

Bully Prevention:

Prevent
Bullying
In
Schools!



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Objectives

In this session, you will:

- ❑ Identify specific bullying behaviors common at your school
- ❑ Determine how to use your behavior matrix to address the specific bullying behaviors
- ❑ Discuss strategies at the universal, targeted, and indicated levels for addressing the bullying behaviors at your schools



What is Bullying?



What is Bullying?

Definition:

“ A student is being bullied when he or she is exposed, **repeatedly** and **over time**, to **negative actions** on the part of one or more other students.”

- Olweus (1993)



What is Bullying?

A desire to hurt
Hurtful action
Power imbalance
Unjust use of power
Repetition (Typically)
Victim feels oppressed
+ Enjoyment by the aggressor

BULLYING

Rigby (2005)



What is Bullying?

Bullying Behaviors



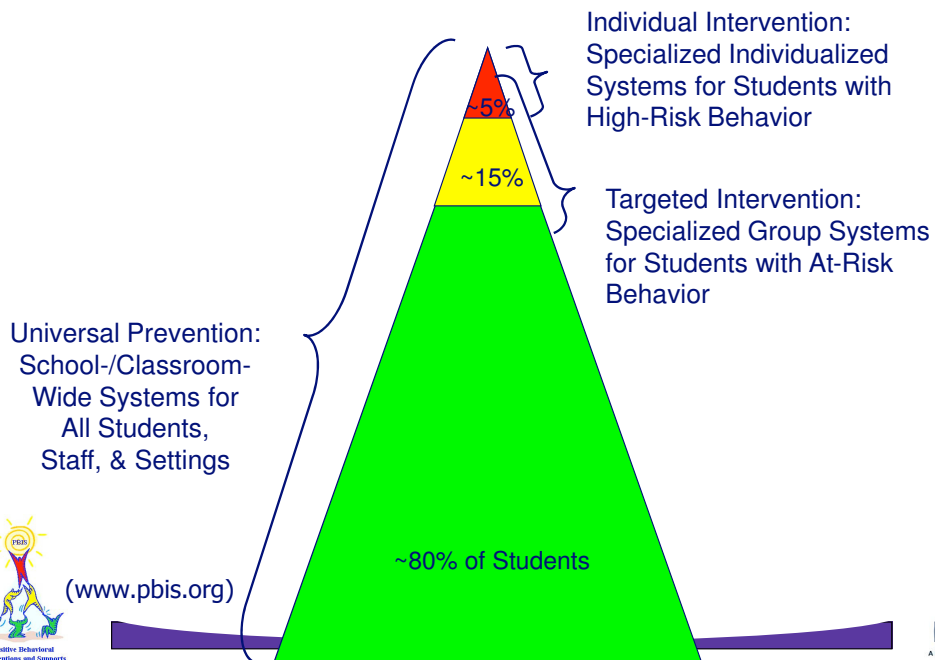
- ❑ Physical
- ❑ Emotional
- ❑ Social



What to do About Bullying?



Continuum of Support



“If we can alter the conditions that allow bullying to occur, then we have a chance of reducing or stopping bullying behaviors from occurring in the first place.”

(Swearer, Espelage, Napolitano, 2009, p.7)



Universal Prevention

- ❑ Teachers Who Bully Students: Patterns And Policy Implications by Alan McEvoy, Ph.D.
www.stopbullyingnow.com/teachers%20who%20bully%20students%20McEvoy.pdf
- ❑ Policy
 - A definition
 - Statement of rights and responsibilities
 - Description of how incidents of bullying will be dealt with
 - Evaluation
 - Align with Arizona Statute (A.R.S. 15—341 (40))

(Rigby, 2002)



Universal Prevention

- Assess all stakeholders – surveys, mapping
- PBIS Matrix



	Classroom	Playground
<p><u>A</u> <i>Are Respectful & Trustworthy</i></p>	<ul style="list-style-type: none"> • Use inside voice • Listen and follow directions • Wait your turn to speak • Be honest • Ask before using others' things 	<ul style="list-style-type: none"> • Honor privacy • Listen and follow directions • Use equipment properly • Wait your turn • Be honest
<p><u>C</u> <i>Care About Each Other</i></p>	<ul style="list-style-type: none"> • Use kind words • Help others • Allow your neighbor to listen 	<ul style="list-style-type: none"> • Include everyone • Use kind words • Help others
<p><u>T</u> <i>Take Responsibility</i></p>	<ul style="list-style-type: none"> • Be prepared • Stay on task • Be on time • Keep your body to yourself 	<ul style="list-style-type: none"> • Solve problems using kind words • Keep your body to yourself • Be safe • Line up quietly when the whistle is blown



Universal Prevention

- Assess all stakeholders
- PBIS Matrix
- Classroom Curricula
 - *Bully Proofing Your School* (www.sopriswest.com)
 - *Bully Busters* (www.bully-busters.com; www.researchpress.com)
 - *Bully Prevention in Positive Behavior Supports* (www.pbis.org)



“It is far better to prevent aggression through effective social competence skills and a caring environment than it is to transform teachers into disciplinarians who must handle bullying and misbehavior as it occurs.”

