



What Educators Need to Know about **Bullying**

Created by Project Prevent and Address Bullying (PPAB) Scholars

NIU School Psychology Program



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We will be using Poll Everywhere again shortly

Overview

- Review what bullying looks like
- Learn how educators make a difference
- Explore data from real students
- Learn strategies to prevent and address bullying including:
 - School policy
 - School climate
 - Prevention in the classroom
 - In-the-moment intervention strategies
 - Tier 2 and 3 interventions and anti-bullying programs

ACTIVITY: IS IT BULLYING?



Poll Everywhere

Refresher: Definition of Bullying

Bullying is defined as:

Unwanted aggressive behavior(s)

There is a **power imbalance** (observed or perceived) that favors the aggressor(s)

The behaviors are **repeated** multiple times or are highly likely to be repeated

Harm is caused to the victim

1. Unwanted aggressive behavior(s)

2. Power imbalance

3. Repeated or highly likely to be repeated

4. Harm is caused

Scenario 1

Keegan was getting his books out of his locker when the captain of the wrestling team walked by and slammed Keegan's head into the locker saying, "Thanks a lot for making us lose last night." It has now been two weeks since that incident. Keegan has not been approached by him since.

1. Unwanted aggressive behavior(s)

2. Power imbalance

3. Repeated or highly likely to be repeated

4. Harm is caused

Scenario 2

In literature class, Paul always gets teased by the “nerds” as he calls them when they have discussions. He says that every time they have a discussion about the Grapes of Wrath, the “nerds” snicker at any comments he makes. Sometimes they scoff and roll their eyes. This makes Paul feel incredibly insecure, and he is considering dropping the class.

1. Unwanted aggressive behavior(s)

2. Power imbalance

3. Repeated or highly likely to be repeated

4. Harm is caused

Scenario 3

Sofia and Patrice had been friends for years, but in 7th grade things started to change. Sofia started ignoring Patrice and spreading rumors about her. Patrice began to not be invited to parties and get-togethers with the girls she had been friends with for years.

Why does it matter if it's **bullying**?

- The term is used often to describe situations that may or may not be bullying
- We want to make sure to label bullying correctly because the adverse impacts can be severe
- Finally, we want to recognize and respond to bullying situations

COMMON MYTHS ABOUT BULLYING

(stopbullying.gov)

COMMON MYTHS ABOUT BULLYING

Bullying is the same thing as conflict

Truth: Bullying \neq Conflict

COMMON MYTHS ABOUT BULLYING

Most bullying is physical

Truth: Most bullying is through verbal
or other non-physical means

COMMON MYTHS ABOUT BULLYING

Bullying isn't serious. It's just a matter of "kids being kids."

Truth: Bullying is extremely serious. Distress is felt by the victim. Both immediate and long-term harm is caused.

COMMON MYTHS ABOUT BULLYING

Bullying is more likely to happen on the bus than at school

Truth: The occurrence of bullying is, in part, dependent on the level of supervision

COMMON MYTHS ABOUT BULLYING

Youth who are bullied will almost always tell an adult

Truth: There are many barriers to reporting; youth will not necessarily tell parents and teachers that they are being bullied

COMMON MYTHS ABOUT BULLYING

Most youth who observe bullying don't want to get involved

Truth: Many students see bullying as "not cool" and want to do something to help

COMMON MYTHS ABOUT BULLYING

Youth who bully are mostly loners with few social skills

Truth: Even "good kids" can bully others. Some students who bully may have social difficulties, but others could be very socially skilled and have a lot of friends.

