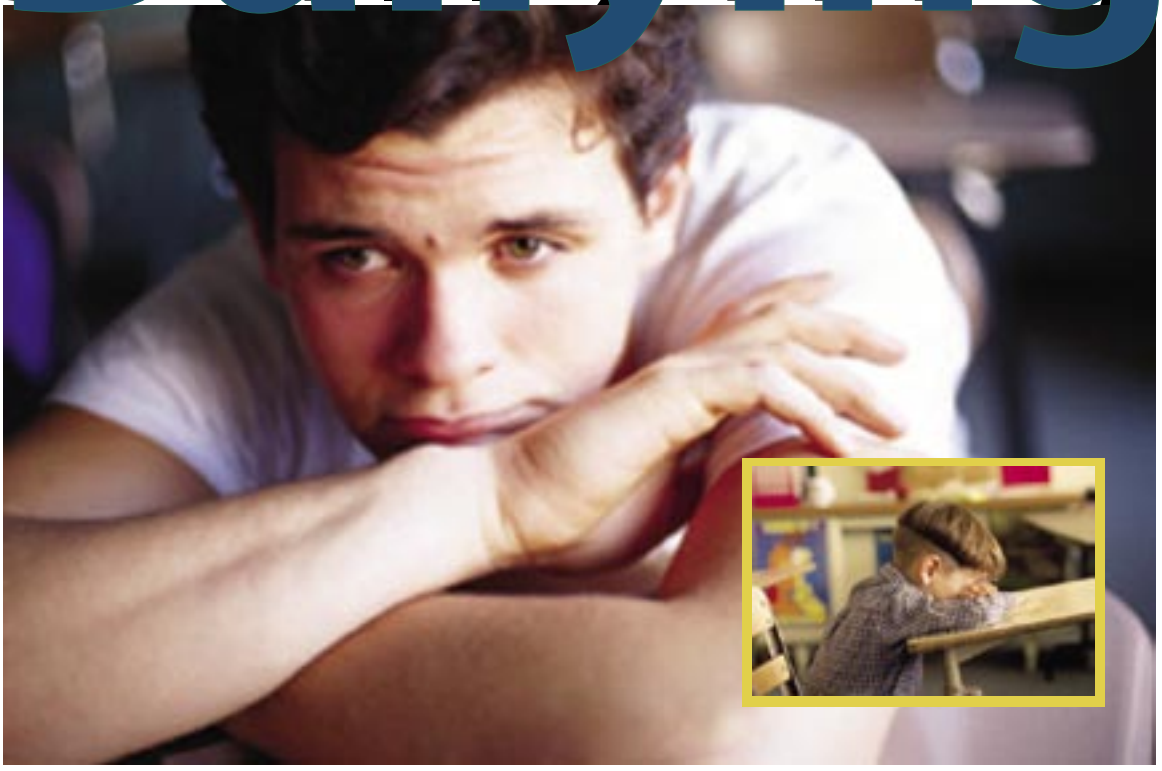
the 411 Bullying



Hamilton Fish Institute

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON DC

the 411 Bullying

Information compiled by Allison Seale
Hamilton Fish Institute, September 2004

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THE GEORGE WASHINGTON UNIVERSITY
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Introduction

This year, I had the pleasure of attending my 20th high school reunion. I had been involved in placing calls to former classmates to remind them about the reunion. I was surprised to find so many classmates who had no interest in attending because of the bullying they'd endured as students.

Among these was a friend who I knew to be one of the most creative and intelligent members of our class. In middle school, she'd started to do poorly in school and never went on to college. As we talked, she recalled some of the horrible things that had happened to her and she explained she had no desire to see those who had made her school years, as she said, "a living hell." But, most debilitating of all, she said, were the memories of the hurtful things a handful of teachers had said. One had been an English teacher. It astounded me that one teacher's off-hand statement– probably a comment of which the teacher probably had no memory – had been enough to extinguish a budding writing career, to say nothing of college hopes.

I found it easy to be sympathetic to those students who chose not to attend our reunion. I'd been bullied myself in elementary school when one girl decided I was an unwelcome addition to the third grade class into which I'd been transferred. I was kicked on a daily basis and still have knots on my shins as a life-long memory of that horrible year.

As my former classmates and I compared notes, one of the most astounding things we discovered was that while being a victim of bullying had been an unforgettable part of many of our childhoods, those who had bullied others had little to no memory or recognition of the pain they had inflicted.

Until recently, most thought bullying was a normal part of growing up – a way that children learned socialization skills. Children tested the waters for what was appropriate and inappropriate behavior with one another and, too often, the response from most adults was relegated to "toughening" or blaming the victim. Increasingly, however, educators, researchers, and administrators are focusing on bullying as a possible catalyst to deadly violence in schools.

According to government estimates, approximately 282,000 students are physically attacked in secondary schools every month in the United States. Most of these attacks go unseen or unaddressed by adults and unreported by the victims who often fear further retaliation or who have simply become calloused by past reports that have not been taken seriously. Rather than having an excitement for learning, targets of bullying dread each school day. Many skip school altogether, rather than risk the torment that awaits them there.

The lives and futures of students are jeopardized daily by actions that would never be accepted in the adult world. We cannot expect a child to succeed in an environment in which they are ridiculed, harassed, or even physically harmed.

– Allison Seale

Key Point:

New research points to the benefit of having a common vocabulary among students for terms such as "bullying" and "harassment" for all schools within a district. This strategy clearly identifies disallowed behaviors for all children within a district and eliminates confusion about what is unacceptable behavior as youths advance from elementary to middle to high school.

Source: Interviews with teachers and staff at Merced Elementary, West Covina (CA) and *Second Step* program trainers.

The Basic 4-1-1

In this section:

Definition
Normal conflict or bullying?
Common examples of bullying
- Direct bullying
- Indirect bullying

Types of bullies
- Aggressive,
- Passive, and
- Bully-victims

Characteristics of kids who bully
Characteristics of victims
Where does most bullying occur?

Dan Olweus, considered the father of bullying research and a professor of psychology at the University of Bergen (Norway), defines bullying as "exposing a person repeatedly, and over time, to negative actions on the part of one or more students."

The Mayo Clinic and the Journal of American Medical Association define bullying as a specific type of aggression in which:

1) The behavior is intended to harm or disturb,
2) There is an imbalance of power, with a more powerful person or group attacking a less powerful one, and
3) The behavior occurs repeatedly over time (Mayo Clinic, 2001).

Both of these definitions convey the importance of the underlying motive. Bullying is something that someone does or says to gain power and dominance over another, including any action, or implied action, such as threats, intended to cause fear and distress.

Just as different researchers and groups define bullying in different ways, sometimes the definition of bullying will vary between schools in the same district and even between classrooms in the same school. This can lead to inconsistencies in enforcement and confusion for students. Research points to the benefit of having a common vocabulary among students for terms such as "bullying" and "harassment" for all schools within a district. This strategy clearly identifies disallowed behaviors for all children within a district and eliminates confusion about what is unacceptable behavior as youths advance from elementary to middle to high school.

Normal Conflict or Bullying?

Conflict is an inevitable part of childhood, and not all conflict is harmful or bad. Destructive conflict damages relationships, creates bad feelings, and leads to future problems. But constructive conflict helps children to learn, grow and change for the better. They become more open-minded and

tolerant, and they learn to see things from other perspectives.

For help determining the difference between bullying and normal, developmentally appropriate behavior, compare the behavior to the definition of bullying previously provided. The chart below illustrates these differences.

Quite simply, bullying is an abuse of power intended to hurt or humiliate another person. It is generally purposeful, imbalanced, and continual.

Common Examples of Bullying

Bullying can take many forms. It can be direct, indirect, physical, verbal, or psychological. The most commonly discussed forms are direct and indirect bullying.

Direct Bullying (face-to-face bullying)
- Verbal (name calling, put-downs, insults, harassment)
- Deliberately excluding certain people from groups and activities, or giving them the "silent treatment"
- Physical (shoves, pushes, hitting, kicking, assault)
- Psychological ("dirty looks," threats, coercion, and extortion)

Indirect Bullying (bullying done behind someone's back)
- Gossip (lowering people's opinions of the victim)
- Excluding certain people from groups and activities
- Social aggression (includes things that damage a person's relationships with others, things like spreading untrue rumors about a person or telling others not to be friends with someone)

NORMAL PEER CONFLICT	BULLYING
Equal power or friends	Imbalance of power; not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Generally not serious	Serious with threat of physical or emotional harm
Equal emotional reaction	Strong emotional reaction from victim and little or no emotional reaction from bully
Not seeking power or attention	Seeking power, control, or material things
Generally not trying to get something	May attempt to gain material things or power
Remorse - will take responsibility	No remorse - may blame victim

(Source: *Bully Proofing Your School: A Comprehensive Approach for Elementary Schools*, Carla Garrity, et al, June 2000)

Tip:

Education Week maintains a glossary of many terms used in education on their Web site at:

http://www.edweek.org/context/glossary/.

Fact:

Direct, physical bullying increases in elementary school, peaks in middle school, and declines in high school.

Source: National Mental Health and Education Center

Fact:

Research shows bullies tend to become more hostile over time. By the age of 24, two-thirds of boys who were bullies in elementary school had been convicted of three or more crimes, often violent ones, and had already done time in prison.

Source: *Nobody Left to Hate* by Elliott Aronson, p. 103.

Types of Bullies

In his research, Dan Olweus found that, generally speaking, there are three primary types of bullies:

1. Aggressive,
2. Passive, and
3. Bully-victims.

Aggressive bullies are the most common type of bully. They generally initiate aggression toward their peers and are generally individuals who are belligerent, fearless, coercive, confident, tough, and impulsive. This type of behavior typically comes from individuals who have a low tolerance for frustration coupled with a stronger inclination toward violence and a desire to dominate others (Espelage, Dorothy L. & Swearer, Susan M., 2004).

