

# Pennsylvania Bullying Prevention Support Plan

## Introduction and Background

August 2015



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DEPARTMENT OF EDUCATION

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333 Market Street  
Harrisburg, PA 17126-0333  
[www.education@pa.gov](http://www.education@pa.gov)



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333 Market Street, 5th Floor	TTY: (717) 783-8445
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**Pennsylvania Bullying Prevention Support Plan**  
**Prepared by Mary Dolan, Bullying Prevention Consultant**  
**Pennsylvania Department of Education, Office for Safe Schools**  
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## **Introduction & Background**

Research shows students who are bullied are more likely to report wanting to avoid school and have higher absenteeism rates (Rigby, 1996). Students who experience bullying also suffer academically, receiving lower grades, and report disliking school (Eisenberg et al., 2003). Students who bully others are more likely to be truant, drop out of school and become involved in criminal behavior. In addition, bystanders can become afraid and experience diminished empathy over time. Comprehensive bullying prevention programs work to improve the overall school climate and address bullying at the individual, classroom, school wide and community level and increase the sense of emotional safety for both students and staff alike.

***Bullying Prevention Efforts in Pennsylvania.*** For more than a decade, Pennsylvania's statewide, cross-systems, and collaborative bullying prevention approach has achieved recognition from bullying prevention experts as an effective, efficient, and evidence-based model that supports safe and secure learning environments.

- ***Olweus Bullying Prevention Program.*** The first statewide training of Olweus Bullying Prevention Program (OBPP) trainers was conducted in Pennsylvania in December 2001. Funded by the Pennsylvania Department of Education (PDE) and the Pennsylvania Commission on Crime & Delinquency (PCCD) and coordinated by the Center for Safe Schools, a statewide approach was launched to support schools in their efforts to implement comprehensive, research-based bullying prevention programs. These early efforts combined with additional support from other state agencies, organizations and private foundations have resulted in Pennsylvania having the largest cadre of OBPP trainers in the nation. A significant number of schools across the state have implemented this research-based program, achieving wide-scale dissemination of bullying prevention information.

Currently, there more than over 200 OBPP trainers available to schools to implement and help sustain this evidence-based bullying prevention program.

- ***PA Bullying Prevention Network.*** Pennsylvania trainers have the option of joining the PA Bullying Prevention Network. By becoming a member of the network, individuals can benefit from ongoing professional development opportunities, networking with other trainers, access to newly developed resources, research findings and funding opportunities. In addition, their contact information is made available to schools and communities throughout the commonwealth.

- **Other Bullying Prevention Programs.** In addition to OBPP, schools have utilized other bullying prevention programs, approaches and curricula. House Bill 1067 of 2008 amended the Pennsylvania School Code to require school districts to adopt or amend anti-bullying policies, the new legislation did not require schools to implement a bullying prevention program.

## **PA Bullying Prevention Support Plan – Development & Overview**

The development of the PA Bullying Prevention Support Plan for the PDE Office for Safe Schools began in December 2011. The purpose of the plan is to identify needs and provide recommendations that will best support efforts to reduce bullying behavior in schools and to support the implementation, sustainability and fidelity of research-based and/or evidence-based bullying prevention efforts in Pennsylvania's schools.

The plan highlights past bullying prevention efforts of state agencies, organizations and foundations and their interest in future collaborative efforts. The plan also includes information on the current status of the OBPP in Pennsylvania schools and profiles other bullying prevention initiatives and programs. Finally, the plan identifies various resources needed to support continued bullying prevention program implementation and sustainability.

**Stakeholder Feedback.** A key aspect of this process was to gather information from a broad group of stakeholders through multiple means. A work group comprised of 26 professionals representing various sectors in the fields of education and violence prevention was convened. The work group identified bullying prevention programming needs and continues to make key recommendations and suggested strategies for consideration to the PA Bullying Prevention Support Plan.

In addition, a building-level bullying prevention online survey was completed by 1,251 public school administrators and 75 OBPP trainers. The work group also distributed a survey to Education Departments within Pennsylvania's postsecondary institutions that aimed to gather data concerning bullying prevention education for future teachers.

Data from these surveys provided information on bullying prevention efforts and assessed current needs. Key informant interviews were held with eight statewide partners and one national partner to recognize roles and accomplishments, as well as to identify future goals as collaborative partners in bullying prevention.

**Core Themes of the Support Plan.** From this work, six core themes emerged and serve as the framework for the recommendations within the PA Bullying Prevention Support Plan. They include the following:

1. Bullying prevention program support
2. Statewide collaboration
3. Statewide training infrastructure
4. Data-driven decisions
5. Bullying prevention education
6. Connections with school climate initiatives

Based on the findings from the partnership interviews, work group input, and statewide surveys conducted specifically for this support plan, the support plan's recommendations include identified needs, description of needs and specific objectives to advance bullying prevention efforts. The PDE Office for Safe Schools is committed to statewide bullying prevention support based on the final plan.

