

# Bullying

Dr. Jeff Sapp

## CDC

- ♦ Suicide is the 3<sup>rd</sup> leading cause of death among people between the ages of 10 & 24, with males making up 84% of the approximate 4,400 victims **reported** a year.
- ♦ Teen suicide attempts are on the rise. Thoughts about teen suicide are also on the rise.

Bullying is a specific type of aggression in which (1) the behavior is intended to harm or disturb, (2) the behavior occurs repeatedly over time, and (3) there is an imbalance of power, with a more powerful person or group attacking a less powerful one. It can be physical, verbal, or psychological.

*Journal of the American Medical Association, 2001*

- ♦ **Harassment** is any form of unwanted & unwelcome behavior which may range from mildly unpleasant remarks to physical violence.
- ♦ Harassment is termed **sexual harassment** if the unwanted behaviors are linked to your gender or sexual orientation.
- ♦ **Racial harassment** is when the behaviors are linked to your skin color, race, or cultural background.
- ♦ If the harassment is physical, the criminal law of **assault** may be appropriate.
- ♦ If the harassment comprises regular following, watching, repeated unsolicited contact or gifts, the term **stalking** may be appropriate.

## What's the difference between bullying, harassment and assault?

- ♦ Bullying differs from harassment and assault in that the latter can result from a small number of fairly serious incidents – which everybody recognizes as harassment or assault – whereas bullying tends to be an accumulation of many **small incidents** over a long period of time. Each incident tends to be trivial, and on its own and out of context doesn't constitute an offence or grounds for disciplinary action.

## 4 Common Types of Bullying

1. Physical – includes hitting, kicking, pinching and pushing, or damaging property.
2. Verbal – includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
3. & 4. Social & Emotional – also called relational bullying, includes behavioral actions designed to harm a child's reputation or cause humiliation, like lying & spreading rumors, negative facial gestures, playing mean jokes to embarrass or humiliate, mimicking a peer in a mean way, and encouraging exclusion.

## Systems Oriented Approach

### ♦ The Actors:

- The Ringleader Bully – active role in initiating the bullying behaviors;
- The Assistant to the Bully – very active in the bullying process, but a follower of the ringleader bully;
- The Reinforcer to the Bully – acts in ways that encourage the bullying behavior
- The Defender of the Victim – engages in behaviors to protect & help the target of bullying;
- The Outsider – sometimes called the Bystander, aware of the bullying behaviors but does nothing and attempts to stay away from bullying episodes;
- The Victim – the person or persons targeted by those who bully.

## Bullying

An estimated **66%** of U. S. middle school students say they are teased at least once a month. Most students are targeted because of their race, ethnicity, gender, religion, size, class, sexual orientation or disability.

## Bullying

Lesbian, gay, bisexual, transgender and queer (LGBTQ) students suffer a disproportionate risk of being verbally abused. According to one study, they hear **anti-gay slurs** at least **once every 14 minutes**.

## GLSEN's National School Climate Survey

- 9 in 10 (86.2%) LGBTQ students report being bullied.
- More than half (60.8%) reported they felt unsafe in schools because of their sexual orientation.
- 32.7% of LGBTQ students missed a day of school because of feeling unsafe, compared to only 4.5% of a national sample of secondary school students.
- GPA of frequently harassed students is a half a grade lower than those less harassed.
- A third (31.3%) said they reported an incident and their **school staff did nothing**.

# 4X

LGBTQ youth are up to four times more likely to attempt suicide than their heterosexual peers.

## Bullying

Name-calling often starts early, and, when it becomes constant, it has serious and long-lasting effect on children. Words like "stupid," "ugly," "fat," and "dumb" may seem harmless among young children, but, over time, words become **social weapons**, deflating the self-esteem of developing egos. Once children internalize negative labels, they are more likely to underperform in school and grapple with related health issues well into adulthood.

