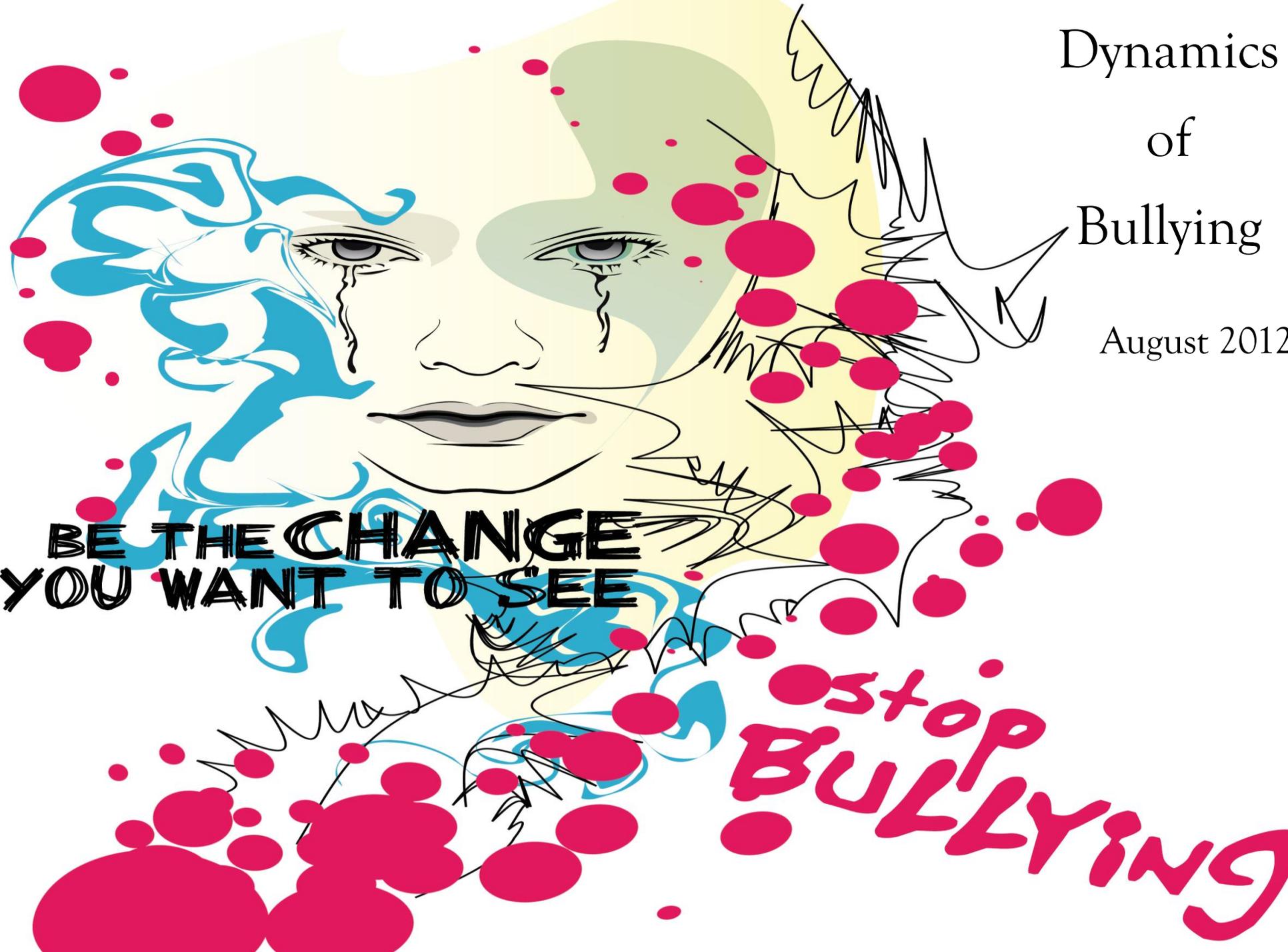


Dynamics
of
Bullying

August 2012

**BE THE CHANGE
YOU WANT TO SEE**

Stop
BULLYING



TEXAS

- Passed in the Texas 2011 Session:
- SB 407 - Requires the Texas School Safety Center to develop programs that address “sexting” (sexually explicit material or photos sent by text message), and better responses to incidents of bullying and “cyberbullying” (bullying through the Internet).
- SB 471 and HB 1942 - Starting in 2012-2013 - Expands the requirements on school districts to address bullying and harassment, such as **parental notification**, programs for students and staff, providing **counseling to bullies and victims** and **protecting those who report bullying**. Charter schools also are required to adopt a policy on sexual abuse starting this year.
- HB 1942 - Expands the definition of bullying and allows school districts to transfer the bully to another classroom or campus within the district.
- HB 1386 - Requires the development of **intervention and prevention programs** to train school staff to recognize potential suicide victims, to include those students targeted by bullies.