Bullying Behavior Data

I have done the following one time or more in the last 30 days:	Yes	No
I have called another student bad names	58.4%	41.6%
I have made fun of another student	43.3%	56.7%
I have purposely left out another student	29.3%	70.7%
I have pushed, punched, or slapped another student	21.6%	78.4%
I have told lies about another student	12.4%	87.6%
I have tried to make people dislike another student	9.8%	90.2%
I have stolen things from another student	7.1%	92.9%
I have thrown things at another student	24.0%	76.0%
I have said bad things about another student	39.7%	60.3%
I have talked about someone behind their back	37.8%	62.2%

Experiencing Victimization Data

This has happened to me one time or more in the last 30 days:	Yes	No
I have been called mean names	65.4%	34.6%
I have been made fun of	56.4%	43.6%
I have been purposely left out of something	35.7%	64.3%
I have been ignored	54.3%	45.7%
I have been pushed around, punched, or slapped	31.1%	68.9%
I have been pushed or shoved	39.5%	60.5%
People have told lies about me	46.9%	53.1%
People have tried to make others dislike me	39.4%	60.6%
I have been threatened by others	23.1%	76.9%
I have had things taken from me	29.8%	70.2%

WHAT STUDENTS HAVE TO SAY...

"There have been a lot of fights in our school. I also feel like sometimes our school isn't the safest place to be, and I feel like it should be."

"The school counselors don't do anything to help solve students' problems, they just tell the students that they are in control of their reactions against bullies."

"While I like my teachers they have done nothing when I have been mistreated two inches in front of them."

"I don't think students that are being bullied or harassed are getting the help they need because teachers and staff members fail to notice that they are being treated that way."

"The kids who do what they are supposed to are not rewarded at all, so the bad kids think there is no reason to try and be good."

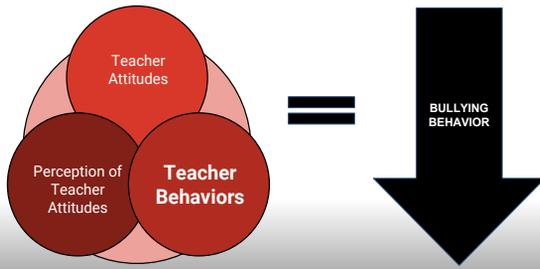
"I would say that there is a lot of bullying that goes on in this school, and although a lot of people try to put a stop to it, it just comes back. Most kids here try to help those who are being bullied, but to a certain point because the bullies will come after them."

Think-Pair-Share

Would you expect to see similar reports at your school? Why or why not?



How Educators make a difference



CITATIONS for references: Brendgen & Troop-Gordon, 2015; Espelage, 2014; Kärrnä et al., 2011; Saarento et al., 2014; Troop-Gordon & Ladd, 2015

BULLYING POLICIES IN SCHOOLS

Illinois Bullying Laws & Policies

- **The Illinois Anti-Bullying Statute**
 - States that all Illinois school districts (including private and charter schools) must create, maintain, and communicate a policy on bullying
 - Filed with the State Board of Education and updated every two years
- **The Illinois Prevent Student Violence Act**
 - Explicitly defines and prohibits bullying
 - Defines where/when bullying is prohibited in order to provide guidance to schools for developing their policies on bullying

Key Components in Bullying Policies

- Purpose Statement (WHY)
- Statement of Scope (WHERE)
- Specification of Prohibited Conduct (WHAT)
- Enumeration of Specific Characteristics (WHO)
- Development & Implementation of LEA Policies
- Components of LEA Policies

"Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or **mental, physical, developmental**, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics."

<https://www.stanbulbullying.gov/files/key-components/index.html>

SCHOOL CLIMATE



Poll Everywhere

School Climate

What is it?

- **"School climate** refers to the quality and character of school life as it relates to norms, values, interpersonal relationships, social interactions, organizational processes and structures" (Piscatelli & Lee, 2011)

Why is it important?

- School climate influences children's development, learning, and achievement
- Positive school climate is associated with lower prevalence rates of bullying and teasing, less aggressive attitudes, and higher willingness to seek help (Klein, Cornell, & Konold, 2012)

When there is a **safe, positive, and supportive** environment where students are **respected, have positive relationships, and feel competent**, students can thrive!

