



**“No person, in any culture, likes to be bullied. No person likes living in fear because his or her ideas are different. Nobody likes being poor or hungry, and nobody likes to live under an economic system in which the fruits of his or her labor go perpetually unrewarded.”**

**President Barack Obama**  
***The Audacity of Hope***



# No Room for Bullies





# Overview of the Workshop

- What is bullying?
- Why be concerned about bullying?
- Gender and bullying.
- What works and doesn't work in bullying prevention and intervention?
- Initial planning for next steps.



# Bullying...What Is It Actually?

- Is aggressive behavior that intends to cause harm or distress.
- Usually is repeated over time.
- Occurs in a relationship where there is an imbalance of power or strength.
- A child who is being bullied has a hard time defending himself or herself.



## It Effects Everyone.

- Over a 160,000 students miss school everyday due to fear of bullies.



## Nearly 1 in 3 Students is Involved in Bullying.

- It's estimated that nearly 30% — or 5.7 million children — are involved in bullying, as victims, perpetrators or both. Studies have found that 15 to 25% of students in the U.S. are bullied and 15 to 20% bully others.



# Bullying

- Bullying is not about everyday conflict. It is about contempt.
- Bullying is done intentionally to cause distress.
- Research shows that by age 24, 60% of identified bullies have at least one criminal conviction.



# Bullying in Texas

- “Bullying” means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

TEC Sec 37.0832 (a)



## Bullying in Texas cont.

- (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear or harm or damage to the student's property:
- (2) Is sufficiently **severe, persistent, and pervasive** enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

TEC Sec 37.0832 (a)



- Children are the targets of bullying about once every three to six minutes from the beginning of Kindergarten to the end of 1<sup>st</sup> grade.

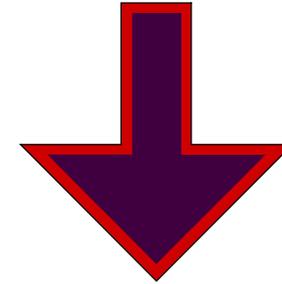
2003 report released by the Center for the Advancement of Health and supported by the National Institute of Mental Health



# Teasing Versus Bullying

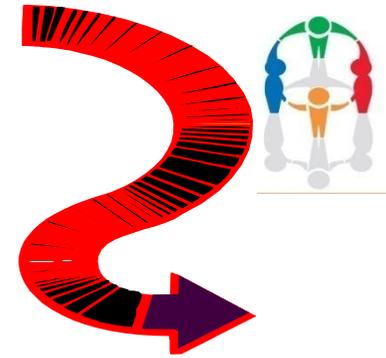
- Teasing occurs when someone makes fun of you in a good-humored way.
  - The person doing the teasing is someone who knows you, cares about you and does not intend to hurt one's feelings.
- Teasing is a reciprocal form of communication – it allows the teaser and the person being teased to swap roles with ease.
- Teasing is meant to get both parties to laugh.
- Teasing becomes bullying when the teasing is one way and the person being teased becomes uncomfortable, distressed and is not able to tease back.