### **Bullying Prevention Statewide Partnerships**

**Key Partners.** For purposes of this support plan, representatives from the following were identified as statewide partners in bullying prevention: PDE Office for Safe Schools & Office of Postsecondary and Higher Education, PCCD, Pennsylvania Department of Welfare, Office of Mental Health & Substance Abuse, Pennsylvania Department of Drug and Alcohol Prevention, Pennsylvania Human Relations Commission, Penn State University's Resource Center for Evidence-Based Prevention and Intervention Programs and Practices (EPISCenter), Center for Safe Schools, Center for Health Promotion and Disease Prevention at Windber Research Institute, Institute on Family & Neighborhood Life at Clemson University and the Highmark Foundation.

Although these key partners have diverse backgrounds and approach bullying prevention from various perspectives (government, research, public health, mental health, substance abuse, violence prevention and enforcement of state and federal laws), common themes emerged concerning bullying prevention goals, strengths and challenges.

Overall, these agencies and organizations continue to demonstrate a commitment to bullying prevention and share the goal of offering resources and support to improve school climate. Their common focus is centered on the premise that all students should be afforded the opportunity to learn and thrive in a safe and secure environment.

**Partnership Successes.** Over the past decade, Pennsylvania partners in bullying prevention have made significant contributions to this field, which have advanced and supported evidence-based bullying prevention efforts throughout the commonwealth. Through meaningful collaboration, these partners have:

- Created statewide advisory boards/coalitions;
- Developed OBPP trainer networking opportunities;
- Supported widescale dissemination of evidence-based approaches;
- Provided student support at the individual, school and community level;
- Conducted research to advance the field of bullying prevention;
- Connected bullying prevention to the improvement of school climate;
- Improved student wellness and academic and lifelong success.

In addition to providing bullying prevention education for schools and communities throughout the commonwealth, the bullying prevention partnerships have also contributed to the development of tools and resources to support youth, family and schools and more effectively prevent or respond to bullying behavior. Collaborative partnerships have also enhanced specific OBPP-readiness, fidelity and sustainability skills for certified trainers and the associated support for schools. The Institute on Family & Neighborhood Life at Clemson University, which houses OBPP, recognizes Pennsylvania's efforts in advancing evidence-based approaches to bullying prevention throughout the United States and beyond.

**Common Partnership Challenges.** As key partners have worked to accomplish their bullying prevention goals, they have experienced common challenges, including:

- Identifying additional partners in bullying prevention;
- Identifying statewide leadership;
- Creating a statewide organizational structure;
- Collaboration on projects;
- Communicating goals, outcomes, challenges and solutions among partners;
- Understanding roles, avoiding duplicating efforts;
- Accessing funding streams;
- Connecting efforts with state and federal mandates.

Overall, Pennsylvania's partners in bullying prevention have expressed the desire to continue with their efforts to improve school climate and/or to specifically support bullying prevention efforts. Examples of continued support for bullying prevention include the Student Assistance Program (SAP), youth suicide prevention initiatives, legislation, government funding, private funding, development of resources, offering professional development opportunities, conducting research and connecting bullying prevention efforts to health and wellness.

## PA Bullying Prevention Support Plan Work Group Findings

The members of the work group concluded the following:

- There is a need to develop a statewide impact (infrastructure) plan for bullying prevention;
- Funding is needed to make it possible to assign current training resources across uncovered regions of the state;
- Strategies include educating and assessing readiness in uncovered regions, developing an understanding of communities that will be served and identifying and training stakeholders in the community who will champion bullying prevention efforts;
- The fidelity and sustainability of research-based bullying prevention and school climate initiatives should be supported through site visits and consultations for a minimum of three to five years to schools and districts;
- There needs to be an increase in public awareness of statewide and local bullying prevention efforts through community partnerships, network of related agencies and stakeholder and public relations efforts;
- A clear analysis to determine cost benefits of prioritizing positive, safe school climate programs needs to be conducted to support funding for prevention efforts.

**Strengths.** Work group members also identified several strengths of Pennsylvania's bullying prevention efforts. These strengths include data supporting the need for intervention, having a statewide bullying prevention network of highly skilled trainers, resources and proven strategies, longevity of research-based bullying prevention efforts, networking opportunities, research showing positive outcomes, and buy-in for the need for bullying prevention.