Increasing Positive Climate

- **Build Relationships** -- build positive relationships with students and families by incorporating fun, sharing strengths and weaknesses, being culturally sensitive, and reaching out to families
- **Minimize and manage conflicts** -- modify adult supervision to promote positive interactions, and guide students through problem solving conflicts
- **Promote autonomy** -- promote self-regulation by using classroom meetings to solve problems, helping students break down large goals, and ensuring routine social problem solving steps (STEP).
- **Prevent bullying and victimization** -- *take bullying seriously by structuring environments to minimize opportunities for victimization, ensuring adult intervention, and implementing school-wide bullying prevention*

(Doll, 2010)

Break

Applying it to your Classroom

Tools for Assessing Bullying and Victimization

- Formal assessment tools
 - Bullying Participant Behaviors Questionnaire (BPBQ; Demaray et al., 2014)
 - Measures Bully, Victim, Assistant, Defender and Outsider Roles
 - Olweus Bully/Victim Questionnaire (Solberg & Olweus, 2003)
 - Cyber Bully/Victim Questionnaire (CBVQ)
 - Cyberbullying and Online Aggression Survey (Hinduja & Patchin, 2009)

BPBQ Sample

Have you done any of the following in the past 30 days? If so, how often? ▶ :

	Never	1-2 Times	3-4 Times	5-6 Times	7 or More Times
I have called another student bad names. ▶ :	<input type="radio"/>				
I have made fun of another student. ▶ :	<input type="radio"/>				
I have purposely left out another student. ▶ :	<input type="radio"/>				

Tools for Assessing Bullying and Victimization

- Informal assessment
 - Create unique informal questionnaire for your classroom and for specific issues within your school
 - Focus groups about bullying have been successful (Borba, 2016)
- Obtain parental consent as your district requires and to respect student privacy
- Be sure that you are prepared to **respond to the results** of the survey!

Sample Informal Assessment

Bullying Survey

HIAWATHA ELEMENTARY SCHOOL
2009-2010

1 BULLYING IS A PROBLEM AT THIS SCHOOL.
ALWAYS SOMETIMES NEVER

TYPES OF BULLYING (CIRCLE ALL YOU HAVE SEEN AT SCHOOL):
HITTING NAME-CALLING THREATENING CYBERBULLYING

2 I AM BULLIED AT THIS SCHOOL.
ALWAYS SOMETIMES NEVER

3 I AM A BULLY AT THIS SCHOOL.
ALWAYS SOMETIMES NEVER

4 PEOPLE I CAN GO TO FOR HELP:
1. _____
2. _____
3. _____

5 IS THERE ANYTHING ELSE YOU WANT TO SHARE?

Retrieved from
elementaryschoolcounseling.org

Prevention Strategies

Behavior Supports

- **S**tructure for Success
- **T**each Expectations
- **O**bserve and Monitor
- **I**nteract Positively
- **C**orrect Fluently

Social-Emotional Learning

WHAT

- Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL)

WHY

- SEL has been shown to improve mental health, social skills, and academic achievement. (Taylor et al., 2017)
- SEL helps provide equity for all students. (AEI/Brookings Group, 2015)
- A safe and caring learning environment reduces bullying incidents. (Espelage et al., 2011)

HOW

- Teach prepared curriculums (Second Step, PATHS, etc.) or create your own
- Facilitate generalization by using common language throughout the day
- Model expected behaviors for your students at all times

Think-Pair-Share

What is some common language used in your school that you could help your students to generalize in the classroom?



Bullying Education

WHAT

- Teach students about what bullying is and what it looks like

WHY

- Teaching expectations is necessary for student success
- When students don't have a skill, we teach

HOW

- Some curricula come with materials for bully prevention (i.e. Second Step)
- Create your own or use other resources

https://casef.org/wp-content/uploads/2016/01/f3_SEE_and_Bullying_Prevention_2009.pdf

Creating Defenders

WHAT

- A Defender is a student who actively steps in and intervenes during a bullying event
- They are allies to the victim



WHY

- Research shows that more than HALF of bullying stops when another student intervenes (Hawkins, Pepler, & Craig, 2001).
- Additionally, bystanders witness over 80% of bullying events but intervene less than 20% of the time (Nickerson).

