



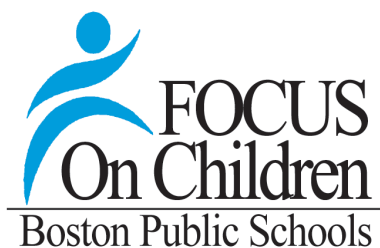
Saturdays for Success

PROGRAM GUIDE

*A Bullying Intervention and
Prevention Program for Students*

A partnership between
Boston Public Schools and
Bullying Prevention and Research Institute
Education Development Center, Inc.

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Acknowledgments

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Jodie, Rolanda, and Jamie worked as a team during summer 2011 to develop the ***Saturdays for Success*** program. Jodie Elgee, a Violence Prevention Specialist at the Boston Public Schools Counseling and Intervention Center, led the team, and she will pilot the program for the Boston Public Schools. Rolanda Prophete, a Middle School Intervention and Prevention Counselor for the Newton Public Schools in Newton, Mass., took the lead for developing the eight sessions. Jamie Chaloff, President of Dreamfar High School Marathon in Newton, Mass., took the lead for developing a running activity for the program. ***Saturdays for Success*** was conceived by Ed Donnelly, Ron Slaby, and Kim Storey as part of a partnership between the Boston Public Schools and the Bullying Prevention and Research Institute at Education Development Center, Inc. (EDC), in Newton, Mass.

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Executive Summary

Saturdays for Success is a unique bullying prevention and intervention program that provides skills and strategies for all students—bullies, victims, and bystanders. It provides an educational alternative to suspension for bullies. Instead of receiving out-of-school suspension, students maintain their regular school schedule and attend eight consecutive weekly sessions for four hours each Saturday morning. ***Saturdays for Success*** also serves students identified as victims of bullying and students identified as being at-risk for becoming victims or bullies. (Bullies and their victims involved in an incident will not participate in the same group.) In addition, this program will include peer leaders (bystanders who may or may not have been involved in a bullying incident). Including students from the three key roles involved in bullying—bullies, victims, and bystanders—brings a unique perspective to bullying prevention education. The program provides targeted counseling, intervention sessions, group dynamics, and enrichment activities that nurture friendships, develop social and emotional skills, and actively involve students in applying bullying prevention strategies.

This guide presents the program rationale, goals, and description, and provides specific information on program structure, staffing, procedures to implement the program, and summary lesson plans for the eight weekly sessions. Detailed lesson plans are provided in the *Supplementary Facilitator's Manual*. During the 2011–2012 academic year, the program will be piloted at the Boston Public Schools Counseling and Intervention Center (CIC). Using formative evaluation feedback from this pilot implementation, the program will be further developed and refined.

Saturdays for Success has evolved from the Boston Public Schools' SMART program: Saturday Morning Alternative Reach Out and Teach. For over a decade, the Boston Public Schools has successfully operated the SMART program for first-time offenders of the student code of conduct that allows students to stay in school while accepting the consequences of their behavior.

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Introduction

In the past few years, there has been increased attention to the problem of bullying and the need for strategies to intervene and stop it. Until now, most programs have focused on punitive measures against the bully and have overlooked the victim and the bystanders. In response, the ***Saturdays for Success*** program brings together bullies, victims, and bystanders to provide bullying intervention and prevention for all students.

Anti-bullying laws and school policies throughout the country now consider bullying a severe violation of a school's code of conduct. Many school responses have focused on punishing, suspending, or expelling students who act as bullies. Such disciplinary action, however, may alienate socially struggling students from their school and peers, cause students to fall behind academically, and fail to address the social and emotional problems of the bully. Punitive approaches to bullying often fail to recognize that the bully is also an at-risk student in need of educational services. Bullies often have social and emotional educational needs that need to be identified and addressed.

Saturdays for Success is a unique bullying prevention and intervention program that provides skills and strategies for all students—bullies, victims, and bystanders.

Saturdays for Success provides an educational alternative to suspension for bullies. Instead of receiving out-of-school suspension, these students maintain their regular school schedule and attend eight, consecutive weekly sessions for four hours each Saturday morning. Delivering support and education to the bully, and to those students at-risk for becoming bullies, is an important component for preventing further bullying. This approach may also help to prevent violent crimes that are likely to occur later in the development of bullies whose patterns of thought and behavior were not addressed earlier.

