

What is Bullying?

"Bullying is repeated exposure, over time, to negative actions from one or more other students. Negative actions can include physical, verbal or indirect actions that are intended to inflict injury or discomfort upon another."

Bullying Prevention Tips

Students:

- 1. If bullied, tell your parents. Telling is not tattling.**
- 2. Tell a trusted teacher, counselor, principal, or have your parents talk to the school.**
- 3. Do not retaliate or get angry.**
- 4. Respond evenly and firmly or say nothing and walk away.**
- 5. Develop friendships and stick up for each other.**
- 6. Act confident.**
- 7. Take a different route to and from school.**
- 8. Avoid unsupervised areas of school.**
- 9. Do not bring expensive items to school.**

Descriptions of Common Forms of Bullying		
	Direct bullying	Indirect bullying
Verbal Bullying	Taunting, teasing, name calling	Spreading rumors
Physical Bullying	Hitting, kicking, destruction or theft of property	Enlisting a friend to assault some-one for you
Nonverbal/Nonphysical Bullying	Threatening or obscene gestures	Excluding others from a group, manipulation of friendships, threatening email

The ABCs of Bullying

Addressing, Blocking, and Curbing School Aggression

Module 1: School Bullying: What It Is and Why It Hurts - Page 12 of 12

Module 1 Quiz

BE A FRIEND NOT A BULLY SCHOOL PROGRAM
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1. True or False. Bullying can exist if an incident happens only once.
False

Bullying behavior is repeated attacks or intimidation by one individual who is perceived as being physically or psychologically stronger than another. It is not a one-time event.

2. Multiple Choice. Roughly, what percentage of students are affected by bullying (in any way) in their school environment?

- a) 10 percent
- b) 25 percent
- c) 33 percent
- d) 50 percent
- e) 75 percent

c One out of every three students (one-third) is affected by bullying.

3. True or False. The consequences of bullying are short term. They do not last once the bullying has stopped.

False Bullying can have long-term consequences on children, including higher rates of suicide, substance abuse, and post-traumatic stress disorder.

4. Multiple Choice. Witnesses to bullying incidents may experience all of the following, except:

- a) Guilt or helplessness
- b) Fear
- c) Connectedness
- d) Being drawn into bullying behavior

c Bullying in school ruins the feelings of connectedness that students have with the school.

5. True or False. Truancy has been identified as one of the most powerful predictors of delinquency.

True Students who stay away from school have a higher likelihood of becoming involved in other destructive behaviors.

6. Multiple Choice. It is estimated that the annual cost of violence (both direct and indirect) affecting young people is roughly:

- a) \$100 million
- b) \$200 million
- c) \$1 billion
- d) \$50 billion
- e) \$420 billion

e This takes into account costs relating to the criminal justice system, security, treatment, lost productivity, and quality of life.

7. True or False. Children who bully are mainly loners.

False This is a myth. Bullies have many followers, though the friendships are generally based on fear, not respect.

8. True or False. Children who are victims of bullying may not have anything different about them.

True The reasons a child may be bullied are endless. While children with a disability or a different style may be picked on, children who appear the same as others do as well.

You scored 8 out of 8!

Congratulations! You have completed the Module 1 Quiz with a passing score of 100%.

The Commission for the Prevention of Youth Violence has identified **warning signs of youth violence** and recommends consultation with a mental health professional for youth who demonstrate any of the following

- Frequent loss of temper
- Frequent physical fighting
- Significant vandalism or property damage
- Making serious threats
- Extreme impulsiveness
- Alcohol and other drug abuse
- Easily frustrated
- Hurting animals

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Preoccupation with violent or morbid themes or fantasies in schoolwork, artwork, or choice of entertainment

Carrying a weapon

Name calling, abusive language

Bullying or being bullied

Truancy

Excessive feelings of rejection, isolation, or persecution

Gang affiliation

Depression, despair

Low self-esteem

Threatening or attempting suicide

Extreme mood swings

Deteriorating school performance

Being witness to or the subject of domestic abuse

Setting fires

Preoccupation with weapons and explosive devices

History of discipline problems

Social withdrawal

Blaming others for difficulties and problems

The Surgeon General's Report on Youth Violence lists a number of risk factors that may be present in the individual that can help predict the onset, continuity, or escalation of violence either at a young age (ages 6 to 11) or later (ages 12 to 14)

