



STOP the Bullying

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Introduction

- **Bullying has increased 5% between 1999 and 2001.**
- **In 2001, 8% of students reported that they had been bullied at school within the last 6 months.**
- **Nearly 3 million index crimes occur on or around American school campuses.**



Introduction

- **The growth of violence in school results from changes in the school climate, including:**
 - **more children of teenage parents;**
 - **more latch key children**
 - **more developmentally delayed children requiring more special education classes**



Introduction

- More reasons for the changing climate of schools:
 - ❑ Varied ethnic and cultural makeup of inner city schools
 - ❑ Alcohol, drugs and gangs
 - ❑ Fear of violence in schools
 - ❑ Courts have notified schools to either create safe school campuses or be prepared to compensate victims for their losses.





Goal of Schools

- Create and maintain a positive and welcoming school climate, free of drugs, violence, intimidation and fear
- An environment in which teachers can teach and students can learn in a climate which promotes the success and development of all children



Research

- Research indicates that children learn, practice, and experience bullying beginning at a very early age.
- Good news:
 - Positive interventions help bullies learn better ways of behaving and interacting



Research



● Bad news:

- ❑ Schools are under the pressure of budgets
- ❑ Schools have little time
- ❑ Schools are overburdened with work
- ❑ Schools get little help from parents

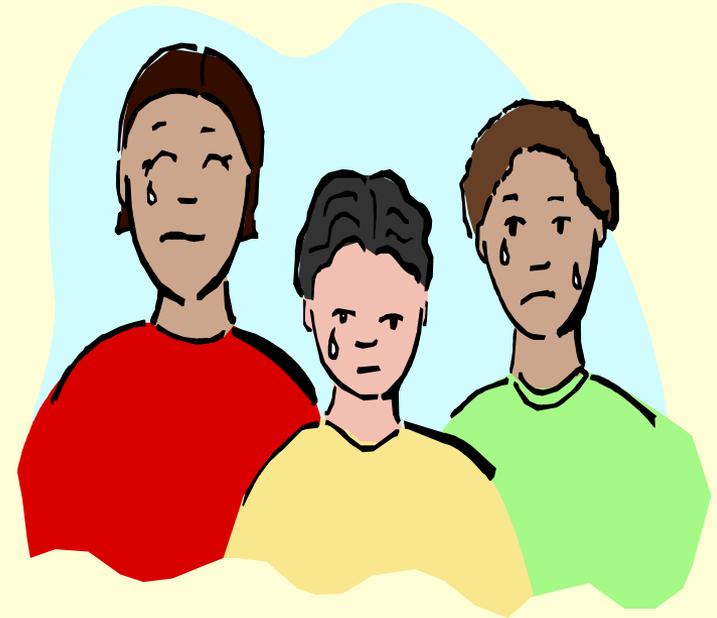
Statistics

- 1 out of 7 children is either a bully or a victim
- 43% of students surveyed were scared to go to the bathroom for fear of being bullied
- The National School Safety Center considered bullying to be the most enduring and underrated problem in the U.S. schools



What is bullying?

- Name calling
- Teasing
- Writing hurtful remarks
- Stealing
- Intentional exclusion
- Defacing personal property



Bullying



- The most common type is verbal
- Boys typically engage in direct bullying (teasing, taunting, hitting, shoving, kicking)
- Girls typically engage in indirect bullying (spreading rumors and lies, verbal teasing, and enforcing social isolation)

