



“Don’t Laugh At Me”

Conversations About Bullying

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Bullying Myth Buster Quiz

Only boys bully	FALSE
Spreading rumors is a form of bullying.	TRUE
Bullies are insecure and have low self-esteem.	TRUE/FALSE
Bullies have more power than their victims.	TRUE
Bullying usually occurs in the absence of peers.	FALSE
Victims should ignore bullying behaviors .	FALSE
Children will outgrow bullying.	FALSE
Bullying is generally an isolated action	FALSE
Teachers generally avoid intervening to stop bullying.	TRUE
Talking to an adult just makes it worse	FALSE
Nothing can be done at schools to reduce bullying.	FALSE
Parents are usually aware that their children are bullies.	FALSE
Physical bullying is more detrimental to mental health than other types of bullying.	FALSE
The principal of the school is the most critical person in implementing and evaluating a school anti-bullying program.	TRUE

Bullying . . .

- is aggressive behavior, physical or verbal, that intends to cause harm or distress.
- is usually repeated over time.
- occurs when there is an imbalance of power or strength-usually targets victims who will not or cannot defend themselves
- causes humiliation for the victim.

Bullies prey on those who cannot or will not defend themselves.

Bullying others may give children a sense of power and importance that they cannot obtain as easily through prosocial behaviors.



The In Group—Eve Shalen

- As you listen, jot down ideas and impressions that help frame your ideas concerning bullying.
- What is one thing from Eve's testimony that resonated most with you?

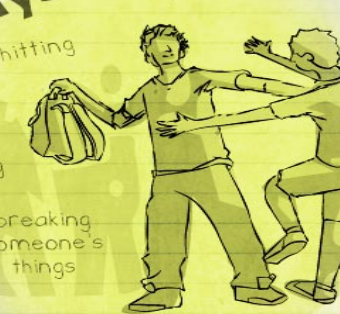
Beginning a Conversation
about Bullying

The Numbers...Why We Must Care

- ✓ **160,000** Number of students who stay home from school each day as a result of bullying
- ✓ **13 million** Number of students in US who are bullied each year
- ✓ **9** Number of deaths in first 9 months of 2013 attributed to cyber-bullying
- ✓ **7.8 %** Suicide rate of teens in 2011 –up from 6.3 in 2009
- ✓ **85%** Percent of the time no one tries to stop bullying
- ✓ **50** States with anti-bulling laws
- ✓ **282,000** Number of secondary students physically attacked each month.

Types of Bullying

Physical



hitting

stealing

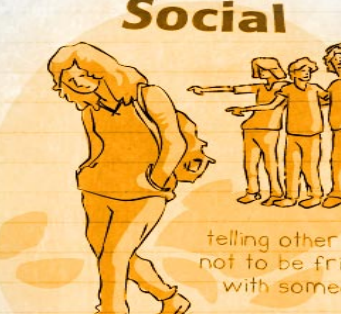
tripping

hair pulling

breaking someone's things

pushing

Social

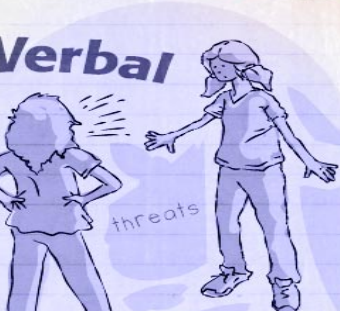


telling other kids not to be friends with someone

excluding others

spreading rumours

Verbal



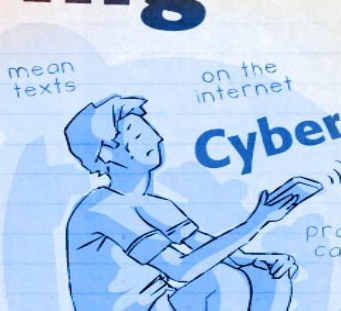
teasing

threats

hurtful comments

name-calling

Cyber



mean texts

on the internet

rude comments on facebook

prank calls

on phones

A close-up of a hand with various words of self-loathing and negativity written on it in black ink. The words are arranged in a way that follows the contours of the hand, from the fingers down to the wrist. The words include: 'pathetic', 'useless', 'Fat', 'crazy', 'lazy', 'stupid', 'worthless', 'trash', 'ugly', 'failure', 'garbage', 'dumb', 'retarded', 'no good', 'liar', 'I have you dead', 'wish you were dead', 'get lost', 'nobody wants you', 'You can't do anything right', 'what good are you', 'you won't find anyone else', and 'I don't love you'. The hand is set against a plain white background.

