

Stand-Up Against Bullying: an Empowerment Approach

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We Can Work It Out
*Promoting Social-Emotional Competence
in Young Children*

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Eighth Annual Symposium
Saturday, February 26, 2011

Oak Park School District 97 Programs

D97 uses a few different programs to deal with bullying and to promote good character:

*Olweus

*Second Step

*PBIS



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Background Information

Bullying has been a problem among school children for what seems like decades, but it was not until the seventies that efforts were made to study it in a systematic manner (Olweus, 1993). Attempts to study the phenomenon of bullying were confined mostly to Scandinavia in the 1970's and it was not until the late 1980's/early 1990's that research and public attention focused on bullying in the United States of America (USA) (Olweus, 1993).

Bullying Definition

Bullying is defined (Olweus) as:

"When someone repeatedly, and on purpose, says or does mean or hurtful things to another person who has a hard time defending themselves."

Types of Bullying (Olweus)

- Verbal
- Social Exclusion/Isolation
- Physical
- False Rumors/Lies
- Having money or other possessions taken or damaged
- Threatened or forced to do things
 - Racial bullying
 - Sexual bullying
- Cyber-bullying (cell, or internet)

The Participants

Victim - student who is bullied

Bully- the aggressor

Followers/Henchmen - positive toward the bully but don't lead it

Supporters- support the bullying by laughing or calling attention to it

Passive Supporters- support the bullying but do not show outward signs

Disengaged Onlookers- do not get involved, "It's none of my business."

Possible Defenders- Dislike the bullying, they think they should help, but do nothing.

Defenders- dislike the bullying and try to help

Rough and Tumble Play versus Fighting : Distinctions

Around age 5 typically students can discern difference between rough and tumble play and fighting.

"It's fun,"

"It makes me laugh"

"I like it."

Relatively rare for rough and tumble play to escalate into "real fighting.

Fighting is generally a one time event, balance of power is fairly even, and parties generally have relatively equal strength and power.

Rules limiting Rough and Tumble Play

- Prohibit Rough play
- Difficult for adults to discern which is which
- Safety issue
- Actively teach appropriate use of hands and body during play situations, such as (two-finger tag)
- Adults role-play- teach what NOT to do.
- Enlist students to teach what TO do.
- Practice and Practice.
- Then give a short reminder & Pre-teach before Recess or free choice time

Specific Information about Irving Program

* PBIS was implemented last year

* Friendship Club (mixture of social skills and character education for kindergarten students)

* Second Step materials are used during some discussions

Olweus Bullying Prevention Program

Goal:

- to change the norms around bullying behavior and to restructure the school setting itself so that bullying is less likely to occur or be rewarded

Components:

- Class Meetings
- Role playing
- Involving parents
- Consequences for following and not following the rules
- Empowering the bystanders
- Clear steps for confronting a bully

Olweus 4 Rules

- 1.) We will not bully others
- 2.) We will try to help students who are bullied
- 3.) We will try to include students who are left out
- 4.) If we know someone who is being bullied, we will tell an adult at school and at home

Olweus connection to PBIS

- Both frameworks state the importance of
 - decision making based on data collected throughout the school
 - establishing an environment with clear expectations
 - Clear consequences for positive and negative behavior
- Olweus' class meetings piggybacks on PBIS' importance of arranging an environment to prevent the development and occurrence of problem behavior
- Easily link PBIS concepts to Olweus rules

Systems Approach

Everyone is affected by the bullying situation!

- Social Contagion
- Weakening normal inhibition against aggression
- Decreased sense of individual responsibility
- Gradual de-valuing of the 'victim'

Bullying affects everyone, everyone must be brought into and be a part of the solution.