# Direct Bullying



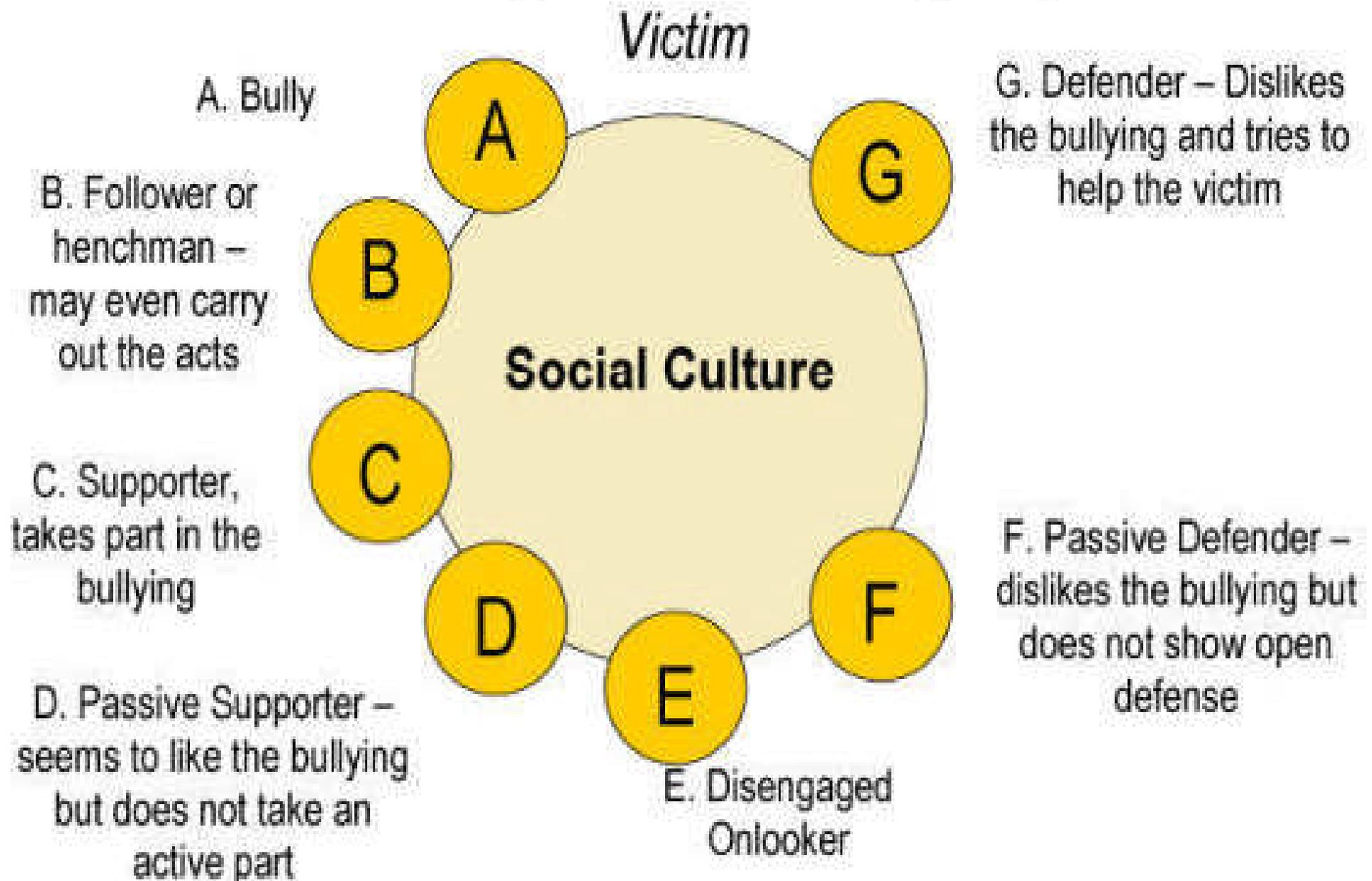
- Hitting, kicking, shoving, spitting...
- Taunting, teasing, racial slurs, verbal harassment
- Threatening, obscene gestures

# Indirect Bullying



- **Getting another person to bully someone for you**
- **Spreading rumors**
- **Exclusion**
- **Shunning**
- **damaging the victim's reputation and/or relationships by spreading rumors and defamatory gossip**
- **Deliberately excluding someone from a group or activity**
- **Cyber-bullying**
- **telling secrets and disclosing private information.**

# The Cycle of Bullying





# Characteristics of a Bully

- Has a personality that thrives on power.
- Views bullying as fun, (satisfies his (her) need to dominate.)
- Perceived as having high self-esteem.
- Models aggressive behavior. It is often found that a child who is being bullied at home, bullies at school.
- Appears to be popular and is befriended by others for their protection.
- Lacks empathy and has difficulty feeling compassion.
- Is constantly teasing, taunting and putting down others.
- Bullies as a need for attention.



# The 9 Types of Bullying

1. Verbal bullying including derogatory comments and name calling
2. Bullying through social exclusion or isolation
3. Physical bullying such as hitting, kicking, shoving and spitting
4. Bullying through lies and false rumors



## The 9 Types of Bullying

5. Having money or other things taken or damaged by students who bully
6. Being threatened or forced to do things by students who bully
7. Racial bullying
8. Sexual bullying
9. Cyber-bullying (via cell phone or internet)



# Most Common Forms of Bullying

- Verbal bullying is the most frequent form
- Derogatory speculation about sexual orientation is extremely common
- Bystander Involvement
- Cyber-bullying is the fastest growing form of bullying



# Conditions Surrounding Bullying

- Children usually are bullied by one child or a small group
- Common locations: playground, classroom, lunchroom, halls, bathrooms
- Bullying is more common at school than on the way to/from school



# Children Who Bully

- Impulsive, hot-headed, dominant
- Easily frustrated
- Lack empathy
- Have difficulty following rules
- View violence in a positive way
- Boys who bully tend to be physically stronger than other children



## Children Who Bully Are More Likely to:

- Get into frequent fights
- Be injured in a fight
- Steal, vandalize property
- Drink alcohol
- Smoke
- Be truant, drop out of school
- Report poorer academic achievement
- Perceive a negative climate at school
- Carry a weapon



# Children Who Are Bullied

- When individuals are victimized repeatedly, they become enraged and could retaliate, leading to school violence



# Victim Reactions

- Proactive
  - fighting, name calling, weapon carrying, committing suicide.
- Passive
  - bribing, bargaining, keeping quiet, weapon carrying, committing suicide.



