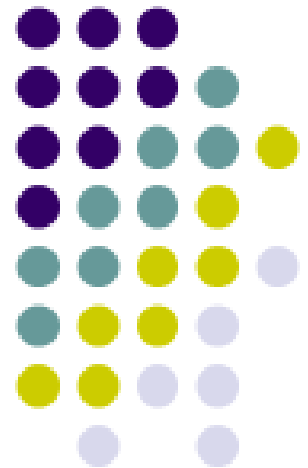


OVERTIME ATHLETICS

In This Together:
*A Look At Preventing
Bullying and Teasing*



A high-angle photograph of a teacher and six children sitting in a circle on a large, colorful rug in a classroom. The teacher, a woman with dark curly hair and glasses wearing a yellow sweater, is in the center, leaning forward. The children, of diverse backgrounds, are also leaning forward, some touching a small black dog that is lying on the rug. The rug has large, colorful shapes in blue, green, and yellow. In the background, there is a wooden shelf with colorful storage bins and a table with art supplies.

Chapter 1: Learning Objectives

Learning Objectives

- Define bullying and describe its various forms
- Describe the basic research on bullying's prevalence, risk factors, and impact on youth involved
- Describe best practices in bullying prevention and response
- Identify that bullying is a public health problem and requires a coordinated community response

A young man with glasses and a black shirt is looking down at a tablet computer. In the background, a group of four young women are standing near a brick building, appearing to be in the middle of a conversation or gossiping. One woman in a maroon shirt is pointing her finger, and another in a purple shirt has her hand near her face.

Chapter 2: Bullying Defined

What is bullying?

Bullying is any unwanted aggressive behavior(s) by another youth or group of youths...that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.

www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf

Definitions Cont.

- Teasing—the act of playfully or maliciously disturbing another person (especially by ridicule); provoking someone with persistent annoyances
- Bullying—an ongoing pattern of physical or psychological aggression that is threatening, coercive, relentless, and leaves the victim feeling powerless

Challenge #1:

Is the behavior unwanted aggression or is it rough play?

- “Unwanted” means that the targeted youth wants the aggressive behaviors to stop
 - Two children may enjoy taunting each other in a playful manner. This should not be considered bullying.
- Cues for adults:
 - The relationship between the children
 - Expressions, body language, atmosphere

Challenge #2:

The Question of Repeated Behavior

- The child must either:
 - Experience multiple incidents of aggression (there is a pattern of aggression), OR
 - There is a strong concern that a single aggressive behavior has a high likelihood of being followed by more incidents of aggression

Challenge #3:

What constitutes a power imbalance?

- Physical characteristics
 - Age, size, strength
- Popularity or association with popular peers
- Background/demographic characteristics
 - Member of majority/minority group, socio-economic status
- Abilities and skills
 - Academic, physical, artistic
- Access to money, resources, information
- Being outnumbered
- Presence of weapons

Chapter 3: The Many Forms of Bullying



Modes and Types of Bullying

Modes of Bullying

1. Direct bullying:

- Aggressive behaviors occur in the presence of the targeted youth
- Examples: face-to-face interactions (pushing, hitting), direct harmful written or verbal communications (taunting, mean notes)

2. Indirect bullying

- Aggressive behavior(s) are not directly communicated to the youth.
- Examples: spreading rumors, telling others to exclude



Modes and Types of Bullying

Types of Bullying

1. Physical

- Examples: hitting, kicking, punching, spitting, tripping, pushing

2. Verbal

- Taunting, name-calling, threatening words, notes or gestures, sexual comments

3. Relational: designed to harm reputation and relationships

- Social isolation, spreading rumors, posting embarrassing images





Chapter 4: Ten Key Findings About Bullying

Finding #1:
Many Children
Are Involved In Bullying

How many children and youth are bullied?

22% of students ages 12-18 were bullied at school during the 2012-2013 school year

U.S. Department of Education (2015)

20% of high school students were bullied on school property at least once in the past 12 months

Kann et al. (2014)

How are children and youth bullied?

