



Clarify Where You Are Now

- What violence prevention, character education, life skills programs do you currently have in place?
- What staff development have you done?
- Are these research-based program?
- Have they been implemented with fidelity?



Clarify Where You Are Now

- What accountability do you have for teaching these programs?
- Who provides the intervention? Who coordinates these services, and at what level does the coordination occur?



Bullying - Defined

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

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Emotional Abuse

- Emotional and Psychological Abuse are the most destructive forms of abuse. The scares are hardest to see and they are the most difficult to heal.
- Bullying includes physical abuse, psychological abuse, and emotional abuse.



Trauma - Defined

- **Trauma – An emotional shock that creates substantial, lasting damage to an individual's psychological development**

Refers to overwhelming, uncontrollable experiences that psychologically impact victims by creating in them feelings of helplessness, vulnerability, loss of safety, and loss of control. Source: Treating Traumatized Children, Beverly James



Bullying - Defined

- **Bullying is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort on another.**
- **A student is being bullied or picked on when another student says nasty and unpleasant things to him or her.**
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Bullying - Defined

- **It is also bullying when a student is hit, kicked, threatened, locked inside a room, sent nasty notes, and when no one ever talks to him/her. These things happen frequently and it is difficult for the student being bullied to defend himself or herself. It is also bullying when a student is teased repeatedly in a nasty way.**
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Bullying - Defined

- **Bullying includes the following:**
- **Harm is intended.**
- **There is an imbalance of power.**
- **There is often organized and systematic abuse.**
- **It is repetitive, occurring over a period of time; or it is a random but serial activity carried out by someone who is feared for the behavior.**
- **Hurtful experiences by a victim of bullying can be external (physical) or internal (psychological).**
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PIC Criteria

- **P – Purposeful. Bullying occurs when one student purposefully harms another student or makes another student uncomfortable and does not express remorse.**
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PIC Criteria

- **I – Imbalanced. Bullying occurs in an interpersonal relationship characterized by an imbalance of power, physical or psychological.**
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PIC Criteria

- **C – Continual. Bullying is not a one-time incident. Bullying interactions are carried out continually, over time.**
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Continuum of Behavior

- **Physical/Direct bullying:** Behavior that intentionally inflicts bodily harm (hitting, pushing, punching, kicking)
- **Emotional/ Indirect bullying:** Word or verbally oriented and includes using words to humiliate or hurt the victim (name-calling, teasing, racial slurs, insults)



Continuum of Behavior

- **Relational bullying: Bullies attempt to harm the relationships of the victims. Peer oriented, includes peer exclusion and rejection through rumors, lies, embarrassment, and manipulation. This type of bullying is closely related to emotional bullying and occurs frequently among girls.**
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Continuum of Behavior

- **Bystander victimization:** These students watch the bullying occur but do not feel they have the power to confront the bully or fear that they may be the bully's next target.
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Statistics

- **35-40% of victims were bullied by a single student**
- **It is more detrimental to the victim when several peers are involved in the bullying**
- **Younger and weaker students are more likely to report**
- **50% of bullying is done by older students**



Prevention

- **There is a strong relationship between teacher “density”/supervision and the amount of bullying in a school.**
- **Teacher’s attitudes toward bully/victim problems and their behavior in bullying situations are of major significance.**
- Dan Olweus Bullying At School



Parenting & Aggression

- **The emotional attitude of primary caretaker, especially the mother. A negative attitude, characterized by lack of warmth and involvement, increases aggressive behavior.**
- **Permissive, tolerance of aggressive behavior, leads to more aggressive behavior. Parents need to set clear limits regarding aggressive behavior.**

■ Dan Olweus *Bullying At School*



Parenting & Aggression

- **“Too little love & care and too much freedom” in childhood contribute to the development of aggressive reaction patterns.**
- **The use of “power-assertive” child-rearing methods such as physical punishment and violent emotional outbursts... “Violence begets violence.”**

■ Dan Olweus *Bullying At School*



Parenting & Aggression

- **The temperament of the child... “hot-headed” is more likely to develop into an aggressive youngster. Too much tolerance of this behavior, coupled with poorly defined limits on which behavior is permitted and which is not and physical methods of child-rearing create more aggressive and dependent children.**





IMMEDIATE INTERVENTION

- **If a bully is allowed to get away with small acts of aggression, misbehavior will escalate.**
- **The key to intervening successfully is to gain awareness into what behaviors are bullying behaviors.**



