

Addressing Bullying:

A Key to Student Achievement

Cindy Kelly, Attorney
Kansas Association of School Boards

Bullying: New State Legislation

- By January 1, 2008, boards of education must
 - Adopt a policy to prohibit bullying
 - On school property
 - In a school vehicle
 - At a school-sponsored event or activity
 - Adopt and implement a plan to address bullying
 - Provide anti-bullying policy training and education to staff and students

Bullying: New State Legislation

- Bullying means
 - Any intentional gesture or any intentional written, verbal or physical act or threat that is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:

Bullying: New State Legislation

- Bullying means any intentional . . . that a reasonable person, under the circumstances, knows or should know will have the effect of:
 - Harming a student or staff member, whether physically or mentally
 - Damaging a student or staff member's property
 - Placing a student or staff member in reasonable fear of harm to themselves
 - Placing a student or staff member in reasonable fear of damage to their property

Bullying: New State Legislation

- Bullying means
 - Any form of intimidation or harassment prohibited by the board of education in policies concerning bullying

Bullying, Intimidation, Harassment

- Nothing in this law requires the affected student to actually possess a characteristic that is the basis for the bullying, intimidation or harassment.
- Our typical notions of harassment are based on laws that prohibit discrimination based on particular characteristics such as sex, race, color, national origin, disability, age or religion.

Bullying is not a new phenomenon. What is new is the growing awareness that bullying has serious consequences for both students and schools.

Schoolwide Prevention of Bullying
(NWREL 2001)

Bullying: The Key Concepts

The majority of definitions proposed by researchers and practitioners incorporate the following key concepts:

- ❑ Bullying involves intentional, and largely unprovoked, efforts to harm another.
- ❑ Bullying can be physical or verbal, and direct or indirect in nature.
- ❑ Bullying involves repeated negative actions by one or more against another.
- ❑ Bullying involves an imbalance of physical or psychological power.

Verbal Bullying

- Verbal abuse is the most common form of bullying used by both boys and girls.
- 70% of reported incidents of bullying
- Easy to get away with without detection

“Sticks and stones may break my bones, but words will never hurt me” is a lie.

Barbara Coloroso
The Bully, the Bullied and the Bystander

Physical Bullying

- Most visible and readily identifiable form of bullying
- Accounts for less than 1/3 of the reported incidents

Relational Aggression

- Involves attacking the social relationships of people and hurting their self esteem.
- Subtler than other forms of bullying
- Involves behaviors such as
 - ❑ Manipulating relationships with peers
 - ❑ Spreading rumors
 - ❑ Withholding friendships,
 - ❑ Ignoring, ostracizing, directing others not to associate, giving the silent treatment
 - ❑ Gossiping

Bullying can be a crime

Bullying behavior is an integral part of a much larger continuum of violence.

To Reduce & Prevent Violence
BEGIN HERE

↓
THREATS
TRASH TALK
BULLYING

INSULTS
PUT DOWNS

FIGHTING
SEXUAL HARASSMENT
STEALING
DRINKING & DRUGS
WEAPONS
VANDALISM
HATE CRIMES
GANGS
HOSTAGES
RAPE
MURDER
SUICIDE

VIOLENCE CONTINUUM

HOT ISSUES IN EDUCATION

- A recent survey by *U.S. News and World Report* asks Americans to rank the issues they considered the most important to deal with in education today.
 - Teaching Values and Discipline– 26.0%
 - Drug Safety– 24.9%
 - Safe Schools– 12%
- The above issues total to 62.9%
- What's missing?

Myth or Fact

- Children who bully are loners.
 - Myth - Research tells us bullies tend to have a following of peers and normal self-esteem
- All children can get bullied, even if they look "normal".
 - Fact - All children can potentially be victims.