General offenses

Physical violence

Substance use

Being male

Aggression (among males)

Hyperactivity, restlessness

Difficulty concentrating (among males)

Risk taking

Crimes against persons

Antisocial behavior

Exposure to television

Medical or physical condition

Low IQ

Dishonesty (among males)

Checklist of Characteristics of Youth Who Have Caused School-Associated Violent Deaths. After much research, the National School Safety Center devised this checklist to assist school administrators, teachers, mental health professionals, and support staff in identifying potentially violent children. Besides helping to get the identified children into counseling or other referral sources, the behavior checklist helps to provide an early warning signal that safe school plans and crisis prevention/intervention procedures must be in place to protect the health and safety of all school students.

- Has a history of tantrums and uncontrollable angry outbursts.
- Characteristically resorts to name calling, cursing, or abusive language.
- Habitually makes violent threats when angry.
- Has previously brought a weapon to school.
- Has a background of serious disciplinary problems at school.
- Has a background of drug, alcohol, or other substance use.
- Is on the fringe of his or her peer group with few or no close friends.
- Is preoccupied with weapons, explosives, or other incendiary devices.
- Has previously been truant, suspended, or expelled from school.
- Displays cruelty to animals.
- Has little or no supervision or support from parents or other adults.
- Has witnessed or been a victim of abuse or neglect in the home.
- Has been bullied and/or bullies or intimidates peers or younger children.
- Tends to blame others for difficulties and problems he or she causes for him or herself.
- Consistently prefers TV shows, movies, or music expressing violence.
- Prefers reading materials dealing with violent themes or abuse.
- Reflects anger, frustration in school essays or writing projects.
- Is involved with a gang or an antisocial group on the fringe of peer acceptance.
- Is often depressed and/or has significant mood swings.
- Has threatened or attempted suicide.

Adapted from: National School Safety Center
Dr. Ronald D. Stephens, Executive Director
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Schools:

1. Establish a bullying prevention committee.
2. Create a long-term anti-bullying plan and raise school and community awareness and involvement.
3. Use student's surveys to determine if there is a bullying problem.
4. Involve parents in planning, discussions and action plans.
5. Establish classroom rules against bullying.
6. Create positive and negative consequences regarding bullying.
7. Initiate serious talks with bullies and victims of bullying.



Fighting the Bully Battle: Fact Sheet 1

What is school bullying?

Bullying is a form of violence that hurts others. School bullying happens at school or during school-sponsored activities when a student or group of students intentionally and repeatedly uses their power to hurt other

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individuals or groups. Bullies' power can come from their physical strength, age, financial status, popularity, social status, technology skills, or by association (the people they know, who they hang out with, who their family is).

What do bullies do?

They can bully in direct ways, such as:

- hitting, tripping, shoving, pinching, excessive tickling;
- verbal threats, name calling, racial slurs, insults;
- demanding money, property, service; and
- stabbing, choking, burning and shooting.

They can also bully in indirect ways, such as:

- rejecting, excluding, isolating;
- ranking or rating, humiliating;
- manipulating friends and relationships;
- writing hurtful or threatening e-mails and postings on web sites; and
- blackmailing, terrorizing, and proposing dangerous dares.

Do boys and girls bully in different ways?

Traditionally, boys tended to bully in direct and physical ways, and girls tended to bully in emotional or indirect ways. However, influences, such as media, technology and new forms of social power, are beginning to blur the gender lines.

Other things to know about bullying:

- Some students are bullies; others are targets of bullying.
- A student can be both a target and a bully at the same time.
- Some students are bystanders; bystanders can be either passive or active.
- Some acts of bullying at school can result in suspension and/or expulsion.
- Bullying breaks the law when it becomes stealing, assault and battery, extortion, sexual harassment, hate crimes and other criminal acts.
- Administrators, teachers, school staff, students and parents must accept the responsibility to recognize, report and/or intervene with bullying when it occurs.
- Bullying that goes unchecked tends to escalate into more serious forms of bullying or even criminal behavior.