**Opportunities.** The workgroup found several opportunities for improvement and scale of current efforts, including:

- Connect with statewide task forces;
- Work with schools for proactive/reactive positive consequences;
- Provide regional trainings to reach more schools;
- Expand networks statewide through existing infrastructure;
- Support fidelity of the OBPP;
- Blend school climate improvement programs;
- Educate the community through collaboration with non-profit and for-profit agencies and organizations;
- Consider PBIS Tier 2 and Tier 3 opportunities;
- Determine why students leave schools;
- Find a common language for prevention efforts;
- Advocate for marginalized youth.

Members of the work group suggested developing a transition plan that can move bullying prevention efforts forward following the completion of the Highmark Foundation's Healthy High 5 Initiative.

**Challenges.** In addition to strengths and opportunities, the work group also examined common challenges, including:

- Fidelity to program models and sustainability;
- Funding (including competing programs and initiatives);
- Programmatic time restraints;
- OBPP v. SWPBIS models;
- Geographic diversity (including the need for trainers specifically in the Northeastern Intermediate Unit region);
- LGBTQ youth's needs;
- The number of OBPP trainers in PA;
- Discipline procedures and understanding different types of victim response (specifically provocative victim response);
- Over-reliance on quick-fix approaches and a lack of long-term preparation in schools through multi-year plans;
- Belief systems that support bullying behavior;
- Systemic resistance to changing existing ineffective practices as well as divergent priorities at the school-level Competing programs and initiatives;
- Limited understanding of the need for programs and information about bullying;
- Misinformed discipline practices;
- State law not mandating bullying prevention programs.

Overall, schools need support for identifying other evidence-based strategies, increasing community engagement, and knowing the laws connected with bullying behavior.

### **KEY FINDINGS: Pennsylvania School-based Bullying Prevention Survey<sup>1</sup>**

**Survey Background.** The PDE Office of Safe Schools developed an online survey to obtain principal feedback concerning school-based bullying prevention efforts in the Commonwealth of Pennsylvania. The purpose of the survey is to gather information to assist with recommendations for the PA Bullying Prevention Support Plan.

On May 16, 2012, superintendents and Intermediate Unit (IU) contacts were notified of this building-level survey and asked to forward this request to their principals. If new to their building, principals were asked to forward the survey link to a staff member familiar with their bullying prevention efforts.

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<sup>1</sup> For complete survey results, please see Appendix A, B & C.

The survey was developed by Mary Dolan, Bullying Prevention Consultant, with input and final draft review from members of the PA Bullying Prevention Support Plan work group, certified OBPP Trainers, Pennsylvania educators and Michael Kozup, Director of Office for Safe Schools at PDE. Russ Alves, Educational Administrative Associate of the Office for Safe Schools at PDE, provided technical support.

**Demographics.** Out of 3,115 public schools located in Pennsylvania's 499 school districts, 1,251 individuals representing 1,235 schools participated in the survey, resulting in a 40percent response rate. Three-quarters of respondents indicated they were principals and 16.3percent indicated they were assistant principals. All 29 IUs had buildings in their IU region participate in the survey. Out of the 29 IUs, 16 IUs had a building participation rate of 40 percent or higher. Over one-third of the respondents were building principals, with 541 elementary buildings, 217 middle or junior high buildings and 340 high school buildings represented in the survey. Middle school and junior high data were combined into one level for purposes of summarizing information received at the 6-8th grade levels. In addition, 41 Career & Technology Centers completed the survey.

**Major Themes of Survey Responses.** The following summary is based on responses from 1,098 survey participants who indicated they were located in either elementary, middle, junior high or high school buildings. This group represented 87.7percent of the total survey participants. The majority of respondents were located in elementary buildings (43.3percent) with 17.4percent of the participants from middle schools/junior highs and 27.2percent indicating they were employed in high schools.

