

Bullying

an imbalance of power



Aggression may be
biological,
but the face of anger
is learned.

Simmons, *Odd Girl Out*



Bullying
is a learned
behavior.

Bullying :

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students.”

Olweus

**Bullying is an
imbalance in
power**

Rough Play	Real Fighting	Bullying
Usually friends; often repeated (same players)	Usually not friends; typically not repeated	Typically not friends; generally repeated
Balance of power	Power relatively equal	Unequal power
No intent to harm	Intentional harm doing	Intentional harm doing
Affect is friendly; positive, mutual	Affect negative; aggressive, tense, hostile affect	Affect negative; aggressive & differs for victim and aggressor

Adapted from *Teacher Handbook* - Chapter 4; Pages 14-15.

Bullying has no age limits.

- Starts as early as preschool
- Peaks middle/high school
- 9 out of 10 in elementary are bullied by peers
- **Bullying happens:** once every 6 min in kindergarten
once every 7 minutes on playground
once every 25 minutes in classrooms

Prevalence of Bullying U.S. Studies

- *Melton et al. (1998)*
 - *Study of 6,500 students in grades 4-6 in South Carolina*
 - *20% reported bullying others "several times" or more frequently during the school term*
 - *23% reported being bullied "several times" or more frequently*

More facts...

- If a child is labeled as a bully by age 8 statistics favor them being involved in criminal behavior by age 24.
- Ages 8-15 rank bullying/teasing the highest of problems they face.
- 75% of school shooters were bullied or harassed.

Health Consequences of Bullying

Fekkes et al.(2003) Pediatrics, 144, 17-22

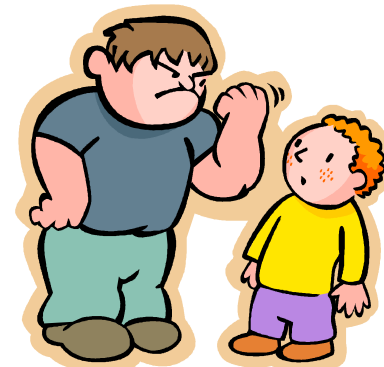
	<u>Bullied</u>	<u>Not bullied</u>
Headache	16%	6%
Sleep problems	42%	23%
Abdominal pain	17%	9%
Feeling tense	20%	9%
Anxiety	28%	10%
Feeling unhappy	23%	5%
Depression scale		
moderate indication	49%	16%
strong indication	16%	2%

Common Bullying Locations

J. Unnever et al., (2001). Survey of 2,472 Students
Grades 6 – 8 in Roanoke, VA.

- 48% Hallways / stairwells
- 32% In class (with teacher absent)
- 29% In gym class/locker rooms
- 27% In class (with teacher present)
- 24% In lunch room
- 17% In the bathroom
- 15% On the bus
- 16% On way to and from school
- 8% At the bus stop

What does Bullying look like?



Relational Aggression

- An intentional action that harms someone either physically or emotionally
- Uses relationships as weapons
- The nice things you never do
- Deliberate omission of compassion



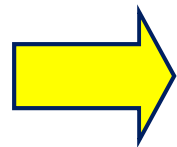
Think of a time in your life when you were so angry or hurt you thought of revenge.



Two Forms of Relational Aggression:

Indirect Aggression

Social Aggression



Both include: physical
verbal
emotional

Indirect aggression

- Covert behavior
- Rumors
- Deliberate exclusion

Social Aggression

- Public attacks
- Draw a crowd
- “Public Show-down”