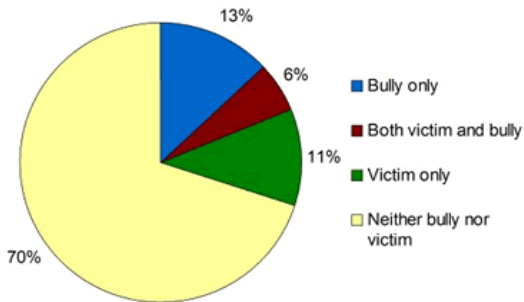
Myth or Fact

- Most adults think bullying is the same as normal peer conflict.
 - Fact - Bullying can often be difficult to discern from rough play or normal conflict.
- Only a small number of children are affected by bullying.
 - Myth - Just about every student can be affected by bullying, either as a victim, the bully, or as a witness.

Myth or Fact

- Parents can help prevent bullying by becoming involved in their child's schooling.
 - Fact - Many adults don't know about bullying. Many **parents** don't know what is going on at school. Many students believe adults will not intervene even if they do report the bullying behavior.
- Bullying happens mostly in plain sight of others.
 - Myth - Most bullying behavior occurs out of the sight of any adult.
 - However, bullying often occurs in the sight of peers.

Bullying by the Numbers



National Institute of Child Health and Human Development (1998)

Bullying by the Numbers

- 90% (9 of 10) of elementary school children have been subjected to physical or psychological bullying by their peers.
- 60% (6 of 10) of elementary school children have been bullies
 - Tarshis & Huffman, Stanford University 2007
- 50% (5 of 10) of elementary school children have been subjected to bullying by peers
 - Fifteen percent are bullies themselves
 - Lucas, NYU
 - 80% of students 8-12 reported being the victims of bullying; only 14% were traumatized by the incident
 - Hoover, Oliver and Thomson 1992

Bullying by the Numbers

- Bullying is most severe in grades 7-9, followed by grades 4-6.

Bullying by the Numbers

- The NEA reports that every day **6250 teachers** are threatened with bodily injury and 260 are physically assaulted.

Bullying by the Numbers

- Teachers can also be bullies.
 - **45% of elementary school teachers surveyed admitted to bullying students.** (Tremblow & Fonagy, 2005)
 - "Teacher bullying" is "using power to punish, manipulate, or disparage a student beyond what would be a reasonable disciplinary procedure."
 - There is a strong correlation between teachers who were bullied in their past and teachers who bully students.
 - **86% of alternative school students reported being physically maltreated in school by a teacher, and 88% reported at least one incident of adult psychological maltreatment.** (Whitted & Dupper, 2007)
 - **25% of teachers see nothing wrong with bullying or putdowns and intervene in only 4% of such incidents.** (Cohn & Canter, 2002)

Bullying by the Numbers

- Sixty-nine percent of students say schools do not respond effectively to bullying.
- In one study, teachers identified and intervened in only 4% of bullying incidents.
 - Bullying behavior is rarely detected by teachers and is even less frequently taken seriously.
 - Significant gap between actual incidents and perceptions.

Staff Intervention

- 40% of bullied students in the primary grades and almost 60% in the junior high school reported that teachers “*seldom tried to stop*” bullying behavior.
- 65% of bullied students in primary school said *their classroom teachers had not talked with them about bullying behavior.*

Staff

- **If you do not know--- it is bad.**
- **If you choose not to know—it is worse.**

Bullying by the Numbers

- In a recent study, only **25%** of students report that teachers intervene in bullying situations, while **71%** of the teachers **believe** they always intervene.
- Playground statistics -
 - Every 7 minutes a child is bullied.
 - Adult intervention - 4%
 - Peer intervention - 11%
 - No intervention - 85%
- **Bullying occurs once every 7 minutes.**
- On average, bullying episodes are brief, approximately **37 seconds long.**

Bullying and Antisocial Behavior

- Home environments often similar, differing only in degree
- Significant Difference
 - The behavior of bullies is seldom severe enough to lead automatically to peer rejection or academic failure.
 - The self-esteem of bullies tends to fall within the normal range.
 - This is not true of oppositional youth.

