



**COLEGIUL TEHNIC
„ION HOLBAN” IAȘI**



School prevention and intervention on bullying

Europe on seven hills

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Awareness exercise

A teacher was teaching her class about bullying and gave them the following exercise to perform. She had the children take a piece of paper and told them to crumple it up, stomp on it and really mess it up but be careful not to rip it. Then she had them unfold the paper, smooth it out and look at how scarred and dirty it was. She then told them to tell it they're sorry. Now even though they said they were sorry and tried to fix the paper, she pointed out all the scars they left behind. And that those scars will never go away no matter how hard they tried to fix it. That is what happens when a child bullies another child, they may say they're sorry but the scars are there forever. The looks on the faces of the children in the classroom told her the message hit home.



Positive relationships/ school climate

Positive social relationships foster healthy interactions. Poor social relationships contribute to early death as much as smoking, drinking, and obesity, and children involved in bullying (either as the student being victimized or the student engaged in bullying) have relationship problems. By assessing the extent of relationship problems at your school you can help prevent bullying.

Positive school climate has a positive impact on such areas as mental health, substance use, healthy eating, conflict resolution and healthy relationships. Keep your school safe by assessing the prevalence of bullying and ensuring your interventions are working to promote healthy relationships and reduce bullying. Most bullying episodes are verbal and brief with more than half of children and youth not reporting them to school staff.



NEVER JUDGE A CHILD ASK YOURSELF...

Does he have food in his home?
Does she know that someone cares about her?

Does he feel he has to
hide who he is to fit in?

Does he feel affirmed in your classroom?

Do you see her differences
as a deficiency?

Have you asked him
what he is good at?

Do you know what
motivates him?

Is that defiance you think
you're perceiving or a
cultural difference you
haven't taken the time
to understand?

Is she more worried about
homework or being homeless?

Has anyone smiled
at her today?

When his mom doesn't show up
for a meeting, is it because she has
to work to put food on the table?

Does she need someone to listen to her
rather than tell her what to do?

Are you living the words in your school mission statement
or is it just something hanging on the wall?

OPEN MINDS & OPEN HEARTS WILL OPEN DOORS TO LEARNING

Principles for Bullying Prevention and Intervention

- **Principle 1: Bullying is a relationship problem**
- **Principle 2. Bullying interventions require a developmental approach**
- **Principle 3. Bullying interventions require a systems approach**
- **Principle 4: Leadership is the Foundation for Systems Change**



I. Bullying prevention



Goals of bullying prevention activities

1. Promoting positive relationships within and between the entire school to enhance school climate and a supportive learning environment;
2. Educating and developing awareness about bullying, the importance of healthy relationships, and self-awareness about the use of real and perceived power in relationships;
3. Consolidating attitudes which are incompatible with bullying for inclusion, acceptance and respect for all;
4. Developing awareness of bullying issues at the school;
5. Developing positive solutions to prevent and address bullying;
6. Learning positive strategies to address bullying by
 - a. children and youth who are victimized
 - b. children and youth who witness bullying
 - c. teachers, and
 - d. other school staff;
7. Building social responsibility and open trusting communication about bullying and relationship difficulties.



Prevention- Activities at the school level (according Dan Olweus)

- a bullying survey to determine the extent of the problem.
- a conference day to educate teachers, administrators, school staff, parents, students, and community members about bullying behaviors, response strategies, and available resources.
- increased supervision in the cafeteria, hallways, bathrooms, and on the playground, where most bullying behavior occurs.
- a coordinating group --, typically consisting of an administrator; a teacher from each grade level; a guidance counselor, psychologist, and/or school nurse; and parent and student representatives -- to manage the program and evaluate its success.
- ongoing meetings between parents and school staff.



Prevention- Activities for Children and Youth (at classroom level)

- help kids understanding bullying;
- class rules against bullying. Rules should be brief and clear. Olweus suggests the following examples:
 - We will not bully other students.
 - We will try to help students who are bullied.
 - We will include students who might be left out.
- immediate consequences for aggressive behavior and immediate rewards for inclusive behavior. Possible sanctions include having the bully
 - apologize;
 - discuss the incident with the teacher, principal, and/or parents;
 - pay for damaged belongings;
 - spend time in the office or another classroom;
 - forfeit recess or other privileges.
- weekly meetings to communicate to students clear and consistently enforced expectations and to engage them as resources in preventing bullying behavior.
- ongoing communication with parents.