(Orpinas and Horne, 2006, p.4)



Working with Bystanders

- ❑ Teach bystanders to intervene
 - Not encouraging the bully
 - Supporting the target
 - Leaving the scene and telling an adult
- ❑ C.A.R.E.S. (Bully-Proofing Your School)
- ❑ Hold bystanders accountable



Targeted Interventions



Interventions: On the Spot

- ❑ Immediately stop the bullying
- ❑ Refer to the behavior and the relevant school rules
- ❑ Support the bullied child (regain self-control, "save face," feels supported)
- ❑ Include bystanders
- ❑ Impose immediate consequences (if appropriate)



http://www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_4.pdf



Non-Punitive Strategies

- ❑ Support Group approach (Young, Robinson & Maines)
 - ❑ Most suitable with elementary students
- ❑ Method of Shared Concern (Pikas, Rigby)
 - ❑ Suitable for secondary students
- ❑ Restorative Justice
 - ❑ Focus is on repairing the harm done



Support Group Approach



Support Group Method

This approach addresses bullying by:

- ❑ Forming a support group of “bullies” and/or bystanders
- ❑ Using problem-solving strategies
- ❑ Giving responsibility to the group to solve the problem and report back



Advantages of Support Group

- ❑ No sanctions means no one is unfairly punished
- ❑ Staff can show parents that they are intervening
- ❑ Children are involved in a positive approach to helping others
- ❑ It has been effective in many cases



Support Group Method

1. Target interviewed
2. Support group created – 6-8 students
3. Group empathy heightened
4. Group discussion about conditions for target
5. Group problem-solving and plan development
6. Group thanked and plan implemented
7. Follow-up sessions



Method of Shared Concern



Method of Shared Concern

- Created by Anatol Pikas
- Intended for use in incidence of group bullying
- Intended for use with "medium-level" bullying
 - Not appropriate for mild cases involving two individuals or very severe cases for which legal or criminal proceedings are demanded.
- Intended for use at the high school level



Method of Shared Concern

- ❑ This method assumes that a great deal of bullying involves groups of students
 - ❑ There is need to encounter those involved as individuals and then as a group
- ❑ It is a multi-stage process involving a series of meetings culminating in a final occasion at which the bullies and the target are expected to resolve their differences.



Method of Shared Concern

1. Gather information
2. Meet individually with suspected bullies
3. Meet with the target
4. Check on progress
5. Group meeting with bullies
6. Group meeting with target and bullies



Why it Works

- ❑ Bullying is often reinforced by others. It is a group process.
- ❑ Although blame is not ascribed, the bully is expected to behave responsibly.
- ❑ Careful monitoring after commitments have been made is essential.
- ❑ The method has been found to be effective at stopping the bullying in 2 cases out of 3 in England.



Restorative Justice



Restorative Justice

- ❑ A process with many names:
 - ❑ Accountability Conferencing
 - ❑ Restorative Justice
 - ❑ Real Justice

- ❑ Originated in New Zealand with the Maori people, where it had been a successful means of solving family and community problems for hundreds of years.



Premises of Restorative Justice

- ❑ Bullying harms relationships, and the response should help restore those relationships.

- ❑ Bullying values dominance; restorative justice values mutual support and human dignity.

- ❑ The aim is to “put things right,” or “repair the harm.”
 - ❑ The goal is not to assign blame but to help everyone find a mutually acceptable way forward.



3 Types of Restorative Practices

1. Classroom conferences
 - Useful when teaching and learning, and/or student well-being, are affected
 - Teacher-student conflicts
2. Small group conferences
 - Low-level bullying
 - Parent not directly involved, but informed of process and outcome
3. Formal community conferences
 - Used in moderate to high severity bullying incidents



Functions of the Facilitator

- Educate potential participants about the conference
- Create a safe atmosphere
- Aid the participants' communication process and keep it going
- Help the group develop a realistic agreement
- Record the agreement and get participant signatures
- Bring treats, forms and tissues



Reminders for Facilitators

❑ YOU ARE THE UMPIRE!

- ❑ You are not one of the game players
- ❑ You watch the game
- ❑ You remind them of the rules if need be
- ❑ You throw the conversational ball back into the game so the participants can play
- ❑ You are not responsible for the final score



Conference Groundwork

- ❑ Contact the offender to see if he/she is willing to participate, and to provide information
 - ❑ If NO, then stop here.
- ❑ Contact the target to see if he/she is willing to participate
 - ❑ If NO, then stop here.
- ❑ Identify, recruit, and prepare supporters for the offender and target.
- ❑ Set time and place for the conference.



Steps to Restorative Conferencing

1. Beginning the conference
2. Starting the discussion
3. Questions for the "offender"
4. Questions for the target
5. Questions for the supporters of target then "offender"
6. Open discussion
7. The agreement
8. Closing the conference



Individual Interventions



Working with Targets

- ❑ Moral or psychological support
 - ❑ Listening to problems
- ❑ Active support
 - ❑ Give moral support + help victim/target acquire new skills
 - One-to-one counseling
 - Annoying vs. dangerous bullying
 - Time to practice skills



Working with Persistent Bullies

1. Assess background
 - ❑ Child, family, community
 - ❑ Seriousness of bullying
 - ❑ Co-occurring conditions
2. Assess motivation
3. Working one-on-one: Strategies for engaging the persistent bully
 - ❑ Not group treatment



Working with Persistent Bullies

- ❑ Invitational approach
- ❑ Respect and dignity
- ❑ Honesty and directness
- ❑ Understanding, but not approving
- ❑ Avoid making judgments
- ❑ Identify interests and create opportunities for substitute achievement



Final Thoughts

- ❑ Prevention first – address school climate
- ❑ Use your PBIS language
- ❑ Define bullying
- ❑ Involve all stakeholders
- ❑ Empower bystanders
- ❑ Address bullying at different levels



**Thanks for Your
Participation Today!!**

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