

The following submission includes 1. Bullying Prevention and Intervention Assignment, 2. Student group Professional Development presentation manual, and 3. Individual follow-up In-Service workshop based on the group materials.

## 1. Bullying Prevention and Intervention Assignment

### **Bullying Prevention & Intervention Assignment** Group Presentations

Objective: Students will work as a team to create an in-class presentation and manual for a Professional Development Workshop on bullying prevention & Intervention. Students divide into groups of 3-4 people. Working as a team, students will prepare a presentation to be given in class on the designated days. The presentation will include the following:

- **Introduction** (10-15 minutes)  
Give a brief introduction to bullying prevention & intervention including any applicable research, current events, etc., illustrating why bullying is important for educators and students to understand.
- **Process** (25-30 minutes)  
How can educators address bullying in their classrooms? How will this information help to promote peace in your classroom and on your campus? How (if at all) can this information change the culture of your school? This section should include applicable information from our course texts and outside sources. This can include other texts, reliable Internet websites, videos, etc.
- **Practice** (25-30 minutes)  
Using any appropriate means available to you, demonstrate how your topic can be implemented in your classroom or on your campus. You can use videos, role-plays, PowerPoint, or any other tool available to creatively illustrate your topic to the class. Be sure that you include scenarios that are student centered and others that focus on teacher/teacher, teacher/parent, and teacher/administrator situations as applicable.

- **Q & A** (15-20 minutes)  
Be prepared to answer instructor and fellow student questions on your topic and on your presentation. Prepare questions you expect to have asked and answers to those questions. This can be included later as an FAQ.
- **Analysis and reflection** (15-20 minutes)  
In this section your team will analyze your presentation for overall effectiveness, teamwork, etc. How well did you convey the academic information and ideas for implementation? You will also do a written assessment of your team and your individual work. In the Team Assessment process you will be asked to provide a critique of your teammates contributions. Each student will then complete a self-assessment that will be graded in terms of the reality of the work done and lessons learned.

### **Follow-up written assignment – Due August 1**

Using the material you and your team have compiled, create a manual to use in a Teacher In-Service type of Professional Development presentation. This is an individual assignment and should be appropriate for your campus/grade level. The manual should contain all the material utilized by your team as well as any additional information needed for your specific school's needs.

#### **Grade:**

Preparation – 20%

Content – 20%

Delivery – 20%

Self and team assessment – 20%

Individual Written follow up – 20%

2. Student group Professional Development presentation manual (Response to Assignment)

# **Bullying**

A Professional Development Presentation

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## What is bullying?

**Definition:** "A person or group that tries to hurt or control another person in a harmful way" (*FAQ*, n.d.).

**Rough Play:** occurs between friends, repeated often, balance of power, no harmful intentions, resulting feelings are positive, usually physical

**Real Fighting:** does not occur between friends, not usually repeated, physical, power is balanced, resulting feelings are not positive

**Bullying:** not friendly, often repeated, imbalance of power, resulting feelings are not friendly and are different for the bully and the victim

**Three main aspects are involved in bullying:** a difference in power, repeated occurrences, and intentional.

([www.bullying.org](http://www.bullying.org))

## **WHY is bullying important?**

- “What used to involve fist fights now often involves gunfire” (Title, 2003, p. 221).
- We can take a look at the tragedy and Columbine High School, for example. The offenders were not the bullies, but rather these students were the bullied (Title, 2003). Title (2003) states, “Often the most dangerous people in our schools are not the bullies but the chronically victimized” (p. 221).

## **Shocking Statistics**

- 20 percent of U.S. students in grades 9-12 have experienced bullying, while 28 percent of students in grades 6-12 report the same. Most incidences of bullying occur during middle school.
- 29.3 percent of middle school students had experienced bullying in the classroom; 29 percent experienced it in hallways or lockers; 23.4percent were bullied in the cafeteria; 19.5 percent were bullied during gym class; and 12.2percent of bullied kids couldn't even escape the torture in the bathroom.
- 70.6 percent of teens have seen bullying occurring in their schools – and 30 percent of young people admit to bullying themselves.
- Approximately 160,000 teens reportedly skip school every day because of bullying, and 1 in 10 teens drops out of school due to repeated bullying.
- 83 percent of girls, and 79 percent of boys report being bullied either in school or online.
- 75 percent of school shootings have been linked to harassment and bullying against the shooter.
- By the age of 30, approximately 40 percent of boys who were identified as bullies in middle- and high school had been arrested three or more times.

