PLC/Book Study Guide for *End Peer Cruelty, Build Empathy*

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This guide is designed as a professional development resource and can be used to facilitate a book study for educators and counselors or as a learning experience for a professional learning community (PLC). Facilitator notes are provided for additional support and explanation in planning and facilitating your school's or group's sessions. I recommend that the principal and the facilitator read the entire guide and book before beginning the study.

For each session, participants will be asked to read chapters of the book. They may also be asked to bring particular materials or create or implement something *prior* to attending a session. Each chapter description includes guiding questions and suggested tasks that can be used as group activities during the session.

Please keep in mind that the preparation work is noted at the beginning of each session. Before you dismiss participants from each session, look ahead to the next chapter and review and clarify what must be done before the next meeting. Reach agreements if suggested tasks are going to be adjusted or modified. The ultimate goal is for the study group to develop bullying prevention plans to be implemented in the learning culture to reduce peer cruelty and create inclusive, safe, and caring schools.

Introduction

Facilitator Note: Encourage participants to bring existing resources on bullying prevention (trainings, literature, books, guides) to the first session. Consider setting up a display in the staff room or office. Gather digital content from the book, including customizable forms and the PDF presentation, to share with participants.

1. What about *End Peer Cruelty, Build Empathy*—especially the nine key points on page 14—piqued your interest? What do you hope to gain from these discussions?

2. Have you noticed a shift in students' behavior and character in recent years? If so, what is that change, and is it positive or negative? How have shifting cultural values affected today's students' behavior?

3. Bullying is viewed as one of the most serious public health problems in the U.S. and Canadian school systems. Do you agree? What impact does bullying have on children's learning, behavior, and feelings of safety?

4. How prevalent is bullying at your school? How are you measuring your beliefs?

5. If you experienced bullying as a child, please consider sharing your experience. Do you think bullying has changed over the past decades? If so, how?

6. Do you agree with the statement on page 1: "Bullying is learned, and it can be unlearned"? What are the ramifications for children and schools if bullying is not stopped?

7. Discuss the impact bullying has on your students. Share a story about a bullying situation you have dealt with as an educator and the effect it had on those involved.

8. Studies show that, at best, only a quarter of bullying prevention programs actually reduce bullying behaviors (page 4). Why do you think the results are so low? Review the list of "Proven Strategies That Decrease Bullying" (page 6) and discuss which ones your school has implemented or overlooked.

9. Pages 11–12 summarize the 6Rs of bullying prevention—*Rules*, *Recognize*, *Report*, *Respond*, *Refuse*, and *Replace*—that are the blueprint for stopping peer cruelty and creating a safe, caring, and inclusive learning culture. Which of the 6Rs is your site already implementing? What are the missing prevention pieces that you and your colleagues may want to focus on during your discussion groups?

10. What programs, policies, and processes are you implementing to help reduce peer cruelty and create a caring, safe learning climate for your students? Which bullying prevention resources, books, videos, and policies does your school already have? What bullying surveys have you already conducted?

11. What is your most important takeaway from this first discussion? What information in the Introduction do you wish all your staff and parents knew about bullying prevention? Is there a way that you could help them learn it?

12. Do you have any suggestions to make future group discussions more beneficial?

Part I: Establishing the Foundation of Bullying Prevention
(Respectful Relationships and a Positive School Climate)

> To be completed before the Part I book study session:
> - Read Part I on pages 17–41.

Facilitator Note: Consider using the Brave Staff Chats on pages 19 and 27 in the discussion. Encourage staff to have these chats prior to the session.

1. Research shows that bullying is far less likely to happen in classrooms and school cultures where caring and respect are the norms. How would you and your staff define an "inclusive, safe, and caring school"? What are you doing as an educator and as a staff to create such a climate? What would an inclusive, safe, and caring school community look and sound like? What would the mission statement say? Does your current statement stress those values?

2. What words would you use to describe your school? Do you think your staff and parents would use those same terms? If a visitor walked around your school and popped into most classrooms, what would this person see or hear? How would the visitor feel?