### **A. Committees to Address Bullying Prevention**

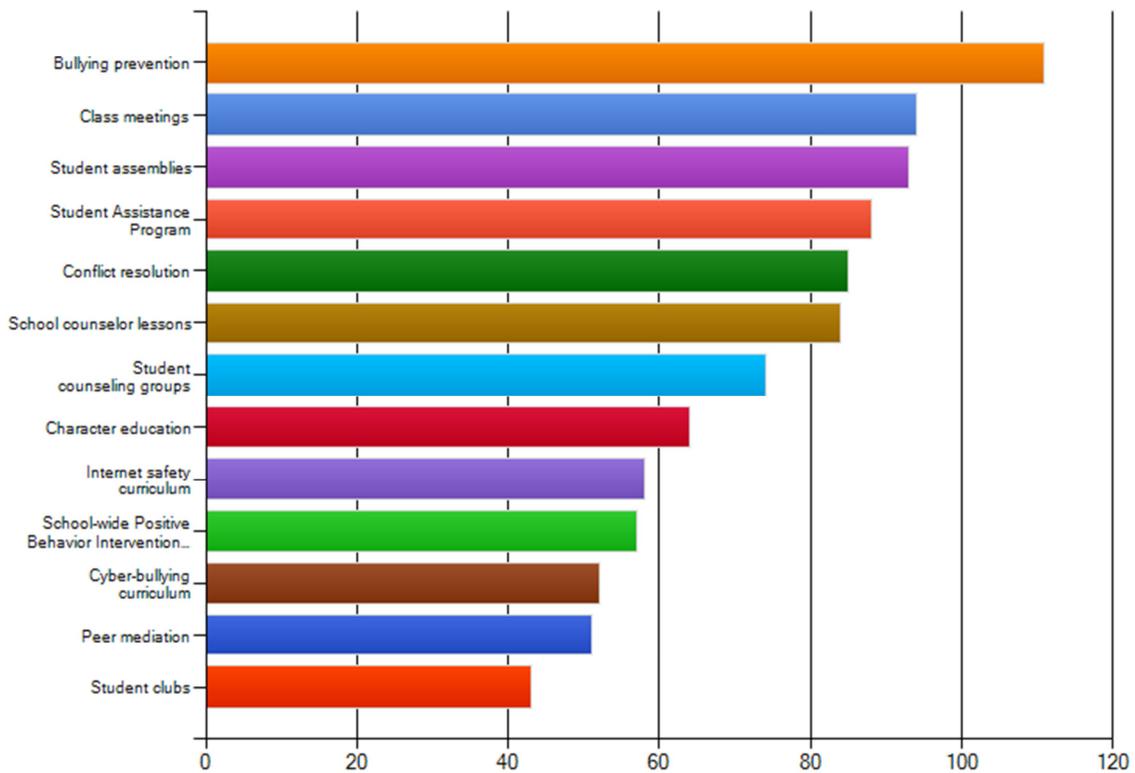
When examining the three building levels, 64percent indicated they have a committee that focuses on bullying prevention. The highest number (76.5percent) was at the middle school/junior high level, followed by elementary schools (64.5percent), and lastly high schools (55.3percent).

### **B. Efforts to Support Safe and Secure Learning Environments**

When asked about programs, approaches and/or curricula in place to support safe and secure learning environments, bullying prevention was listed as the number one answer when all three building levels (elementary, middle/junior high and high schools) were combined. A snapshot of top responses by building type is below:

- **Elementary:** 1) School counselor lessons, 2) bullying prevention
- **Middle School/Junior High:** 1) Student Assistance Program (SAP), 2) bullying prevention
- **High School:** 1) SAP, 2) student assemblies

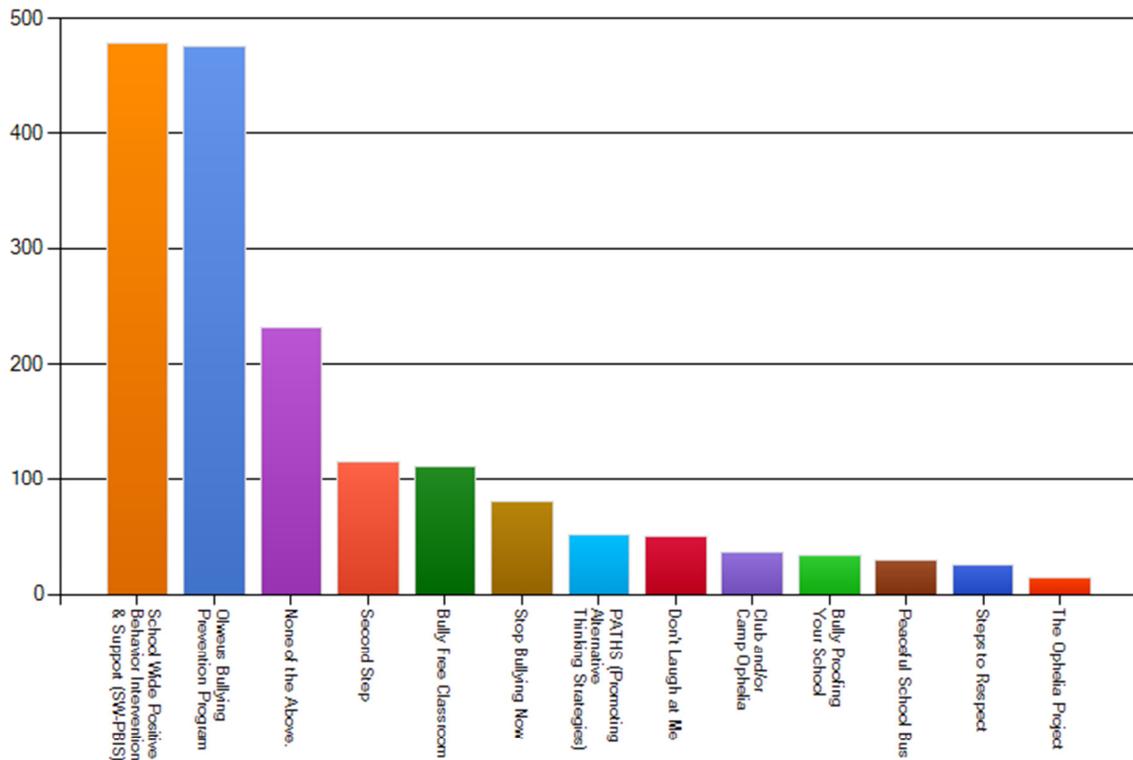
Please check all programs/approaches/curricula utilized formally or informally in your school building to support safe and secure learning environments. (Check all that apply)