Dangers of Social Aggression

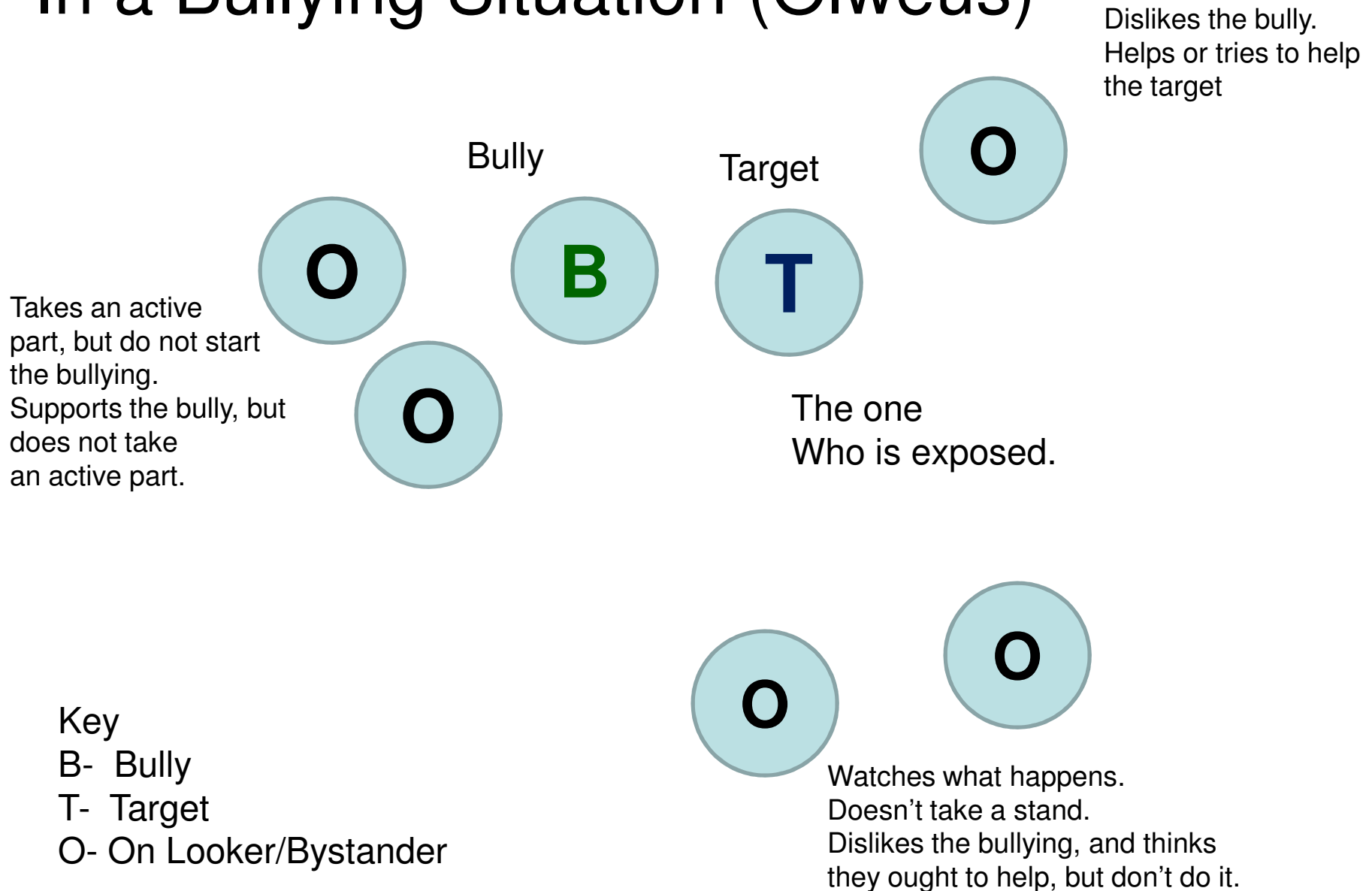
- Damage social status
- Hidden from adults

Hidden culture of aggression

A world where beneath a chorus of voices, one girl glares at another, then smiles silently at her friend. The next day a ringleader passes around a secret petition asking girls to outline the reasons they dislike the targeted girl. The day after that, the outsider sits silently next to the boys in class, head lowered, shoulders slumped forward.

The damage is neat and quiet, and the perpetrator and victim invisible.