# Characteristics of Individuals Who Are Bullied

- **May be targeted because of his/her personality traits rather than external appearance.**
- **Has a high level of anxiety and distress.**
- **Tends to have low self-esteem.**
- **Tends to be quiet, shy and insecure.**
- **Is sensitive in nature and may cry easily.**
- **Typically lacks friends and therefore may be socially isolated.**
- **Lacks confidence, may be physically weaker and so feels vulnerable.**
- **May have overprotective parents, therefore may lack social skills necessary to cope with bullying.**
- **Tends not to seek adult help for fear that it will result in even more taunting, humiliation and exclusion.**

# Children Who Are Bullied Have:



- Lower self esteem
- Higher rates of depression
- Higher absenteeism rates
- More suicidal ideation



# Bystander Involvement

“The world is a dangerous place. Not because of the people who are evil; but because of the people who don’t do anything about it.”

-Albert Einstein



# Bystander Involvement

- Purposefully ignoring the event entirely
- Witnessing the event and choosing not to take the appropriate actions
- Witnessing the event and thinking something on the lines of “at least that person wasn’t me”

-reachout.com



# What Would You Do?





## What Do You Usually Do When You See a Student Being Bullied?

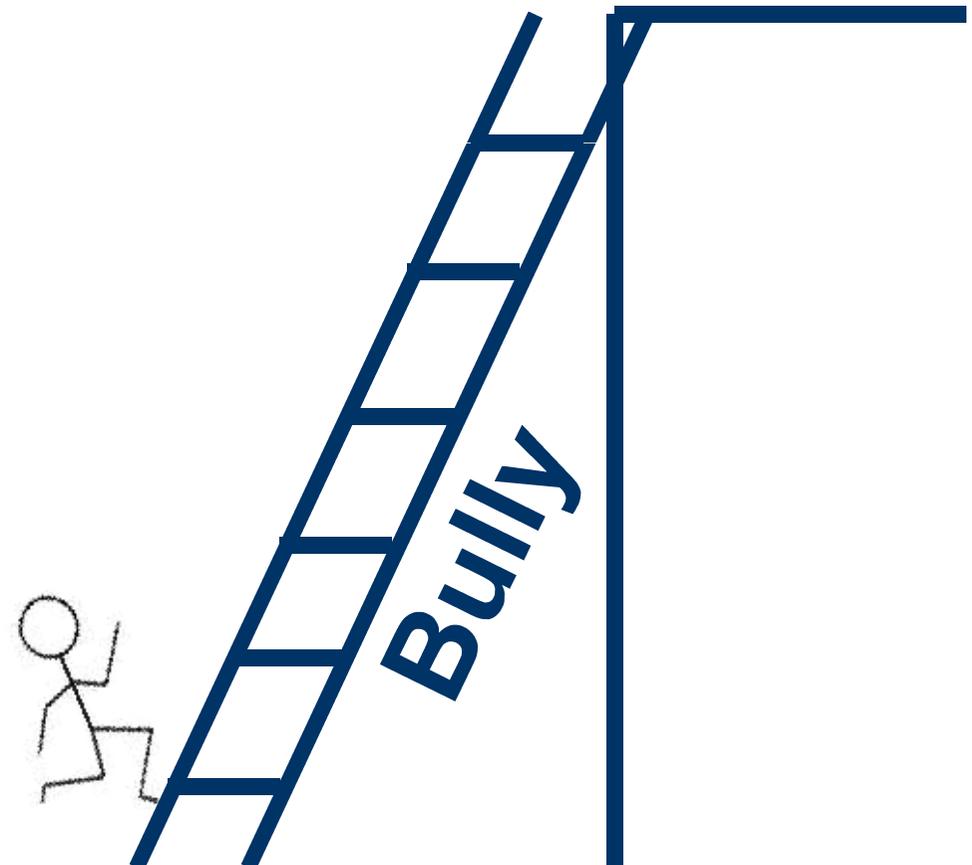
- 38% Nothing, because it's none of my business
- 27% I don't do anything, but I think I should help
- 35% I try to help him or her

## Social Ladder

- Students believe that if they bully they will become popular.



Popularity





# Why Be Concerned About Bullying?

- “Boys will be boys.”
- “It’s all part of growing up.”
- “No *real* harm is being done.”