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- Routinely invite your government representatives to school functions. Always recognize them formally when they attend. Give elected representatives advance warning if the audience's attitudes may create or reflect conflict. Although you may disagree with officials over policies, as fellow public servants, your professional courtesy will be appreciated.

- Ask government officials to sponsor student government days. Consider teaming government representatives with students to propose solutions to real problems faced by students and schools, including drug abuse, dropouts, vandalism, personal safety, and fiscal and social problems.

WORKING WITH LAW ENFORCERS

Law enforcers and school personnel represent highly trained professionals who have the welfare of the students and school community in mind. Annual planning sessions and monthly meetings with law enforcement representatives, district administrators and school employees can provide the opportunity for reciprocal briefings on safety issues and prevention and intervention strategies.

- Request a risk management or safety assessment of your schools by local law enforcement agency personnel. This procedure will validate safety concerns and help establish response strategies.

- Create a "Joint Power Agreement" or "Memorandum of Understanding" as to how the school and local law enforcement agencies will work together in terms of handling a crisis or campus disruptions. The agreement should cover such aspects as reciprocal crime reporting, procedures for handling rumors and threats, crisis prevention and response.

- Establish an "Officer Friendly" program at your schools. Invite local law enforcers to make presentations to students on child safety, drug abuse prevention, and juvenile justice practices and policies. Visiting law enforcers can demonstrate tools of their trade, including trained police dogs, breathalyzers and emergency vehicles. When students become comfortable in relating to law enforcers, students learn to further appreciate both the officers and the laws they enforce.

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- Coordinate student and staff "ride-along" programs. The one-on-one time with officers on patrol is an effective means for law enforcers to gain respect and inspire confidence.

- Work with law enforcers and parents to fingerprint young children as a safety measure. Fingerprinting is usually done at a school site by law enforcers. The prints then are given to the parent or guardian.

- Pair law enforcers with high-risk youths, similar to the "Big Brother" program. Such relationships can be an important step in changing delinquent behavior patterns.

WORKING WITH THE MEDIA

Tapping existing channels of communication is perhaps the most efficient means of information dissemination. The media are considered "independent," objective sources of information. Consequently, a school issue reported by the media is likely to have considerably more impact on public attitudes than the same message presented in the district magazine or delivered by the district administration. Do not argue with those who incorrectly report or quote information. Take a positive approach. Contact the media outlet and provide the corrected account. Often the media will update the report or offer a retraction. Even if this does not occur, the contact may make the reporter more careful to be accurate with your material in the future.

- Learn all you can about the media's needs, operations, deadlines, services, and particularly the reporter and editor who cover school news and receive district news releases and advances. Know the deadlines — release stories so all or most of the media will get them at the same time.

- Encourage the media to support school events and issues. Propose feature or documentary topics of potential viewer or reader interest that also promote schools. Extend an open invitation for media staff to visit the schools and learn about programs.

- Send public service announcements to the media. Learn what public service directors want and submit announcements appropriate to those needs, including camera-ready art for print media; 10-, 20- or 30-second spots for radio (submitted on paper or prerecorded); or slides, copy or background

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information for television. Often TV and radio stations will work with local public service institutions to produce original announcements. Give this option serious consideration, because when jointly produced, public service announcements are virtually guaranteed regular broadcast placements, and costs are reduced to little or nothing.

· Solicit free or discounted copies of daily newspapers.

Encourage teachers to incorporate news coverage into English, civics and social studies courses. While considering these ideas, it is important to remember two things. First, what works is good public relations. Second, what does not work is not necessarily bad public relations. Undoubtedly, there are dozens of other strategies and positive options that will emerge out of safe school planning. It is our hope that these suggested strategies will spark additional ideas that promote the safety and success of all children. Excerpted in part from Educated Public Relations: School Safety 101, published by the National School Safety Center.

