A WHOLE-SCHOOL APPROACH: EVIDENCE-BASED PRACTICE FOR PLANNING

ADDRESSING A WHOLE-SCHOOL APPROACH

A whole-school approach involving collaborative multi-dimensional planning over a long period of time is found to be most effective in implementing change and sustaining a safe school environment.

Applying a whole-school approach throughout a five-step planning process assists in identifying priorities and focusing resources to implement practices that have an impact on school safety.

This document presents four evidence-based perspectives to illustrate understanding and application of a whole-school approach:

- comprehensive school health
- three-tiered planning
- social-ecological systems
- strengths-based practice

For the purpose of this document, each perspective will be addressed individually. In practice, these perspectives are interrelated and overlap as strengths and needs are identified to establish priorities and inform planning (see Figure 2).
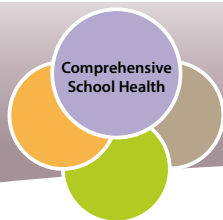
Figure 2: Evidence-Based Perspectives

Comprehensive School Health

The comprehensive school health perspective provides a foundation for learning that includes planning for student well-being and school safety. A whole-school approach to planning is ideally applied through planning for comprehensive school health, with safety being a component.

> "When schools are able to scaffold bullying prevention onto a larger, more comprehensive framework for prevention and positive youth development, they strengthen their prevention efforts while also addressing some of the underlying contributing social, emotional, and environment factors that can lead to bullying."
>
> (Ragozzino and O'Brien 2)

Ragozzino, Katharine, and Mary Utne O'Brien. *Social and Emotional Learning and Bullying Prevention*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Social and Emotional Learning Research Group at the U of Illinois, 2009. http://gse.buffalo.edu/gsefiles/documents/alberti/2009_bullyingbrief.pdf

Comprehensive school health

- recognizes that healthy young people learn better and achieve more
- understands that schools can directly influence students' health and behaviours
- encourages healthy lifestyle choices, and promotes students' health and well-being
- incorporates health into all aspects of school and learning
- links health and education issues and systems
- needs the participation and support of families and the community at large

Comprehensive school health encompasses the whole school environment with actions addressing four pillars to provide a strong foundation and for supporting improvements in students' educational outcomes:

- social and physical environment
- teaching and learning
- healthy school policy
- partnership and services

(Pan-Canadian Joint Consortium for School Health)

Manitoba Healthy Schools. Home page.
www.gov.mb.ca/healthyschools/

Manitoba Healthy Schools. *What is Comprehensive School Health?*
www.gov.mb.ca/healthyschools/csh.html

Pan-Canadian Joint Consortium of School Health. Home page.
www.jcsh-cces.ca/

The comprehensive school health perspective supports students in realizing their full potential as learners and as healthy, productive members of their community. Including a comprehensive school health perspective within a whole-school approach emphasizes that planning for safety and response is addressed alongside related initiatives such as those outlined below:

Healthy Relationships

"Current research suggests that, rather than having a sole focus on anti-bullying, it is important to focus more widely on creating a caring and respectful school climate and positive outcomes such as building students' strategies for managing their social and emotional wellbeing." (Swearer, Espelage, Vaillancourt, and Hymel, cited in New Zealand Ministry of Education 4)

School-Based Mental Health

"Schools provide a critical context for shaping children's self-esteem, self-efficacy and sense of control over their lives." (Stewart, Sun, Patterson, Lemerle, and Hardie 27)

Diversity

"Diversity encompasses all children— their diverse personalities, ethnicities, languages, family structures, and learning styles all contribute to the makeup of a diverse classroom. . . .

Diversity is neurological. Diversity is societal. Diversity is human. Teaching to diversity requires that teachers create a learning climate in the classroom and devise activities that allow all children to feel safe, respected and valued for what they have to contribute." (Katz 3)

Digital Citizenship and Cyber-Safety

"Interventions must focus on positive concepts like healthy relationships and digital citizenship rather than starting with the negative framing of bullying. The key is to help young people feel independently strong, confident and capable without first requiring them to see themselves as either an oppressed or an oppressor." (Boyd and Marwick)

School-Based Suicide Prevention and Intervention

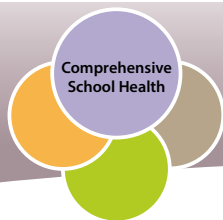"Bullying and suicide prevention share common strategies:
- focus on the school environment
- family outreach
- identification of students in need of mental and behavioural health services
- helping students and their families find appropriate services"
(Bradshaw, *Translating* 35)

Healthy Child Manitoba and Manitoba Education and Advanced Learning. *Best Practices in School-based Suicide Prevention: A Comprehensive Approach*. Winnipeg, MB: Healthy Child Manitoba and Manitoba Education and Advanced Learning, 2014. Available online at www.gov.mb.ca/healthychild/ysp/ysp_bestpractices.pdf.