Students' Reactions/Roles In a Bullying Situation (Olweus)



Male/Female Bullying Behavior

Three major areas:

- Brain Function
- Friendships
- Bully Behavior

There are at least

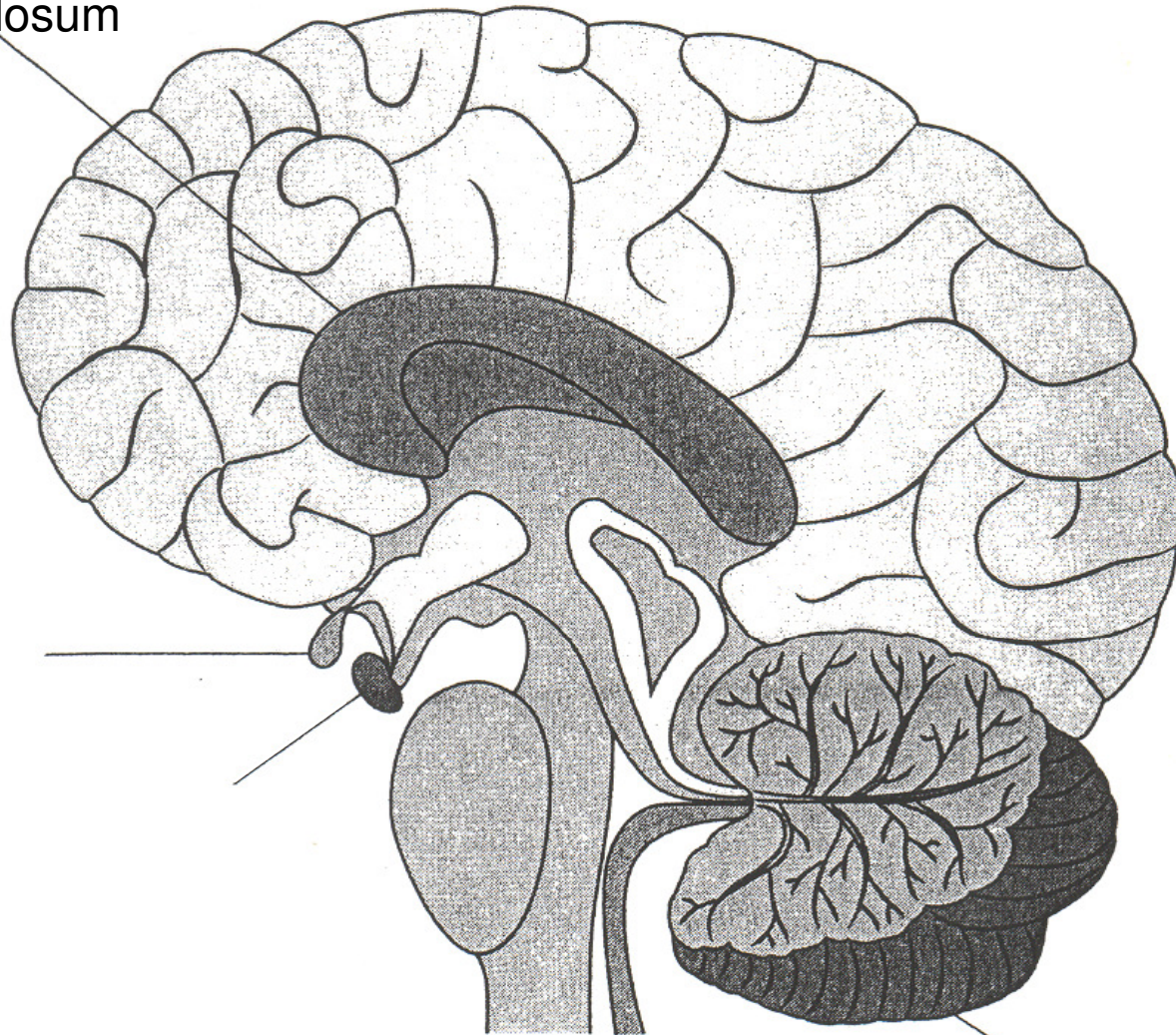
100

reported differences in male and
female brains.