Passive bullies are less common than aggressive bullies. They rarely provoke others or take the initiative in a bullying incident but join in after an aggressive bully instigates a situation in an attempt to gain his or her approval. (ERIC Clearinghouse on Counseling and Student Services, Doris Rhea Coy, 2001).

Bully-Victims are those victims of bullying that resort to bullying others out of frustration with the bullying they endure.

In the past several years, a fourth type of bully, *relational bullies*, have been identified. Relational bullies are the most common type of bully among girls, but is not limited to females. These bullies try to gain social status and power through the exclusion and manipulation of others (Espelage, Dorothy L. & Swearer, Susan M., 2004). Relational bullies are discussed in further detail in the next section, *A Review of the Research*.

Characteristics of Kids Who Bully

In his ground breaking work, Olweus described bullies as typically being aggressive and impulsive, confident, tough, and having a low tolerance for frustration coupled with an inclination of using violence more than other children.

There is no single cause of bullying. Most bullying behavior develops in response to multiple factors in a child's environment.

These factors can include:

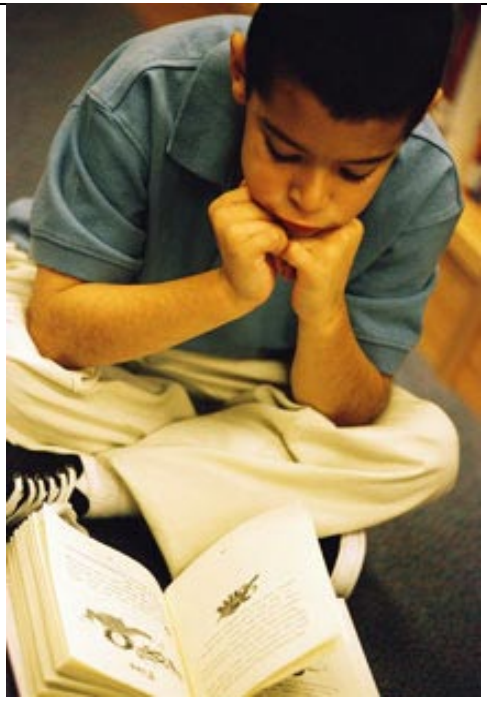
1. Family dynamics
2. Peer group factors
3. School culture
4. Media
5. Technology

How *family* members relate to one another can impact children. Children who observe parents and siblings exhibiting bullying behavior, or who are themselves victims at home, are likely to develop bullying behaviors (Cohn, Andrea & Canter, Andrea, Ph.D., 2003).

School culture can also contribute to bullying. Bullying thrives in schools where teachers and/or other school personnel ignore bullying or refuse to discipline bullies.

Peer group factors also impact whether or not a child participates in bullying. If a child's peers advocate, support, or promote bullying. Children may conclude that bullying is okay and may even feel pressure to join in to gain acceptance.

Media messages also influence the way children perceive bullying. Unfortunately many video games, films, and television programs portray bullying as acceptable, even humorous behavior. In his 1987 article in *School Safety*, "How Is Aggression Learned?" David Perry of Florida Atlantic University says he believes that youths see images or popular role models in the media that support the idea that success can be achieved by being aggressive (Ong, Faye, *Bullying at School*, the Counseling and Student Support Office, California Department of Education, 2003)



Characteristics of Victims

A victim can be anyone; however, there are some characteristics that tend to apply to most targets of bullying. If a child has few friends at school and tends to be a "loner," it can add to the risk of being bullied, as he or she won't have friends to back him or her up or to serve as witnesses, should the bullying be reported. Friends are an excellent support system that serves to strengthen a child's self-concept.

But self-confidence isn't always enough. Bullies are often able to shake the confidence of even resilient children. Children who are targets of bullying are often those who are perceived as being different (even in small ways). This difference is likely to

Tip:

A strategy to reduce bullying in specific areas is to recruit teachers or other adults to increase supervision in the problem areas. A middle school in Cooper City, Florida, received national acclaim in March 2004 for implementing a successful program that recruited approximately 70 students to form a crime prevention patrol. The students monitored the hallways, bathrooms and security video feeds

Source: "Kids lauded for patrolling hallways" by Samuel P. Nitze, Miami Herald, March 8, 2004.

Tips for kids regarding cyberbullying:

1. Don't give people you don't know your cell-phone number, instant messaging name or e-mail address.

2. If you are being harassed online, log out of the site and tell an adult you trust.

3. If you are being bullied through e-mail or instant messaging, block the sender from being able to send e-mail to you. Print a copy of the e-mail as evidence and tell your principal.

4.If the bullying includes physical threats, notify the police.

5. If you see someone bully another person online, tell them you don't think it's cool.

Source: www.bewebaware.ca/

be the source of a natural insecurity a child may have such as ears that stick out, wearing glasses, being overweight, or being too tall or short for one's age.

Where Does Most Bullying Occur?

As with most harmful behavior among children, *in general, bullying occurs wherever there is the least structure and adult supervision*. Most incidents tend to occur on the playground, in bathrooms, locker rooms, cafeterias, hallways, at bus stops and on the school bus. In confidential surveys, children say the rides to and from school on the bus are often the periods of greatest vulnerability for them. At school, adolescents indicate that locker rooms are a major area of bullying and hazing (Garbarino & deLara, 2002). Hazing is a specific form of bullying that involves a person or group of people committing harmful acts against an individual or group in order for the person to be initiated into or affiliated with an organization.

Bullying is occurring with increasing frequency in *cyberspace*. Technology has made it possible for bullies to reach more people than ever through cyberspace. By using cell phones and the Internet, bullies can deliver their hurtful messages, images, and threats easily and effortlessly. The unique nature of the Internet allows bullies to send messages anonymously they would never consider doing in person (Ong, Faye, *Bullying at School*, the Counseling and Student Support Office, California Department of Education, 2003).

Administrators have found themselves in a difficult situation when it comes to policies regarding cell phones. Though cell phones helped students trapped in Columbine High School during the 1999 tragedy stay in touch with rescue personnel, some bullies have used text messaging and camera phones have also been used by bullies to take embarrassing photographs of victims and send hurtful text messages to their "virtual community." These actions have prompted some schools to prohibit the use of picture phones in rest rooms and locker rooms, while others require phones remain in lockers or in backpacks at all times during the school day. ❖

A Review of Research

In this section:

Statistically speaking
So what's the big deal about bullying?
- Effects on bullies
- Effects on victims
- Suicide and bullying

Differences related to gender
Differences related to age

Most of what we know about bullying stems from research conducted in Norway by Dan Olweus in the early 1980s. In the more than 20 years since Olweus' groundbreaking work, researchers in the United States have made significant strides to understand this important issue that, as Dan Olweus says, "poisons the educational environment and affects the learning of every child" (Starr, Linda, 2003).

Statistically speaking

- A survey conducted by the National Institute of Child Health and Human Development (NICHD) reports that almost a third of American children in sixth through tenth grade (5.7 million children nationwide) are directly involved in serious, frequent bullying (which includes many forms of harassment, intimidation and emotional violence). Of those, 10 percent are involved as bullies, 13 percent as victims and 6 percent as both (Ericson, 2001).
- The frequency of bullying was higher for sixth through eighth grade students than among ninth and tenth grade students (*JAMA*, April 2001).
- Of children in sixth through tenth grade, more than 3.2 million– nearly one in six– are victims of bullying each year, while 3.7 million bully other children (Fox, et al, 2003).
- Research shows that half or more of all bullying can be prevented(Fox, et al, 2003).

So, What's The Big Deal About Bullying?

A study released by the United States Secret Service and the Department of Education in May 2002 provides a clear reason to take bullying seriously: After interviewing 41 school shooters in 37 incidents, they found that two-thirds had been bullied and their attacks were motivated by a will to seek revenge. The shooters also did not limit their attack to students; often teachers and administrators are also targeted (Vossekuil, et al, 2002).

Too many adults still see bullying as a normal part of childhood. After all, they more than likely either witnessed it or experienced it as children. As a result of this attitude,

Fact:

More than two-thirds of students believe that schools respond poorly to bullying, with a high percentage of students believing that adult help is infrequent and ineffective.

Of teachers, 25 percent see nothing wrong with bullying or putdowns and consequently intervene in only 4 percent of bullying incidents.

Source: National Mental Health and Education Center

Fact:

Being bullied has been shown to lead to a reduced self-esteem and depression later in life.

Source: *Bullying Prevention is Crime Prevention* by James Alan Fox, et al, Fight Crime: Invest in Kids, 2003.

Web location:
http://www.fightcrime.org/reports/BullyingReport.pdf

Key Points:

Kids who bully often go on to commit crimes.

Kids who bully in their younger years often become more violent over time and often continue to bully others in adulthood.

Compared to their peers, kids who are bullied are five times more likely to be depressed.

Bullied boys are four times more likely to be suicidal; bullied girls are eight times more likely to be suicidal.

Many youth skip school each day out of fear of what awaits them in school.

Sometimes victims of bullying seek revenge on those who bullied them by using deadly force.

adults sometimes fail to intervene. But the consensus among researchers is that bullying is not the same as it was even 10 years ago. Researchers say that it is significantly more brutal than it was just 10 to 15 years ago (Olweus,1993).

Left to escalate, what starts as put downs and insults can lead to suicide and even murder, as in the cases of two-thirds of those incidents studied by the Secret Service. This process can be viewed along a violence continuum developed by the Montana Behavioral Initiative (MBI) Billings Care Campaign (http://www.opi.state.mt.us/MBI/).

Bullying has lasting, negative effects on its victims and on the bullies themselves.

