

Bullying

Bullying has become a wide spread problem in our schools and communities. Schools all over the country are incorporating "anti-bullying" workshops into their curriculum. The following pages contain information on bullying. The information ranges to what bullying is to what can be done about it. The information is for parent use, teacher use and student use. Due to the varying audience usage, there are different forms of the same information.



Bullying

What is bullying?

Bullying is when someone keeps doing or saying things to have power over another person. Some of the ways they bully other people are by: calling them names, saying or writing nasty things about them, leaving them out of activities, not talking to them, threatening them, making them feel uncomfortable or scared, taking or damaging their things, hitting or kicking them, or making them do things they don't want to do.

Have any of these things happened to you? Have you done any of these things to someone else? Really, bullying is wrong behavior which makes the person being bullied feel afraid or uncomfortable.

Bullying is when someone keeps doing or saying things to have power over another person.

Why do some people bully?

There are a lot of reasons why some people bully.

They may see it as a way of being popular, or making themselves look tough and in charge. Some bullies do it to get attention or things, or to make other people afraid of them. Others might be jealous of the person they are bullying. They may be being bullied themselves.

Some bullies may not even understand how wrong their behavior is and how it makes the person being bullied feel.

Why are some young people bullied?

Some young people are bullied for no particular reason, but sometimes it's because they are different in some way - perhaps it's the color of their skin, the way they talk, their size or their name. Sometimes young people are bullied because they look like they won't stand up for themselves.

Why is bullying harmful?

Some people think bullying is just part of growing up and a way for young people to learn to stick up for themselves. But bullying can make young people feel lonely, unhappy and frightened. It makes them feel unsafe and think there

must be something wrong with them. They lose confidence and may not want to go to school any more. It may make them sick.

What can you do if you are being bullied?

Coping with bullying can be difficult, but remember, you are not the problem, the bully is. You have a right to feel safe and secure. And if you're different in some way, be proud of it! Stand strong. Spend time with your friends - bullies hardly ever pick on people if they're with others in a group.

You've probably already tried ignoring the bully, telling them to stop and walking away whenever the bullying starts. If someone is bullying you, you should



tell an adult you can trust. This isn't telling tales. You have a right to be safe and adults can do things to get the bullying stopped. Even if you think you've solved the problem on your own, tell an adult anyway, in case it happens again. An adult you can trust might be a teacher, school principal, parent, someone from your family or a friend's parent. If you find it difficult to talk about being bullied, you might find it easier to write down what's been happening to you and give it to an adult you trust.

What can you do if you see someone else being bullied?

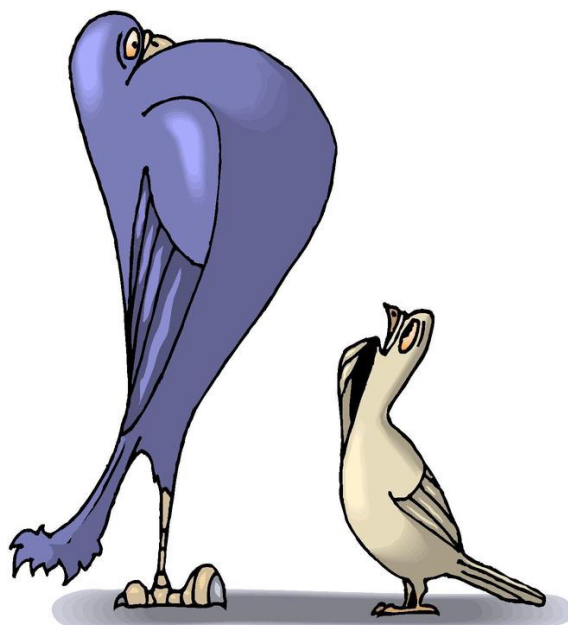
If you see someone else being bullied you should always try to stop it. If you do nothing, you're saying that bullying is okay with you. It's always best to treat others the way you would like to be treated. You should show the bully that you think what they're doing is stupid and mean. Help the person being bullied to tell an adult they can trust.

Are you a bully?

Have you ever bullied someone else? Think about why you did it and how you were feeling at the time. If you are sometimes a bully, try to find other ways to make yourself feel good.

Most bullies aren't liked, even if it starts out that way. Remember, it's best to treat others the way you would like to be treated.

Courtesy of: <http://www.stopbullyingnow.com/identify.htm>



Bullying

Information for Teachers

What is bullying?

Bullying, is deliberately hurtful behavior repeated often over a period of time. Others argue that bullying doesn't have to imply a series of incidents - it can be any occasion where someone deliberately intimidates or harasses another. It is important to note that children are often disturbed enough to call for help after only a single incident.

Those who have called have described bullying as:

being called names

being teased

being hit, pushed, pulled, pinched or kicked

having their bag, cell phone or other possessions taken

receiving abusive text messages or emails

being forced to hand over money

being forced to do things they don't want to do

being ignored or left out

being attacked because of religion, gender, sexuality, disability, appearance or ethnic or racial origin.

Who gets bullied?

'What hurts me so much is that she used to be my friend.' Louise, 15

Children with obvious differences aren't the only victims of bullying. Some children are victimized because they are different in some way, but many others are bullied for no obvious reason. Adults tend to believe that people don't pick on others without cause, but a ChildLine survey found that none of the children who admitted bullying singled out their own or their victims' individual characteristics as an explanation. And for nearly 20% of the children who call ChildLine about bullying, their current tormentor is a former friend. Our survey found that bullying was common even in schools that had anti bullying policies in place. Half of primary school children and more than one in four secondary children said they had been bullied within the last year.