Saturdays for Success also serves students who have been identified as targets or victims of bullying. These students need help responding to and avoiding bullying situations. Bullies and their victims involved in an incident

will not participate in the same group. In addition, peer leaders (bystanders who may or may not have been involved in a bullying incident) are invited to participate in the program. Including all students in a bullying prevention program—bullies, victims, and bystanders—brings a unique perspective to bullying prevention education.

Saturdays for Success provides students with individual assessments and brief, tailored counseling along with intensive skills development and team-building activities. The goal of the program is for all students to develop bullying prevention and intervention skills and strategies. The program helps bullies become more empathetic, victims become more assertive, and bystanders become more involved and supportive. Students, working together, develop a greater understanding and appreciation of each other's feelings and perspectives. In addition, students learn to manage their anger and strengthen those skills that allow them to form and maintain healthy relationships with their peers.

Students with disabilities are an important part of the ***Saturdays for Success*** program. Students with disabilities are especially at-risk for becoming involved in bullying, as either victim or bully. ***Saturdays for Success*** offers individualized and group bullying prevention and intervention strategies that respond to the special challenges involved in addressing bullying for students with various types of disabilities. In addition, peer leaders are selected to include students with and without disabilities.

Saturdays for Success aims to help students build their bullying prevention skills through activities that are based on well-established strategies for changing patterns of thought and behavior. Students receive counseling that is targeted to their individual behavior patterns and their readiness to change or modify their behaviors. Students also work cooperatively in small groups to examine the contributions and perspectives of bullies, victims, and bystanders involved in bullying situations. Video and other multimedia presentations are incorporated to demonstrate how bullying prevention and intervention skills may be implemented in context. With real-world examples and stories as reference points, students are provided opportunities to practice the skills required to form and maintain healthy relationships with their peers and to respond appropriately to bullying situations. Finally, during their eight weeks

with ***Saturdays for Success***, students work together as a team on a long-term project in which they pursue a common goal that overrides their differences with each other.

What are the origins of *Saturdays for Success*?

Saturdays for Success has evolved from the Boston Public Schools' SMART program: Saturday Morning Alternative Reach Out and Teach. For over a decade, the Boston Public Schools has successfully operated the SMART program for first-time offenders of the student code of conduct, which has allowed students to stay in school while accepting the consequences of their behavior.

Rather than suspend students for such violations, BPS allows student offenders to stay in school and refers them to the SMART program at the Boston Public Schools Counseling and Intervention Center (CIC). Through individual and group counseling and character education, students who attend SMART learn to identify inappropriate behavior decisions and how to make appropriate choices that result in positive outcomes. This strategy is based on research indicating that suspension is likely to further reinforce disengagement from school and peers by interrupting students' opportunities for ongoing academic training and positive socialization in school. In contrast, targeted behavioral supports, such as those provided through SMART, have been found to reduce violent behavior in school for students who are found to violate school codes of conduct.¹

Anti-bullying programs often fail because they focus on immediate strong disciplinary action when bullying was observed by adults, and they do not effectively engage children in the elimination of bullying.²

Referring schools have reported improvements in the behavior, attitudes, and academic performance of SMART attendees. SMART graduates report feeling more confident in their abilities to make decisions and to identify and manage their feelings. They also report that they see how their changed behavior affects their academic performance and their relationships with friends and family. Beginning in 2008, the program experienced increasing numbers of referrals

specifically for bullying and involving both first-time bullies and victims who responded to bullying with violence.³ In response to this trend, BPS extended its SMART program in 2009 to include both students who have bullied others, as well as victims who have responded to bullying with aggressive retaliation. Feedback on this expanded version of the SMART program from parents, schools, and students has been positive and referrals have been steady. Thus, with the passage of the Massachusetts Bullying Prevention and Intervention Law⁴ in 2010, BPS added a separate new component to its SMART program focused specifically on bullying prevention and intervention. The ***Saturdays for Success*** program expands and reformulates the previous SMART program to meet the growing challenge of delivering more extensive, comprehensive, and effective bullying prevention and intervention services to BPS students who become involved in bullying situations.

Massachusetts General Law: Bullying in Schools⁵

Every school district should have a comprehensive bullying prevention and intervention plan that includes the following six elements as outlined by Massachusetts General Law:

1. All school districts have a bullying prevention policy
2. All school personnel participate in bullying prevention and intervention professional development
3. All schools within the district have a bullying prevention and intervention plan
4. Grades K–12 have bullying prevention and intervention messages embedded in the curriculum
5. All schools have a procedure for reporting bullying
6. When the IEP team determines that a student has an autism spectrum disorder or has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying.