Gurian, *The minds of Boys*

Corpus Callosum

Amygdala



Cerebellum

Cross section of brain.

Illustration by Kevin Roe and Richard Sheppard.

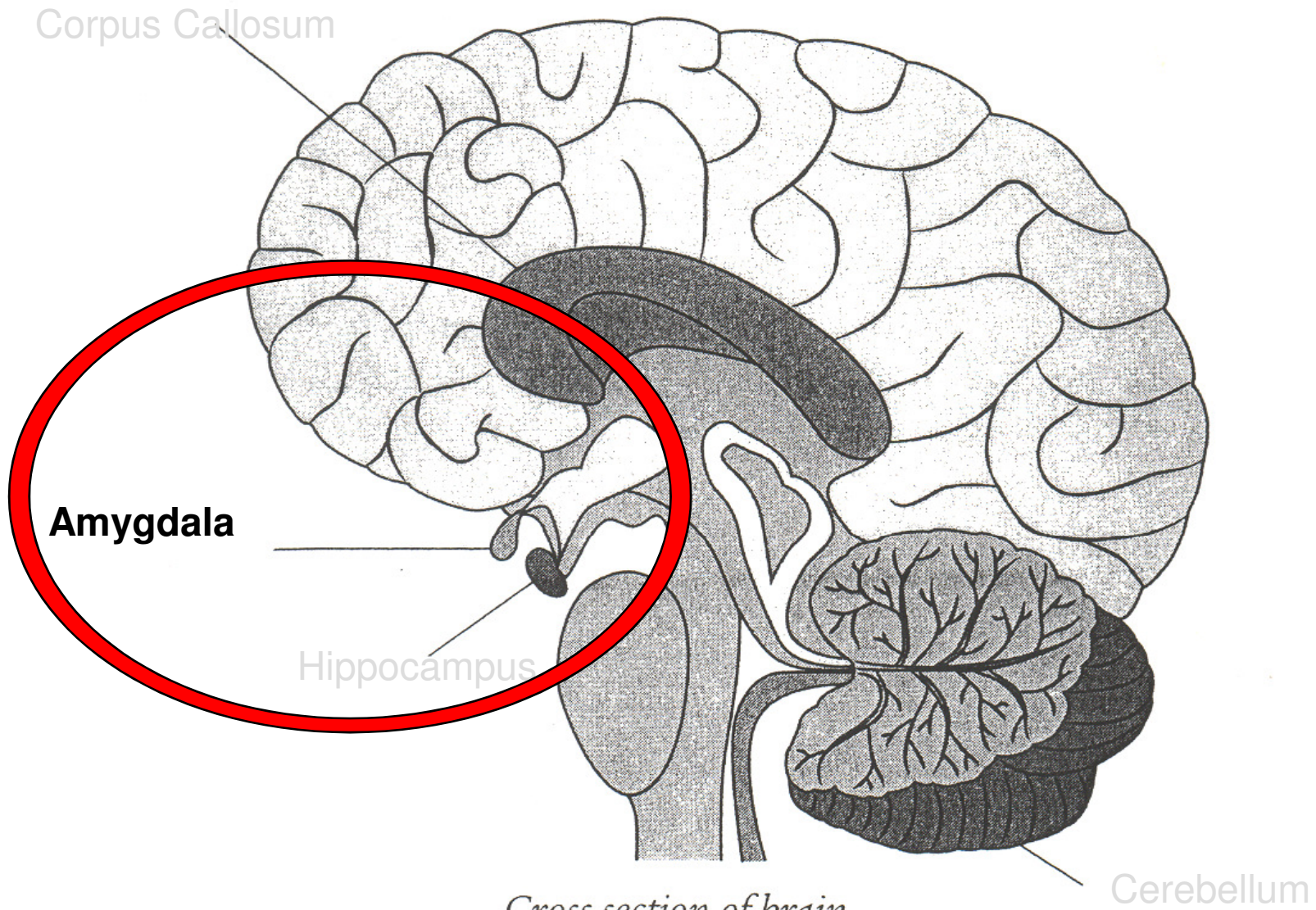


Illustration by Kevin Roe and Richard Sheppard.