[\(http://nobullying.com/bullying-statistics-2014/\)](http://nobullying.com/bullying-statistics-2014/)

## **Who should we educate?**

- Adults
- Parents
- Administration
- Our Schools
- Bystanders

## **How can we educate adults?**

### **Clarify the Misconceptions**

Research reveals a few misconceptions about bullying that prevent teachers and other adults from handling bullying situations appropriately.

A few of these misconceptions are listed below:

- Children need to solve their own problems – because of the power imbalance amongst children in these situations, they often need an adult to intervene
- Victims should stand up to bullies – again, the power imbalance makes this strategy unsuccessful the majority of the time; making a child stand up to the bully will most likely result in another win for the bully
- Girls aren't bullies – while males may be known for the physically bullying that so often occurs, it must be known that girls can cause even more emotional harm than we realize
- Bullies have low self-esteem - often the bullies show over-inflated self-esteem, where the victims show extreme low self-esteem
- Bullying is a learned behavior – once a bully always a bully is not consistently true; bullying behavior can be unlearned and replaced with healthier ways

(Research done by Olweus, information found in Title 2003)

Title (2003) argues that we should discontinue the word bully as a noun and instead refer to the bullying behavior. This allows for the actions to be changed – it gives hope.

**Make adults familiar with your school's plan to prevent and stop bullying.**



## How can we educate parents?

### Recognize signs of a child who is a victim and a child who is bullying.

- **Signs of a Victim:**

- Comes home from school with clothing that's torn or in disarray, or with damaged books.
- Has bruises, cuts, and scratches, but can't give a logical explanation for how he got them.
- Appears afraid or reluctant to go to school in the morning, complaining repeatedly of headaches or stomach pains.
- Chooses an "illogical" route for going to and from school.
- Has bad dreams or cries in his sleep.
- Loses interest in schoolwork, and his grades suffer. If your child normally struggles in school because of a learning disability and is teased about having LD, school may become unbearable for him.
- Appears sad or depressed, or shows unexpected mood shifts, irritability, and sudden outbursts of temper.
- Requests money from you to meet the bully's demands and might even resort to stealing money from you or other family members.
- Seems socially isolated, with few — if any — real friends; is rarely invited to parties or to the homes of other kids. His fear of rejection may lead him to shun others.

- **Signs of a Bully:**

- Has a strong need to dominate and subdue others; asserts himself with power and threats to get his own way.
- Intimidates his siblings or kids in the neighborhood.
- Brags about his actual or imagined superiority over other kids.
- Is hot-tempered, easily angered, impulsive, and has low frustration tolerance. Has difficulty conforming to rules and tolerating adversities and delays. If he has the impulsive/hyperactive type of AD/HD, that could explain some of these behaviors; if so, it's important to work with his doctor and teachers to address and manage such behaviors.
- Cheating
- Oppositional, defiant, and aggressive behavior toward adults, including teachers and parents.
- Antisocial or criminal behavior (such as stealing or vandalism), often at a relatively early age. He may hang out with the "wrong crowd."

### How can we educate parents? (cont.)

**Know who your child is and be involved in their life.**

([www.greatschools.org](http://www.greatschools.org))

**At home, teach parents to:**

- Model compassion and respect
- Teach victim & bystander strategies to your child
- Form relationships that allows for open communication
- Instill self-confidence

(<http://www.governor.wa.gov/>)

## How can we educate administration?

Much like when educating parents, make sure that administration is aware of the signs of bullies and victims (listed on page 7).