Types of Bullying

- Sexual or Homophobic Bullying
 - 75% of teens report that peers who are gay or thought to be gay are teased or bullied in their schools and communities
 - National Mental Health Association (2002). What does gay mean? Teen Survey

And Another - Cyber Bullying

- Old Technology

Cyberbullying

- Sending hate e-mail messages
- Creating websites to humiliate a victim
- Forwarding private e-mails without permission
- Posting an embarrassing photograph on the Internet
- Setting up polls or ratings on Websites
 - Fattest
 - Ugliest
 - Geekiest

Social Networks

- Most cyberbullying occurs totally off school grounds at sites such as:
 - MySpace.com
 - Xanga.com
 - Facebook.com

Cyberbullying: Pew/Internet Survey (2007)

Have these happened to you:	Yes	No
Someone taking a private e-mail, IM or text message and forwarding or posting it	15%	85%
Spreading a rumor online	13%	87%
Sending an aggressive email, IM or text message	13%	87%
Posting an embarrassing picture of you on-line without permission	6%	94%
Answered yes to any of the above	32%	68%

67% of teens said that bullying and harassment happens more offline than online.

Cyberbullying by the Numbers

- 2005 survey of 1,500 adolescents:
 - Over 1/3 reported being bullied on-line
- Recent studies suggest that anywhere from 20 to 40 percent of middle school and high school students have been the victim of at least one instance of on-line bullying
- 42% of students in grades 4-8 admitted to being harassed or bullied on-line (I-Safe America Survey)

Cyberbullying

- 30 % of teenage girls had been sexually harassed in a chat room
 - Only 7% told their parents
 - WHY?
- 86% could chat on-line without their parents' knowledge
 - Girl Scout Research Institute 2002

Cyberbullying: Worse than the Schoolyard?

- Bully can remain anonymous
- Can occur 24/7
- Victims humiliated in a worldwide venue
 - Not just word of mouth
 - Damaging text and images can be difficult to remove
- Reluctance to tell
 - Fear of having computer privileges revoked
 - Retaliation

Preventing Cyberbullying at School

- Update student code of conduct to clarify bullying or harassment by electronic means is covered
- Block access to problematic websites
- Control use of cell phones, especially in areas like locker rooms, restrooms or by swimming pools
- Have clear acceptable use policies for school computers
 - Periodically check computers for internet use

Cyberbullying Options

- Contact parents
- Contact ISP providers
- Legislation has been enacted in several states

Cyberbullying

- A student surreptitiously takes video footage of his teacher at school. The video is edited, graphics and a musical soundtrack are added and the video is posted on YouTube.com. The completed product contains:
 - Commentary on the teacher's hygiene and organization habits
 - A student standing behind the teacher making faces and putting two fingers up at the back of her head and making pelvic thrusts in her general direction.
 - A section entitled "Caution Booty Ahead" in which there are several shots of the teacher's buttocks as she walks away from the videographer and as she bends over.
 - *Requa v. Kent School District No. 415*, 2007 WL 1531670 (W.D. Wash. 2007)

The Players

- The Bully
- The Bullied (Victim)
- The Bystanders (Onlookers)

The Bully

- Has a role model
- Likes bullying and finds it exciting
 - Has a positive view of aggression
 - Excited by the victim's reaction
 - Enjoys being in control—likes to dominate and use others to get what s/he wants
 - Views weaker siblings or peers as prey
- Does NOT feel empathy for the victim
 - Concerned only with his/her own wants and pleasures, not the needs, rights of feelings of others
- Justifies his/her behavior
 - Uses blame, criticism and false allegations to project his/her own inadequacies onto the target
- Refuses to accept responsibility for his/her actions
- Seeks attention, equates fear with respect
- Low threshold for frustration

The Bully

- Contempt is the key
- Packaged with three apparent psychological advantages that allow kids to harm others without feeling empathy, compassion or shame:
 - A sense of entitlement—right to control, dominate, abuse
 - An intolerance toward differences—equates different with inferior; not worthy of respect
 - A liberty to exclude

Bullying is arrogance in action.