Prevention- At the individual level

- serious talks with bullies and victims.
- serious talks with the parents of bullies and victims.
- role playing of non-aggressive behavior with bullies.
- role playing of assertive behavior with victims.
- increase self-esteem (see Marisa Peer)

<https://www.youtube.com/watch?v=r2rTBdgJaso>



Prevention- Useful resources (A

Compendium of Assessment Tools, 2011)

Websites

Assessment Tools
for bullying
prevention

Implementation
Tools

Cyberbullying
Prevention



Websites

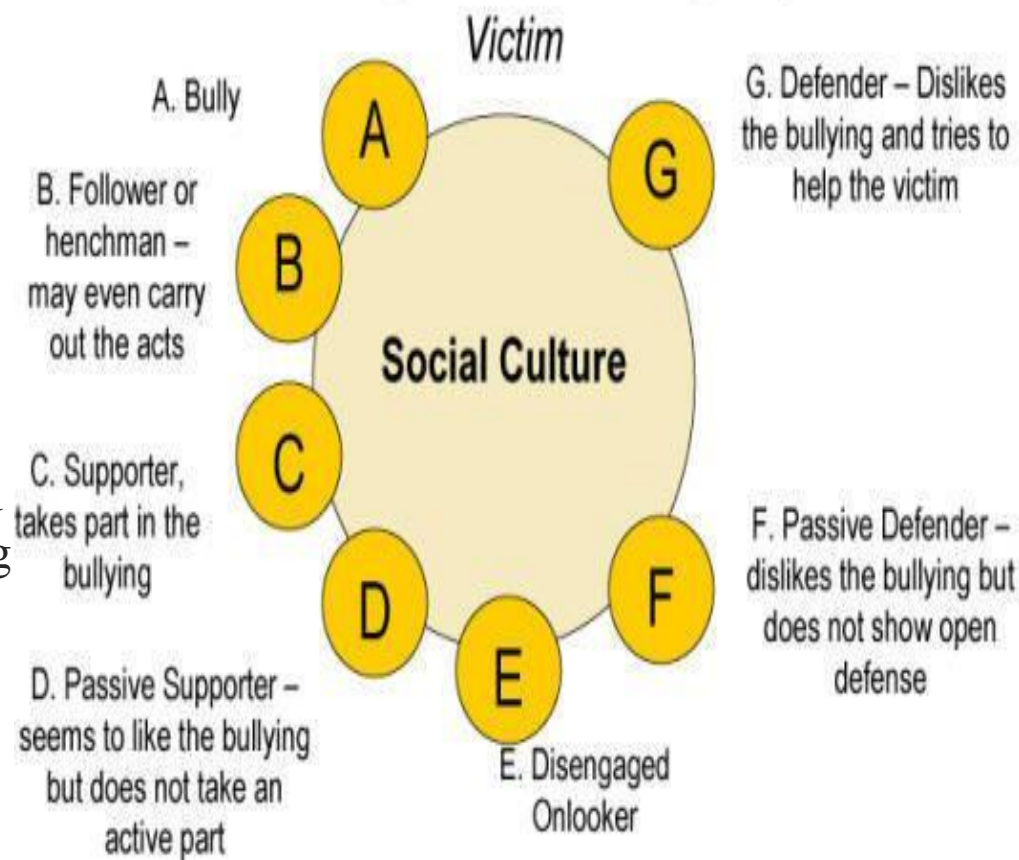
- [BullyBust](#) - This website includes several resources on bullying and being an upstander, including information for educators and movie video clips associated with activities and discussions to have with students.
- [The Cyberbullying Research Center](#) - This website has several resources, including research, lesson plans, and tips.
- [Education.com](#) - This website provides several articles about bullying, including cyberbullying and bullying around identity issues.
- [PACER's National Bullying Prevention Center](#) - This website provides lots of information and resources on bullying, including tools and lessons you can use with your students.
- [Stop Bullying](#) - This website provides lots of information on bullying and how to respond to it, with a section for educators.



Assessment Tools for bullying prevention

1. Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools - This document provides a range of assessment materials around experiences with bullying- 4 sections (<https://www.cdc.gov/ViolencePrevention/pdf/BullyCompendium-a.pdf>)
2. Assessment Toolkit for Bullying, Harrassment and Peer Relations at School - This kit helps schools find out the type and amount of bullying that occurs on their campuses and provides information on best practices in bullying prevention and intervention.

The Cycle of Bullying



Assessment Tools for bullying prevention

- **A: Bully: only scales** (Agression Scale; Bullying-Behavior Scale; Children*s Social Behaviour Scale- Self Report; Modified Agression Scale)
- **B: Victim: only scales** (Gatehouse Bullying Scale; Multidimensional Peer-Victimization Scale; My Life in School Checklist; Perception of Teasing Scale; Peer Victimization Scale; Retrospective Bullying Questionnaire; Victimization Scale; Weight-Based Teasing Scale)
- **C: Bully and Victim scales** (Modified Peer Nomination Inventory; Peer Interactions in Primary School Questionnaire; Reduced Agression/Victimization Scale; Child Social Behavior Questionnaire; AAUW Sexual Harassment Survey...)
- **D: Bystander, Bully and/or Victim scales** (Cyberbullying and Online Agression Survey; Exposure to Violence and Violent Behavior Checklist; Cyber-Harassment Student Survey; Participant Role Questionnaire; Peer Estimated Conflict Behavior Inventory)



Implementation Tools

- Dealing with Bullying in Schools - This guide provides tips for dealing with bullying involving students with special needs.
- Eyes on Bullying - This guide provides a toolkit with information on bullying for educators and activities they can do with their students.
- The Peer Advocacy Guide - This guide provides information for starting a peer advocacy group to prevent bullying of students with disabilities.
- Social Emotional Learning Toolkit - This toolkit provides information on Social Emotional Learning programs and how they help prevent bullying.
- Steps to Address Bullying at Your School - This document provides information for school administrators about best ways to address bullying that occurs at their school.