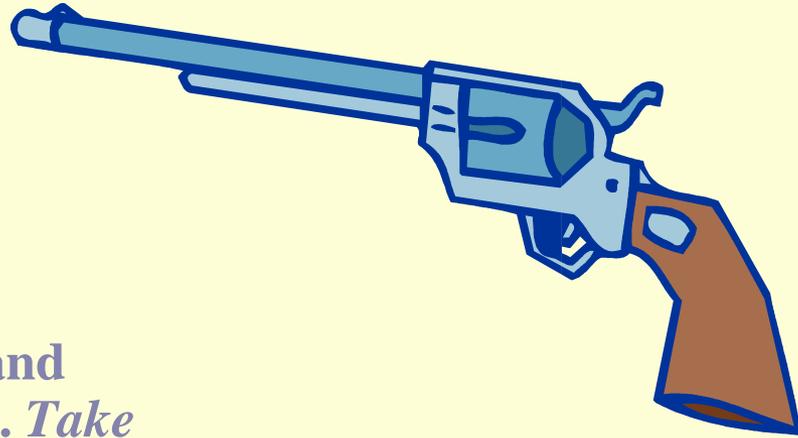
Children Who Bully



- Many come from dysfunctional families
- Tend to be angry
- Thrive on control
- Lack a sense of empathy
- Experience no sense of remorse for hurting another child
- May or may not be diagnosed with *Oppositional Defiant* or *Conduct Disorder*

Children Who Bully

- Are more likely than others to:
 - Smoke
 - Vandalize
 - Drop out of school
 - Carry a weapon
 - Get into fights
- *Reference: Health Resources and Service Administration. (2005). Take a Stand. Lend a Hand. Stop Bullying Now! Resource Kit. Retrieved on April 10, 2006 from www.stopbullyingnow.hrsa.gov*



Characteristics of Bullying

- Frequently go unreported
- A majority occurs in or around schools
- Most likely to occur in hallways, in the cafeteria, on the school grounds, and on school buses
- Leaves victims with long-lasting emotional scars





Bullying behavior

- Can be identified as early a pre-school age
- Some children who are bullies continue this behavior into adulthood
- Children who systematically bully others usually have a group of children they bully regularly
- Other bullies randomly target a variety of students

Prevention Program

- Everyone benefits
- Require strong administrative leadership
- Require ongoing commitment on the part of the adults in the school system
- Requires a comprehensive, school-wide effort involving the entire school community
- For example: ongoing staff development programs, active teaching of non-bullying behavior, and publishing school based bullying statistics



Prevention Program

- Prevention programs should be on a school, classroom, and individual level.
- School level includes: forming a coordinating committee and involving parents.
- Classroom level includes: reinforcement of school-wide rules against bullying , holding regular classroom meetings with students to increase knowledge and empathy
- Individual level includes: interventions with child who bully and are bullied



What Can Schools Do?

- **Active teaching of non-bullying behaviors**
- **Publish school-based bullying statistics, for example: significant reductions in self-reported bullying and victimization, significant decreases in adults' observations of bullying (in the cafeteria and on the playground).**
- **Publish statistics on the school website and in newsletter**



What Can Schools Do?

- Establish a social climate where physical aggression and bullying are not used to gain popularity (reinforce that bullying is unacceptable through school bullying prevention program and through the attitudes of teachers and staff).
- Advertise that they have a working Anti-Bullying plan in force



Students

- Know who the bullies are
- Most students welcome Anti-bullying programs
- Should be directly involved in determining need
- Need clear rules and sanctions



Parents

- Vital to the bullying process
- Need to learn how to talk to their children
- Need to know the signs of bullying
- Children need to be made aware that they can tell their parents



Establishing Rules

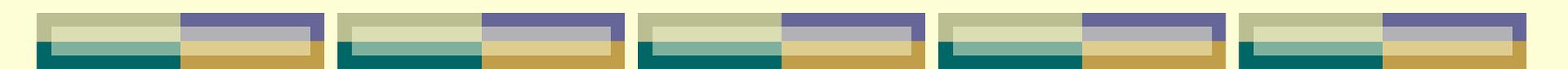
- Necessitates creating positive or negative consequences for following or violating rules
- Best results are obtained through a combination of generous verbal praise or other social reinforcements (set a goal for bullying reduction each month and if goal is obtained each month students receive a party or prizes)
- Consistent negative consequences for aggressive, rule-violating behavior (the school will form rules and punishments for bullying offenses to be posted school wide)



There is no place for bullies in today's schools

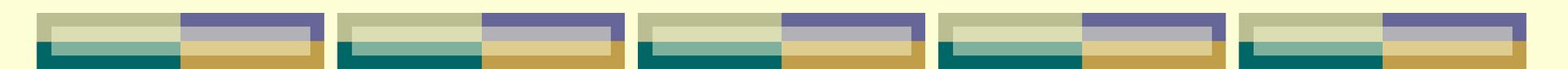
- All students have a right to an education
- A no- tolerance policy and a proactive approach must be in effect
- The schools must provide opportunities for each individual to develop the ability and desire to become a confident, competent and responsible contributor to our society.