What research shows about the negative effects on bullies:

- Nearly 60 percent of boys who researchers classified as bullies in sixth through ninth grades were convicted of at least one crime by the age of 24. Even more dramatic, 40 percent of them had three or more convictions by the age of 24 (Fox, et al, 2003).
- Studies show that youth who bully in their younger years become more violent over time and often continue to bully others in adulthood through workplace violence, verbal abuse, and even spousal abuse (Garbarino & deLara, 2002).

What research shows about the negative effects on victims:

- Compared to their peers, kids who are bullied are five times more likely to be depressed. Bullied boys are four times more likely to be suicidal; bullied girls are eight times more likely to be suicidal (Bullying Prevention is Crime Prevention, 2003).
- Professor Kip Williams of Macquarie University in Australia has shown that feelings of being ostracized by others in childhood can have long-term effects in terms of a serious reduction in self-esteem. Daniel Goleman, author of *Emotional Intelligence*, published in 1995, says "How popular a child was in third grade has been shown to be a better predictor of mental health problems at age 18 than anything else – teachers' and nurses' ratings, school performance and IQ, even scores on psychological tests" (Aronson, 2001).
- According to some estimates, 160,000 children skip school each day because of intimidation by their peers (The National Education Association *Time*, January 25,1993).

Suicide and Bullying

According to the Centers for Disease Control, approximately 2,000 youth commit suicide each year, a number that has tripled since 1960. Suicide is now the third leading cause of death among teenagers.

Every year, one in 13 high school students makes some sort of suicide attempt. The majority of those who attempt suicide are girls, but the majority of those who succeed are boys (Garbarino & deLara, 2002). Many of those who kill themselves leave suicide notes that attest to the suffering they endured as a result of being bullied.

Twelve-year-old Daniel Scruggs was one of these. Fearing the bullying that awaited him at school, Scruggs skipped school a total of 44 days in the months before he finally took his own life in January 2002 (Robinson, 2003).

So many youth have committed suicide as a result of bullying that a new term has been coined to describe it:"bullycide" (Robinson, 2003).

One Web site has even been created in the United Kingdom to track such incidents as a testament to the extent that bullying destroys lives (http://www.bullyonline.org/schoolbully/cases.htm).

Another important point relevant to the discussion of suicide and bullying is that *suicidal feelings and homicidal behavior become confused for some children*, as the study conducted by the U.S. Secret Service (which demonstrated the ties between bullying and targeted school shootings) seems to confirm. Suicides at school are at their peak in the spring, while homicides are highest at the beginning of each semester (Garbarino & deLara, 2002).

Differences Related to Gender

As with other forms of aggression, there are various differences between boys and girls when it comes to bullying. Hormonal differences may offer some explanation for why boys are more often involved in physical bullying. Testosterone, the male hormone associated with aggression, exists in levels up to 18 times higher in adolescent boys

Resources for Suicide Prevention:

Youth Suicide Prevention School-Based Guide is designed to provide accurate, user-friendly information. The Guide is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program.

Web site: http://cfs.fmhi.usf.edu/StateandLocal/suicide_prevention/

National Suicide Helpline
Web site: http://www.suicidology.org

American Foundation for Suicide Prevention
Web site: http://www.afsp.org

Noteworthy:

Relational problems, demand attention to something that is more complex. ... In the absence of a shared language to identify and discuss the behavior, student harassment policies are generally vague and favor the acts of physical or direct violence.

Source: *Odd Girl Out* by Rachel Simmons, p. 35.

Program Tips:

Certain programs, such as *The Incredible Years* and *Second Step*, have been shown to be effective for reducing aggression and behavior problems in young children and increasing their social competence at home and at school. For more information on programs, see page 27.

than in childhood. By contrast, hormone levels in girls are more stable. For girls the comparable difference in estrogen levels between childhood and adolescence is much smaller (*Nobody Left to Hate*, Elliot Aronson, Ph.D., 2001). Girls, though less often involved in physical bullying, generally use more subtle methods to bully others. Girls are more likely to use methods that would affect the social standing of a target (Olweus, 1993). This form of bullying is often called *relational aggression*.

Though boys also engage in relational aggression, most research conducted in the United States has shown that relational aggression is more common among girls. Relational aggression is designed to harm social relationships. Girls may try to turn a group of students against an individual girl by spreading rumors. In high school, with their friendships diminished, these bullied girls are at risk of dropping out of school.

Since relational aggression is more covert than physical aggression, it often goes undetected by teachers and other adults. By increasing awareness of the range of behaviors that constitute bullying, adults are in a better position to identify the perpetrators early and to establish suitable prevention and intervention strategies.

Differences Related to Age

Bullying takes place more in elementary and middle or junior high schools than in high schools (National Center for Educational Statistics), but bullying actually can begin in the preschool years.

According to the 2002 Indicators of School Crime and School Safety report, in 2001, students in lower grades were generally more likely to be bullied than students in higher grades. For example, 14 percent of students in sixth grade reported being bullied, compared with 2 percent of students in twelfth grade.

There is less scientific research available about very young children and bullying because questions in traditional surveys are difficult for them to understand, even if they are read to them. But various studies have shown that seven to 20 percent of preschool and early school-age children have levels of disruptive, aggressive behaviors severe enough to qualify for a mental health diagnosis (*Bullying Prevention is Crime Prevention*, 2003). This demonstrates the importance for parents to start teaching coping skills to their children before they enter preschool. Certain programs, such as *The Incredible Years* (www.incredibleyears.com/), have been shown to be effective for reducing aggression and behavior problems in young children and increasing their social competence at home and at school. ❖

From Research to Practice

In this section:

Good information for all adults
A word about teachers and bullying
Tips for schools
Tips for parents
- Warning signs
- Tips for parents of preschoolers
- Tips for parents of school-aged children

Tips for students
Responses to traumatic events
Programs to reduce bullying
Safe and Drug Free Schools
Legislation

The previous sections have focused on understanding what bullying is, what the risk factors are for bullies and their targets, and differences related to gender and age. This section focuses on taking that information and applying it– what the adults in schools can do, what parents can do, and what youth can do to reduce bullying in their environments.

Good information for all adults

One of the first steps in addressing bullying, is to recognize the problem exists and is very real to youth. Adults need to be aware that children pick up messages from virtually everything the adults in their lives do. If children fear they will not be taken seriously when they report bullying, they will quickly determine no one really cares, or even that what happened to them was somehow their fault. It's important for adults to validate a child's perception of any threat they may be facing, no matter how minor it may seem. It is important that the targets of bullying have a non-judgmental outlet for their feelings, and that they are taken seriously. Remember, you may not know what your children consider important until you ask them and they feel safe telling you.

It's difficult for some adults to remember what it was like to be 12. As cliché as it sounds, the new millennium has brought with it changes most adults never imagined. E-mail, text messaging, and cell phones make communicating with one another easier than ever. Sometimes that communication is hurtful. And, while adults have work and finances to worry about, it's easy to forget how things like the brand or style of jeans a child is wearing or a pimple on the cheek can make a day at school seem unbearable. But, these situations can cause very real anxiety to adolescent youth.

Another thing to remember is that when children enter adolescence, their peer group often has a stronger influence over them than their parents. A child who was

Noteworthy:

"Policies that focus only on catching and punishing violent behaviors fall far short of the goal of creating safe school environments."

"A human being who lives day-to-day having to continuously 'energize his shields' for protection has little remaining energy to direct toward positive endeavors, such as schoolwork, meaningful classroom participation, or healthy peer-adult interaction." -- Rico Racosky

Source: *Creating Emotionally Safe Schools* by Jane Bluestein, Ph.D., p. 277 and 30.

Fact:

In a study released in August of 2004 by the Girl Scout Research Institute, in conjunction with Harris Interactive, Inc., almost 25 percent of the more than 2,300 girls surveyed felt they did not know three adults they could go to for support if they were being bullied.

Source: *Feeling Safe: What Girls Say* by Girl Scout Research Institute, 2003.

Quote:

"The most obvious– but crucial– point is that tackling bullying first of all requires teachers themselves to stop bullying."

--Wendy Stainton Rogers

Source: *Creating Emotionally Safe Schools* by Jane Bluestein, Ph.D., p. 284.

once open and talkative may become less willing to converse with her parents in her teens. Studies of college students show that 51 percent of boys said they were afraid of others in high school, but only 46 percent said their parents were ever aware of this (Garbarino & de Lara, 2002).

It is important for adults to find ways to communicate with children. If a child says he's being picked on at school, ask him to describe what he means. As one parent of a child who was bullied advises, "Bobby kicked me" may quickly become "Bobby pushed me against lockers, got into my face and called me names. Then he turned around and kicked me as hard as he could."

How parents and other adults have reacted to information in the past and how accepting and warm they are, in general, will influence a child's willingness to communicate.

A Word about Teachers and Bullying

Teachers and other school employees are some of the most important adults in the effort to reduce bullying. Most teachers enter their profession with a genuine desire to make a positive difference in the lives of children. However, not all succeed. Unfortunately, some teachers and even principals actually participate in bullying. Though students are often surveyed about student-on-student bullying, little research has been conducted about the level of intimidation or bullying pupils receive from teachers.

In applying what we know about bullying and its prevention, the role of teachers and administrators cannot be understated. It's imperative that these adults take bullying seriously and model the respectful behaviors expected of their students. In recognition of this, some bullying prevention programs include training to strengthen adults' social skills. "Teachers and staff need to learn effective anger management, good communication skills, and flexible problem solving to model prosocial behaviors," write Karen Summers and Angelique von Halle in *From the Classroom to the Staff Room: Helping Staff Model Prosocial Behaviors*.