Bullying toughens you up.

MYTH

Kids learn to be bullies from watching others who believe that you have to treat others aggressively in order to succeed in getting what you want.

FACT

When adults intervene in bullying, it makes matters worse.

MYTH

**Beliefs About Bullying:
Fact or Myth?**

Dynamics of Bullying:

Prevention and Intervention Tips for Adults and Parents



Why Talk About

BULLYING

- Is encountered by the majority of students.
- Can cause serious harm to its victims.
- Has been associated with victims' acts of extreme violence against themselves and others in recent years.
- Can be stopped.

Dynamics of Bullying

DEFINITION

Bullying is aggressive behavior or intentional harm-doing, carried out repeatedly over time and occurring within a relationship characterized by an imbalance of power. Bullying takes many forms, including the following:

- ▮ Physical bullying – physical acts of aggression such as hitting, kicking, tripping or pushing
- ▮ Verbal bullying – threats of physical bullying, name-calling or other insults, making faces or obscene gestures, graffiti on lockers or bathroom walls
- ▮ Relational bullying – spreading rumors, intentional exclusion of others, passing of harmful notes about another person
- ▮ Cyberbullying – the spreading of harmful information or lies about others through e-mail, online chats or blogs, text messages, cell phones or cameras
- ▮ Sexual bullying – unwanted touching, obscene gestures or comments made about a person's body, body type or physical features.



Bullying is violence

Violence is any mean word, look, sign, or act that hurts a person's body, feelings, or things.

Characteristics of a bully

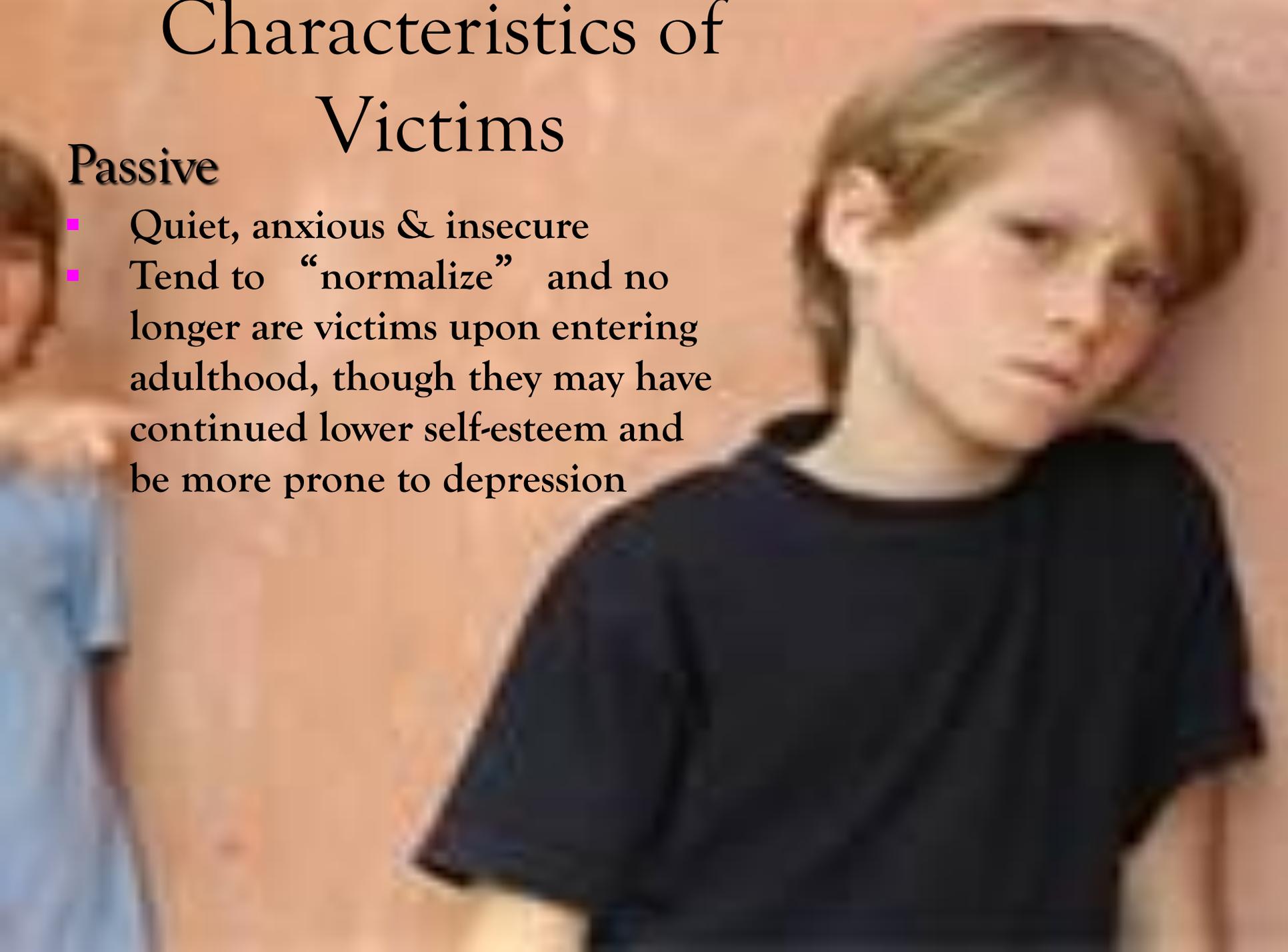
- High self-esteem
- May be popular
- More likely to engage in other problem behaviors later in life, such as criminal activity or alcohol or other drug abuse



