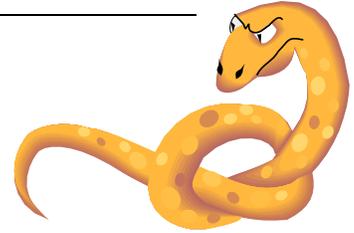


Bullying

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TRUE/FALSE TEST

1. **Bullying only happens to boys.**
2. **Bullies are always boys.**
3. **Most of the formal research on bullying has taken place in the United States.**
4. **Bullying may be direct or it may be indirect.**
5. **Intentional exclusion from a social group is a form of bullying.**
6. **Bullies usually feel very confident and have high self-esteem.**
7. **Spreading rumors is a form of bullying.**
8. **Victims of bullying tend to have over-protective parents.**
9. **Being a bystander (watching or observing) while another child is being teased, taunted for bullied has no effect on a child.**
10. **Bullying primarily occurs in urban rather than rural schools.**



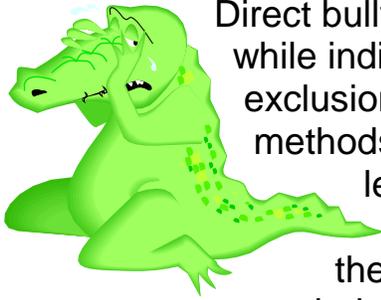
Introduction:

- ⇒ Bullying is a worldwide problem
- ⇒ Bullying causes negative consequences for the general school climate
- ⇒ Students do not feel safe even if they are not the victims
- ⇒ It is a situation that has been going on for many years in many different ways
- ⇒ Most of the formal research about bullying has taken place in Europe

Bullying defined

Formal definition: Bullying is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing. It is caused when a dominant person takes advantage of a person who is perceived as less dominant.

- There is always a 'bully' and a 'victim'
- There are two types of bullying direct and indirect



Direct bullying involves doing something specific to a victim while indirect bullying involves social isolation or intentional exclusion. While boys typically engage in direct bullying methods, girls who bully are more apt to utilize methods are less physical such as spreading rumors and social isolation. Whether the bullying is direct or indirect, the key component of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse (Batsche & Knoff, 1994; Olweus, 1993).

EXTENT OF THE PROBLEM

- Various reports and studies have established that approximately 25% of students bullied regularly while only 10% of students ever do the bullying.
- Direct bullying seems to increase through the elementary years, peak in the middle school/junior high school years, and decline during the high school years. Verbal abuse appears to remain constant throughout all school settings including preschool.
- School size, racial composition, and school setting (rural, suburban, or urban) do not seem to be distinguishing factors in predicting the occurrence of bullying.
- Finally, boys engage in bullying behavior and are victims of bullies more frequently than girls (Batsche & Knoff, 1994; Nolin, Davies, & Chandler, 1995; Olweus, 1993; Whitney & Smith, 1993).

CHARACTERISTICS OF BULLIES AND VICTIMS

Bullies:

- need to feel powerful and in control.
- derive satisfaction from inflicting injury on others
- have no empathy for their victims
- often defend their actions by saying that their victims provoked them in some way and have a pattern of never accepting the consequences of their actions.
- bullies often come from homes where physical punishment is used,
- television may directly impact whether a child becomes a bully
- tend to be oppositional toward adults and are more likely to break school rules.



MYTH BUSTER: Bullies appear to have little anxiety and to possess strong self-esteem. There is little evidence to support the contention that they victimize others because they feel bad about themselves (Batsche & Knoff, 1994; Olweus, 1993).

Victims:

- feel anxious and tend to worry about things
- are insecure and cautious with others
- suffer from low self-esteem
- rarely defend themselves or retaliate when confronted by students who bully them
- may lack social skills and friends
- are often socially isolated.
- tend to be close to their parents and may have parents who can be described as overprotective
- the major defining physical characteristic of victims is that they tend to be physically weaker than their peers—



MYTHBUSTER: Physical characteristics such as weight, dress, or wearing eyeglasses and having a disability do not appear to be significant factors that can be correlated with victimization (Batsche & Knoff, 1994; Olweus, 1993).