Tips for Schools

The following tips were prepared with assistance from Research Partners of the Hamilton Fish Institute on School and Community Violence, the Colorado Center for the Study and Prevention of Violence, and from *Childhood Bullying and Teasing: What School Personnel, Other Professionals, and Parents Can Do* by Dorothea M. Ross, Ph.D. With regard to what schools can do, many have emphasized the importance of understanding that **the systems and "climate" within the school actually contribute to bullying**.

Other tips include:

1. **Accept the fact that bullying is present in your school**.
2. Use anonymous student surveys to **determine the extent bullying exists in your school** and use subsequent surveys to evaluate efforts to reduce bullying.
3. **Evaluate the physical environment of the school and eliminate potentially unsafe areas** (such as dark stairwells)

or place monitors in previously unsupervised hallways and courtyards.

4. Create a committee that will **develop and implement a comprehensive violence prevention plan** that includes strategies for reducing or eliminating bullying. Also, implement a conflict resolution program that includes empathy training. Raise school and community awareness of and support for the plan by communicating the plan and its purpose to the local media and with parents.
5. **Involve parents.** Make sure they are aware of the ant-bullying policies of the school and what the consequences are for bullying. When a bullying situation is discovered, contact the parents concerned. Depending upon the situation, the parents' meeting can be held separately or together.
6. **Define what behaviors are considered bullying and harassment and what the consequences for those behaviors are**. These expectations must be clearly understood and upheld by the entire school community. The positive responses should be taught repeatedly throughout the school year in various settings. Post the definitions throughout the school and in all school buses. Distribute written policies in student manuals and to parents.
7. **Model the behaviors you expect from students**. It's sad to admit, but some teachers actually do engage in bullying students, usually with verbal put-downs. Consider offering workshops on how teachers can improve communication with their students.
8. **Meet with all school employees regarding policies on bullying and harassment**. Discuss the school's policy on intervening in a physical altercation between students and make sure they are prepared to uphold and follow your policy. Be sure to investigate the laws in your state regarding intervening. Some states hold school employees unaccountable for any injuries to youth that occur during attempts to separate students. Other states have no such statutory protection.
9. **Establish relationships with local law enforcement agencies** so you know what activities involving your students outside of school may threaten the safety of your students in school.
10. **Explore establishing a mediation program**. It can be an informal program for students or something more formal. For example, there are numerous peer mediation programs and youth court models available that empower youth

Key Points:

• Accept the fact that bullying is present in your school.

• Determine the extent to which bullying exists in your school.

• Evaluate the physical environment of the school and eliminate potentially unsafe areas.

• Develop and implement a comprehensive violence prevention plan.

• Take all reports of bullying seriously.

• Define what behaviors are considered bullying and harassment and what the consequences for those behaviors are.

• Model the behaviors you expect from students.

• Meet with all school employees regarding policies on bullying and harassment.

What are good rules?

Schools must have rules, but not all rules are necessarily good rules.

Carol Weinstein, author of Secondary Classroom Management, offers four principles for developing classroom rules:

1. Rules should be reasonable and necessary.

2. Rules need to be clear and understandable.

3. Rules should be consistent with instructional goals and with what we know about how people learn.

4. Classroom rules need to be consistent with school rules.

Source: *Creating Safe Schools for All Children* by Daniel L. Duke, p. 56-57.

by providing them with a safe forum that can be used to curb the violence and bullying at their school. Local bar associations may be able to help, when needed, to keep the lines of communication open between parents, students, and the school's administration.

11. **Take all reports of bullying seriously**. Validate the fears and concerns of the child who has been bullied and take proactive steps to prevent future victimization.
12. Continue to **take an interest in the well-being of your students who report they've been bullied**. Check in with them periodically to make sure that the problems have been resolved. This will also help to develop a positive line of communication while making them feel safe.
13. **If a pattern of ongoing bullying is present**, meet with the child's parents, school counselors, and teachers to discuss possible solutions and implement the plan.
14. **Do not leave students to work out bullying on their own**. The solutions they will often come up with are not always healthy and may actually escalate the conflict.
15. **Make sure that students understand that bullying will not be tolerated**.

Tips for Parents

The following information has been prepared with input from many of the nation's foremost experts on bullying and numerous print and Web resources. More tips for elementary, middle and high school students, parents, and teachers can be found at the Colorado Anti-bullying Project Web site at http://www.no-bully.com.

For parents of preschoolers

Parents can help their children avoid becoming either a bully or a target of bullying by building friendship skills, empathy, and anger and impulse control.

The following are tips to improve these skills in preschoolers.

1. **Assist your child in building empathy for others**. Teach them about feelings, about being happy, sad, scared, tired, etc. Then, teach them how to recognize how others might be feeling. Teach them to recognize a smile, a frown, an expression of fear, and a yawn. Then, teach your child the positive ways we can influence others' feelings. Praise him when he shares his toys or snacks with others and explain that his act of kindness made someone else happy. Be specific to demonstrate that the other person is smiling or stopped crying as a result of his kindness. And, as much as possible, model this and describe what you are doing.
2. **Help to develop your child's appreciation for those with differences**. A good time to teach this lesson is when someone says something that hurts your child's feelings. Explain that they should remember how it feels and that it is why it's important to be nice to others. Explain the importance of looking for positive qualities in others. Explain that a difference is not a reflection of better or worse; all people are unique.

3. **Help your child learn to control his/her anger**. You can do this when she kicks something out of frustration. Talk about frustration and try to find out what part of the task was frustrating and help her to resolve it. Teach her to count to ten, or take a deep breath instead of kicking. If she is excited when she accomplishes something, point out that excitement is a happy feeling, and identify the source of the feeling and how she knew she was happy. Did she smile? The same with feelings of sadness. Make sure you give your child your undivided attention when talking to her. Establishing open and honest communication in her early years will help when she is an adolescent.
4. **Help your child develop impulse control**. A good time to teach impulse control is when crossing the street with your child. Make it a habit to stop at the curb and count to 10 together while looking both ways. Explain that by taking those few seconds to think about their plan – crossing the street – and checking to be sure its safe – looking both ways for oncoming traffic – they are better able to make an informed decision about their actions.
5. **Help your child develop his or her negotiation skills**. This is easiest when your child has siblings or participates in a playgroup. When two children want to play with the same toy, you can teach them to negotiate with each other. Remember that the concept of time is difficult for a child to understand, so you may have to help them understand how long they may have to wait to play with the toy *next*. Playing with the toy next after one plays with it for five minutes will have no meaning to most children.
6. **Help your child develop his or her listening skills**, particularly when they are negotiating with others. Encourage children to listen to what others are saying.
7. **Help your children learn how to express their emotions in appropriate ways**. When your child is angry, take the opportunity to talk about what made him angry and set boundaries for the appropriate expression of his anger. Legitimize your child's feelings. You can find a safe way for your child to express anger. A good toy for this is a hammer and peg bench. Explain to your child they may hit the pegs as long as they like but they may not use the hammer to hit anything else. Establish the bench as the appropriate place to express their emotion of anger.

Key Points:

• Assist your child in building empathy for others.

• Help to develop your child's appreciation for those with differences.

• Help your child learn to control their anger.

• Help your child develop impulse control.

• Help your child develop his or her negotiation skills.

• Help your child learn how to recognize clues of the emotions others are feeling.

• Model appropriate behaviors.

• Use positive discipline strategies.

Warning Signs

Your child may be a target of bullying if he or she:

- Comes up with excuses for not going to school, such as headaches or stomach aches;
- Comes home with torn, damaged, or missing clothing, books, and belongings without a reasonable explanation;
- Has trouble sleeping and/or frequent nightmares;
- Has unexplained injuries such as bruises, cuts, and scratches;
- Fears walking to school or riding the bus;
- Has an unusual drop in grades;

8. **Help your child learn how to recognize clues of the emotions others are feeling** by listening to what others are saying and by observing their expressions. Make it a fun game by going through storybooks and naming facial expressions.
9. **Model appropriate behaviors**. Children learn by example. Make sure to practice the behaviors you hope to develop in your children.
10. **Use positive discipline strategies**. Rather than putting an emphasis on negative behaviors, praise and reward your children when they demonstrate positive social skills.

For Parents of School-aged Children

1. **Encourage your child to talk to you** about any bullying or harassment he may be experiencing at school. He may not volunteer this information; you may have to make a point to directly ask about his experiences in school.
2. **Encourage your child to participate in school clubs or athletics** to widen her exposure to new friends and support systems, as well as to help build her self-esteem.
3. **Praise and encourage your child**. Search for talents and praise them for it. A self-confident child is less likely to be bullied.
4. **Teach your child to be assertive rather than aggressive or violent when confronted by a bully**. Instruct him to walk away and get help from an adult in more dangerous situations. Practice responses with your child through role-playing. Teach your child to attempt to stay within sight of adults as often as possible.
5. If your child tells you she is being bullied**, make a detailed record of each incident.** Find out what happened, when it happened, and where the incident occurred. Note who was involved and if there were witnesses. Ask what response your child made and whether the incident was a one-time event or something that happens regularly.
6. **Build a relationship with your child's teachers and administrators**. If your child is bullied, make an appointment with the school staff member who handles parental complaints. Give them a copy of your written report of the bullying incident and ask how they plan to address the problem or help them to develop a plan. If you feel the school is being dismissive, make note of the reac-

tion to your complaint. Include names, staff position and date.

7. If you feel that your reports are not being acted upon**, you may need to move up the chain of command in the school's administration**. You may start with a teacher, if the bullying took place in a class, then work your way up to the principal, superintendent of schools, the school board, and finally, if these attempts prove unsuccessful, send a copy of the report of all events to date to the police for their files.
8. **Never blame your child** if he has been a victim of bullying.
9. **Seek help from a mental health professional**. Children who have been bullied often benefit from talking about what happened to them with a mental health professional. Signs that your child may need help include depression, withdrawal from friends or activities, and mood swings.