Characteristics of Victims

Passive

- Quiet, anxious & insecure
- Tend to “normalize” and no longer are victims upon entering adulthood, though they may have continued lower self-esteem and be more prone to depression



Characteristics of Victims

Provocative

- Reactive, clumsy, impulsive, irritating
- Attempt to fight or answer back when attacked, but not effectively
- Often hyperactive, have difficulty concentrating and act in ways that irritate others



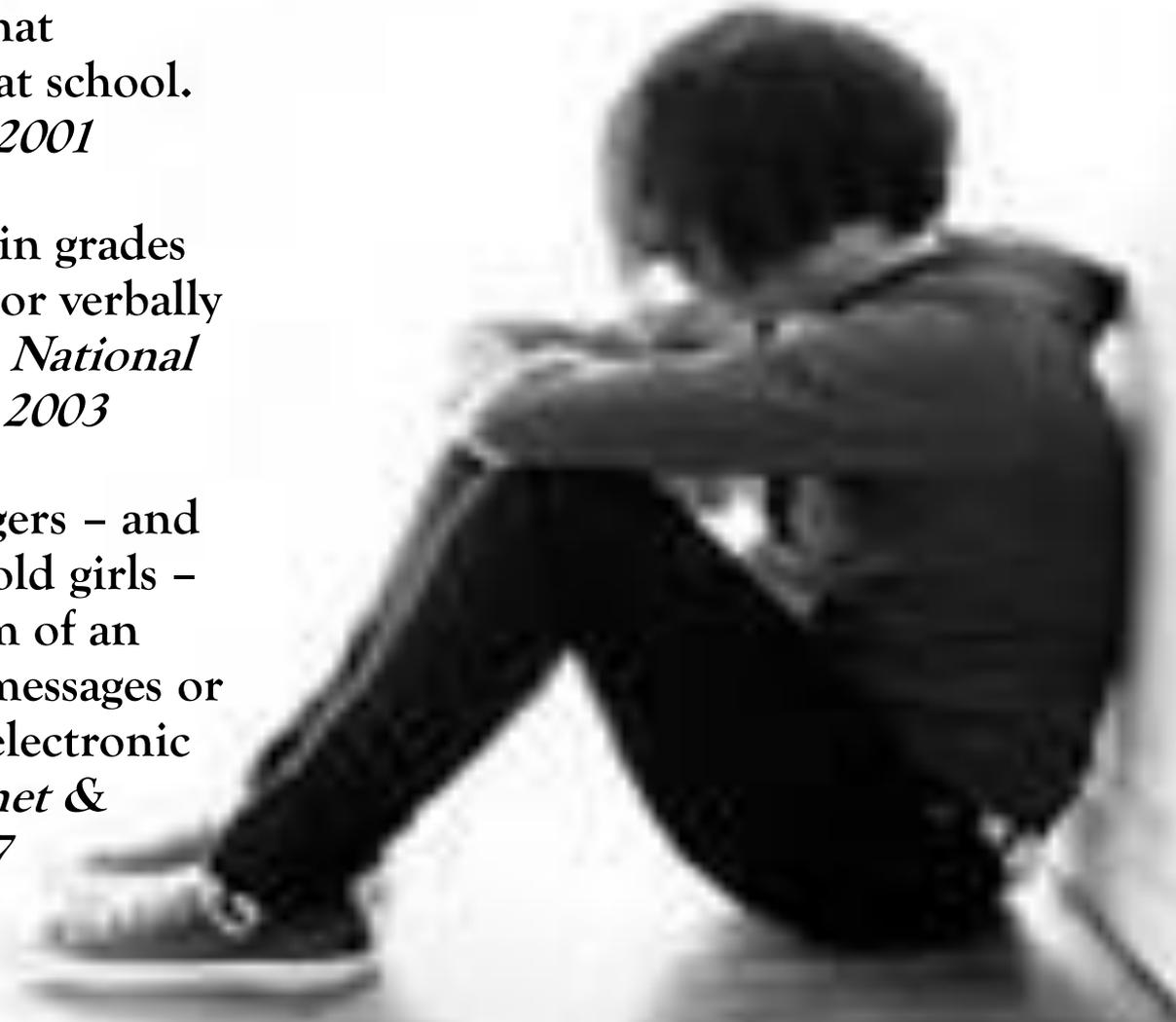
Effects of Bullying

- Physical Effects
 - Stomach aches
 - Weight loss/gain
 - Headaches
 - Drop in grades
 - Drug or alcohol use
 - Sexual activity
 - Physical aggression
 - Suicidal
 - Homicidal
- Emotional Effects
 - Alienation
 - Low self-esteem
 - Insecurity
 - FEAR
 - Depression
 - Withdrawn
 - Aggression
 - Anger
 - Vengeful



Key Facts & Statistics

- More than half of children between the ages of 8 and 11 – and 70% of kids in the middle grades – say that bullying is a “big problem” at school. *Kaiser Family Foundation, 2001*
- Nearly 1.5 million students in grades 6-10 report being physically or verbally bullied at least once a week. *National Crime Prevention Council, 2003*
- Roughly one in three teenagers – and nearly half of 15- to 17-year-old girls – say they have been the victim of an online rumor, threatening messages or other forms of bullying via electronic communication. *Pew Internet & American Life Project, 2007*



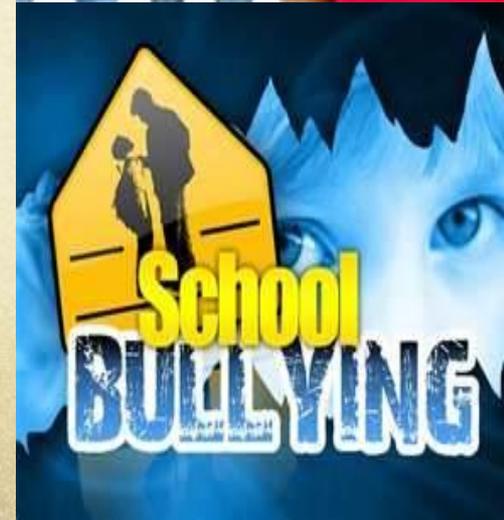


Key Facts & Statistics

- Only 30% of students who had witnessed or been the target of bullying said teachers intervened “often” or “always” – contrasted with up to 85% of teachers who described themselves as doing so. *Yorber & Kern, 2003*