Bullying Versus Play

- **The difference lies in the relationship between the bully and the victim, and the intent of the interaction.**
- **In play, children usually do not use their full physical strength, whereas the bully often does.**



Bullying Versus Play

- **Children often regroup after they play, whereas they part ways following bullying.**
- **Children often choose their roles and engage in role reversal (good guy, bad guy), whereas in bullying roles often remain stable.**
- **Victims of bullying do not voluntarily participate in activities in which there is an imbalance of power.**



Common Bullying Locations

- **Bullying does occur away from school, especially on the school bus but this is less common than bullying within the school setting.**
- **A major predictor of where bullying occurs in unsupervised and unmonitored time.**
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Common Bullying Locations

- **Common locations include hallways, classrooms, rest rooms, playgrounds, cafeterias, locker rooms, and bus loading zones.**
- **Obtain a map of your school and use three different colors of thumb tacks to designate areas where victims have been bullied, areas where students have witnessed bullying, and areas where students feel safe.**



Adult Beliefs That Maintain Bullying

- **Bullying is a normal part of childhood.**
- **Children must be socialized to respect others, treat others kindly, and realize that hurting is inappropriate.**
- **Children outgrow bullying.**
- **Unless action is taken by adults or influential peers, bullying continues and in many cases escalates into violence, delinquency, or criminal behavior.**
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Adult Beliefs That Maintain Bullying

- **Some children are born rough.**
- **Bullying behavior is learned and maintained in the social situation and can be stopped there as well.**
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Adult Beliefs That Maintain Bullying

- **Frustration at school causes bullies to behave aggressively. School difficulty typically follows the aggressive behavior, not precede it.**
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Adult Beliefs That Maintain Bullying

- **It is pointless to intervene because they can't change the way bullies are treated at home.**
- **They can learn to be non-aggressive at school. When children form a bond to the school community and perceive the school community as supportive, they are less likely to respond aggressively.**
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Adult Beliefs That Maintain Bullying

- **Intervening will only result in continued or increased bullying. The opposite is true. The more bullying is ignored, the more likely it is to occur.**
- **It is best to ignore bullying incidents. NO, this sends a message to continue doing it and sends a message to the victim that they are on their own and that teachers are insensitive.**
- **It is OK to intervene only once in a while. NO, they tend to continue or even accelerate their efforts.**
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Common Questions

- **What if I do not see the bullying incident but have a hunch that bullying may be occurring? Build trust with the victim and provide a safe place for him or her to disclose the bullying.**
- **Should I look for signs? Secondary symptoms include physical complaints, absenteeism, avoidance of activities, sadness, depression, or anxiety.**
- **What if I don't see the incident? Some bullies are adept at secretive mischief and act out when others are not observant. Look for signs of aggression.**



Types of Bullies

- **The Aggressive Bully:**
- **Most common**
- **Initiates aggression**
- **Characterized as fearless, coercive, tough, and impulsive**
- **Inclinations toward violence and desire to dominate**
- **Shows little empathy**
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Types of Bullies

- **Aggressive continued...**
- **Openly attacks victims**
- **Enjoys having control over others**
- **Sees victim's behavior as provocative regardless of the victim's intentions**
- **Views world through paranoid lens**
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Types of Bullies

Aggressive continued...

Pushing or hitting, threatening physical harm, stealing money, lunches, or materials, trapping victims in hallways or bathrooms

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Types of Bullies

- **The Passive Bully is**
- **Less common**
- **Tends to be dependent on the more aggressive bully**
- **Can be insecure and anxious**
- **Seeks the attention and acceptance of aggressive bully**
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Types of Bullies

- **Passive continued...**
- **May value the norm of aggression and violence**
- **Is likely to join in bully if sees bullying is rewarded**
- **Without bully, lacks a defined social status among peers**
- **Is referred to as a follower**
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Types of Bullies

- **Passive continued...**
- **Common behaviors are being present and supporting the aggressive bully's actions, copying the actions of aggressive bully, using indirect methods to bully such as a name calling and shunning, typically not initiating aggressive behavior without aggressive bully's presence.**

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Types of Bullies

- **The Relational bully is**
- **Most common among females**
- **Is effective in girls' social groups**
- **Often attempts to gain social status and power through the exclusion of others**
- **Intentionally isolates peers from social activities and events**
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Types of Bullies

- **Relational continued...**
- **When upset with a peer, “gets even” by excluding the person from the peer group**
- **Manipulates social relationships to get something**
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Types of Bullies