Tips for Students

An easy way to remember how to avoid bullying is through the letters that form the word S-T-A-M-P.

In general,

- **S**tay away from bullies.
- **T**ell someone.
- **A**void bad situations.
- **M**ake friends.
- **P**roject confidence.

1. **Stay away from anyone or any group of kids who don't like you or are mean to others**. Try taking a different route to and from school. If you are being bullied on the bus, make sure your driver is aware of the problems, and attempt to sit near the front of the bus within view of the driver.
2. **Tell someone you trust if you are being bullied**, perhaps a trusted teacher, counselor, principal, or your parents. Tell them what happened, what you did, and who bullied you. Also note where it happened and if anyone else saw. If you tell someone that doesn't take you seriously enough, tell someone else.
3. **Avoid unsupervised areas of school** or other places where you don't feel safe. Try to stay within the view of a teacher as much as possible and avoid being alone in remote parts of the building and locker rooms.
4. **Make friends at school and stick together**. Join clubs or participate in the band or a sports team.
5. **Project confidence**. Don't challenge a bully, but respond firmly or say nothing and walk away to the nearest adult.

Responses to Traumatic Events

Bullying incidents can be traumatic for youth. In the months following a traumatic event such as a serious incident of bullying, speak to your child's teachers and watch for signs of trauma response. These include:

1. **Shock** begins at the onset of the traumatic event, and can continue for weeks. Sights, smells, sounds, and feelings may overwhelm your child. The brain is unable to process it all, and emotional numbness sets in.

Warning Signs (cont.)

- Experiences a loss of interest in schoolwork;
- Comes home appearing anxious, distressed, unhappy, depressed, or tearful;
- Withdrawals from friends, family and/or school activities; and
- Acts out of character (significant change in mood), is frequently irritable or has sudden outbursts of anger.

Source: Colorado Anti-bullying Project, http://www.no-bully.com/parents.html

If someone is bullying you, try these tips:

- Ignore the bully and walk away
- Look the bully in the eye, and confidently tell him/her to stop
- Report the bullying to a trusted adult who you know takes bullying seriously
- Use humor/make a joke (but don't make a joke about the bully or it may intensify the situation).
- Find some allies, perhaps other kids who you know have been bullied. Make friends; there is safety in numbers.

Source: The Melissa Institute, Making a Difference in Bullying: Notes for Parents and Professionals, http://www.melissainstitute.org/

2. **Impact** can persist for a few days to several weeks. This phase frequently triggers confusion and a sense of being overwhelmed as realization of what has happened sets in. Children will likely feel a strong need to isolate themselves, but should be with others for support and to ensure a reconnect with caring people.
3. **Recoil** begins with return to a near-normal routine, accompanied by stable days. There will be a decrease in the symptoms of the impact stage, and attention, concentration, reasoning ability, recall, and emotional expression gradually return.
4. **Post-trauma resolution** often resembles an emotional roller coaster with some good days and some bad days. This phase occurs after a child returns to his or her routine. The impact of the traumatic event begins to show longer-term changes in behavior, thought patterns, beliefs, emotions, and perceptions. There are two possible outcomes of this phase: **positive resolution or negative reaction with no resolution**. The positive course will lead to acceptance of the event and along with a positive reevaluation of goals and values. Keep in mind that this may be a lengthy process. Without trauma resolution, there is a strong likelihood of a chronic struggle throughout life with distress and suicidal thoughts are more likely.

Things you can do to help your child work through the feelings that come from victimization include:

- Talking to your child about what happened and validating her feelings,
- Encouraging your child to keep a journal describing what he is feeling and explain the process of healing so he can track his progress,
- Seeking counseling or support groups. If there aren't any support groups in your area, speak to the school about organizing a support group of other youth who have been bullied, and
- Encouraging your child to exercise. Physical exercise helps children release anger. Riding a bicycle, walking, climbing and soccer are all great ways to reduce stress.

Programs to Reduce Bullying in Schools

Not all children enter school having mastered the ability to get along with others.

The ability to resolve conflict, empathize with others, play fairly, and to treat others with kindness are skills that must be learned. And they are the very skills that the most effective anti-bullying curricula address.

According to research conducted by Dan Olweus, Ph.D., bullying and other antisocial behavior can be reduced by as much as 50 percent through the use of bullying prevention interventions. However, it is important schools only invest in programs that have been tested and proven effective. There are more than 300 published violence prevention school-based programs, but less than a quarter of these have been tested for effectiveness. Under *No Child Left Behind*, federal support is targeted to those educational programs that have been demonstrated to be effective through rigorous scientific research.

With regard to bullying, according to a report by *Fight Crime: Invest in Kids,* only three models have been tested and proven effective: The Olweus Bullying Prevention Program, Linking the Interests of Families and Teachers (LIFT), and The Incredible Years (Bullying Prevention is Crime Prevention, 2003).

Olweus' *Bullying Prevention Program* has been selected as a model program by the Center for Study and Prevention of Violence. It involves school-wide, classroom, and individual interventions. School-wide rules and sanctions that emphasize a climate intolerant of bullying behaviors are reinforced by regular classroom discussions. Individual students receive consistent supervision and discipline, accompanied by parental involvement and, in some cases, mental health interventions. For information on this bullying program, visit http://www.clemson.edu/olweus/ or contact Susan Limber, Ph.D., Institute on Family & Neighborhood Life, Clemson University, 158 Poole Agricultural Center Clemson, SC 29634, (864) 656-6320.

Linking the Interests of Families and Teachers (LIFT) is an anti-aggression intervention consisting of a classroom based social skills program, a playground behavioral program, and systematic communication between teachers and parents. Research shows that this program produces long-term results from the 10-week intervention. Though LIFT has not been tested as extensively as Olweus' program, it has been has been tested in both first and fifth grades. In schools that received the program, aggressive playground behavior was a third less than reported playground aggression at schools that did not receive the intervention. Additionally, fifth graders who did not receive the program were 59 percent more likely to have established a behavior of drinking alcohol, and were twice as likely to have been arrested during middle school than those who participated in the LIFT program (Bullying Prevention is Crime Prevention, 2003). For more information on LIFT, call (541) 485-2711 or visit http://modelprograms.samhsa.gov/promising.cfm?pkProgramID=126.

The Incredible Years is a research-based program that has been proven effective for reducing children's aggression and behavior problems, as well as increasing social competence at home and at school. The program's parent training, teacher training, and child social skills training approaches have been selected by the U.S. Office of Juvenile Justice

Key Points:

Not all children enter school having mastered the ability to get along with others. The ability to resolve conflict, empathize with others, play fairly, and to treat others with kindness are skills that must be learned. And they are the very skills that the most effective anti-bullying curricula address.

Quote:

"Creating a respectful, caring, and intentionally inviting learning environment is the surest way to encourage student achievement." – William Purkey and David Aspy

Source: *Creating Emotionally Safe Schools* by Jane Bluestein, Ph.D., p. 284.

Common emotional reactions following traumatic events include:

- Powerlessness/vulnerability
- Anxiety
- Fear of possible retaliation
- Guilt
- Depression
- Intense sadness
- Extreme calm or paranoia
- Flashbacks, sleeplessness, nightmares
- Nonsocial behavior
- Severe mood swings and anger
- Suicidal feelings
- Alcohol and substance abuse

Common physical reactions include:

- Weight loss
- Sleeplessness
- Overeating
- Panic attacks
- Inability to concentrate
- Lethargy

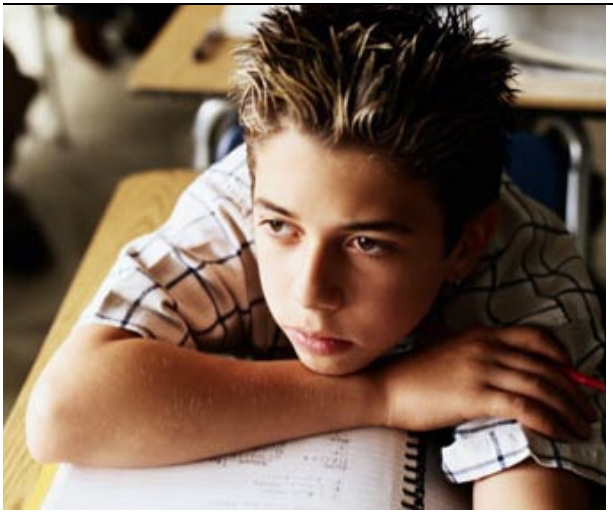
and Delinquency Prevention as an exemplary program and as a model program by the Center for Study and Prevention of Violence. The program was also selected as a model program by the Center for Substance Abuse Prevention (CSAP). As such, the series has been subject to three quality evaluations by independent groups, evidenced excellent effectiveness, and attained high overall ratings. The American Psychological Division 12 Task force has recommended the program as a well-established treatment for children with conduct problems. The Incredible Years is designed for children aged two to eight who show high levels of aggressive behavior and includes a parent-training element. One study found that the program "has been able to stop the cycle of aggression for approximately two-thirds" of targeted families receiving help (Bullying Prevention is Crime Prevention, 2003). For more information on this program, visit http://www.incredibleyears.com or call (888) 506-3562.

Other programs developed specifically to combat bullying, but that have not been as widely evaluated as the three previously mentioned, are *Bully-Proofing Your School, Steps to Respect, Bully Busters®, Expect Respect, the No Bullying Program, Aggression Replacement Training (ART)*, and *Don't Laugh at Me (DLAM)*.

