



**BULLYING,
HARASSMENT,
AND
DISCRIMINATION**

Prevention and Intervention

The Dignity for All Students Act

What it is, What it's Not and What We Can Do

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Presentation to Support Staff

What is The Dignity for All Students Act?

- The Dignity for All Students Act is intended to give students in public schools an educational environment free from discrimination and harassment. It protects against all forms of harassment, particularly those based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- The Dignity for All Students Act will prohibit activities that create a hostile environment at school and school-sponsored events. These activities can include aggressive conduct, threats, intimidation or abuse that unreasonably and substantially interferes with another student's educational performance.

The Dignity For All Students Act (N.Y. Educ. Law no18, 801-a) July 2012

- Requires districts and schools to prevent, monitor, and address bullying by employees or other students through:
- Revising the code of conduct to prohibit bullying and create a school environment free from harassment and discrimination.
- Designation of a Dignity Act Coordinator to be trained in non-discriminatory instructional and counseling methods and in handling human relationships.
- Mandated reporting of bullying incidents to the state through designated reporting
- Staff training to raise awareness and sensitivity of school employees and issues of harassment and discrimination.
- Sensitivity and tolerance curricula for students.

PROHIBITS HARRASSMENT WITH RESPECT TO CERTAIN NON-EXCLUSIVE PROTECTED CLASSES INCLUDING BUT NOT LIMITED TO:

- **Actual or perceived race**
- **Color**
- **Weight**
- **National origin**
- **Ethnic group**
- **Religion**
- **Religious practice**
- **Disability**
- **Sexual orientation, gender identity, or sex**



PSA on Sexual Harassment

- <http://www.youtube.com/watch?v=w0JIZSIYIe4>

Dignity Act Reporting Basics

- Annual public school report to the New York State Education Department summarizing all material incidents of discrimination and/or harassment which occur on school property (including a school bus) and/or at a school function.
- This can be student to student or adult to student.

New York State Assembly Passed Legislation Requiring Cyberbullying Reporting

- Measure expands on the Dignity For All Students Act SIGNED by Governor Cuomo on July 9, 2012. GOES INTO EFFECT July 2013.
- Requires all school staff to report an incident of bullying and CYBERBULLYING to the school principal or superintendent.



Why have 48 states passed antibullying/harrassment laws?

- 39% of students reported that bullying, name calling, and harassment pose a serious problem at school.
- 68% reported that people at school were harassed at least “sometimes” because of their looks or body size.
- 57% reported that students were bullied or harassed “sometimes” because of the way they expressed their gender.
- 50% of high school students (2010) admit they bullied someone in the past year.
- 47% admit that they were bullied, teased, or taunted in a way that seriously upset them in the past year.

ABC News Broadcast Tyler Long Story

- <http://abcnews.go.com/2020/TheLaw/school-bullying-epidemic-turning-deadly/story?id=11880841>
- <http://abcnews.go.com/2020/TheLaw/school-bullying-epidemic-turning-deadly/story?id=11880841>

What is Bullying?

- Bullying is generally defined as repeated aggressive acts intended to do harm, and is characterized by a power or status difference between the students.
- Bullying includes not only physical aggression such as hitting or stealing, but also verbal aggression, such as threatening, name calling, spreading rumors, socially rejecting and isolating someone, or cyberbullying (where perpetrators can hide behind the anonymity of the internet).
- Usually occurs repeatedly and over time, however sometimes can be identified in a single event.



OTHER DEFINITIONS OF BULLYING

- Bullying is a continuum of behavior that involves the attempt to gain **power** and dominance over another. Askew (1989)
- Bullying is the **repeated** attack – physical, psychological, social, or verbal – by those in a position of power on those who are powerless to resist, with the **intention** of causing distress for their own gain or gratification. Besag (1989)
- Bullying is the **willful, conscious desire** to hurt or threaten or frighten someone else. Johnstone, Munn, and Edwards (1991)
- Bullying **intentionally** causes hurt to the recipient. This hurt can be either physical or psychological. In addition, three further criteria particularly distinguish bullying: It is **unprovoked**, it occurs **repeatedly**, and the bully is **stronger** than the victim or is **perceived to be stronger**. Smith and Thompson (1991)

What Bullying is

- Bullying is often about religion, race, appearance, or other important characteristics.
- Bullying is differentiated from teasing because of intention. Those who bully actually **intend** to do harm.
- With bullying, there is a **pattern of behavior** established. For example, saying mean and hurtful things to one person or several people on purpose and for no reason at all.
- Bullying behavior has a **negative impact** on the target.
- With bullying, an **imbalance of power** is established.