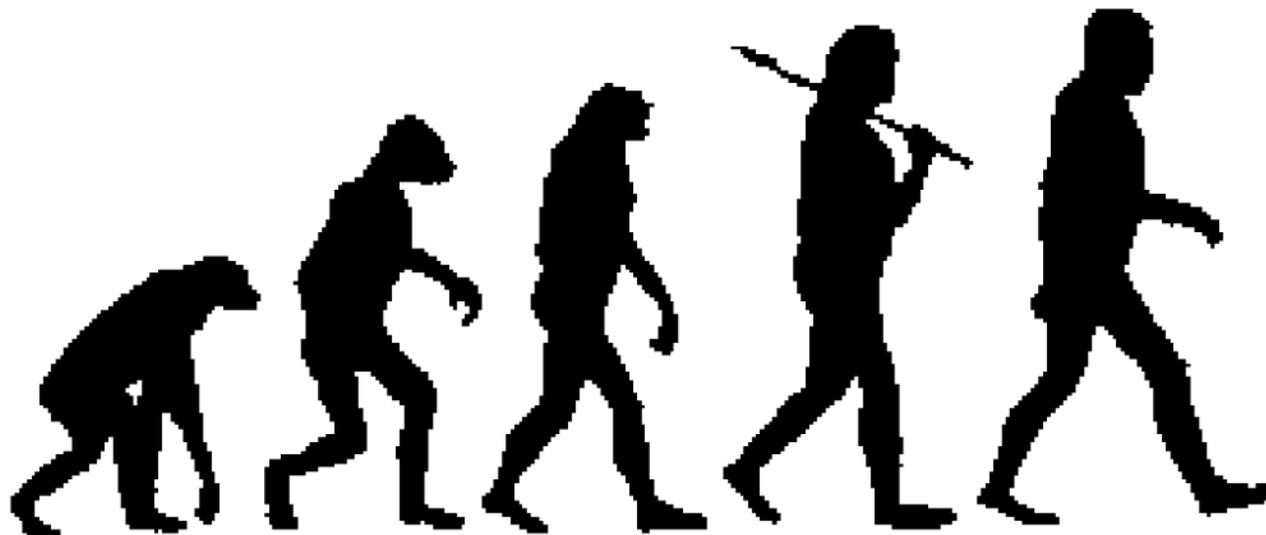


# Monkey See. Monkey Do.

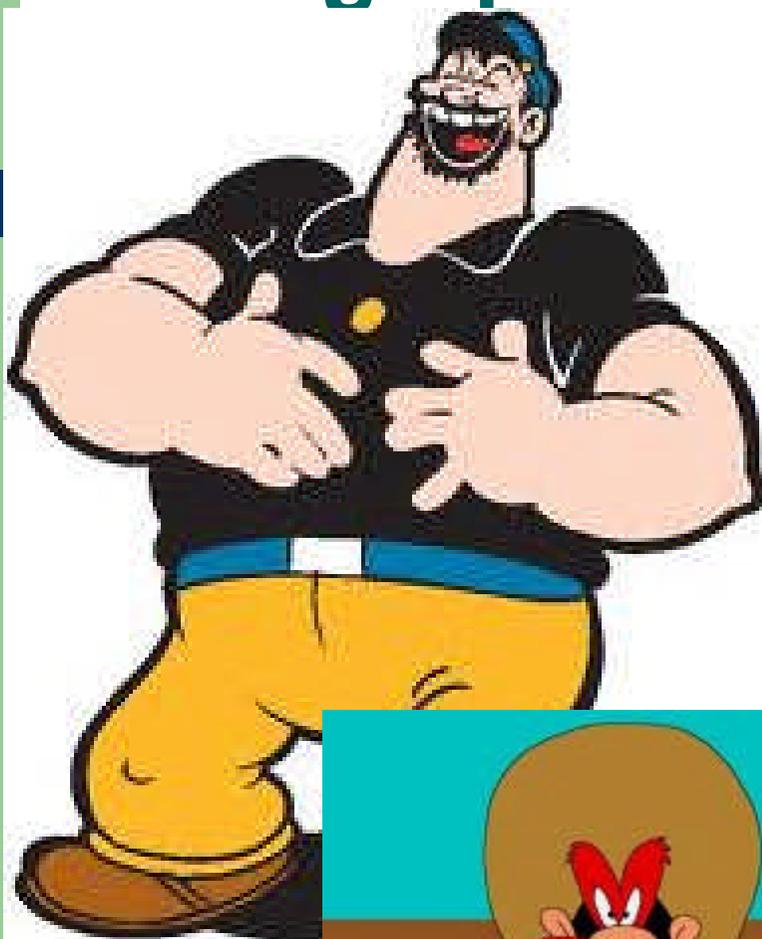




# Bullying is evolving



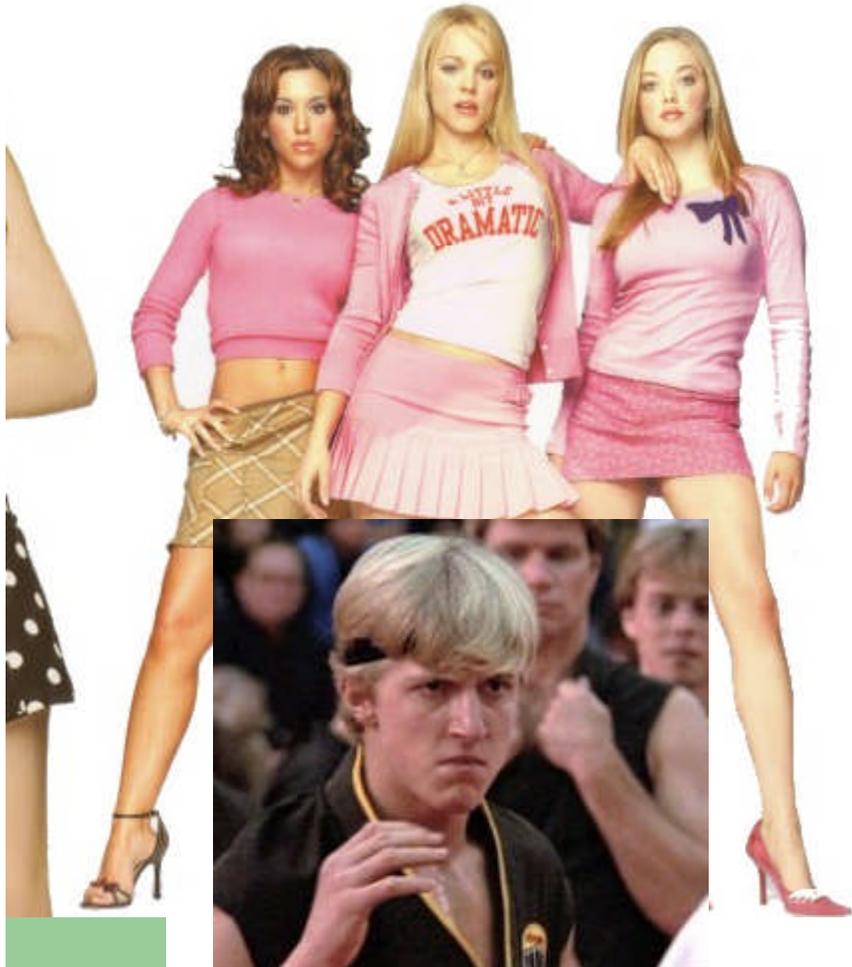
# Growing Up We Saw Them as.....





But as We Get Older...

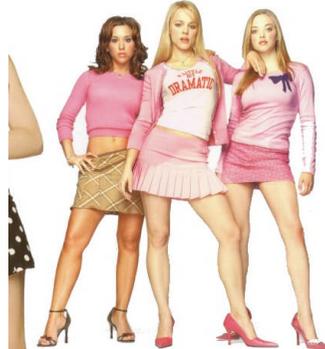
# MEANGIRLS



# The Evolution of Bullying



**MEAN**GIRLS





## Case Study: Taylor Wynn & McKenzie Barker

- **Gender:** Female
- **Age:** 15 & 16
- **Race:** Caucasian
- **Bullied for:** They didn't like the girl
- **Bullied via:** cyberbullying
- **Outcome:** Charged with cyberstalking by the state of Florida,





# Finding Aggression Online

Students have found aggression in many places

- Instant Messaging- 67%
- Chat Rooms- 25%
- Email- 25%
- Websites- 23%
- Text Messaging- 16%

-Statistics reported in a CDC 2008 report.



# Consequences of Bullying

- Stresses of being bullied can interfere with
  - Students' engagement in school
  - Students' learning
- Those bullied are more likely to
  - have low self-esteem and
  - consider suicide
  - Be unwell
  - Be depressed
  - Be anxious
  - Be lonely



# Health Consequences of Bullying

	<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%

(Fekkes et al., 2003)



# Family Risk Factors for Bullying

- A lack of warmth and involvement on the part of parents
- Overly permissive parenting
  - (including a lack of limits for children's behavior)
- A lack of supervision by parents
- Harsh, physical discipline
- Bullying incidences at home



# Gender Roles in Bullying





# Gender Differences in Bullying

- Most studies find that boys bully more than do girls
- Boys report being bullied by boys; girls report being bullied by boys and girls
- Boys are more likely than girls to be physically bullied by their peers
- Girls are more likely to be bullied through rumor-spreading, sexual comments, social exclusion



# Girls as Targets

## Girls are:

- Targeted by both boys and girls
- More likely to be the targets of rumor spreading and sexual comments
- More likely to bully each other by social exclusion