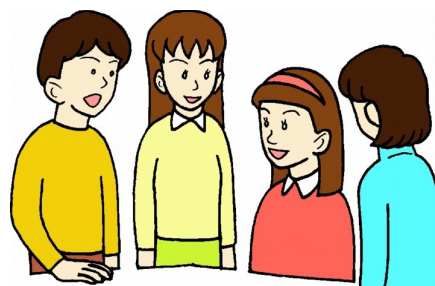
Who bullies and why

'It got to be a habit. The awful thing was that I felt good seeing him cry. The others laughed and that made me feel even better. But then the teacher said that he was in the hospital because he had tried to hurt himself to get away from the bullying. It was only a bit of fun really – I didn't mean him to take it seriously.' Jay, 15

'I want to stop but I'm scared the ringleaders will turn on me.' Rob, 11



Bullies and the bullied are not always distinct groups. 15% of primary school children we surveyed and 12% of the secondary students said they had both bullied and been bullied in the last year.



Among those who had bullied, some described bullying as a bad habit they were trying but failing to break. Like adults, children tend to become crueller with numbers. Almost three out of four children who called ChildLine were being bullied by a group rather than a single person.

What bullying does to children

'I am at the stage of wanting to die instead of going to school.' Alex, 11

'I feel too scared to have a social life. Recently I've started thinking about killing myself. I spend my days in fear in and out of school.' Jill, 13

What bullying does to children

'It took me a long time to get my confidence back – years, really. I still think about it and get upset.' Darren, 26

Bullying breaks children down. It is shameful, humiliating and frightening, and young people often feel powerless to stop it. And it doesn't just affect children's social lives. Concentration lapses and skipped lessons are not uncommon for bullied children, even those who have always performed well in school. Sometimes the thought of going to school is so terrifying that children pretend they are ill or refuse to attend. A very few find life so unbearable that they attempt suicide. Many more carry the effects of bullying long into their adult lives.

Witnessing bullying

'I saw a small boy being bullied by a gang in the park. They swore at him and kicked him. I was too scared to do anything in case they turned on me.' Duncan, 13

Bullying affects everyone, not just the people directly involved. When young people see someone being humiliated or abused, they are forced into an extremely compromised position. If they intervene, they run the risk of being turned on themselves. But standing idly by makes them feel helpless and guilty.



Identifying Bullies

Playground observation research finds:

- one incident of bullying every seven minutes.
- adult intervention in 4% of incidents
- peer intervention in 11% of incidents

What conclusions can bullies draw from this?

What conclusions can victims draw from this?

Children, after all, learn from what they see us do, rather than from what we say. Adults can intervene effectively to reduce bullying. The first step is to Identify Bullying. It includes:

- **Physical bullying:** hitting, kicking, pushing, choking, punching
- **Verbal bullying:** threatening, taunting, teasing, starting rumors, hate speech.\
- **Exclusion from activities:** This does not mean that a child should not have the right to choose to play, or not to play, with another child; it means that children should not be allowed to systematically exclude others: "No one play with Mary;" "No one wants to play with him;" "Don't be her friend."

Bullying is like spouse abuse or sexual harassment in that it:

- Done by someone with more power or social support to someone with less power or social support
- Often includes the abuser blaming the target for the abuse
- Often it leads to the "target" blaming him or herself for the abuse.

Courtesy of: <http://www.stopbullyingnow.com/identify.htm>



Help for Bullies

Remember that bullies often come from homes where there is little warmth and parental attention, and where parents discipline inconsistently using physical punishment and emotional outbursts. They often have little empathy or trust and little ability to delay gratification. Structured counseling and education that stresses acknowledging actions, empathy development, and restitution is likely to be effective if it follows negative consequences for the aggressive behavior. Bullying youth often need to recognize that their behavior will continue to lead to consequences until they change it before using any counseling.

Informal counseling: serious talks, requests to apologize, asking why, pleading, and expressions of frustration- are unlikely to help and may make things worse.

Useful questions to ask bullies:

- What did you do?
- Why was that a bad thing to do?
- Who did you hurt?
- What were you trying to accomplish?
- Next time you have that goal, how will you meet it without hurting anybody?

Bullies need to learn to:

- Acknowledge their own actions
- Acknowledge the results of their behavior on themselves
- Develop shame ("I broke a rule and got in trouble. I don't want to go through that again!")
- Change their actions to stay out of trouble
- Find other ways to get their needs met
- Acknowledge the results of their behavior on others
- Develop guilt ("I hurt someone")
- Learn to trust and delay gratification
- Form relationships with helping adults

You will find that most young people showing antisocial behavior will get stuck part-way through this sequence. Where they get stuck is where you need to focus with them to help them move on. Think of this sequence as being like a developmental sequence in learning to read. When children learn to sound out letters we know they are on the path to reading and we solidify those skills with them before moving on. We also appreciate their progress. Seeing signs of progress in the behavior of antisocial children is what keeps us going. More important than that, seeing signs of progress is what keeps us liking them. And they will only work with and for us if they know we like them.

Courtesy of: <http://www.stopbullyingnow.com/interven2.htm>



Help for Parents

What is bullying?

Hitting, name-calling, exclusion, or other behavior that is meant to hurt another person. Bullying is carried out by someone who has more power against someone who has less power.

Do we have to know that someone means to hurt someone else before we can discipline for behavior that hurts?

No. When we discourage all peer-to-peer aggression we also deal with bullying.

What are the effects of bullying?

Bullying affects both targets and bullies. Targets of bullying are more likely to grow up depressed and anxious. Bullies are much more likely than non bullies to become adult criminals.

Why not just tell kids to stand up for themselves or pretend it doesn't bother them?

They've most likely already tried both of these interventions before asking us for help. If these strategies worked, they would already have solved the problem.

Bullying is like child abuse, rape, sexual harassment, and racism:

imbalance of power; the aggressor blames the target for causing the harassment; targets often come to blame themselves.

