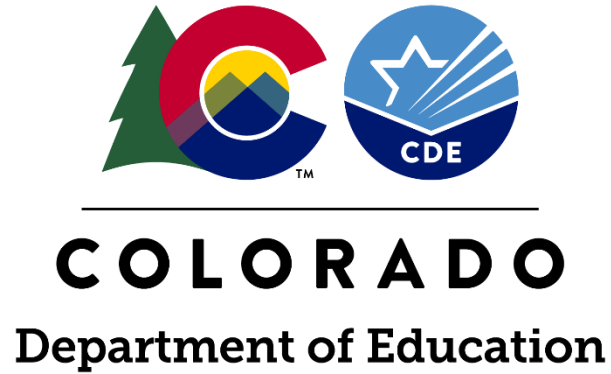


We will begin right at
1:00pm



Please make sure your
microphone is muted

Bullying Prevention and Education Grant Quarterly Webinar

Adam Collins, PhD
April 04, 2022



1. New Bullying Research
2. Systematic Supervision
3. Next Steps

A G E N D A

Objectives

1. Gain knowledge on bullying from recent research.
2. Learn the basics of Systematic Supervision.



New Bullying Research



Bullying-Related Tweets: a Qualitative Examination of Perpetrators, Targets, and Helpers

Karla Dhungana Sainju¹ · Akosua Kuffour¹ · Lisa Young¹ · Niti Mishra²

- People who bully others online typically know each other offline
- Perpetrators of bullying are aware and intentional about their behavior
- Suggests that “fandom” bullying is unique to social media

Look What You Made Me Do: Plurality of Taylor Swift Fans Admit They're Mostly to Blame for Fandom Bullying

More than 4 in 5 adults say celebrities need to address bullying done by their fan bases



Taylor Swift performs onstage during the 36th Annual Rock & Roll Hall of Fame Induction Ceremony on Oct. 30, 2021 in Cleveland, Ohio. Thirty-six percent of Swift fans said they were most to blame for online bullying of John Mayer and Jake Gyllenhaal following the rerelease of Swift's album, "Red," according to Morning Consult data. (Dimitrios Kambouris/Getty Images for The Rock and Roll Hall of Fame.)



Poll

What grade levels to you serve in your role as an Implementation Coach?

What is Systematic Supervision?

Systematic Supervision



A research-based method of supervising students on the playground and in hallways

- Helps decrease problem behaviors
- Helps increase student cooperation
- 6 Core Components

Systematic Supervision



Movement

Scanning

Movement



Constant

Randomized but Purposeful

Targeted to Known Problems



Watch Activities in All Areas of Playground

Listen for Sounds Too Loud or Too Quiet

Look for Opportunities for Positive Contact

Activity

GOAL: Create a movement and scanning pattern to effectively monitor the entire playground AND problem areas specifically

1. Find a Google Maps image of your school's playground
2. Circle common problem areas at recess
3. Use lines and arrows to show your movement pattern