Manitoba Education and Training. *Manitoba Sourcebook: Guidance Education: Connections to Compulsory Curriculum Areas, Kindergarten to Grade 12.* www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/outocmes/index.html.

Manitoba Healthy Schools. *Mental Health Promotion in Schools: Support Mental Health Promotion in Manitoba Schools.* Winnipeg, MB: Manitoba Healthy Schools, n.d. www.gov.mb.ca/healthyschools/docs/Mental_Health_Promotion.pdf

Manitoba Education and Advanced Learning. *Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools (MB MYGSA)*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov.mb.ca/k12/safe_schools/links.html.

Morrison, William, and Patricia Peterson. *Pan-Canadian Joint Consortium for School Health: Positive Mental Health Toolkit*. Summerside, PE: Pan-Canadian Joint Consortium for School Health, n.d. www.wmaproducts.com/jcshfulltoolkit/index.html

For related resources see Appendix F.

A sample of common strategies that are shared in the planning for comprehensive school health and school safety are listed below.

Comprehensive School Health Strategies

- Implement healthy school perspectives and actions throughout the school environment, education practices, partnerships, and policy.
- Plan and integrate healthy school concepts throughout Manitoba curricula learning outcomes at the primary planning tier for all students.
- Facilitate and foster positive interpersonal relationships and supports.
- Identify any school health issues affecting students' well-being and safety.
- Develop three-tiered strategies and support through collaborative planning/ protocols to meet identified needs (students, parents, staff, school, and community).
- Build capacity though developing staff awareness, skills, and knowledge related to strengths-based practices, early identification, and response in a three-tiered plan (e.g., healthy relationships, school-based mental health, suicide prevention and intervention, cyber-safety, student diversity).
- Embrace diversity and include identified needs in planning for all members in the school community.

(continued)

For more sample strategies in a whole-school approach see Appendix C: Whole-School Approach Chart: Proactive Strategies and Responsive Actions.

Comprehensive School Health Strategies *(continued)*

■ Integrate digital citizenship, cyber-safety, ethics and responsibility, social implications, and critical thinking into technology applications and instruction (Kindergarten to Grade 12).
■ Collaborate with service providers and identify key contacts to establish consistent referral, timely service, and response protocols.
■ Attend to educational needs and programming in addition to physical, mental health, or safety needs.
■ Facilitate re-entry or transition planning for students with school absences/ disciplinary/mental health/sexual orientation/gender identity/youth justice issues.
■ Implement "wraparound" planning when appropriate.

Healthy Child Manitoba and Manitoba Education. *Wraparound Protocol for Children and Youth with Severe to Profound Emotional and Behavioural Disorders.* Winnipeg, MB: Healthy Child Manitoba and Manitoba Education, 2013. Available online at www.edu.gov.mb.ca/k12/specedu/hcp.html

From the comprehensive school health perspective, related concerns that have an impact on student safety and well-being are identified and addressed in the plan for a safe school. In the next section, a three-tiered planning model, another perspective in a whole-school approach, provides a frame to organize identified issues as priority areas for planning.

Three-Tiered Planning for Safety and Response

The **three-tiered model** (primary, secondary, and tertiary), familiar to educators and health care providers, offers school teams a frame to identify evidence of what strengths, needs, and priorities are present. This frame helps plan a continuum of proactive and responsive practices for all students, as well as more intensive supports for identified students. Support requiring specific intervention will range in complexity related to the severity of needs, including collaborative planning with family involvement and supportive student-specific programming. (See Figure 3.)

Figure 3: Three-Tiered Planning
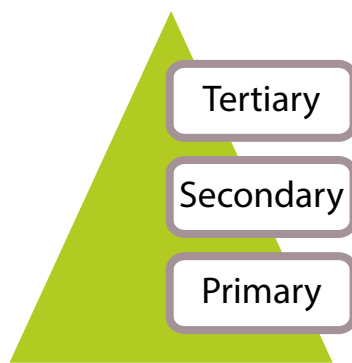
"It is recommended that schools develop a consistent and long-term prevention plan that addresses multiple student concerns through a set of well-integrated programs and services. . . . The three-tiered health model provides a framework for connecting bullying prevention with other programs to address bullying within the broader set of behavioral and academic concerns." (Bradshaw and Waasdorp 45)

Primary: The majority of children and youth are achieving, feel safe at school, and exhibit social responsibility. At the primary tier, students typically respond to clearly communicated school-wide expectations, classroom routines, and the school's code of conduct. Primary-tier planning identifies the strengths and needs of the whole school population with an emphasis on enhancing a positive school climate to build a foundation for learning. Planning at the primary tier defines what all students, staff, and parents need to know, understand, and do as contributing members of a safe, respectful school community.

