Engage Students to Embrace Civility
(Second Edition)

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STRUCTURE OF THIS BOOK

This book is set forth in four major parts, with eleven chapters:

Part 1. The Harmed, the Harms, the Hurtful, and What is Not Working

- **Chapter 1. Being Bullied and Harms.** This Chapter outlines what this book focuses on—specifically "hurtful behavior." The term "bullying" has a multitude of definitions, which is part of the problem. This Chapter addresses the two kinds of targets of hurtful behavior. This includes students who have experienced significant adversities, who are also being hurtful. The term "bully/victim" is generally applied to these students. This is backwards—these are students who have experienced adversities in numerous ways, who are now also being hurtful. This also includes those students who are targeted, many of whom are considered to be "social misfits." This Chapter addresses Identity-Based Bullying. The numerous harms from being bullied are also set forth, including the overall harmful impact, as well as concerns associated with suicidal and violent behavior.

- **Chapter 2. The Nature of Hurtful Behavior.** This Chapter addresses two critical issues of those who engage in hurtful behavior, both of which are very frequently not accurately addressed. The greatest source of hurtful behavior are not the "at risk" students who are also being hurtful, who are addressed in Chapter 1. The greatest source of bullying are students who are socially skilled and generally compliant to staff—who are being hurtful to achieve dominance and social status. Risk prevention approaches will have no positive effect in stopping this hurtful behavior. The other issue that is rarely addressed is bullying of students by staff. Bullying of students by staff is almost entirely ignored in the research literature. When staff are hurtful to students, even in more minor ways that suggest this student is a "misfit," this can significantly increase the potential that the targeted student will also be treated badly by students.

- **Chapter 3. Anti-Bullying Activities Effectiveness Concerns.** This Chapter will address the concerns associated with the rules and punishment thinking that underlies most bullying prevention guidance and statutory directives. There is zero evidence that this approach is achieving any success. The vast majority of students do not report. When they do, this most often does not resolve the situation and too often makes things worse. Of significant concern in the US, is an additional requirement that schools report the number of bullying incidents that have been alleged to the federal government. This requirement of schools appears to be having a profoundly negative impact on the willingness of schools to engage in effective efforts to respond to any reported incidents. This Chapter also addresses the concerns associated with Positive Behavior Interventions and Supports and Restorative Practices, as well as Institutional Betrayal.

Part II. Research that Supports an Effective Approach

- **Chapter 4. Positive School Climate.** This Chapter will present the research upon which the recommendations in this book for reducing hurtful behavior are grounded. As is clearly evident in Chapter 3, what schools are currently doing is not working effectively. New approaches are needed. It is important that these approaches are grounded in research. The research-based approaches presented in this Chapter focus on the overall school climate issues. This includes Framework for Success, Continuous Improvement, Likelihood of Success, Authoritative School Management, Trauma and Resilience Practices, Self Determination Theory, Authentic Student Voice, Prestige Leaders, Social Emotional Growth Mindset, Positive Psychology, Character Strengths, Positive Social Norms, Principles of Influence, and Reflective Listening.

- **Chapter 5. Teen Development.** This Chapter addresses developmental factors that impact approaches that will be successful in addressing hurtful behavior in secondary schools, brain development, including the key areas of the brain that are involved in self-regulation, decision making and distress, moral development, identity development, trauma, and neuroplasticity. Understanding these factors will lay the groundwork for an understanding of strategies set forth in Chapters 6, 7, and 8, to support students in becoming empowered and resilient, accepting personal responsibility, and stepping in to help.

- **Chapter 6. Positively Powerful—Empowerment of Students.** This Chapter addresses issues that are of specific importance to supporting students who are more frequently targeted, including those who are both targeted and are being hurtful. The insight presented in this Chapter can also support all students in becoming more personally empowered. This is especially helpful as a way to increase the personal power of students to step into hurtful situations to help achieve a resolution. The Chapter then presents seven powerful strategies that are grounded in resilience and Positive Psychology insight that can support all students in becoming more resilient and positively empowered.

- **Chapter 7. Accountability and Remedy.** This Chapter presents the research that is specifically focused on how to influence hurtful students to accept personal responsibility for their actions, develop a plan to remedy the harm, and discontinue being hurtful or supporting someone who is being hurtful in the future. This is especially focused on strategies to implement with those students who are being hurtful to achieve dominance, as well as their supporters.

- **Chapter 8. Positive Peer Intervention.** This Chapter presents a research-based approach to influence and empower students who are witnesses of hurtful incidents to step in to help. When students witness someone being hurtful they have a choice. They can be a hurtful supporter, a passive observer, or a helpful ally. There appear to be three personal factors that are implicated in a decision to step in to help. These include personal values, personal power, and self-efficacy. There also appears to be three environmental factors—friendships, the school climate, and the perception of the norms. There are also barriers that interfere with stepping in to help.

Part III. Legal Issues

- **Chapter 9. Civil Rights and Free Speech.** This Chapter presents insight into the requirements under the US civil rights regulations. These requirements include responding in a manner that is reasonably directed at stopping the hurtful behavior, remedying the harm to the target, correcting aspects of the environment that appear to be contributing to the hurtful situation, and monitoring to ensure the hurtful situation has stopped. This is the foundation of the approach that should underly a resolution for all students, not only those who are considered to be a Protected Class under the civil rights laws. This Chapter also addresses free speech laws, including how to address the distinctions of free speech versus hurtful speech and how to respond to hurtful online speech.

Part IV. Instruction and Intervention Strategies

- **Chapter 10. *Empowered to Embrace Civility*.** This Chapter provides recommendations on strategies to more fully engage students in maintaining positive relationships and civility. This Chapter provides insight on the establishment of a Student Leadership Team and insight into the implementation of an indirect instruction strategy to transmit information about the Positive Social Norms of a school, as well as personal relationship skills. The approach and objectives of the companion *Empowered to*, *Embrace Civility* are addressed in this Chapter.

- **Chapter 11. Intervention and Empowerment.** This Chapter provides guidance on how school leaders and staff can positively intervene in hurtful incidents. There are two objectives of this intervention approach. One is to stop the hurtful behavior, remedy the harm to the target, and correct the Hostile Environment. The second underlying objective is, through this process, to impart insight and skills to students to more effectively resolve hurtful incidents in the future.

Appendices

The Appendices for this book are provided on the Embrace Civility LLC website. They can be downloaded in 8 1/2 x 11 page format and reproduced.