

# Implementing an Anti-Bullying Program

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# Goals for Tonight

- Provide Anti-Bullying curricula options for implementation at Harris YMCA
- Describe best practices for creating anti-bullying programs



# What Program Should We Use?

- Olweus Bullying Prevention Program: most comprehensive, expensive
  - ◆ School level
  - ◆ Classroom level
  - ◆ Individual level
- Steps to Respect—What CMS uses
  - ◆ Teaches friendship skills
  - ◆ Teaches elementary students to “recognize, refuse, and report bullying”
- Let’s Get Real – video about effects of bullying with attendant curriculum
  - ◆ Examines issues that leads to taunting and bullying
  - ◆ For middle school kids
- Take A Stand, Lend A Hand. Stop Bullying Now! Campaign
  - ◆ U.S. Department of Health and Human Services
  - ◆ Great overview of anti-bullying programs
  - ◆ Tweens (9 to 13)
  - ◆ Lots of free materials

# Existing Programs, differences and themes

- Some programs are purely curricular, others provide non-curricular tips and strategies for teachers to address and prevent bullying in their classrooms. Others are comprehensive.
- Themes
  - ◆ Focus on prevention of bullying and intervening when bullying occurs
  - ◆ Effective programs change norms and climate of the school—so that all students are included and treated with respect
- Themes, cont'd
  - ◆ School must include all community members
  - ◆ Adults must take the lead in efforts to change the climate of the school, but students also play a critical role as bystanders
  - ◆ Requires a LONG term commitment

# It's Not About the Program

- Effective bullying prevention and intervention really are about changing social relationships so that they are healthy. What program you use is secondary.
- People create healthy social relationships.
- Adults need to teach kids how to be respectful, kind and helpful toward one another.
- Modeling healthy relationships is free.

# What is bullying? (Quick Review)

- Repeated (happens over and over)
- Intentional (causes fear, harm, and distress to individual)
- Power-based (bullied individual cannot defend self)

# How Common is bullying?

- 35% of kids are directly involved with bullying incidents
- Bullying peaks in the eleven- to twelve-year-old age group
- 23% of students bullied and 71% of teachers reported that teachers intervened often or almost always.
- Source: *The Bully, The Bullied, and the Bystander*

# Best Practices for Bullying Prevention Programs

- Assess problem
  - ◆ Nature of bullying
  - ◆ Extent of bullying
  - ◆ Attitudes towards bullying
- Form a group to coordinate bullying prevention activities
  - ◆ Works best if it includes some members from each group (staff, administrators, board, parents)
  - ◆ Meet regularly
  - ◆ Choose program
  - ◆ Monitor progress
- Garner parent/staff support
  - ◆ 80/20 rule
- Change social environment
  - ◆ Change the norms regarding bullying
- Train staff
  - ◆ Raise awareness of problem
  - ◆ Interventions
- Establish/enforce consistent rules and policies against bullying
  - ◆ Keep it simple
  - ◆ Kids are expected not to bully others
  - ◆ Kids are expected to help those who are bullied

# Best Practices for Bullying Prevention Programs, cont'd

- Increase adult supervision in hot spots
- Intervene consistently and appropriately in bullying situations
  - ◆ Observed or suspected bullying needs to be addressed
  - ◆ Staff members should be designated to hold sensitive follow-up meetings with children who are bullied
  - ◆ Parents should be involved,.
- Focus some program time on bullying prevention
  - ◆ 20-30 minutes every other week will go a long way
  - ◆ Provide tools for students to address bullying problems
- Continue efforts over time
  - ◆ There should be no end date to bullying prevention program
- Increase students' understanding about bullying
  - ◆ Defining bullying
  - ◆ Understanding how bullying is different from other types of aggression

Adapted from  
<http://www.stopbullyingnow.hrsa.gov/adults/best-practices.apx>

# Developing and Implementing an Effective Anti-Bullying Policy

- Well-written anti-bullying policies are very important
  - ◆ Expectations for appropriate behavior
  - ◆ Consequences for bullying behavior
  - ◆ Clearly outline reporting of incidents
- Zero-tolerance policies aren't effective for reducing bullying behavior
  - ◆ They find fault
  - ◆ They are efficient

BUT...