**In addition to this, teach them the following ten steps used to stop and prevent bullying:**

1. *Pay attention.* – Look for warning signs and engage students in valuable conversation daily.
2. *Don't ignore it.* – Take students concerns seriously and don't assume that they are overreacting.
3. *When you see something – do something.* – As soon as you suspect a problem, take action by referring to the school's anti-bullying policy and asking other adults for advice.
4. *Remain calm.* – Make sure that everyone is safe and then take students to their respective areas. Do not argue with either student.
5. *Deal with students individually.* – Talk with everyone on a one-on-one basis and do not ask students what happened or bystanders what they saw on the scene.
6. *Don't make students involved apologize and/or shake hands on the spot.* – Instead, make sure that students are aware that bullying is not tolerated and that there will be consequences for such actions.
7. *Hold bystanders accountable.* – Explain to bystanders that it is their duty to stop bullying when they see it or to get an adult that will be able to intervene.
8. *Listen and don't pre-judge.* – Don't make any assumptions about what is going on; try to find out if there is a deeper issue at hand.
9. *Get appropriate professional help.* – Refer students to the appropriate professionals who will be able to give them the help that they need.
10. *Become trained to handle bullying situations.* – Get the appropriate information and resources needed to stop bullying and deal with it.

(<http://www.nea.org/home/51629.htm>)

## How can we educate our schools?

- **Conflict resolution and bullying prevention programs**
  - What is the difference?
    - “Conflict resolution teaches students how to solve problems when power is fairly equal and when both parties have some interest in resolving the conflict. Bullying, however, occurs when one party has more power, has no interest in resolving the problem, and is primarily interested in hurting the other” (Title, 2003, p. 226).
  - Some strategies taught in these programs:
    - Use humor
    - Agree with them
    - Call others to help
    - Run away
    - Be assertive
    - Be a broken record
    - Refer to school rules
    - Always report the incident to an adult.
  - If students are equipped to win at the first offense of the bully, they are much more likely to not be targeted again
  
- **Restorative justice (use with caution)**
  - This seems like an appropriate response to bullying because of the empathy enhancing strategies used in restorative justices. While it is sometimes the way to handle bullying, caution should be taken when using restorative justice as a strategy to combat bullying.
  - Before deciding if restorative justice is the most effective action to take, we must weigh whether or not the bully is coming into the process with an open mind and open heart. If not, the bully should not be trusted to participate.

## **How can we educate our schools? (cont.)**

- **Students reporting bullying**
  - When schools handle conversations effectively, students are much more likely to report bullying. The students need to know that their reports will be taken seriously and held in confidence. When they are confident of this, more reports will come forward.
  - This means that the adults need to be prepared for how to respond to these reports. Bullying programs in schools can get everyone on the same page and ready to tackle the issue (Title, 2003, p. 225-228).
- **Using literature to educate students/relate to students**
  - Read aloud modeling
    - Examples of books are listed on page 13
- **Using real life stories, such as the one listed below and many others**
  - <http://abcnews.go.com/US/video/year-hangs-school-9638030>

## **How can we educate bystanders?**

“An often overlooked audience is the students who witness bullying—the peer bystanders. Because they make up the majority, they can be influential in changing the social climate of a school” (“Educating Students on Bullying Prevention”, 2014).

### **Three reasons to educate bystanders:**

1. Peer bystanders are able to send victims the message that it is not their fault they are being targeted.
2. Peer bystanders can have a positive impact on bullies by being a good influence on them.
3. Bystanders who do not do something about what they witness can be overcome with feelings of guilt.

### **What can bystanders do to help?**

1. Report the bullying to an adult.
2. Support someone who is being bullied.
3. Approach the person doing the bullying.

<https://www.bullyingpreventioninstitute.org/Outreach/HelpingStudents.aspx>

## **What can YOU do in your classroom?**

**Role-play using the strategies listed below in the following bullying situations (student/student and teacher/student).**

- Use humor
- Agree with them
- Call others to help
- Run away
- Be assertive
- Be a broken record
- Refer to school rules
- Always report the incident to an adult

**Read students various children's books about bullying and conflict. Incorporate bullying concepts and ways to combat it into your everyday curriculum. You can have open discussions and do various activities with the books listed below and many more:**

dePaola, T. (1979). *Oliver button is a sissy*. New York: HMH Books for Young Readers.

Henkes, K. (2006). *Lilly's purple plastic purse*. New York: Greenwillow Books.

O'neill, A. (2002). *The recess queen*. New York: Scholastic Press.

Polacco, P. (2012). *Bully*. New York: Putnam Juvenile.

## **What can YOU do in your classroom? (cont.)**

**Show the following documentary and have class discussions on how the various situations were handled and what could have been done differently.**

Lowen, C., Hirsch, L., Waitt, C., & Warren, N. (Producers), & Hirsch,

L. (Director). (July 17, 2011). *Bully*. [Motion picture]. United

States: The Weinstein Company.



