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Bullying: Why it Happens, How it Affects Those Involved, and Preventive Action

Katelyn Stetler
California State University, Monterey Bay

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Bullying: Why it Happens, How it Affects Those Involved, and Preventive Action

Katelyn Stetler

California State University Monterey Bay

Abstract

This paper is a compilation of research that sheds light on the causes and effects of bullying in children. The project along side this paper is a YouTube channel dedicated to teaching students as well as teachers about bullying. Viewers of this channel will have access to videos on all forms of bullying as well as prevention techniques, proper reporting protocol, teacher follow through, and classroom activities that educators can facilitate. It is our goal to educate viewers on what bullying looks like, the damage it can do, and how to eliminate it from their lives.

Literature Review

Bullying today is of great concern on a global scale, no matter where it is taking place. Moon, Hwang, and McCluskey (2011) did not consider bullying to have any cultural differences; they claimed all countries around the world are experiencing it. They also revealed that as of late, bullying has gained universal attention among teachers, media, school authorities, and parents who are worried about the safety of their children (2011). This paper attempts to shed light on the causes and effects of bullying, and argues that early prevention of bullying can be facilitated by video tutorials for students and teachers. Video tutorials can help teachers identify and address different forms of bullying and set up a reporting protocol for students. They can also encourage students who witness bullying to take action in order to create a supportive learning environment where all students can flourish.

According to Moon et al. (2011), there is no clear-cut definition of what bullying is. There are, however, common themes that can be seen, such as physical or verbal attacks that are aimed at one or more victims over a long period of time. Bullying (or “peer victimization”) involves interactions that have a harmful intent and induce negative effects on the victim (Elledge et al., 2010). There has also been extensive research on the different types of bullying that occur in our school system. These forms of bullying are psychological, physical, verbal, technological, and damage to property (Migliaccio and Raskauskas, 2013). Verbal and physical bullying are two of the most well known types; they include name calling, hitting, teasing, shoving, and kicking (2013). Psychological bullying is an act that harms the victim using methods such as manipulation and the spreading of rumors (2013). Technological bullying is more commonly referred to as cyber-bullying, and entails using text messages, email and/or websites as a vessel for a bully’s harassment. The last type of bullying, property damage, is fairly

self-explanatory: it entails things like taking a victim's lunch or breaking or ruining his or her personal property (2013). Every one of these forms of bullying is a direct threat to students' physical and emotional wellbeing.

Not only is bullying a threat to the safety of the victims, it is also a threat to any school learning environment. Schools are required by law to keep students from harm, but the way they go about this is flawed. According to Kennedy, Russom, and Kevorkian (2012), most schools only focus on the management of negative behaviors and not so much on preventative measures. An unsafe school environment can lead to the stunted development of a child's social skills. As children progress through their education, building peer relationships becomes more and more important because the social skills they learn at school should help them build healthy relationships in their adult lives (2012). A bullying environment demolishes any chance of those skill sets being developed. A child can start seeing peers as enemies, thus drastically changing their natural impulse toward pursuing healthy relationships. A safe school environment is crucial in developing happy, healthy members of society (2012). It takes a large number of people to make this happen, but two of the most important groups are the teachers and students themselves.

The student role in preventing bullying is at least as crucial as the teacher's. Students see far more misdoings than the teachers do. A teacher will only witness about 15% to 18% of all bullying that occurs in his or her classroom (Kennedy, T., Russom, A., Kevorkian, M., 2012). When it comes to school-wide bullying observation, teachers only witness about 1/3 of all bullying acts. In order to fill in these gaps, the teachers must look to those who are more likely to see these interactions: the students. Students who witness bullying are usually fearful of becoming the next target and do not report the incident(s), which only prolongs the victim's

suffering (Horton, 2011). According to Espelage and Swearer (2003), anonymous self-reporting is the method of gathering information about what is happening on campus that is most preferred by students. Using anonymous reports, a student can inform school officials of an incident that is occurring, who is involved, and where the event is taking place. These reports can be crucial in helping teachers and other school staff keep their campus safe.