## Bullying

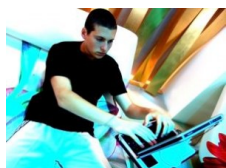


Verbal bullying is often the entry point for other forms of bullying, like hitting and social exclusion. And, in recent years, bullies have found new tools, infiltrating cyberspace to torment peers.



January 2011

Wynn, 16, and Barker, 15, were jailed on **Felony aggravated stalker charges** for creating a fake Facebook page to harass another student. Why? *"Because nobody liked her and we thought it would be a funny joke."*



## Cyber-Bullying

- Nearly 35% of kids have been threatened online and almost 1 in 5 have had it happen more than once.
- Among this percentage, being ignored and disrespected were the most common forms of cyber bullying.
- 9 out of 10 middle school students have had their feelings hurt online.
- About 75% have visited a Web site bashing another student.

## e-bullying

- ♦ Four out of 10 middle school students have had their passwords stolen and changed by a bully who then locked them out of their own account or sent communications posing as them.
- ♦ About 21% of kids have received mean or threatening e-mails.

## e-bullying

- ♦ The psychological and emotional outcomes of cyber-bullying are similar to real-life bullying outcomes, except for the reality that with cyber bullying there is often no escape. School ends at 3 p.m., while the Internet is available all the time.
- ♦ The primary cyber-bullying location where victimizing occurs, at 56%, is in chat rooms.

## e-bullying

- ♦ Girls are about twice as likely as boys to be victims and perpetrators of cyber-bullying.
- ♦ About 58% of kids admit someone has said mean or hurtful things to them online. More than 4 out of 10 say it has happened more than once.
- ♦ Cyber-bullying has increased in recent years. In a national survey of 10-17 year olds, twice as many children indicated they had been victims and perpetrators of online harassment in 2005 compared with 2000.

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## How to Create a Burn Book

Edited by Lily and 98 others

4 814 2

Article Edit Discuss History

If you have seen the popular movie "Mean Girls", you know that the girls have a book called the "Burn Book". A burn book is an extremely bad idea in most cases. Not only could you lose friends, but if people find it, they could will hate you. If you've seen Mean Girls, you know what happens, and its not pretty. A burn book is like writing a diary. Instead of writing things about yourself, you write mean things about people who are supposed to be your friends. This can be an outlet of your anger. Some can be lies and some can be secrets that you know about someone.

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Steps

- 1 Buy yourself a cute notebook. It could be pink like the one seen in Mean Girls, but if you're not into that color you could also buy one in pastel shades. This will be your Burn Book.

## Burnpages

- ♦ January 2012
- ♦ Portsmouth Burn, Hampshire Burn (50 members), Leigh Park Burn, Purbrook Burn (created by an 11-year-old girl) & Others...
- ♦ Hampshire Burn had 178 pages of "deeply unpleasant stuff" – most of it targeting an 11-year-old boy and a 10-year-old girl, who were victims of particularly depraved sexual comments.



- ♦ Police are cracking down on the burn page phenomenon. Officers estimate as many as 1,000 students are involved in the sites – which are inspired by the cult film *Mean Girls* – in which students write hurtful and often fabricated gossip in a "burn book."



### What is the BurnBook App?

BurnBook is an anonymous app for posting text, photos and audio rumor messages about others. Here is what the company says in its marketing:

- "Always be in the know." – Which means to kids: "trust what others share."
- "Voice your thoughts. Keep your privacy." – Which means: "You're not responsible for what you say."
- "Count the screenshots." – Which means: "Count how many times people capture your rumor and save it to their phone."

### BurnBook causes problems for schools around the country

Threats posted on BurnBook caused at least six schools to close in March 2015

Threats posted on BurnBook caused at least six schools to close in the last 23 days (March 2015):

- Torrance, CA – threats to commit shootings, 14-year-old girl was arrested (DailyBreeze)
- Lawndale, CA – shooting threats, 16 years old student was arrested (DailyBreeze)
- Oceanside, CA – 14 years old student was arrested (KPBS)
- San Marcos, CA – 14 years old student was arrested (KPBS)
- Princeton, NJ – mass shooting threat, a teen is arrested (Las Vegas Review Journal)
- Lebanon, OR (Koin16)

## safesmartsocial.com

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Empowering Our Youth to Cope Online

Parents & Educators: Learn about our new Digital Citizenship Conference featuring 30+ safety experts.