The Brain and Emotions- When a child is afraid their brain releases chemicals that place survival above all else. When a child feels threatened learning stops!

Emotional Intelligence is directly related to how and when a child learns

1. Self-awareness: knowing your emotions, recognizing feelings when they occur and discriminating between them.
2. Mood Management- handling feelings so they're relevant to the current situation and you react appropriately
3. Self-motivation: Gathering up your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness.
4. Empathy: Recognizing feelings in others and tuning into their verbal and non-verbal cues.
5. Managing Relationships: Handling interpersonal interaction, conflict resolution, and negotiations.

Why do we need emotional intelligence?

- Research in brain based learning suggests that emotional health is fundamental to effective learning
- According to a report from the National Center for Clinical Infant Programs, the most critical element for success in school is understanding how to learn.

The key ingredients for this understanding are:

- *Confidence*
- *Curiosity*
- *Intentionality*
- *Self-Control*
- *Relatedness*
- *Capacity to communicate*
- *Ability to cooperate*



Stress and Learning

- ⇒ *Depression of the immune system*
- ⇒ *Tensing of large muscles*
- ⇒ *Blood clotting*
- ⇒ *Increased blood pressure*

CONSEQUENCES OF BULLYING

A strong correlation appears to exist between bullying other students as a child and legal or criminal charges as an adult. In one study, 60% of those characterized as bullies in grades 6-9 had at least one criminal conviction by age 24 (Olweus, 1993). Chronic bullies seem to maintain their behaviors into adulthood, negatively influencing their ability to develop and maintain positive relationships (Oliver, Hoover, & Hazler, 1994), hold down a job, and relate well in social situations.

For the victim, being bullied leads to depression and low self-esteem, problems that can carry into adulthood (Olweus, 1993; Batsche & Knoff, 1994).

PERCEPTIONS OF BULLYING

In a study conducted with middle school students in the Midwest it was found that a majority felt that victims were at least partially responsible for being bullied by something they said or did. Students surveyed tended to

agree that bullying toughened a weak person, and some felt that bullying "taught" victims appropriate behavior. Charach, Pepler, and Ziegler (1995) found that students considered victims to be "weak," "nerds," and "afraid to fight back."

Even more disturbing approximately 1/3 of the students who reported watching an incidence of bullying felt they should of helped the victim but did not and 1/4 reported that bullying was none of their business.



MYTHBUSTER: In a recent study of first and second grade students, it was found that the students felt that the adults at their school knew about bullying but did little if anything to prevent it.

INTERVENTION PROGRAMS

General Solutions

- ⇒ Development of whole-school bullying policies
- ⇒ Activities that stress tolerance and acceptance as early as preschool
- ⇒ Establishing safe zones within the school where students can come and talk freely to counselors
- ⇒ Empower students through conflict resolution
- ⇒ Teaching students to be more assertive

Olweus (1993) describes an approach that involves the entire school community:

1. An initial questionnaire is distributed to students and adults. The questionnaire helps both adults and students become aware of the extent of the problem, helps to justify intervention efforts and makes everyone more aware of what they can do to solve the problem.

2. A parental awareness campaign conducted during parent-teacher conference days, through parent newsletters, and at PTA meetings. The goal is to increase parental awareness of the problem, point out the importance of parental involvement for program success, and encourage parental support of program goals.

3. Teachers can work with students at the class level to develop class rules against bullying. Many programs engage students in a series of formal role-playing exercises and related assignments that can teach those students directly involved in bullying alternative methods of interaction. These programs can also show other students how they can assist victims and how everyone can work together to create a school climate where bullying is not tolerated (Sjostrom & Stein, 1996).
4. Other components of anti-bullying programs include individualized interventions with the bullies and victims, the implementation of cooperative learning activities to reduce social isolation, and increasing adult supervision at key times (e.g., recess or lunch). Schools that have implemented Olweus's program have reported a 50% reduction in bullying.

Specific activities to help reduce bullying

1. **Alike/Different-** Plan activities that emphasize how children are alike and how they are different. Model valuing diversity and difference. Read books and tell stories that show how people with differences learn to get along with others.