Prevalence Rates – National
Institutes of Health Study –
Statistics from self-reports (Wang,
Iannotti, & Nansel, 2009)

Characteristics of Some Types of Bullying

Physical Bullying	Verbal Bullying	Social Bullying
<ul style="list-style-type: none">❖ Visibly detected❖ Hitting, kicking, or pushing someone❖ Stealing, hiding or ruining someone's things	<ul style="list-style-type: none">❖ Difficult to detect❖ Name calling❖ Teasing❖ Insulting❖ Offensive and threatening language❖ Gesture❖ Verbal threats	<ul style="list-style-type: none">❖ Refusing to talk to someone❖ Spreading lies and rumors about someone❖ Making someone feel left out or rejected❖ Excluding someone





Cyber bullying is Rapidly Increasing—Cyber Bully-movie

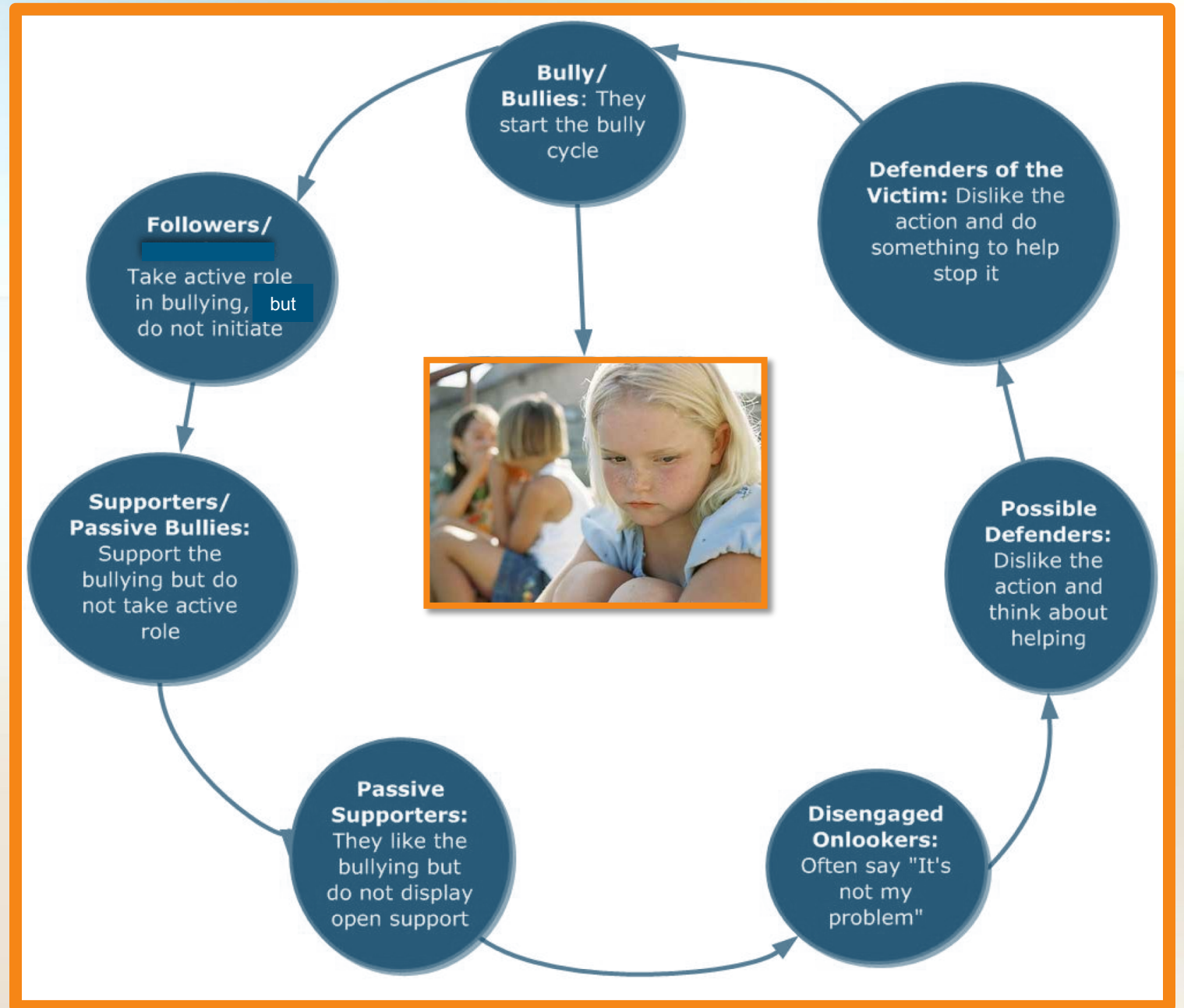
This is the modern extension of bullying that occurs via the Internet, mobile phones or other cyber technology to humiliate, verbally harass, socially exclude, or threaten physical or psychological harm.

