**High School Bullying Prevention Information**

This section provides a program outline specific to bullying prevention targeted for high schools. An overview of developmental characteristics of high school students is included to assist with the development of age-appropriate instruction. The outline offers a three-tiered approach when responding to the requirements of P.L. 285-2013: a) tier one minimally meets the requirements of the law, b) tier two builds upon minimum requirements to offer additional program components that contribute to increased program effectiveness, and c) a tier three approach contains all elements of tiers one and two. Additionally, tier three provides strategies to help schools build a data-driven comprehensive bullying prevention and intervention program. This data-driven programming provides administrators with the information necessary for informed decision-making and continual program improvement that best meets the needs of their students. Resources to aid in a school’s program development are also offered. Please use these resources as you find appropriate.

**Developmentally Appropriate Instruction**

Anti-Bullying education should be delivered in a developmentally appropriate way.

For all developmental levels, the following core components should be considered:

**Knowledge about child development and learning**

Having knowledge of general characteristics at each age and stage of early development is crucial. This knowledge, based on research, helps us decide which experiences are best for children’s learning and development.

**Knowledge and skills in individualized instruction**

It is important that we have an understanding of the individual characteristics, strengths, and challenges of the students in our classrooms. By continually observing children’s play and interaction with the physical environment and others, we learn about each child’s interests, abilities, and developmental progress so we may customize our instruction delivery and interventions.

**Knowledge and skills in culturally appropriate instruction**

Educators need to acknowledge and address cultural differences among their student population. We should make an effort to get to know the children’s families and learn about the values, expectations, and factors that shape their lives at home and in their communities and allow these values to permeate within learning. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family.

**The following page provides an overview of developmental characteristics specific to high school students.**

**High School Developmental Characteristics**

**Grades 9-12**

|  |  |  |
| --- | --- | --- |
| **Physical*** Continuing through puberty stages
* Teens often appear older than their age
* Development of both fine and large motor skills
* Body and mind work together
 | **Cognitive*** Achieved formal operational stage, can think abstractly and need fewer concrete examples to understand complex thought
* Increased attention span
* Internally and externally motivated
* Thinking and discussion is often future-oriented
* More open to other’s perspectives and able to see other’s point of view
* Enjoy when learning provides opportunity to apply knowledge/skills
 | **Social/Relational*** Interested in co-educational experiences
* Prefer adults to take supportive role in their education
* Sense of care for community-social consciousness (opportunity for service learning)
* Need opportunities for self-expression
* Value peer input
* More open-minded (may begin to open their social group to include others who they were once uncomfortable with)
 |

|  |  |
| --- | --- |
| **OLDER TEENS** • have a strong desire for independence. • may have complex lives. • feel pressured to conform. • feel stress. • want to succeed. • may be lonely. • want to belong and feel secure.  | **SO TEACH THEM BY** • offering a safe environment for expressing doubts and asking questions. • equipping students to make decisions based on anti-bullying principles• remembering who they are; don’t confuse their grownup bodies with emotional maturity. • remembering that many students have been bullied themselves at some time and so although they can have compassion for the target, they may be wary of standing up to the bullies themselves |