### C. Bullying Prevention Efforts

When asked to indicate all programs, approaches and curricula currently utilized for bullying prevention, all three building levels combined selected School Wide Positive Behavior Intervention & Support (SW-PBIS) (38.4percent) and OBPP (31.8percent) as the their top two programs. However, when examining the middle school/junior high responses, OBPP was selected more often than SW-PBIS second. With all three building levels combined, Second Step was selected third (9.2percent). Responsive Classrooms appeared most frequently of the entries listed in the Other box.

Please check all bullying prevention programs/approaches/curricula currently utilized in your school building.



#### D. Familiarity with and Interest in Implementing the OBPP

Overall, 80.5percent stated they are familiar with OBPP. When asked if they would be interested in implementing OBPP, 412 respondents (33percent) said yes, 396 (31.7percent) said no, and 441 (35.3percent) indicated they already have the OBPP in their building. Out of the three grade levels, the greatest interest in implementing OBPP was 136 (40percent) at the high school level.

#### E. Barriers to Bullying Prevention

Respondents cited funding to sustain programs and for substitute costs to release staff for training equally as barriers when making decisions concerning bullying prevention programs. Funding to implement programs and time to train teaching/support staff were listed next as barriers. The lowest-rated factors impacting decision-making were administrative support and identifying need for programs and staff buy-in. The barriers were consistent throughout all three building levels.

## F. Professional Development

All three building levels selected the identical top four professional development needs, but ranked them differently. The top four needs indicated in descending order are:

- **Elementary schools** selected parent/community engagement, bystander behavior, individual interventions for students who bully others and cyber-bullying.
- **Middle school/junior highs** selected cyber-bullying, parent/community engagement, bystander behavior and individual intervention for students who bully others.
- **High schools** selected cyber-bullying, bystander behavior, parent/community engagement and individual intervention for students who bully others.

At all building levels, out of 15 possible choices and an Other category, reporting and tracking bullying incidents as well as class meetings were rated lowest in regard to professional development needs. When asked if they preferred online professional development or in-person events (such as attending conferences, symposiums and regional trainings), participants indicated equal interest in both delivery methods.

## G. Support to Increase Bullying Prevention Efforts

All three grade levels indicated only a slightly higher interest in support for ongoing trainings required by existing bullying prevention programs than an interest in implementing new bullying prevention programs, approaches and/or curricula.

## H. School Districts' Bullying Prevention Policies

Survey participants commented on their school districts' bullying prevention policy by indicating yes or no when asked about the requirements outlined in Pennsylvania's bullying prevention legislation. Out of the 12 requirements listed on the survey, more than 90percent stated their school details incidents that qualify under the policy's definition of bullying via their publicly-accessible Annual School Safety Report. With the exception of two questions, 80percent or more of the respondents said "yes" when asked if they are meeting that specific requirement. However, only 69.6percent said the policy is posted in every classroom and 68.5percent said their policy includes information related to the development and implementation of any bullying prevention, intervention and education.

The survey also solicited participants' opinions on the impact of their school districts' bullying prevention policy. All three building levels indicated (in descending order) that their policies have helped increase staff awareness of bullying prevention efforts, increase student awareness of bullying prevention efforts, and advanced their school's bullying prevention efforts. An increase in