- Among the small percentage of high school freshmen who said they had told an adult about witnessing or being the target of bullying, nearly two-thirds said the result was “nothing changed” or “things got worse.” *National Association of Secondary School Principals, 2001*

Contributing Factors Associated with Bullying

- Family Factors
 - Lack of attention and warmth
 - Modeling of aggressive behavior at home
 - Poor supervision
- Individual Factors
 - Active, impulsive personality
 - Lack of empathy for others
 - Craves attention and approval from others
- Schools
 - School climate is perceived as uncaring or indifferent
 - Teachers/staff unaware or unclear of bullying definitions or how to respond





Young people who bully are more likely to:

- Dislike and do poorly in school than other students,
- Are at higher risk for fighting, vandalism, substance abuse and other antisocial behavior.
- May be coping with a loss
- May have an active and impulsive temperament
- May be victims of bullying/abuse
- Vandalize and or steal property
- Substance and tobacco use
- Truancy
- May see violence modeled at home or elsewhere in their lives
- May be seeking attention
- Need to make themselves feel more important
- Need a particular reaction from the other members of the group
- They believe their behavior is exciting and makes them more popular

Bullying and gender

Boys

- Tend to be physically aggressive
- May be more accepting of bullying than girls
- Are more likely to both bully and be bullied than girls

Girls

- Tend to bully other girls indirectly through peer groups. Rather than bully a target child directly, girls more often share with others hurtful information about the targeted child
- Girls experience sexual bullying more often than boys (for example, spreading rumors about sexual activity or being targeted as the recipient of sexual messages).