TYPES OF BULLYING BEHAVIORS

- **PHYSICAL**
 - Hitting, punching, tripping
 - Kicking, pushing, scratching
 - Damaging/stealing property
- **VERBAL**
 - Name calling, teasing, taunting
 - Making offensive remark
 - Making discriminatory remarks
 - Verbally threatening intimidating
- **SOCIAL/EMOTIONAL/RELATIONAL**
 - Excluding or threatening to exclude
 - Spreading rumors, gossiping
 - Ostracizing, alienating
 - Using threatening looks or gestures
 - extortion
- **CYBERBULLYING**
 - Use of the internet, cell phone, email, textng to harass and intimidate

What the kids say.....(Josephson School of Ethics, 2010 43,000 students surveyed)

- 50% of high school students (2010) admit they bullied someone in the past year
- 47% admit that they were bullied or teased or taunted in a way that seriously upset them in the past year

Student's With Special Needs

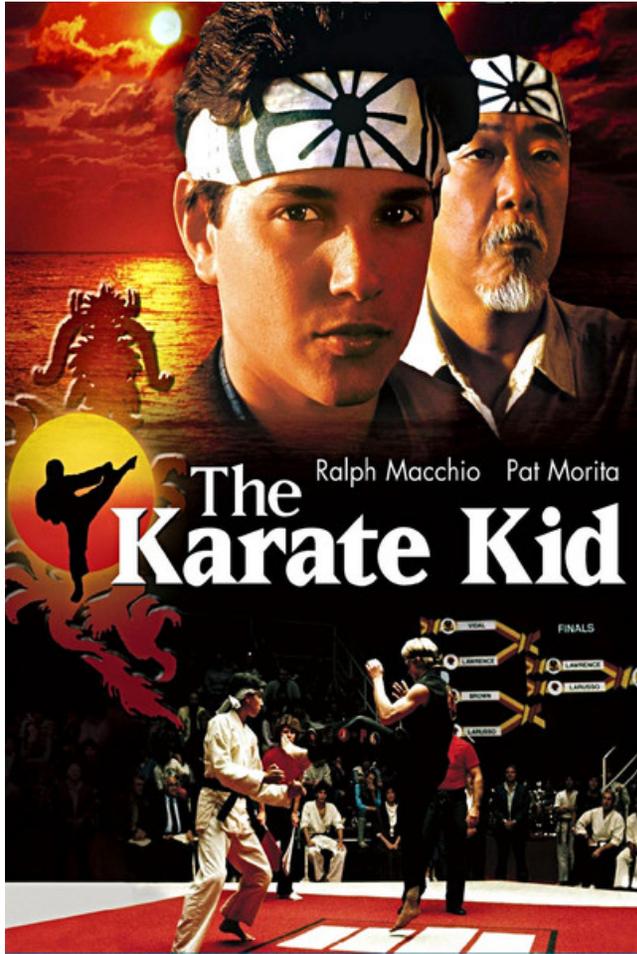
(Stomp Out Bullying, 2010)

- 71% were bullied at least once a week
- Who were these kids?
 - With learning disabilities
 - With Attention Deficit Hyperactivity Disorder
 - With medical conditions that affect their appearance
 - With obesity, particularly girls
 - With paralysis of one side of their body
 - Who stutter

LGBT TEEN STATISTICS

(GLSEN, 2010)

- LGBT students that attend schools with comprehensive policies on bullying harassment are much more likely to report harassment to school authorities
- LGBT students are twice as likely to admit that they were not planning to complete high school



What Bullying is Not

- Teasing, rough housing or even play fighting are not considered bullying when both students are **willing** participants.
- Teasing generally involves a sense of play and **mutual** joking around. Teasing will rarely, if ever involve religion, race, appearance or other important **characteristics that are out of the person's control.**

The Problem

- The motivation of the teaser is irrelevant, if a child perceives that harm is being done. They are targets of another person's unkind behavior no matter how innocent. While theoretically different, teasing can be as harmful as bullying and perceived by a child to be exactly the same thing.