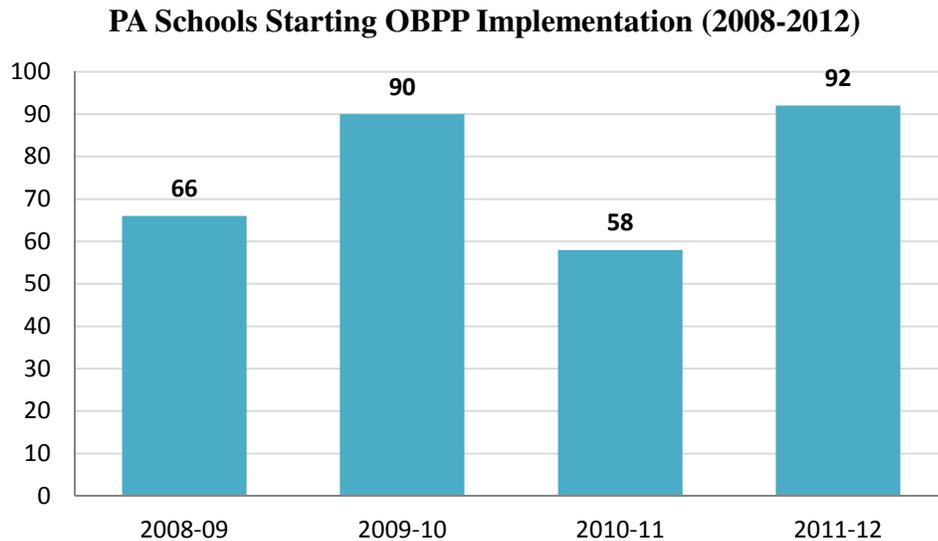
positive bystander behavior was ranked lowest regarding the impact of their bullying prevention policies.

## I. Olweus Bullying Prevention Program in Pennsylvania

Participants were also asked to provide information concerning implementation and sustainability of OBPP. Only schools who indicated they had implemented OBPP within the past 12 years were able to continue with the survey.

Out of the initial 1,251 survey participants (at all building levels), 470 said they implemented OBPP in the past 12 years, 779 said they have not implemented this program and two skipped this question. In total, 224 elementary, 122 middle/junior high and 90 high schools stated they implemented OBPP within the past 12 years. Three-quarters of the participants (499) who continued on to answer OBPP-specific questions indicated that their OBPP trainer was not a district employee and 73.7percent said they currently do not have an OBPP trainer employed by their district.

The survey also asked participants to identify their initial year of OBPP implementation:



Participants also shared feedback regarding the fidelity of their schools' OBPP implementation. The majority of respondents stated the program was implemented with a high level of fidelity (71.5percent), had become part of school culture (59.8percent), and was part of a school district wide OBPP implementation effort (56.4percent). Regarding program fidelity:

- Half of participants reported the program was sustained with fidelity to the model;
- 48.7percent stated only a few program components remain (such as class meetings, rules posted, etc.);
- 43.3percent said staff has received additional OBPP training;
- 40.8percent said the OBPP trainer support continued beyond year one of implementation; and
- 24.9percent indicated that their local Intermediate Unit provides OBPP support.

Out of 468 respondents, 81.6percent disagreed with the statement: "The OBPP has not been sustained and is no longer part of our safe schools initiatives." About a fifth of survey participants who indicated that OBPP was not sustained and is no longer a part of their safe schools initiatives continued on with the survey to answer sustainability questions. The number one factor affecting sustainability selected by respondents was the implementation of other programs and school initiatives. Lack of funding (for booster trainings, new hires, committee add-ons, surveys and trainer costs) to sustain with fidelity to the program model and availability of add-on and new hire trainings were ranked equally as the second factor. Parent and administrative support were ranked lowest when asked if these were factors affecting sustainability.

Survey respondents who have implemented OBPP over the past 12 years shared the following OBPP recommendations:

1. Support schools in their efforts to sustain existing bullying prevention efforts by providing funding and training opportunities.
2. Identify and support schools that are interested in implementing OBPP. Recognize need for high school implementation and offer technical assistance.
3. Support the PA Bullying Prevention Network in its work to implement and sustain the OBPP with fidelity to the model, by providing statewide coordination and professional development opportunities.
4. Determine if there is a need to expand the number of OBPP trainers to match school requests for new implementation and sustainability of existing programs.
5. Recognize OBPP as the most frequently implemented bullying prevention program in PA and determine how to best assist schools with sustainability.

6. Offer online and in-person professional development for educators on the topics of parent/community engagement, cyber-bullying, positive bystander behavior and individual interventions for students who bully others.
7. Support school districts in their efforts to implement OBPP district-wide.
8. Assist schools with their request to increase parent and community bullying prevention education and awareness.
9. Support schools in their efforts to blend school-wide climate programs. Provide information on how SW-PBIS and SAP complement and support bullying prevention and safe school efforts.
10. Develop a list of evidence-based bullying prevention programs, approaches and curricula.
11. Provide guidelines (via the Basic Education Circular) for Pennsylvania's bullying prevention legislation and encourage school districts to re-examine their current bullying prevention policies.
12. Provide information to OBPP developers on the survey responses relevant to OBPP implementation and sustainability and request program developer feedback on survey findings.
13. Identify how Pennsylvania's Intermediate Units currently support bullying prevention efforts and determine possible methods to increase regional support.