What parenting styles lead to young people becoming (or not becoming) bullies?

There are many other factors outside the family, AND families where discipline is inconsistent and where there is little warmth and adult attention are more likely to raise children who bully. Consistent, fair discipline teaches self-control and responsibility. Warmth and time spent together teach connection and empathy.

What about factors outside the family?

The more violent television, violent movies, violent video games, and music glorifying violence kids are exposed to, the more likely they are to solve problems in violent ways. We can limit



What parenting style has the best results?

Authoritative parents, who have clear rules and follow through on expectations AND who show love and interest in the child's feelings tend to raise the most confident, successful children. Authoritarian parents, who have clear (sometimes rigid) rules and who show little love or interest in their children tend to raise children who either live by rules or rebel against them. Permissive parents, who give their children love and have inconsistent rules, tend to raise children who are confident and secure, but who may have problems with self-control or with respecting the rights of others.



How can I set up a family discipline program that is consistent and effective?

It's best to start with no more than five specific house rules that all the adults in the home agree are important and that apply to everyone. Some examples of house rules are: "No hitting or teasing;" "Do your homework and your chores on time;" "Follow directions after one reminder without screaming or whining." Then make a list of all the privileges your children have, including TV, phone, rides, clothes of their choosing, video games, and other things you let them do or do for them.

Take out of the list everything that has to be free for the child- those privileges, like sleeping in a bed or eating, that every child deserves- no matter how they act- without having to learn them. List the other privileges - at least 12- in order based on how much YOU would be unhappy if your child did not earn those privileges.

Now you are ready to begin. After you explain the rules and the behavior system to them, every time children break a house rule they move down one level on the privilege chart. They can now have the privileges below that level, but not the ones above. A White board and a useful tool in making this clear. For young children (age 5-7), allow them to earn back one level every two days based on behavior. For young people age 8 and above, allow them to earn back one level each Friday based on behavior through the week. Privileges can be lost at any time, but only earned back one at a time at these specified times. Avoid warning, threatening, begging, second chances, arguing, or using anger. Instead, calmly let your child lose privileges every time he or she breaks a house rule. Remember to give lots of positive attention and spend time playing with, reading with, and enjoying your child whether she is misbehaving or not. Love does not have to be earned.

What about spending time with kids?

The more time you spend with them doing things you both enjoy, the closer you will be to them and the happier they will be. Schedule special times for each child and stick to the schedule. Cut back dance, clubs, or sports if necessary to make that happen.



What kinds of praise work best?

Praise is important. General, non-specific praise like “you’re so smart” or “Good job” doesn’t help young people see what they did right and may make them afraid to risk failure if they think they can only be smart when they do something right. I- message praise “I’m so proud of you when you...” tells young people that they are responsible for our feelings and thus may lead to dependency or rebellion. Telling young people exactly what they did, and what positive results their actions have, empowers them and helps them be proud of their own behavior. For example - “I noticed you helped your brother get dressed for school. He was smiling after you did that.” “You studied the last three nights- and you got a 95 on this test!” “I saw you control yourself when Suzie yelled at you- and you stayed out of trouble.”

What about bullying prevention programs in schools?

Research-based bullying prevention programs combine six basic strategies schoolwide:

1. Clear expectations and school-wide consistent consequences for hurting others with words or actions
2. Positive staff-student communication
3. Staff spend time with students
4. School staff help aggressive youth change
5. Staff support targets of bullying
6. Staff help bystanders discourage bullying.

How can I talk with my child if he or she bullies someone else?

Help your child tell you exactly what he or she did, without excuses or blaming others. Remember that even if the other student involved did something, your child made a choice to do what he did. Encourage her to talk about how that behavior affected the other person. Help him find the goal he was trying to reach through hurting the other person- Did he want attention? Power? Fun? To be left alone?

And help her find other ways to reach that goal without hurting others. If your child has been punished at school, it will probably not be necessary to punish again at home (unless the behavior was severe). Encourage your child to behave better next time.

How can I support my child if he or she is bullied at school?

Avoid blaming your child for the harassment. Think twice before giving advice- your child may have already tried the strategies you are going to suggest. Get as much information as you can. Talk with your child’s teacher, principal, or counselor and ask them to help your child be safe. Their intervention may include consequences for the bully, increased supervision, and helping your child make more friends if he or she is isolated.



Ask your child what she has already tried to resolve the problem. Praise her for all the things she has tried. Give him permission to stop doing the things that haven't worked to stop the bullying. Encourage him to keep telling you and other adults. Help him to think about what has worked- or what **might** work. If your child is isolated, help her make connections through activities, hobbies, or clubs.

What if my child is in an abusive friendship with someone who hurts him or her?

Both girls and boys sometimes get into friendships with someone who is a friend one day and mean the next; who talks behind their backs; and who makes them feel that this mean behavior is somehow their fault. The best way for young people to protect themselves from this hurt is to move on to other friendships, knowing that a real friend doesn't hurt you. Trudy Ludwig's book **My Secret Bully** is a great help in talking about this issue with young people.

How can I encourage my child to speak up about bullying that he or she sees? Encourage your children to join with others in telling bullies to stop; to tell adults when they see bullying; and to reach out in friendship to isolated youth. Praise your children when they do these things. Remind them that they have the power to help.

Courtesy of: <http://www.stopbullyingnow.com/parents.pdf>



Stop the Bullying!

What is Bullying?

Bullying consists of repeated negative acts by one child, or group of children, against another child. Bullying may involve physical aggression such as fighting, shoving, or kicking; verbal aggression such as name calling; or more subtle acts such as socially isolating a child. Recently, children have learned to use emails, cell phones, instant messenger, and web sites to bully or harass others.

Why the Concern About Bullying?