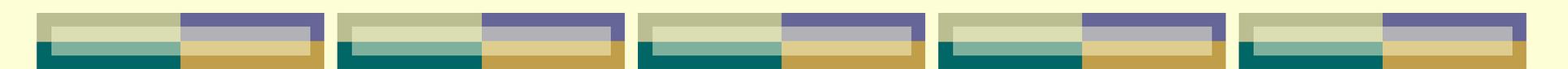
Theoretical Approaches

- Effective interventions with youth who bully often involve strategies such as *reality therapy* or *cognitive-behavior therapy*
- These interventions help the bully see that he/she is responsible for his/her own behavior



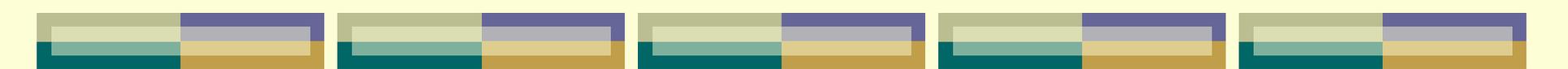
Effective interventions

- **Built on the following principles:**
 - ❑ **Advocate for consistent, non-hostile, and escalating consequences- within a positive relational context.**
 - ❑ **Hold the young person who bullies accountable for his or her actions.**
 - ❑ **Confront excuses that minimize the behavior or externalize the cause of the behavior.**



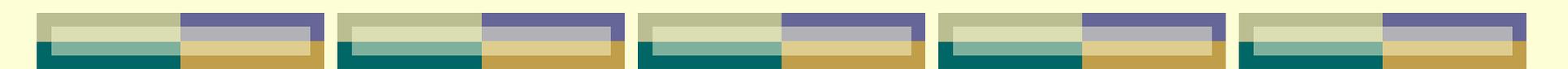
Effective interventions

- Built on the following principles:
 - Support parents and teachers in holding the bullies fully accountable for their actions and not suggesting or allowing other rationalizations Genuine empathy needs to be built, to help the young people understand and experience the impact of their behavior.
 - For free resources and a guide to implementing an effective program see : <http://stopbullyingnow.hrsa.gov>



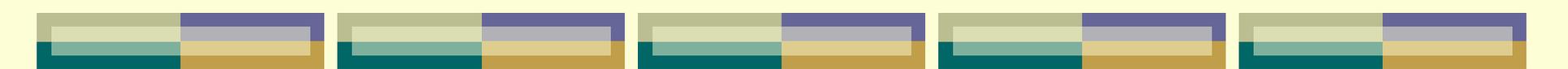
Activity

- **Bullying Jeopardy**
- **Objective: To reinforce the concepts of Bullying**
- **Materials: Board and Markers, ‘Bully’ sheet**



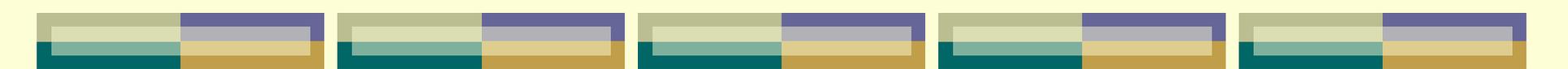
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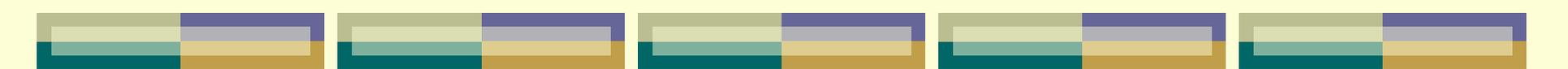
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