How does *Saturdays for Success* fit into the school district's plan to address bullying?

The program *Saturdays for Success* is designed to become a key part of a school and districtwide bullying prevention and intervention plan. This plan will include whole-school, classroom, and individualized approaches to bullying prevention. Whole-school approaches create school climates in which all students feel safe, secure, and supported, and are able to learn unencumbered by fear. They involve all school personnel, students, and the students' families. Components include training for all school personnel on how to prevent and intervene in bullying situations, and informational guides for parents, students, and school personnel on bullying prevention. Classroom efforts include (1) implementing age-appropriate bullying prevention curricula and (2) embedding bullying prevention messages in the core curricula. Schools also provide services designed specifically for individual students at-risk of bullying or being bullied, including students with disabilities on an Individualized Education Program (IEP) or a 504 Plan.

What are the key components of *Saturdays for Success*?

Saturdays for Success is an eight-week program designed to equip students with the affective, cognitive, and interpersonal skills they need to effectively deal with bullying, including empathy, problem-solving, relationship formation, and assertiveness skills. Students referred for participation meet for eight consecutive Saturday morning sessions. Key components of the program follow.

Assessment and targeted strength-based counseling for individual participants: All participants entering the program complete a bullying pretest. If the student has been directly involved in a bullying incident, the student also completes an intake questionnaire and bullying assessment. The information obtained during the intake process helps to tailor individual counseling to meet students' specific needs.

Video and multimedia viewing, analysis, and discussion as a large group: Video and multimedia allows students to view bullying incidents in context and from the broader perspective of observers. Through guided discussions, students will come to understand bullying as a system of relationships. They

analyze what constitutes bullying, examine the factors that contribute to bullying, identify the players in the bullying situation, and discuss how those players handled the situation and how they might have handled the situation differently. Through these activities, facilitators will model and foster the development of key affective, cognitive, and interpersonal skills.

Skill development and rehearsal in small-groups or pairings: Students work together using techniques such as role playing to practice key affective, cognitive, and interpersonal skills specific to bullying prevention.

Key Skills

Empathizing
Managing anger
Reading social cues
Communicating (using “I” messages)
Forming and maintaining friendships
Appreciating differences

Being assertive
Problem-solving
Perspective-taking
Expressing feelings
Asking for help
Setting personal boundaries

Students with disabilities may require accommodations to develop the skills identified on this chart. These modifications may include the following:

- Using a list of words describing feelings (e.g., angry, frustrated, irritated) together with facial recognition charts to aid students in identifying various emotions
- Restating information and reviewing key concepts
- Providing one-to-one follow-up during video analysis
- Allowing for breaks as needed
- Previewing lessons and reviewing daily agendas
- Notifying students of schedule changes in advance

Long-term, goal-oriented project for the large group: Students will work together on a multiple-week project with a long-range goal. Facilitators may

choose a long-range project appropriate for the group. Examples of such projects include:

- Raising money for and participating in a charity walk-a-thon
- Running a 5-kilometer (3.1 miles) road race
- Putting on a play
- Writing and producing a short video
- Planning and cooking a group meal for the ***Saturdays for Success*** students and their families

How does *Saturdays for Success* address bullying?

Multiple social and individual factors contribute to bullying behavior. These factors include, for example, exposure to bullying by trusted and influential others (e.g., parents, teachers, coaches, friends, siblings) and media that promotes or encourages bullying. Such influences are associated with individual beliefs (e.g., bullying is a normal part of growing up, nice guys finish last, only the strongest survive, real boys don't cry) and patterns of thought that lead to aggression and bullying (e.g., I was jealous and angry that she was so popular. Why should she get more attention than I do? Well, I showed her, I let everyone know that she sleeps around.).

Saturdays for Success aims to affect bullying behaviors in school by shaping the ways in which students at-risk for or involved in bullying or victimization feel, think, and behave toward each other. Students will be guided in strengthening their empathy, assertiveness, appreciation of individual differences, skills in deciphering social cues, social problem-solving skills, and skills in forming and maintaining healthy relationships.