- Forms of bullying at school
 - 14% made fun of, called names, or insulted
 - 13% subject of rumors
 - 6% pushed, shoved, tripped, spit on
 - 5% excluded from activities on purpose
 - 4% threatened with harm
 - 2% forced to do things they didn't want to do
 - 2% had property destroyed
- 7% had been cyberbullied anywhere

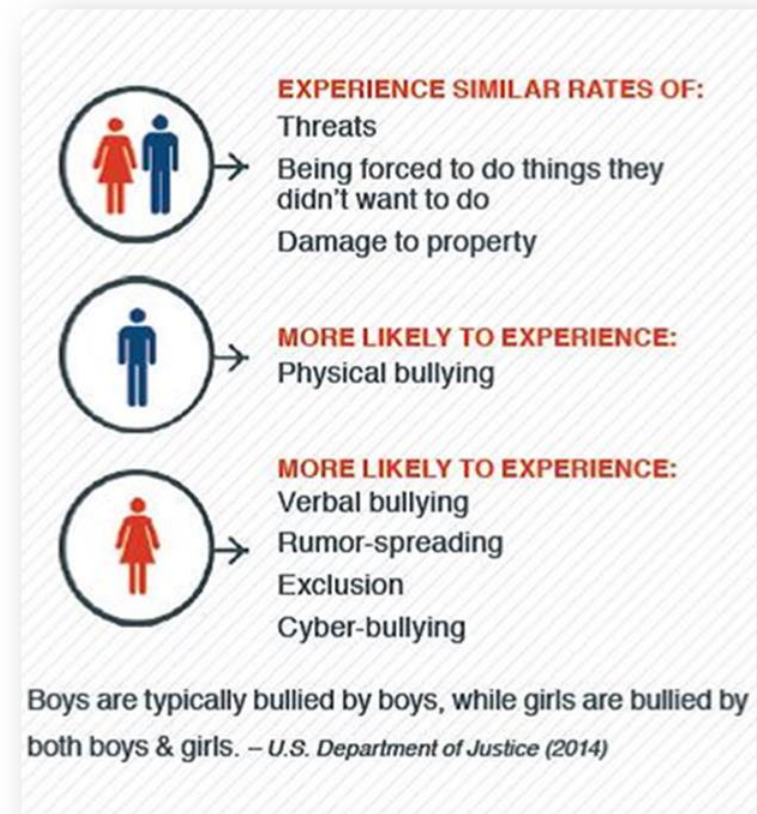
Source: U.S. Department of Education (2015)

Finding #2:

There are Similarities and Differences Among Boys and Girls in Their Experiences With Bullying

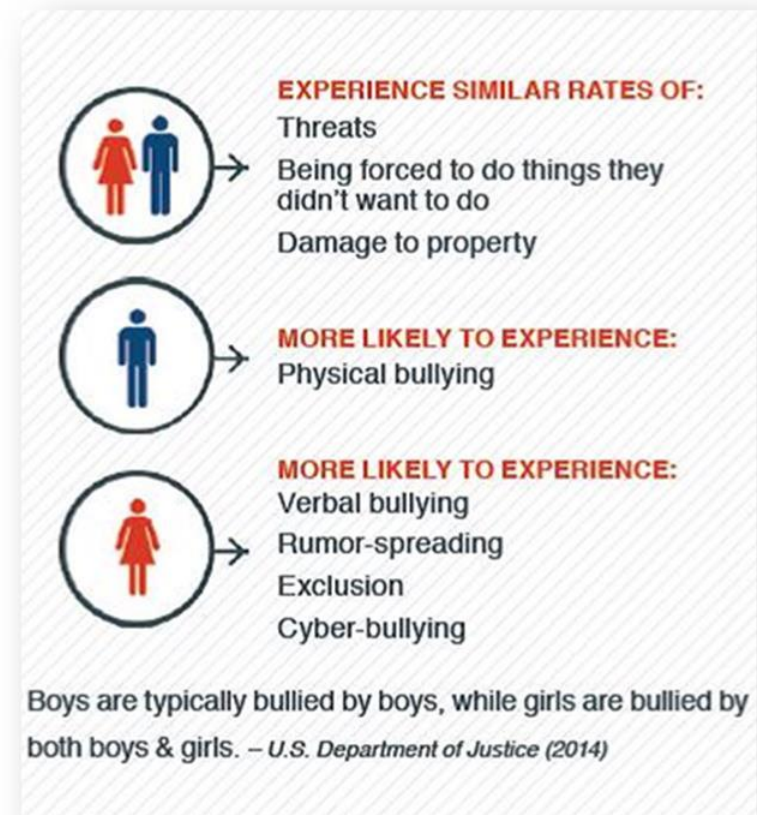
Boys' and Girls' Experiences of Being Bullied and Bullying Others