## Helpful Resources for Educators

**The following websites include various resources, kits, lesson plans, etc. for teachers to use in their classrooms. There are also various programs that administration could adopt and incorporate into a school's learning environment.**

*Anti-bullying teaching resources.* (2014). Retrieved July 28, 2014, from

<http://archive.beatbullying.org/dox/resources/resources.html>

*Educators.* (2012, November 2). Retrieved July 28, 2014, from

<http://www.stopbullying.gov/what-you-can-do/educators/index.html>

*NEA's bully free: It starts with me – Resources to prevent bullying.*

(n.d.). NEA. Retrieved July 28, 2014, from

<http://www.nea.org//home/neabullyfree.html>

*Teaching tolerance: A project of the southern poverty law center.*

(2014). Retrieved July 28, 2014, from <http://www.tolerance.org>

*Tips for teachers.* (2014). Retrieved July 28, 2014, from Bullying

Prevention Program website:

<http://www.bullyfree.com/free-resources/tips-for-teachers>

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- dePaola, T. (1979). *Oliver button is a sissy*. New York: HMH Books for Young Readers.
- Educating students on bullying prevention.* (2014). Retrieved July 27, 2014, from <https://www.bullyingpreventioninstitute.org/Outreach/HelpingStudents.aspx>

*Educators*. (2012, November 2). Retrieved July 28, 2014, from

<http://www.stopbullying.gov/what-you-can-do/educators/index.html>

*FAQ*. (n.d.). *Bullying.org*. Retrieved July 14, 2014. from

<http://www.bullying.org/htm/main.cfm?content=1059>

Henkes, K. (2006). *Lilly's purple plastic purse*. New York: Greenwillow Books.

Lowen, C., Hirsch, L., Waitt, C., & Warren, N. (Producers), & Hirsch, L. (Director). (July 17, 2011). *Bully*. [Motion picture]. United States: The Weinstein Company.

*NEA's bully free: It starts with me – Resources to prevent bullying*.

(n.d.). *NEA*. Retrieved July 28, 2014, from

<http://www.nea.org//home/neabullyfree.html>

O'Neill, A. (2002). *The recess queen*. New York: Scholastic Press.

Polacco, P. (2012). *Bully*. New York: Putnam Juvenile.

Snyder, M. (n.d.). *What parents can do about bullying*. Retrieved July 15, 2014. from <http://www.greatschools.org/special-education/health/825-what-parents-can-do-about-childhood-bullying.gs>

*Teaching tolerance: A project of the southern poverty law center.*

(2014). Retrieved July 28, 2014, from <http://www.tolerance.org>

*Tips for teachers.* (2014). Retrieved July 28, 2014, from Bullying Prevention Program website:

<http://www.bullyfree.com/free-resources/tips-for-teachers>

Title, B. B. (2003). School bullying: Prevention and intervention. In T. S. Jones & R. Compton (Eds.), *Kids working it out: Stories and strategies for making peace in our schools* (pp. 221-250). San Francisco, CA: Jossey-Bass.

*9-Year-Old hangs Himself at School.* (2010, January 22). ABC News. Retrieved from <http://abcnews.go.com/US/video/year-hangs-school-9638030>

*10 steps to stop and prevent bullying.* (n.d.). NEA. Retrieved July 28, 2014, from <http://www.nea.org//home/51629.htm>

3. Individual follow-up In-Service workshop based on the group materials.

**Let's Prevent Bullying at Our School**

In-Service Manual

Laura James

In partial fulfillment of CONR 615

Managing Conflict in Schools

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## **What is bullying?**

Understanding what bullying is and is not is essential in our pursuit to stop and prevent bullying in our school. Knowing the differences between rough play/teasing, real fighting and bullying will help us determine our responses in various conflict situations we encounter with our students.

### **Rough Play/Teasing** (Bisbing, n.d.)

We see the following characteristics in rough play or teasing.

- The participants are friends.
- There is a playful intent. It demonstrates that the participants or the one being teased is a special member of the social group.
- It may be physical, like pushing, chasing or light punching.
- It may be verbal joking.
- There is a balance in power physically, socially, and emotionally.