3. How would a caring and respectful culture be similar or different from your existing school? What practices, policies, and procedures would remain? Which would need changing or eliminating? Which would be the easiest and most difficult changes to create a more empathetic, safe, and inclusive culture? What behaviors would the students (and staff) display? How would members of the community be treated? What would you see and hear as you walked your halls?

4. Step into the shoes of your students and "walk the walls" of your school and classrooms: What *invisible* and *visible* messages would you receive about your current school culture? Are the messages ones that nurture respect and caring and help reduce bullying? If you were to ask a random group of students to describe your school climate, what three words do you think students would use to describe your school? What words do you hope they'd use?

5. Part I emphasizes that all adults need to promote and model respectful attitudes and behaviors. If you were to grade your staff behaviors, what mark would they receive? In what ways could you boost your staff behaviors so that students are more likely to observe respect?

6. Pages 30–33 describe several strategies that encourage students to shift the school norms from cruel to kind. Which ideas piqued your interest? What other strategies could you use to boost kindness and decrease disrespect and put-downs?

7. "At the base of bullying is a problem with relationships. If we really want to stop bullying behaviors, we need to teach students *how* to resolve conflicts and form healthy relationships" (page 33). Do you agree with this statement? Class meetings, problem solving, conflict resolution, jigsaw classrooms, and responsive classrooms are listed as evidence-based practices to reduce bullying and encourage cooperation. Which practices are you using? Which ones would you like to learn more about?

8. What is the most important takeaway from this discussion that you hope your staff addresses?

Part II: Getting Started to Make Real and Lasting Change

To be completed before the Part II book study session:

- Read Part II on pages 43–74.

- Complete the "Twelve Key Questions About Bullying and School Safety" form on pages 72–74 and bring the results to the session.

- If possible, administer the "Student Bullying Survey" (pages 70–71) anonymously to students in your classes and school, and bring the results to the session.

Facilitator Note: Consider using the Brave Staff Chats on pages 58 and 68 in the discussion. Review the section on assessing bullying behaviors at your school (pages 50–53).

1. Creating a school-wide team to coordinate bullying prevention efforts (pages 45–50) is described as the general first step in developing a comprehensive school-wide approach. Do you already have a team in place to monitor, oversee, and plan efforts at your site? What ideas in this section could you use at your school or district?

2. Four ways to build staff momentum and sustain team commitment to bullying prevention are discussed on page 50. Which ideas piqued your interest? What are some other possibilities?

3. What are you doing to understand the scope of the bullying problem at your school? What data are you using to assess your school climate, inappropriate behavior, and bullying incidents? How could you use the "Ten Steps to Administer Bullying or School Climate Assessments to Students" (pages 52–53)?

4. Did you complete the "Student Bullying Survey" or "Twelve Key Questions About Bullying and School Safety" (pages 70–74)? If so, what did you discover? What was most surprising? What were the key takeaways that you could use to end peer cruelty and build empathy in classrooms or schools?

5. Which of the best school-wide evidence-based programs for bullying prevention (pages 59–65) are you using, aware of, or interested in finding out more about? How could you share that information with your staff?

6. Social-emotional learning (SEL) addressing the systematic development of a core set of skills proven to help children handle life challenges is an educational movement gaining steam around the world (page 64). Which SEL skills do you think are helpful in preventing bullying? Are you teaching your students SEL skills? If so, which ones? What ways could you implement SEL skills school-wide so they are more likely to be reinforced by the whole staff? Do any of the three ideas on page 65 interest you?

7. Do you agree that zero-tolerance policies are ineffective in making schools safer and reducing bullying? Why or why not?

8. Restorative Justice Circles, the "No Blame" Approach, and the Shared Concern Method are three strategies that many schools are implementing to replace punitive discipline approaches and reduce bullying. Does restorative justice pique your interest? What are you currently doing to repair relationships? How could you learn more about restorative justice techniques?

9. What is the most important takeaway from this section that you wish the staff would adopt to stop bullying? How could you make that a reality?

R1: Rules—Establish an Anti-Bullying Policy and Expectations for Respect

To be completed before the R1 book study session:

- Read the R1 section (pages 76–107) on establishing an anti-bullying policy and expectations for respect.
- Review your school's (and state's) anti-bullying policy, school rules, and school discipline policy. If possible, bring copies to the discussion.

