

Resource Map: Coordinating Bully-Free Schools with Existing Services

Universal Prevention		Intervention	Targeted Curricula and Services		Referral
Grade(s)				Grade(s)	
1. Curricula, 2. Class Meetings, 3. Other (e.g., student leadership, cooperative learning, mentoring)		Processes to Intervene (e.g., IIP, peer mediation, restorative conferences)	1. Curricula to address identified needs (e.g., Why Try, Second Step), 2. Counseling), 3. Other		Community Services

Resource Mapping: Coordinate Bully-Free Schools with Existing Services

What is a Resource Map?

A Resource Map provides an overview of a school's *existing* programs/services related to the prevention/intervention of bullying and other forms of peer aggression. It can be used to identify strengths and gaps in services so schools can integrate Bully-Free Schools into a comprehensive and seamless continuum of services that will create a safe and supportive learning environment.

What are the categories of the Resource Map?

The Resource Map continuum spans a continuum of programs/services ranging from in-school prevention to out-of-school services:

- ***Universal Prevention:*** This category includes programming that targets *all* students with the goal of promoting the behaviors, attitudes, and skills that contribute to a safe and supportive school climate. It could include a variety of formats and delivery methods (e.g., curricula, class meetings/circles, student leadership, cooperative learning, mediation, mentoring). The goal of “universal prevention” is to enhance relationships and develop inter- and intra-personal skills, such as developing a sense of community; promoting respect for diversity; and teaching effective social/emotional skills (e.g., communication, listening, conflict resolution skills). An age-appropriate, research-based curriculum that promotes social/emotional learning for *all* students at *every* grade level will lay a strong foundation of skills and attitudes upon which regularly held class meetings and other activities can build. Michigan Model is an excellent curriculum that provides a consistent scope and sequence that reinforces learning every year of a student's K-12 educational experience.

Keep in mind that one-shot events, such as assemblies, are generally not effective strategies. Ongoing programming/services that provide multiple opportunities to learn and reinforce critical skills and attitudes are essential.

- ***Intervention:*** This category includes a process designed to 1) intervene with a student who chooses to engage in some form of peer aggression, and 2) teach aggression-replacement behaviors. For example, Bully-Free Schools provides a clear protocol for school adults to follow regarding how to respond to all forms of peer aggression: The Individual Intervention Process (IIP). The IIP also includes a variety of strategies designed to help aggressors learn prosocial ways to meet their goals and solve problems (e.g., guided reflection, impromptu conference, full conference, functional behavioral assessment).
- ***Targeted Curricula and Services:*** This category includes programs/services designed to help students who need additional supports beyond those that are available in the Universal Prevention category. For example, in the process of intervening with a student's aggressive behavior, it might become evident that the student has difficulty with anger management, impulse control, or empathy, etc. It is important to have a curriculum or counseling services available that can target their skill deficiencies.
- ***Referral:*** Sometimes the needs of a student exceed the scope or ability of a school to meet. They might be in need of professional mental health or psychological services. It is important for schools to have formalized arrangements with local community agencies and service groups so all parties understand what services are available and the procedure for accessing them.

How do you create a Resource Map to coordinate BFS with existing programs/services?

Members of the BFS Leadership team are encouraged to work together to brainstorm existing programs and services that are in currently place in each of the above categories, along with a note regarding any weaknesses related to effectiveness or consistency of implementation. (For example, if a curriculum is not fully implemented with fidelity or if it is not really effective, it represents a gap in services that is important to note so it can be addressed).

For each program/service identified, indicate the grade(s) in which it is conducted/available. This will enable schools to see if there are grade levels where students are missing curricular support or other critical programs/services.