - Universal screening of young children's social and emotional development (5 Foundations)
  - Early intervention (special attention, classroom programming)
  - Parent involvement
- Behaviour Management
  - 5 Foundations and 12 Habits of the Mind incorporated into behaviour management plans
  - Students recognised by teachers/staff/administration and parents when display 5 Foundations in their behaviour
  - Students provided with opportunities to self-monitor own behaviour related to 5 Foundations
  - Students receive 1:1 small group or individual mentoring where they are taught 5 Foundations
- Staff Development and Training
  - Building teacher personal capabilities in workplace (resilience, confidence, persistence, organisation, getting along)
- Parent Education
  - YCDI Early Childhood Programme (Teacher Guide for Working with Parents)
  - Investing in Parents (Parent Education Programme)
  - Developing the Social-Emotional-Motivational Competence of Young People with Achievement and Behavioural Problems: A Guide for Working with Parents and Teachers
  - School-Home Newsletters that reinforce teaching 5 Foundations at home
- Assessment and Accountability (Teacher, Student, and Parent Surveys)
  - Students' 5 Foundations
  - Teacher social and emotional teaching practices
  - School culture