What Bullying is Not

Differences Between Teasing and Bullying

- Teasing is used as a way of fitting in or talking to our friends and everyone involved is getting an **equal share** of the teasing.
- Teasing is done by someone you have a close relationship with. There is always the possibility that friends can take teasing too far and end up in a fight, but usually bullying is not involved.
- Teasing is not meant to harm you in any way, and **if you ask the person to stop, they would.**
- Teasing is **not repeated** over and over again.

REVIEW

Basic Elements of Bullying

1. Unequal Power
2. Hurtful Actions
3. Direct and Indirect Actions
4. Repetitive Behavior

Anderson Cooper – Bullying: It Stop's Here (Part 1)

Anderson Cooper Video

- <http://www.youtube.com/watch?v=1wiYYMtW0m0>

WHAT IS HARASSMENT?

- Harassment is any unwelcome conduct based on a protected class under federal civil rights laws that is severe, pervasive, or persistent and creates a hostile environment. Because public schools receive federal financial assistance from the U.S. Department of Education, they are required to adhere to the civil rights laws.

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- **Weight**
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- **Ethnic group**
- **Religion**
- **Religious practice**
- **Disability**
- **Sexual orientation, gender identity, or sex**



The Laws that the Office of Civil Rights Enforces Are:

- Title VI of the Civil Rights Act of 1964, which prohibits race, color, or national origin discrimination.
- Title IX of the Education Amendments of 1972, which prohibits sex discrimination.
- Section 504 of the Rehabilitation Act of 1973, which prohibits disability discrimination.
- Harassing conduct can take on many forms, including verbal acts, name calling, graphic or written statements (may also include use of cell phones or the internet), or other conduct that may be physically threatening, harmful, or humiliating. Harassment **does not have to include an intent to harm, be directed at a specific target or involve repeated incidents.**
- Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.
- (Tennessee Dept. of Education Bullying and Harassment Guide)



Difference Between Bullying and Harassment

- Bullying and harassment both involve behavior which harms, intimidates, threatens, victimizes, offends, degrades, or humiliates someone. Although bullying and harassment sometimes overlap, not all bullying is harassment and not all harassment is bullying. Bullying is considered a relationship issue, while harassment is a human rights issue. Harassment takes place when someone discriminates against another on the basis of a protected class, such as age, sex, race, religion, national origin, or disability.
- A bully will quite often confront his or her target directly, while a harasser could use more passive–aggressive methods to intimidate his or her target from a distance. Bullying and harassment are both considered to be offensive behaviors, but the legal remedies for bullying are often different than those for harassment.
- **Bullying is generally considered to include violence, while harassment is often categorized as intimidation.**
- **A bully will quite often use his or her imposing physical presence as the main source of intimidation tactics. The target of a bully could fear serious physical injury if the bully's demands are not met.**

- A harasser may not be physically stronger or more imposing than the target, but the target could fear public ridicule or personal damage if his or her harasser's demands are not met.
- A bully often relies on the victim's fear of physical pain or reluctance to fight back, while a harasser relies on the victim's fear of public embarrassment or exposure. A bully might confront his or her target in the hallway, while a harasser may choose to make the victim the target of cruel jokes or relentless discriminatory innuendo.
- A bully can actually be in a position of authority or seniority over his or her target. A bully often needs this as leverage in order to keep his or her target in a state of intimidation.
- An important difference between bullying and harassment is the way such incidents can be addressed legally. A bully can be placed under arrest and charged with assault.
- Incidents of harassment not involving actual violence must be addressed through a different set of legal procedures. Harassment violates the target's civil rights with or without the element of physical intimidation.

