

Bullying - Who? Why? Where?...Now what?

Practical Strategies to
Empower our Kids and
Ourselves.


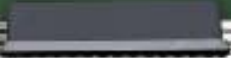

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YouTube Video:






Agenda

- / Prevalence of bullying/statistics
 - / Bullying roles
 - / Effects of bullying
 - / Types of bullying
 - / Response to bullying
 - / Bully identification and prevention
 - / Strategies for students, colleagues, parents
 - / Resources
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Bullying Definition

/ "Bullying means intimidating, threatening, abusive, or harming conduct that is objectively offensive and: There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges."
(Safe and Supportive Minnesota Schools Act)





Bullying Includes

- / "Bullying by a student against another student enrolled in a public school and which occurs: on the school premises, at the school functions or activities, or on the school transportation; by use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment. "
(Safe and Supportive Minnesota Schools Act)



Bullying Statistics

- / **Target of Bullying**
 - / 28% of U.S. students in grades 6-12 experienced bullying.
 - / 20% of U.S. students in grades 9-12 experienced bullying.
- / **Perpetrator of Bullying**
 - / Approximately 30% of young people admit to bullying others in surveys.
- / **Witnessed Bullying**
 - / 70.6% of young people say they have seen bullying in their schools.
 - / 70.4% of school staff have seen bullying. 62% witnessed bullying two or more times in the last month and 41% witness bullying once a week or more.
- / **Target of Cyberbullying**
 - / 6% of students in grades 6-12 experienced cyberbullying.
 - / 16% of high school students (grades 9-12) were electronically bullied in the past year.
 - / However, 55.2% of LGBT students experienced cyberbullying.



"Facts About Bullying." (2014).



Bullying Statistics

/ Where Bullying Occurs

- / Most bullying takes place in school, outside on school grounds, and on the bus. Bullying also happens wherever kids gather in the community. And cyberbullying occurs on cell phones and online.
- / According to one large study, the following percentages of middle schools students had experienced bullying in these various places at school: classroom (29.3%); hallway or lockers (29.0%); cafeteria (23.4%); gym or PE class (19.5%); bathroom (12.2%); playground or recess (6.2%).²⁰

/ How Often Adult Notified

- / Only about 20 to 30% of students who are bullied notify adults about the bullying.

"Facts About Bullying." (2014).



Bullying Statistics

/ Frequency of Bullying

- / In one large study, about 49% of children in grades 4-12 reported being bullied by other students at school at least once during the past month
- / Defining "frequent" involvement in bullying as occurring two or more times within the past month, 40.6% of students reported some type of frequent involvement in bullying, 23.2% being the youth frequently bullied, 8.0% being the youth who frequently bullied others, 9.4% playing both roles frequently.

/ Types of Bullying


- / According to one large study, the following percentages of middle schools students had experienced these various types of bullying: name calling (44.2 %); teasing (43.3 %); spreading rumors or lies (36.3%); pushing or shoving (32.4%); hitting, slapping, or kicking (29.2%); leaving out (28.5%); threatening (27.4%); stealing belongings (27.3%); sexual comments or gestures (23.7%); e-mail or blogging (9.9%)



"Facts About Bullying." (2014).





Effects of Bullying

- / Places an individual in reasonable fear of harm to person or property, including through intimidation;
 - / Has a detrimental effect on the physical, social, or emotional health of a student;
 - / Interferes with a student's educational performance or ability to participate in educational opportunities;
 - / Encourages the deliberate exclusion of a student from a school service, activity, or privilege;
 - / Creates or exacerbates a real or perceived imbalance of power between students;
 - Violates the reasonable expectation of privacy of one or more individuals; or relates to the actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, age, marital status, familial status, socioeconomic status,
- 




Effects of Bullying

- / Absenteeism
 - / Poor academic performance - interferes in school
 - / Withdrawal and social isolation
 - / Refusal to perform at school
 - / Self harm and suicide
 - / Result of fear on the brain (trauma exposure and fight or flight response)
 - / Mental health concerns (depression, anxiety, etc.)
 - / Victims pose a greater future risk to society (chemical use, mental health concerns, etc.)
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Profile of a Bully

- / Power and Control
 - / Self esteem
 - / Group mentality
 - / Development of adolescent brain
 - / Often previously been victimized by a caregiver or trusted adult (repetition/compulsion)
 - / Family history
 - / Bullying behavior peaks in middle school
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Profile of a Bystander

- / One who sees and silently supports or doesn't know what to do.
- / One who may be at risk of imitating bullies they recognize as role models or socially popular.
- / One who may be influenced by bully - promise of friendship or place in a group.
- / One who may want to avoid retaliation from bully.