- Boys and girls experience relatively similar rates of bullying.
- Boys are more likely to bully others (x 1.7).
- Boys are more like to bully and also to be bullied (x 2.5).



Boys' and Girls' Experiences of Being Bullied and Bullying Others

- In the NCVS, girls were more likely to be bullied through rumor-spreading, name-calling, exclusion, and cyberbullying; boys through physical bullying



Finding #3:

Children's Experiences with Bullying Vary by Age

Age Trends in the Frequency of Being Bullied

- Children are most likely to be bullied in elementary grades
- The likelihood decreases through middle school and high school

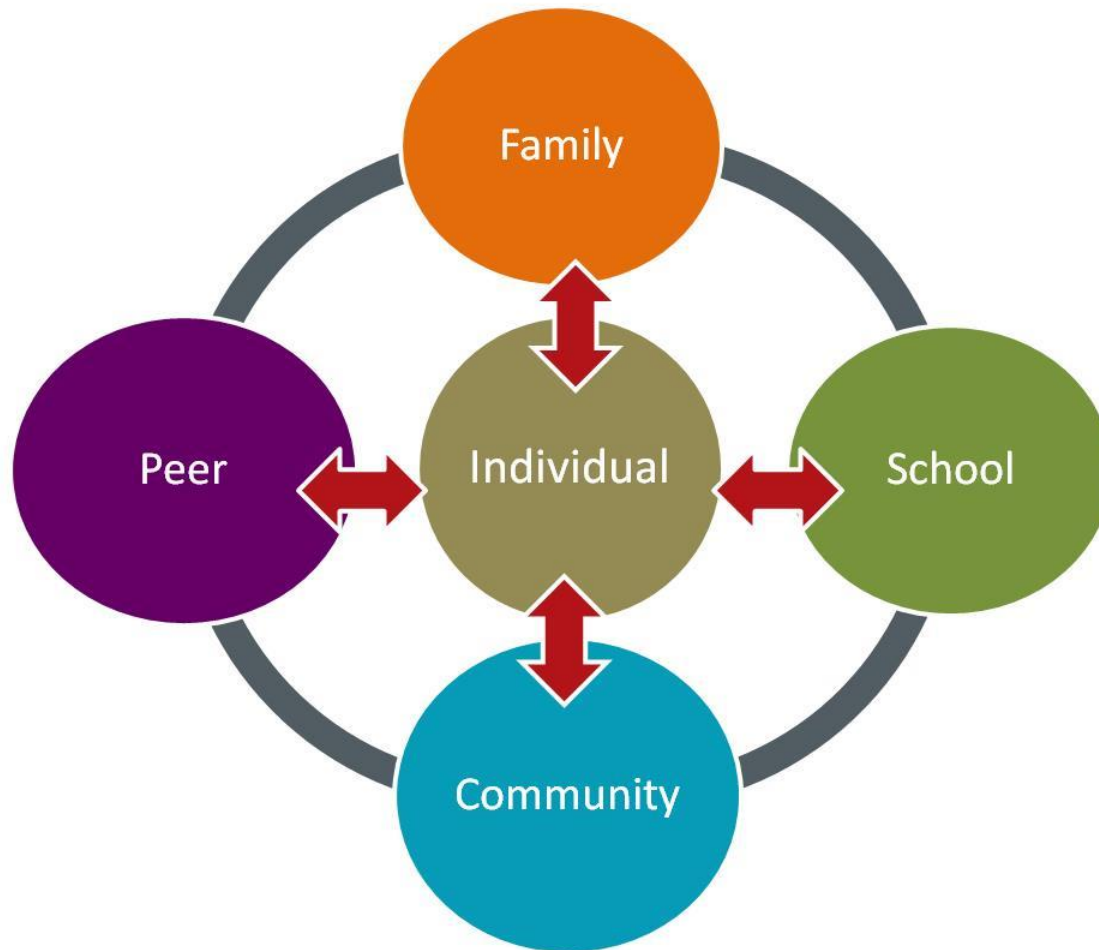
NCVS: % bullied in the 2012-2013 school year