Girls who bully typically....

- Have any friends
- Are socially skilled
- Act in groups to isolate a single girl
- Are doing well in school
- Know the girls they are bullying

Boys who bully typically....

- Have few friends
- Are socially inept
- Act alone

- Are doing poorly in school
- Don't know the boys (or girls) they bully

Girl Friendships

- Face-to-face
- Socialize in pairs
- Shared confidences/feelings (often use as weapons)
- Swayed by friends
- Trouble talk
- 3 popular traits (looks*clothes*charisma)

Boy Friendships

- Action – side-to-side relationships
- Play in packs
- Competitive games
- Nonverbal bonding, affectionate insults
- Top 3 popular traits (sports*stature*humor)

Girl Box

Right style

Pretty, thin, good hair

Popular (known)

Confident (verbal), good grades

Athletic

Verbally intimidating

Able/willing to fight

What do you need for social status?

Silence is woven
into the fabric
of the female
experience.

Simmons, *Odd Girl Out*

Boy's can't
Say no

Boy's Box

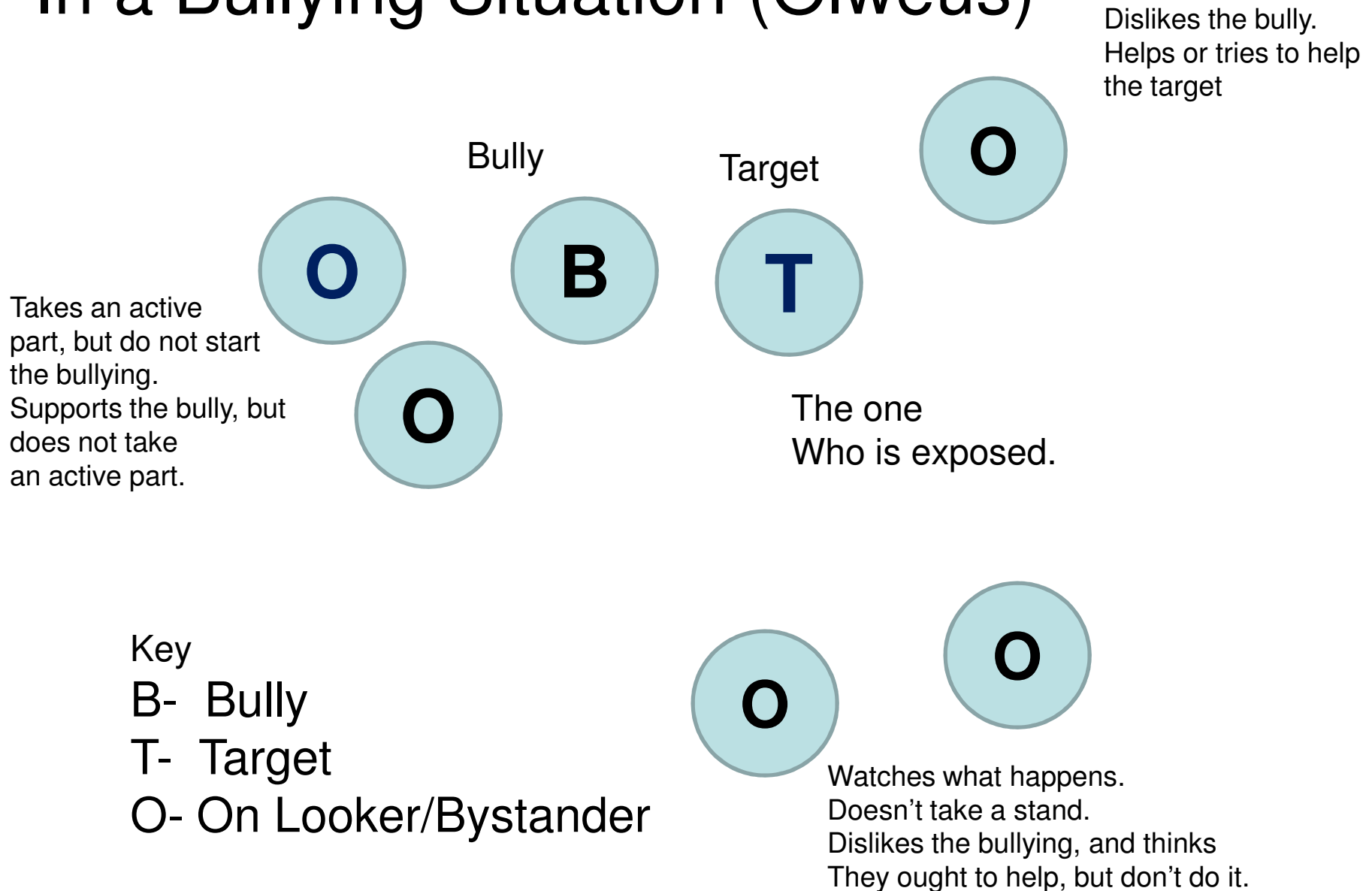
Strong/tough
Takes risks
Funny
Right style/gear
Tall
Money
Girls
Athletic
Nothing is serious
Except masculinity