- ❖ Sending malicious text messages, email, or instant messages
- ❖ Posting defamatory pictures or messages about others on blogs or websites
- ❖ Using someone else's' user name to spread rumors or lies about someone
- ❖ Using social media such as *Facebook* and *Myspace* , to carry out bullying tactics.
- ❖ Messages can be sent 24 hours a day, 7 days a week, 365 days a year.
- ❖ Information is shared with a wide audience
- ❖ The bully can remain anonymous



The Cycle of Bullying

How can this cycle be broken?



The Bully – Not all bullies are the same

They have different motivations for bullying:

- Some bullies simply want **power** and **domination** over others.
- Some bullies are **seeking to interact** with others but do so inappropriately.
- Some bullies are **seeking attention** that they don't get from their parents/caregivers.
- Bullies are sometimes **jealous** of their victims.
- Many bullies are **being bullied** themselves .
- Some young people are so **worried about being bullied** that they become bullies rather than let it happen to them.
- Some bullies have family issues.
- Some bullies may have **witnessed** their **parents** or older siblings **get their way** by being angry and pushy.
- Often bullies are willing to **use others** to get what they want. ©



The Victims of Bullying...

- tend to be cautious, **sensitive**, quiet, withdrawn and shy. They tend to relate to adults.
- often engage in behaviors that **inadvertently provoke** the bully (e.g. cry easily, appear fearful, have few friends) as they may lack interpersonal skills.
- may **differ** in terms of physical appearance, race, religion, ethnic background and sexual orientation.
- tend to be anxious, insecure, unhappy and have **low self-esteem**.
- often exhibit **learning, emotional and/or behavioral needs**.
- tend to be **smaller** and **weaker** than peers.
- lack close friendships. ©



The Bystander – Two Kinds of Bystanders

1. **HURTFUL** bystanders who may *instigate* bullying, *encourage* bullying when it has started, *join in the bullying* or contribute to bullying by doing nothing and *passively accepting* what is happening.



2. **HELPFUL** bystanders can *directly intervene* by doing something directly to *stop* the bullying or *get help* to stop it when it's started. They become **"UPSTANDERS."**

The Bystander...

What makes someone a bystander?

- They think telling adults will make it worse.
- They think they can't stop the bully or may become another victim.
- They don't like the victim or feel he/she 'deserves' to be bullied.
- They fear retribution or just don't know what to do.
- They have the attitude that, "It's not my problem."