Secondary: The goal of secondary-tier planning is to identify children and youth experiencing or exhibiting recurring bullying-involved behaviours (or other identified health and safety concerns) and to provide early intervention and support. Response may be complex and multi-layered or short-term and intensive with goals of student safety, well-being, independence, and responsibility. Interventions are collaboratively planned to shorten the duration, lessen the impact, or sustain stabilization through coordinated programming and follow-up. Planned interventions at the secondary tier interrupt the potential for incidents to escalate and further affect student and/or school safety and success.

Tertiary: Some students will require specialized and individualized response and support. Tertiary-tier planning focuses on minimizing the immediate consequences of an existing severe safety issue and/or to regain control over a situation so strategies can be identified, implemented, and assessed to restore a sense of safety and well-being. Programming at this level may include continued work toward increasing student self-awareness, strengthening support networks, and increasing protective factors to decrease the potential for further crisis and/or attend to chronic needs.

Manitoba Education, Training and Youth. *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*. Winnipeg, MB: Manitoba Education, Training and Youth, 2001. Available online at www.edu.gov.mb.ca/k12/specedu/beh/index.html.

Manitoba Education. *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.* Winnipeg, MB: Manitoba Education, 2011. Available online at www.edu.gov.mb.ca/k12/specedu/behaviour/index.html.

Healthy Child Manitoba and Manitoba Education. *Wraparound Protocol for Children and Youth with Severe to Profound Emotional and Behavioural Disorders.* Winnipeg, MB: Healthy Child Manitoba and Manitoba Education, 2013. Available online at www.edu.gov.mb.ca/k12/specedu/hcp.html

For sample strategies see Appendix C: Whole-School Approach Chart: Proactive Strategies and Responsive Actions.

Three-tiered planning organizes identified priorities and plans for a continuum of proactive and responsive strategies for all students in areas related to comprehensive school health, including safety. In the next section, applying a social-ecological systems perspective supports school planning efforts that focus on the development of protective factors through connection, communication, and empowerment of students, parents, educators, school, and the community.
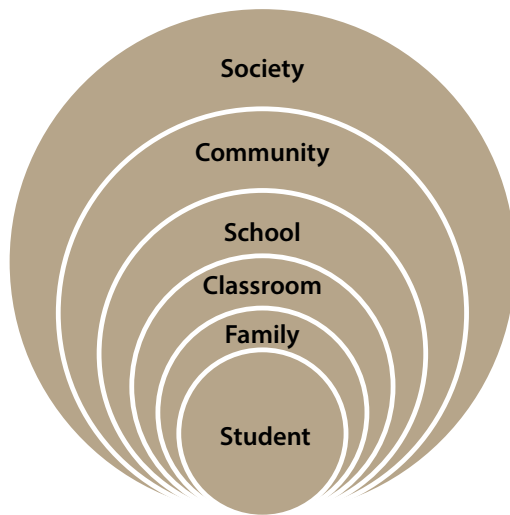
Social-Ecological Systems

Social Ecology: Importance of Connection and Community

Connectedness is related to the basic human need of belonging. Bullying behaviours are often described as relational problems that involve hurt, rejection, harassment, and/or relational violence.

Schools create a sense of belonging and community that helps students develop and maintain their social, emotional, and psychological well-being. Across the social-ecological systems (student, family, classroom, school, community, and society), opportunities are created for children and youth to experience connection and build a foundation of caring that will support the problem-solving process when issues are identified or incidents occur. Feeling connected and part of the school community strengthens a sense of belonging, develops positive relationships, and communicates support in resolving issues.

In planning for school safety, a social-ecological systems perspective recognizes the connection and influence between students and the multiple systems around them, including parents/family, peers, classroom, school, community, and societal dynamics (see Figure 4). From this perspective, planning for safety and response addresses these interrelationships, with a focus on identifying contributing risk and protective factors.