## **KEY FINDINGS: PA Bullying Prevention Network Survey**

**Survey Background.** An email request to complete the 2012 OBPP Trainer Survey was distributed to all active OBPP trainers in PA (based upon Clemson records). This email was sent to all active members of the PA Bullying Prevention Network. In summary, 75 OBPP trainers (57.7percent) completed this survey, representing 57.7percent of members of the PA Bullying Prevention Network members.

The 2012 OBPP Trainer Survey was developed by Dr. Heather Cecil, evaluation coordinator of the Center for Schools and Communities with substantive assistance from Dr. Stacie Molnar-Main, Strategic Initiatives Manager, and Mary Dolan, Bullying Prevention Consultant. The final draft survey was reviewed by certified OBPP trainers and revisions were made based on their feedback.

The confidential online survey assessed the following content areas:

- Demographics
- Employment
- OBPP and other certifications
- Number and location of schools trained
- Comfort level providing OBPP support and consultation in different school types and configurations
- Topics important to school that seek to address bullying
- Barriers to implementing the OBPP
- Professional development topics for trainers and schools
- Other bullying related programs used by schools
- Knowledge of and experience with the Bullying Prevention Network
- General comments about bullying prevention efforts in PA

**Major Themes of Survey Responses.** Respondents were asked to rate how important specific bullying prevention topics are to schools that wish to address bullying. The top seven topics identified as very important to schools were as follows:

1. Help locating funding opportunities for initial implementation of school climate or bullying prevention programs
2. Assistance obtaining staff support/buy-in for school climate and/or bullying prevention programs
3. Funding to sustain existing bullying prevention programs
4. Information about how to integrate bullying prevention efforts with existing school climate/safety programs
5. Information about research-based school climate strategies and/or bullying prevention programs
6. Support for implementing programs with fidelity
7. Challenges to implementing OBPP with fidelity in PA schools

Respondents were asked to state why they think some schools choose to implement the OBPP while others do not. All 75 respondents provided a written response to this open-ended survey item. Common themes shared in these statements were lack of funding/resources, lack of time to dedicate to the program, lack of administrative support, competing priorities/programs, and denial of bullying problem at the school and lack of staff/teacher buy-in.

The top five topics trainers identified as beneficial included: 1) maintaining interest and momentum for OBPP beyond the first two years; 2) blending OBPP with other school-wide programs, such as Positive Behavior Intervention Support (PBIS), interventions for students who bully others (PBIS, Tier 3), parent and/or community involvement; 4) grant writing/fundraising; and 5) adult workplace bullying.

The top five topics that trainers felt would benefit schools via face-to-face regional trainings or web-based seminars were 1) class meeting training/resources; 2) sustaining bullying prevention efforts; 3) interventions for students who bully others (PBIS, Tier 3); 4) engaging staff in bullying prevention efforts; and 5) parent and/or community involvement.

Respondents were also asked to select commonly-used programs to address bullying, based on their experience working with schools. The top two programs most commonly endorsed as being used by schools to address bullying are Positive Behavior Intervention Support (PBIS or SWPBIS) (85.3percent) and Student Assistance Program (SAP) (78.7percent).

Twenty-seven respondents (36.0percent) provided written comments about bullying prevention efforts or needs in Pennsylvania. Common themes identified by respondents include financial/budgetary/economics, ongoing support, networking and training needs.

