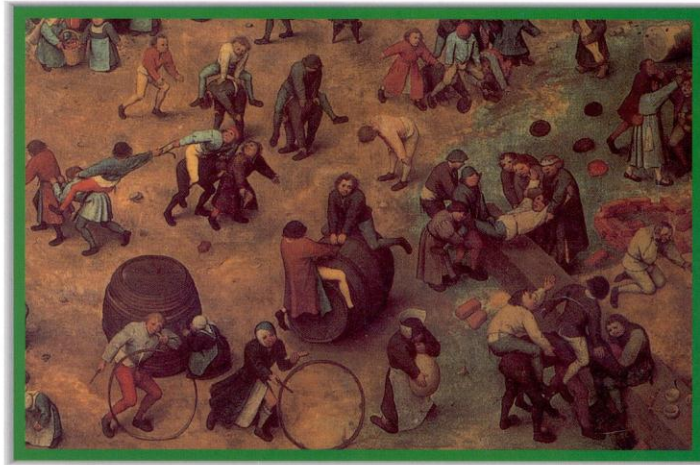


understanding *Children's* worlds

# Bullying at School



**Dan Olweus**

 Blackwell  
Publishing

*Presented by: Doug Reynolds*

# *“What We Know”*



# Olweus Program

- The United States Center for the Study and Prevention of Violence considers this program one of 10 model violence prevention programs.
- Endorsed by the United States Department of Education's manual for schools and communities on preventing bullying.

# Definition of Bullying

- A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative action on the part of one or more students. *(Professor Dan Olweus)*

# Direct and Indirect Bullying

- Direct bullying=relatively, open attacks on a victim.
- Indirect bullying=social isolation and intentional exclusion from a group. It is important to pay attention to this less visible form of bullying.

# Bullying Takes Serious Forms

- Several indirect signs suggests that bullying takes more serious forms and is more prevalent now than 10-15 years ago.

# Bullying is Different Between Boys and Girls

- Bullying with physical means is more common among boys.
- In contrast girls often use more subtle and indirect ways of harassment such as slandering, spreading of rumors, and manipulation of friendship relationships.
- The school is without doubt, where most bullying occurs.
- These problems are assumed to be more frequent in large school and large classes. Professor Olweus' research gave no support to these hypothesis.

# Long Term Effects of Bullying

- Being a bully or victim is something that can last for a long time, often for several years. This fact offers a powerful stimulus for the development of more active and goal directed measures against bullying.

# Adult Supervision

- A clear, negative association exists between low staff supervision during break times and the amount of bully/victim problems.
- The greater the number of teachers (per e.g. 100 students) supervising during break periods, the lower the number of bullying problems during school.
- This result indicates that it is of great importance to have a sufficient number of adults present among the students during break times on condition that the adults are willing and prepared to interfere with apparent or developing bullying episodes.

# Typical Bully vs. Typical Victim

- Typical Bullies can be described as having an aggressive reaction pattern combined (in the case of boys) with physical strength.
- Bullies have a strong need for power and dominance, seem to enjoy being in control and need to subdue others.
- A victim is characterized by a combination of an anxious reaction pattern and physical weakness.
- It should be noted that there are students who participate in bullying but who do not usually take the initiative. These persons may be labeled as passive bullies or followers.
- Victims can be characterized, additionally, as passive victims or provocative victims.

# Media Violence as a Contributor

- Another closely related concern is the weakening of the control or inhibitions against aggressive tendencies.
- The main principle here is that seeing a model getting “rewarded” for aggressive behavior tends to decrease the observers own inhibitions.
- In school staff who actively confront bullying behavior tend to help diminish this problem as compared with those who avoid confrontation of bullying behaviors, thereby implying a reward or acceptance of the behavior.
- Extensive international research indicates that children and teenagers who view a lot of violence on t.v., video and movies often become more aggressive and have less empathy with victims of aggression.
- It is reasonable to conclude on the basis of all evidence available that media violence increases the level of bullying.

# Sufficient Knowledge Available

- There is no doubt that our present knowledge about bullying and what to do about it is quite sufficient for initiating systematic intervention.

# *“What We Can Do”*

- At the School Level
- At the Class Level
- At an Individual Level



# Measures at the School Level

- General awareness and involvement (questionnaire survey, etc.)
- School conference day.
- Increased adult supervision in hallways, lunchrooms and on playgrounds.
- Adult supervisors must be prepared to intervene quickly and decidedly in bullying situations.
- The guiding rule should be to intervene early rather than too late.
- Partnering with parents through informative PTA meetings.
- School staff must remain dedicated to the process.