Maintaining the Enthusiasm- Partnership Ideas: home /school connections

Class Meetings and Family Meetings

- Review 4 Rules
- Cultivate sharing; best and worst game at dinner or class meeting

Teach Empowerment & Creative Responses

- 6 tactics sheet

Teach Pro-Social Skills directly

- Getting attention in positive ways

Reward and Recognize Pro-Social Acts

- Hearts on a string
- Tickets/Tokens
- Marbles

Brainstorm Pro-social Consequences for Offenders

Tactics for Responding to Bullying

1.) Stay calm and ignore

- Positive self-talk (“lilac”)
- Silence/ no emotional affect shown
- When first used, mean behavior generally worsens before it extinguishes
- Good for verbal insults and rejection , physical attacks require different intervention
- Difficult to do

2.) Be Assertive

- Calm
- Catch the “Bully” alone
- Practice saying several short statements
- Be aware of posture/ good eye contact
- Leave situation after delivery of statements
- Not appropriate response to physical violence, it can sometimes escalate situation

3.) Use Comebacks

- Agree or give permission “Yes, I’m short, I’m surprised you noticed!” “What insult is it going to be today?”
- Break the pattern (anticipate when the bullying is going to occur, change your routine, avoid)
- Use counterattacks (“oh and you think my _____ is funny?” Hmmm) or pretend you forgot teasers name “What was that Tracey oh I mean Stacey?”

4.) Act it out First

- Role play
- Brainstorm creative responses

5.) Use the power of friendship

- Stick with friends
- Enlist support of friends
- Create friendships

6.) Get adult help

- To brainstorm new ideas/options
- If attacks become physical
- If you feel you unsafe, or situation does not improve despite your attempts at resolving
- Draw attention to self while in situation, (teacher can respond w/o child having to ask for help directly)

Getting Attention in Positive Ways

1. Attention is when people look at and listen to you.
 - a. Positive attention is when people look at and listen to you and like what you are doing. Using positive ways to get attention helps you make and keep friends.
 - b. Negative attention is when people look at and listen to you but do not like what you are doing. Negative ways to get attention can cause you to lose friends.

Positive Ways

Negative Ways

Listen to others and ask questions about what they are discussing.	Don't do all the talking.
Start a conversation about somebody else's interests.	Don't just talk about your interests.
Compliment others.	Don't insult others or bring up sensitive topics (topics that make others uncomfortable).
Ask to play something another person wants to do.	Don't tell everyone what they should play.
Ask to get together. If the person you ask says no, ask someone else.	Don't get mad at others if they do not want to talk or get together with you.
Only tell a joke if others want to hear it. Say, "Do you want to hear a joke?"	Don't say silly jokes over and over again.
Tell the truth.	Don't make up any stories that are not true. Don't try to get others' sympathy by pretending to be hurt.

Practice

Who did I do this with? _____

When did I try this? _____

What happened? _____

How did I do? _____

Maintaining Enthusiasm -Continued

Rotating Student Patrol

Mix It Up Day" - Play a new Game, Choose a new friend

Treasure Box - intrinsic and extrinsic rewards

Group Celebrations for goal attainment

Parents as guests and presenters in class meetings

Guest readers featuring stories on kindness and bullying

Safeguards: Developing Self-Esteem

Components	Adult Roles/Tasks:
Security	set limits, enforce rules, develop opportunities for responsibility
Identity	provide feedback, recognize individual strengths, acceptance and love, develop self-reflection
Belonging	increase group membership/cohesion, group goals, encourage acceptance of differences
Purpose	clear expectations, aid in goal setting
Personal Competence	assist in decision making/choices, provide recognition/rewards, aid in student's self-evaluation

Additional Information

Websites:

www.cfchildren.org is where you can get information about Second Step (Violence Prevention Curriculum)

www.pbisillinois.org

www.olweus.org

Books:

The Bad Case of the Tattletale Tongue- by Julia Cook (children's book that illustrates the difference between tattling and telling).

Free Range Kids: How to Raise Safe, Self-Reliant Children (Without Going Nuts)- by Lenore Skenazy (this book helps parents to deal with the irrational fears that drive them crazy where their children are concerned).