

Tucson LINKS Letter

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NEWS FLASH

Interested in learning more about discouraging bullying? Attend Tucson LINKS' free Bullying Prevention and Intervention workshop on April 13, from 4 p.m. to 6:30 p.m., at Ironwood Elementary School, 3300 W. Freer Rd.

Participants will learn about bullying behaviors, strategies for dealing with bullying, and some processes and programs effective in curbing bullying in classrooms and schools. Call 626-4964 to register or for directions to the workshop site.

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Wake-up call

Bullying prevention helps build safe communities

No longer is bullying considered a harmless, unpleasant rite of growing up.

"It's a public health problem that merits attention," said Dr. Duane Alexander, director of the National Institute of Child Health and Human Development, in an article distributed by the National Institutes of Health (NIH).

Lawmakers across the country are paying attention. In a recent article at stateline.org, Erin Madigan reported that 17 states currently have anti-bullying laws on the books, most of which were adopted shortly after the 1999 shootings at Columbine High School in Colorado. In a new movement against bullying, 16 state legislatures have considered similar laws this year, she wrote.

Tucson LINKS will present the free workshop about Bullying Prevention and Intervention on April 13. *See accompanying box for details.*

Children who are bullied are more likely to suffer from depression and low self-esteem well into adulthood, and those who bully are more likely to engage in criminal behavior later in life, Dr. Alexander said in the NIH article.

Dr. Dan Olweus has studied school bullying extensively. He and other researchers define it as repeated hurtful acts, words or other behavior intended to harm or disturb. It can be manifested in



physical, emotional, sexual and verbal forms.

Bullying includes behavior often dismissed as "kids just being kids" — name-calling, teasing, gossip, rejection, isolation and peer pressure.

In schools, bullying and harassment can establish a climate of fear among students, severely interfering with the learning process.

If we fail to recognize and stop bullying as it occurs, we send the indirect message that some forms of violence are acceptable

"We are devastated by the final act of violence but rarely outraged by the events that led to that final act," writes Barbara Coloroso in her book *The Bully, The Bullied and the Bystander*.

Those who bully also risk long-term negative outcomes, according to information obtained from the California Department of Education website.

Several studies have suggested that elementary-school students who perpetrate bullying are more frequently truant and more likely to drop out. Other studies suggest that bullying in early childhood may be an early sign of the development of violent tendencies, delinquency and

See page 4 for a list of April workshops held by Tucson LINKS, and for a list of helpful references and Web sites related to bullying prevention.

What Can We Do? See Page 2 for useful suggestions for preventing and intervening in bullying situations

Spotlight on Resiliency: Teaching life skills

“Life skills are part of an overarching umbrella over the school. They are just as important to me, the teachers, the custodians, the monitors and everyone else, as they are to the students.”

— Jane Klipp,
Lineweaver
interim
principal

Students at Lineweaver Elementary School learn new “life skills” each month, and they are recognized publicly for doing so.

Teaching life skills is the focus of one of the six important elements of the Resiliency Wheel, developed by Nan Henderson and Mike M. Milstein.¹ These concepts have become essential elements in all aspects of Tucson LINKS.

Developing life skills means learning how to cooperate, resolve conflicts in healthy ways, be assertive, make the right decisions, communicate successfully, manage stress and solve problems.

Each month at Lineweaver, the faculty holds life skills assemblies, at which students from each class year are honored for demonstrating the targeted skill that month.

During the March assemblies, the targeted skill was “organization.”

Interim principal Jane Klipp said this meant keeping desks neat and all work

materials tidily arranged, arriving for school and back from recess and lunch on time, completing and returning homework, promptly returning papers and surveys signed by parents, and even eating a good breakfast.

Two students from each class were honored, chosen either by classmates or their teachers. In addition to public recognition, each beaming honoree was photographed, received a certificate of accomplishment and shook the principal’s hand.

“Now you know that if you are organized, you know that you can get more things done more quickly and effectively,” Klipp told the gathered second and third-grade classes at one of the last assemblies.

As an added bonus, several parents showed up to support the honorees. “These are important things for us to share with the whole community,” Klipp said.

¹Henderson N. & Milstein, M.M. (1996). *Resiliency in Schools*. Thousand Oaks, CA.: Corwin Press Inc.

It’s always the right time to prevent bullying

These tips were adapted from *Bullying: Information for Parents and Teachers*. Sudermann, et al. Centre for Children and Families in the Justice System. 1996.

“Bullying is a learned behavior; if it can be learned, it can be examined and it can be changed.”