Discrimination and/or Harassment

- Single incident or a series of related incidents where a student is subjected to discrimination and/or harassment by a student and/or employee on school property or at a school function that creates a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation, abuse, of such severe or pervasive nature that:
 - A) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunity, or benefits, or mental, emotional and/or physical well-being: or
 - Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Difference Between Bullying and Harassment

- <http://www.youtube.com/user/marsby2025?feature=watch>
- <http://www.youtube.com/user/NadiaGiordana?feature=watch>

CYBERBULLYING IS...

- **When a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to involve a minor against another minor. Once adults become involved, it may meet the definition of cyber-harassment or cyberstalking, a crime that can have legal consequences and involve jail time.**
- **Cyberbullying occurs among young people with research showing a start as early as age 8 or 9 years old.**
- **It isn't when an adult is trying to lure children into offline meetings, that is called sexual exploitation or luring by a sexual predator. But sometimes when a minor starts a cyberbullying campaign it involves sexual predators who are intrigued by the sexual harassment or even ads posted by the cyberbullying offering up the victim for sex.**

- Cyberbullying is not a one time communication, unless it involves a death threat or a credible threat of serious bodily harm.

Unique Characteristics of Cyber Bullying

- Anonymity – often anonymous
- Accessibility – anytime day or night
- Punitive Fears – often not reported due to fear of retribution and fear of phone/computer privileges being taken away
- Bystanders – number of bystanders can reach the millions through forwarding and postings
- Disinhibition – the anonymity allows children to bully who might not ordinarily do so face-to-face

Common Forms of Cyberbullying

- Harassment – repeatedly sending offensive, rude, and insulting messages
- Denigration – distributing information about another that is derogatory and untrue through posting it on a Web page, sending it to others through email or instant messaging, or posting or sending digitally altered photos of someone
- Flaming – online “fighting” using electronic messages with angry vulgar language
- Impersonation – breaking into an email or social networking account and using that person’s online identity to send or post vicious or embarrassing material to/about others.

- Outing and Trickery – sharing someone’s secrets or embarrassing information, or tricking someone into revealing secrets or embarrassing information and forwarding it to others
- Cyber-Stalking – repeatedly sending messages that include threats of harm or are highly intimidating, or engaging in other online activities that make a person afraid for his or her safety

- 58% of kids say someone has said mean or hurtful things to them online
- 53% of kids admit saying something mean or hurtful to another person online

TECHNOLOGY USED TO CYBERBULLY INCLUDES:

- e-mail
- Cell phones
- Text messages
- Instant messaging
- Personal websites
- Chat rooms
- Blogs



Teens React to Amanda Todd Story

(The following video you are about to see contains graphic content/subject matter. It is intended for mature audiences only.)

- <http://youtu.be/VF6cmddWOgU>

Warning Signs:

Signs a Child is Being Bullied

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Unexplainable injuries

Lost or destroyed clothing, books, electronics, or jewelry

Frequent headaches or stomach aches, feeling sick or faking illness

Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch

Warning Signs: cont...

**Noticeable Changes in Mood or Behavior
Withdrawal**

**Disturbing Writings in Journal
Multiple absences**

**Sudden loss of friends or avoidance of social
situations**

**Feelings of helplessness or decreased self-
esteem**

**Self-destructive behaviors such as running away
from home, harming themselves, or talking about
suicide**

Warning Signs: cont...

Kids Giving Away Once Prized Possessions

Difficulty sleeping or frequent nightmares

Declining grades, loss of interest in schoolwork, or not wanting to go to school

School avoidance

Generally, children who are bullied have one or more of the following risk factors:

Are perceived as different from their peers

- Are perceived as weak or unable to defend themselves
- Are depressed, anxious, or have low self-esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, antagonize others for attention.

