Bullying: What Are We Missing and What Do We Do about It?
Is it BULLYING?

When someone says or does something unintentionally hurtful and they do it once, that's RUDE.

When someone says or does something intentionally hurtful and they do it once, that's MEAN.

When someone says or does something intentionally hurtful and they keep doing it—even when you tell them to stop or show them that you're upset—that's BULLYING.
STORIES OF BULLIES

FEED ME ATTENTION - Gabriella and Caroline... When Drama Turns Mean
In a constant power struggle over friendships; spreading rumors to leave out the other, coordinating play to gain control.

FEED ME POWER – Peter and John... When Popular Becomes Powerful
Being mean by singling out faults; making fun of mistakes; put downs; excluding from activities “you’re not invited to...”; embarrassing publicly.

FEED ME MATERIAL THINGS – Sammy and Fred... “Things” for Fake Friendship
A new football; pressure to “borrow” it then leaves out Fred while using his ball; then “accidentally” takes the ball home; demands more things.

PHYSICAL BULLYING – When Power and Attention Become Dangerous
Pushing in line; ramping up rough “play” with the intention to hurt; tripping; fighting.
What happens next?
**LET’S EXAMINE THESE RESPONSES**

“Stand up for yourself”; “Stand your ground”; “Go on the offensive by putting the bully down first”

“If you don’t stop, I will tell!”

“Walk away”; “Play with someone else”

“Tell them to STOP”; “I don’t like that”; “Leave me alone”

“Strength in numbers”
“Bystanders will stand up for you” OR “Be nice to the bully”
Adults who see bullying take the following steps to stop the bullying and prevent it in the future

• Step 1: Stop the bullying.
• Step 2: Support the student who has been bullied.
• Step 3: To the student(s) who bullied: Name the bullying behavior and refer to the four anti-bullying rules.
• Step 4: Empower the bystanders with appreciation if they were supportive of the student who was bullied.
• Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.
• Step 6: Take steps to make sure the student who was bullied will be protected from future bullying.

Four Anti-Bullying Rules

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.
EMPOWER THE RECEIVER TO USE THEIR BODY LANGUAGE

APPEAR BORED OR SLEEPY

HEAD: Chin up
EYES: Look at the forehead
MOUTH: Tongue against the roof of the mouth; yawn
BREATHING: Slow and steady
SHOULDERS: Down and relaxed
ARMS: In line with shoulders
HANDS AND FINGERS: Fingers together in a slight curl
LEGS AND FEET: Walk half your normal pace, shuffling your feet.

VOICE: SILENCE - DO NOT TALK TO THE BULLY
Gaze at a fixed point straight ahead or a little above the bully's head. Turn so the receiver is at an angle to the bully.

If walking toward the bully, keep walking past him then turn back toward him.

Lower the shoulders and let the arms hang loosely.

To keep the jaw from trembling, push the tongue against the back of the teeth.

To stop shaky hands, bring the fingers together, slightly cup them and press the thumb to the side of the pointer finger.

If seated, lean back and stretch out the legs to appear bored.
The Bystander Effect

A phenomenon in which bystanders do not help a victim when other people are present. The more people are present, the less likely anyone is to offer assistance.

Bystander Intervention and Student Accounts

- Bullies discount witnesses with a different story
- Parents tend to defend
- Bystanders are afraid
- Retaliation is even harder to see (STEALTH EFFECT)
SECRET SUPPORT
QUESTIONS?

RESOURCES AND REFERENCES

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http://www.puresight.com/

https://free-keylogger.en.softonic.com/

Jim Bisenius  - Bullyproofingyouth.com