Examples:

1. *Hands Are Not for Hitting* by Martine Agassi (Free Spirit Publishing)
2. *Feelings* by Aliko (Mulberry Books –William Morrow & Company)
3. *The Grouchy Ladybug* by Eric Carle (Harper-Collins Publishing)
4. *The Brand New Kid* by Katie Couric (Doubleday)
5. *We Can Get Along-A Child's Book of Choices* by Lauren Payne (Free Spirit Publishing)
6. *Yoko* by Rosemary Wells (Hyperion Books for Children)

2. **Feeling words-** Talk about feeling words. For example, make a chart with three columns sad, mad, and happy and invite the children to name situations that make them feel sad, mad or happy. Play a game where you make a series of cards (index cards work well), draw a different face on each card (mad, sad, and happy) then children can take turns drawing a card and adding a situation to the chart.
3. **Talk about bullying, teasing and isolating others-** Define each word for the children and then invite them to role-play situations that depict each one. Emphasis should be placed on the victim and how the victim never deserves what happens to him/her.
4. **Creating a caring community-** Create a community that talks about friendships and what it means to be a friend. If necessary, assign a peer buddy to a child who has few friends. (Guidelines for peer buddies are included at the end of this handout)
5. **Sticks and stones-** Set up a place in the room where you can place a small rug. This is the “NATIVE AMERICAN” tradition of the talking mat. Ask two students to sit facing each others and talk. This can also be used to solve conflicts.
6. **Rules of the road-** Establish rules in the classroom that encourage being different and talk about the rules often. Let the class help you determine the consequences for breaking a class friendship rule.
7. **Ways to stop-** Look for ways to teach children to stand up for themselves. Enable them with the tools they need to be assertive but don't stop there. Next empower them to use the tools.

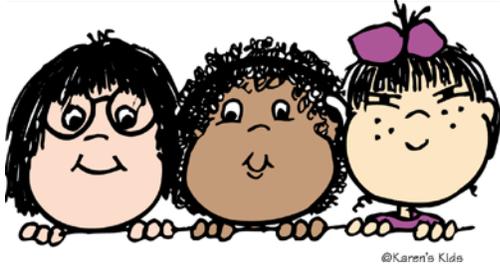


THE BULLY

Clarissa Willis

When someone tries to bully you
Don't stand there until it's through.
Find a teacher or adult friend
They will make the teasing end.
Defend yourself with what you say
Then turn your back and walk away.

Buddy and Peer Training:



Each child should be trained in his/her role.

Basic guidelines:

1. Carefully pair up children: consider maturity level and communication skills.
2. Introduce buddies to the behavior and communication skills of the child they are to 'buddy'.
3. Use the STAY, PLAY, TALK method:
 - A. STAY: Buddies stay close to their friend. Greet the friend by name.
 - B. PLAY: While following their buddy around buddies should join in- even a very young child can learn partial participation.
 - C. TALK: Buddies talk about what is going on and describe things to their peer buddy.
4. Practice in Class and remember it may be necessary to model for both buddies.
5. Start buddy sessions during snack time and/or free choice time. Start with 4-6 minutes and work your way up.
6. Encourage the relationship through positive support.
7. Ongoing assessment: Keeping in mind that relationships take time.
8. When enjoyable interactions between children are happening, expand to a more structured activity and higher skill development.
9. Fade out reminders and reinforcements

Helpful websites about bullying:

1. <http://www.bullyonline.org/schoolbully/child.htm>
2. <http://www.scre.ac.uk/bully/bother.html>
3. <http://www.kidpower.org/School-age.html>
4. [http://www.nasbe.org/Educational Issues/Policy Updates/11_10.html](http://www.nasbe.org/Educational_Issues/Policy_Updates/11_10.html)
5. <http://www.popcenter.org/Problems/problem-bullying.htm>
6. <http://www.lfcc.on.ca/bully.htm>
7. <http://www.colorado.edu/cspv/publications/factsheets/safeschools/FS-SC07.html>
8. <http://www.bullying.co.uk/>
9. <http://www.psychologymatters.org/bullying.html>