In order for teachers to intervene effectively in bullying situations, they need to understand why students bully. According to Cohen and Brooks (2014), there are roughly four different bully stereotypes: the compensators, the elites, the predators, and the wounded. The compensators are individuals who have a low self-esteem and a feeling of powerlessness. They find compensation for these insecurities by lashing out at others. The elite bully is one that has vast athletic capabilities and is very popular. The elites tend to prey on weaker students who do not measure up to their skill level. The third bullying category is the predator; this one is considered the most senseless and aggressive. A predator's sole purpose is to threaten or hurt others; they view the world as a dangerous place, more so than most children. The fourth and final bullying type is the wounded, considered a good person who is struggling through a difficult time in their life. Wounded bullies often act out the aggression that they endure while at home, usually abnormally strict rules, but sometimes physical abuse. They find bullying to be an outlet, a way to cope with their personal victimization and to find control.

Each type of bully should be handled differently, so it is important for teachers to be educated about the different types of bullying and how to identify which type of bullying they are seeing.

As previously discussed, teachers and school staff witness only a fraction of the bullying that takes place on their campuses. Most students are fearful of telling their teachers about the bullying they witness because they worry that teacher involvement will make the situation worse,

possibly leading to them being considered a snitch or tattletale (Kennedy, T., Russom, A., Kevorkian, M., 2012). Schools are a mandatory meeting place for large numbers of children, and according to Paul Horton (2011), the enclosed setting can be a breeding ground for bullying behaviors. At school, children do not have any choice about where they spend their time, except for recreational time such as recess. Since the students cannot leave their classroom of their own free will, turmoil can build up amongst the students. They are required to follow a schedule that has already been decided on; they are unable to decide who they are surrounded by. This contributes greatly to the occurrence of bullying in schools because children cannot remove themselves from people or situations that make them angry or uncomfortable the way that adults can. They may choose to deal with their turmoil by lashing out at one another.

The effects of bullying are well known. Bullying is most commonly linked to low self-esteem, depression, social anxiety, psychosomatic problems, suicide, distrust of others, and homicide (Horton, 2011). According to a study done at Duke University (2013), bullying affects children's long-term functioning. It is not just physical or emotional trauma that these victims go through; they suffer academically as well. Those who face bullying in schools suffer from low attendance because their education becomes less important than avoiding their bully (America.Edu, 2013). As adults, victims exhibit antisocial personalities as well as depressive disorders (Duke Medicine, 2013). Bystanders, parents, and the bullies themselves are also affected. Bullying can have just as much of an effect on the bully as it does on the victim of bullying. In a study done by Migliaccio and Raskauskas (2013), children who were bullies were more likely to commit crimes in their adult life, almost four times as likely as non-bullying children. Those who witness bullying are also affected, mostly in terms of how they behave toward their peers. They become less trusting and experience increased anxiety in new situations,

sometimes into their adult lives (Horton, 2011). It is clear that the effects of bullying are damaging both physically and mentally for the bullied, the bullies, and the bystanders. School officials need to look towards preventive activities that can educate students on the importance of speaking out against bullying.

Attacking bullying before it can even begin is the goal for almost any school, but it is easier said than done. According to Lebrun (2009), bullying can be reduced by almost 50% if an effective bullying prevention program is in place. An effective prevention program needs to include a communication plan, a means of assessment, and student, staff, and community involvement. While a school-wide program is recommended for the best possible outcome, it is not always in the cards due to time constraints. But according to Lebrun, what has been found to work in previous studies is a classroom-based program, one that any teacher can implement. In these programs, it is incredibly important that the students learn the importance of speaking out against bullies. Migliaccio and Raskauskas (2013) held that bystanders are the bringers of change and hold the key to success in any prevention program. It is through these bystanders that teachers can become aware of what is going on in the school and can take appropriate action. Not only can these programs increase student awareness, they can also instill in students a sympathetic response to those being bullied (2013). Providing students with real life examples and outcomes gives them the opportunity to make emotional and personal connections to bullying and shows them the importance of lifelong change (2013).