Why Do Children Bully?

- Frustration
- Rewarded by a sense of power
- Has been a victim of abuse
- Has been a victim of bullying
- Peer pressure
- Poor role models
- Conduct disorder

Familial Factors

- Substance or alcohol abuse by someone in the family
- Certain kinds of parenting behaviors toward the child
- Family violence
- Lack of warmth and involvement on the part of the parents
- Overly permissive parenting
- Lack of setting clear limits for child
- Lack of or inadequate parental supervision
- Harsh, corporal punishment
- Child maltreatment, such as sexual or physical abuse

Societal and Community Factors

- Bigotry
- Poverty
- Easy access to alcohol and drugs
- The prevalence of violence in the media and popular culture
- Some experts see bullying as an inevitable consequence of a culture that rewards perceived strength and dominance. "In corporate culture, in sports culture, in media, we honor those who win at all costs."

Media Influence

- 44% of the violent interactions on TV involve perpetrators who have some attractive qualities
- 61% of TV programs contain some violence; only 4% of these feature an anti-violent theme
- Nearly 75% of violent scenes on TV feature no immediate punishment for or condemnation of violence.

Influences

- Video games
 - Bully, the video game
- Peer norms
- Talk shows, shock jocks
- Reality TV

School Factors

- Degree of supervision
 - **You can observe a lot by watching!**
Yogi Berra
- Attitude toward bullying in the school
- A child's attitude toward and school performance

The Bully

- Aggressive bullies
- Bully Victims
- Passive bullies

Bullying by Gender

- Males are more likely to:
 - Bully both boys and girls
 - Be physically aggressive
 - Be more easily provoked by physical behavior
- Females are more likely to:
 - Be relationally aggressive with other girls
 - Be provoked by relational aggression
 - Experience cyberbullying (38% compared to 26% for boys in the Pew/Internet Survey 2007)

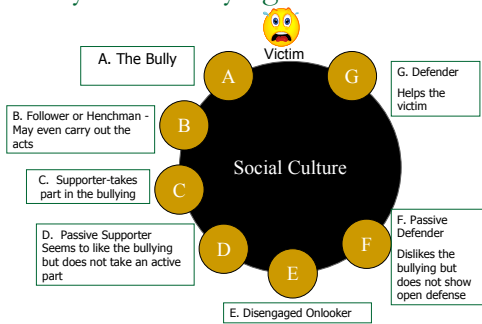
The Victim

- Passive Victims 80-85%
 - Do not directly provoke bullies
 - Poor self-esteem
 - Often loners, isolated, socially withdrawn
 - Often lack self-esteem and social skills
 - Can't use humor to deflect bullying
 - Often social outcasts, often picked last for games
- Provocative victims 15-20%
 - Behave in ways that arouse negative responses from those around them
 - Characteristics that lead to social rejection by peers
 - Restlessness
 - Off task behaviors
 - Hostility
 - Emotionally aroused
 - Sometimes tease and bully

Bullies look for students who reward them by

- Showing distress
- Relinquishing tangible resources
- Are less likely to retaliate or report

The Cycle of Bullying



It is not malicious acts that will do us in, but the appalling silence and indifference of good people.

-Dr. Martin Luther King, Jr.

The Bystanders

- Pepler & Craig: The Toronto Study
 - Peers were present in more than 85% of bullying incidents
 - Peers reinforced the bullying in 81% of the bullying episodes
 - Peers were active participants in 48 percent of the episodes
 - Peers intervened in only 13 percent of the episodes.