  - ◆ They don't break the cycle of violence
- they don't fix social relationship problems

# How to Assess the Problem?

The Peer Relations  
Questionnaire (PRQ)  
For Children  
(Shortened 12-item  
scale)

Hand-Out from *The Bully  
Free Classroom*

Maps of Hot Spots

Additional samples available at  
[http://www.teachsafeschools.org/bully\\_menu3.html#3](http://www.teachsafeschools.org/bully_menu3.html#3)

In general,

- Anonymous
- Identify locations where bullying takes place (hot spots)
- Identify types of bullying kids experience (race-based, size, intelligence, clothes, etc).

Disseminate results of survey to staff/anti-bullying committee

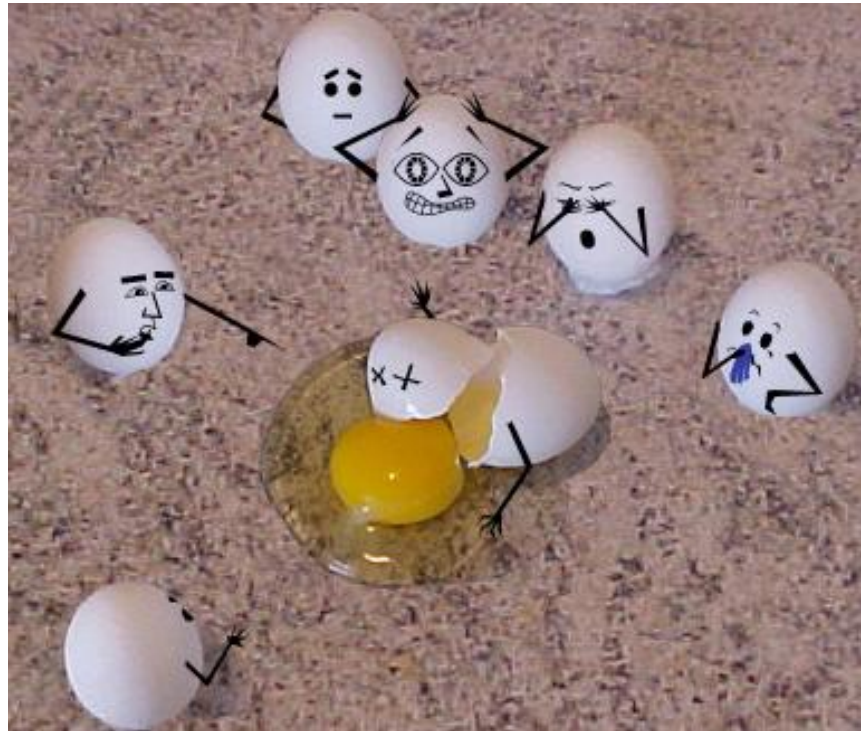
# Factors that contribute to bullying

- Peer group factors
  - ◆ Is bullying accepted?
  - ◆ Is bullying done by a group of students?
  - ◆ Is bullying done by athletes/popular kids?
- Social factors
  - ◆ Do adults bully others?
  - ◆ Do adults intervene in bullying?
  - ◆ Are students who bully punished?
  - ◆ Is the overall environment negative