## **KEY FINDINGS: PA Higher Education Survey**

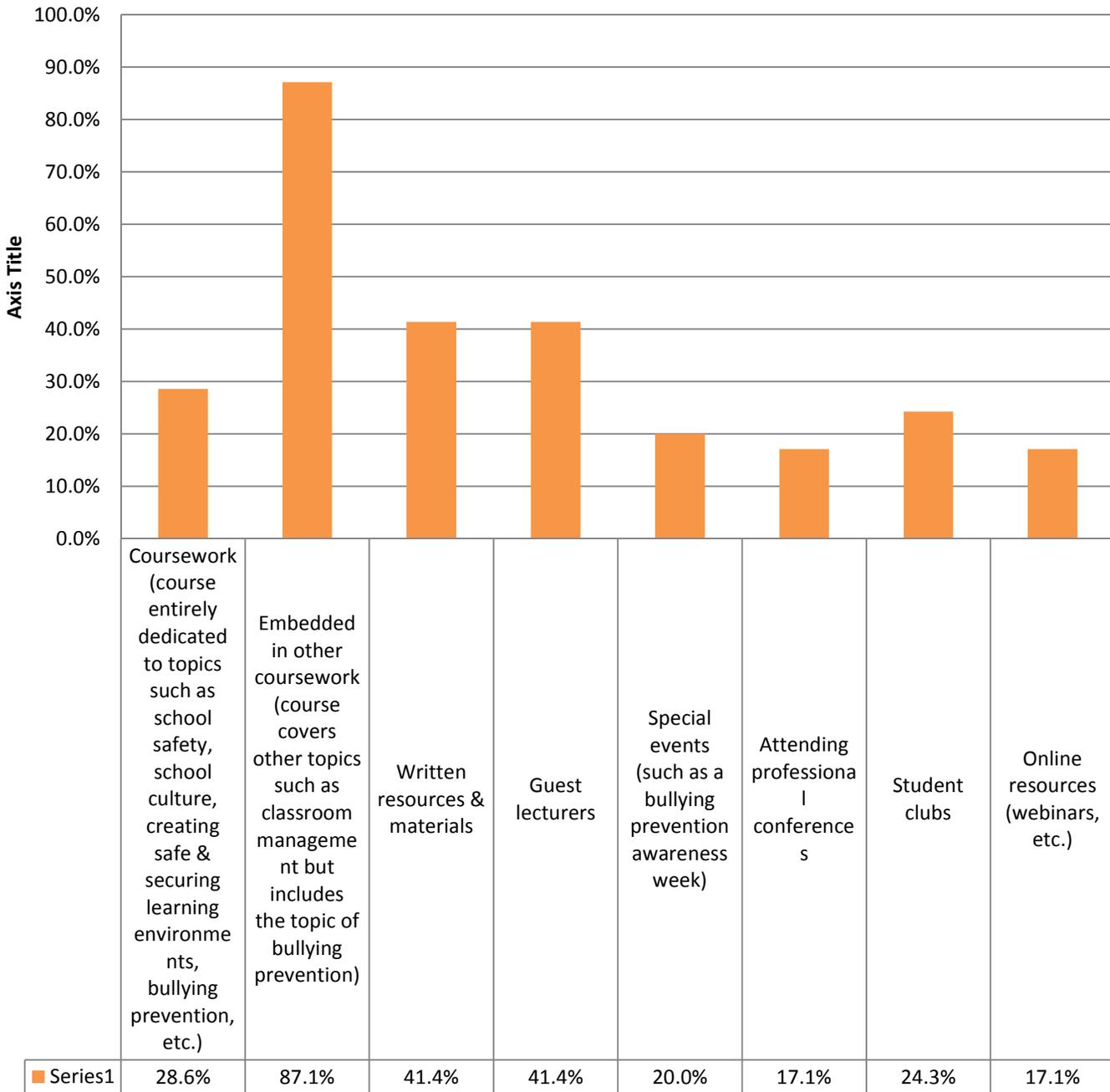
**Survey Background.** The PDE Office for Safe Schools developed the *Bullying Prevention Preparation for Future Pennsylvania Teachers Survey* in partnership with members of the PA Bullying Prevention Support Plan work group who represent higher education. The survey was reviewed and distributed in October 2012 by PDE's Bureau of School Leadership and Teacher Quality, under the signature of Michael J. Kozup, Director, Office for Safe Schools, to the Education Department Deans and Chairs of approximately 95 Pennsylvania institutions of higher education.

**Demographics.** A total of 72 respondents completed the survey and represent teaching faculty (51.4percent), department chairs (31.9percent), deans (12.5percent) and adjunct faculty (4.2percent) employed by Pennsylvania's public colleges/universities (44.5percent), private colleges/universities (54.1percent) and community colleges (1.4percent). Fifty-one percent (or 37 schools) indicated having less than 100 education majors in their graduating classes.

**Major Themes of Survey Responses.** The deans and chairs of Pennsylvania's institutions of higher education expressed their opinions, through this survey, on how their education departments are preparing emerging teachers to recognize, respond to and prevent bullying behavior (*see chart below*). When bullying prevention education is added to the overall curriculum, it is most often accomplished by embedding the topic in existing coursework. Approximately one-fourth of the respondents indicated there is no room to add this topic to required coursework (PDE does not require bullying prevention to be included).

## Methods for Preparing Future Teachers to Recognize, Prevent, and Respond to Bullying

**Indicate the method your education department uses to prepare your students to recognize, respond and prevent bullying behavior in Pre K-12 classrooms.  
(Check all that apply)**



Respondents indicated early childhood level teaching students seem to be most prepared to recognize, respond to and prevent bullying behavior, while 82.4percent to 91.6percent of the respondents felt that students at all three levels (early childhood, elementary/middle, secondary certifications) are somewhat to very prepared. Most respondents were interested in obtaining information concerning cyber bullying and suggested that PDE share available bullying prevention resources. It was also suggested that PDE provide a consistent message as to what should be taught on this topic so emerging teachers can be prepared to recognize, respond to and prevent bullying in schools.