National School Safety Center 2 School Safety Statistics January 2006
2005: Bureau of Justice Statistics National Center for Education Statistics
Indicators of School Crime and Safety: 2005 Contact: Tom Snyder
(202) 502-7452

A joint effort by the Bureau of Justice Statistics and National Center for Education Statistics, this annual report examines crime occurring in school as well as on the way to and from school. It provides the most current detailed statistical information to inform the Nation on the nature of crime in schools. This report presents data on crime at school from the perspectives of students, teachers, principals, and the general population from an array of sources--the National Crime Victimization Survey, the School Crime Supplement to the National Crime Victimization Survey, the Youth Risk Behavior Survey, the School Survey on Crime and Safety and the School and Staffing Survey. Data on crime away from school are also presented to place school crime in the context of crime in the larger society.

Key findings:

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The violent crime victimization rate at school declined from 48 violent victimizations per 1,000 students in 1992 to 28 such victimizations in 2003. Even so, violence, theft, bullying, drugs, and weapons are still widespread.

Students are twice as likely to be victims of serious violence away from school. In 2003, there were 12 such crimes per 1,000 students away from school and six crimes per 1,000 students at school.

In the 2002-03 school year, there were 15 student homicides and 8 student suicides in the nation's schools, figures that translate to less than one homicide or suicide per million students.

The rate of in-school thefts declined from 95 per 1,000 students in 1992 to 45 per 1,000 in 2003. The rate of thefts away from school also declined, from 68 per 1,000 students in 1992 to 28 per 1,000 in 2003.

The proportion of students ages 12 to 18 who reported they skipped school or extracurricular activities or avoided specific places in school because they were fearful decreased from 7 percent in 1999 to 5 percent in 2003.

The proportion of students who reported that schools lock entrance or exit doors during the day out of concern for student safety increased from 38 percent to 53 percent between 1999 and 2003.

In 2003, 5 percent of students ages 12 to 18 reported being victimized at school during the previous six months: 4 percent reported theft, while 1 percent said they were victims of a violent crime.

In 2003, 21 percent of students between 12 and 18 reported that street gangs were present at their school during the previous six months.

In 2003, 33 percent of high school students reported having been in a fight anywhere, and 13 percent said they had been in a fight on school property during the preceding 12 months.

In 2003, students in urban schools were twice as likely as students in rural and suburban schools to fear being attacked at school or on the way to and from school.

2005: National Center for Education Statistics

Student Reports of Bullying: Results from the 2001 School Crime Supplement to

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the National Crime Victimization Survey

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Using data from the 2001 School Crime Supplement (SCS) to the National Crime Victimization Survey

(NCVS), this report examines the prevalence and nature of bullying as reported by students ages 12 through 18 in relation to student characteristics, school characteristics, and criminal victimization. In addition, the report explores other behaviors that were reported by the bullied student, such as fear, avoidance behavior, weapon carrying, and academic grades. This report examines student reports of being bullied by direct means only, by indirect means only, and by both direct and indirect means.

Key findings:

Fourteen percent of students reported being the victims of bullying.

Sex differences were not detected in most types of bullying.

Safe Schools Fact Sheets

Bullying Prevention: Recommendations for Schools FS-SC08

The Role of Schools in Preventing Bullying

The school should be a safe and positive learning environment for ALL students. In order to achieve this goal, schools should strive to:

Reduce, if not eliminate, existing bully/victim problems among students in and outside of the school setting;

Prevent the development of new bully/victim problems; and

Achieve better peer relations at school and create conditions that allow in particular, victims and bullies to get along and function better in and outside of the school setting.

Recommended General Rules for Improving Overall School Climate

Two general conditions must exist in order to prevent bullying: (1) adults at schools should be aware of the extent of bully/victim problems in their own schools; and (2) these adults should involve themselves in changing the situation.

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Schools and classrooms should establish and stick to rules to prevent bullying. Adults must clearly and consistently communicate that bullying is not acceptable behavior. The following rules target all students:

We will not bully other students.

We will try to help students who are bullied.

We will make it a point to include ALL students who are easily left out.

