

BULLYING

Identification,
Prevention,
and
Intervention



GENERAL STATISTICS

- Nearly 1 in 3 students (27.8%) report being bullied during the school year (National Center for Educational Statistics, 2013).
- 19.6% of high school students in the US report being bullied at school in the past year. 14.8% reported being bullied online (Center for Disease Control, 2014).
- 64 percent of children who were bullied did not report it; only 36 percent reported the bullying (Petrosina, Guckenburger, DeVoe, and Hanson, 2010).

GENERAL STATISTICS

- More than half of bullying situations (57 percent) stop when a peer intervenes on behalf of the student being bullied (Hawkins, Pepler, and Craig, 2001).
- School-based bullying prevention programs decrease bullying by up to 25% (McCallion and Feder, 2013).
- The reasons for being bullied reported most often by students were looks (55%), body shape (37%), and race (16%) (Davis and Nixon, 2010).

DEFINITION OF BULLYING



Bullying is

- not a one time occurrence
- Intentional
- name-calling
- threatening
- shunning

DEFINITION OF BULLYING

It is:

- hurtful
- imbalance of power
- continual threat



DEFINITION OF BULLYING

It can be:

- physical
- verbal
- nonverbal/relational
- sexual
- electronic ("cyber bullying")



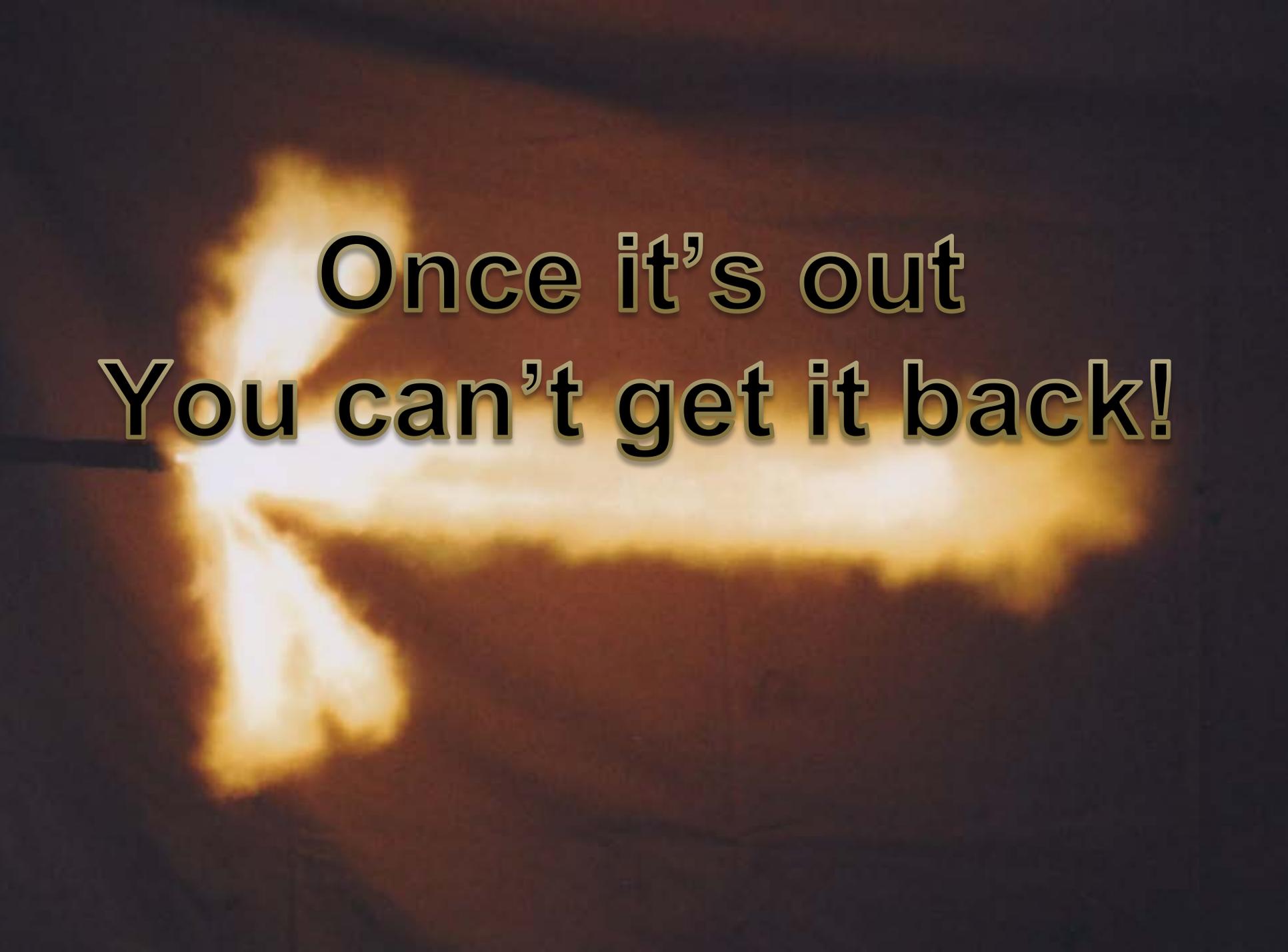
TYPES OF BULLYING

Physical	Verbal	Emotional	Sexual	Cyber
punching	Name calling	rejecting	voyeurism	Takes place on social media/ internet
choking	teasing	terrorizing	Sexual propositioning	intimidate
strangling	gossip	extorting	Sexual harassment	Spread rumors
biting		Rating personal characteristics		Put down someone
Hair pulling		blackmailing		

CYBER VS. TRADITIONAL

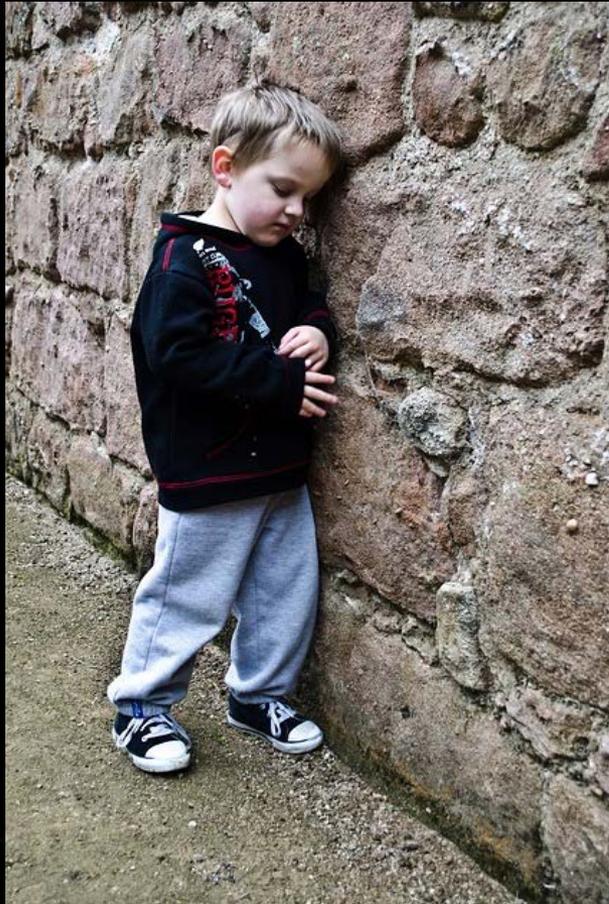
- hurtful messages
- vicious posts
- humiliating photos
- impersonation
- mean polls



A bright, glowing explosion or fireburst against a dark background. The light is intense and radiates outwards, creating a sense of power and finality.

**Once it's out
You can't get it back!**

SIGNS OF BULLYING



- stays close to adults
- avoids target areas
- frequent absences
- declines in school performance
- unhappy

COMMON BULLYING LOCATIONS

- 48% hallways/stairs
- 32% in class (teacher absent)
- 29% in P.E. classes/locker rooms
- 27% in class (teacher present)
- 17% in restrooms
- 16% on the way to/from school (walkers)
- 15% on the bus
- 8% at the bus stop

HOW MUCH DO YOU KNOW ABOUT BULLYING IN YOUR DISTRICT?