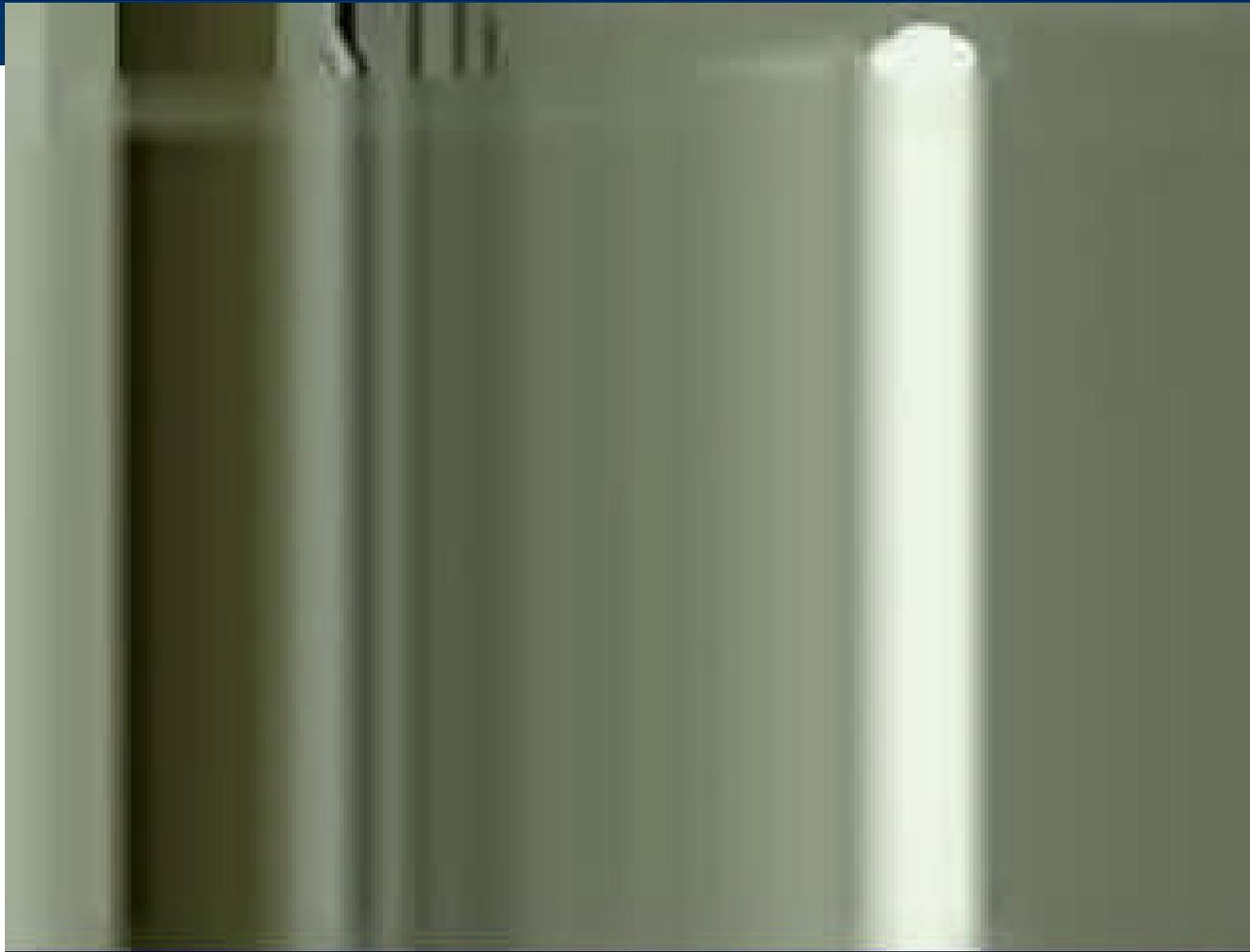
# Girls as Targets

The #1 concern, noted by 32% of girls ages 8-17, was being teased or being made fun of.

-Girl Scout Research Institute Report, Feeling Safe: What Girls Say (2003)



# Taking a Look at Girl Bullying





## What Happened?

- How was she bullied?
- Did you notice the bullies were in a group?
- The victim was all alone.
- Yes, words do hurt.



## Girls Bully Through:

- Focus on the emotional aspect
- Spread rumors/gossip
- Social exclusion/isolation
- Ostracize their victims by humiliating them in public



# Girls Who Bully

- Short Term Effect:
  - depression, less satisfaction with school
- Long Term Effects:
  - increased delinquent and criminal behavior



## Girls Who Are Bullied

- Retaliation was reported by adolescent girls as a typical response to negative feelings (sadness, hurt, anger, etc.) associated with relational aggression.

-Casey-Cannon, Hayward, & Gowen, 2001



# Girls Who Are Bullied

- Short Term Effects:
  - anxiety, anger, fear, low self-esteem, blaming themselves, eating disorders
- Long Term Effects:
  - depression, serious adjustment problems, self injury, suicide



# Psychiatric Long Term Effects

- bullying may play a role in the development of psychiatric problems during adolescence and young adulthood, but only among females.



## Long Term Effects:

- “Not only does bullying harm both its intended targets and the perpetrators, it also may create a climate and culture in schools that is hostile and affects students’ abilities to learn and grow.”

***-BULLYING BY TWEEN AND TEEN GIRLS:  
A LITERATURE, POLICY AND RESOURCE REVIEW***

**Susan O’Neil  
Kookaburra Consulting Inc.**



# Criminal Violence is Increasing

- From 1990 to 1999 the rate of aggravated assaults among girls under 18 increased 57%.
- Weapons violence increased 44% for girls.