Profile of a Target

- / Those with less social acceptance, social collateral
 - / Vulnerable populations
 - / Lesbian, Gay, Bisexual, Transgender and Questioning Youth (LGBTQ)
 - / Racial/ethnic minorities
 - / Religious minorities
 - / Physical or mental disabilities
 - / Can also be a bully him/herself!
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Types of Bullying

- / Physical - hitting, pushing, etc.
- / Verbal - teasing, put downs, name-calling, etc.
- / Harassment
- / Relational Aggression, aka "Mean Girls"
- / Cyberbullying

/ "Prohibited conduct..."

/ means bullying or cyberbullying as defined under this subdivision or retaliation for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying."

("Safe and Supportive Minnesota Schools Act.")





Bullying Circle - Where are you?????

www.olweus.org

www.olweus.org

A. Students Who Bully.

These students want to bully, start the bullying, and play a leader role.

B. Followers or Henchmen

These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.

C. Supporters or Passive Bullies

These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.

D. Passive Supporters or Possible Bullies

These students like the bullying but do not show outward signs of support.

E. Disengaged Onlookers

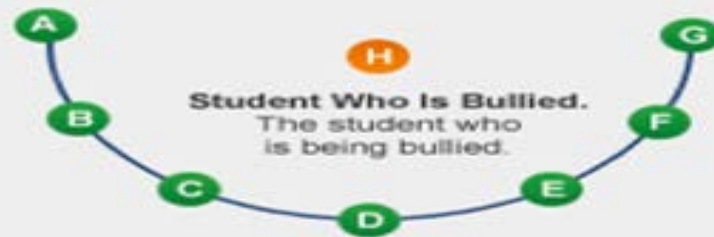
These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say: "It's none of my business," or "Let's watch and see what happens.")

F. Possible Defenders

These students dislike the bullying and think they should help the student who is being bullied but do nothing.

G. Defenders

They dislike the bullying and help or try to help the student who is being bullied.




Student Who Is Bullied.
The student who is being bullied.





Harassment

- / Bullying due to someone's hair, skin color, ethnic background, language, sexual orientation.
 - / Strategies:
 - / Support and encourage kids - building their identity and self concept can help in fueling their courage when bullied.
 - / Celebrate diversity and difference
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Relational Aggression aka: "Mean Girls"

/Relational Aggression (RA):


- /A type of emotional violence where the individuals use relationships to harm others (often with girls; boys may do this as well!)
- /More difficult to spot due to its subtle and manipulative nature

(American Psychological Association)








What does RA look like?

- /Exclusion, sometimes sudden
 - /Spreading rumors face to face or online
 - /Dirty looks, purposeful eyerolling
 - /Telling others to not be friends with someone
- "Oops" events ("I didn't mean to")
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Why is it difficult to recognize?

- / Kids may seem like friends
 - / Aggressors often seem friendly, respectful and "good" kids
 - / When caught, aggressors say "we were just joking around."
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Where does RA take place?

- / Those who bully know where the adults are.
 - / | Unstructured/loosely supervised social areas:
 - / | Bus
 - / | Hallway
 - / | Playgrounds
 - / | Bathrooms
 - / | TECHNOLOGY



Why Do Girls Engage in Relational Aggression?

- / | Social status within the school: Isolating someone makes their social status higher
- / | Jealousy
- / | Need for attention
- / | Fear of competition



Why do only 20-30% of girls report being bullied?