- True or False? Your district has a Bullying Policy?
- Your bullying policy on your district's web page?
- True or False? Your bullying policy is in the student handbook?
- How are parents made aware of your bullying policy?
- Who's responsibility is it to report alleged violations of bullying?
- Who should bullying incidents be reported to?

SOUTH CAROLINA STATE BOARD OF EDUCATION MODEL POLICY

- The local school board should ensure that the school district's policy is included in the school district's publication of the comprehensive rules, procedures, and standards of conduct for schools and in the student's handbook.

LAWS

- Students who engage in certain acts associated with bullying may be suspended or expelled from a school or district, as well as face civil fines and criminal penalties, including jail time, depending on the specific violation.
- School districts may also face civil law penalties, in the form of hefty monetary fines, arising out of a failure to prevent or punish certain types of behavior by students within their district.

EFFECTS

- Students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, and poor school adjustment (Center for Disease Control, 2012).
- Students who bully others are at increased risk for substance use, academic problems, and violence later in adolescence and adulthood (Center for Disease Control, 2012).



EFFECTS

- Compared to students who only bully, or who are only victims, students who **do both** suffer the most serious consequences and are at greater risk for both mental health and behavior problems (Center for Disease Control, 2012).
- Students who experience bullying are twice as likely as non-bullied peers to experience negative health effects such as headaches and stomachaches (Gini and Pozzoli, 2013)



BULLYING AND SPECIAL POPULATIONS

- Only 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities, but all of these studies found that children with disabilities were two to three times more likely to be bullied than their nondisabled peers. (Marshall, Kendall, Banks & Gover (Eds.), 2009).
- Researchers discovered that students with disabilities were more worried about school safety and being injured or harassed by other peers compared to students without a disability (Saylor & Leach, 2009).

BULLYING AND SPECIAL POPULATIONS

- 64% of students enrolled in weight-loss programs reported experiencing weight-based victimization (Puhl, Peterson, and Luedicke, 2012).
- 84% of students observed students perceived as overweight being called names or getting teased during physical activities (Puhl, Luedicke, and Heuer, 2011).

WHY KIDS AREN'T REPORTING BULLYING



REASONS STUDENTS DON'T SHARE INFORMATION

1. Fear of retaliation from peers
2. Embarrassed in front of their peers
3. Not sure if the threats/concerns need to be reported
4. Don't know how or where to report
5. Don't trust their reports will be taken seriously; believe nothing will happen
6. Don't want to be known as a 'snitch'
7. Don't trust administration/adults
8. Scared they will get in trouble/get mobile devices taken away
9. Feel it will make the situation worse

WHAT SCHOOLS CAN DO

1. Empower and train bystanders to share all concerns
2. Make reporting simple, easy and ANONYMOUS
3. Ensure all Reports are Received Immediately
4. Ensure the Reports are Going to the RIGHT people
5. Track and document all reports
6. Ensure accountability and responsibility for responding to reports
7. Track all actions taken, intervention steps, etc.
8. Proactively respond/intervene to ensure situation does not escalate
9. Set reminders to follow-up/follow-through
10. Review incidents ongoing



**SCHOOL WIDE
PREVENTION & INTERVENTIONS**

SCHOOL – WIDE

Increase student reporting of bullying by setting up bullying hotlines and drop boxes

- Reduce the amount of time students can spend unsupervised. Provide activities during these times that would limit the opportunity for bullying to take place.
- Post classroom signs prohibiting bullying and its consequences. This puts bullies on notice and outlines the risks they are taking. It also lets victims know that what happens to them is not okay. Faculty, staff and administrators must consistently enforce the rules for them to have meaning.
- Provide teachers with effective classroom management. Research shows that classes containing students with behavioral, emotional, or learning disabilities have more bullies and victims, teachers in those classes may require additional, tailored training to spot and address bullying.
- Retrieved from file:///msfs01/Users/dnero/VDI_System_Files/Downloads/Bullying%20-%20What%20Schools%20Can%20Do.pdf

ADMINISTRATORS

- Form a bullying prevention coordinating committee to develop school wide rules and sanctions against bullying and plan events to raise awareness in school and the community about bullying.
- Hold teacher in-service days to address the results from student surveys, discuss bullying problems, and plan the schools violence prevention efforts.
- Receive and listen receptively to parents who report bullying. Establish procedures in which such reports are investigated and resolved expeditiously at the school level to avoid perpetuating bullying.
- Ensure that students are being closely supervised in areas where bullying takes place