The rising concern about violent crime among youth, has raised concern from parents, schools, and communities about reducing "bullying" behaviors because:

Persistent bullying can leave long-term scars on victims (ex. low self-esteem, depression). Some victims of bullying may turn to violent means of retaliation.

Students who bully others are especially likely to engage in other antisocial/delinquent behaviors such as vandalism, shoplifting, truancy, and frequent drug use. This antisocial behavior pattern often will continue into young adulthood.

Bullying may contribute to a negative school social climate that is not conducive to good social relationships or learning.

Bullying is a widespread problem among school children. Surveys of 4th - 6th graders in several states indicate that 25 percent of all children had been bullied at least "several times" within a two-month period; about 10 percent had been bullied at least once a week. One in five children reported having taken part in bullying other students at least "several times" within the last two months.



Seriously Speaking . . .

Serious Talks With the Bully or Bullies

If the teacher knows or strongly suspects that there is a bully/victim problem in the class, he or she should not delay in taking action. It is important to quickly initiate talks both with the bully or bullies, and with the victim. Do not have a talk with the bully and the victim at the same time or try to get them to mediate their problems.

The primary aim in dealing with bullies is simply to make them stop their bullying behaviors. In cases where two or more students participate in the bullying (the most common situation), it is best to talk to them separately, one right after the other. In this way, they will have less opportunity to discuss the matter between themselves and to plan a common strategy. To emphasize the seriousness of the situation, the teacher may want to have someone from administration present during the talks.

In addition to being fairly tough and self-confident, many bullies are adept at talking themselves out of tricky situations. Teachers can expect the bullies to minimize their own contribution while exaggerating the roles played by others. The behavior of the victim will often be portrayed as aggressive, provocative, and dumb, and used as justification for the bullying they may have taken part in. To avoid being taken in by such strategies, the teacher should have collected reliable information from several sources about the bullies' activities.

The talks with the bully (bullies) should include the following key elements:

We know that you have participated in the bullying of _____ and this can be documented (at least to some degree.)

A very clear and strong message, "We don't accept bullying in our school/class and we will see to it that it comes to an end."

The future behavior of the bully will be closely monitored.

Additional negative consequences will be imposed if the bullying does not stop.

The bully's parents will be contacted and asked to come to meeting about the bully's behavior. Teachers and administrators must work together in conducting this meeting. This should be done the first time - don't use this as a threat or wait for the bullies' behavior to escalate before informing the parents there is a problem that needs to be addressed.



a



Understand the difference between bullying and normal conflict.

Normal Conflict	Bullying
Equal power - friends	Imbalance of power; not friends
Happens occasionally	Happens repeatedly
Accidental	Done on purpose
Not serious	Serious - - threat of physical harm or emotional or psychological hurt
Equal emotional reaction	Strong emotional reaction on part of the victim
Not seeking power or attention	Seeking power or control
Not trying to get something	Trying to gain material things or power
Remorseful - takes responsibility	No remorse - blames victim
Effort to solve the problem	No effort to solve the problem

Serious Talks With the Victim of Bullying Behavior

School personnel should also conduct talks with the victim and with his/her parents. These talks may serve several functions:

1. These meetings provide valuable detailed information (if not already available) about individual bullying episodes and various aspects of the bullying.
 - How did the particular bullying episode start?
 - What precisely happened?
 - How did it end?
 - Who participated and in what way?
 - If the victim has kept a log of bullying episodes, this information can be used to document what has occurred.
 - These detailed reports, perhaps supplemented by observations from classmates, can also serve as important background material for future work with the problem.
2. Provide the victim detailed information about the teacher's , school administrators' and the school system's plan of action.
 - Tell the victim that the teacher and administrator will speak with the bully or bullies to make clear that the bullying must stop immediately and that the matter will be closely monitored.
3. It is extremely important for the victimized student to experience adults who are both willing and able to give him or her any needed help.



- All teachers and support staff in the system should be made aware of the situation and be able to step in to help the victim.
- If teachers, staff and administrators are not able to stop the bullying behavior, they should seek the help of law enforcement and mental health officials to get the bullying behaviors in their school stopped.

Passive Victims	Provocative Victims
Is nonassertive and submissive	Is aggressive and argumentative
Is cautious and quiet	May be over talkative
Cries easily and collapses quickly when bullied	Displays disruptive and irritating personal behaviors
Has few friends and is not connected to a social network	May be diagnosed with Attention Deficit Hyperactivity Disorder
Lacks humor and pro-social skills	Is easily emotionally aroused
May be physically weak	Prolongs the conflict even when losing



Parents Need to be Involved

When teachers and administrators learn that students in the class bully others or are being bullied, they should contact all the parents concerned. Sometimes it is appropriate to arrange a meeting in which the victim, the bully (bullies), and their parents participate so that a thorough discussion of the situation and solution to the problem can be achieved. The school official should try to elicit some degree of cooperation from the parents of the bully (bullies) and encourage them to exert influence over the child in an appropriate manner.



Under favorable circumstances, relatively positive relationships between parents of the bully (bullies) and those of the victim can develop. This may be an important step in solving the bullying problem. To minimize parents' defensiveness about their child's behavior and to help to increase the likelihood of their cooperation, it is important to focus upon merely labeling their child a "bully." In this matter, it is helpful to have obtained detailed information about specific instances of bullying. The bully may have minimized their behaviors to their parents. Start with the facts.

In many cases, however, it is obvious even before a meeting takes place that there are tense and hostile relations between the families of the bully (bullies) and the victim. In such cases, it is helpful to meet with one family at a time before possibly getting them together. If the teacher and administrator believe a joint meeting will be difficult to handle, they may want to invite a third party to attend as well. In more serious or hostile cases, an attorney should be consulted.