Migliaccio and Raskauskas' 2013 study showed that the use of classroom training videos can be effective in educating students about how to identify bullying situations and diffuse them. Their videos trainings consisted of pre- and post-tests that were used to gauge student knowledge of bullying. Teachers were also provided with a manual that worked in conjunction with the

videos (2013). The manuals included information on bullying and how to identify it, so that the teachers could be as knowledgeable as possible when speaking to their classes. The manual also contained discussion questions that the teacher could use to help promote positive and educational discussions. In these discussions, the goal was to create ideas, raise awareness, and empower students to do more to stop bullying (Cohen and Brookes 2014).

Community Partner

For our capstone project, we decided to work with someone from the Olweus Bullying Prevention Program. This program is designed to prevent and reduce bullying in schools. Olweus addresses many different types of bullying, including cyber, physical, and verbal. They work with students in elementary schools all the way up to the high school level. They aim to make schools a safer place through improving peer relations. They train representatives who are on school grounds so that when problems with bullying arise, they know how to deal with them.

The person we are working with is Frances Weesner. She is a program coordinator at Olweus through Harmony at Home, which is a nonprofit organization with the goal of ending domestic violence. She facilitates training and works with the staff and students at elementary schools in Salinas. She trains the bullying prevention coordinating committees at these schools. The coordinating committees are made up of teachers, administrators, and members of the community. These committees then train the rest of the staff, including lunchtime personnel and janitorial staff. Frances supports the committee through consultations and is present at the schools in case teachers want more information regarding how to do class meetings or interventions. She also works with a group of students doing artwork, speaking engagements, posters and other projects to prevent bullying.

We have decided to meet with Frances once our videos have been completed. She has agreed to view them and to determine if they will be effective. Since she is doing work in the schools, she knows what information would be helpful to students. She can look at our scripts and tell us if the information we are providing and the way we are conducting our videos will support the children in bullying and cyber bullying prevention. She can also guide us in writing lesson plans for the teachers. She knows how to train the teachers, so she will have an idea of what they need to hear and how to present information to them. She will be helpful in directing us towards the needs of the students. This effort will be beneficial and educational for everyone involved because in our own ways we are all working towards bullying prevention, which is an area the three of us are passionate about. We can disseminate strategies for preventing physical, verbal, and cyber bullying beyond the classroom and reach students where they will hear the information and react to it.

Capstone Plans

Nicole Rizzi and I will be creating a way for students to educate themselves about bullying and how to prevent it inside and outside of the classroom. Bullying often happens outside of the classroom, but its effects are still brought into schools. We have decided to educate students through the use of a YouTube channel. This will be a way to engage students where they spend a great deal of time outside of the classroom, and where a great deal of bullying occurs: the internet.

Our plan is to script, film, edit, and post bullying prevention videos online. These videos will include an introduction explaining how to use our videos, information on cyber bullying, information on physical bullying, information on verbal bullying, testimonials from adults who

were bullied, information about what to do if a peer is being bullied, and information about the effects of bullying. To show the effects of bullying from multiple perspectives, we will be including testimonials from students who were bullies themselves. These videos will be about five minutes in length.

We will provide a pretest as well as a posttest that students have the option of taking to see how much information they have gained. There will also be a free guide connected to the YouTube channel that includes lesson plans for teachers on how to use our videos in their classrooms. The lessons will include 1) strategies for starting a classroom discussion about bullying, 2) an anti-bullying pledge, and 3) a skit students can act out to practice employing the strategies they have learned should they ever find themselves involved in or witnessing a bullying situation.

The deliverables for this project include: the pretest, the script, the videos, the lesson plan guide for teachers, and the posttest. Our timeline for completing the project are as follows:

Week of March 8: This week we will write the scripts for the first half of the videos.

Week of March 16: This week we will write the scripts for the second half of the videos.

Week of March 23: This week we will film the first half of the videos.

Week of March 30: This week we will film the second half of the videos.

Week of April 6: This week we will edit the videos.

Week of April 13: This week we will write the pretest and posttest.

Week of April 20: This week we will write the lesson plan guide for teachers.

Week of April 27: This week we will put all of our information online.

Week of May 4: This week we will gather information about the effectiveness of our project through the posttest.