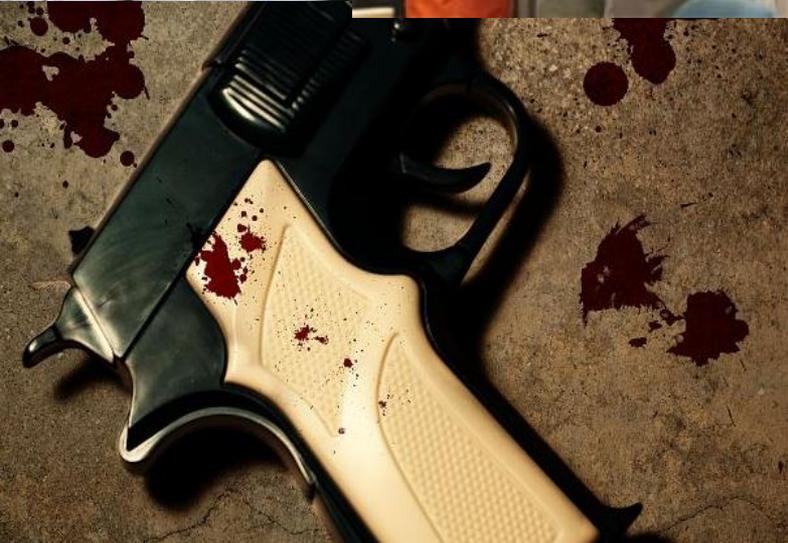


Young people who bully are more likely to:

Chronic bullies seem to maintain their behaviors into adulthood. In one study, two-thirds of boys identified as bullies in grades 6-9 had at least one criminal conviction by age 24, and 40% had three or more arrests by age 30.

National Youth Violence Prevention Resource Center





71%

of school shooters
had been victims of
bullying.

Enabling

Is unwittingly protecting a person from the consequences of their actions out of a sense of love, compassion, fear, or survival instinct

Entitlement

Is the belief that it is our right to use violence or threats of violence to express feelings, meet needs, or satisfy wants.

Tolerance

Occurs when violence is accepted as the norm by adults or young people who ignore, rationalize, or minimize incidents of violence.



The attitudes, perceptions and behaviors of parents, teachers, coaches and other adults both contribute to and reinforce bullying among children and youth.

Adults are inclined to “blame the victim,” or explain away bullying as a normal part of growing up — and even model disrespectful or bullying behavior themselves, at home, in the classroom or on the playing field.

Only 25-35% of students who had experienced bullying said teachers intervened “often” or “always” — contrasted with up to 85% of teachers who described themselves as doing so. And among the small percentage of high school freshmen in a nationwide survey who said they had reported witnessing or being the target of bullying, nearly two-thirds said the result was “nothing changed” or “things got worse.”



Differentiating Bullying from Normal Peer Conflict/Mean Behavior

Normal conflict/mean behavior

- Equal power or are friends
- Happens occasionally
- Accidental
- Not serious
- Equal emotional reaction
- Not seeking power
- Remorse-will take responsibility
- Effort to solve the problem

Bullying

- Imbalance of power
- Repeated negative actions
- Intentional
- Physical or emotional harm
- Unequal emotional reaction
- Seeking control/material things
- No remorse-blames target
- No effort to solve the problem

How far should things go before bullying behavior is addressed?

Bullying behaviors should be addressed before it interferes with the health, academics or learning process of a student.





1st day of a new
school.

The average
bullying behavior
lasts only 37
seconds.

Teachers notice and
intervene in only 1
out of 25 episodes.

Occurs at least 2 -
3 times per month.



Bullying can be:

DIRECT

Face to face

Verbal

Insults, putdowns,
teasing, harassment

Physical

Shoves, pushes, hitting,
assault

Psychological

Rolling eyes, dirty looks, uttering threats, extortion

Bullying can be:

INDIRECT

Behind someone's back

Exclusion

Leaving out
Shunning

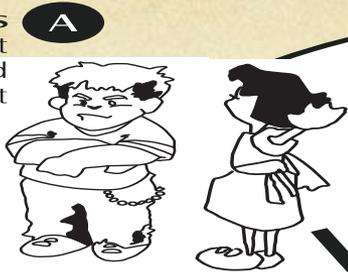
Relational Aggression

Telling people not to be friends
with a victim

Gossip

Lowering people's opinion
About the victim

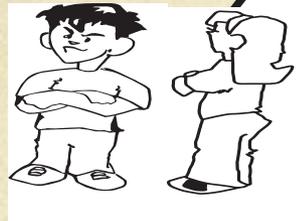
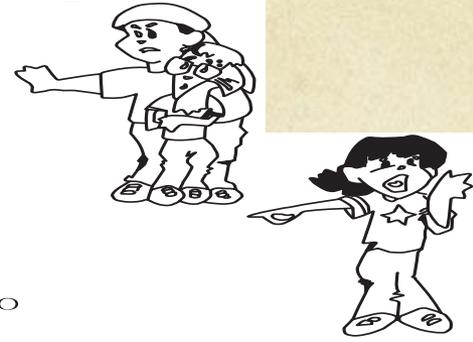
Bully/Bullies
Plan and/or start
the bullying and
take an active part



A

G

Resister, Defender, Witness
Actively resists, stands up to
the bully, speaks out against
the bullying

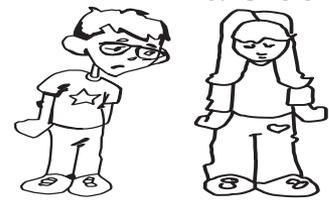


B

Henchmen
Take an active part
but do not plan or
start the bullying

T

The Targets
The ones who
are bullied



C

Active Supporters
Cheer the bully on and
and seek social or
material gain



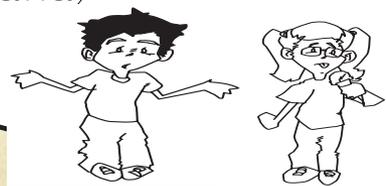
D

Passive Supporters
Enjoy the bullying but do
not show open support



E

Disengaged Onlookers
Observe; 'none of my business';
turn away



F

Potential Witnesses
Oppose the bullying
know they ought to help,
but do not act

An adaptation of **The Bullying Circle**

by Dan Olweus, PhD

used with permission



Students who witness bullying can be deeply affected.

- They may feel angry and helpless because they don't know what to do.
- They may worry about becoming a target themselves.
- They may feel guilty for not taking action.

Even students who initially sympathize with or defend victims may eventually come to view bullying as acceptable if it is tolerated or shrugged off by responsible adults.

Over time, ignoring — or being ignorant of — bullying behavior will result in a social climate that fosters

- disrespect,
- fighting,
- truancy and
- other social and learning problems in all students.



A vertical word cloud on a blue background. The word 'Bullying' is the largest and most prominent. Other visible words include 'abuse', 'power', 'victim', 'may', 'involve', 'social', 'one', 'may', 'victim', 'involve', 'social', 'one'.

Bullying

Peer Mediation is not Effective in Situations of Bullying.

1. Bullying is not a conflict, but is abuse.
2. There is not a question of “some right” and “some wrong” on both sides.
3. The “playing field” or balance of power, is not level.
4. Adults need to claim responsibility.

The majority of students in a school fall into the category of bystander or witness rather than bully or victim, and yet it is the bystander who is most ignored in research and least addressed in anti-bullying programs.

Consideration of these students is crucial to the development of a strong anti-bullying plan because they are the majority, and they are the students who are most likely to be won over to creating change.



Working Together....

Bullying is everybody's problem



b **Bullying hurts all of us**

- Being bullied can lead to depression
- Bullies don't always outgrow bullying
- Bullied students often avoid school
- Feeling unsafe makes learning difficult

© 2007 2008

***...We Can Build a
Community of Respect***

How can Adults assist victims of bullying?

1. Take victims of bullying seriously.

- They may be very upset and not show it.
- Talk privately so they feel safe, while observing Youth Protection standards, and let them know it's not their fault.
- Bullying situations are not appropriate for mediation sessions, where youth work things out themselves.
- Interview bystanders if the bullying happened during an activity.



2. Help victims of bullying communicate with others and seek additional help.

- Encourage them to talk to their parents, and offer to help them do this if they want you to.
- Be aware that some youth may not believe their parents will be sympathetic. Some aggressive parenting styles could be seen as bullying as well.
- ***If a young person confides in you, and you believe he is in danger from others, or is contemplating hurting himself or others, take immediate steps to get him help, in accordance with Youth Protection policies.***



Bullying
Awareness

3. Help victims develop coping strategies, **but be sure they know it is not their fault for being bullied, even if these don't work:**

- Use the *buddy system*.
- If bullied with insults, ignore them, tell them to stop, or use humor. Then walk away.
- If in danger of physical assault, call for help, get away, tell an adult. Don't make threats or fight back.
- Be alert and remember details.