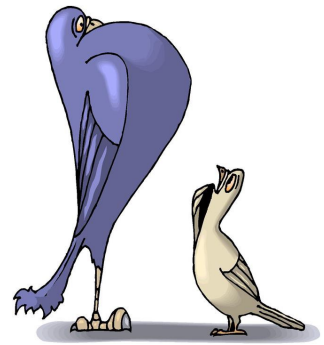
Teachers and school administrators need to work together to determine how the situation should best be handled, but should not allow the meeting to be put off. Hold the meeting as soon as possible to the time you discover the bullying situation. Allowing the situation to "go for awhile" will allow time for the bully (bullies) to come up with a strategy to focus on something other than their bad behaviors and may set the victim up for further victimization.

Both teachers and parents can use their knowledge of the child to help a bullied or bullying student find new and more appropriate reaction patterns. They should also work together to provide support for the victims of bullying. The goal of both parents and teachers is always to get the bullying behavior to stop.



Gender Differences in Bullying

- Boys tend to bully with direct bullying or physical or verbal aggression
- Girls tend to bully with indirect means - such as social isolation or aggression
- Boys who bully tend to be older than their victims (Victims = boys or girls)
- Girls who bully tend to target other girls who are the same age
- Girls are more likely to be bullied by a group - emotionally devastating
- Girls are more likely to involve both boys and girls in their bullying pursuits against a victim.
- Boys identify their behaviors as bullying more often than girls. Both will use electronic bullying with escalating cruelty - if not stopped



What Can the Parents of the Bully Do?

Take the problem seriously. Resist a tendency to deny the problem or to discount the seriousness of it. Avoid denial thinking such as "Boys will be boys" or "Bullying is just a natural part of growing up."

Listen carefully and check out the facts. Do not believe everything your child tells you. Children who bully are good at manipulating adults and can be very artful at weaving a story that makes them look innocent.

Resist the tendency to blame yourself. Hold your child responsible for his/her own choices.

Make it clear to your child that you take bullying seriously, and that you will not tolerate any such behavior in the future. If both the school and the parents give consistently negative reactions to the child's bullying, the chances that the child will change his or her behavior are considerably increased. The issue should be followed up for some time through questioning the child and intermittently contacting the school to determine that bullying behavior has stopped.

Develop a simple system of family rules. Frequent praise and reinforcement for rule-following behavior and consistent use of non-hostile, negative consequences for violations of the rules should be utilized. Be sure to follow through with appropriate consequences.

Explore the reasons for your child's negative behaviors. Get professional help if necessary for your child and/or your family.

Spend more time with the child and better monitor the child's activities. Find out who the child's friends are, where they spend their leisure time, and what activities the children usually engage in. Is the child in "bad company?" If so, provide opportunities to become involved with more pro-social peers.



How Can Parents Help a Victimized Child?

The most important means of improving the situation of the bullied student is to make the bullying stop. The main responsibility for achieving this goal lies with the school - where the bullying is occurring. It is important, however, that the parents of the victim collaborate with the school in realizing the agreed-upon plan for solving the problem. A successful conclusion to ending the bullying will make life much easier and enjoyable for these students and will foster the child's emotional development. Parents of the victims need to focus on supporting their child through a difficult time.

Parents of a victimized child are encouraged to try some or all of the following strategies:

Listen carefully to your child's reports of being bullied. Be sympathetic and take the problem seriously. Be careful not to over react or under react.

Do not blame the victim. When a child does get the courage to report bullying, it is not appropriate to criticize them about causing it or not handling the situation correctly.



Educate your child about bullying and bullies. Help your child put the problem in perspective and depersonalize it. Help your child put the problem in perspective and depersonalize it.

Brainstorm and practice strategies with your child to avoid victimization.

Determine the seriousness of the situation and contact appropriate people. If the bullying is moderate to severe and happening at school, contact school personnel for assistance. Your child may resist your involvement, but moderate to severe bullying requires adult intervention to get it to stop. Share the problem with the teacher first, then work together to decide how to approach the problem. Do not go to the parents of the bully.

Systematically search for talents or positive attributes that can be developed; doing so may help the child better assert himself or herself in the peer group at school.

Encourage the child to meet new peers. A new environment can provide a "new chance" for the victimized student as he or she will not be subjected to the fixed negative conceptions of his or her "value" that other classmates have.



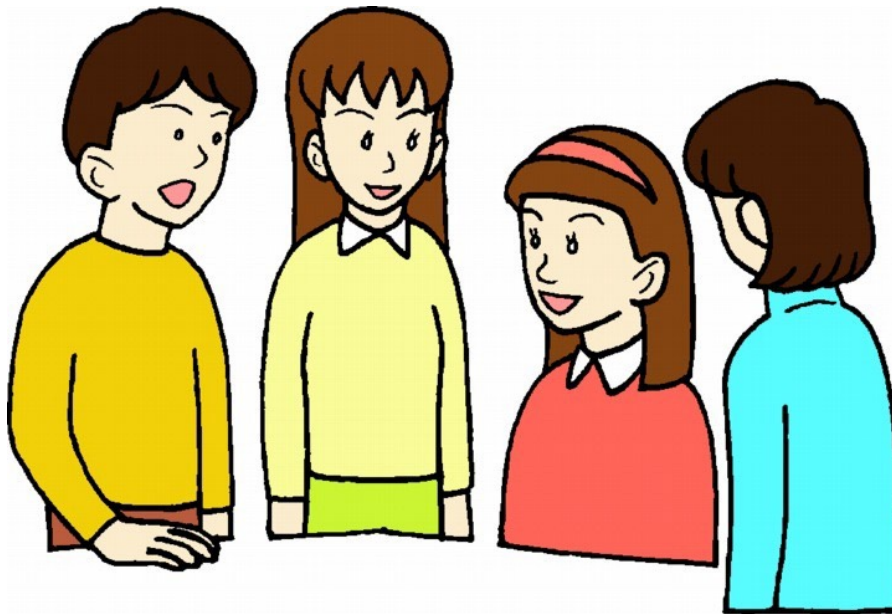
Encourage the child to make contact with calm and friendly student(s) in their class or in some other class. Such action may require some assistance on the part of the parents, or perhaps a school mental health professional, in developing the child's skills at initiating contact and maintaining a friendship relationship. It may also require much support and encouragement, because the child, due to earlier failures, will tend to give up in the face of even slight adversities.