Saturdays for Success helps students build these skills through activities that:

- Are targeted to students' individual behaviors regarding their roles as bullies, victims, and bystanders and their readiness to change or modify their behaviors

- Identify the various players involved in bullying situations—victim, bully, and bystander—and the contributions they make to encouraging or discouraging bullying
- Require students to take the perspectives of others in bullying situations and to examine bullying behavior from these different perspectives
- Focus on superordinate goals—goals that are achieved when two or more people or groups, who have negative views toward one another or who possess goals in opposition to each other, work together on a common goal that overrides and prevails over oppositional views or goals⁶
- Model and provide students with opportunities to practice social skills that help them form and maintain healthy relationships with their peers and respond appropriately and effectively to bullying situations
- Use video and other multimedia to showcase how social skills may be implemented in context, encourage better retention of skills, and motivate students to use these skills
- Encourage students to work cooperatively in diverse groups to stimulate social interaction designed to promote the development of interpersonal and communication skills

Who should participate in *Saturdays for Success*?

The *Saturdays for Success* program can provide bullying prevention and intervention skills and strategies for all students involved in bullying—bullies, victims, and bystanders. The program was designed for students in grades 5 through 8, although it is adaptable for students older or younger. Students with disabilities would especially benefit from this program and should be included in the selection process. Teachers and other school personnel should identify and recommend the following types of students for participation in the program:

1. Students who have violated specific sections of the school's code of conduct by engaging in suspendable, non-violent offenses related to bullying
2. Students who have been victims in a bullying incident
3. Students who may be at-risk for becoming victims of bullying
4. Students who may be at-risk for becoming bullies

5. Peer leaders (bystanders) who may or may not have been involved in a bullying incident

Why involve bullies, victims, and bystanders in *Saturdays for Success*?

Bullying situations involve not only bullies, but also victims and bystanders. To reduce bullying in schools, each player needs to understand how his or her beliefs, and patterns of thought and behaviors, contribute to bullying, and how he or she can act to prevent or deter it. For example, bullies may need to learn that there are many ways to gain status and influence other than by bullying, and that they risk becoming victims themselves when they bully others. Victims need to learn how to respond to provocations assertively, rather than with submission or retaliatory aggression; how to gain support from bystanders; and how to report bullying safely and effectively. Bystanders are often the largest, most influential group in a bullying situation. Depending on how they respond, they can either contribute to the problem or to the solution. Bystanders can learn to harness their power to influence bullying situations for the better by reporting the victimization or rallying social support for the victim. Including peer leaders (bystanders who may or may not have been involved in a bullying incident) in the program provides alternative perspectives. These students can serve as role models for effective ways to prevent and deal with bullying.⁷

The circle is a sacred symbol of life . . . Individual parts within the circle connect with every other; and what happens to one, or what one part does, affects all within the circle.

—Virginia Driving Hawk Sneve⁸

How long will it take students to complete *Saturdays for Success*?

Students are required to complete the eight-week program. Occasionally, because either the student has made great progress or is in need of continued services, the student, parent, or administrator will request that the student

continue participating in the program beyond the eight weeks they were assigned. If space allows, then the request should be honored.

Who is on the *Saturdays for Success* team?

The ***Saturdays for Success*** team includes the program coordinator, two intake counselors, two specialist counselors, and one activity specialist. Roles and responsibilities of each team member are explained below.

The **program coordinator** oversees the operation and functioning of the program, including intake procedures, services, curriculum, assessments, outreach, and the safety and security of staff and students. In addition, the coordinator schedules intake meetings, arranges the transportation needs of the students, prepares and maintains required statistical data on school operations, monitors student attendance, serves as a liaison between the program and the sending schools, and maintains a working relationship with outside agencies and community groups.

Intake counselors meet with parent(s) and newly referred students to complete all orientation and assessment paperwork. Counselors determine when students are placed with the larger group and provide one-to-one targeted counseling for students, behavior management, and crisis intervention. In addition, while the student is assigned to the program, the counselor communicates progress weekly to parents, advocates, and the referring school. The counselors are also responsible for the timely writing of the discharge summary. They serve as team members in addressing the social, behavioral, emotional, and academic needs of students assigned to the program. Intake counselors must have completed their school's or district's bullying prevention and intervention training and be committed to preventing and stopping bullying.

Specialist counselors provide group counseling and teach lessons designed for the ***Saturdays for Success*** program. They also provide the feedback used in the student discharge process, and they interface with the referring school, parents, and (if applicable) law enforcement and social service agencies. Specialists are involved in behavior management, crisis intervention, and while the student is assigned to the program, communicating classroom progress

with parents and advocates. The specialist counselors also serve as team members in addressing the social, behavioral, emotional, and academic needs of students assigned to the program. Specialist counselors must have completed their school's or district's bullying prevention and intervention training and be committed to preventing and stopping bullying.