4. Recognize some of the red flags that an individual may be a victim of bullying:

- Frequent absences
- Avoidance of peers
- Nervousness
- Unexplained anger and resentment
- Feeling sick to avoid things
- Avoidance of group restrooms
- Cuts and bruises



How can Adults and parents redirect individuals who bully others?

1. Stop bullying immediately.
 - Intervene immediately so that it does not escalate.
 - Identify specific behavior you observed, and emphasize that the bullying behavior is unacceptable.
 - Make it clear that you will address the issue further in private, to allow those who bullied to save face and to increase the chances that they will be receptive to your redirection.



How can Adults and parents redirect Individuals who bully others?

2. Hold individuals who have bullied others accountable for their actions.

- Stress that the behavior is not acceptable, and that they are fully responsible for their choices.
- Calmly impose consequences for bullying behavior, while communicating that you value the individual, but they must stop behaving aggressively.
- Encourage apologies, but do not set up a mediation session as this could be intimidating for victims.
- Be alert for the individual who stops bullying when adults are around, then continues bullying when alone with victims.

How can Adults and parents redirect individuals who bully others?

3. Avoid labeling *bullies*

- when addressing individuals who have engaged in bullying behaviors directly and
- when referring to them while speaking to their parents and others.
- Talk about the specific unacceptable behaviors instead.



How can Adults and parents redirect individuals who bully others?

4. Notice appropriate behavior.

- Youth who are trying to change for the better often continue to receive feedback only about their negative behavior.
- Sandwich feedback about how to improve between genuinely positive comments.
- Don't be tempted to negate compliments by saying, "Why can't you always behave this way?"



How can Adults and parents redirect individuals who bully others?

5. Help the individual discover *replacement behaviors* to engage in instead of bullying.

- Give the individual leadership roles, and provide immediate feedback about what they do well.
- Tell the individual what you want them to do, not what you don't want.
- Encourage the individual to use their influence in positive ways.



How can Adults and parents redirect individual who bully others?

- 6. Help individual who bully develop empathy.**
 - Encourage participation in service activities that foster empathy for people who are different from them.
 - Discuss the feelings of characters being bullied in movie clips.



SAMPLE HIERARCHY OF CONSEQUENCES

Level 1 Behaviors

- Pushing/kicking/hitting
- Spitting
- Gossiping/spreading rumors
- Embarrassing/deceiving/playing a dirty trick on someone
- Mocking or mimicking
- Name-calling
- Dirty looks
- Taunting
- Teasing about clothing or possessions
- Threatening to reveal personal information

- Publicly challenging someone to do something
- Graffiti/defacing property or clothing

Consequences

Parent may be contacted + any of the following consequences:

- -Student will make verbal amends
- -Student will make written amends
- -Student will have lunch detention with teacher (2-7 days)

Pattern of Level One behavior may result in consequences for Level Two offenses and referral to intervention services.

Level 2 Behaviors

- Defacing property
- Stealing
- Demeaning acts that are not physically harmful
- Locking someone in a closed or confined space
- Ethnic slurs
- Setting someone up to take blame
- Public humiliation
- Excluding someone from peer-group activities
- Teasing about appearance
- Intimidating telephone calls
- Extortion
- Sexual or racial taunting

Level 2 Consequences

Parent will be contacted + any combination of the following consequences:

Loss of privileges including:

- -Off-campus lunch (1 week-2 months)
- -Computer use
- -Sports participation (in or out of season)

Making amends:

- -Repairing/cleaning/replacing an item
- -Writing a report on a pertinent topic
- -School/community service
- -After-school detention with teacher (1 day-2 weeks)

A pattern of Level Two behaviors may result in consequences for Level Three offenses.

Level 3 Behaviors

- Physical violence/inflicting bodily harm
- Threatening with a weapon
- Malicious exclusion or rumor-mongering
- Manipulating the social order to isolate or marginalize someone
- Verbal threats of aggression, violence and/or destruction of possessions
- Coercion or threats of using coercion against family or friends

Level 3 Consequences

Required parent conference with teacher and principal +any of the following consequences:

- Small-group or one-on-one intervention sessions (may include parents, administrators, counselors, teachers, peers)
- Short-term suspension
- Long-term suspension
- Expulsion

- Level One behaviors may be handled by a teacher or an administrator.
- Level Two and Three behaviors will be handled by the administration.
- Criminal behavior will be referred to law enforcement for further action.

Examples of Projects



Power Of One

NO place
for
HATE

I BELIEVE
IN...



