

## Sample Rubrics for Positive Encouragement for Active Bystanders

### Grades 1-6

Behavior	Teasing or Exclusion	Hitting or Physical Bullying	Harassment or Severe Physical Bullying	Considerations
<b>Getting Adult Assistance</b>	Adult Praise	Adult Praise	Adult Praise Token Recognition/note home to parent	<ul style="list-style-type: none"> <li>• How difficult was it for this student to act?</li> <li>• How much courage was involved?</li> <li>• What was the impact of this act?</li> <li>• What was the relative social status of intervening students in relation to those who were bullying?</li> <li>• How has this student's level of involvement increased?</li> </ul>
<b>Comfort Bullied Student After-the-Fact</b>	Adult Praise Sticker/concrete token	Adult Praise Sticker/concrete token	Adult Praise Recognition/note home to parent Concrete token	
<b>Including student</b>	Adult Praise Sticker/ concrete token	Adult Praise Sticker or concrete token Recognition/note home to parent	Recognition/note home to parent Privilege	
<b>Intervening on own or with other students</b>	Adult Praise Sticker/concrete token Recognition/note or call home to parent	Adult Praise Sticker/concrete token Recognition/note home to parent Individual/Group Privilege	Recognition/note home to parent Privilege	

- Positive reinforcement is most effective in changing behavior if it is initially concrete (especially for younger students) and consistent—gradually becoming more abstract and variable over time as changes in behavior occur.
- Examples of developmentally appropriate encouragements and privileges: stickers or other small tokens; certificates of recognition or public recognition bulletin board; extra time at a favorite activity or with a favorite teacher, first in line, homework "pass" , group celebration

## Sample Rubrics for Positive Encouragement for Active Bystanders

Grades 7-12

Behavior	Teasing or Exclusion	Hitting or Physical Bullying	Cyberbullying	Harassment
<b>Comfort Bullied Student After-the-Fact</b>	Adult Praise	Adult Praise Concrete item/Token	Adult Praise Concrete item/Token Note/call home to parent	Adult Praise Recognition/note or call home to parent Privilege/Tokens
<b>Getting Adult Assistance</b>	Adult Praise Concrete item	Adult Praise Concrete item Recognition/note or call home to parent	Adult Praise Recognition/note or call home to parent Privilege/Tokens	Adult Praise Recognition/note or call home to parent Privilege/Tokens
<b>Including student</b>	Adult Praise Concrete item Recognition/note or call home to parent	Adult Praise Recognition/note or call home to parent Privilege/Tokens	Adult Praise Recognition/note or call home to parent Privilege/Tokens	Adult Praise Recognition/note or call home to parent Privilege/Tokens
<b>Intervening on own or with other students</b>	Adult Praise Recognition/note or call home to parent Privilege/Tokens	Adult Praise Recognition/note or call home to parent Privilege/Tokens Group privilege	Adult Praise Recognition/note or call home to parent Privilege/Tokens	Adult Praise Recognition/note or call home to parent Privilege/Tokens

- Positive reinforcement is most effective in changing behavior if it is initially concrete (especially for younger students) and consistent—gradually becoming more abstract and variable over time as changes in behavior occur.
- Examples of developmentally appropriate encouragements and privileges: At this level, it is useful to get student input about what they would consider acceptable encouragements for different acts. Some examples might include: small tokens (stationery supplies or items with school logo); certificates or public recognition (e.g. bulletin board or “students of the month”); points tokens that can be accumulated and redeemed for particular items or privileges of different “value”, extra time at a favorite activity or with a favorite teacher, homework “pass”, off-campus pass, gift certificates to a local pizza place/coffee shop. Privileges and tokens should be of graduated value that increase as you go down and across the chart.
- Considerations: How difficult was it for this student to act? How much courage was involved? What was the impact of this act? What was the relative social status of intervening students in relation to those who were bullying? How has this student’s level of involvement increased?