### **Fighting** (Bisbing, n.d.)

We see the following characteristics in fighting.

- The participants are most likely not friends.
- The intent is to inflict injury or discomfort.
- The behavior is aggressive.
- There is a balance of power physically, socially, and emotionally.
- The problem can be resolved using mediation.

### **Bullying** (bullying.org)

Bullying.org defines bullying as “a person or group that tries to hurt or control another person in a harmful way.”

Bullying can come in three main types (Title, 2003, p. 222):

1. Physical bullying: harm to another’s body or property
2. Emotional bullying: harm to another’s self-worth
3. Social bullying: harm to another’s group acceptance

We see the following characteristics in bullying.

- The participants are not friends.
- There are harmful intentions.
- The behaviors may be physical, verbal, social, and/or emotional.
- There is an imbalance of power. In some way, the child who is bullying has more social, emotional or physical power than the child who is being bullied. (Bisbing, n.d.)
- The behaviors are repeated and intentional.

## Is it rough play, real fighting, or bullying?

### Scenario #1 \_\_\_\_\_

Andrea and Lacy are in seventh grade and have gone to school together since fourth grade. They have never really gotten along, but they tend to just avoid each other. Both girls have good friend groups and typically they are not hostile towards one another. One day Andrea walked in the bathroom to find Lacy standing in front of the mirror fixing her hair. She snarkily commented, "Not much you can do to fix that." Lacy replied, "Anything I do has to be better than that mess on your head." The back and forth insults went on for a few minutes. The girls both left feeling hurt, but the problem never occurred again and they continued to simply avoid each other.

### Scenario # 2 \_\_\_\_\_

Landon is smaller than most of his classmates and often has to carry a lot of books from one class to another. Every day, when he passes by the hallway that the seniors hang out in, one of them sticks their foot out and deliberately trips Landon as they laugh and call him names.

### Scenario # 3 \_\_\_\_\_

Jacob and Raúl have gone to the same school since Kindergarten. They are in third grade now and are good friends. The boys enjoy playing football in their local YMCA league together. Many times at school recess the boys end up tackling each other in a seemingly aggressive manner.

### Scenario # 4 \_\_\_\_\_

Vondavious and Jackson are in the fourth grade. Neither of them enjoy each other's company, but they have always been civil at school. One day, Vondavious made an off-handed comment to a friend about Jackson's basketball skills. Jackson overheard and immediately swung his fist at Vondavious. Vondavious reciprocated and the event quickly escalated as students gathered around on the playground to watch. Teachers intervened, the boys made a visit to the principal's office and the conflict seemed to subside.

### Scenario #5 \_\_\_\_\_

Desiree is overweight and is embarrassed to change into her gym clothes in the locker room because the other girls tease her about being "fat" and call her names. They have even taken pictures of her with their cell phones so that they could send them to several schoolmates. The teasing seems like it will never end.

### Scenario #6 \_\_\_\_\_

Andy and Paul met when they started high school this year. Both boys are on the baseball team and also active in their school's science club. They often can be found punching each other lightly as they argue over who's favorite pro baseball team is the best.



## Why should we care about bullying?

### Statistics

These statistics were found at <http://nobullying.com/bullying-statistics-2014/> and while they are not specifically about our school, they are representative of a growing, nation wide problem.

- 28% of 6<sup>th</sup>- 12<sup>th</sup> grade students report having experienced bullying.
- Middle school students have experienced bullying in...
  - 29.3% in the classroom.
  - 29% in the hallways or lockers.
  - 23.4% in the cafeteria.
  - 19.5% during gym class.
  - 12.2% in the bathroom.
- 160,000 (approximately) teens report skipping school daily because of bullying.
- 1 in 10 teens drop out of school due to bullying.
- 83% of females and 79% of males report being bullied in school or online.
- 75% of school shootings have been linked to harassment and bullying.
- 70.6% of teens report having seen bullying in school.
- 30% of young people admit to bullying.
- By the age of 30, 40% of males who were identified as bullies in school had been arrested 3 or more times.

*Although these statistics focus on middle and high school students, we are the ones who have the power to prevent these numbers by educating ourselves, our students, and our community about bullying here in elementary school.*

### Serious and Dangerous Problem

“What used to involve fist fights now often involves gunfire (Title, 2003, p. 221).”