Facilitator Note: Consider using the Brave Staff Chats on pages 77, 78, and 94 in your discussion. In addition, make copies of "Assessing Our School's Anti-Bullying Policy" (pages 103–104) for each participant. Also consider using in your discussion the ideas on pages 98–100 that help students develop class rules about bullying.

1. Pair up with another member of your discussion group. For five minutes, each member should describe an experience of bullying that he or she personally endured or that his or her child or another student encountered. Now debrief the experience as a group. Did these stories alter your rationale for bullying prevention?

2. Review the six parts of an effective anti-bullying policy (pages 78–89). Then describe your school, district, county, and state bullying prevention policies. Should anything be revised or updated?

3. A clear definition of bullying is a key part of an anti-bullying policy. It should be easily understood by all stakeholders. How can a teacher or administrator ensure that all students understand that definition? Are any of the ideas on pages 93–96 ones that you'd like to copy or adapt?

4. The best bullying prevention efforts always involve parents on an ongoing basis. Discuss the ideas on pages 96–97 for educating parents. How can you announce your anti-bullying policy to the parents of your students? How about to your community?

5. Page 98 discusses the importance of helping students develop class rules about bullying and ways to do so. Why might the strategy be important in bullying prevention? Have you involved your students in developing class rules, and if so, how?

6. Choose one of the surveys ("Assessing Our School's Anti-Bullying Policy" on page 103 or "Our School's Anti-Bullying Policy" on page 105) to discuss. Are any of the questions especially applicable to your school or classroom? If so, how?

7. Which class or school rules do you think the majority of your staff would agree are more important to reinforce?

8. The goal of imposing consequences is to stop bullying, send a message that aggression is unacceptable, repair relationships, and offer an intervention to prevent future bullying. What types of consequences do you generally impose on your students for aggressive behaviors? Are they effective in stopping inappropriate behavior? Which of the consequences on pages 90–93 do you feel would give a clear, strong message that bullying is unacceptable? Which types are seldom used by your staff but could be considered?

9. What is the most important strategy that you'd like to apply with your students? Was there a principle or practice that you'd like to learn more about or wish your staff would understand? If so, which one and why?

R2: Recognize—Teach Stakeholders How to Recognize Bullying

To be completed before the R2 book study session:

- Read the R2 section (pages 108–129) on how to recognize bullying.

Facilitator Note: Consider using the Brave Staff Chats on pages 110 and 125 in your discussion. Participants could also make an adult "Looks Like, Sounds Like, Feels Like" chart about bullying (page 121) and role-play the differences between bullying and normal conflict (page 121).

1. *Bullying* is one of the most widely used and misunderstood terms in the education world. Discuss the four points about bullying behavior (page 110). Which elements are ones you and your staff sometimes overlook?

2. Review the definition of bullying on page 112. How could you teach students and staff to recognize what bullying looks and sounds like? Review the ideas on pages 118–123.

3. Discuss the five types of bullying on pages 112–115. Which types are most common at your school or in your grade levels? Why might some bullying types be more prevalent at certain ages?

4. Why would a staff's mixed response send a message to students that the adults in charge aren't committed to bullying prevention? Why would an inconsistent response break down parents' trust in the school's efforts to stop bullying?

5. Effective bullying prevention educates *all* school staff members about the definition and elements of bullying and how to recognize the different types. How could you help your staff learn those essential components? Pages 116–117 offer a few ideas.

6. Many educators use films and children's literature to help students learn to recognize bullying. *Dumbo*; *Monsters, Inc.*; *The Juice Box Bully*; and *Stargirl* are suggested (pages 118–121). What other movies and books would you recommend?

7. What ways can educators help students understand the crucial differences between friendly teasing and bullying (page 123) or bullying and normal conflict (page 122)? Role-playing the differences can be a highly effective strategy (page 121). How could you set up a lesson that uses role-playing to help students decipher these differences?

8. One of the best ways to learn something new is by teaching it to someone else. Do you agree that the same principle applies to helping students understand bullying? Which of the five ways students can teach peers to recognize bullying (pages 124–125) intrigued you? What other ways can students be involved in teaching peers?