-Garbarino, 2006



# Constructive/Destructive

- How can you handle bullies?
  - tearing yourself down (becoming a bully yourself, keeping it a secret, injuring self, etc)
  - building yourself up (taking action, telling an adult, finding help for yourself and the bully, etc)



# Destructive





# Constructive





# Safe School Initiative Report (2002)

- US Secret Service and US Dept. of Education Studied 37 incidents of targeted school violence, involving 41 attackers (1974-2000)
  - 3/4 of attackers felt persecuted, bullied prior to the incident
  - 1/3 of attackers characterized as “loners”
  - 1/4 socialized with students who were disliked by most mainstream students
  - Many had considered suicide



# Awareness Disconnect

- Adults are often unaware of bullying problems
  - In one study 70% of teachers believed they intervene almost always” in bullying situations
  - Only 25% of students agreed with this assessment
- 25% of teachers see nothing wrong with bullying or putdowns and therefore only intervene 4% of bullying incidents



# Reporting of Bullying to School Staff

- Many do not report being bullied.
- Older children and boys are less likely to report victimization than younger.
- Why don't children report?
  - 67% of victims felt that staff responded poorly
  - They believe that intervention is infrequent and unhelpful

# How to Change the School Climate

Everyone on campus needs to agree that Bullying is harmful and unacceptable

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# Focus On the Social Environment of the School

- change the social climate of the school and the social norms with regards to bullying
  - requires the efforts of everyone in the school environment

Administration

Teachers

Custodians

Coaches

Counselors

Librarians

Nurses

Bus Drivers

Parents

Cafeteria Workers

Aides

Students



# Assess Bullying at Your School

- Adults are not always very good at estimating the nature and prevalence of bullying at their school
  - administer an anonymous questionnaire to students about bullying



## Obtain Staff and Parent Buy-in and Support for Bullying Prevention

- bullying prevention efforts require buy-in from the majority of the staff and from parents
- bullying prevention efforts should still begin even if immediate buy-in from all isn't achievable



# Form a Group to Coordinate the School's Bullying Prevention Activities

- efforts seem to work best if they are coordinated by a representative group from the school
  - an administrator
  - a teacher from each grade
  - a member of the non-teaching staff
  - a school counselor
  - A parent



# Group Work

- Meet regularly
- Review results of survey
- plan specific bullying prevention activities
- motivate staff, students, and parents
- ensure that the efforts continue over time



## Provide Training for School Staff in Bullying Prevention.

- All administrators, faculty and staff at a school should be trained in bullying prevention and intervention.
- In-service training can help staff members to better understand
  - the nature of bullying and its effects
  - how to respond if they observe bullying
  - how to work with others at the school to help prevent bullying



# Establish and Enforce School Rules and Policies

- Simple, clear rules about bullying can help to ensure that students are aware of adults' expectations
  - that they not bully others
  - that they help students who are bullied
- School rules and policies should be posted and discussed with students and parents
- Appropriate positive and negative consequences should be developed



## Increase Adult Supervision in “Hot Spots” for Bullying

- Bullying tends to thrive in locations where adults are not present or are not watchful
- Adults should look for creative ways to increase adult presence in locations that students identify as "hot spots"



## Intervene Consistently and Appropriately When You See Bullying

- Observed or suspected bullying should never be ignored
- All school staff should learn effective strategies to intervene on-the-spot to stop bullying
- Staff members also should be designated to hold sensitive follow-up meetings
  - With those who are bullied
  - With those who bully

Parents should be involved whenever possible



# Devote Some Class Time to Bullying Prevention

- set aside a 20–30 minutes each week or every other week to discuss bullying and improving peer relations
  - Keep teachers aware of concerns
  - Allow time for discussions on bullying and its damage
  - provide tools for students to address bullying problems
- Anti-bullying messages also can be incorporated throughout the school curriculum



# What Are Schools Doing?

- Designated bully person.
- **Have Peers Making Peace on your campus**
  - Provides a place where a peaceful resolution can be made
  - The only proven conflict resolution program in the United States.
- **ONLY** peer mediation/conflict resolution program recognized by the Dept. of Education



# Start/Strengthen Your Peers Making Peace Program

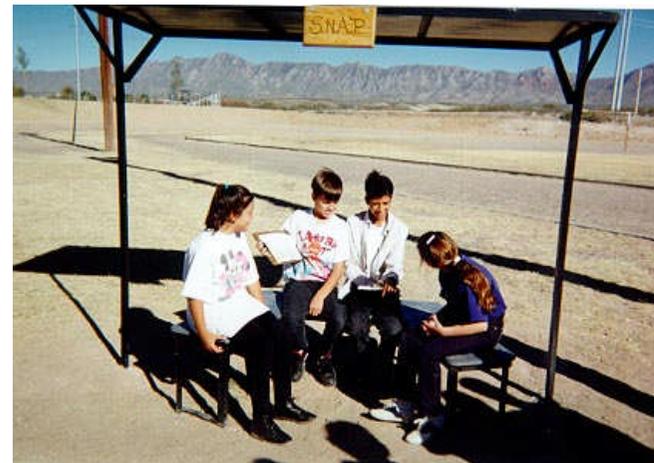
- PMP helps children express their feelings in a safe environment
- PMP helps educators know what is happening on the campus
- PMP helps students realized that hard core bullies are not their friends
- PMP helps students form appropriate friendships