Children who have these factors are also more likely to bully others;

- Are aggressive or easily frustrated
- Have less parental involvement or having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others

Those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can come from a number of sources – popularity, strength, cognitive ability – and children who bully may have more than one of these characteristics.

Psychological Aspects of Bullies

- Bullies have average levels of self-esteem
- Bullies have a strong need for power and dominance
- Bullies enjoy being in control and like to subdue others
- Bullies see slights and hostilities where none are meant

Characteristics of Bullies

- Lack empathy
- Display Verbally Aggressive Behavior
- Display Physically Aggressive Behavior
- Intimidate Classmates
- Seek Power in Relationships
- Provoke Fights

Oprah Interview

(The following video you are about to see contains graphic content/subject matter. It is intended for mature audiences only.)

- <http://youtu.be/guySOivPhr4>

WHAT WE CAN DO

- Teaching our children
- Developing relationships
- Working with all parties
- Learning to identify
- Don't be a bystander
- Reporting

You've Got to be Taught from "South Pacific", Oscar Hammerstein

- Insults of a racial, ethnic, sexual, disability nature are passed back and forth all day long and regardless of how alert the adult is, it is never seen or heard. Things are whispered in your child's ear or stated more openly right in the middle of the hallway every class change causing kids great stress and making them, for example, late for class as they take the long way to avoid a bully or a certain group of bullies. Going to school at all loses its appeal quickly – especially when a child "looks different" in some way – whether that be because of dress, hair color, skin color, disability, etc.
- Here's what Oscar Hammerstein wrote as the lyrics for the song in South Pacific entitled "You've Got to be Taught"
- <http://www.youtube.com/watch?v=nHKzn8aHyXg>

“You’ve Got to Be Taught” from South Pacific

- You’ve got to be taught to hate and fear.
 - You’ve got to be taught from year to year.
 - It’s got to be drummed in your dear little ear.
 - You’ve got to be carefully taught.
-
- You’ve got to be taught to be afraid.
 - Of people whose eyes are oddly made.
 - And people whose skin is a different shade.
 - You’ve got to be carefully taught.
-
- You’ve got to be taught before its too late.
 - Before you are six, or seven or eight.
 - To hate all the people your relatives hate.
 - You’ve got to be carefully taught.
 - You’ve got to be carefully taught.

Relationships With Students

Key to Fighting Bullying

- A review of research on school connectedness suggests that the quality of students' **social interactions** with peers and staff in a school setting influences their social behavior as well as academic development.
- Research indicates that **adding structure to the cafeteria** and increasing adult monitoring during the lunch period are associated with decreases in student aggression and increases pro-social interactions among students.
- **Anonymity** or decontextualized supervision is a bully's best friend. That is bullying that occurs within 25 feet or less from adult supervision and it is going on completely unrecognized because the supervisors are often on a completely different "wavelength" from the students they are supervising.

We Need to Work With All Involved

- 1.The Targets
- 2.The Bystanders
- 3.The Bullies
- 4.The Parents
- 5.All School Staff

Spotting the Bully

- Bullies may possess a superior trait: such as attractiveness, athleticism, sociability
- Bullies lead by intimidation: others follow to avoid becoming the next target
- Bullies gain power by the amount of followers: MORE FOLLOWERS = MORE POWER

Clues to Identifying Bullying

- Those with power and influence use **derogatory nicknames**. Derogatory nicknames are used behind people's backs. For example, "Glad you could join us, Princess!"
- **Blame is assigned** to individuals without evidence or clear communication. For example, "I bet Joe didn't hand in his homework again."
- Rumor is presented as fact. Innuendo is allowed to affect a person's reputation.
- People are called, "**overly sensitive.**"
- **Practical jokes** are being played on a particular person on a consistent basis.
- Social gatherings regularly **exclude** an individual.

The Players

- The Bully
- The Target
- The Bystander

Bully/Target or Both

Casey Heynes and Richard Gale Story

(The following video you are about to see contains graphic content/subject matter. It is intended for mature audiences only.)