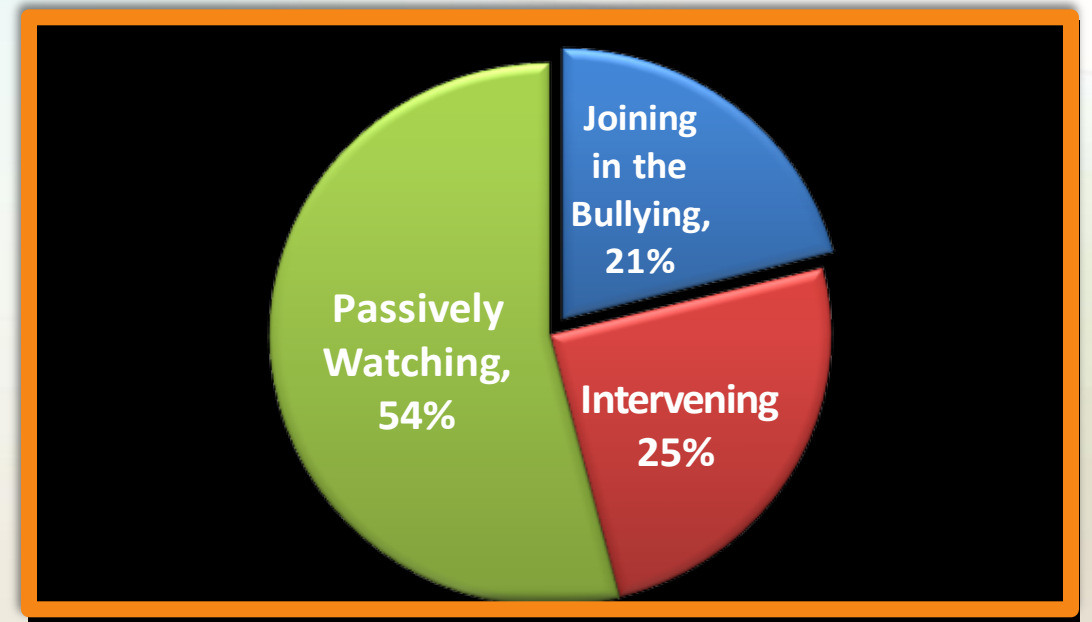


Help young people become helpful bystanders —————> upstanders

- Let them know you will support them when they speak up.
- Discuss ways they can intervene.
- Provide examples of how helpful bystanders-upstanders have made a difference . ©

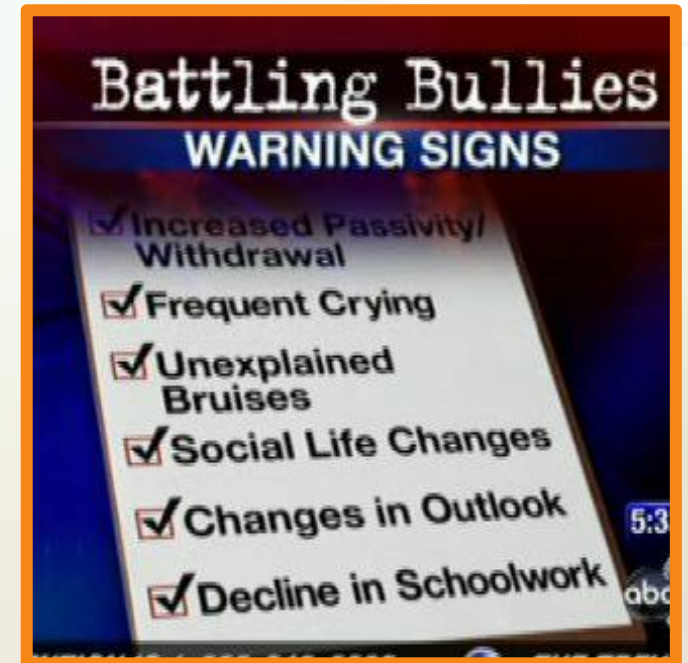
Role of Peer Bystanders

- The **more** peers are present, the **longer** the bullying episode.
- When bystanders **intervene**, they are aggressive ½ the time and appropriately assertive ½ the time.
- In the majority of episodes (57%), peer intervention stops bullying **within 10 seconds**, regardless of strategy.



Signs of Bullying

Physical
Emotional/Social
Academic



Signs of Bullying: Physical Signs

- Unexplained cuts, bruises, scratches
- Headaches, stomachaches, difficulty sleeping, anxious, nervous
- Damaged possessions
- “Missing” possessions that need to be replaced
- Come home from school with torn or dirty clothing
- Needs extra treats in lunch bag
- Hungry after school (when lunch is extorted)
- Decline in academic performance
- Unusual sadness or withdrawal from peers. ©



Signs of Bullying: Emotional Signs

Show significant changes in mood

- Withdrawal and/or shyness
- Anxiety
- Depression
- Aggression
- More angry
- Fearful
- Concerned about inviting friends over or accepting invitations from friends

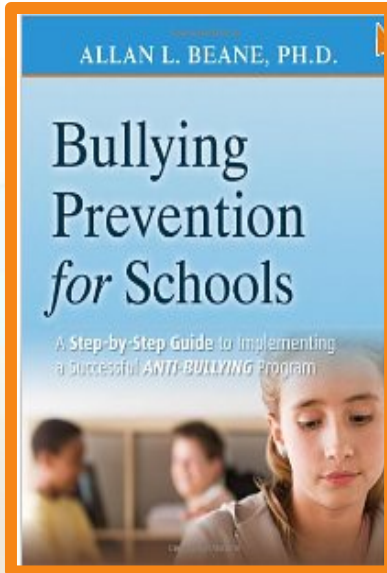


Signs of Bullying: School Related Signs

- Not wanting to go to school
- Lose interest in school work
- Changing method of going to school (e.g., changing walking route, wanting to be driven instead of riding the bus)
- Drop in grades



Stop the Bullying –NOW!