The Bystanders

- Peers who do not see the bully suffer negative consequences for his or her behavior are more likely to copy the behavior themselves.
- When children are interviewed, they tend to align themselves with the bully, not the victim. Those who do intervene tend to have higher social status in general.
 - Take some of the power from the bully
 - Bullies, Witnesses & Targets: Helping Children Break the Chain" SuEllen & Paula Fried

The Bystanders

- Why don't they intervene:
 - Afraid of getting hurt themselves
 - Afraid of becoming a new target of the bully
 - Bullies are quick to disparage and malign anyone who tries to intervene
 - Afraid intervention will make the situation worse
 - Santee story
 - Does not know what to do
 - Children must be taught ways to stop the bullying

The Bystanders: Excuses

- The bully is my friend.
- It's not my problem!
- She's not my friend.
- He's a loser anyway.
- He asked for it, had it coming.
- Bullying will toughen him up.
- Code of silence is embedded
- It's better to be in the in-group than to defend the outcasts

The one thing that doesn't abide by majority rule is a person's conscience.

Harper Lee
To Kill a Mockingbird

Effects on Bullies

- May grow up to be adult bullies
- Primary age children who were labeled by their peers as bullies
 - require more support as adults from government agencies,
 - have more court convictions,
 - suffer more alcoholism,
 - use more mental health services.
 - Dept. of Justice—School Crime and Safety

Bullying by the Numbers

An 8-year-old bully is



6 times more likely to be convicted of a crime by age 24 than a non-bully.

5 times more likely to have a serious criminal record by age 30 than a non-bully.

Effects of Bullying on Victims

- Academic-
 - School avoidance
 - Lowered grades & reduced learning
 - Lowered self-esteem
 - Diminished academic risk taking

Bullying by the Numbers

- Ten percent of students who dropout of school do so because of repeated bullying (Weinhold & Weinhold, 1998).
- Bullying interrupts learning. There is a direct linkage between student achievement and bullying.
 - Every day 160,000 students miss school for fear of bullying

Effects On Victims

- Health Problems
 - Loss of appetite
 - Stomachaches, vomiting
 - Nervousness
 - Depression
 - Frequent trips to the school nurse
 - Headaches
 - Loss of sleep

Effects on Victims

o Adjustment Problems

- Emotional stress
- Anxiety
- Depression
- Lowered self-esteem
- Homicidal ideation and attempts
- Suicidal ideation and attempts (Suicide rates for adolescents have tripled in the past 20 years; it is estimated that one in five victims of bullying contemplate suicide.)
- Loneliness
- Violence against others

Bullying and School Violence

- Many (71%) of the school attackers felt bullied, persecuted, threatened, attacked or injured by others prior to the attack.
- 41% were honor students; only 5% were failing
- 41% were considered normal, mainstream students, until the attack; only 34% were characterized as loners
- 44% were involved in school or outside organized activities
- Only 10% had ever been suspended from school; 66% were never in trouble at school;
- 81% of the time someone else knew about the attack before it occurred.
 - Safe Schools Initiative Final Report (2002)

The Bullied: Warning Signs

- Returns from school with torn, missing, or damaged clothing, books, or belongings
- Has unexplained cuts, bruises, and/or scratches
- Has few, if any, friends
- Appears afraid to go to school
- Has lost interest in school work
- Complains of stomachaches or headaches
- Has trouble sleeping and/or has frequent nightmares
- Appears sad, depressed, or moody
- Appears anxious and/or has low self-esteem
- Is quiet, sensitive, or passive

The Effects on Bystanders

- Bystanders may experience the following
 - Fear of associating with the victim
 - Lower status
 - Retribution from bully
 - Fear reporting the bully
 - Feelings of guilt and helplessness for not standing up to the bully
 - Be drawn into bullying behavior by group pressure
 - Feel unsafe, unable to take action or a loss of control
 - Loss of sense of security reduces learning capacity

Understanding the Difference

Tattling is when a student tells an adult what another student did simply to get him or her into trouble

Telling is when a student tells an adult what another student did because that student's actions were unsafe or hurt another person.

Addressing Bullying

- From research studies in ten countries, it has been determined that bullying will only be stopped by the intervention of adults in authority. (Olewus, Johnson Institute).