TEACHERS/COUNSELORS

- Develop strategies to reward students for positive, inclusive behavior.
- Develop a classroom action plan to ensure that students know what to do when they observe a bully-victim confrontation.
- Confront bullies in private. Challenging them in front of their peers can enhance their status and increase aggression.
- Notify parents of both victim and bully when confrontation occurs, and seek to resolve the problem at school expeditiously
- Avoid attempts to mediate bullying. This can cause victims to feel further victimized by the process or to believe they are somehow at fault.

STUDENTS

- Seek immediate help from an adult and report incidents to school personnel.
- Speak up or offer support to the victim when you see them being bullied.
- Privately support those being hurt with words of kindness.
- Express disapproval of bullying behavior by not joining in the laughter, teasing or gossip.

FROM A STUDENT'S PERSPECTIVE.....

- Actions aimed at changing the behavior of the bully (fighting, getting back at them, telling them to stop, etc.) were rated as more likely to make things worse (Davis and Nixon, 2010).

FROM A STUDENT'S PERSPECTIVE.....

- Students reported that the most helpful things teachers can do are: listen to the student, check in with them afterwards to see if the bullying stopped, and give the student advice (Davis and Nixon, 2010).
- Students reported that the most harmful things teachers can do are: tell the student to solve the problem themselves, tell the student that the bullying wouldn't happen if they acted differently, ignored what was going on, or tell the student to stop tattling (Davis and Nixon, 2010).

INTERVENTION STRATEGIES

Teachers:

- Stop it right away
- State the behavior
- Support the victim
- Involve bystanders

Students:

- Don't take part in the behavior
- Don't put yourself in harms way
- Report it to a trusted adult

STRATEGIES FOR BYSTANDERS

- Bystanders' beliefs in their social self-efficacy were positively associated with defending behavior and negatively associated with passive behavior from bystanders – i.e. if students believe they can make a difference, they're more likely to act (Thornberg et al, 2012)
- Students who experience bullying report that allying and supportive actions from their peers (such as spending time with the student, talking to him/her, helping him/her get away, or giving advice) were the most helpful actions from bystanders (Davis and Nixon, 2010).

STRATEGIES FOR BYSTANDERS

- Students who experience bullying are more likely to find peer actions helpful than educator or self-actions (Davis and Nixon, 2010).

BEST PRACTICES AND RESOURCES



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Creating a **Safe and Respectful Environment** on Our Nation's School Buses

This training toolkit is made up of two modules that address bullying on school buses. Specifically, it is designed for trainers to assist school bus drivers in cultivating meaningful relationships with students while creating a positive climate on the school bus.

Module 1 - See Something. Do Something: Intervening in Bullying Behavior

Addresses how to identify and effectively intervene when bullying occurs (including tips on de-escalation).

- Trainer's Guide, Overview, and Outline (PDF)
- PowerPoint (PPT)
- Handouts (PDF)
- Module 1 Trainer Feedback [↗](#)

LATEST NEWS

Officer Friendly: Keeping kids safe while they are in school

August 10, 2014

Almost 40 percent of students say bullying is a problem

August 10, 2014

[All news »](#)

WAS THIS PAGE HELPFUL?

Yes

No

<http://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-school-buses-training-toolkit>

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Creating a **Safe and Respectful Environment** in Our Nation's Classrooms

This training toolkit is made up of two modules that address bullying in classrooms. Specifically, it is designed for trainers to assist teachers in cultivating meaningful relationships with students while creating a positive climate in the classroom.

Module 1 - Understanding and Intervening in Bullying Behavior

Addresses how to identify and effectively intervene when bullying occurs (including tips on de-escalation).

[Trainer's Guide, Overview, and Outline \(PDF\)](#)

[PowerPoint \(PPT\)](#)

[Handouts \(PDF\)](#)

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BEST PRACTICES AND RESOURCES

- www.uknowkids.com
 - www.netnanny.com
 - www.trucare.com
 - www.haltabusektd.org
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