Society

Community

School

Classroom

Family

Student

"Bullying is a social-ecological problem that has to be understood from the perspective that individual, family, peer group, school, community, and societal factors all influence whether or not bullying occurs. The question that I ask students, parents, and educators is: 'What are the conditions in your school (family, community) that allow bullying to occur?' The answers to that question are then the areas to address for intervention." (Swearer, *Bullying* 2)

Figure 4: Social-Ecological Systems

"The most powerful protective factor in schools was the caring, supportive relationships that students had with all types of educators." (Henderson 23)

"Although a supportive school environment has a positive effect on all children, it has an even greater effect on children who've been exposed to higher levels of risk" (Moore 5).

When this perspective is applied, along with consideration of comprehensive school health and with a three-tiered planning frame previously outlined (primary, secondary, and tertiary), strengths and needs are identified and priority areas for planning can be determined. This application increases exploration and understanding of the conditions that contribute to bullying-involved behaviours and to safety.

See Appendix B to view Social-Ecological Systems Perspectives: Protective Factors Chart.

Through a social-ecological perspective, collaborative planning is focused, solutions are found, and roles and responsibilities are defined within the identified systems. Strategies to address identified risk factors and increase protective factors include developing positive relationships, facilitating connections and a sense of community, building strengths, and supporting resiliency.

Risk Factors are individual or environmental characteristics, conditions, or behaviours that increase the likelihood that a negative outcome will occur. (Centers for Disease Control and Prevention 3)

Protective Factors are individual or environmental characteristics, conditions, or behaviours that reduce the effects of stressful life events; increase an individual's ability to avoid risks or hazards; and promote social and emotional competence to thrive in all aspects of life now and in the future. (Centers for Disease Control and Prevention 3)

Resiliency is the capability of individuals, families, groups and communities to understand and creatively draw upon their internal and external strengths, resulting in effective coping with challenges and significant adversity in ways that promote health, wellness and an increased ability to respond constructively to future adversity. (Hammond, cited in Leadbeater 11)

"Strategic efforts to promote bonding among students should be in place, as this is related to personal, emotional, behavioral, and scholastic success. Teens must therefore have a true connection with at least one adult on campus who periodically checks on them, build them up with encouraging words, asks meaningful questions about their lives, and issues gentle reminders that he or she is there if the student ever has any need for help – or even if the student just wants to chat about how things are going (which typically involves expressing socio-emotional needs that the adult can help meet)."
(Hinduja and Patchin 88)

Planning around identified safety needs of children and youth applies strengths-based practices, including building protective factors and resiliency skills. The next perspective, strengths-based practices, as part of a whole-school approach, focuses on how to address identified priorities, such as students learning about their own social and emotional well-being, developing students' strengths through positive behaviour supports, and responding to incidents with practices that restore a sense of safety and belonging.

Hammond, Wayne. Resiliency Initiatives. www.resil.ca/

Ungar, Michael. Resilience Research Centre. www.resilienceresearch.org/

Strengths-Based Practices

Strengths are internal and ecological protective factors that strengthen and build resiliency, self-determination, and self-advocacy. A strengths-based perspective is a belief system with collaborative processes and practices that empower individuals by building upon their potential and recognizing possibilities throughout a supportive school community.

See Appendix B: Social-Ecological Systems Perspectives: Protective Factors Chart.

Providing members of the school community with awareness, knowledge, and skills builds capacity, supports resiliency, and creates hope. Solutions are identified and safety is restored when educators look through a lens of strengths and possibilities.

Strengths-based practices are selected, enhanced, and maintained throughout the planning process. These practices and actions are applied throughout the other whole-school planning perspectives described in this document (i.e., comprehensive school health, three-tiered planning, and social-ecological systems). In applying a strengths-based approach to planning, expected outcomes, with implementation strategies, are developed in a school's plan to address identified priorities.

> "Strength or asset approaches view children and youth as having self-righting potential and innate strengths for resilient outcomes. From this perspective, problems are framed as learning opportunities." (Morrison and Peterson 14)

Strengths-based practices selected for planning purposes in this document include the following:

- integrating social and emotional learning
- planning with positive behaviour supports
- responding with restorative disciplinary practices

> Resiliency Initiatives. *Embracing a Strengths-Based Perspective and Practice in Education.* 2012. www.resiliencyinitiatives.ca/cms/wp-content/uploads/2013/05/Embracing-a-Strengths-Based-Perspective-and-Practice-in-Education.pdf

Strengths-Based Practice: Integrating Social and Emotional Learning

Social and emotional learning is known to contribute to academic achievement, foster inclusion, contribute to a positive school climate, and promote positive connections among all members of the school community. Social and emotional learning (SEL) outcomes are found in several Manitoba curricula including physical education/health education, English language arts, and social studies. When SEL is integrated into classroom instruction, learning processes, and programming, all students have the opportunity to develop the awareness, attitudes, knowledge, and skills needed to navigate healthy relationships.