Bullying has negative effects for both the child who is bullying, the child being bullied, and the bystanders. Stopbullying.gov (n.d.) lists the following effects on their website.

*A child who bullies others may...*

... abuse alcohol and other drugs in adolescence and even as adults.

... get into fights, vandalize property, or drop out of school.

... engage in early sexual activity.

... have criminal convictions and traffic citations as adults.

... be abusive towards partners, spouses, or children.

*A child who is bullied may...*

... experience depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy.

... have health complaints.

... show decreased academic performance and school participation. They may miss, skip or drop out of school more frequently.

... retaliate with extremely violent behavior.

*A child who witnesses bullying (bystander) may...*

... have increased use of tobacco, alcohol, or other drugs.

... have increased mental health problems, including depression and anxiety.

... miss or skip school.

### **Educating Adults about Bullying**

The prevention of bullying begins with education. When we as the community understand bullying, we can begin to intervene and prevent this serious problem.

#### **Misconceptions about Bullying** (Title, 2003, pp. 223-225)

1. "Children need to solve their own problems."
  - a. Children who are bullied cannot fix it themselves because of the power imbalance.
  - b. Children who are acting as bullies may manipulate situations and it often takes an adult who is aware of the manipulation to intervene.
2. "Victims should stand up to bullies."
  - a. Children who are bullied can only stand up to their bully if they can match their power.
  - b. Children who are acting as bullies often find entertainment and yet another victory when a victim tries to stand up to them.
3. "Girls aren't bullies."
  - a. Boys may be more likely to bully, but girls are equally capable often engaging in more emotional and social bullying.
  - b. The damaged relationships that come from the emotional and social bullying females engage in can have extreme negative effects.
4. "Bullies have low self-esteem."
  - a. Research by Olweus shows that bullies actually demonstrate overinflated self-esteem.
  - b. If adults lose control when intervening in bullying situations, the child who is bullying may view it as yet another victory.
5. "Bullying is a learned behavior."
  - a. Bullying behavior has often been viewed in a "once a bully, always a bully" manner.
  - b. Bullying behavior can be changed and replaced with healthier interactions.
6. "Bullying makes someone a bully."
  - a. Bullying should be used as a verb or adjective. It is a kind of behavior, not the definition of the child.
  - b. All children are likely to use some form of power over another at some point.

## **Educating Parents**

Share with parents the signs and symptoms of children who are bullying and children who are bullied from [greatschools.org](http://greatschools.org) (Snyder, n.d.).

### **Children who are bullied.**

- Come home from school with clothing or property that is damaged.
- Have injuries that they won't explain.
- Appears fearful or reluctant of going to school.
- Complain of physical illness.
- Have bad dreams or cry in sleep.
- Lose interest in school and performance suffers.
- Appear sad or depressed, have mood shifts, act irritable, and have sudden temper outbursts.
- Requests extra money or may steal from family members.
- Seem socially isolated and have few friends. Rarely invited to social events and the fear of rejection may lead to shunning the few friends they have.

### **Children who are bullying.**

- Have a strong need to dominate and subdue others. They assert their power to get their own way.
- Intimidates siblings or neighborhood children.
- Brags about superiority over other children.
- Often hot-tempered, easily angered, impulsive, difficulty conforming to rules, does not tolerate adversity and change.
- Cheating.
- Oppositional, defiant, and aggressive behavior toward adults.
- Antisocial or criminal behavior. May hang out with people who make bad choices.

Show parents how to do the following at home (<http://www.governor.wa.gov/>).

- Model compassion and respect.
- Teach victim and bystander strategies at home.
- Form a relationship that allows for open communication.
- Instill self-confidence.

## **Educating School Personnel**

Everyone who works in our school needs to be aware of how to handle bullying. This includes us, as the teachers, administrators, bus drivers, cafeteria workers, janitorial staff, and any other personnel interacting with our students.

### **Our Intervention Plan.** (Title, 2003, pp. 229-230)

*General guidelines for every situation:* stay calm, speak in a firm voice without yelling, use nonphysical, non-hostile responses and be cautious to not use bullying behavior to stop the child who is bullying. Always make contact with the child who is being bullied. Encourage them, provide them with resources, and remind them to report unseen instances.

*In situations of severe violence:* Take the situation straight to administration.