POWER OF ONE
NO PLACE FOR HATE
PATH TO PEACE

Prevention/intervention strategies should focus on increasing empathy and support for those who are victimized by bullying, raising awareness of individual responsibilities, and encouraging action by the majority of children who do not approve of bullying.



GOALS

The goal is to transform schools into environments in which students experience being cared for, and caring for others; practice responsibility, fairness, tolerance, teamwork, understanding and respect for different points of view; and see themselves not as the “us” and “them” of in-groups and out-groups – but as part of an inclusive “we.”

- *Enhance or create* a culture of respect.
- *Celebrate* diversity
- *Empower* members of the school community to challenge all forms of bigotry.

Why Violence Prevention?

- Reduce bullying, name-calling and other expressions of bias
- Create a safer learning environment
- Promote unity and pride
- Live by the core value of respect for others.

Diversity Wall

Celebrating Diversity

Martin Luther King

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

Jimmy Carter

"We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams."

Robert Butler

"Walk a mile in my shoes and I'll walk a mile in yours."

Tykeisha Peoples

"Trust in me and I'll trust in you. Believe in me and I'll believe in you."

Anne Frank

"We all live with the objective of being happy; our lives are all different and yet the same."

Celebrating Diversity

Mikhail Gorbachev
"Peace is not unity in similarity, but unity in diversity."

Charles Evans Hughes
"When we lose the right to be different, we lose the privilege to do better."

Martin Luther King

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

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Anne Frank

"We all live with the objective of being happy; our lives are all different and yet the same."

Andressa Lins

"It's not important the color or the difference in a person. What is important is the decisions of the heart."

Franklin D. Roosevelt

"All of our people all over the country -- except the pure-blooded Indians -- are immigrants or descendants of immigrants, including even those who came over here on the Mayflower."





PEACE

It does not mean to be in a place where there is no noise, trouble, or hard work. It means to be in the midst of those things and still be calm in your heart.

Family Fun PEACE Balloon Launch
HOTDOGS BIKE RALLY

Celebrating
PATH to Peace
Bike Rally
Peacebuilders

MARCH 17, 2012
11-2PM

Invitation ONLY

Martin D. Denson
Post 6873

Participating Organizations:
VFW Martin Denson Post 6873
Safety City
Taylor County Child Welfare Board
Alliance A-TEAM
Regional Crime Victim Center
Guardians of the Children
Dyess AFB
TEAM CHIP

Other Elements:
SHARED USE ZONE sign
CHALLENGE banner
Bike rider on a path



EIGHT BEST PRACTICES

Based on research and observation, training and technical assistance for BPI participants, the following interrelated policies, strategies and investments as “best practices” in bullying prevention and intervention.

- Regularly assess the social climate in schools and other youth-centered environments.
- Make bullying prevention an integral and permanent component of the school environment.
- Establish and enforce school rules and policies related to bullying.
- Provide ongoing training for school staff, and increase adult supervision in locations identified as “hot spots” for bullying.
- Form a team responsible for coordinating bullying prevention efforts.
- Garner the support of school staff, parents and other key partners.
- Give young people an active and meaningful role in bullying prevention efforts.
- Develop cultural competency strategies, skills and programs that are inclusive and enhance communication and relationship building.

How can Adults create an antibullying culture?

1. Be a role model.

- Remind adults in the unit that individual may model them when they gossip, ridicule, or use physical, verbal, or passive aggression to solve problems.
- Remind yourself that individuals are watching and modeling you as well.

2. If you see any bullying, stop it right away.

Bullying relationships are often maintained by a lack of action on the part of authority figures and bystanders.

3. If you suspect bullying is happening

- Talk individually to gain more information.
- **Provide a constant adult presence.**

4. Establish an open-door policy for individuals to discuss incidents of bullying that they have experienced or witnessed.

5. Talk to the bystanders individually.

- If they did not help the victim, help them recognize what they could do if it happens again, *emphasizing that they should go for help if they do not feel safe intervening directly.*
- If they tried to help, let them know you admire their efforts, even if they were not completely successful.
- Be even-handed in your investigation.

Facilitate a discussion with the adults in leadership roles and the youth.

- Review kinds of bullying and how individuals may be impacted.
- Ask for volunteers to share their insights about bullying in school, neighborhood, home, and in other settings.
- Review what everyone should do if they are being bullied, if they see others being bullied, or if they realize that they are bullying others. Talk about how to stand up for victims of bullying when they are a bystander.
- Ask the group to brainstorm ways to communicate to the youth that bullying is unacceptable and how to stand up for individuals being bullied.
- Encourage the group and the youth to make a promise to stand with anyone they see being harassed or bullied.