Social and emotional competencies include the following:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision making (CASEL)

> "Current findings document that SEL programs yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school. They also enhanced students' behavioral adjustment in the form of increased prosocial behaviors and reduced conduct and internalizing problems, and improved academic performance. . . ." (Durlak, Dymnicki, Taylor, Weissberg, and Schellinger 418)

Manitoba Education and Training. *Manitoba Sourcebook: Guidance Education: Connections to Compulsory Curriculum Areas, Kindergarten to Grade 12.* www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/outocmes/index.html.

Collaborative for Academic, Social, and Emotional Learning (CASEL) *Social and Emotional Learning and Positive Behavioral Interventions and Supports*. Chicago, IL: CASEL, 2010. www.casel.org/wp-content/uploads/2016/08/PDF-10-social-and-emotional-learning-and-positive-behavioral-interventions-and-supports.pdf

University of British Columbia (UBC). *Social & Emotional Learning Resource Finder*. www.selresources.com

Importance of Healthy Relationships

Positive healthy relationships are known protective factors in dealing with life stressors and issues related to bullying behaviours.

> "The link between healthy relationships and healthy development is a critical public health concern for Canada because of the poor quality of children's relationships relative to other countries." (Pepler, Craig, and Haner 3)

Research points to a "strong link between involvement in bullying and significant health problems. Bullying is a disrespectful and destructive relationship for both parties. Both children who bully and those who are victimized experience elevated levels of physical and mental health problems; those who are involved in both bullying and victimization experience the highest rates of problems." (Pepler, Craig, and Haner 1)

> "Positive peer relationships are significantly associated with lower rates of bullying, higher rates of life satisfaction and school connectedness, and increased social support [Suldo, S. M., Huebner, E. S., Friedrich, A. A. & Gilman, R. (2009). Life satisfaction. In R. Gilman, E. S. Huebner, & M. J. Furlong (eds.), *Handbook of positive psychology in schools* (pp. 27–35)]. So, seeking to promote such relationships in an attempt to preempt bullying may facilitate multiple beneficial outcomes for students." (Renshaw and Jimerson 1)

> "There is substantial evidence that the healthy development of children and youth depends on the quality of relationships they have within the family, peer group, school, neighbourhood and broader social context. These relationships, if positive, provide children and youth with the opportunity to develop emotional and behavioural regulation, critical relationship skills, and capacities in many other domains of development." (Pepler, Craig, and Haner 94)

The integration of social and emotional learning for all students at the primary tier affirms expectations and develops skills and strategies for a respectful learning environment. Response at the secondary tier identifies SEL needs of identified students with bullying-involved behaviours or health-related issues. More intensive supports and SEL programming and resources may be identified to address needs of individual students and families at the tertiary tier of planning.

When members of the school community develop SEL together and apply strategies, responses to incidents that may occur are solution focused and build relationships. Integrating SEL is a strengths-based practice and is related to planning with positive behaviour supports.

Strengths-Based Practice: Planning with Positive Behaviour Supports

Positive behaviour support applies strategies to create school environments to support student success, academically and behaviourally. The three-tiered model presented in this document aligns with this well-known tiered planning frame and shares a common planning process with Positive Behavioural Interventions and Supports (PBIS), often referred to as School-Wide Positive Behaviour Support. Planning with PBIS uses evidence and enquiry to address a continuum of identified needs and interventions.

> "From a school-wide PBIS perspective, successful prevention of bullying behavior is linked directly to teaching adults and students (a) what bullying looks like, (b) what to do before and when bullying behavior is observed, (c) how to teach others what to do, and (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior."
> (Sugai, Horner, and Algozzine 2)

The intent of school-wide positive behaviour support is to develop a foundation where appropriate, expected behaviours in a positive school climate are the norm for all students. This evidence-based practice involves proactive and explicit teaching of behavioural expectations and pro-social problem solving.

For more background information on PBIS see the following site:
www.pbis.org/common/cms/files/pbisresources/PBIS_Q&A.pdf

Ross, Scott, Rob Horner, and Bruce Stiller. *Bully Prevention in Positive Behavior Support.* Positive Behavioral Interventions & Supports (PBIS), 2009. www.pbis.org/common/cms/files/pbisresources/pbsbullyprevention.pdf.