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By Safe Smart Social Team on November 16, 2016 in Social Media Safety Blog

With most teens being technology experts, parents don't know what to look for to keep their family safe online. In this panel discussion 6 experts share techniques for addressing dangers online.

Read More: [How to communicate with your teen about social media safety](#), [and more tips](#), [and more tips](#). For more info visit our [blog](#).

The MEGAN FLEDGE

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[www.stopcyberbullying.org](http://www.stopcyberbullying.org)

cyberbullying.us

"I was talking to a friend and she kept calling me fat and ugly and I couldn't stand it anymore so I blocked her but she kept coming up on different screen names calling me the same thing so I just signed off for two days." (13 year-old from California)

Identifying the cause and consequences of online harassment

Navigation Menu: Home, Book, Blog, Events, Research, Publications, Resources, Services, Share your story, Links, About us, Mailing list

News: What's New on cyberbullying.us

Welcome to cyberbullying.us - a central repository and information clearinghouse for the phenomenon of cyberbullying. To note, cyberbullying is also called "cyber bullying," "electronic bullying," "e-bullying," "sms bullying," "mobile bullying," "online bullying," "digital bullying," or "Internet bullying." We define cyberbullying as "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices."

Dr. Hinduja and Patchin have published a new book entitled **Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying**. Please see Press Releases from [Florida Atlantic University](#) and the [University of Wisconsin-Eau Claire](#). It is being published by Sage Publications (Corwin Press), and is an invaluable resource for educators, parents, and others interested in learning how to identify, prevent, and respond to instances of online adolescent aggression and cruelty.

Check out our **cyberbullying blog**: We'd love to hear your thoughts.

Latest cyberbullying blog entries

November 13: Reducing Cyberbullying: Is Your School On Track?  
A couple of school districts have recently contacted me in a panic about new cyberbullying law. Since since the start of the school year, but that they don't know where to even begin apart from amending the school policy to cover "electronic" acts of harassment). They realize that additional efforts and a thoughtful approach will be most useful, but they are not sure as to what should be prohibited. So, I've been putting them to rest with a helpful resource we've recently developed: the

Center for Safe and Responsible Internet Use

Welcome to CSRIU

The Center for Safe and Responsible Internet Use provides research and outreach services to address issues of the safe and responsible use of the Internet. We provide guidance to parents, educators, librarians, policy-makers, and others regarding effective strategies to assist young people in gaining the knowledge, skills, motivation, and self-control to use the Internet and other information technologies in a safe and responsible manner.

Nancy Willard, executive director of the Center for Safe and Responsible Internet Use, is a recognized authority on issues related to the safe and responsible use of the Internet.

Books by Nancy

cyberbullying and cyberstalking  
cyberbullying: Kids cyber savvy  
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WiredSafety provides help, information and education to internet and mobile device users of all ages. We help victims of cyberstalking ranging from online fraud, cyberstalking and child safety, to hacking and malicious code attacks. We also help parents with issues, such as MySpace and cyberbullying. More about us...

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WiredSafety News Headlines

WiredSafety appears in the media several times daily.

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## Bullying

While some adults see teasing as harmless - or as a rite of passage children must go through to "toughen up" - mounting evidence reveals the true toll. A British study claims that verbal abuse is just as, if not more, harmful to a child's self-confidence than physical bullying.

Dr. Stephen Joseph, a British psychologist, found verbal abuse had a large and ongoing impact on children's self-esteem. His study assessed 331 students in England and found that 40% had been bullied at some time. It also revealed that one-third of bullied children suffered significant levels of post-traumatic stress. Dr. Joseph said, "This study shows bullying, and particularly name-calling, can be degrading for adolescents."