- **Common behaviors are:**
- **Spreading rumors or lies about a peer**
- **Attempting to get others to dislike the peer**
- **Excluding others from social activities on the play ground, lunch table, or during after-school events**
- **Threatens not to be friends with a peer unless the peer does what the bully wants**
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Impact of Victimization

- **Effects on the victim include:**
- **Illness**
- **Decrease in school performance**
- **Absenteeism**
- **Truancy**
- **Drop out**
- **Peer rejection**
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Impact of Victimization

- **Fear and avoidance of social situations**
- **Feelings of alienation and loneliness**
- **Stress**
- **Inability to sleep**
- **Low morale**
- **Poor self-confidence and self-esteem**
- **Bed wetting**
- **Depression**
- **Thoughts of or completed suicide**
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Types of Victims

- **Passive**
- **Are the most frequent**
- **Feel abandoned and isolated**
- **Feel more nervous, anxious, and insecure than their peers**
- **Are cautious, sensitive, and quiet**
- **Often lack physical skills in comparison to bullies.**
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Types of Victims

- **Passive**
- **Have low self-esteem and may seem themselves as unattractive failures**
- **Often do not share a solid friendship with a single child in their class.**
- **Often display emotional outbursts (crying)**
- **Display weak behaviors**
- **Overprotective relationship with parents, especially mothers**
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Types of Victims

- **Provocative Victims**
- **Are less common than passive**
- **Set out deliberately to provoke the bully, choosing this behavior over being ignored**
- **Are more active, assertive, and confident than passive victims**
- **Are sometimes described as reactive bullies.**
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Types of Victims

- **Provocative continued...**
- **Create management problems within the classroom**
- **Engage in distracting behaviors that may provoke irritation and tension, resulting in negative reactions from others**
- **May engage in this behavior to get the attention of the rest of the class in an inappropriate attempt to gain acceptance**
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Types of Victims

- **Provocative continued...**
- **Are at higher risk for negative developmental outcomes (peer rejection and suicide)**
- **Are unpopular among peers but often do not suffer from low self-esteem**
- **May associate with bullies to increase their social status**
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Types of Victims

- **Provocative continued...**
- **Often receive positive reinforcement from bullies and peers through attention**
- **May learn aggressive strategies by modeling the bullies' actions and employ these tactics with their more vulnerable victims**
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Types of Victims

- **Relational Victims**
- **Are frequently female**
- **Are usually not physically threatened or abused**
- **Are excluded from meaningful peer interactions and peer social activities**
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Types of Victims

- **Relational continued...**
- **Are hurt by indirect aggression in the form of social manipulation**
- **Are often overlooked because of indirect nature of bullying**
- **Are more common as children age and develop verbal skills**
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Types of Victims

- **Bystander Victims**
- **Witness the act of bullying**
- **Tend not to tell an authority figure for fear they will be bully's next target**
- **Experience fear and apprehension, especially if bullying goes unpunished**
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Types of Victims

- **Bystander continued...**
- **Often feels helplessness, sadness, guilt for not doing anything to stop it**
- **Experiences “Catch 22” and may carry guilt for years**
- **Can develop “learned helplessness”**
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Interventions with Bullying

- **Establish a working relationship with bullies**
- **Understand that actions indicate a need for attention, revenge, power**
- **Consider your thoughts, feelings, and attitudes**
- **Stay calm**



Interventions with Bullying

- **Balance support and firmness**
- **Allow the bully to talk and share his or her perspective**
- **Make a commitment to yourself and the bully**
- **Be aware that bullies often believe they are singled out and treated unfairly**



Interventions with Bullying

- **Let the student know he or she is important and deserves your help to learn new skills**



Interventions with Victims

- **Create an “open-door” policy**
- **Take action against all levels of bullying**
- **Intervene immediately with bullies**
- **Provide follow-up support**
- **Teach social skill (emotional awareness, self presentation, friendship-making, conflict resolution, assertiveness, interpersonal communication)**



Interventions with Victims

- **Passive**
- **Provide social support and help them become active in changing the bullying-victim interaction**
- **Establish a victims anonymous group**
- **Identify behaviors or characteristics that elicit bullying acts and facilitate change**
- **Help build confidence and self-esteem**



Interventions with Victims

- **Provocative Victims**
- **Help them understand how they see the bully and what they hope to gain**
- **Help victims recognize consequences of their actions**
- **Explore other ways victims could interact with bully**
- **Help them recognize their strengths and how to use them in a more positive way**



Interventions with Victims

- **Relational Victims**
- **Acknowledge this is bullying**
- **Do not tolerate rumors or telling stories**
- **Gain support from other classmates**
- **Take a stand**