- / | Feeling ashamed or embarrassed
- / | Afraid of retaliation
- / | Feeling pressure from other peers to be quiet




Another part of RA: The Clique

/ Clique: a small group of people, with shared interests or other features in common, who spend time together and do not readily allow others to join them. (Webster's dictionary)



Roles in a Clique:

1) The Queen Bee: Through a combination of charisma, force, money, looks, will and manipulation, this girl reigns supreme over the other girls and weakens their friendships with others, thereby strengthening her own power and influence.



2) The Side Kick: She notices everything about the Queen Bee, because she wants to be her. She will do everything the Queen Bee says; makes her feel popular and included.



3) The Floater: She has friends in different groups and can move freely among them. She has influence over other girls but doesn't use it to make them feel bad.


4) The Torn Bystander: She's constantly conflicted about doing the right thing and her allegiance to the clique. As a result, she's the one most likely to be caught in the middle of a conflict between two girls or two groups of girls.

5) The Pleaser/Wannabe/Messenger: She will do anything to be in the good graces of the Queen Bee and the Sidekick. She is the go-between; However, the other girls eventually turn on her as well. She'll enthusiastically back them up no matter what. She can't tell the difference between what she wants and what the group wants





Strategies: Supporting kids who are experiencing RA

- / Be Empathetic: don't trivialize it! This is a big deal to them
 - / Be a good, active, listener: try not to say anything until the student is done talking.
 - / Social engineering - create safe and supportive places/opportunities.
 - / Parents: encourage and support your kids and their positive friendships as well as activities.
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Cyberbullying

- / Over 80 percent of teens use a cell phone regularly, making it the most popular form of technology and a common medium for cyberbullying.
- / However there are many different ways that children can be cyberbullied:
 - / Using social networking sites, chat rooms or Instant Messenger to post abusive messages and encouraging others to join in
 - / Taking on someone else's identity online to upset another person posting humiliating videos or pictures online, or sending them on to other people
 - / Setting up a hate site, group or blog Prank calling, prank texts and messages, sexting (sending sexually explicit photos/videos)

(www.bullyingstatistics.org 2014)




Who is Cyberbullied?


- / Who? -Over half of adolescents and teens have been bullied online, and about the same number have engaged in cyberbullying. -More than 1 in 3 young people have experienced cyber-threats online.-Well over half of young people do not tell their parents or another trusted adult when cyberbullying occurs.

(www.knowthenet.org 2014)




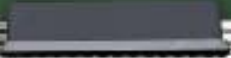

Why is it so harmful?

- / Children may not know who is really behind the bullying - can be anonymous to a point...messages and photos are traceable.
 - / This type of bullying follows the child - doesn't turn off.
 - / No safe place for the person being bullied by Cyberbullying
 - / Can interfere with and be detrimental to a student's education; it can prompt a child to withdraw from his/her studies and to fear school.
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Know various ways children/teens are connecting

/ Some examples:

- / Facebook
 - / Twitter
 - / Instagram
 - / Snapchat
 - / Tumblr
 - / Google +
 - / Vine
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Know the Signs of Cyberbullying

- / Many kids and teens who are cyberbullied are reluctant to tell a teacher or parent, often because they feel ashamed of the social stigma, or because they fear their technology privileges will be taken away.
- / The signs that a child is being cyberbullied:
 - / Signs of emotional distress during or after using the Internet or the phone being very protective or secretive of their digital life.
 - / Withdrawal from friends and activities .
 - / Avoidance of school or group gatherings.
 - / Slipping grades .
 - / At home "acting out" in anger, changes in mood, behavior, sleep, or appetite.


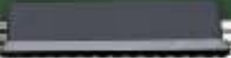



Strategies at School

- / If you use technology in your classroom:
 - / Remind students of your district's policy regarding technology use and expectations.
 - / If you notice signs that a student is being cyberbullied:
 - / Privately discuss with the student the changes you have noticed.
 - / Remind the student that there are policies in place to help.
 - / Do not publicly reprimand the bully and do not publicly side with the student being bullied; this could perpetuate the issue.
 - / Encourage the student to share the details, screen shots, facebook posts so you can address situation with information.
 - / Partner with student's parents/caregivers.
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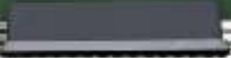