Week of May 11: This week we will archive our projects and prepare our board for the capstone presentation and get ready to present.

Results

When I embarked on this project, there was one small result in the back of my mind that I wanted to see accomplished: reaching just one student or teacher and enhancing their knowledge on the topic of bullying. If my videos could make one child stand up for themselves or a fellow classmate, if they opened just one teacher's eyes and encourage them to do more, if they showed a struggling child that it will get better, then this project will be a total success. An achievement like this is something that cannot be assessed in the few weeks that our videos have been made public. At this moment in time, we do not know how far these videos will go or who they will reach in the coming months or even years, as we do not plan to take them down. It is our goal that at some point a student or teacher will happen upon our website, watch the videos, and be inspired to do more for their school in the way of bullying prevention.

Our YouTube channel is geared toward both students and teachers, so the results may vary depending on who is visiting the site. We hope that students will watch our videos and understand and remember what bullying looks like and how it can be prevented, how they can help their fellow students in a way that is comfortable to them. If these students are victims of bullying, we hope that the personal testimonials will show them that being bullied doesn't define them. We hope to empower them to move on and keep fighting. As for the teachers visiting the website, we hope to educate them on the importance of follow-through, taking reports of

bullying seriously, and making sure that action is taken. We want all educators to have resources and tools in their classrooms that can be used to educate students about bullying. The videos alone can help an individual student, but paired with our class discussion topics and lesson plans, an entire classroom could receive an extensive education on bullying prevention.

While the writing, directing, and editing of these videos went off without a hitch, there was one aspect of this project that could have used some improvement. The biggest issue we were faced with was finding actors that looked like our target audience, elementary and middle school students. It would have been ideal to work with children that age, but the amount of paper work and clearances we would have had to go through would have taken more time than we had. So, we had no choice but to use our friends, who are of course much older than our intended audience. I still love the videos, but I think using more realistic actors might have given the videos a bit more credibility. The only thing I feared with using adult actors was that a younger audience might have a hard time connecting with the videos. However, I think that our message was strong, and that is what our audience will connect with.

Throughout the course of my capstone, I have learned so many things. I learned a lot about bullying by pouring over books and articles over the course of this project, but it was engaging with my peers about this topic and learning about their past struggles with bullying that made me passionate about bullying prevention in a way that I never thought possible. I am also truly proud of the materials and videos that Nicole and I created, and taking such pride in my work has brought me so much joy. I got more out of this capstone project than I could have ever dreamed. As a future teacher, I will use these videos in my classroom one day. I will remember all that I have learned this semester and will apply that knowledge to my future work. In the beginning, my goal was for these videos to affect at least one person, to educate someone on the

topic of bullying and make them passionate about preventing it. Well, it turns out my goal was met and surpassed. Nicole and I will be using these videos and resources for years to come, so while the videos' effects may not be seen for a while, I know they will bring change to my students' lives.

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Appendix A

Transcript of Interview with community partner, Frances Weesner

Nicole/Katie: What is your position in this bullying organization?

Frances: I work for a non-profit organization called Harmony at Home and the mission and vision for Harmony at Home is to build healthy families and end domestic violence. There are a number of different programs Harmony at Home administers; small group in school free counseling and lots of different programs. The one that I currently work for that we are talking about today is the Olweus Bullying Prevention Program and I am the Bullying Prevention Program coordinator. I work for Harmony and I am trained in the Olweus Program and I administer in a couple of schools in Salinas.

Nicole/Katie: What kind of projects are you involved with?

Frances: Well, for the Olweus Bullying Prevention Program I do the in school based counseling, that's sticks and stones. The projects that I am engaged in for Olweus, because I'm the coordinator, what I do is I train the core groups at each of those two schools and those core groups are referred to as the Bullying Prevention Coordinating Committee that consists of about 8-12 people classroom teachers, administrators, classified staff, and parent volunteers, and community volunteers. I train the coordinating committees then the coordinating committees train the rest of the staff. I continue to support the coordinating committees and the staff. I do consultations at least a couple of times a month with the coordinating committees. I am also at each school a day a week so that if the teachers want more information about how to step in and do one on one interventions, immediate interventions, or if they want to know how to do a classroom meeting, or if they have been doing classroom meetings for a while