Finding #4:

**There Are Multiple Risk Factors
and Protective Factors
for Bullying**

Risk Factors for Bullying



Examples of **Individual Factors** Related to Involvement in Bullying

- Individual temperament
- Social competence
- Alcohol and drug use
- Presence of a disability
- Socially isolated
- Sexual orientation

Examples of **Peer Factors** Related to Involvement in Bullying

- Exposure to aggressive, violent, delinquent peers
- Having at least one close friend
- Peer support

Examples of **Family Factors** Related to Involvement in Bullying

- Parental warmth and engagement
- Parental conflict
- Parental use of drugs & alcohol
- Domestic violence
- Parents in jail
- Child maltreatment

Examples of **School Factors** Related to Involvement in Bullying

- School climate
 - Students' sense of belonging to the school
 - Degree of respect and fair treatment
- Good adult supervision
- Awareness and responsiveness of staff

Examples of **Community** Factors Related to Involvement in Bullying

- Neighborhood safety
- Connection to adults in neighborhood

Protective Factors for Bullying

Individual and Family Factors

- Secure, caring and self-confident children
- Supportive parenting and the modeling of positive relationships
- Consistent and affectionate parent-child interactions

Peer and School Factors

- Close, positive friendships with peers
- Engaged and responsive teachers and school staff
- Inclusive, nurturing and safe schools

Protective Community Factors

- Cultural norms and beliefs that are pro-social and non-violent
- Positive adult-child connections
- Safe neighborhoods

The Commission for the Prevention of Youth Violence (2000) outlines a coordinated public health approach to preventing youth violence.

Finding #5:

Although Any Child May
be Targeted, Some Are at
Particular Risk of Being Bullied

Children and Youth At Higher Risk for Being Bullied

- Those who:
 - Have learning disabilities
 - Have attention-deficit/hyperactivity disorder (ADHD)
 - Have autism spectrum disorder (ASD)
 - Have special health care needs or chronic diseases
 - Are overweight or underweight
 - Are lesbian, gay, bisexual, or transgender; are questioning their sexual orientation; or do not conform to gender stereotypes
 - Speak another language at home

However, even if a child has these risk factors, it doesn't mean that they will be bullied.

Finding #6:

**Bullying Can Affect the Health,
Mental Health, and Academic
Well-Being of Children
Who are Targeted**

Effects on Bullied Children and Youth

- Being bullied is associated with later:
 - Internalizing problems
 - Depression, anxiety, panic disorder, self-harm, suicidal thoughts and attempts
 - Psychosomatic problems
 - Headaches, stomach pain, sleeping problems, poor appetite
 - Academic problems
 - Externalizing behavior



Biological Mechanisms Associated with Bullying

- Genetics research, neuroimaging studies, and studies of the body's stress response system reveal harmful biological changes associated with bullying
 - Example: Being bullied affects the body's stress response system, which can affect academic outcomes

Biological Mechanisms Associated with Bullying

- Recognizing “invisible scars” that bullying can leave is an important step in promoting well-being of youth



Finding #7:

Children Who Bully Are More Likely Than Others to Be Engaged in Other Antisocial Behavior

Concern for Children Who Bully:

- Children and youth who bully others are more likely than their peers to:
 - Exhibit antisocial or delinquent behaviors (such as fighting, stealing, vandalism)
 - Dislike school and drop out of school
 - Drink alcohol and smoke cigarettes
 - Carry a weapon
 - Think about and attempt suicide
 - Come from homes with intimate partner violence

Concern for Children Who Bully:

- Bullying others is related to:
 - Later criminal and antisocial behavior
 - Later sexual harassment perpetration among middle school students

Finding #8:
Many Children
Do Not Report Bullying
Experiences to Adults

Likelihood of Reporting

- **50-75%** of children and youth do not tell school personnel, but are a bit more likely to tell parents
 - Varies by age and gender: Older youth and boys are most reluctant to report bullying

Likelihood of Reporting

Why are children and youth reluctant to report being bullied?