— author
Barbara
Coloroso

PARENTS: What you can do if your child engages in bullying behavior

- Make clear to your child that you take the bullying seriously and will not tolerate it.
- Develop consistent family rules. Use praise and reinforcement for rule-following behavior and non-hostile, negative consequence for violations.
- Set a good example. Children who observe aggressive behavior in parents are more likely to replicate it with peers.
- Spend more time with your children. Monitor and supervise their activities, and know their friends.
- Build on your children’s talents. Help them develop appropriate reaction behaviors.
- Maintain contact with child’s school, and support its efforts to modify child’s behavior.
- If necessary, seek help from a behavioral health professional.

EDUCATORS: What you can do to intervene in bullying behavior

- Stop the behavior as soon as you see it or become aware of it.
- Immediately talk to the perpetrator(s) and target separately.
- Use caution when referring a bullying incident to peer mediation. If could present the occasion for re-injury.
- Consult with administrators, other teachers and staff; refer to school board guidelines and policies for guidance.
- Reassure the target that all possible steps will be taken to prevent recurrence.
- When speaking with perpetrators, cite school rules or codes of conduct. Explain why their behavior was unacceptable. Tell them what is expected and what the consequences are for further violations.
- Involve parents and other staff in creating a plan of action. Provide re-education, behavior modeling and follow-up.

Class-Wide Peer Tutoring

Age-old teaching strategy increases student achievement

Class-wide peer tutoring is one of the oldest forms of teaching known.

Although it was in effect at the birth of widespread American public education in the early 1900s, it had no formal name until the late 1970s when behavioral scientists “re-discovered” this time-proven strategy.

As an evidence-based teaching strategy, Class-Wide Peer Tutoring (CWPT) is available to all schools in Tucson LINKS.

CWPT is a team-based system, often referred to as a game, that involves the whole class. Students work in pairs on rapid-paced learning exercises for spelling, vocabulary, math and other subjects. This strategy has been shown to improve behavior, increase achievement on standardized tests and reduce the need for special-education placement.

It provides pacing, feedback, immediate error correction, high mastery levels and content coverage.

“This process accomplishes a whole lot in the classroom, it does so quickly, but it is a very simple process,” said LINKS trainer Maryann Judkins last month at a CWPT workshop.

CWPT usually takes about 30 minutes per session, can be used every day or weekly and is easily incorporated into regular lessons.

Once CWPT becomes a part of a classroom’s culture, more material can be covered more quickly, and re-teaching material becomes less necessary.

“It has been shown that peers in the same classroom are the best teachers,” said LINKS training coach Annie Harris at the March workshop.

CWPT is inexpensive to use. Programs and kits are available to purchase, but once teachers learn the techniques of CWPT, no extra materials are necessary.

During a CWPT lesson, the class is divided randomly into two teams. All students work with a partner; one’s the tutor and one the tutee.

The tutor asks a question. Two points are awarded for correct answers. If the tutee answers incorrectly, he or she is given the answer and allowed to try again, with a correct answer awarded one point. Then tutor and tutee switch. And the end of the exercise, or the week, total points are tallied, with the winning team receiving a non-competitive reward.

CWPT also relates to each of the six aspects of Nan Henderson and Mike M. Milstein’s Resiliency Wheel.

It provides meaningful participation; communicates high, supported expectations; gives caring and support; increases pro-social bonding; offers clear, consistent boundaries; and teaches valuable life skills. *See page 2 for related article.*



Good Behavior Game reduces aggression through fun

Now available through Tucson LINKS is a simple process through which elementary-school teachers can effectively manage the classroom while reducing aggressive *and* shy behaviors among students.

The Good Behavior Game (GBG) has been around for years in many permutations.

About 20 different published studies have proven its effectiveness at reducing classroom

disruptions; engaging students in learning; decreasing referrals and suspensions; and allowing more time for teaching.

Tucson LINKS partner schools in TUSD can now obtain and be trained in the PAX Good Behavior Game, which has been developed by Dr. Dennis P. Embry and his PAXIS Institute.

An introduction to this process will be included in LINKS’ April 22 Evidence-Based Information Fair. (*See*

accompanying box).

With the classroom divided into two teams, students earn tangible but non-competitive rewards by winning points for displaying appropriate on-task behaviors during instructional times.

Inappropriate behaviors are clearly outlined, and students are scored points for avoiding them.

Although materials are only available to schools in TUSD, other LINKS schools may attend GBG training.

The Good Behavior Game will be featured at the **Evidence-Based Information Fair** Thursday, April 22, 4-6 p.m., at Drachman Elementary School, 1085 S. Tenth Ave.

Also, don’t miss the **four-hour training** in the Good Behavior Game from 9 a.m. to 1 p.m. on Wednesday, June 2. Location: TBD. Call 225-4912 for details.