and they want more ideas about what to do in their classroom meetings, how to address specific dynamics that are going on with their students, I'm on hand once a week for each of those two schools for them to ask me questions, give them information and give support. In addition to that, at one of the two schools, at Los Padres, there is a core group of students that have been helping me do some artwork, and some speaking engagements, they've been interviewed by radio, they've had their photographs taken, published in some newsletters. We just finished a project. It was a banner that was posted at the school. This is the banner that they just finished. *Shows picture of banner. * In Spanish it says, "solo uno persona." In English down below the translation is "sometimes it just takes one." The kids came up with it. They developed it. The line comes from a story I've read to several of the classrooms called *One*. Sometimes it just takes one is the last line of the book. It's just a kid's picture book. They picked up that particular idea and ran with it and came up with the idea for a kid giving a hug to the world. They helped me with the Spanish translation. At the other school they've done a lot of their own posters. The kids have come up with a brilliant idea. They want to put a mural on the side of one of the portable buildings. So that's our next project. We are going to figure out how to get the support that we need for developing the artwork and how to come up with either donations or funding for the supplies, then execute it. What I'm discovering from my work with Olweus is that the grown ups have to set the tone. We have to hold their safety and give them enough containment in which to run. You give a two year old not a great deal of space but in that space you make it safe enough for them to explore and discover and check out the world. Well I'm working with fifth and sixth graders, fourth graders and within that context they need plenty or room to let

their minds reach and explore. Part of the impetus needs to come from them. We have to be the roots and let them be the wings. What we're asking is for them to change behavior. We have to provide an environment which the undesirable behavior can't flourish but we also need to provide them an environment which the desired behavior can really blossom and really grow big. Part of that is offering them power and asking them to use it appropriately because bullying is misuse of power.

Nicole/Katie: What are the warning signs that someone is being cyber bullied?

Frances: Some of the warning signs could be, there are lots, it's individual, It's as specific and unique as the individual is, but some of them may be that a kid used to like to spend a lot of time with their device and maybe now they are avoiding their device. Sometimes they begin to isolate. They used to hang out with friends or call friends and maybe that begins to change. Changes in behavior are typically the indicators. Sometimes it's a change in a person's academic success but not always. It tends to be unusual patterns of behavior or something out of the ordinary. Whatever the person's baseline was. If you see something that just doesn't feel right especially in and around their use of social media or something like that.

Nicole/Katie: Would you say that is similar to bullying in general?

Sometimes it's acting out behaviors too. It depends on how the individual responds to stressors or conflict. Some people are avoidant of conflict and they withdraw and they internalize. Some people are aggressive about conflict and they will externalize and become more aggressive. They may act out against somebody, whether they strike back online or in some other way.

Nicole/Katie: What effects do cyber bullying and other types of bullying have on the

kids?

Frances: It can be a variety of things. It can fall into a few different categories.

Emotional distress, isolation, social isolation, sometimes somatic distress, sometimes physical, headaches, stomachaches, illness, sometimes academic performance, sometimes kids don't feel safe. They don't want to go to school anymore. School avoidance. It can be a number of different things.

Nicole/Katie: What is something a teacher can do to prevent cyber bullying and other types of bullying?

Frances: That's a tough question. The grown-ups may not be able to prevent this from happening to people. None of us control anyone else's choice in behavior. One of the primary things that an adult can do is be responsive when it happens. One of the ways we can try to prevent is to teach kids tolerance, acceptance, inclusion, things like that to develop a community, a climate, and a culture where people don't diss each other. Where they don't demean, demoralize, and dehumanize other people. We can only do that in a small context. The teacher has that influence within the classroom. Beyond the classroom stuff is going to happen. If a child is getting bullied or cyber bullied one of the primary things we can do in advance is to say if anything ever happens to you and you need help I really would like for you to let me know or if you're not comfortable talking to me, who could you talk to? Help kids identify who they trust, who they can report to. When they do report we have got to follow through. Sometimes we may be able to create sanctions if this happens on the school grounds. If it's physical bullying and the teacher sees it and has evidence of it then the student who did that behavior gets sanctioned. There are disciplinary actions that take place. There are consequences. If