9. A meta-analysis of over 600 studies found parent education was an essential piece of effective bullying prevention. Which parents are you currently reaching? Who are you missing? What have you done to educate parents about bullying? Pages 125–126 list ten ideas. Are any of these ideas ones that your staff might be willing to try?

10. What is the single most important message about bullying prevention from this section you want to remember or wish your staff understood?

R3: Report—Create Procedures to Report Bullying

To be completed before the R3 book study session:

- Read the R3 section (pages 130–159) on creating procedures to report bullying.
- Gather any procedures you, your school, or your district use to report bullying and bring them to the session.

Facilitator Note: Consider using the Brave Staff Chats on pages 132 and 134 in your discussion. Distribute copies of the bullying report forms (pages 149–159) to each participant to discuss.

1. How can adults convince students that they *will* be heard and that you *will* back them up if they report bullying?

2. Over 75 percent of adolescents who commit harm to themselves or others tell someone their plan before carrying it out, and the most likely person they report their intentions to is a peer. How can schools break the student code of silence? Do any of the strategies on pages 133–136 appeal to you?

3. Page 137 states: "The sooner you respond to a bullying incident, the greater the chance you can lessen the distress of the target and reduce the likelihood of a future incident. You also increase the chance that students will report future incidents and connect with staff to share their concerns." How can educators be more available to students in the moment of crisis?

4. Discuss the five steps to teach students how to report bullying incidents on pages 137–144. Which ideas appeal to you? How can you teach students the difference between "reporting vs. tattling"?

5. Review the report forms on pages 149–159. Is there a simple bullying reporting form you could use, adapt, or create for your students? What would it look like?

6. Most bullying takes place when adults are not present. How can educators create procedures for staff to report bullying incidents? Discuss pages 144–146.

7. Parents need clear procedures so they know how and when to report their concerns about bullying and to whom. How do you and your staff instruct parents on reporting possible school threats and safety issues? Is there anything you can do to improve the procedures?

8. Asking for help is a critical skill for safety as well as problem solving. Why don't some children ask for help? What are ways educators can teach students how to seek assistance? How could you teach students the "Four Steps to Get Help: Stop, Look, Ask, and Tell" on page 137?

9. Several ideas to educate parents about reporting procedures are provided on page 147. Which ideas have you or your school tried? What are some other simple ideas to consider?

10. What is the most important takeaway from this section that you wish your school would apply to reduce peer cruelty?

R4: Respond—Teach Student Witnesses How to Respond to Bullying

To be completed before the R4 book study session:

- Read the R4 section (pages 160–179) on how to respond to bullying.

Facilitator Note: Consider using the Brave Staff Chat on page 168 in your discussion. Enlarge a copy of the "Bully BUSTER Skills" (page 179) to display and refer to when you discuss upstander strategies.

1. Why do many experts believe that the best hope in reducing bullying behavior is to mobilize children to be upstanders? Do you agree? Studies show that "when bystanders step in on behalf of bullied peers, bullying stops more than 57 percent of the time and within 10 seconds." Did this statistic surprise you?

2. Pages 161–162 list nine common reasons kids say they don't intervene in bullying. Which of the reasons apply most to your students? What can educators do to help students be more likely to step in to help one another?

3. Do you recall the Kitty Genovese incident described on page 163? What is the most important takeaway educators can learn about the bystander effect and how it applies to bullying prevention?

4. How can educators combat the bystander effect and boost the odds that kids will be upstanders? How can educators build an upstander culture (pages 163–170)?

5. Students need to frequently practice Bully BUSTER skills so they can confidently use them during an actual bullying incident. How can educators help students rehearse upstander skills so they can use them without reminders or adult intervention?

6. Ervin Staub, a psychology professor, found that the practice of kids coming to the aid of their targeted peers decreases across grade levels. How can the bystander age gap be reduced?

7. What could educators do to help children learn to aid and comfort peers who are targeted?

8. Six Bully BUSTER strategies are presented on pages 170–176. Which strategies intrigued you? How many BUSTER tips do you think your students know? What ways can educators teach these strategies to students? For instance, some schools show each strategy in student-run assemblies; other schools have students teach each other the strategies in pairs. Other ideas?