Role of the Student
Role of the Teacher
Role of the Parent
Role of the School



Stop the Bullying: What Kids Can do

Nobody likes to be picked on...

- Walk away if you can. Act like you do not care, even if you really do.
- Tell an adult you trust. They may have ideas about what you can do.
- Stick together. Staying with a group might help.

What You Can Do...

Once You've Been Bullied

- Practice what you're going to say and get a friend to come with you for support.
- If you have access to a peer support program – use it.
- Don't blame yourself-it is not your fault- do not hurt yourself.
- Do not let the bully win. Keep doing what you love to do. Take up a new activity.
- Do not bully back. Do not become the bully.
- Find opportunities to make new friends.
- Build your own support network of trusted family & friends ©

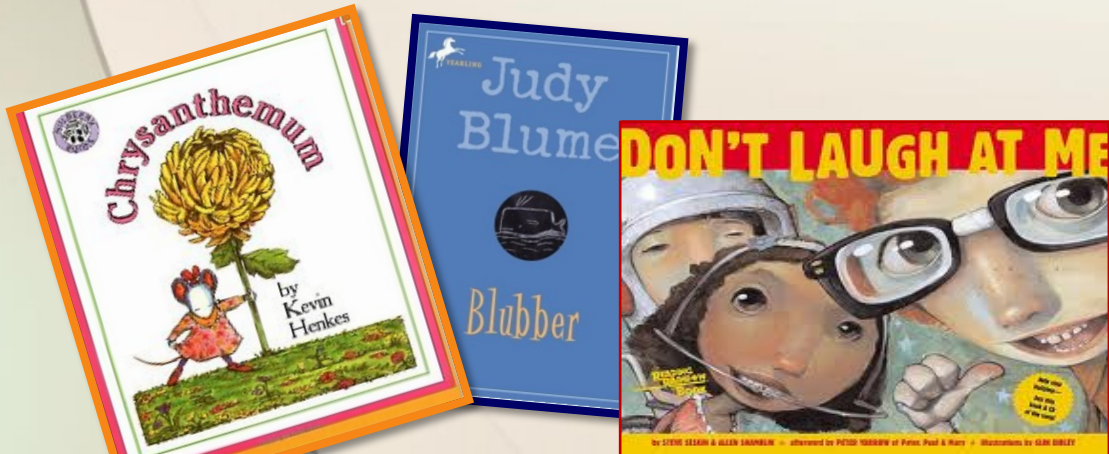
Source: stopbullyingnow.hrsa.gov



What Teachers Can Do..

Plan of Action

- Teach character education
- Teach friendship skills
- Provide supervision at lunch, recess, etc.
- Build empathy through children's literature, role playing, etc.
- Find "influential student leaders to help promote anti-bullying.



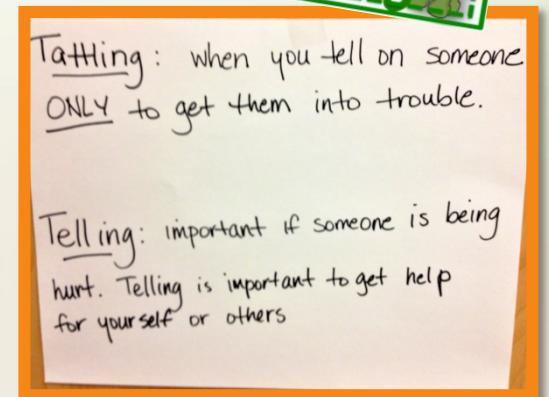
Activities Use As Appropriate

Teach and reinforce replacement strategies– “How do we get what we want or need through positive behaviors and interactions?”

- Are You Being Bullied? (webisodes)
- **Role Playing** –based on literature, real-world situations,
- Encourage **Random Acts of Kindness**
- Teach Conflict Resolution Skills
- Teach Students to Use **“I Messages”**
- Create a Ridicule Free Zone/ Write a Constitution of Caring
- **Daily Journal Writing**
- **The Torn Heart**
- “Don’t Laugh at Me by Peter, Paul and Mary”

Tattling vs. Telling: Will young people avoid telling adults about bullying because they think it is tattling?