The *Bully-Proofing Your School* approach is a comprehensive program derived from the work of Olweus and others. School staff participates in conflict resolution training and methods of intervention in bullying situations. Students learn social problem-solving techniques in a nine-session curriculum, followed by booster sessions in middle school. Individuals who engage in bullying are taught appropriate leadership skills, while victims are taught more effective social skills. Parent support groups are also used. For information on this program, contact Sopris West, 4093 Specialty Place, Longmont, CO 80504, (800) 547-6747. More information can be found on the Sopris West Web site at http://www.sopriswest.com.

Steps to Respect, developed by the Committee for Children, is designed to decrease bullying in elementary-aged children and help students build more supportive relationships with each other. The program's dual focus on bullying and friendship is based on research showing that friendship protects children from the harmful effects of bullying. It teaches children to recognize bullying, use assertive behaviors and to report bullying to adults. This program is from the creators of *Second Step*, a social skills development curriculum that has received the "Exemplary Program" award from the U.S. Department of Education. For more information, contact The Committee for Children, 568 First Avenue South, Suite 600, Seattle, WA 98104-2804, (800) 634-4449 or visit http://www.cfchildren.org.

Bully-Busters® is a comprehensive, theory-based program designed to empower teachers to prevent and reduce aggression in their classrooms and to work as a team to develop a school culture that supports positive relationships among all members of the school's social system. It is designed to empower students and teachers with strategies that enable them to build a safe and supportive learning environment for all, and it provides strategies and tools that aim to



develop resilience in students. The program also helps to nurture empathy building in students. It was developed by psychologists Dawn Newman-Carlson, Ph.D., Arthur (Andy) M. Horne, Ph.D. and Christi Bartolomucci, Ph.D. and has been shown to be effective in increasing teachers' knowledge and use of bullying-intervention skills, as well as in reducing the amount of bullying in the classroom (Espelage & Swearer, 2004). For more information visit http://www.researchpress.com/product/item/5192/.

The *Expect Respect* program has four components: 1) counseling and support groups for students who have experienced abuse and students who have witnessed domestic violence; 2) classroom presentations on the topics of dating violence, sexual harassment/assault, and healthy relationships; 3) the SafeTeens Volunteer Programs; and 4) the Bullying Prevention Program. In elementary schools, Expect Respect counselors utilize play therapy techniques and peer support groups to help children communicate their feelings, increase their sense of personal safety, and build healthy coping skills. In middle and high schools, the Expect Respect program provides groups for youth who have had personal experiences with abuse in their dating or family relationships. For more information on this program visit http://www.austin-safeplace.org/site/PageServer?pagename=overview.

The *No-Bullying Program* is a research-based, early violence prevention program designed to reduce bullying behaviors in school. The program is implemented by teachers in classrooms and teaches adults and middle school students how to distinguish bully/victim situations from "normal" peer conflict and to appropriately. For more information on this program visit http://www.teachingpeace.org/bully.html.

Aggression Replacement Training (ART) is designed to teach adolescents to understand aggression and antisocial behavior and replace these with positive alternatives. The program's three-part approach includes training in Prosocial Skills, Anger Control, and Moral Reasoning. For more information on this program visit http://www.researchpress.com/scripts/product.asp?item=5004.

Don't Laugh at Me (DLAM) is a curriculum-based program founded by Peter Yarrow of the folk group Peter, Paul & Mary. DLAM utilizes music and video to support conflict resolution curricula designed to establish a climate that reduces behaviors such as ridi-

Noteworthy:

No one program, policy, or practice can address all of the reasons why young people harm themselves and others. No single strategy can prevent strangers or staff members from jeopardizing the well-being of students. The most prudent course of action for all schools is to address safety comprehensively.

Source: *Creating Safe Schools* for All Children by Daniel L. Duke, p. 122.

For more information on comprehensive school violence prevention, download *A Comprehensive Approach to School Violence Prevention* at www.hamfish.org/framework/framework.pdf

Tip:

Several groups rank and evaluate programs for effectiveness. Some of these can be found at the following sites:

Center for the Study and Prevention of Violence

http://www.colorado.edu/cspv/blueprints/index.html

Substance Abuse and Mental Health Programs

http://www.modelprograms.samhsa/gov/

Hamilton Fish Institute
http://www.hamfish.org/programs

cule, bullying and, in extreme cases, violence. Thanks to the generosity of The McGraw-Hill Companies, and other supporters, Operation Respect disseminates the DLAM programs free of charge. You can find more information about this program online at http://www.dontlaugh.org.

A final note on programs

Research has shown that in order for bullying prevention programs to be effective, it is important for all stakeholders (meaning all teachers, principals, school board members, counselors, bus drivers, parents, and the students) take bullying seriously. In order to effectively reduce existing bullying problems and prevent future problems, Olweus research shows it is critical for teachers, administrators, and staff to be aware that bullying is a problem and that they play a crucial role in its prevention. Research also shows that a comprehensive approach is the most effective way to reduce and prevent violence in schools. In other words, no one program can be expected to eradicate bullying.

Safe and Drug Free Schools

The Safe and Drug Free Schools and Communities Act (SDFSCA) was established with the reauthorization of the Elementary and Secondary Education Act, now No Child Left Behind. SDFSCA allocates monies, efforts, and technical assistance for civics and character education and crisis response, in addition to violence and substance abuse prevention. It also puts in place new safeguards aimed at increasing safety and violence reduction in our schools. These safeguards include reporting and monitoring school safety systems; requirements for program selection and school choice; and supplemental services for students attending 'persistently dangerous schools.'

How does SDFSCA affect bullying? As a proactive step, it provides money to the states for promoting safety and teaching prosocial skills with other prevention programs. Although it does not specifically address anti-bullying programming, it does suggest a comprehensive violence prevention curriculum that teaches positive behaviors, empathy, and conflict resolution, as well as alternative means for resolving disputes, such as peer mediation and youth courts. All of these encourage youth to seek help from adults.

When selecting programs to implement under SDFSCA, schools should tap into the many resources available through the state Safe and Drug Free Schools coordinators and district curriculum offices.

Many states have established school safety center Web sites under the auspices of Safe and Drug Free Schools. We've provided a list of many of these, along with their Web location, for your reference on page 28.

Legislation

Partly in response to the Columbine High School tragedy, many state lawmakers have joined forces with parents and educators to take a hard stance against bullying in schools. As more is learned about the lasting effects of bullying, some state lawmakers have sought to mandate change through legislation.

Some of the states that have passed legislation to address bullying are listed in the shaded column on the right. One of these, Vermont, has anti-bullying legislation that defines bullying; requires each school to present a model for school-wide discipline; and has requirements for reporting. The legislation is thorough, addressing the many nuances and factors involved.

Other states have left much of the decision-making up to the individual districts and school boards. For example, Arizona allows school districts to create and adopt their own anti-bullying policies, provided they have been approved by the state Department of Education. Mississippi gave schools the responsibility to select and model conflict resolution programs, while Connecticut law requires every regional board of education to develop a policy dealing with the problem of bullying.

Ironically, some legislation has been hindered by conflict among lawmakers. The inability to reach a consensus on language and definitions kept anti-bullying bills in some states mired in debates. Texas, Washington, Massachusetts, and West Virginia are among these. In Washington, a religious organization opposed the bullying-prevention bill, contending that it was a way to force schools to teach about homosexuality. Similarly, the West Virginia Board of Education voted to suspend the use of an anti-bullying program used in that state after concerns that it might promote homosexuality. But hatred, whether motivated by sexual identity, race, or other factors, has no place in schools. Safeguards should be in place, whether through policy or legislation to protect all children from ridicule, harassment, and persecution.

While virtually everybody agrees that it is good for schools to reduce bullying, some people question whether state laws requiring schools to have anti-bullying policies will actually help achieve that goal. In Norway, where bullying research began, the country passed a national anti-bullying law that provides a zero-tolerance policy towards bullying in school. Though bullying has been greatly reduced in that country since Dan Olweus' landmark research first began, some students believe the legislation simply pushes the problem underground; students resort to more subversive, psychological bullying. ❖

States with legislation to address bullying:

Colorado, Georgia, Illinois, Louisiana, Nevada, New Hampshire, New Jersey, Oklahoma, Oregon, Vermont, Washington, Rhode Island, and West Virginia passed laws requiring schools to have policies on bullying.

Other states, including Mississippi, West Virginia, Tennessee, and Maine passed laws requiring conflict resolution curricula in schools. Arkansas and Michigan have similar legislation.

New York and Rhode Island have laws requiring that schools adopt safety plans that include strategies that designate mentors for students concerned with bullying. Tennessee, Vermont and Virginia have passed legislation that prohibits hazing.

State and National Web Sites

National Center for Education Statistics
Web site: http://nces.ed.gov/

Office of Safe and Drug Free Schools
Web site: http://www.ed.gov/about/offices/list/osdfs/index.html

Alabama: Safe Schools Initiative
Web site: http://www.ago.state.al.us/schools/

Alaska: Alaska's Safe Schools Resources
Web site: http://www.neaalaska.org/excellence/saferesource.htm

Arizona: Safe and Drug Free Schools Program
Web site: http://www.ade.state.az.us/schooleffectiveness/health/titleiv/

Resources

In this section:

Resources on the Web
- Articles, brochures, reports, fact sheets
- Web sites for general information
- State and National Web Sites

Books
- Books for administrators, teachers, and parents
- Books for families and children

Legal Resources

There is a wealth of information available on the Internet about bullying. The following are a few suggested resources.