- <http://youtu.be/x90E8NDm0Pw>

The Bullies

TURNING AROUND NEGATIVE BEHAVIOR

- Teachers/Staff can drop by unexpectedly to observe a class during less structured situations (ie. lunch, playground)
- Change the dynamics of power so that the bully is not overtly or covertly reinforced by the teacher, coach, or other authority figures
- Ask other staff that interact with your students whom they may have observed bullying or being targeted. Monitor these students closely.
- Have the class create shared expectations for appropriate conduct and build a common understanding of what behaviors should be defined as bullying. List these in the classroom/cafeteria.
- Develop empathy in the bully

The Bullies

TURNING AROUND NEGATIVE BEHAVIOR, cont...

- Confront students engaged in bullying in a firm but fair manner and intervene quickly.
- Identify the bully as having anti-social behaviors which will lead to trouble
- Let students know that it offends or bothers you when you witness certain kinds of student behaviors (eg. name calling, teasing) and that when you see such behavior occurring, you will intervene, regardless of intent.
- When approaching a bully about a witnessed behavior, keep the conversation focused on the facts of the bully's observed behavior.
- If the bully's behavior continues despite your surveillance and intervention, impose more severe consequences (eg. temporary loss of playground privileges, contact principal, suspension)

The Bullies

TURNING AROUND NEGATIVE BEHAVIOR, cont...

- Other tips:
- Confront a student for bullying in private whenever possible. This will remove the likelihood that the confronted student will 'play to the audience' of classmates and become defiant or non-compliant.
- If you must call a student on his or her bullying behavior in public, do so briefly and in a business-like manner. Then arrange a private discussion with the student in greater detail.
- Find an adult in the school with whom the bully has a close relationship. Enlist that adult to have a "heart to heart" talk. Not punitive in intent. The student should feel that while he or she is valued, the bullying behavior is hurtful and disappointing to those who care about the student.
- Assist the bully in using their leadership skills in a positive manner, emphasizing cooperation and equality.

What About the Bullies

TURNING AROUND NEGATIVE BEHAVIOR, cont...

- Provide appropriate and consistent consequences for bullying.
- List lesser consequences for isolated incidents and greater consequences for more chronic bullying. ie. sit away from friends at lunch at a supervised table
- Restrict student's movements by requiring supervision at all times. Remove when student has proved themselves to be trustworthy.
- When a clear pattern of bullying is observed, arrange a conference with that child's parents. Enlist their help and let them know the student's behavior will be closely monitored with clear consequences if it continues.
- Enlist help of other school personnel, principals, school psychologists, guidance counselors...

The Targets/Victims

- **Passive Victims**
 - May have social anxiety
 - Cry easily
 - Lack social skills
 - Anxious/insecure
 - Pleasers
 - Compliant
 - Fear of Confrontation
- **Provocative Victims**
 - Restless
 - Irritating to others
 - Seen teasing, and don't know when to stop
 - Prolong a conflict, even when losing
 - Emotionally aroused easily
 - Often diagnosed with ADHD

Factors Related to Supporting the Target

- Most important factor distinguishing those students who were ready to support the target from those who were not – was the **expectation of friends.**
- The perceived expectations of parents was largely irrelevant.
- The perceived expectations of teachers were of no relevance whatsoever.
- (Rigby and Johnson, 2004.)

Factors Related to Supporting the Target, cont...

- Next in importance was what students reported having done in the past when they had witnessed bullying as part of a group of bystanders.
- 28% reported that they had 'fairly often' sought to discourage bullying when they saw it happening.
- When there was a history of repeatedly acting helpfully, intervention appeared more likely.
- (Rigby and Johnson, 2004.)

Factors Related to Supporting the Target, cont...

- Next in importance was whether the students had **positive attitudes toward victims** or feelings of empathy toward them.
- Finally, primary school students were significantly more likely to say they would intervene than secondary students and that girls showed a stronger tendency than boys to support victims, especially victims of sexual coercion from boys.