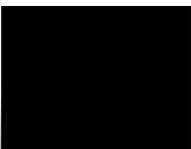
HOW

- Teach bystanders assertive strategies
 - Help the victim by reporting the incident to an adult
 - Comfort the victim/invite them to join you
- Teach and model these skills in the classroom. Do role-plays
- When students believe they can make a difference, they are more likely to act

Cyber Safety

WHAT

- A positive online climate is just as important as the real world
- Digital Citizenship



WHY

- Technology is being used increasingly in our schools and classrooms
- Even though some things may occur outside of school, it often carries over into the school day

HOW

- Establish expectations for behavior online
- Educate students on cyber safety
- Teach students what it means to be a good digital citizen
- Reinforce and model positive online behaviors

commonsensemedia.org
iste.org

WHAT TO DO WHEN BULLYING OCCURS: IN-THE-MOMENT INTERVENTION STRATEGIES

Strategies

- Follow school's policies regarding bullying situations
- Adults should **address bullying in the moment**
- **Stop the bullying and the separate students ASAP**
 - One may modify the classroom to prevent additional bullying opportunities
- Praise defending behavior and encourage witnesses to tell you when bullying does occur
- Ensure that all students are safe; ask them if they need anything in order to feel safe
- Make a statement that bullying is not okay under any circumstances

The New Bully Free Classroom
(Beane, 2011)

Sample Scripts

- *"Stop insert behavior. That's bullying and our classroom rules state that we treat everyone with respect."*
- Identify the *behavior*, **not** the individual, as negative
 - *"Insert behavior is wrong and hurtful. It can also be hurtful to those who overhear/see what you said/did."*
- Indicate expectations
 - *"At our school, we do not put people down. We treat each other with respect. Please think before you act."*

(Pepler & Craig, 2014)

Sample Scripts

- Support the student who is being bullied
 - *“Everyone has a right to be safe and to be respected here at our school. I am sorry that this happened to you, and I will work with the other adults in the school to help make sure it does not happen again.”*

Consider context, e.g., Will I embarrass the student if I do this now?

(Pepler & Craig, 2014)

“SCAT ASAP” Strategy

Stop the bullying and take control (“I need you to...”)

Confront the bullying student (“What is the rule about...”)

Apply consequences (immediately for best results)

Teachable moment (if appropriate, give feedback to bystanders about their response)

Area supervision (stay in area until things have cooled down)

Safety plan for target

Appropriate paperwork (make a record of the bullying incident)

Parents called (if necessary and appropriate according to policies)

(Beane, 2011)

What **Doesn't** Work

- Suspension and expulsion
- Peer mediation
 - Bullying is not a situation in which both parties have equal power and share equal blame
 - Peer mediation could further harm the child who has been bullied
- Group treatment/remediation for students who have bullied
 - Group members tend to reinforce bullying behavior in each other

(Espelage & Swearer, 2003); stopbullying.gov

What should educators do after bullying has occurred?

- **Empathic response**
- Investigate
- Problem-solve
- Help and support victim
- Talk non-judgmentally to student who has engaged in bullying

(Beane, 2011)

Questions to ask...

- Are you safe?
- What happened before the bullying incident?
- Who was involved? Did other students or staff see it happen?
- What did the bullying look like?
- Has this ever happened before?
- Have you told another adult about this?
- **Brainstorm:** what can I do next time if this happens again?
Ensure support is in place for the victim

How can we facilitate assertion for victims?

- An example strategy: "HAHA SORT" from *Bully-Proofing Your School*
 - H- **Help**
 - A- **Assert yourself**
 - H- Use a sense of **humor**
 - A- **Avoid** the bully
 - S- Positive **self-talk**
 - O- "**Own**" the mean comment
 - R- **Rehearse a response**
 - T- **Talk it over**

(McDonald & Stoker, 2008)

What about when **cyberbullying** occurs?

- Be aware of your school's policy
- Encourage student to save evidence (i.e., screenshot)
- Help student **block** those who are bullying them

Follow-Up

- Shows your commitment to end bullying
- Remind students of ways their behaviors can affect others

Helping Students Who Continue to Struggle

Remember:

Ultimately, the best way to stop bullying is through preventative measures.

Wrap-Up

Thank you!

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