it happened off the school grounds but under certain circumstances, again the faculty can have some input. Staff and faculty can meet with parents. It's often necessary for people to meet with parents and say we have become aware that your child is engaging in such a behavior or that your child has been targeted by people who are engaging in this type of behavior. Then we say to the parents "were you aware? Has the child reported to you? Have you already set some things in place? If you responded how did you respond? What's working? What's not working? These are the things we plan to do at the school." We build a partnership where all the grown-ups can be supportive of the student. When we are addressing the person who is engaging in the behavior there is no shame or blame. That's not what it's about with this particular program. We say to the student "if you continue to engage in this behavior the consequences will escalate. We don't want you to have to deal with that. There are ways for you to be successful in this community without getting into trouble. We'd like to offer you those. How can we help support you in this decision? That behavior is not okay at this school. We don't allow that to happen to people and do nothing. We won't turn a blind eye. We won't pretend we don't know what's going on. If you are doing this than there are consequences." There are ways to engage the person who is doing the behavior that we don't out the people who have been reporting. We also teach the kids who are engaging in this behavior if you retaliate against people because you think they were the one's telling that's punishable too. There are consequences for that activity as well. Kids will say, "I was only teasing. I didn't mean it." Well you can't do that here. "He did it first." Well right now we are talking about you. There are ways to follow through. With parents we don't want to shame or blame them either if their student is the one

engaging in the behavior. One of the reasons to address the offender as well as the one who is being offended against is that this is an antisocial behavior. When a person is engaging in one antisocial behavior it is likely that they may engage in others. Other antisocial behavior may have more profound consequences over time. If you can intervene with any antisocial behavior and supplant that with social behavior, give a kid a way to interact with other kids that won't get them into trouble and help them be successful in their peer group, they don't have to report to antisocial things like violence, aggression, drugs, alcohol, weapons, tagging. One of the things we tell parents is "if your kid engages in this and we don't do something about it, it's likely that they may engage in other antisocial behaviors." Long term that can have some really profound consequences. We involve the parents. We ask the parents "please let us know what you want and what you need. We are going to let you know what our plan is."

Sometimes parents want to directly engage other parents and we say no thank you.

We can handle that. We can't always prevent, but when it happens the most important thing is to respond. Very often what happens is nobody tells and nobody does anything and a child feels extremely isolated. We encourage them to tell and then I train people to respond so that a person doesn't feel isolated. Isolation is a scary dangerous place.

Nicole/Katie: So it's not so much prevention as it is taking action when bullying does occur?

Frances: The prevention aspect is we do classroom meetings, post posters, we teach the kids the rules for the Olweus Program. That's kind of the prevention aspect of it. We teach them we will not bully others, if it's happening we will tell an adult, if we see somebody being left out we will include them, things like that. We hand this to kids and

we say okay now do it. I could teach you that. I could say okay now go in the classroom and be a bully preventer. Would you really feel equipped to do it?

Nicole/Katie: No

Frances: The same is true for the kiddos. We will not bully others, if someone is being bullied we will do something to help, but we have to practice it. I can't just turn them loose and expect them to know how to implement that. Bullying is an abuse of power. One of the things about standing up to bullying is how to speak your truth in the face of power. That's a scary thing. It's very hard to do that even if the power is misused. When we hand the prevention aspects to the kids we have to help them practice it. Some kids are not going to step right into a bullying situation and say "Hey, cut that out! You can't do that to my friend." Some kids are not comfortable addressing the bully. We cannot hold them responsible for doing that thing that's hard even for grown-ups. The grown-ups have to be the ones to be responsive when kids do come and report. We teach them how to report. One of the things I share with the kids is asking "what does whining sounds like? What does snitching sound like? What does asking for help sound like?" They know and we practice it in the classroom. I'll pretend I'm a kid telling on another kid and then I pretend I'm a kid asking for help. "I asked him not to do it. I don't like it when he does that. He's not listening to my words. I think I need a grown-up to come and help." It's hard for teachers and administrators because every day is jam-packed. It's really a challenge. It honestly is. Part of the implementation of this particular program is to hold weekly classroom meetings. Weekly classroom meetings are time away from teaching the curriculum. Olweus has developed ways to pull the program into the curriculum so we can do both.