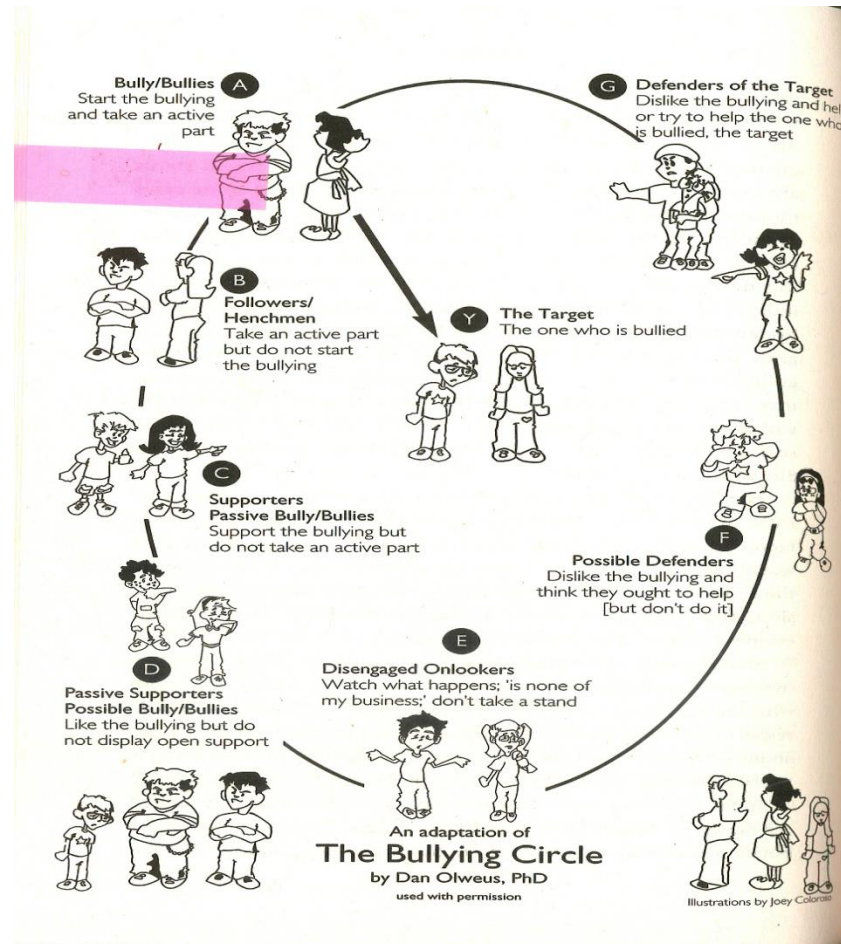
# Bullying as a Social Problem

- Social skills deficit model may fit some bullies, but this model doesn't fit all bullies. Many are socially skilled
- Many bullies don't lack empathy. They just don't value prosocial behavior.
- Many of us see aggression and bullying as maladaptive, but it helps kids fulfill needs!
  - ◆ Improves social status of kids
  - ◆ Some bullies are leaders in the peer group
- Prevention programs need to change the positive attitudes towards bullying along with the empathy and perspective-taking training.
- Barriers to students' willingness to intervene that is reinforced by adolescent peer groups must also be addressed

# The Bullying Circle



# The Bullying Circle



# The Bystander

1995 study demonstrated that

Peers were involved in some capacity in 85% of bullying episodes

Peers reinforced the bullying in 81% of the episodes

Peers were more respectful and friendly towards the bullies than the targets

Peers were active participants in 48% of the episodes

Peers intervened in 13% of the episodes at which they were present

# Peer Influences

- Peers are integral in supporting and maintaining bullying victimization and perpetration.
- Kids learn to bully each other from their peers.
- Kids can learn prosocial behavior from peers as well.
- “Birds of a feather flock together.” Bullies hang out with each other.
- Most bullying occurs in groups.
  - ◆ Active and passive participation by multiple individuals.
    - ★ Chase victim
    - ★ Encourage bully
    - ★ Start teasing victim
    - ★ Attempt to stop bully
    - ★ Find help for victim
    - ★ Reach out to victim after bullying episode

# Interventions

- Peer group factors
  - ◆ Teach about negative consequences of bullying
  - ◆ Actively intervene in the peer group and break apart negative groups
  - ◆ Identify and reward positive leaders
  - ◆ Create conditions where bullying is not rewarded
- Environmental factors
  - ◆ Treat all adults and youth with respect.
  - ◆ Adults intervene consistently when they see bullying
  - ◆ Students who bully others are helped and taught how to change their behaviors
  - ◆ Climate is positive

# How to Intervene when you witness bullying (for adults)

- Immediately stop the bullying
- Refer to the bullying behavior and to the relevant rules against bullying
- Support the bullied child in a way that allows him or her to regain self-control, to “save face,” and to feel supported and safe from retaliation.
- Include bystanders in the conversation and give them guidance about how they might appropriately intervene or get help next time.
- If appropriate, impose immediate consequences for students who bully others
- Do not require the students to meet and “work things out.”

Adopted from  
[http://www.stopbullyingnow.hrsa.gov/HHS\\_PSA/pdfs/SBN\\_Tip\\_4.pdf](http://www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_4.pdf)

# What Stops a Bystander from Intervening?

- The bystander is afraid of getting hurt
- The bystander is afraid of becoming a new target of the bully
- The bystander is afraid of doing something to make the situation worse
- The bystander doesn't know what to do

# How to Intervene (for kids)

- Report the bullying to an adult.
  - ◆ Tattling versus telling
    - ★ Getting another kid in trouble
    - ★ Keeping another person out of trouble/harm
    - ★ If it's both, an adult needs to know
- Support someone who is being bullied.
- Stand up to the person doing the bullying.

# Resources

**Book: The Bully, the Bullied, and the Bystander**  
**Bullying Prevention & Intervention**  
**The Bully Free Classroom**

**Presentation and Handouts Available at:**  
**[www.southeastpsych.com](http://www.southeastpsych.com)**

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