Where Bullying Occurs

- Bullying tends to happen most often in and around schools — specifically in those areas where there is little or no adult supervision (e.g., playground, hallways, cafeteria, classroom before the lesson begins).
- Middle school students are **three times** more likely to be bullied at school than on the way to and from school.
- The **greater the number of teachers supervising during break periods, the lower the level of bully/victim problems in the school.**

Teachers Matter

- The behavior, attitudes, and routines of teachers . . . have a decisive effect on the extent of bullying in the individual's school or class.
 - U.S. Department of Health and Human Services, Center of Mental Health Services (2003). Bullying is not a fact of life

I am convinced that bullying prevention is primarily something we *do* rather than something we *teach*. Our actions in reacting to bullying, connecting with youth, and modeling positive behavior are the foundation of bullying prevention.

Stan Davis
Schools Where Everyone Belongs

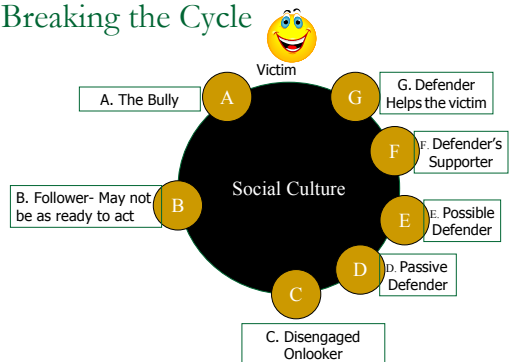
Effective Models for Addressing Bullying

- Comprehensive program using a combination of interventions
 - Schoolwide
 - Classroom
 - Individual
- To create an environment characterized by
 - Positive adult involvement
 - Firm limits for unacceptable behavior
 - Consistent sanctions for rule violators
 - Recognition that adults are the authority

The Role of Students

- Students are the key to shaping peer norms
 - Bystanders must understand they have the power to create and promote a school where bullying and cruelty are not tolerated.

Breaking the Cycle



Factors that Foster Bullying

- Factors that can contribute to bullying
 - Punitive environment
 - Lack of positive consequences
 - Inconsistencies in rules
 - Inconsistencies in consequences
 - Lack of awareness to or responsiveness to individual differences
 - Failure to recognize a student's effort or accomplishment

Addressing Bullying

- **Assess the awareness and the scope of the bullying problem** at your school through
 - Cooperate with surveys
 - Help the administration identify hot spots for bullying or harassment
- Put **strategies** in place to make these locations less attractive to bullies
 - Supervision and intervention: everyone has a responsibility
- Conduct **schoolwide assemblies** and **teacher/staff in-service training**
 - To raise awareness regarding the problem of bullying
 - To communicate a zero tolerance for such behavior.

Addressing Bullying

- Establish **clear behavior standards**, including rules against bullying
 - Post and publicize
 - Consistently and fairly enforce such standards
 - Emphasis on positive behaviors rather than punishments
- Promote an **anti-bullying message**
- Be familiar with your school's **policy and complaint procedures**

What You Can Do

- **Model** desired attitudes and behaviors
 - Treat all students and staff with respect
- Foster **student-shared responsibility**
 - Help students to play an **active role in intervening** in bullying
 - Give students **strategies** for helping themselves
- **Communicate** rules and sanctions
- Identify and **intervene**
- **Respond** to requests for help
- **Reward** student's for good performance

I have tremendous expectations for my student athletes. I expect them to give me their very best effort and attention.
I have those same expectations for myself!

--Lou Holtz

Addressing Bullying

- Encourage **parent participation**.
- Establish a **confidential reporting system** that allows children to report victimization and that records the details of bullying incidents.
- Talking with a bully can help when such conversations are guided by a purpose. Help the bully:
 - Understand there is a problem that needs to be addressed
 - Identify where and when the bullying occurs
 - Understand how bullying hurts the bully and others
 - Explore why the bullying behavior occurs
 - Find respectful ways to use his/her power
 - NOTE: Talking with bullies in groups is not recommended.