Motivate the victimized child to participate in physical training or sports, even if there is only a hint of interest in such activities. Such physical exercise can result in better physical coordination and less body anxiety, which, in turn, is likely to increase self-confidence and improve peer relationships.

Whether your child is experiencing problems because he or she is a bully or a victim, it is important to develop a plan together before serious problems occur. It is very important to communicate to your child that you are willing to support him/her in effective ways to solve the problem. Developing a plan together gives your child the confidence to face the problem and begin taking action to deal with it.

Resources

Garrity, C., Barris, M. and Porter, W. (2000). Bully Proofing Your Child: A Parent's Guide. Sopris West: Longmont, CO.



What I Can Do If I am Being Bullied (Ha Ha So!)	
H elp	When someone bullies you, you can ask other students, teachers, brothers and sisters to help you.
A ssert Yourself	When someone picks on you, you can say "Please stop that. I don't like it."
H umor	You can try to find a funny way to deal with the bully.
A void	Stay away from kids who are mean.
S elf-Talk	When someone is mean to you, say to yourself "I'm O.K. This is that kid's problem. I'm a nice kid; being mean isn't right."
O wn It	Sometimes you can deflect a put-down by owning it. For example, if someone says "That's an ugly dress," you can say "I don't like it either, but my mom made me wear it."



What Can I Do If I See Someone Being Bullied	
C reative Problem Solving	Come up with helpful ways to deal with bullying.
A dult Help	This is not tattling when it keeps others safe.
R elate and Join	Join with and support the victims. There is safety and strength in numbers.
E mpathy	Try to understand the feelings of the victim and speak out against bullying.
S tand Up and Speak Out!	Say, "Bullying is not allowed."



Ha Ha So Strategies

Strategies		Tips
H Help	Seek assistance from an adult, friend, or peer when a potentially threatening situation arises. Seek help also if other strategies aren't working.	<ol style="list-style-type: none"> 1. Brainstorm all of the sources of help at your school - deans, counselors, teachers, nurse. 2. Stress the different ways to get help - anonymously, in a group, dean's hotline.
A Assert Yourself	Make assertive statements to the bully addressing your feelings about the bully's behavior.	<ol style="list-style-type: none"> 1. Should not be used with severe bullying. 2. Not as effective with group bullying. 3. Victim should look bully straight in the eye. 4. Use "I" statements. Example: "I don't like it when you pull on my backpack." 5. Make assertive statement and walk away. Example: "Stop talking about me behind my back."
H Humor	Use humor to de-escalate a situation.	<ol style="list-style-type: none"> 1. Use humor in a positive way. 2. Make the joke about what the bully said, not about the bully. 3. Make humorous statement and then leave the situation. 4. Example: When insulted about hairstyle, say "Boy, I didn't know you cared enough to notice."
A Avoid	Walk away or avoid certain places in order to avoid a bullying situation.	<ol style="list-style-type: none"> 1. Best for situations when victim is alone. 2. Avoid places where the bully hangs out. 3. Join with others rather than be alone.



<p>S Self-Talk</p>	<p>Use positive self-talk to maintain positive self-esteem during a bullying situation.</p>	<ol style="list-style-type: none"> 1. Use as a means to keep feeling good about self. 2. Think positive statements about self and accomplishments. 3. Rehearse mental statements to avoid being hooked by the bully. Examples: "It's his problem," "She doesn't know what she's talking about," "I know I'm smart." 4. Use positive self-talk when practicing all strategies.
<p>O Own It</p>	<p>"Own" the put-down or belittling comment in order to diffuse it.</p>	<ol style="list-style-type: none"> 1. Agree with the bully and leave the situation. 2. Combine with humor strategies such as, "Yeah, this IS a bad haircut. The lawn mower got out of control this weekend." 3. Combine with assertive strategies such as, "Yes, I did fail the test and I don't appreciate you looking at my paper."



Resources on Bullying

- Aronson, E. (2000). *Nobody left to hate: Teaching compassion after Columbine*. New York, NY: Owl Books.
Ways to create an empathic, accepting school where everyone is valued.
- Baumeister, R. F., Bushman, B. J., & Campbell, W. K. (2000). Self-esteem, narcissism, and aggression: Does violence result from low self-esteem or threatened egotism? *Current Directions in Psychological Science*, 9, 26-29.
Baumeister's work takes a clear, analytical look at the folklore our culture has developed about self-esteem.
- Block, P. (1999) *Flawless Consulting: A Guide to Getting Your Expertise Used* San Francisco, CA Jossey-Bass/Pfeiffer
A guide to having influence without having authority, for those of us in consulting or advising situations.
- Bluestein, J. (2003) "What's Wrong With I-Messages?" • <http://www.janebluestein.com/Articles/Whatswrong.html> .
Recommended highly to anyone who wants to know when and how to use I-messages.
- Bond L., Carlin, J. B., Thomas, L., Rubin, K., & Patton, G. (2001). Does bullying cause emotional problems? A prospective study of young teenagers. *British Medical Journal*, 323(7311), 480-484.
- Cohn, A. & Canter, A. (2003). *Bullying: facts for schools and parents*. National Association of School Psychologists © 2003, National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814.
- Connolly, J., Pepler, D., Craig, W., & Taradash, A. (2002). Dating experiences of bullies in early adolescence. *Child Maltreatment*, 5(4), 299-310.
- Craig, W., & Pepler, D. (2000). Making a difference in bullying. LaMarsh Research Programme, Report Series, Report # 60. LaMarsh Centre for Research on Violence and Conflict Resolution. York University. Toronto, Ontario, Canada. • http://www.yorku.ca/lamarsh/people/dpepler/art_01.html
A detailed summary of research and interventions from the Canadian pioneers in bullying prevention.
- Crick, N. (2002). Bullies: ignore them and they won't go away. University of Minnesota Institute of Child Development, The Link, University of Minnesota College of Education and Human Development. Vol. 18, No. 2 • <http://education.umn.edu/alum/link/2002Winter/bullies.html>
About bullying in friendships
- Dake, J. A., Price, J. H., & Telljohann, S. (2003). The nature and extent of bullying at school. *Journal of School Health*, 73(5), p. 173-80