How to Assist the Targets

- Take steps to ensure target's **safety**. ie. create a “safe room” that is always staffed with adults.
- Examine the target's daily **schedule**.
- Help the target to develop **positive connections** with others. ie. social skills groups, clubs, Best Buddies, Mix it Up Day,
- Pair students off randomly for fun
- Enlist one or more adults in the school to spend time with the child as “**mentors**”. Give these adults ideas for how they can structure sessions with the student (ie. playing board games). Suggest to the student that he or she occasionally ‘invite a friend’ to these activities.

Working With the Targets

- **Teach assertiveness skills ie. respond to taunts, insults, or teasing with a bland response (“Oh”. “That’s your opinion.” “Maybe.” Don’t let bullies see that they have upset you.**
- **Get away from the situation if you start to get very angry.**
- **Say “No” firmly and loudly if you don’t want to do something that someone else tells you to do. Stand up straight and look that person in the eye when you say it.**
- **Report incidents of bullying to adults.**
- **Be sure that your students do not confuse assertiveness with physical or verbal aggression.**

Bystanders Hold the Key

- The whole drama is supported by the bystander. “The theater can’t take place if there’s no audience.” (Labi, N. “Let Bullies Beware.” Time online, March 25, 2001.)

Bystanders

- Bullying typically occurs in the presence of student bystanders.
- **Most common response is to ignore what is going on.**
- **Three out of five students (Rigby and Johnson, 2004) thought that verbal bullying in the presence of bystanders occurred weekly or more often. Half of the respondents thought that physical bullying was witnessed at least weekly. (Estimates were noticeably higher for secondary students.) About half the secondary students believed that gross sexual coercion occurred with others watching: as many as thirty-seven percent saw it was a weekly event.**
- **Bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.**
- **Bystanders encourage the bullying by laughing, cheering, or making comments that further stimulate the bully**

What Bystanders Can Do

- Directly or indirectly helping the target
- Distract the bully by asking a question or changing the subject.
- Support the person who is being bullied privately. Take the target's perspective. Some kids feel better to enlist a friend to help sort it out instead of an adult so they can 'save face'.
- Support the person who is being bullied openly.
- Do not feed into the bully behavior
- Go to an adult that you trust. Some see teachers as having more power to send offenders to "time out", "suspend", or "give a consequence".

Reasons Why Bystanders Chose to Ignore Bullying

- None of my business. ie. It's not my problem.
- Fear of consequences. ie. If I get involved I'd probably get bashed.
- Responsibility lies with the target. ie. He should stick up for himself.
- Action could be counter-productive. ie. If I tell a teacher nothing would happen.
- Enjoyment of the spectacle.

Reasons Why Bystanders Support the Bully

- The safer option.
- Admiration for aggressors. ie. It's cool and rocks.
- Feelings of hostility. ie. Some people deserve to get their heads kicked in.

Education Support Personnel

What We Can Do

- **Develop relationships with the students you supervise. We're all guilty at times of just trying to "keep the peace" and not intervening.**
- **Focus on developing empathy and respect.**
- **Treat students the way you want to be treated and the way you want them to treat each other.**
- **Positive, non-verbal interactions – a smile, a nod, a thumbs up, a high five, a pat on the back can go a long way.**
- **Notice something positive the students do and say something about it to them or someone else where they can hear it. "Catch the child being good".**
- **Encourage students to report incidents of bullying to you and other adults.**
- **Report incidents of bullying to your principal, deans, psychologists, social workers, etc...**

- **Suggest establishing and posting rules of lunchroom/cafeteria behavior in easily visible locations.**
- **Suggest establishing an incentive program for classrooms on their best behavior in the cafeteria.**
- **Don't expect students to solve bullying incidents themselves; they lack the skills.**
- **Advise administrators that post-lunch academic achievement can be enhanced by implementing a more structured lunchroom/cafeteria.**
- **Inform administrators that increasing adult supervision and monitoring in the cafeteria can ensure bullying won't go unnoticed.**