Escuela de Guadalupe



Systematic Supervision



Positive Contacts

Responding to
Problems

Positive Contacts



Catch Students Being Good

4-1 Ratio

Specific Praise

Responding to Problems

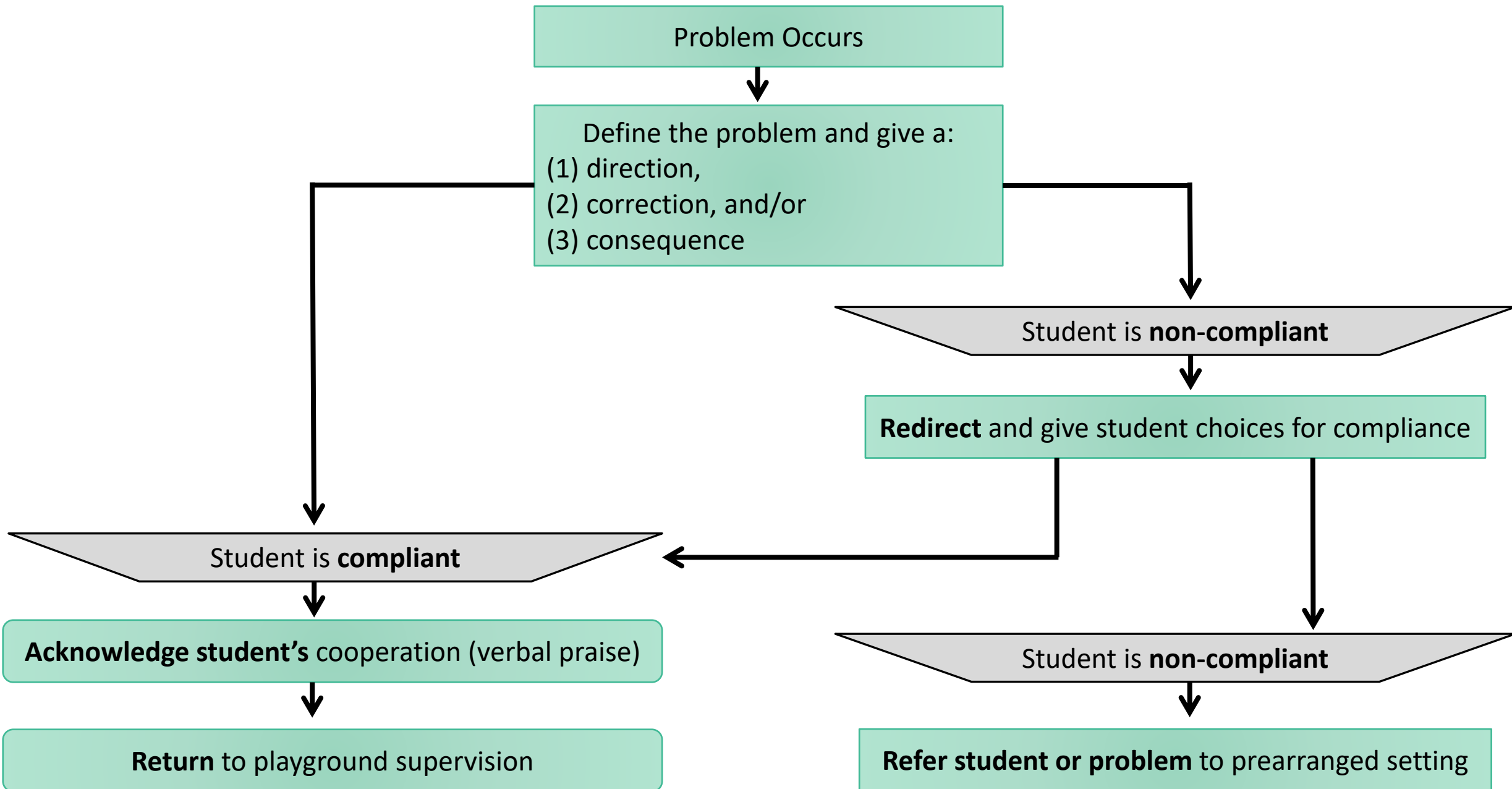


Immediate, Consistent, Calm

Focus on the behavior, not the student

Use the 2-Minute Rule

2-Minute Rule





Activity

GOAL: Have a list of choices you can give students and prearranged settings for continued non-compliance.

Answer **3** questions

What problem behaviors do you see on the playground?

What kind of choices can you give students?

What are your prearranged settings for continued non-compliance?

Systematic Supervision



Work as a Team

Use Data

Work as a Team



Spread the Responsibility

Play to Your Strengths

Behavior Log Team Notes

Common Area Behavior Log

Staff ID _____ Period beginning _____ Ending _____

Watch List

Name/Grade	Past Behavior (brief account)	Past consequences (brief account)
1		
2		
3		
4		
5		
6		
7		

Behavior Log

Name/Grade	Day/Date	Problem Behavior, Consequence, Notable Circumstances (e.g., other students, etc.)



Know Your Highfliers

Know Your Hot Spots

Know Your Solutions

Systematic Supervision



Movement

Positive Contacts

Work as a Team

Scanning

Responding to
Problems

Use Data

Next Steps

Next Steps



June 30: Annual Report Due

June 30: BPEG Self-Assessment Completed

June 30: Student Survey Completed



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