9. How can you help students use upstander skills in the real world (see pages 176–177)? How could the strategies be implemented school-wide to maximize their effectiveness?

10. Which principle or point do you think is most significant and one that educators must grasp if we are to create safer and more caring school climates and reduce peer cruelty?

R5: Refuse—Help Targets Refuse Provocation and Cope with Victimization

To be completed before the R5 book study session:

- Read the R5 section (pages 180–212) on helping targets refuse provocation and cope.

Facilitator Note: Consider discussing the Brave Staff Chat on page 209.

1. Do you know a child who has endured victimization? What about you or your own children? Share the impact of bullying.

2. Discuss "How Bullying Affects Targeted Children" on pages 180–182. Consider students you know who have been bullied. What impact has victimization had on their well-being? What is your school doing to reach out and help targets?

3. Why is the saying "Sticks and stones will break my bones but names will never hurt me" a myth that needs to be dispelled? What are other myths (such as "Boys will be boys" or "It's just a phase") that are counterproductive to bullying prevention and why?

4. Many bullied students say that one of the best things that anyone did to help was when a peer supported them following the incident. How can educators help students become supportive allies (pages 190–192)?

5. Educators say it's challenging for staff to know what to say to comfort a student who has been bullied. Is that true for you? Review the "'5A Staff Response' to Help Bullied Students" (pages 187–189) and discuss how you could use it with a targeted student. How could educators be trained to use the model?

6. What are some ways to provide crucial safety and support to targeted students (pages 192–193)?

7. How can you work as a team to develop a safety plan and ensure that all pertinent staff members are aware of which students are vulnerable, recognize the plan, and are onboard to help? See pages 192–197 for ideas.

8. Why is it a mistake for educators to assume that kids will "outgrow" their problem of being victimized?

9. Discuss the "Seven Interventions to Reduce Victimization" on pages 197–207. Which strategies are easier to teach? Which ones have you used in the past? Which are more difficult or time-consuming? Which ones might your students use?

10. What is the most important takeaway for R5? How can you apply that point to your teaching and interactions with children who are vulnerable to bullying?

R6: Replace—Help Students Replace Aggression with Acceptable Skills

To be completed before the R6 book study session:

- Read the R6 section (pages 213–242) on helping students replace aggression with acceptable skills.

Facilitator Note: Consider discussing the Brave Staff Chat on page 222. Make copies of the forms on pages 239–242 to distribute and discuss.

1. Page 213 states that the sixth "R" of effective bullying prevention is "perhaps the most important R to get right, since it addresses the root of the problem: bullying behaviors." Do you agree or disagree? Why?

2. Aggressive and cruel behaviors are learned (page 213) and can become entrenched at an early age. How are children learning cruelty? Do you think peer cruelty is more prevalent today, or has it remained the same over the years?

3. Discuss the "Nine Signs a Student May Be Prone to Bullying" on page 215. Which signs are educators most likely to overlook?

4. Review "What Bullying Looks Like Age by Age" on page 216. Do the bullying behaviors match the kinds of behaviors you see in your grade level? Which behaviors are more common with students you deal with?

5. What are the ramifications for a school or student if adults do not consistently respond to each bullying incident? What are reasons why adults don't step in and stop milder behavior issues or lower-level bullying? Discuss the strategies on pages 217–221 that adults can use to stop bullying and how these strategies could be used at your site to reduce bullying behaviors.

6. Discuss whether you believe that zero tolerance is effective as a deterrent to bullying. Which of your students are disciplined more frequently than others? Does that discipline help replace their aggressive behaviors? What are some more proactive approaches in preventing bullying?

7. Which discipline practices could you use to repair relationships and reduce bullying behaviors?

8. When students know they are being watched, they are less likely to bully. How is your site monitoring students who are using bullying behaviors? Do any of the "Six Ways Educators Can Monitor Students Who Bully" (pages 226–227) merit implementation at your school?

9. Successful bullying interventions always match the child's needs, are evidence-based, and are practiced frequently. Which of the evidence-based interventions (pages 229–234) have you tried or would you like to learn more about? How do you feel about using service learning (page 235) to help children with diminished empathy? What are a few meaningful service projects to consider?

10. What is the one essential takeaway from R6? How might it help students replace aggression with more acceptable skills?