Articles, brochures, reports, fact sheets

Bullying: From The Office of Juvenile Justice and Delinquency Prevention (OJJDP), this bulletin lists strategies and programs to reduce bullying in schools.
Web location: http://www.ojjdp.ncjrs.org/jjbulletin/9804/bullying.html

Addressing the Problem of Juvenile Bullying: From OJJDP, this document summarizes long- and short-term effects of bullying. (PDF)
Web location: http://www.ncjrs.org/pdffiles1/ojjdp/fs200127.pdf

Combating Fear and Restoring Safety in Schools (PDF)
Web location: http://www.ncjrs.org/pdffiles/167888.pdf

Problem Oriented Guides for Police: Bullying in Schools
Web location: http://www.cops.usdoj.gov/mime/open.pdf?Item=272

The ERIC/CASS Virtual Library on Bullying in Schools
Web location: http://www.ericfacility.net/databases/ERIC_Digests/ed459405.html

ERIC Digest: *Easing the Teasing: How Parents Can Help Their Children*
Web location: http://www.ericfacility.net/ericdigests/ed431555.html

Early Warning, Timely Response: A Guide to Safe Schools (PDF)
Web location: http://cecp.air.org/guide/guide.pdf

Safeguarding our Children: An Action Guide (PDF)
Web location: http://www.ed.gov/admins/lead/safety/actguide/action_guide.pdf

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to

Creating Safe School Climates (PDF)
Web location: http://www.ed.gov/admins/lead/safety/threatassessmentguide.pdf

Preventing Bullying: A Manual for Schools and Communities describes a comprehensive approach to bullying and includes curricula that may be used as part of a school-wide program. This 18-page brochure is free and is available from the U.S. Department of Education's Web site. From the home page, select "publications." The publication number for this resource is: EQ 0118B.
Web site: http://www.ed.gov

The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States (MSWord)
Web location: http://www.ed.gov/admins/lead/safety/preventingattacksreport.doc

An Interim Report on the Prevention of Targeted Violence in Schools is a publication of the United States Secret Service National Threat Assessment Center, in collaboration with the U.S. Department of Education.
Web location: http://www.ustreas.gov/usss/ntac/ntac_ssi_report.pdf

The California Department of Education provides an excellent list of resources available on the topic of bullying, including a very informative report entitled *Bullying at School*.
Web location: http://www.cde.ca.gov/ls/ss/se/bullyres.asp

The National Education Association National Bullying Awareness Campaign includes tips for parents and pupils.
Web location: http://nea.org/schoolsafety/bullying.html

In addition to programs that have been shown to be effective in reducing bullying behaviors, the Committee for Children has resources and tips for parents on how to reduce and prevent bullying in school.
Web location: http://www.cfchildren.org/parentsf/parentindex/

Bullying is a publication from the National Youth Violence Prevention Resource Center (PDF)
Web location: http://www.safeyouth.org/scripts/teens/docs/bullying.pdf

Education Week has published a variety of informative articles on bullying.
Web site: http://www.edweek.org. Registered users can search their archives by keyword. Registration is free. A few suggested articles include:

- *Two Studies Highlight Links Between Violence, Bullying by Students*
  Web location: http://www.edweek.org/ew/ewstory.cfm?slug=36bully.h22&keywords=bullying
- *Bullying Policies Slow to Reach Schools*
  Web location: http://www.edweek.org/ew/ewstory.cfm?slug=15bully.h22&keywords=bullying
- *At School, a Cruel Culture*
  Web location: http://www.edweek.org/ew/ewstory.cfm?slug=27taunts.h20&keywords=bullying

State and National Web Sites Cont.

California: Safe Schools and Violence Prevention Office
Web site: http://www.cde.ca.gov/ls/ss/

Colorado: Safe Communities-Safe Schools
Web site: http://www.colorado.edu/cspv/safeschools/

Conneticut: Safe Schools and Communities Coalition
Web site: http://www.drugsdontwork.org

Delaware: School Climate and Discipline Program
Web site: http://www.doe.state.de.us/programs/climate/

Florida: Safe, Disciplined, and Drug-Free Schools
Web site: http://www.unf.edu/dept/fie/sdfs/

State and National Web Sites Cont.

Georgia: School Safety Program
Web site: http://www.doe.k12.ga.us/schools/safety/hotline.asp

Hawaii's Public Schools
Web site: http://doe.k12.hi.us/

Idaho: Safe and Drug Free Schools
Web site: http://www.sde.state.id.us/Safe/

Illinois: Safe Schools
Web site: http://www.isbe.state.il.us/safeschools/default.htm

Indiana: School Safety Specialist Academy
Web site: http://ideanet.doe.state.in.us/isssa/welcome.html

Iowa: Safe and Drug Free Schools
Web site: http://www.state.ia.us/educate/ecese/cfcs/sdfsc/

Education World also has very informative articles on many topics. Some excellent articles on bullying include:

- *Stop Bullying Before It Starts*: School Administrator's Article
  Web location: http://www.education-world.com/a_admin/admin117.shtml
- *Bully-proof Your School*: School Administrator's Article
  Web location: http://www.education-world.com/a_admin/admin018.shtml
- *Bullying Intervention Strategies That Work*
  Web location: http://www.education-world.com/a_issues/issues103.shtml
- *Sticks and Stones and Names Can Hurt You: De-Myth-tifying the Classroom Bully!*
  Web location: http://www.education-world.com/a_issues/issues102.shtml
- *Don't Get Even, Get Help: Support for Victims of Bullying*
  Web location: http://www.education-world.com/a_issues/issues104.shtml

Bullying Prevention is Crime Prevention from Fight Crime: Invest in Kids (PDF)
Web location: http://www.fightcrime.org/reports/BullyingReport.pdf

Addressing Bullying in Schools, a publication from the Safe Schools Center, Los Angeles, California, offers many tips for parents, teachers, administrators, and students, including resource lists and facts about bullying.
Web location: http://156.3.254.236/includes/templates/document_frame.cfm?toURL=documents&id=516

You Can Beat Bullying: A Guide for Young People from Kidscape.org.uk (PDF)
Web location: http://www.kidscape.org.uk/assets/downloads/ksbeatbullying.pdf

Banning the Bullies an article from Salon.com
Web location: http://dir.salon.com/news/feature/2001/03/15/bullying/index.html

Talking with Kids About Violence is a document written for parents and is part of a national campaign called *Talking With Kids About Tough Issues* by Children Now and the Kaiser Family Foundation. (PDF)
Web location: http://www.talkwithkids.org/twk-booklet-violence.pdf

Recognizing and Preventing Bullying from National Center for Safe Schools (PDF)
Web location: http://www.ncesd.org/sdfs/Web%20docs/Fact%20Sheet%20-%20Recognizing%20and%20Preventing%20Bullying.pdf

Warning Signs is an online brochure from The American Psychological Association

that educates parents and youth about the warning signs for violence.
Web location: http://helping.apa.org/dl/warning_signs.pdf

Feeling Safe: What Girls Say is a study conducted by the Girl Scout Research Institute, in conjunction with Harris Interactive, Inc. (PDF)
Web location: http://www.girlscouts.org/research/pdf/feeling_safe.pdf

Web sites for general information about bullying

Stop Bullying Now. This is a fun and informative site created by the U.S. Department of Health and Human Services, the Health Resources and Services Administration, and the Maternal and Child Health Bureau to provide parents and youth information on bullying.
Web site: http://www.stopbullyingnow.hrsa.gov/index.asp

Bullying at School. This page, hosted by the SCRE Center at the University of Glasgow in the U.K., provides tips for teachers.
Web location: http://www.scre.ac.uk/bully/index.html

Students Unified with Parents and Educators to Resolve Bullying (SUPERB) offers excellent information on the efficacy of many bullying prevention programs.
Web site: http://www.nochildfearschool.org/resources.htm

Center for the Study and Prevention of Violence
Web site: http://www.colorado.edu/cspv

Bullying Online is a UK-based site with information for students and parents, including legal advice.
Web site: http://www.bullying.co.uk

Bullying.org is a Web site based in Canada that features stories, tips, resources, and services about bullying.
Web site: http://www.bullying.org

The Colorado Anti-Bullying Project provides information for teachers, parents, and youth on bullying.
Web site: http://www.no-bully.com/parents.html

National Youth Violence Prevention Center offers useful information, including resources, about many topics including school violence and youth suicide.
Web site: http://www.safeyouth.org

Bullystoppers.com offers a safe place for youth to report bullying problems and has tips for how to get out of confrontations with other youth.
Web site: http://www.bullystoppers.com/

What's Wrong With Bullying? This site, which was created by 6th grade students, provides for students about bullying and its prevention.
Web site: http://library.thinkquest.org/TQ0312169/intro.html

Safeguarding Your Children at School: Helping Children Deal with a School Bully from the National PTA
Web site: http://www.pta.org/programs/sycsch.htm

State and National Web Sites Cont.

Kansas: Kansas National Education Association Safe Schools
Web site: http://www.knea.org/schools/safe_schools.htm

Kentucky: Center for School Safety
Web site: http://www.kysafeschools.org/

Louisiana: Safe Schools Task Report
Web site: http://www.doe.state.la.us/doe/publications/safeschools/framsafe.htm

Maine: Safe and Drug Free Schools and Communities Act
Web site: http://www.mainesdfsca.org/

Maryland: Safe Schools
Web site: http://www.msde.state.md.us/safe_schools/index.html

State and National Web Sites Cont.