What do you need for social status?

Roles of Bullying



Students' Reactions/Roles In a Bullying Situation (Olweus)



Targets at risk

- School avoidance/absenteeism
- Headaches/Stomach problems
- Depression
- Low-self esteem
- Violence to others & self

Never say:

- “You threaten them.”
- “They are jealous.”
- “20 years from now....”
- “I know how you feel...”
- “Next time just ignore, and walk away.”

You should....

- Take time to be specific
- Say, “I can’t imagine what you are going through. It must be awful.”
- Once open – “Let’s talk about an action we can take today to solve the problem of...”

More tips

- Stop the bleeding – in the form of loneliness.
- Pair target with other friends.
- Find something in which student can be included.

Symptoms of being bullied

- Children want specifics because of fear
- School avoidance/absenteeism
- Headaches stomach trouble
- Depression
- Low-self esteem
- Violence to self and others

Bully behavior

- * Have average or about average self-esteem
- * Positive attitudes toward violence
- * Involved in frequent fights..w/injuries
- * Steal and vandalize property

Olweus 1993

Falsehoods:

- The way girls are
- Boys will be boys
- He's just joking
- It will turn out ok
- They need to work it out
- Fact of life
- Toughen up
- We don't have a problem
- Hit him back
- Sticks 'n' stones

Bully at risk

- Loneliness
- Disruptive behavior
- Negative view of self
- Low attachment to school
- Jealous