Nicole/Katie: Are there any other ways teachers naturally respond that aren't productive?

Frances: Forced apologies. Please do not ask a student who is a full-fledged bully to stand with the person who is an outright victim. This is an extremely graphic example but would you ever put a rape victim in the same room with a rapist to ask them to make up with each other?

Nicole/Katie: No

Frances: You wouldn't put a full-fledged bully in the same room with their victim and say "now apologize." The bully may reach out and shake hands but the victim really doesn't want to touch them. As soon as the teacher's back is turned you can imagine some of the behaviors that are going to happen right after that or out on the playground. Forced apologies are not where it's at. Reconciliation can only happen if the playing field has been leveled and that takes a lot of work. There are programs for doing that. There's a program called Restorative Justice in the schools. It's a great program. If you can bring people back to a level playing field then some reconciliation can happen. You just don't do it willy-nilly or haphazardly. If we are talking about an accident. If I'm in line in the cafeteria with 15 other fifth graders and I'm goofing around with my friends and I accidentally elbow the guy behind me; he's probably going to go "hey!" If there is a teacher there they will say, "I think you need to apologize." In which case I am probably ready to make an apology. "Sorry I didn't mean to." These accidental circumstances, that's fine. The definition of bullying is intentional, repetitious, harm against a person who typically does not have the skills to stick up for themselves. It's harmful. It's intentional. It's usually repetitious and there's an imbalance of power. When you have

that combination going, how to treat it is not terribly complicated but it can be kind of complex because human beings are complex.

Nicole/Katie: One of the things I found in my research is the importance of the bystander and them reporting the things that they see. Do you have a way for them to report?

Frances: In the classroom meetings the first four or five are all about those anti-bullying rules. We will not bully others. The very first class meeting you are talking about what bullying is. “What do you guys know about it?” You activate their information about bullying, you create a poster, or whatever you do with it. Rule number two is if we see bullying happen we will try to help. The second class meeting is “how are you going to recognize it?” The kids will tell me it’s on purpose. When I tell them that whole scenario about me bumping into the person behind me in the cafeteria line I say “is that an accident or on purpose and they say that’s an accident.” I say, “is that bullying? They say no. That’s an accident. Bullying is on purpose.” There is a lot of other information that we cover. In that class meeting we start to talk about how you can respond. Some people are geared towards responding to the aggressor. The question is “how do you identify bullying? When you see it happen what are you comfortable doing?” We make all the responses okay. If one kid says I can go tell a teacher we can practice how to do that. We let them break into teams and practice telling a teacher. They pretend they are the teacher and practice that skill. We say “what else can you do?” “I can tell that kid come play with me.” We say, “lets practice that one.” Another kid may say, “I would stand up to that kid and tell him to cut it out.” There are bystanders and there are up standers and what we are trying to do is bring more of the bystanders into becoming up

standers. One of the ways you do that is to make it okay for them to step in however they can. There are lots of different ways. You can come alongside the person who is being bullied and say "I'm really sorry that happened do you." So often nobody does anything and nobody responds. Nobody tells anybody and the kid feels very isolated. If anybody does anything that's better than nobody doing nothing. The statistics are pretty high. It's actually predominately that nobody does anything. We need to make sure there is a big change. Class meeting number three and four we talk more about inclusion and how to report to grown-ups; how to tell a parent at home, how to tell a grown-up at school. As soon as we have taught them all four of those hopefully somebody is going to start reporting. Now the problem with that is sometimes they start reporting a lot. You have to sift through all of the reports and see what actually is bullying and what's just conflict and what's a mistake. There's some involvement. The teachers must respond. If they don't respond then the kids get the message "you tell me this but the teacher doesn't care." We have to respond. Once we tell them the behavior we want and they do it we have to reward that behavior by following through. What's really interesting to me is as the kids begin to feed it back, it grabs right at your heart. The grown-ups feel even more inclined to be responsive. Sometimes the grown-ups become better with each other. That's why a coordinating committee needs to have community members and parents volunteers as well as the classified staff and the certificated staff because when we pull it out into the community and the community draws themselves into the school, we tell the kids that we aren't just talking about within the confines of this school. One of the incidents that happened at Los Padres recently was that a kid who is now moved to middle school but was an alumni of the elementary