## Post-Traumatic Stress

Post-traumatic stress is an anxiety disorder that can develop after exposure to a frightening event or ordeal in which physical harm occurred or was threatened. Research clearly suggests that it can be caused by bullying.

## Post-Traumatic Stress

It's important that peer victimization is taken seriously as symptoms such as insomnia, anxiety and depression are common among victims and have a negative impact on psychological health. In Joseph's study, a "victim scale" was devised to assess the experience of physical victimization, verbal victimization, social manipulation and attacks on property.

## Post-Traumatic Stress

All types of bullying resulted in lower self-esteem, but social manipulation, such as excluding the victim from taking part in games, was more likely to lead to post-traumatic stress.

Verbal taunts typically led to lower self-worth.



## Bullying

The study also suggested verbal bullying or social manipulation led to victims feeling helpless and lacking control over their own feelings and actions. Those who felt that power and control lay with the bully, rather than internally, were much more likely to suffer from post-traumatic stress or lower self-worth.



In two-thirds of recent school shootings (for which the shooter was still alive to report), the attackers had previously been bullied. In those cases, the experience of bullying appeared to play a major role in motivating the attacker.

## Cognitive Delays

- ♦ Children who are bullied are more likely than other kids to have cognitive deficits. They score lower on tests that measure verbal memory and executive function, a set of skills needed to focus on a task and get the job done. Mental-health problems, such as depression, are also more common.



## Bullies on the Bus

Across the country, more than 24 million students begin and end their school days on buses. In most cases, the driver is the only adult on board and is watching the road, not the students' behavior. The drivers have mirrors, of course, and might see fights. But they can easily miss pushing, shoving and grabbing of others' belongings. They also may overlook verbal bullying that can make the trip a nightmare for targeted students.

## Bullies on the Bus

“When kids get on the bus early in the morning and are immediately humiliated and degraded, that has a particularly destructive resonance, especially if it’s day in and day out,” said Stephen Wessler, director of the Center for the Prevention of Hate Violence. “It’s difficult to reset the climate at school to be welcoming for a student who has just spent 45 minutes being harassed.”

### TEACHING TOLERANCE

## Anti-Bullying Pledge

We the students of \_\_\_\_\_  
agree to join together to stop bullying.

BY SIGNING THIS PLEDGE I AGREE TO:

- Treat others respectfully.
- Try to include those who are left out.
- Refuse to bully others.
- Refuse to watch, laugh or join in when someone is being bullied.
- Tell an adult.
- Help those who are being bullied.

Signed by \_\_\_\_\_

Date \_\_\_\_\_

TEACHING TOLERANCE  
School Bus Safety Report

STUDENT DESCRIBED you are concerned about \_\_\_\_\_

DATE \_\_\_\_\_ TIME \_\_\_\_\_ DAY \_\_\_\_\_

BUS NUMBER \_\_\_\_\_

DESCRIPTION of behavior and/or problem \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

YOUR NAME \_\_\_\_\_

YOUR HOME(SCHOOL) HOUR TEACHER \_\_\_\_\_

TWO OTHER PEOPLE who know what happened \_\_\_\_\_  
 \_\_\_\_\_

THIS INFORMATION IS CONFIDENTIAL.

## Adults

Adults should not allow children to confront bullies by themselves, but rather model positive behavior all children can emulate.