Sugai, George, Rob Horner, and Bob Algozzine. *Reducing the Effectiveness of Bullying Behavior in Schools*. OSEP Center on Positive Behavioral Interventions and Supports. U.S. Department of Education, 2011. Available online at www.pbis.org/common/cms/files/pbisresources/PBIS_Bullying_Behavior_Apr19_2011.pdf.

Manitoba Education. *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.* Winnipeg, MB: Manitoba Education, 2011. Available online at www.edu.gov.mb.ca/k12/specedu/behaviour/index.html.

Planning with a positive behaviour perspective includes proactive and responsive practices in school management to address incidents and issues affecting student safety and well-being. Responding through restorative practices engages students, families, educators, schools, and the communities in meaningful, solution-focused, disciplinary, and responsive strategies.

Strengths-Based Practice: Responding with Restorative Practices

Schools in Manitoba have been moving toward restorative practices that use solution-focused problem solving, hold people responsible for their choices and actions toward others, and restore a sense of safety and belonging. Restorative practices maintain that "human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things *with* them, rather than *to* them or *for* them" (Wachtel "Next Step," cited in Wachtel "Defining Restorative" 3).

Restorative practices

- develop healthy relationship skills
- provide safe conditions for self-examination
- evaluate impact on others
- generate solutions and resolution
- support change
- bridge damaged relationships
- strengthen through resilience and protective factors
- restore sense of safety
- re-integrate students into school community
- apply to all and are modelled by adults

Strategies may include small group conferences for concerns that have less serious impact or to de-escalate a situation (e.g., respectful behaviour between classmates), classroom conferences for issues impacting student well-being and learning (e.g., classroom behavioural expectations), and community conferences with trained facilitators (e.g., serious incident of harm). Follow-up is embedded for ongoing support and monitoring of goals. The decision to use restorative practices is made based on the needs of the individuals involved and the type of incident.

Restorative practices interact with and complement related strengths-based practices of social and emotional learning and positive behaviour supports in developing a caring, respectful school. For more information see links below.

Resources

Costello, Bob, Joshua Wachtel, and Ted Wachtel. *The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators: Building a Culture of Community in Schools*. Bethlehem, PA: International Institute for Restorative Practices, 2009.

Dillon, James. *No Place for Bullying: Leadership for Schools That Care for Every Student*. Thousand Oaks, CA: Corwin Press, 2012.

Gossen, Diane. *It's All about We: Rethinking Discipline Using Restitution*. Saskatoon, SK: Chelsom Consultants Limited, 2004.

Greene, Ross. *Lost at School: Why Our Kids with Behavioral Challenges are Falling through the Cracks and How We Can Help Them*. New York, NY: Scribner, 2014.

McConkey, Nancy. *Solving School Problems: Solution-Focused Strategies for Principals, Teachers and Counsellors*. Bragg Creek, AB: Solution Talk Press, 2002.

Olweus Bullying Prevention Program. *Ten Tips for Administrators to Address Bullying in School*. www.violencepreventionworks.org/public/bullying_tips_for_administrators.page (30 Apr. 2013).

Promoting Relationships and Eliminating Violence Network (PREVNet). *Bullying in Schools: Guidelines for Intervention and Prevention.* Kingston, ON: PREVNet, 2007. www.prevnet.ca/sites/prevnet.ca/files/bullying-in-schools-guidelines-for-intervention-and-prevention-cap.pdf

Smith, Dominique, Douglas Fisher, and Nancy Frey. *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management*. Alexandria, VA: ASCD, 2015.

Smith, J. D. "Improving School Climate to Reduce Bullying." *Education Canada* 52.3 (2014): 39–42. www.cea-ace.ca/education-canada/article/improving-school-climate-reduce-bullying

Swearer, Susan, Dorothy L. Espelage, Tracy Vaillancourt, and Shelley Hymel. "What Can Be Done About School Bullying? Linking Research to Educational Practice." *Educational Researcher* 39.1 (2010): 38–47.

Manitoba Education and Advanced Learning. *Safe and Caring Schools: Taking Action Against Bullying*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov.mb.ca/k12/docs/support/taking_action/index.html.

Viewing the five steps of the Whole-School Approach planning process through these four evidence-based perspectives—**comprehensive school health, three-tiered planning, social-ecological approach, and strengths-based practices**—will help to identify strengths and needs, and establish planning priorities in the development of a school plan.