

Social-Emotional Learning Checklist—Bullying Report (SELC-BR) Introduction

Description and purpose: The SELC-BR asks teachers to indicate how often they support (for example, by modeling or prompting) students' use of social-emotional skills outside of *Steps to Respect* lesson instruction. In particular, the tool assesses how often teachers prompt and support student use of emotion management, problem solving, and specific skills related to bullying prevention. The tool also surveys teachers about student reports of bullying and teachers' handling of reports and coaching. In addition, the checklist is a cue to teachers to actively support students' use of specific skills to prevent and respond to bullying.

The checklist should be just one of many tools used to measure program implementation. Other tools, such as the Year-End Staff Survey and the Year-End Implementation Checklist, assess additional aspects of program implementation (such as bullying policy, bullying reporting system, and completion of training activities and lessons). Collecting multiple measures of program implementation is critical for understanding the nature of this multilevel program as it was delivered and, in turn, offering avenues for strengthening the program.

Instructions for use: The SELC-BR is given once per month to teachers implementing the classroom component of the *Steps to Respect* program. Teachers who are teaching the program lessons will be more familiar with the concepts and skills taught in the program and with how to support student skill development. However, as the entire staff becomes more familiar with the program and its objectives, and training efforts continue in successive years, this survey could be used with all staff members.

Because respondents indicate how often events occurred in the past week, information is likely to be more reliable if the survey is administered at the end of the school week. It is recommended that the checklist data be kept confidential and not linked to individual teachers. Confidentiality is likely to ensure the validity of the data because the questions will not be perceived as an evaluation of teachers' performance.

The checklist includes 20 items and takes three to five minutes to complete. The response format is a four-point rating that ranges from "never" to "four or more times during the past week."

Scoring: The items are arranged in four scales, with items 6 and 9 interpreted singly. Because these two items are not part of a scale, they should be interpreted cautiously. The four scales are:

- Support of students' bullying response and prevention skills (such as assertiveness and friendship-making): items 1, 2, 3, 4, and 5.
- Support of students' emotion management and problem solving (for example, managing emotions in a conflict): items 7, 8, 10, 11, and 12.
- Handling of bullying reports and coaching: items 17, 18, 19, and 20.
- Reported/observed bullying: items 13, 14, 15, and 16.

For each scale, average the items to obtain the mean frequency. For example, the mean of items 1–5 will yield the average frequency that teachers provide support for student use of bullying prevention skills outside of *Steps to Respect* lessons. Averaging items 13–16 will provide the mean frequency of reported or observed bullying as reported by teachers. If the checklist is administered to teachers multiple times throughout the year (for example, once per month), the data may be summarized for each time point separately or averaged over meaningful time periods, such as before (for example, September), during (for example, October through May), and after (for example, June) implementation of the classroom lessons.

Percentages can also be calculated to describe the proportion of teachers who provide occasional (for example, one time per week) or frequent (for example, two to three times or four or more times per week) support of student skills outside of the *Steps to Respect* lessons. The proportion of teachers providing occasional to frequent support of students' bullying prevention skills would be computed by counting the number of teachers checking an average of at least two to three times per week on items 1–5 and dividing by the total number of teachers who completed the checklist for that time period.

Interpreting results: The information provided by the checklist can be used to describe aspects of *Steps to Respect* program implementation, specifically promotion of students' application of skills and handling of reports and coaching of students involved in bullying situations. Keep in mind that this tool offers frequency information—that is, how often events occur within a given week. Monthly checklist summaries can provide a picture of transfer-of-training efforts and bullying response over the year. In an ideal situation, teachers' support of student skills would increase over time as the skills are introduced in the lessons and teachers become more familiar with the skills involved in bullying response and prevention. Coaching efforts may increase over time as teachers respond to and handle bullying situations and students become more aware of bullying and willing to seek adult help.

The SELC-BR also yields information about reported or observed bullying as reported by teachers. This information can supplement the reporting data collected in disciplinary referrals. Oftentimes, students report bullying incidents that are easily handled by a staff person and are not documented. The SELC-BR provides another index of student reports by offering a summary of incidents at the teacher level.

Although the SELC-BR summary data offers important information about program implementation, it does not address the factors underlying teachers' responses. For example, teachers' responses may be related to their level of confidence with the student or adult skills, lack of time during the school day, or level of familiarity with the program. Examining responses on the Staff Preparedness Survey and Year-End Staff Survey (especially the open-ended questions) can shed light on teachers' ability or capacity for providing ongoing student skill support and responding to bullying. Discussion in staff meetings and training boosters is also essential for understanding any barriers teachers may face in implementation.

The SELC-BR may be used as a tool for teachers to track and reflect on their transfer-of-training efforts with students. A booster training could introduce the checklist for this purpose and guide teachers in developing implementation goals (such as encouraging students to include others) and monitoring their progress. A follow-up meeting one to two months later could be conducted to explore teachers' progress on their implementation goals and brainstorm ways to support and sustain their activities.

Note: Information about how this tool was developed and its psychometric properties (that is, characteristics as an instrument) will be available through Committee for Children in Fall 2004.

Hirschstein, M. K., Edstrom, L. V., & Frey, K. S. (2000). *Social-emotional learning checklist: Bullying report*. Seattle, WA: Committee for Children.

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Indicate how often these events occurred in the past week outside of Steps to Respect lesson instruction by placing a check in the appropriate box.

	Never	Once	2-3 Times	4+ Times
1. I asked student(s) to think about inviting others to join a play or work group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I encouraged student(s) to be friendly to someone who was being left out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I praised a student for stating what s/he wanted in an assertive, respectful manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I helped student(s) respond assertively to peer pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I prompted student(s) to stand up for someone being picked on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I prompted student(s) to assess whether they needed to get cool and calm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I discussed times when student(s) might need to manage their emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I intervened in a student conflict by prompting students to manage their emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I encouraged student(s) to see things from another's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I intervened in a student conflict by asking students to report how the other party felt about the conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I prompted student(s) who were involved in a conflict to problem-solve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I modeled perspective-taking, problem-solving, or emotion-management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Students reported experiencing bullying or harassment to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Students reported being deliberately excluded or the target of rumors/gossip to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Students told me about a bullying situation they had observed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I observed bullying between students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I praised student(s) for reporting bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I coached a student <i>who had been bullied</i> about how to avoid future problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I coached a student <i>who bullied others</i> about how to avoid future problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I checked in with a student <i>who had been bullied</i> to see how things were going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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