TEACHING TOLERANCE  
WWW.TEACHINGTOLERANCE.ORG **EARLY GRADES HANDOUT**

### Handout I: Bullying Survey


1. Has anyone ever called you a name? \_\_\_\_\_
2. Has anyone ever told you that you can't be friends? \_\_\_\_\_
3. Has anyone ever hit, kicked or pushed you? \_\_\_\_\_
4. Has anyone ever threatened you? \_\_\_\_\_
5. Was someone mean to you because of how you look? \_\_\_\_\_
6. Did you tell anyone about any of these incidents? Why or why not? \_\_\_\_\_
7. Have you ever seen someone else being bullied? \_\_\_\_\_
8. Have you ever called someone else a name, hit, kicked, pushed, threatened or been mean to someone? \_\_\_\_\_

**Educate yourself about the realities of student-to-student bullying.**

TEACHING TOLERANCE  
WWW.TEACHINGTOLERANCE.ORG **EARLY GRADES HANDOUT**

### Handout II: Bullying Reflection Questions

1. According to the chart, how many people in the class have been called a name? Is that more or less than the total number who have not been called a name? \_\_\_\_\_
2. According to the chart, how many people in the class have been told you that you can't be friends? Is that more or less than the total number who have not been told you that you can't be friends? \_\_\_\_\_
3. According to the chart, how many people in the class have been hit, kicked, or pushed? Is that more or less than the total number who have not been hit, kicked, or pushed? \_\_\_\_\_
4. According to the chart, how many people in the class have been threatened? Is that more or less than the total number who have not been threatened? \_\_\_\_\_
5. According to the chart, how many people in the class have been mistreated because of how they look? Is that more or less than the total number who have not been mistreated because of how they look? \_\_\_\_\_
6. According to the chart, how many people in the class tell an adult when someone treats them badly? Is that more or less than the total number who do not tell an adult? \_\_\_\_\_
7. Do you think it helps to tell an adult? Why or why not? \_\_\_\_\_
8. According to the chart, how many people in the class have seen someone else being bullied? Is that more or less than the total number who have not seen someone else being bullied? \_\_\_\_\_
9. According to the chart, how many people in the class have been a bully? Is that more or less than the total number who have not been a bully? \_\_\_\_\_
10. Are there more bullies or victims? \_\_\_\_\_
11. What can each of us do to stop bullying? \_\_\_\_\_



## Playing the Bully Card

- ◆ Make bully cards based on specific issues in our school or classroom.
- ◆ Make 4 "Stand Up" cards:
  - ◆ Don't react. Walk away, don't cry, ignore the bully.
  - ◆ Smile or laugh. If you do the opposite of what the bully expects, the bully doesn't have any fun.
  - ◆ Communicate. Tell the teaser calmly how you feel. When you're calm, bullying loses its power.
  - ◆ Inform an adult. If you need help, ask for it. That's not tattling; that's standing up for yourself.

## Empowering the By-Stander to Become the Up-Stander!

- ◆ Peer mediation & student leadership training empowering & assisting students in developing ways to successfully reduce bullying problems,
- ◆ Include anti-bullying policies language protecting allies from retaliation for taking action,
- ◆ Ongoing support from family members, school faculty & staff, community members,
- ◆ Social justice type student clubs,
- ◆ Include students in school climate policy decisions.



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**Bullied: A Student, a School and a Case That Made History**

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*Bullied* is a documentary film that chronicles one student's ordeal at the hands of anti-gay bullies and offers an inspiring message of hope to those fighting harassment today. It can become a cornerstone of anti-bullying efforts in middle and high schools.

*Bullied* includes:

- A 40-minute documentary film (DVD), with closed captioning and with Spanish subtitles
- A two-part viewer's guide with standards-aligned lesson plans and activities for use in staff development
- Additional materials online



## For Educational Psychology...

- ◆ Cognitive Learning
- ◆ Behaviorism
- ◆ Social Learning

## Conclusion

***"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized."* Hiam Ginot**

## Conclusion

In his book *Teachers as Cultural Workers: Letters to Those Who Dare Teach*, Paulo Freire states, "educating involves a passion to know that should engage us in a loving search for knowledge that is - to say the least - not an easy task" (Freire, 1998). He states that for this reason "that those wanting to teach must be able to dare, that is, to have the predisposition to fight for justice and to be lucid in defense of the need to create conditions conducive to pedagogy in schools; though this may be a joyful task, it must also be intellectually rigorous."