PEERS MAKING PEACE®



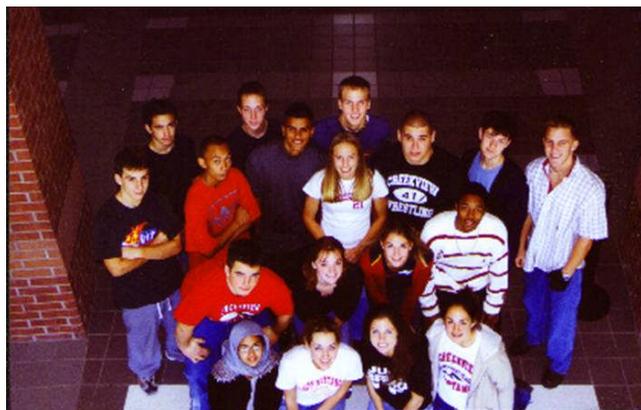
- Research-based, age-appropriate, and developmentally sound curricula
- Students take responsibility for solving their own problems, which allows teachers to concentrate on teaching.
- Noted for its cultural and ethnic sensitivity, the seemingly bias-free training
- The program provides students with the kind of insight and techniques that will serve them throughout life





Provides excellent guidance and step-by-step procedures for implementing it effectively making it is easily replicable

Each participating school selects a group of 16 to 24 students that represent the community's racial, ethnic, and gender demographics



Does not detract from regular instruction, but rather molds itself to the character of the school and its atmosphere.

This program develops and enhances these resiliency assets while providing a strong, clear “no use” message.



# HOW A CONFLICT GETS TO MEDIATION



An argument



Is seen.



A referral form is filled out and put into the referral box.



**Invitation**

Both disputants are asked to come to mediation.



If they agree, the mediation is held.

**Agreement**

An agreement form is written up and signed.

# With *PEERS MAKING PEACE...*



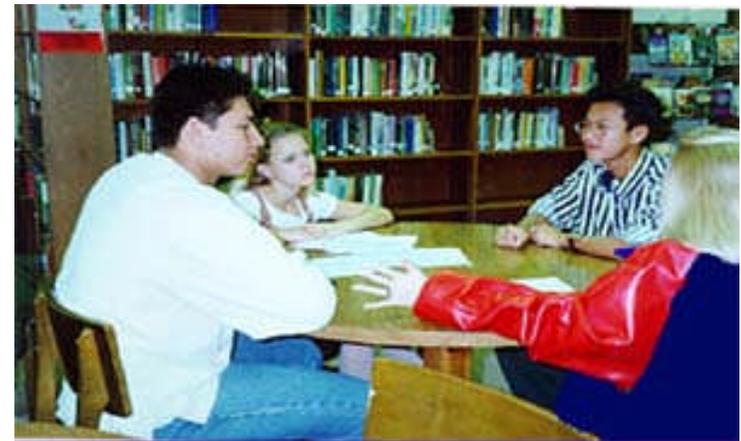
Students take responsibility for solving their own problems, which allows teachers to concentrate on teaching...





## Why It Works...

- The strength of PMP is that it **EMPOWERS** students to solve their problems peacefully and equitably, which means they will behave more responsibly.
- PMP is based on problem solving, not punishment, which is where the effectiveness of the program lies.





## Why It Works...

- Schools with successful mediation programs consistently report reduced violence, vandalism and absenteeism.
- Mediation can be more effective than detention or suspension in resolving problem behaviors.



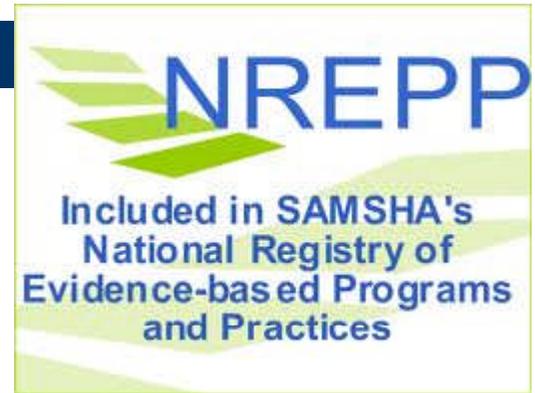
## Evaluation

- Reviewers found that the program does an excellent job of documenting the research-based rationale and the practices all reveal logical theoretical underpinnings
- Reviewers for the U.S. Department of Education said the program is ***“education in its truest sense”***

*Peers Making Peace is*



**OJJDP**



**This program is also endorsed as a course for middle school local credit and high school state graduation credit by the Texas Education Agency (TEA).**

***We have a history of success...***



## Continue These Efforts

- There should be no "end date" for bullying prevention activities
- Bullying prevention should be continued over time and woven into the fabric of the school environment



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Helping Children Change the World

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