Tattling	Telling
Unimportant	Important
Harmless	Someone being hurt
Accidental	Purposeful
Could solve alone	Needs help to solve
Trying to get someone in trouble	Trying to help someone else



What Parents Can Do...

If your child is bullied...

- Be aware of warning signs.
- Take complaints of bullying seriously.
- Reassure your child that it is not his/her fault.
- Work with teachers, school staff, district administration etc. to address bullying. Know policy.
- Give your child positive social opportunities to make friends.
- Teach your child to be assertive, not aggressive.
- Help the child identify strategies for dealing with bullying.

If your child bullies others...

- Spend time with your child daily.
- Know where your child is and with whom.
- Make it clear that you do not tolerate this behavior, but that you still accept your child.
- Arrange for an effective nonviolent consequence if your child continues to bully.
- Reward good behavior.
- Teach your child positive ways of solving problems, managing anger, and having power.
- **Be a positive role model.**



What Schools Can Do...

The most successful strategies or programs are school-wide and comprehensive...all staff and faculty!

- Have a clear and specific anti-bullying policy.
- Implement a comprehensive bullying prevention program.
- Implement consistent and immediate consequences for bullying.
- Give praise for pro-social and helpful behavior.
- Increase supervision on the playground, in cafeterias, etc.
- Provide training for all staff members (including custodians, volunteers, etc.).
- Involve parents.
- Investigate bullying incidents and work with the children involved to prevent future incidents.



Things to Consider in Your School-Wide Plan

What information do you need?

- What community organizations can help?
- What will this look like?
- How will it be sustainable?
- How will teachers, administration, students, parents, staff be involved?
- How can bullying be reported?
- Policies for bullying
- Procedures for reporting bullying behavior



Create Your Action Plan

Action:	Time Frame	Person(s) Responsible/Lead

What Communities Can Do



What happens when
an entire community
comes together?



RESOURCES

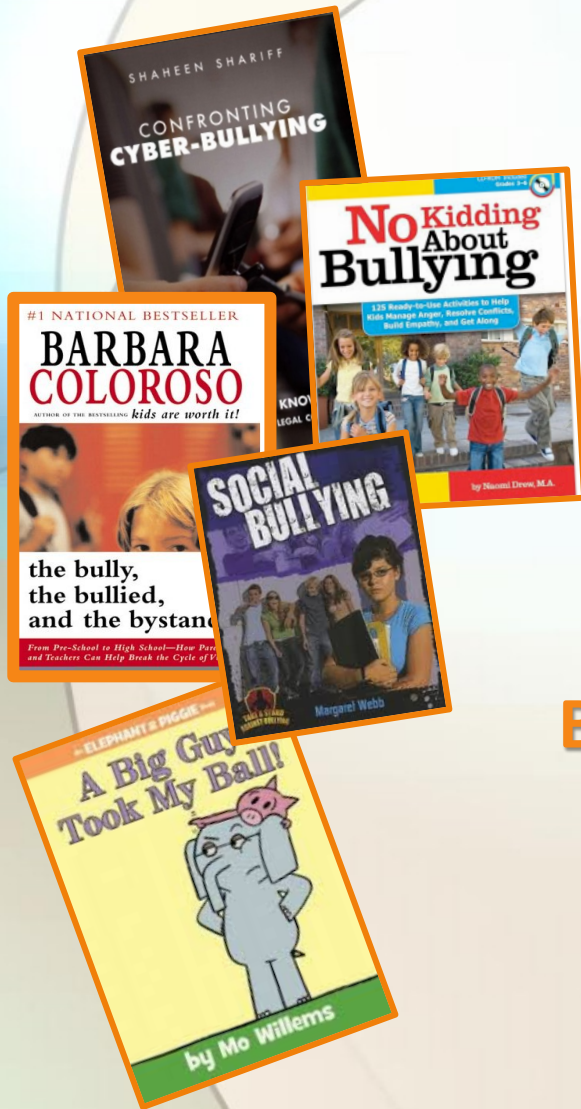
Websites

The Literature

Books

Videos

Bullying Behavior, Interventions, Resources



Websites on Bullying

<https://www.adl.org/who-we-are/our-organization/signature-programs/no-place-for-hate> -Anti defamation League Program

<http://www.stopbullying.gov/> A website for everyone-- parents, children, community, teens and educators. This site has government policies and laws about bullying

www.teachsafeschools.org A website for teachers on creating a nurturing, caring environment where children are safe.