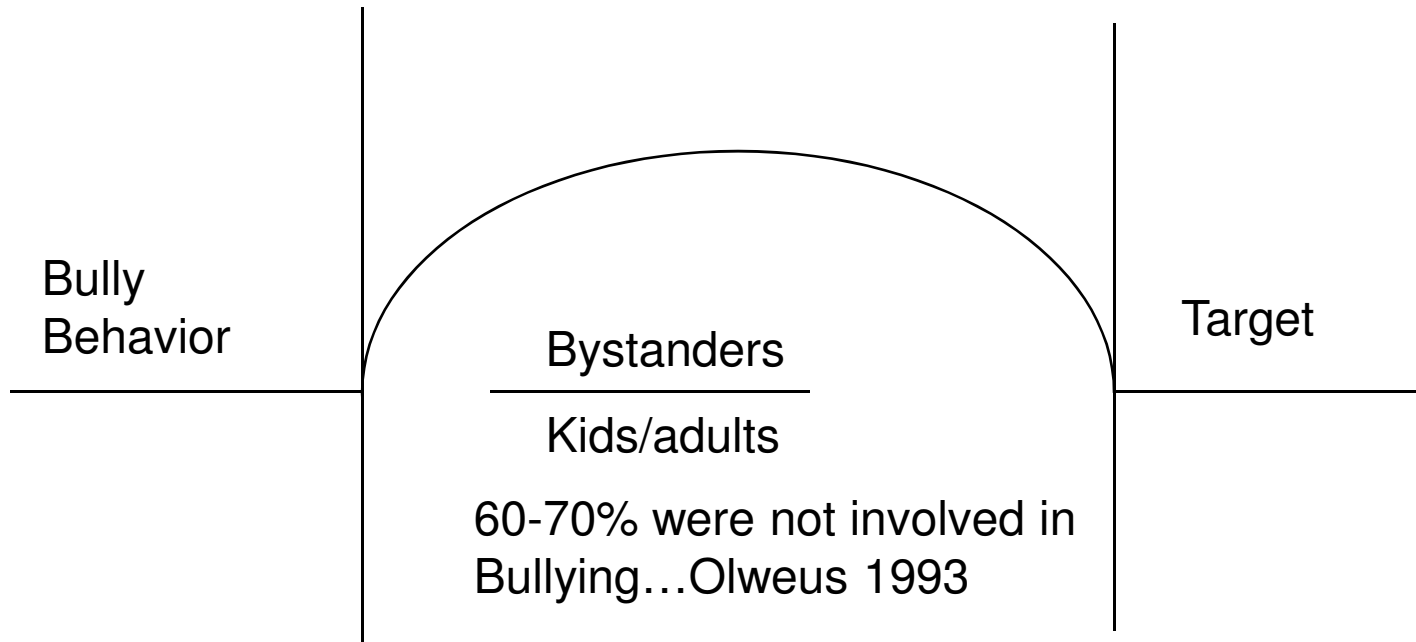
Bystanders

- Fearful
- Powerless to change situation
- Guilty for not acting
- Over time reduced empathy for victims/targets
- Emotional risks similar to Targets

In the end we will
remember not the
words of our
enemies, but the
silence of our friend.

Martin Luther King

Power of the Bystander



- Mobilize to put pressure on to stop bullying and comfort Target
- * Feel obligated to report

Strategies for the Bystander

- Normalize fears and worries.
- Emphasize strength in numbers.
- Communicate the expectation to take action.
- Teach skills and strategies to take a stand.
- Acknowledge and reward caring behavior.

Bully-Proofing Your School-2002

Childhood Bullying, Teasing, and Violence- Dorothea M Ross PhD

Encourage the bystander

Spiderman 2's Aunt May:

“... there is a hero in all of us...gives us strength... makes us noble.”

stopcyberbullying.org

Misdirection in Bullying Prevention

- Zero Tolerance Policies
- Conflict Resolution/Peer Mediation

- There is no evidence to indicate that conflict resolution or peer mediation is effective in stopping bullying.

www.StopBullyingNow.hrsa.gov

What works...

- Provide consistent effort of prevention and intervention.
- Build positive connections between staff and students.
- Create a “belonging-centered” culture/school climate for all students and staff.

What works (cont)...

- Clearly define rules for dignified treatment.
- Take student reports seriously and respond appropriately.
- Teach students a problem solving process.

Problem Solving Process

- Identify desired outcome
- Identify the problem in behavioral terms
- Analyze problem
- Develop a plan
- Implement the plan
- Evaluate the impact of the plan by monitoring student outcomes

New Vocabulary

- Replace the word bully – use ‘bully behavior’
- Replace the word ‘respect’ – talk about dignity
- Be careful of labels
- Teach the difference in aggressive and assertive
- Teach empathy
- Teach not to ignore
- Courage

Before bullying is stopped, three elements are necessary:

- 1. The environment, setting, community where the bullying is taking place (e.g., school, youth club, home, etc.) must be positive and non-hostile.
- 2. Adults must be positive role models, monitor child behaviors, and establish and maintain firm limits on aggressive behavior.
- 3. When rules are violated, immediate, nonaggressive, nonphysical sanctions must be consistently applied.