Final Book Study Session

Facilitator Note: Distribute a copy of the "Warning Signs of Bullying" on page 211 to each participant to discuss.

1. Discuss your responses to the survey on pages 72–74. Compare them to your previous responses at the beginning of the book discussion. Are your responses similar to the first time you completed the survey or markedly different? Why? Do you have any new perceptions about bullying based on the discussions?

2. A key to effective bullying prevention is to reduce the likelihood of victimization, passive bystanding, and aggression by replacing them with healthier prosocial behaviors. Review all the SEL skills described throughout the book (see the chart on page 21 of this guide). What new habits, skills, or behaviors would benefit your students, and how will you teach them? Three ways to implement SEL skills school-wide are described on page 65.

3. Review the "Warning Signs of Bullying" on page 211. Which students might you be overlooking? How can you network with other caring adults to monitor your more vulnerable students? After reading *End Peer Cruelty, Build Empathy*, which strategies will you use with these students to try to reduce victimization?

4. Identify a child who is using bullying or aggressive behaviors. Discuss the child with your group without giving a name. Then review the "Twenty Student Study Team Questions to Help a Child Who Bullies" (pages 241–242). Answer questions 7 and 19, in particular: "What are the child's positive strengths, interests, learning styles, and abilities? How can we tap into these to help our intervention efforts?" and "What is the first thing we can do to help this child and replace this behavior?"

5. Parents must be educated in bullying prevention so that they can support your efforts. What ideas in the book could you implement to engage parents? Which community resources could support your school's bullying prevention efforts?

6. What knowledge or skills would a staff need to create a safe learning community? How could that information be conveyed to your staff?

7. What is one empathy-building idea you would like to learn about or use with your students?

8. What does your end goal for bullying prevention look and feel like? How will you know you have succeeded in creating an inclusive, safe, and caring school?

9. What might be your first step to building a more empathetic and respectful culture? What do you need to succeed? Who will help? When will you begin?

10. What ideas do you feel are most important for educators to learn about bullying prevention? Which ones do you hope your staff and school will implement?

Social-Emotional Skills to End Peer Cruelty and Build Empathy

The following SEL skills are discussed in this book.

How to Disagree Respectfully: A positive way to reduce friction among students, page 35.

Take a STAND to Solve Problems: Learning to solve social problems peacefully, page 37.

How to Fight FAIR: An acronym to remember the four parts in getting your opinion across respectfully, page 38.

Using I-Messages: A conversation tool to help the speaker focus on the conflict without putting down the other person, page 38.

Friendly Teasing vs. Bullying: These differences help children recognize when a peer is bullied or teased so they can be upstanders, page 123.

Asking Someone for Help: Knowing how to ask for help is necessary for safety and problem solving, page 136.

Four Steps to Get Help: STOP, LOOK, ASK, and TELL: A guide for students to get the help they need, page 137.

The ABCs of Bullying Safety: Strategies for children to always place their safety as a top priority, page 170.

How to CARE About Bullied Peers: A simple acronym to teach children ways to care about a peer who has been bullied or needs a pal, page 173.

Use a Distraction: Diversion techniques to give a targeted child the chance to get away and reduce the audience that fuels bullying, page 173.

Speak Out and Stand Up: Tips for standing up to cruelty without speaking directly to a tormentor to reduce bullying, page 174.

What to Say to Help Others: Specific phrases kids can say to help peers who are marginalized or bullied, page 174.

Tell or Text for Help: Ways for students to get adults' support and protection, page 175.

Exit Alone or With Others in An Unsafe Situation: Four ways to prioritize safety and reduce the audience for bullying, page 176.

Give a Reason or Offer a Remedy: Ways to help peers "stop and think" about why their actions are wrong and what they can do to help in a bullying situation, page 176.

What Kids Can Say and Do to Support Bullied Peers: Ideas to support and comfort others, page 191.

Have a Safety PLAN: How to reduce the chances of being a target, page 194.

Stay Cool: Three ways to manage strong emotions in tough times, page 199.

Appear Assertive: Four ways to appear confident in one's own skin, page 201.

Use PASS Comeback Lines: Four tips to defuse name-calling or nonviolent bullying, page 202.