<http://www.facinghistory.org/resources> This site offers educators videos and online resources.

www.melissainstitute.org The Melissa Institute is dedicated to eradicating violence. It offers workshops and other materials to educate all stakeholders.

www.pacer.org/bullying Pacer's National Bullying Prevention Center "unites, unites, engages and educates communities nationwide to address bullying through creative, relevant and interactive resources."

Resources for Cyberbullying



<http://cyberbullying.us/> Resource center for educators, parents and teens with reference material, multimedia and laws

www.isafe.org Offers curriculum that blends the power of technology, traditional curriculum and the influence of social media to educate and empower students

<http://www.common sense media.org/search/cyberbullying> Site for parents that offers information on cyberbullying and material for kids 2-12.

<http://www.netsmartz.org/cyberbullying> Provides tips and discussion starters on cyber bullying, a site for educators, parents and children of all ages.

<http://www.bullyingpreventioninstitute.org/LinkClick.aspx?fileticket=VWXJwRQjWUE%3D&tabid=61> PDF file with a *Bullying Prevention* program

Literature on Bullying

Ages 4-8

The Invisible Boy-Trudy Ludwig

The Bully Blockers Club –Teresa Bateman

Violet the Pilot – Steve Breen

How to Lose All Your Friends – Nancy Carlson

Oliver Button is a Sissy –Tomie dePaola

Chrysanthemum – Kevin Hanks

King of the Playground – Phyllis Naylor

Tacky the Penguin- Helen Lester

Enemy Pie – Derek Munson

Say Something-Peggy Moss

Am I Really Different – Evelien Van Dort

Words Are Not for Hurting – E. Verdict

llama lama and the bully goat- Anna Dewdney

Literature on Bullying

Books for Ages 8-13

Real Friends by Shannon Hale

The Strange Case of Origami Yoda -
Tom Angleberger

Real Friends vs. the Other Kind-A. Fox

Confessions of a Former Bully - Trudy Ludwig

Just Kidding- Trudy Ludwig

Trouble Talk - Trudy Ludwig

Esperanza Rising –Pam Munoz Ryan

Loser - Jerry Spinelli

Tomboy Trouble – Sharon D. Wyeth

Bullies are a Pain in the Brain - Trevor Romain

Bully-Patricia Polacco

Books for Ages 12-17

Twisted - Laurie Halse Anderson

The Skin I'm In – Sharon Flake

The Misfits – James Howe

Teen Cyberbullying Investigated—
Tom Jacobs

Stargirl – Jerry Spinelli

Story of a Girl – Sara Zarr

Parrotfish –Ellen Wittlinger

The Revealers- Doug Wilhelm

Drowning Anna – Sue Mayfield

Totally Joe – James Howe

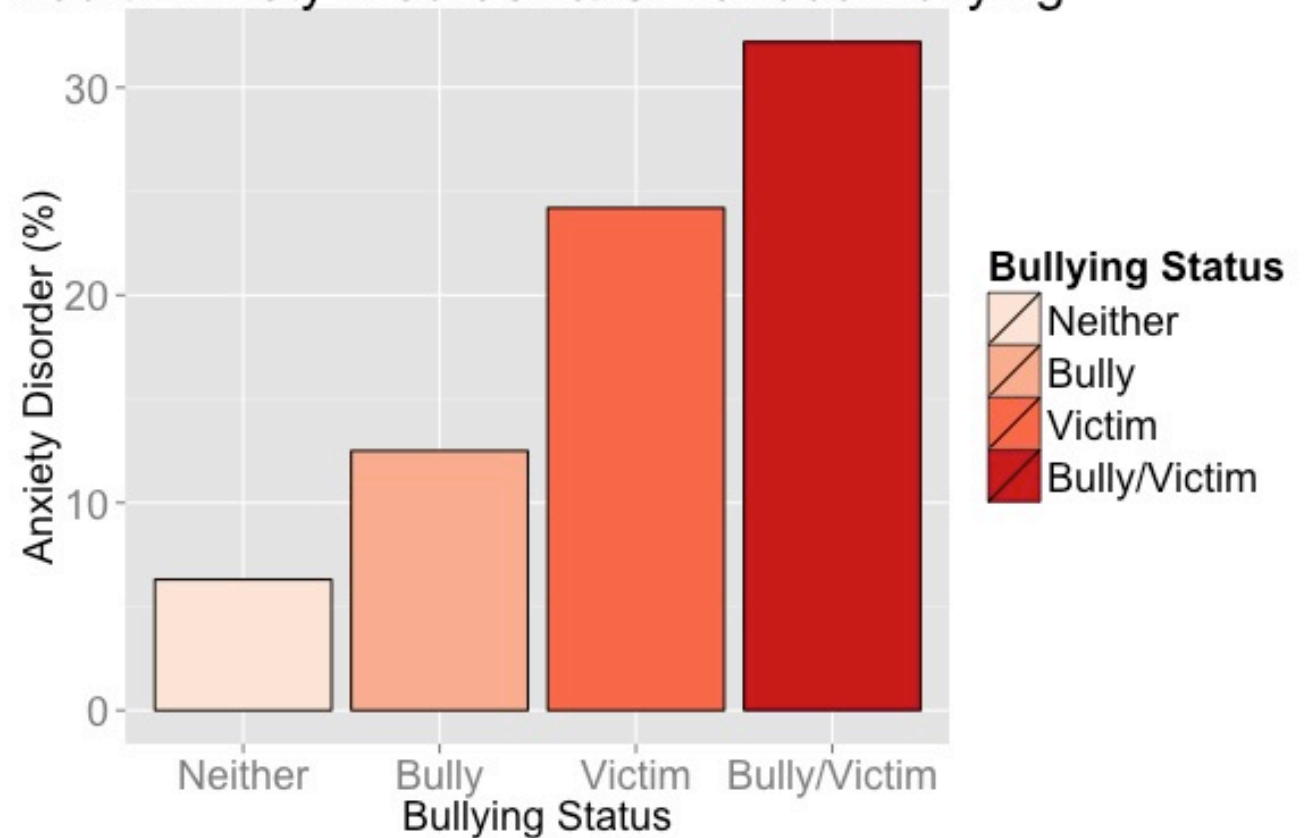
Wonder-J. Palacio



Case Studies

On Bullying

Adult Anxiety Disorder & Childhood Bullying



Case Study # 1