What Schools can do

- Focus on environment
- Survey students
- Train all staff
- Establish/enforce school expectations/rules
- Adult supervised 'hot spots'
- Weave into lesson plans & curriculum

On-the-Spot Intervention

- Stop the bullying
- Support the target
- Name the bully behavior
- Refer to school expectations/rules
- Impose immediate consequences (where appropriate)
- Encourage the bystander

Cyber bullying

Cyber bullying is the use of e-mail, instant messaging, chat rooms, pagers, cell phones, or other forms of information technology to deliberately harass, threaten, or intimidate someone.

Ways to Cyber bully

- Exclusion
- Impersonation
- Outing/ trickery
- Cyber stalking
- Denigration
- Flaming
- Harassment

Entry from Atlantic City Schools Star-W

Cyber bullying is when a child is tormented, threatened, harassed, humiliated, embarrassed or targeted by another child using the internet, mobile phone, or other type of digital technology.

It has to be a child on both sides. If it is an adult, it is not considered cyber bullying and is called cyber-harassment or cyber stalking and is a very serious crime. Cyber bullying is very serious also, but it doesn't break the law. Sometimes it breaks the law, and even when it doesn't, it is definitely wrong and children do usually get in trouble with parents or school.

You have to be very careful if you are the victim of a cyber bully. If you try to take things into your own hands, you may end up being a cyber bully yourself without even realizing it. Always report bullying of any kind to an adult or someone who can help.

Reasons to cyber bully

- Anonymously
- Little effort
- Can do repeatedly
- Convenient
- Constant captive audience

10 Frequently Asked Questions about
Cyberbullying- Teri Breguet

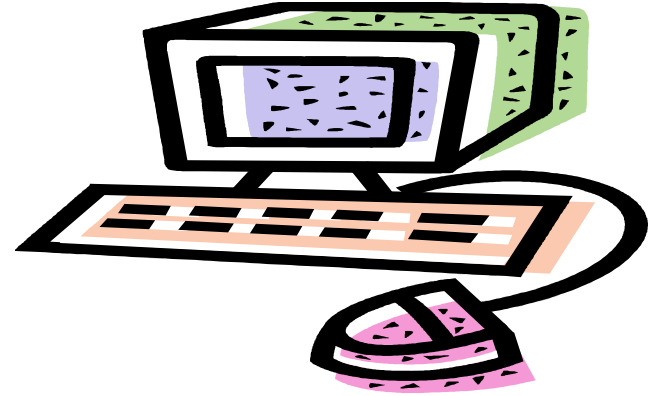
Electronic Tools

- Email
- Cell phone – text messaging & imaging
- Blogs and bloggings
- Instant messaging
- Chat rooms
- Web pages



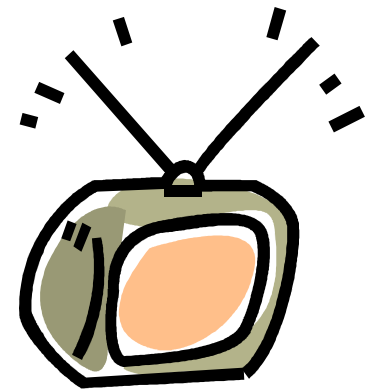
Teen Social Networking Sites

- Myspace.com
- Xanga.com
- Facebook.com
- Cyworld.com
- Bebo.com
- Friendster.com
- Livejournal.com
- Spaces.live.com



Youtube.com

- Video hosting site
- Very popular among students
- Good and bad areas
- Cyber bullying/Pornography/Gang recruitment site



IMPORTANT !

The constitution protects Internet speech that is critical, annoying, offensive, or demeaning, as long as it does NOT include a **direct threat or incite violence.**

Thou shalt not be a victim

Thou shalt not be a
perpetrator

Above all, thou shalt not be
a bystander.

Holocaust Museum
Washington DC