Parents/Caregivers: Strategies

- / Be the adult in their life - set limits and create opportunities to be successful and safe.
 - / Limit and monitor the access to bullying - be aware of your child's actions on Facebook, read their texts, check their email and monitor the computer.
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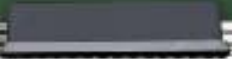



Strategies: Administration

- Listen empathetically
 - Create an open door policy
 - Talk about bullying as often as possible
 - Keep parents and the public informed
 - Refer back to school's bullying policy
 - Focus on school climate
 - Conduct school and community surveys/assessments
 - Provide ongoing training for staff
 - Clear policy in place for intervention and discipline: Staff need to Notice, Name it and Know where to refer it....The custodian is not off the hook :)
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Strategies: Teachers and Paras

- Create a safe and supportive classroom environment nonjudgmental ear
 - Take reports seriously (from students, parents and staff) immediately
 - Teach students about the school's bully prevention policy and educate about bullying
 - Enforce consequences (refer to the office if necessary) behavior
 - Make it a point to talk about bully prevention daily
 - Create activities and lessons around bully prevention privately
 - Choose groups, seating, etc., rather than letting students choose
 - Give the student being bullied an "out" (have them run a note to a staff member or an errand)
 - Contact parents as often as needed
 - Refer parents to school bully prevention policy if needed
 - Listen with a
 - Handle reports
 - Reinforce positive
 - Practice what you preach
 - Confront students
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Strategies: School Support Staff

- Take all reports seriously
 - Respond to reports immediately
 - Listen and be empathetic
 - Don't assume who is at fault
 - Communicate, communicate, communicate with teachers (teachers should know if an incident occurred)
 - Watch for graffiti, notes left behind or other messages in the halls on the floor
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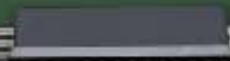
Strategies: Places to monitor

- / At school:
 - / Transitions/hallways
 - / Bathrooms
 - / Cafeteria
 - / Gym class
 - / Before/after school waiting places
 - / Bus
 - / In the community:
 - / Community and recreation centers
 - / What to do.....supervise, parent, be an adult, know the other parents, show up, drive the van. Consider parent pacts.
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Words to use...

- / "It took courage to tell me..."
- / "There are some policies in place here at school to help. I'd like to hear how you would want this handled."
- / "I don't know exactly how you feel, but I can see that you are upset..."





Tips for Students - STAMP

Stay away from bullies

Tell someone

Avoid bad situations

Make friends

Project confidence



Resources

WEBSITES:

- / <http://groundspark.org/respect-for-all/rfap-films>
- / www.pacer.org
- / www.clemson.edu/olweus
- / www.hazelden.org/web/go/cyberbullying
- / <http://www.stopbullying.gov/prevention/at-school/>
- / <http://www.violencepreventionworks.org/public/bullying.page>



Resources

BOOKS:

- / Don't Laugh at Me - Steve Seskin & Allen Shamblin
- / My Secret Bully - Trudy Ludwig
- / Stand Tall, Molly Lou Melon - Patty Lovell
- / The Recess Queen- Alexis O'Neil & Laura Huliska-Beith
- / Bully- Judith Caseley
- / Queen Bees and Wanna-Bees - Rosalind Wiseman
- / Trouble Talk - Trudy Ludwig
- / The Bully, the Bullied and the Bystander - Barbara Coloroso



VIDEOS:

- / "Let's Get Real" - Debra Chasnoff, Helen S Cohen & Kate Stilley
- / <http://www.pacer.org/bullying/video/>
- / <http://www.stopbullying.gov/kids/webisodes/>



References

- / "Facts About Bullying." (2014). U.S. Department of Health and Human Services' (DHHS). Retrieved on July 22, 2014 from: [Stopbullying.gov](http://stopbullying.gov),
- / "Safe and Supportive Minnesota Schools Act.", SF 783 7thEngrossment - 88th Legislature (2013 - 2014).
https://www.revisor.mn.gov/bills/text.php?number=HF826&version=7&session=ls88&session_year=2013&session_number=0



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