When we know somebody is being bullied, we will tell a teacher, parent, or adult we trust. Students should be assured that telling an adult is not "tattling," but instead students are showing compassion for victims of bullying behavior.

It is important to note that these rules target all students, not just the bullies or victims. The introduction of these rules establish classroom norms or "structures" that can contribute to the prevention of bullying.

Consequences of Bullying Behavior

Establishing rules against bullying necessitates creating positive or negative consequences for following or violating rules. The best results are obtained through a combination of generous verbal praise or other social reinforcements for positive activities and consistent negative consequences for aggressive, rule-violating behavior. Teachers should establish a positive, friendly, and trusting relationship with the class and each individual student. This is especially true for aggressive, acting-out students who may have had negative experiences with adults. It is easier for a student to accept criticism if he/she feels appreciated and liked. Teachers should also be aware of their own behavior. Teachers often serve as "models" for students who respect them and may wish to emulate them. Likewise, students will not respect the teacher or classroom rules against bullying if the teacher is sarcastic, unfair, or abusive.

School-Level Interventions

School-level interventions are designed to improve overall school climate. These interventions target the entire school population.

Establish a Bullying Prevention Coordinating Committee: This committee will coordinate all aspects of a school's violence prevention efforts, including anti-bullying efforts.

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Administer an Anonymous Questionnaire Survey: A student questionnaire can determine the nature and extent of bully/victim problems in the school.

Hold a School Conference Day: Raise school and community awareness and involvement by creating a long-term anti-bullying plan. In addition to school personnel, selected students and parents should participate.

Improve Supervision and Outdoor Environment: Provide adequate number of adults ("teacher density") during lunch, recess, and breaks in an effort to intervene quickly in student conflicts.

Involve Parents: Conduct meetings with and disseminate information to parents at the school to make them aware of the school's anti-bullying plan of action.

Classroom-Level Interventions

Classroom-level interventions are designed to improve an individual classroom's social climate. These interventions target the entire classroom.

Establish Classroom Rules Against Bullying: Involve students in creating rules against bullying in order to develop a student's personal responsibility for conforming to those rules.

Create Positive and Negative Consequences of Bullying: Establish social reinforcement (i.e., praise, friendly attention) for positive behavior and sanctions for undesirable behavior. The negative consequence should cause discomfort without being perceived as malicious or unfair. Negative consequences should be appropriate and related to the behavior. Extra assignments, such as homework or copying from a dictionary, should not be used.

Hold Regular Classroom Meetings: Provide a forum for students and teachers to develop, clarify, and evaluate rules for anti-bullying behavior.

Meet with Parents: Hold general classroom- or grade-level meetings with parents to improve school-family communication and keep parents informed about anti-bullying efforts.

Individual-Level Interventions

Classroom-level interventions are designed to change or improve the behavior of students in general. These interventions target specific students who are involved in bullying, either as bullies or victims.

Serious Talks with the Bully or Bullies: Initiate immediate talks with the bully/ies. These talks should include:

documenting involvement of participation in bullying,

sending a clear, strong message that bullying is not acceptable,

warning the bully/ies that future behavior will be closely monitored, and

warning that additional negative consequences will be administered if bullying behavior does not stop.

Serious Talks with the Victim: Talks with the victim and his/her parents should occur after a bullying incident. These talks should include:

documenting specific bullying episode(s) that includes: How did the bullying start? What happened? How did it end? Who participated and in what way?;

providing victim with information about the teacher's plan of action in dealing with the bully/ies; and attempting to persuade the victim to immediately report any new bullying episodes or attempts to the teacher.

Involve the Parents: When a bullying situation is discovered, the teacher should contact the parents concerned. Depending on the situation, meetings can be held together with the parents of both the bully/ies and the victim, or to minimize tension meetings can be held with each family separately. A teacher might want to invite the school psychologist, guidance counselor, principal, or vice principal to attend.

Change of Class or School: If anti-bullying measures are in place and the problem persists despite these measures, moving the aggressive student(s) can bring about change. If possible, the aggressive student(s) should be

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moved before considering moving the victim. This solution should not be taken lightly, and all concerned parents and teachers should plan and consult with each other.