Our Children Thrive in Safe and Drug-free Learning Environments

Contact Tucson LINKS at:

Tucson LINKS

Lee Instructional Resource Center
2025 E. Winsett St.
Tucson, AZ 85719

Phone: 520-225-4609

Fax: 520-225-4860

Direct story ideas and comments to
gene.armstrong@tusd.k12.az.us.

Check out Tucson LINKS on
the Internet:
www.tucsonlinks.org

Check Out These April Workshops

- **Successful Mentoring & After-School Programs**
Thursday, April 15, 4-6:30 p.m.;
Wheeler Elementary, 1818 Avenida del Sol.
- **Tutoring Strategies for K-2**
Tuesday, April 20, 3:30-6:30 p.m.; Ft. Lowell Elementary, 5151 E. Pima St.
- **Evidence-Based Programs & Strategies: Information Fair**
Thursday, April 22, 4-6:15 p.m.;
Drachman Elementary, 1085 S. 10th Ave.
- **Quarterly Regional Meeting (LINKS schools only)**
Tuesday, April 27, 4-5:30 p.m.;
Girl Scout Resource Center, 4300 E. Broadway Blvd.
- **Strategic Tutoring**
Thursday, April 29, 3-6:30 p.m.;
Wright Elementary, 4311 E. Linden St.

Save These Dates For Summer Training

- June 3**
School-Wide Bullying Prevention
- June 8**
Involving Families in Learning
- June 16**
Strengthening Family-School Connections
- June 17**
Managing Difficult Classroom Behaviors
- July 13-14**
Positive Behavior Supports
- July 20-21**
Caring School Community

Times and locations: TBA

Tucson LINKS Partners

- **Amphitheater Public Schools**
www.amphi.com
Dr. Vicki Balentine, Superintendent
- **Flowing Wells School District**
www.floatingwells.k12.az.us
Dr. John Pedicone, Superintendent
- **Marana Unified School District**
www.maranausd.org
Richard Lesko, Superintendent
- **Sunnyside Unified School District**
<http://www.sunnysideud.k12.az.us/>
Dr. Raúl Bejarano, Superintendent
- **Tucson Unified School District**
www.tusd.k12.az.us
Dr. Estanislado Paz, Superintendent
- **City of Tucson**
www.ci.tucson.az.us
Bob Walkup, Mayor
- **The Community Partnership of Southern Arizona**
www.cpsa-rbha.org
Neal Cash, Chief Executive Officer
- **Family Advocacy Resource & Wellness Centers**
www.tucsonlinks.org/partners/fwc.cfm
Dr. Brenda Even, Executive Director
- **International Media Broadcasting**
e-mail: nanmontoya@aol.com
Nancy Montoya, Kirt Ijams
- **KGUN-TV, Channel 9 News**
www.kgun9.com
Ray Depa, General Manager
- **Marana Health Center**
www.maranahealthcenter.com
Clarence Vathek, Executive Director
- **Metropolitan Education Commission**
www.cityoftucson.org/mec
Dr. June Webb-Vignery, Executive Director
- **Pacific Institute for Research & Evaluation**
www.pire.org
Robert W. Carpenter, President & CEO
- **Pima County Attorney's Office**
www.pcao.co.pima.az.us
Barbara LaWall, Pima County Attorney
- **Pima County Board of Supervisors**
www.co.pima.az.us/bos/bos1.html
Sharon Bronson, Chair
- **Pima County Sheriff's Department**
www.pimasheriff.org/
Clarence W. Dupnick, Sheriff
- **St. Elizabeth of Hungary Clinic**
www.ccs-soaz.org/saint_e.htm
Sister Barbara Anne Stowasser, Executive Director
- **Tucson Police Department**
www.ci.tucson.az.us/police/
Richard Miranda, Chief of Police
- **Tucson Resiliency Initiative**
www.tucsonresiliency.org
Dr. Katie Frey
- **University of Arizona College of Education**
www.ed.arizona.edu
Dr. Ronald W. Marx, Dean

Bullying References

California Department of Education, "Bullying at School" (2003). Available at: www.cde.ca.gov/spbranch/ssp/bullyhmb.htm

Coloroso, B. (2004) *The Bully, the Bullied, and the Bystander: From Preschool to High School — How Parents and Teachers Can Help Break the Cycle of Violence*. HarperResource.

Madigan, E. "Bullying by school kids gets lawmakers' attention," March 18, 2004. Available at: www.stateline.org

Olweus, D. (1994) *Bullying at School: What We Know and What We Can Do*. Blackwell Publishers.

Internet Links

National Institute of Child Health and Human Development:

www.nichd.nih.gov

Stop Bullying Now!:

www.stopbullyingnow.hrsa.gov

Center for the Study & Prevention of Violence:

www.colorado.edu/cspv/publicationa/factsheets/safeschools



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*Safe Schools
Healthy Students*