Henry is 11 years old and attends an elementary school which is located a few blocks from his home. He is in the sixth grade and is an average student. Henry has always been a bit shy and somewhat anxious around his peers. He just moved to this city three months ago and has not yet made any friends at the new school, though he does have a "best friend" at his old school. Henry is quite tall and thin for his age and is very self-conscious about his appearance.

Over the past month, Henry has become increasingly withdrawn. Several weeks ago he came home with a tear in his favorite jacket. When his mother asked him what happened, he hurriedly said it was an accident. He goes straight to his room after school and shuts the door. His mother has noticed that he has become more irritable and is often tearful, but when she tries to talk to him about this, he tells her to go away. She is worried about him but, thinks this is a phase he's going through because they've just moved to a new city, etc. She also worries about making Henry too dependent on her if she gets too involved in his problems.

You hear through others that Henry is being teased by his classmates several times a week. In particular, two children -a girl and a boy, make fun of the way he looks and have convinced most of his classmates to avoid him at lunch.

Discussion Questions

- Does a problem exist? If so, what is it?
- How could you encourage Henry to talk about what is happening?
- Who are the people you may want to talk to about this problem?
- Who are the bullies? The victim? The witnesses?
- What are some of the warning signs Henry displays? ©



Case Study #2

On the second day of eighth grade, a girl in Emily's class shoved her into the road. Thinking she was playing, Emily shoved her back. Rumors began circulating within the school and Emily gained a reputation. The girl was part of a group of girls who continued to spread rumors about Emily; they also began stalking her in the playground. Some of the teachers, believing the rumors about Emily, accused her of bullying the other girl, and cautioned her parents about her behavior. Roughly once every two weeks Emily's parents would meet with the principal to try to convince him that Emily was the victim. No one in authority admitted that bullying existed at the school. Nothing was done.

For three years, the bullying continued with silent phone calls, threats, and occasional physical incidents. Each time after Emily or her parents complained, the teachers would glare at her in the hallway. After the bully graduated, the rest of the group of girls continued the bullying. Once when they cornered Emily against the wall, a teacher approached them and threatened Emily with further punishment if she continued her behavior. The teacher then sent the other girls back to the playground.

Discussion Questions

- What can a teacher do for Emily?
- What could a counselor do for Emily?
- Who is the bully in this case?
- How might this continued abuse affect Emily in the long term? ©