The **activity specialist** leads and implements the large-group, superordinate goal activity. The activity specialist provides safe, organized activity for a diverse group of students.



Program Goals

The overarching goal of the ***Saturdays for Success*** program is to reduce the incidence and prevalence of bullying among students, including students with disabilities. Students will learn how to apply what they learn in the program to help create a safe, supportive school climate in their own school. Students completing the ***Saturdays for Success*** program will be better able to:

- Understand what constitutes bullying behavior
- Identify the role of the bully, victim, and bystander in a bullying situation
- Describe the long- and short-term effects of bullying
- Appreciate the power of the bystander to prevent and stop bullying
- Express themselves assertively rather than hostilely and aggressively or submissively
- Empathize with and understand how their actions affect others
- Set aside individual conflicts and personal differences to work together with other students toward a common or shared goal
- Recognize their anger style and triggers and how to manage these
- Navigate the school day and travel to and from school without bullying or being bullied
- Prevent or intervene in bullying situations as helpful bystanders in their own schools



Program Overview

Peer Leader Recruitment

At the outset of the school year, the ***Saturdays for Success*** coordinator will contact individual schools to recruit students who have actively participated in bullying prevention and intervention and have expressed a desire to become peer leaders. These students will serve as role models for ***Saturdays for Success***. The number of peer leaders should not exceed one-third of the number of participants in the program. The peer leaders should possess the following traits:

- Communicate well with their peers
- Be respected by their peers
- Treat others with respect
- Form friendships easily
- Tend to have a positive outlook on life
- Appreciate differences in behavior, opinions, style, etc.
- Stand up for what is right

These students must make an eight-week commitment to participate in the program. They will return to their schools as peer leaders, helping to create and maintain bullying-free school environments.

Student Intake and Discharge, Assessment, and Individualized Counseling

Administrators refer students for participation in ***Saturdays for Success***. These referrals are made as incidents of bullying occur or if a student is identified as being at-risk for becoming a bully or a victim. Peer leaders may enter the program on a rotating basis.

Intake counselors should adhere to the following steps when enrolling students for participation. The forms referred to below are included in the *Supplementary Facilitator's Manual*.

1. For those students involved in a bullying incident, the student's home school will hold a disciplinary hearing regarding the incident. A designated school administrator, the student, and the student's parent(s) or guardian(s) will attend this meeting. During this meeting, the administrator will arrange the intake appointment for the ***Saturdays for Success*** program.
2. At the intake meeting, all students complete the *Bullying Pretest*. If the student has been involved in a bullying incident, the student completes the *Intake Questionnaire and Bullying Assessment*. These assessments focus on the student's ability to empathize, and they ascertain whether the student understands the reason for his or her referral. The intake counselor will interview the student about the bullying incident and review with the student the *Bullying Incident Report* submitted by the school administrator. He or she will also review with the student the *Intake Questionnaire and Bullying Assessment* and the *Program Policies and Procedures* of the ***Saturdays for Success*** program.
3. The counselor formulates an individualized counseling plan based on the needs of the student. This plan is specific to the student's understanding of the incident, and his or her insight, empathy, and willingness to change.
4. Following the intake, if the student shows an understanding of the reason for the referral and a willingness to change his or her behavior, the student will be assigned to the larger group and participate in group sessions. If a student enters the program in any week other than week one, the intake counselor will provide a basic overview of bullying prevention and intervention and introduce some of the basic elements of the program, including the goal-oriented activity.
5. Throughout the program, weekly individual strength-based counseling will be provided. The length of each session will vary upon the needs of the student.
6. Upon completion of the eight sessions, the intake counselor will discharge students, contact the referring school via telephone to report the student's progress, prepare a discharge summary, and forward that summary to the referring school. This plan should include overall behavioral observations, recommendations, and strategies that can be applied in the classroom, and the identification of a trusted adult in the school. Students should also complete the *Bullying Post-Test*, which assesses changes in attitudes about bullying.

Referred participants will be kept apart from the larger group until the intake counselor determines it is appropriate for them to join the group. It is expected that most students will be able to transition into the large group after the intake and assessment. However, if it is determined by the intake counselor that they are not ready, then the counselor will provide one-to-one targeted counseling to identify the stressors preventing them from moving forward in the program and the strategies needed to help. Some of these stressors include fear that they will see their bully while in the program or have to face another bullying situation, anxiety and reluctance to enter a new situation, and concern that they won't know what to do if they need help.