Use Affirming Self-Talk or Cognitive Reframing: Internal statements to cope with victimization and prevent feeling helpless, page 203.

Use Coping Skills: Tips to cope with the inevitable bumps in life and the injustice of peer abuse, page 204.

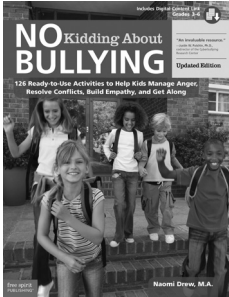**Brainstorming:** Four rules of brainstorming to help solve problems, page 207.

2 + 2 + 4: How to inhale deeply and exhale slowly to manage anger, page 231.
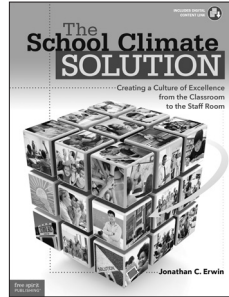
About the Author

Michele Borba, Ed.D., is a globally recognized educational psychologist and an expert in character development and bullying prevention whose aim is to strengthen children's empathy and resilience and break the cycle of youth violence. She has delivered keynotes and workshops to over 1 million participants and has authored 24 books translated into 14 languages. Dr. Borba is an NBC contributor with frequent appearances on the *Today* show as well as on *Dateline*, *Anderson Cooper*, *Dr. Phil*, *Dr. Oz*, *The View*, *NBC Nightly News*, CNN, and others. She is an in-demand motivational speaker and former classroom teacher. She lives in Palm Springs, California. Her website can be found at www.micheleborba.com or follow her on Twitter @MicheleBorba.
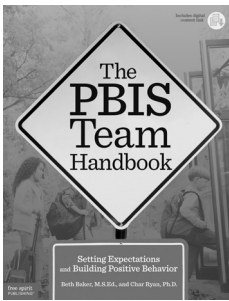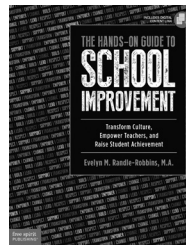
More Great Books from Free Spirit

No Kidding About Bullying
126 Ready-to-Use Activities to Help Kids Manage Anger, Resolve Conflicts, Build Empathy, and Get Along (Updated Edition)
by Naomi Drew, M.A.
304 pp., PB, 8½" x 11"
Educators, grades 3–6.
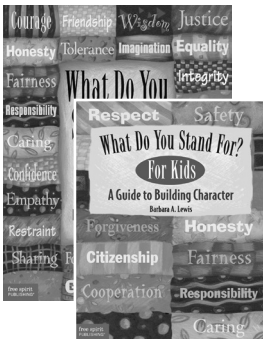*Includes digital content.*

The School Climate Solution
Creating a Culture of Excellence from the Classroom to the Staff Room
by Jonathan C. Erwin, M.A.
208 pp., PB, 8½" x 11"
Principals, teachers, counselors, and other school leaders K–12.
Includes digital content.

The PBIS Team Handbook
Setting Expectations and Building Positive Behavior
by Beth Baker, M.S.Ed., and Char Ryan, Ph.D.
208 pp., PB, 8½" x 11"
K–12 PBIS coaches and team members, including special educators, teachers, paraprofessionals, school psychologists, social workers, counselors, administrators, parents, and other school staff members.
Includes digital content.
Free PLC/Book Study Guide
freespirit.com/PLC

The Hands-On Guide to School Improvement
Transform Culture, Empower Teachers, and Raise Student Achievement
by Evelyn M. Randle-Robbins, M.A.
208 pp., PB, 7¼" x 9¼"
Principals, administrators, school leaders K–12.
Includes digital content.

What Do You Stand For? For Teens
A Guide to Building Character
by Barbara A. Lewis
288 pp., PB, 8½" x 11"
For ages 11 & up.

What Do You Stand For? For Kids
A Guide to Building Character
by Barbara A. Lewis
176 pp., PB, 7¼" x 9"
For ages 8–12.

"Cultivating Empathy: The Best Antidote to Bullying," a free webinar with Michele Borba, Ed.D. Find it at **freespirit.com/webinar**.

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