# Measures at the Class Level

- Class rules against bullying
  1. We will not bully other students
  2. We will help students who are bullied
  3. We will make a point to include students who become easily left out
  4. We will report bullying to an adult at school and at home.
- Praise and friendly attention from teachers and other staff are an important means of influencing student behavior (North American studies indicate that a teacher in a regular classroom situation gives out relatively little praise.)
- Sanctions
- Regular class meetings
- Role playing, literature
- Cooperative learning
- Common, positive class activities
- Class meeting teacher/parent/children

# Measures at the Individual Level

- Serious talks with bullies and victims
- Serious talks with parents of involved students
- Teacher and parent use of imagination (adults are encouraged to use their imagination to help victimize students, assert themselves in class and to make them valuable in the eyes of their classmates)
- Help from “neutral” students
- Help and support for parents
- Discussion groups for parents of bullies and victims
- Change of class or school

# Overview of the Core Program

## **General Prerequisites**

- Awareness and involvement on the part of adults

## **Measures at the School Level**

- Questionnaire survey
- School conference day
- Better supervision during recess, lunch, hall passing time, playgrounds and other large group activities
- Meeting with staff and parents (PTA or PTO) meeting

# Overview of Core Program cont.

## **Measures at the Class Level**

- Class rules against bullying
- Class meetings

## **Measures at the Individual Level**

- Serious talks with bullies and victims
- Serious talks with parents of involved students
- Teacher and parent use of imagination to find ways to elevate the self-esteem of students and to implement creative methods to reduce bullying in school



By Janet Kornblum  
USA TODAY

Ricky Alatorre doesn't know which classmate surreptitiously hoisted a cellphone camera and snapped his picture or exactly when it happened.

All Ricky, 16, knows is the fuzzy yet distinguishable portrait of him in English class showed up on MySpace, on a page that claimed to be his. And the fake profile, titled "The Rictionary," not only identified his school but also said Ricky loved dictionaries — a swipe at his school smarts — and was gay (he's not), one of the most common schoolyard taunts.

Tall, big and bookish, Ricky, who lives on a farm in Lake County, Ind., had been picked on since he was in kindergarten.

Insults flung in the heat of anger always inflict some pain. But words — and pictures — posted on the Internet, where they can be seen by anyone, have taken bullying to a whole new level.

"I was completely devastated," Ricky says. As younger and more kids get their hands

Please see COVER STORY next page ►

# Cyberbullying grows bigger and meaner

Far-reaching photos and video add another element of pain

Illustration by  
Sandro Gonzalez  
USA TODAY

# Cyberbullying

The new adolescent aggression definition:  
willful and repeated harm inflicted through  
the use of computers, cell phones and other  
electronic devices.

# Mediums Through Which Cyberbullying Often Occurs

- E-mail
- Chat Rooms
- Voting/Rating Sites
- Blogging/Tweeting
- Virtual Worlds
- Online Gaming
- Instant Messaging (Buddy Lists)
- Cell Phones

# Common Forms of Cyberbullying

- Photoshopping
- Rumor Spreading
- Flaming and Trolling (aimed at subject or another participant)
- Identity Theft/Impersonation
- Physical Threats(Columbine attack reference)
- Outing
- Exclusion
- Cyberstalking
- Harassment

# Online Harm

Due to the widespread availability of electronic devices, there is no lack of participants in technologically assisted communications. Research verified types of harm resulting from cyberbullying include (but are not limited to):

- School tardiness & truancy
- Eating disorders
- Chronic illness
- Self-esteem problems
- Aggression
- Depression
- Interpersonal Violence
- Substance Abuse
- Juvenile Delinquency
- Suicidal Ideation
- Suicide

# What Youth Should Do if they are Being Cyberbullied

- Ignore minor teasing or name calling
- Block messages from unknown people
- Don't respond to the bully
- Keep a log/journal of attacks
- Keep all evidence of bullying
- Talk to an adult you trust

# What Parents Should Do if their Child is Cyberbullied

- Make sure their child is and remains safe
- Collect evidence
- Contact the school
- In some cases, contact the parent(s) of the offender
- Contact the service provider or content provider
- Contact the police when physical threats are involved

# Be a Part of the Solution!

As an educator you will eventually – if you haven't already – faced a cyberbullying incident that affects a student, staff member or your entire school. By now you understand the severity of the problem and it's time to be part of the solution. Let's help our children avoid the landmines on the landscape of high technology!

# Concluding Remarks

Professor Dan Olweus states, “it all boils down then to a matter of will and involvement on the part of adults in deciding how much bullying should take place in our schools. How willing is our society to change this reality so painful for so many students in a more positive direction? Considering this question one thing should be made absolutely clear: It is no longer possible to avoid taking action about bullying problems at school using lack of knowledge as an excuse and as shown in this book, a great deal can be accomplished with relatively simple means.”

# Thank you!

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