1. *First occurrence:* Immediately intervene and stop violence. Discuss the hurtful behavior with the child who is bullying, explaining why it is hurtful and firmly saying it is not acceptable in our school community. Document the event in writing.
2. *Second occurrence:* Stop the violence. Define the behavior as bullying. For an appropriate amount of time, remove the student from the activity or location in which they exhibited bullying behavior. Contact the parent of the student who is bullying. Document the event in writing.
3. *Third occurrence:* Stop the violence. Define the behavior as bullying. Ask the student who is bullying to answer processing questions like, “What did you do? How did that make you feel? How did those around you feel? What could you do differently?” in writing. Contact the parent again. Refer the child who is bullying to the counselor. Document the event in writing.
4. *Fourth occurrence:* Stop the violence. Define the behavior as bullying. Make a referral to administration. Document the event in writing.

### **Educating Students**

#### **Student Reporting** (Title, 2003, p. 228)

- Students can go to any school personnel who are educated in the bullying plan to report.
- Students can fill out an anonymous written report.
- Students need to be told their reports are believed, valued and addressed. This needs to be backed with action from school personnel.

#### **Peer/Bystander Support** (Title, 2003, p. 231)

- Notice children in your class who appear to have empathy. These are the children who feel the pain of characters in a story, have strong peer groups, and are generally well-liked.
- Equip these students to recognize students on the margins. In some situations, it may be appropriate to comment to a trusted student, “It seems \_\_\_\_\_ has been eating lunch by herself. You both like \_\_\_\_\_. Maybe she would enjoy eating lunch with you.”

## **Immediate Strategies**

These strategies are intended as immediate responses when victims or bystanders do not have access to an adult to intervene. They are not intended as resolutions. Students should always report bullying events even if they feel the employed strategy stopped the situation.

- Use humor.
- Call others to help.
- Run away.
- Be assertive. Fake power.
- Be a broken record.
- Agree with them.
- Refer to school community rules.

## **In Your Classroom**

### **Use Literature to Educate**

- Find books to integrate into curriculum that introduce situations of bullying. Discuss the fictional situations and tie them to real events.
- Here is a good list to start with:  
<https://www.k12.wa.us/safetycenter/BullyingHarassment/WorkGroup/RecommendedBooks.pdf>

### **Show Students Real Situations**

- Find news stories of real situations of bullying.
- Include stories that ended positively and negatively.
- The documentary titled, *Bully*, may be a good starting place to look for clips of stories.

### **Create Community**

- Have morning meetings.
- Create classroom rituals.
- Employ collaborative learning so students learn to work with others.

## **Free Resource**

- Please visit [www.tolerance.org](http://www.tolerance.org) as it provides many more bullying resources than we could ever include in this manual!
- They have free video resources, publications, and even kits they will send you to help educate you and the students in your classroom.

## Resources

- A parent's role in preventing bullying, harassment, intimidation in public schools. (2012). *Washington State Office of the Education Ombuds*. Retrieved July 15, 2014 from <http://www.governor.wa.gov/oeo/bullying/families.asp>.
- Bisbing, K. (n.d.) Teasing, fighting, bullying... what's the difference?. Safe Schools. Retrieved July 25, 2014. from <http://www.safeschools.info/content/TeasingFightingBullyingWhatsTheDifference.pdf>
- Bullying Statistics 2014. (2014). *NoBullying*. Retrieved July 15, 2014, from <http://nobullying.com/bullying-statistics-2014/>.
- Effects of bullying. (n.d.). *Stopbullying.gov*. Retrieved July 25, 2014. from <http://www.stopbullying.gov/at-risk/effects/#bully>
- FAQ. (n.d.) Bullying.org. Retrieved July 14, 2014. from <http://www.bullying.org/htm/main.cfm?content=1059>.
- Snyder, M. (n.d.). What parents can do about bullying. *Great Schools*. Retrieved July 15, 2014. from <http://www.greatschools.org/special-education/health/825-what-parents-can-do-about-childhood-bullying.gs>.
- Title, B.B. (2003). School bullying: Prevention and intervention. In T.S. Jones & R. Compton (Eds.). *Kids working it out: Stories and strategies for making peace in our schools* (pp. 221-250). San Francisco, CA: Jossey-Bass.