- **Learn about bullying so you know what you're looking for.**
- **Learn what your school's consequences for bullies are and what supports for targets exist. ie. Second Step, Buddy Programs, such as Best Buddies, alternatives to eating in the cafeteria (art club, scenery club, reading club), Classroom discussions and Role Play activities, School Psychologists and Social Workers, Steps 2 Respect**
- **Express strong disapproval of and stop bullying when it occurs.**
- **Start with verbal warnings. Use the name of the student who is bullying.**
- **Report incidents as required by your school's policy.**
- **Maintain your own log of bullying incidents.**
- **Talk to other school staff about what you've witnessed so they are alert to possible retaliation during the balance of the school day.**

Education Support Personnel

What We Can Do

One idea: Talk to the 'Bad Guys'

- Become friends with some of the bullies.
- Enlist their help with the promise of anonymity.
- Head off incidents because of advance warning from certain students.
- Don't be appalled by this strategy – the police depend on their contacts from the dark side too.

Solutions to Teasing

- Each situation needs to be treated on an case by case basis.
- Children can bounce back effectively from teasing by possessing a strong sense of self.
- By nurturing relationships with the children you can aid in his or her success in overcoming teasing.
- Discreet conversations with a child's teacher can often be beneficial. Teacher's deal with these issues regularly in the classroom and can typically manage teasing effectively.
- If teasing becomes worse, clear and open communication with the school principal, social worker, or school psychologist will be the most effective way to deal with teasing and bullying.

Ronan's Escape: Short Film on Bullying

(The following video you are about to see contains graphic content/subject matter. It is intended for mature audiences only.)

- <http://youtu.be/6XLcfdkkHQE>

A photograph showing a person's hand and foot in a purple shirt stepping on a stethoscope lying on a light-colored floor. The scene is dimly lit, with the person's hand and foot being the primary focus.

If you don't help stop bullying, who will?

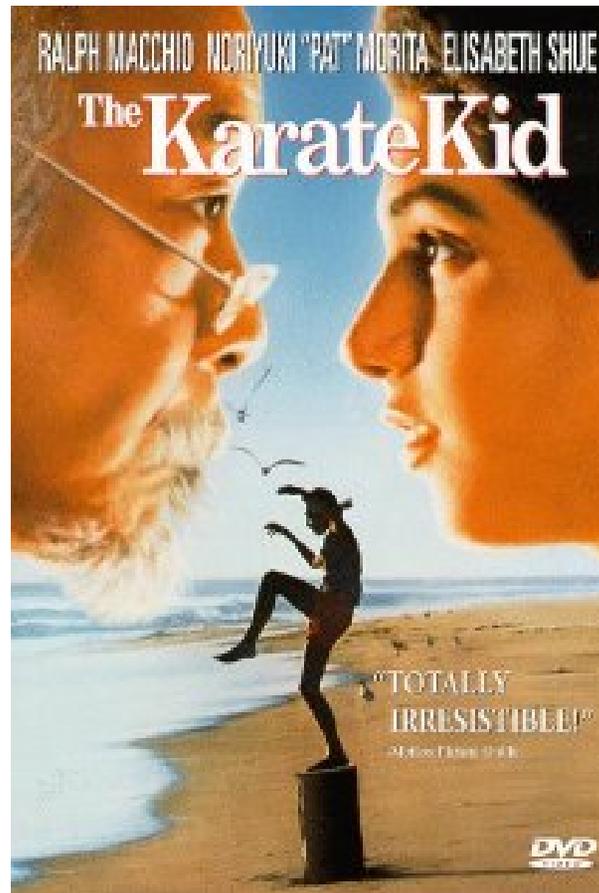
Parents, teachers, school administrators, health care professionals, law enforcement officers—we all have a responsibility to prevent bullying. To find out how you can help stop it, Log on to www.StopBullyingNow.hrsa.gov



Bullied Kid Turned Survivor

- <http://youtu.be/89iFQwaSZSU>
- <http://www.youtube.com/user/CBS?feature=watch>

Another Bullying Success Story



References

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- www.stopbullyingnow.samhsa.gov. How to Intervene to Stop Bullying: Tips for On-the-Spot Intervention at School
- www.stopbullying.gov/respond/on-the-spot/index.html. Stop Bullying on the Spot.