Massachusetts: Safe and Drug Free Schools
Web site: http://www.doe.mass.edu/hssss/program/sdsf.html

Michigan: Michigan Safe Schools
Web site: http://www.michigan.gov/safeschools

Minnesota: Coordinated School Health
Web site: http://www.mnschoolhealth.com/index2.html

Mississippi: Office of Safe and Orderly Schools
Web site: http://www.mde.k12.ms.us/lead/osos/

Missouri: Center for Safe Schools
Web site: http://www.umkc.edu/education/safe-school/

Montana: Safer Schools and Communities Coming Together Project
Web site: http://www.soe.umt.edu/ders/safeschools/

Keep Schools Safe: The school and security resource has tips for parents, students and schools
Web site: http://www.keepschoolssafe.org/index.htm

Dealing with Bullies from the Safe Child Organization
Web site: http://www.safechild.org/bullies.htm

Take Action Against Bullying: A Canadian site with information and news stories about bullying.
Web site: http://www.bullybeware.com/

Bullying: Information for Parents and Teachers. This site has a wealth of information and tips for parents, students, and teachers.
Web site: http://www.lfcc.on.ca/bully.htm

Parents Against Bullying: Founded by a parent whose son was bullied in school, Parents Against Bullying is place where parents can find information, emotional support, advice, understanding and resources.
Web site: http://www.freewebs.com/parentsagainstbullies/

Books

And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence (2002)
Written by James Garbarino, Ph.D. and Ellen deLara, Ph.D.
The Free Press
ISBN 0-7432-2898-7
This book offers current views on bullying by getting into the minds of the children themselves and showing parents how they can take proactive roles in responding to the emotional needs of their children.

Bullying at School: What We Know and What We Can Do (1994)
Written by Dan Olweus
Blackwell Publishers/AIDC
ISBN 0-6311-9241-7
The facts about bullying, its causes and consequences are presented in straightforward language. This book contains practical advice for school principals, teachers and parents, and is a valuable guide to help recognize if a child is being victimized or bullies others.

The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8 (1999)
Written by Allan L. Beane
Free Spirit Publishing

ISBN 1-5754-2054-6
Although it is targeted for elementary and middle school children, any parent, teacher, or other school official can benefit from this book.

Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention (2004)
Edited by Dorothy L. Espelage and Susan M. Swearer
Lawrence Erlbaum Associates, Publishers
ISBN 0-8058-4559-3
This book offers analysis and conclusions of research conducted in the United States on bullying. Though the text is written at a graduate level, the information presented is well organized and definitely a must-read for school administrators.

Bullying in Schools: And What to Do About It (1997)
Written by Ken Rigby. Ph.D.
Jessica Kingsley Publishers
ISBN 1-85302-455-4
Australian author and researcher Ken Rigby presents positive steps schools can take to reduce the incidence of bullying. The book offers strategies to diffuse potentially troublesome situations. It shows methods of dealing with bullies and ways to enhance the self-esteem of victims.

Bully Proofing Your School: A Comprehensive Approach for Elementary Schools
Written by Carla Garrity, Kathryn Jens, William Porter, Nancy Sager, Cam Short-Camilli
Sopris West Educational Services
ISBN 1-5703-5279-8
This book is by a team of educators, psychologists and social workers in Colorado who report on a comprehensive program designed to make the school environment safe for children both physically and psychologically.

Childhood Bullying and Teasing: What School Personnel, other Professionals and Parents Can Do (2003)
Written by Dorothea M. Ross, PhD.
American Counseling Association
ISBN 1-55620-157-5
Originally published in 1996, this book has been updated and is recommended by the Committee for Children as one of the best books available for information about bullying.

Creating Safe Schools for All Children (2002)
Written by Daniel L. Duke
Allyn & Bacon
ISBN 0-205-32018-X
This is an excellent book for school administrators and teachers who are committed to creating a safer climate in their schools. From the various perspectives involved to the potential roadblocks to progress, Duke does an excellent job of presenting the "how to" on creating a comprehensive school safety plan.

How to Talk to your Kids about School Violence (2003)
Written by Ken Druck
Onomatopoeia, Inc.
ISBN 0-97223-420-9

State and National Web Sites Cont.

Nebraska: Department of Education School Safety Programs
Web site: http://www.nde.state.ne.us/safety/

Nevada: None

New Hampshire: Safe and Drug Free Schools Program
Web site: http://www.ed.state.nh.us/safeschools/safeanddrugfreeschools.htm

New Jersey: Safe Schools Manual
Web site: http://www.state.nj.us/njded/schools/safe-schools/

New Mexico: Public Education Department
Web site: http://www.sde.state.nm.us/div/sipds/health/index.html

New York: Upstate Center for School Safety
Web site: http://www.mhric.org/scss/

State and National Web Sites Cont.

North Carolina: Center for the Prevention of School Violence
Web site: http://www.ncdjjdp.org/cpsv/

North Dakota: Safe and Drug Free Schools
Web site: http://www.sde.state.nm.us/div/sipds/health/index.html

Ohio: Safe Schools Center
Web site: http://www.ebasedprevention.org/

Oklahoma: Safe and Drug Free Schools and Communities
Web site: http://title3.sde.state.ok.us/titleiv/

Oregon: Safe and Drug Free Schools and Communities
Web site: http://www.ode.state.or.us/search/results/?id=107

Pennsylvania: Center for Safe Schools
Web site: http://www.center-school.org/viol_prev/css/

Rhode Island: None

Written for parents and teachers, this book helps caring adults be good listeners and communicators. Providing tips on how to start a conversation and what types of comments might stop communication with kids, the book ultimately discusses how to handle the violence that children will inevitably witness, whether in person, on a computer or on television. It's essentially a "facts of life" book that covers just about any topic a parent might face when the topic is violence: suicide, bullying, school shootings, threats, weapons in school and more.

Nobody Left to Hate: Teaching Compassion After Columbine (2000)
Written by Elliot Aronson
Henry Hold and Company, LLC
ISBN 0-8050-7099-0
This book is a quick and easy read on the social psychology involved in bullying and how our educational system may contribute to the problem. Included is discussion of how the system could be changed to be less competitive and help children learn to appreciate and empathize with one another more effectively.

Odd Girl Out: The Hidden Culture of Aggression in Girls (2003)
Written by Rachel Simmons
ISBN 0-15-602734-8 (paperback)
This book is one of the first books written specifically on the topic of aggression in girls. Written by a journalist, not a researcher, the author exposes the truth about what's going on by sharing real life stories and ground breaking discoveries.

Say Something (2004)
Written by Peggy Moss, Illustrated by Lea Lyon
Tilbury House Publishers
ISBN: 0-88448-261-8
Designed for preschool to elementary-aged children, this delightfully illustrated book teaches children an important lesson about bullying – say something.

Stop the Bullying: A Handbook for Teachers (2001)
by Ken Rigby. Ph.D.
Pembroke Publishers
ISBN 1-5513-8137-0
A handbook based upon 10 years of research that provides a user-friendly, easy to apply set of ideas and advice on how to stop bullying in schools.

Legal Resources

Sometimes a legal opinion may be necessary if other steps to prevent bullying fail. The following are some groups who advocate for the rights of youth and parents.

The Center for Law and Education (CLE) strives to make the right of all students to quality education a reality throughout the nation and to help enable communities to address their own public education problems effectively, with an emphasis on assistance to low-income students and communities.
Web site: http://www.cleweb.org

Education Law Center advocates on behalf of New Jersey's public school children for access to an equal and adequate education under state and federal laws. The ELC works to improve educational opportunities for low-income students and students with disabilities through public education, policy initiatives, research, communications, and, when necessary, through legal action.
Web site: http://www.edlawcenter.org

Education Law Center - Pennsylvania (ELC) is a non-profit legal advocacy organization dedicated to ensuring that Pennsylvania's children have access to a quality public education.
Web site: http://wwwelc-pa.org/

Juvenile Law Center was founded in 1975 as a non-profit legal service. Its mission is to ensure that the child welfare, juvenile justice and other public systems provide vulnerable children with the protection and services they need to become happy, healthy and productive adults.
Web site: http://www.jlc.org/

Lambda Legal is a national organization committed to achieving full recognition of the civil rights of lesbians, gay men, bisexuals, the transgendered, and people with HIV or AIDS through impact litigation, education, and public policy work.
Web site: http://www.lambdalegal.org/cgi-bin/iowa/index.html

National Coalition of Advocates for Students works to foster the protection of children's rights in public school systems and assures equal educational opportunities and due process protections.
Web site: http://www.ncasboston.org/

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State and National Web Sites Cont.

South Carolina: Center for Safe Schools
Web site: http://www.myscschools.com/offices/ssys/

South Dakota: Safe Schools of South Dakota
Web site: http://www.ri-doe.net/default.htm

Tennessee: School Safety Center
Web site: http://www.state.tn.us/education/sp/sptssc.htm

Texas: Safe Schools Division
Web site: http://www.tea.state.tx.us/safe/

Utah: Safe and Drug Free Schools
Web site: http://www.usoe.k12.ut.us/curr/pitcrew/safe.htm

Vermont: Department of Education
Web site: http://www.state.vt.us/educ/

State and National Web Sites Cont.

Virginia: Center for School Safety
Web site: http://www.dcjs.virginia.gov/common/links.cfm?code=17

Washington: State School Safety Center
Web site: http://www.k12.wa.us/safetycenter/

West Virginia: Safe Schools Helpline
Web site: http://wvde.state.wv.us/safeschools/safeschoolshotline.html

Wisconsin: Resources for Safe Schools
Web site: http://www.dpi.state.wi.us/dpi/dlsea/sspw/safeschool.html

Wyoming: None

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Facts:

Bully and target roles tend to remain stable over a period of years. Children who bully and children who are targeted tend to stay in those roles.

Bullies and targets are far more likely to bring a weapon to school than students not involved in bullying episodes. 43 percent of boys who said they had bullied others at least once a week in school had brought a weapon to school, while 29 percent of targets who had been bullied weekly brought weapons to school.

Source: The Governor's Prevention Partnership, http://www.prevention-worksct.org

Facts:

Relational aggression starts in preschool, and so do the first signs of sex differences.[14] The behavior is thought to begin as soon as children become capable of meaningful relationships. By age three, more girls than boys are relationally aggressive, a schism that only widens as children mature.

Source: *Odd Girl Out* by Rachel Simmons, p. 43.

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