- Davis, S. (2004) *Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying*. Wayne, ME • [Stop Bullying Now](#).
Specific techniques and interventions to prevent bullying in schools
- Deci, E. & Flaste, R. (1996). *Why we Do What We Do: Understanding self-motivation*. New York, NY: Penguin Books.
A clear view of human motivation and how to encourage it.
- Dweck, C. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
Thirty years of research on adult behavior and young peoples' thought patterns that promote or discourage motivation.
- Estes, E. (1988). *The Hundred Dresses*, Orlando, FL: Voyager Books.
Well-written childrens' book, narrated from the point of view of a bystander. In my view, still the best childrens' book about bullying.
- Fisher, R., Patton, P., & Ury, W.. (1983). *Getting to yes: Negotiating agreement without giving in*. New York, NY: Penguin Books.
Revolutionary book about conflict resolution - this book is clear and to the point.
- Friedman, S. (1996) *Peacemaking Skills for Little Kids*, Miami, FL; Peace Education Foundation, Inc. (can be ordered at • <http://www.peaceeducation.com/curricula/>)
Fun, effective curriculum for teaching nonviolence in kindergarten through second grade.
- Garbarino, J. (1999). *Lost boys: Why our sons turn violent and how we can save them*. New York, NY: Anchor Books.
Lessons from the author's work with teenage boys who have committed murder
- Garbarino, J. (2001). *Parents Under Siege: Why You Are the Solution, Not the Problem in Your Child's Life*. New York, NY: Free Press.
Authoritative and clear guide to raising children in a difficult time.
- Garbarino, J. & DeLara, E. (2002). *And words can hurt forever*. New York, NY: Free Press.
Guide for parents of teens about stopping bullying.
- Horne, A., Bartolomucci, C., and Newman-Carlson, D.(2000) • [Bully Busters:A Teacher's Manual for Helping Bullies, Victims, and Bystanders](#) Champaign, IL: Research Press
Excellent research-based book of teacher interventions and classroom activities. Two versions cover grades K-5 and 6-8
- Huesmann, L. R., Moise-Titus, J., Podolski, C. & Eron, L. D. (2003). Longitudinal relations between children's exposure to TV violence and their aggressive and violent behavior in young adulthood: 1977 - 1992. *Developmental Psychology*, 39(2), 201-21.



- Jewett Jarratt C. (1994). Helping children cope with separation and loss. Harvard, MA; Harvard Common Press.
Clear, concise, and built on a lifetime's work. Useful in dealing with all types of losses.
- Juvonen, J., Graham, S., Schuster, M. (2003) "Bullying Among Young Adolescents: The Strong, the Weak, and the Troubled" Pediatrics, December 2003; 112: 1231-1237
- Knight, M.B. Talking Walls; Africa is not a Country; Who Belongs Here: an American Story; Welcoming Babies; Talking Walls: The Stories Continue
Knight's warm, accessible books help young people think about their connections to each other.
- Koppett, K. (2001). Training to imagine. Sterling, VA: Stylus Publishing.
Specific, useful techniques to integrate theater techniques into effective teaching
- Koss, A. G. (2002). The Girls. New York, NY; Puffin.
A story of girl bullying, told from rotating points of view. Good for grades five to eight.
- Ludwig, T. (2003). My Secret Bully. Portland, OR; Riverwood Press.
For upper elementary grades; an engaging, helpful childrens' book about relational aggression. See
 - <http://www.mysecretbully.com>
- Mullin-Rindler, Nancy (2003). Relational Aggression and Bullying: It's More Than Just A Girl Thing. Center for Research on Women, Wellesley MA.
Wellesley Centers for Women Working Paper Series, 2003. Working Paper # 408.
- Mullin-Rindler, N. (1998). Bully-proof, Quit it! Center for Research on Women, Wellesley MA.
Clear, effective classroom curricula for empowering bystanders.
- Mynard, H., Joseph, S., & Alexander, J. (2000). Peer victimization and post-traumatic stress in adolescence. Personality and Individual Differences, 29, 815-821.
- Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W. J., Simons-Morton, B., Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. The Journal of the American Medical Association, 285, 2094-2100.
- Olweus, D. (1994). Bullying at school Malden, MA; Blackwell Publishers.
Olweus, D. (2000). Teacher handbook: Olweus' core program against bullying and antisocial behavior, self-published.- • http://www.clemson.edu/olweus/order_teacherHandbook.htm



Olweus, D., Limber, S., & Mihalic, S. (1997) . Blueprints for violence prevention: Bullying prevention program. Denver, CO: C&M Press.