Students with disabilities who are determined to have moderate to severe behavioral and emotional disorders that require more extensive intervention will receive additional support in defining personal boundaries, reading social cues, learning social skills, and self-regulation.

Group Goal-Oriented Activity

Each week students work toward completing a long-range project. This project should have several short-term goals that must be met in order to complete the ultimate goal. Long-range projects could include planning and cooking a dinner for students and their families; writing and presenting a play; creating a video; training for and completing a 5 kilometer race; and conducting a walk-a-thon for charity. The purpose of the superordinate goal-oriented activity is for participants to work collaboratively with those whom they might not be friends and to develop an appreciation of differences and shared commonalities. This team work also allows participants to develop and practice important social skills, such as communication. Students who are new to the program will be paired with an experienced “buddy” to provide additional help if needed.

Reflecting on the Experience

Students receive a journal in which they respond to a Take-Away Challenge. Students are asked to bring these journals home and back to the program each week. The Take-Away Challenge is designed to promote students' reflections on ***Saturdays for Success*** sessions, in particular their progress as helpful bystanders and as members of the group goal-oriented project.

What should staff do when they witness bullying during <i>Saturdays for Success</i> ?	
DO	DON'T
<ul style="list-style-type: none"> Intervene immediately. Doing nothing sends the message that bullying is acceptable. Ignoring or minimizing the problem, causes victims to believe that adults cannot help. 	<ul style="list-style-type: none"> Respond aggressively. This sends the wrong message—that violence is a good way to solve problems.
<ul style="list-style-type: none"> Allow yourself time to consider the incident then decide what to do. 	<ul style="list-style-type: none"> Ask the students to “work things out” for themselves or to ignore the bully.
<ul style="list-style-type: none"> Give praise and show appreciation to helpful bystanders. They hold the most power in the group. 	<ul style="list-style-type: none"> Lecture the bully in front of his or her peers. The goal is to end the behavior not to humiliate or shame the bully.
<ul style="list-style-type: none"> Set the right tone and create a positive and respectful environment to allow bullies a chance to change their behavior and engage in more positive interactions with their peers. 	<ul style="list-style-type: none"> Hesitate to get help if needed. If the bully is using physical force, or there is more than one bully, don't hesitate to seek help from another adult to ensure the safety of others.
<ul style="list-style-type: none"> Intervene even if it's not clear it's bullying. Even if it's not bullying, aggressive behaviors need to be stopped. 	<ul style="list-style-type: none"> Blame the victim or use the reaction (or lack thereof) of the victim to gauge whether or not to intervene.

Adapted from *Eyes on Bullying Toolkit*⁹

Eight-Week Session Structure

Saturdays for Success operates on a rolling admissions basis to accommodate newly referred students. All students begin the program with the intake and assessment and individualized counseling. All students participate in the eight program sessions but not always in the same order. Each session stands alone, independent of the last. A review of the previous session is provided at the beginning of each session. The rotation allows enrolled students with more experience in the program to serve as role models and leaders to the newer students. In this capacity, they develop their bullying prevention and intervention skills and set the tone and expectations of the program for newly arrived

students. Like other participants who are referred to the program, the peer leaders may enter the program on a rotating basis.

Each four-hour session is made up of the following activities:

1. Breakfast, Attendance, and Introductions
2. Warm-Up Activity
3. Video Viewing and Discussion
4. Small-Group Skills Practice
5. Group Goal Activity
6. Wrap-Up and Reflection
7. Take-Away Challenge



Program Session Summaries

Saturdays for Success sessions are organized as follows:

Session 1: Students learn about bullying behavior and the important role that bystanders play in preventing bullying situations.

Session 2: Students explore different forms of bullying behavior and strategies for intervention.

Session 3: Students examine and practice ways in which they can intervene as bystanders in bullying situations.

Session 4: Students explore different communication styles—submissive, aggressive, and assertive—and practice their assertive responses in bullying situations.

Session 5: Students examine how angry thoughts can lead to aggressive reactions and how to manage their anger effectively.

Session 6: Students learn what it means to be empathetic and practice taking the perspectives of others.

Session 7: Students plan a helpful bystander response that involves reporting bullying behavior and discuss when they should seek adult assistance in bullying situations.

Session 8: Students explore ways they can apply what they have learned to help create a safe and supportive school environment in their own schools.



Endnotes

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