school was hassling another elementary school kid on his way home from school. The kid who was getting hassled reported back to his classroom teacher and the teacher said “well how about if I walk you home the next couple of days?” It really was a short walk. It was not a time consuming thing. The teacher was being very generous. He also happens to be the sports coach for that kid. The teacher walked the student home and when he encountered the person who had been doing the aggression, the teacher just said “you went to school with us last year. You can’t do that here. You know that.” The kid got the message that it stems beyond the walls of the school. Apparently it has ceased. That is the report we are getting from the student who was getting hassled. He reported, the teacher followed through, and it stopped. It’s amazing when you are in all of that. We had parents come to the other school recently. The child had gone to the parents with some information about what was going on and when the parents said “well we better come to school with you tomorrow and talk to the grown-ups” the kid said no. The parents said, “We have to. That kid needs help. Who knows, maybe that kid is doing it to other people. The grown-ups at the school need to know so they can make it stop.” The parents did everything they were supposed to. All of the grown-ups at school followed through. It was amazing. It really was. When it’s happening it’s phenomenal. In any health program if you are getting your exercise, getting enough rest, drinking enough water, eating healthy food your body feels good. If you let it go to pot for too long you have a lot of work to do to catch up again. If you maintain you have a healthy environment. That’s what this program is about. When someone contracts with an Olweus trainer to come in and implement at their school that trainer makes a commitment for more than a year. Hopefully by the time they have three years under

their belts it's become part of the fiber of their school. It's woven into their culture and they maintain it on their own. If they need me they can call me but hopefully they can do it all by themselves.

Nicole/Katie: Thank you for all of this information and your time.

Appendix B

Teacher Guide

Title: Bullying Education and Prevention

Main Idea: These videos are intended for students to see while they are surfing the web but they can also be used in the classroom. Here are some ways you can incorporate them into the school day.

Pretest and Posttest: The pretest and posttest can be used to test the knowledge your students have about bullying. First give them the pretest then show them the videos. After you show them the videos and have discussions with them give them the posttest so they can see how much they learned.

Discussion Starters: Depending on your class you can use one or all of these discussion starters. The objective is to get your students to think about bullying and its affect on others.

- How does it make you feel when someone bullies you?
- How do you feel when you witness someone being bullied?
- As a classroom is there anything we can do to prevent bullying and to create a fun and happy atmosphere in our own classroom?
- If they come up with ideas that can be applied school wide ask them how they would do this.

Make sure that students understand that although they may not like everyone they encounter, each person deserves respect. Make sure students know how to interact with other students they may not get along with.

Anti-Bullying Pledge: After the students watch the videos have them come up with an anti-bullying pledge. Let them come up with the pledge so they are likely to follow it. Put the pledge on a large poster and have each child sign it. After they have signed it put it on the wall so they are reminded daily not to bully others and to do something if they see bullying occur.

Skits: Have the students act out different scenarios of bullying. The teacher will give the student a scenario and the student will act out what they would do in that situation to prevent bullying. If they aren't sure the class can help them but only using positive language and encouragement.

Examples of scenarios:

- A student knocks another student's books out of their hands.
- Someone writes a mean message on another person's Facebook account.
- A student tells another student that they look ugly.
- A student throws someone in the trashcan.

Anti-Bullying Club: If students are interested in preventing bullying suggest starting an after school club. In this club they can brainstorm ideas for bullying prevention as well as spreading awareness throughout the school. Once the students come up with ideas, support them by helping them implement their goals.

Bullying Pretest

Name _____
Date _____

1. In your own words, how would you define bullying?

2. Are there different types of bullying, if so what are they?

3. If you see bullying occur what should you do?

4. How can bullying affect someone?

5. What are some ideas to help prevent bullying?