Interventions with Victims

- **Bystander Victims**
- **Help them recognize feelings of discomfort and give permission to act on these feelings**
- **Encourage bystanders to get off sidelines**
- **Help witnesses join forces to confront bully and protect victim**



Victim Responses to Bullying

- **Avoiding or Ignoring Conflict**
- **Non-victim responses**
- **Avoid giving bully an emotional payoff**
- **Be physically and verbally assertive, not aggressive**
- **Do something unexpected**
- **Strengthen existing friendships and make new friends**



Victim Responses to Bullying

- **Counter aggression**
- **Helplessness**
- **Nonchalance**



School-Wide Interventions

- **IMPLEMENTATION STRATEGIES: Organize a School Committee of administrators, grade level teachers, counselors, parents, students**
- **Conduct the school climate survey**
- **Analyze the results**
- **Analyze your discipline reports**
- **Share the results with staff, students, parents**



School-Wide Intervention

- **IMPLEMENTATION STRATEGIES: Conduct staff development for ALL staff, paying particular attention to those locations where the most bullying was reported**
- **Analyze your teacher density/location of bullying and determine if increased supervision is possible**
- **Conduct a parent workshop**



School-Wide Interventions

- **IMPLEMENTATION STRATEGIES: Analyze your student handbook regarding bullying behavior**
- **Establish clear rules for behavior. These should be spelled out in the student handbook**



School-Wide Interventions

- **IMPLEMENTATION STRATEGIES: Hold class meetings to present and discuss the rules:**
- **We shall not bully other students.**
- **We shall try to help students who are bullied.**
- **We shall make a point to include students who become easily left out.**



School-Wide Interventions

- **IMPLEMENTATION STRATEGIES:** Establish clear sanctions when the rules are broken. Have a serious talk with the bully that conveys the message “We do not accept bullying in our school and will see that it does not continue.” If more than one student is involved in the incident, talk to them individually.
- Talk to the parents of both victims and bullies



School-Wide Interventions

- **IMPLEMENTATION STRATEGIES: Use praise for appropriate behavior**
- **Have grade level teachers select the lessons they will use to strengthen their teaching of pro-social skills**
- **Conduct the school climate survey annually and revise your plans**



Bully Buster Curriculum

- **K-5 PROGRAM FOUNDATIONS**
- **Chapter 1 – Components for Success**
- **Chapter 2 – Emotional Intelligence & Developmental Assets**



Bully Buster Curriculum

- **LEARNING MODULES**
- **Module 1 – Increasing Awareness of Bullying**
- **Module 2 – Preventing Bullying in your Classroom**
- **Module 3 – Building Personal Power**
- **Module 4 – Recognizing the Bully**



Bully Buster Curriculum

- **LEARNING MODULES**
- **Module 5 - Recognizing the Victim**
- **Module 6 – Recommendations & Interventions for Bullying behavior**
- **Module 7 – Recommendations & Interventions for Helping Victims**
- **Module 8 – Relaxation & Coping Skills**



Bully Buster Curriculum

- **APPENDIX**
- **A – Classroom Interaction & Awareness Chart**
- **B – Teacher Inventory of Skills and Knowledge – Elementary**
- **C – Bully-Victim Measure**



Bully Buster Curriculum

- **6-8 Introduction – Implementation**
- **LEARNING MODULES**
- **Module 1 – Increasing Awareness of Bullying**
- **Module 2 – Recognizing the Bully**
- **Module 3 – Recognizing the Victim**



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- **Module 4 – Taking Charge: Interventions for Bullying Behavior**
- **Module 5 – Assisting Victims: Recommendations & Interventions**
- **Module 6 – The Role of Prevention**
- **Module 7 – Relaxation & Coping Skills**



Bully Buster Curriculum

- **APPENDIX A – Additional Classroom Activities**
- **APPENDIX B – Teacher Inventory of Skills & Knowledge**
- **APPENDIX C – Scoring the Inventory**
- **APPENDIX D – Classroom Intervention & Awareness Chart**



System-Wide Issues

- **Who are the power people in your building administratively?**
- **Who are the power people in your building regarding the curriculum?**
- **Who are the power people in your district?**
- **Who are the power people among your parents?**



System-Wide Issues

- **For system change to occur, you must have a critical mass of adults and students committed to that change.**
- **Staff development is an investment in that change process**
- **You must have a system of accountability that involves staff and students**
- **Resources within the system must be coordinated.**