Bullying behavior does not lend itself to the same interventions that may be effective in other types of conflict.

Addressing Bullying

- Ensure that your school has all legally required **policies and grievance procedures** for sexual (and other forms of) discrimination. Make these procedures known to parents and students.

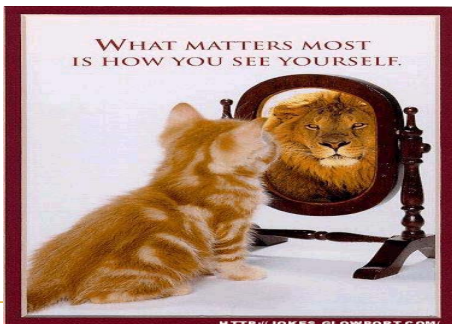
Addressing Bullying

- Receive and **listen receptively** to parents who report bullying.
 - Establish procedures whereby such reports are investigated and resolved expeditiously at the school level in order to avoid perpetuating bullying.
- Develop strategies to **reward students** for positive, inclusive behavior.

Addressing Bullying

- Provide **schoolwide and classroom activities** that are designed to build self-esteem by spotlighting special talents, hobbies, interests, and abilities of all students and that foster mutual understanding of and appreciation for differences in others.

Help all kids see themselves as someone important!



Resources

- www.ksde.org
- stopbullyingnow.com
- cyberbully.com

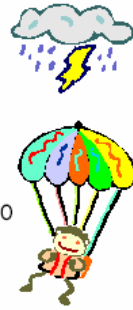
Resources



“There’s nothing better than excelling at a game you love. There’s nothing worse than thinking your accomplishments as a player outweigh your responsibilities as a person.”

—Doug Flutie
Quarterback, New England Patriots

Preventing Classroom Bullying: What Teachers Can Do



Jim Wright
<http://www.interventioncentral.org>
First Published: April 2003
Revised: February 2004

OVERVIEW OF THE OLWEUS BULLYING PREVENTION PROGRAM

GENERAL PRIORITIES

- AWARENESS AND INVOLVEMENT ON THE PART OF ADULTS

MEASURES AT THE SCHOOL LEVEL

- QUESTIONNAIRE SURVEY
- SCHOOL CONFERENCE DAY
- EFFECTIVE SUPERVISION DURING RECESS AND LUNCH TIMES
- STAFF DISCUSSION GROUPS
- FORMATION OF COORDINATING GROUP

MEASURES AT THE CLASS LEVEL

- CLASS RULES AGAINST BULLYING
- CLASS MEETINGS WITH STUDENTS
- MEETINGS WITH PARENTS OF THE CLASS

MEASURES AT THE INDIVIDUAL LEVEL

- SERIOUS TALKS WITH BULLIES AND VICTIMS
- SERIOUS TALKS WITH PARENTS OF INVOLVED STUDENTS
- DEVELOPMENT OF INDIVIDUAL INTERVENTION PLANS
- TEACHER AND PARENT USE OF IMAGINATION

“I Accept Rachel’s Challenge!”

1. Eliminate Prejudice by Looking for the Best in Others
2. Dare to Dream - Set Goals - Keep a Journal
3. Choose your influences - input determines output
4. Kind Words - Small Acts of Kindness = HUGE impact
5. Start a Chain Reaction with family & friends



Other Curriculum

- Bully Proof—the NEA Curriculum
- Teachingtolerance.org
- Choose Respect—KDHE
- Operation Respect
- Character Education Programs
- No Name-Calling—GLSEN.org

Teachers Guide
Grades 6-8

RIDICULE
FREE
ZONE

RIDICULE

PUT UP
PEACE PLACE

DON'T
LAUGH
AT ME

NO
DRESSING
HERE

U
MATTERS

It's Not the Program

- It's the PEOPLE
- With commitment, you **can** make a difference

**Don't let the
situation
confuse you...**



Questions?

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