- Negative messages about “tattling” and “snitching”
- Concern about retaliation
- Gender stereotypes
- Lack of confidence in adults’ actions

Finding #9:

Many Children and Youth Are Concerned About Bullying

Peers' Attitudes and Responses to Bullying

- Most children and youth have negative feelings about bullying and feel sympathy for bullied peers
 - 90% of elementary students said they felt sorry for students who are bullied
 - Sympathy is somewhat greater among younger children and girls
- Sympathy often does not translate into action
- When bystanders try to help a bullied child, they are often effective in stopping it



Chapter 5: Misdirections in Bullying Prevention and Response

Misdirection #1: Zero Tolerance for Bullying

- Also referred to as “student exclusion” policies.
Concerns:
 - They potentially affect a large number of students.
 - Threats of severe punishments may actually discourage children and adults from reporting.
 - Bullying can be an early marker of other problem behaviors. Children who bully need positive, prosocial role models, including adults and students in their school.
- School safety may occasionally demand that a student be removed from a school environment, but these situations should be rare.

Misdirection #2: Conflict Resolution and Peer Mediation

- Are often used to address conflicts among students. Concerns:
 - Bullying is a form of victimization, not conflict.
 - Mediating a bullying incident may send inappropriate messages to the students who are involved.
 - Mediation may further victimize or traumatize a child who has been bullied.

Misdirection #2: Conflict Resolution and Peer Mediation

- A trauma-informed approach should recognize that children who have been bullied may have experienced trauma and need special care to address the trauma and avoid practices that may re-traumatize them.
- In some cases, restorative practices, which focus on restoring relationships and repairing the harm done, may be appropriate, but these typically require considerable time and training by professionals—situations that are not common to most peer mediation programs in schools.



Chapter 6: Best Practices in Bullying Prevention and Response

#1: Focus on the Social Climate

- Bullying prevention requires changes in social climates of schools and organizations.
- Students feel connected to schools where they know, care about, and support one another, and have common goals.
- Changing social norms around bullying requires commitment, time, and effort but can have a positive effect on behavior.
- Increasing adult supervision is also important.

#8: Respond Consistently and Appropriately When Bullying Happens

Do:

- Separate the children involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the children involved, including bystanders.
- Model respectful behavior when you intervene.

#8: Respond Consistently and Appropriately When Bullying Happens

Don't:

- Ignore it. Don't think children can work it out without adult help.
- Immediately try to sort out the facts.
- Force other children to say publicly what they saw.
- Question the children involved in front of other children.
- Talk to the children involved together, only separately.
- Make the children involved apologize or patch up relations on the spot.

#8: Respond Consistently and Appropriately When Bullying Happens

- Follow-up responses are often needed with involved students and parents
 - Provide protection plans and support to children who are bullied
 - Plan intervention strategies for children who bully and supporters of bullying to learn alternative behaviors
- Adopt a trauma-informed approach
 - Recognize that children who have been bullied may have experienced trauma and need special care to address this trauma and avoid practices that may re-traumatize them.

#8: Respond Consistently and Appropriately When Bullying Happens

- Consider referrals to mental health professionals within or outside of school settings, when needed
- Find guidance on supporting bullied youth and addressing bullying behavior at www.StopBullying.gov

#9: Spend Time Talking with Children and Youth About Bullying

- Talk about bullying and how to prevent it.
- Hold class meetings for students and staff.
- Incorporate lessons about bullying, positive behaviors, and social-emotional into your school's curriculum.