Olweus' work is the foundation of modern bullying prevention

- Rohd, M. (1998). Hope is Vital: Theater for Community, Conflict, and Dialogue. Portsmouth, N.H.: Heinemann.
A specific and helpful book about using theater in education and social change.
- Ross, D. (1996). Childhood Bullying and Teasing. Alexandria, VA; ACA press.
The first American book about bullying. Clear, research-based work by a pioneer of American psychology.
- Sanford, L. (1992). Strong At the Broken Places. New York, NY; Avon.
An inspiring analysis of how people recover from trauma.
- Sharp, S. & Smith, P.(eds), (1994). Tackling bullying in your schools. New York, NY; Routledge.
Full of detailed, practical techniques and interventions..
- Sherman, L. W., Denise, G., MacKenzie, D., Eck, J., Reuter, P., & Bushway, S. (1997). Preventing crime: What works, what doesn't, what's promising. A report to the United States Congress. Prepared for the National Institute of Justice University of Maryland Office of Justice Programs
 - <http://www.preventingcrime.org/report/index.htm>
- Shure, M. (2000). Bullies and their victims: A problem-solving approach to prevention. Brown University Child and Adolescent Behavior Letter, 16, Providence RI: 1 and 6
- Shure, M. & Digeronimo, T.. (1994). Raising a thinking child. New York, NY; Henry Holt.
Shure's work is an indispensable resource for teaching children to solve problems and take a thinking approach to life.
- Simmons, A. (2002). Odd girl out: The hidden culture of aggression in girls. Orlando, FL: Harcourt.
A description of relational aggression.



Enhancing Creativity Through Music, Rhythm, and Sound

Altering Your Thinking & Mood With Music

Of all of the Eight Kinds of Smart, SoundSmart (a.k.a. musical-rhythmic intelligence) is one of the strongest for altering our moods. Do you have some special music you play when you're feeling stressed or uptight that will bring you to a place of calm or peace? What music do you play if you're feeling down and need energizing?

Music, rhythm and sound can be used to enhance and deepen our experience of living and to expand our learning potentials. In early childhood all of us learned many things through music, such as the ABCs, how to spell "encyclopedia" by singing along with Jiminy Cricket, and certain family routines ("This is the way we clean our room, clean our room, clean our room . . .").

Music can accelerate learning by modulating the electrical patterns of the brain. Here we will work with music's power to provoke profound levels of creativity in us.

In the three exercises I suggest you'll learn how use music, rhythm, and sound to enhance and expand your creativity! You'll learn what to do when you get bored with yourself. We often feel uncreative simply because it seems like we never have a new, fresh, or innovative thought. We feel we're just recycling old, tired ideas. If you work with these exercises diligently you'll be amazed at what's inside you waiting to burst forth!

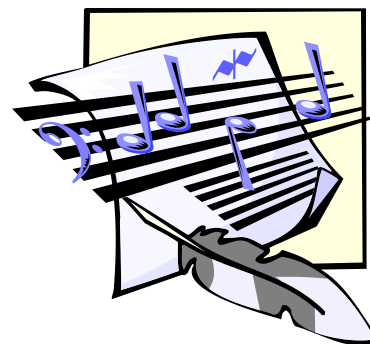
EXERCISE 1: Drawing to Music

Select a favorite piece of instrumental music that contains a range of tones, pitches, rhythms, and volumes. Gather drawing materials: colored markers, pencils, chalk, and several large sheets of paper.

Play the music louder than you would normally so it has a stronger impact.

As you listen, choose the appropriate marker, pencil, or chalk that you feel matches the mood of the music.

Imagine that the music is flowing into your arm and hand, making you draw shapes, squiggles, symbols, or other images. Let the music tell you what to draw.



When the mood of the music changes, change colors. Allow rhythm changes to change what you are drawing. Try to express loudness and softness in your drawing.

When the music ends, replay the piece. Focus on your drawing and see if you can recognize relationships between the drawing and the different parts of the music.

EXERCISE 2: Writing with Music

You will need several sheets of paper and pens or pencils, as well as a selection of music.

Choose a recent meaningful experience in your life, such as a happy encounter with a friend, a new purchase, something you read that was important to you, or an unexpected success.

Select a piece of instrumental music that you feel in some way reflects this event. Play the music slightly louder than normal so that it is more than just background music. Close your eyes and visualize the experience as vividly as you can, allowing the music to take you back to the experience.

When you feel ready, start writing about the experience pausing frequently to listen to the music. Let it help you reconnect with this experience.

Add some poetic descriptions to your writing. Allow the music to evoke various metaphors or wild and esoteric descriptions that you might not normally permit yourself to express.

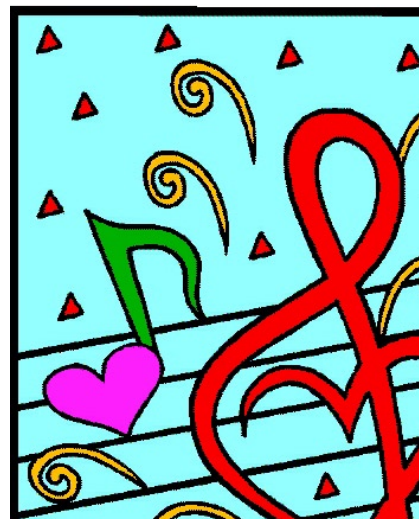
EXERCISE 3: Thinking through Music

You will need paper and a pen or pencil.

Recall a recent experience of being in the different situations listed below. Think of a piece of music that might have helped you deal with the situation:

- Solving a difficult problem
- Getting yourself out of a depression
- Being innovative or creative
- Dealing with anger, frustration, disappointment
- Meeting a new challenge
- Trying to relax

Gather the musical selections and play them just before those situations for which you need to prepare or just after those situations for which you need a shift in awareness.



Courtesy of: *OutSmart Yourself!* by David Lazear
<http://www.davidlazeaer.com>