Cyberbullying Prevention

Cyberbullying Checklist for Schools - This is a checklist of questions schools can use to combat cyberbullying.

Cyberbullying Toolkit - This guide provides tools and lesson plans by grade level to educate your students and their parents about cyberbullying



2. Bullying intervention



The person who bully; behavioral definitions

1. Makes verbal threats to younger or weaker peers.
2. Engages in intimidating behavior only when reinforced by friends.
3. Engages in intimidating behavior even when alone and not reinforced by friends.
4. Uses mild, physically aggressive behavior to reinforce the verbal intimidation (e.g., pushing, grabbing and holding, throwing things at the victim).
5. Breaks or takes objects belonging to the victim of the bullying.
6. Has fits of rage in front of peers that include screaming, shouting, threatening, or name-calling.
7. Family of origin has provided models of threatening, intimidating, aggressive behavior.

Long-term goals

1. To hold on intimidating behavior and treat others with respect and kindness.
2. Develop empathy and compassion for others.
3. Parents/caregivers stop the use of aggressive means of control and implement positive parenting methods.



Individual Intervention for a Child or Youth who Bullies

Case

- It has recently come to light that a 13 year-old boy, Sam, has been bullying another boy at school, Jeremy. They take the same public bus to and from school. The bullying has been going on for several months; it is verbal. The majority of the bullying took place at the school bus stop. It occasionally happened during recess and in the hallway by the student lockers. Other students were usually present. The bullying was disclosed by the victimized boy's parents, who became alarmed about their son when he refused to attend school.
- From talking with Sam's teachers, you have learned that Sam is an aboveaverage student who is popular and generally well-behaved in class. One of his teachers shared that she has noticed that Sam can seem cynical at times when other students speak in class and she has had to remind him to listen to others respectfully.



Individual Intervention for a Child or Youth who Bullies

- Ways to stop the bullying behavior
 - developing an accurate understanding of the effects of his behaviour on Jeremy and those who witness the bullying (perspective taking) and to feel empathy for Jeremy (if possible)
 - to differentiate playful teasing from bullying
 - to shift his attitude toward a more responsible and moral stand
 - to identify ways that Sam can demonstrate positive leadership
 - to impose a “formative consequence” that aligns with the above objectives
 - to clearly communicate that future bullying behaviour will be closely monitored and that more serious consequences will be imposed for future incidents



Individual Intervention for Children and Youth who have been Victimized

Case

- Julie was a Grade 6 student who had attended her present school since Junior Kindergarten. From the very first days of school that year, her teacher, Ms. Baptiste, noticed that Julie seemed very isolated. A week later, after an assembly about bullying presented by local high school students, Julie approached her teacher and disclosed that “all of the girls in the class were mean” to her.
- Julie was reluctant to provide names of specific students or details about the behaviours and Ms. Baptiste did not probe. Julie said that some of these girls had “always” been mean to her, and now even the girls who used to be her friends weren’t nice to her anymore. Ms. Baptiste immediately thanked her for having the courage to come forward and report the bullying. She asked Julie if she had told her parents about it, and Julie responded that she did, and was trying to follow their advice to ignore the bullying and make new friends, but things had just got worse and worse.



Individual Intervention for Children and Youth who have been Victimized

Ways to act:

- 1. To reinforce and validate her for reporting her victimization
- 2. To decrease her anxiety about school
- 3. To develop her assertive communication skills
- 4. To connect her to caring peers

Can you find
another ways to
resolve the case?



At the end....
Please reflect on!



THE EMOTIONAL CUP

Imagine that every child has a cup that needs to be filled -- with affection, love, security, and attention. Some seem to have a full cup most of the time, or know good ways to get a refill. But most children get a little nervous when their cup gets near empty.

Some ways that children deal with having an empty cup:

- steal from other people's cups
- misbehave to get your attention and show that they need a refill
- seem to have bottomless cups, or need constant 'topping off'
- can't sit still for refills or actively refuse them
- bounce off the walls when they approach 'empty'
- think they have to fight or compete for every refill

What fills a child's cup:

- play
- friendship
- one-on-one time
- love and affection
- connection
- succeeding
- doing what they love to do or what they choose to do



What empties the cup:

- stress and strain
- rejection by peers
- loneliness and isolation
- yelling and punishment
- failing
- fatigue
- doing what they're forced to do or they hate to do