



Turning Bullying Prevention Research into Action

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Center for Safe Schools



- The mission of the Center for Safe Schools is to provide schools with resources, training and technical assistance to create and maintain safe, productive learning environments.

Participants will:



- Examine strategies to empower bystanders who witness bullying
- Explore techniques to cultivate empathy in youth who engage in bullying behavior
- Discuss ways to support parents
- Identify techniques and lesson plans that can be used in your OST program

Activity



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Feeling a little left out?



What did you notice during this activity?

** Activities That Teach. 1993. Tom Jackson.*

Bullying



Unwanted aggressive behavior(s)
Observed or perceived power imbalance
Repeated or likely to be repeated
Inflict harm or distress

Source: Bullying Surveillance Among Youths, Uniform Definitions For Public Health and Recommended Data Elements Center for Disease Control and Prevention



bullying = peer abuse

Three components of bullying



Direct bullying



- Hitting, kicking, shoving, spitting
- Taunting, teasing, degrading racial or sexual comments
- Threatening, obscene gesture

Indirect bullying



- Collusion
- Spreading rumors
- Deliberate exclusion from a group or activity

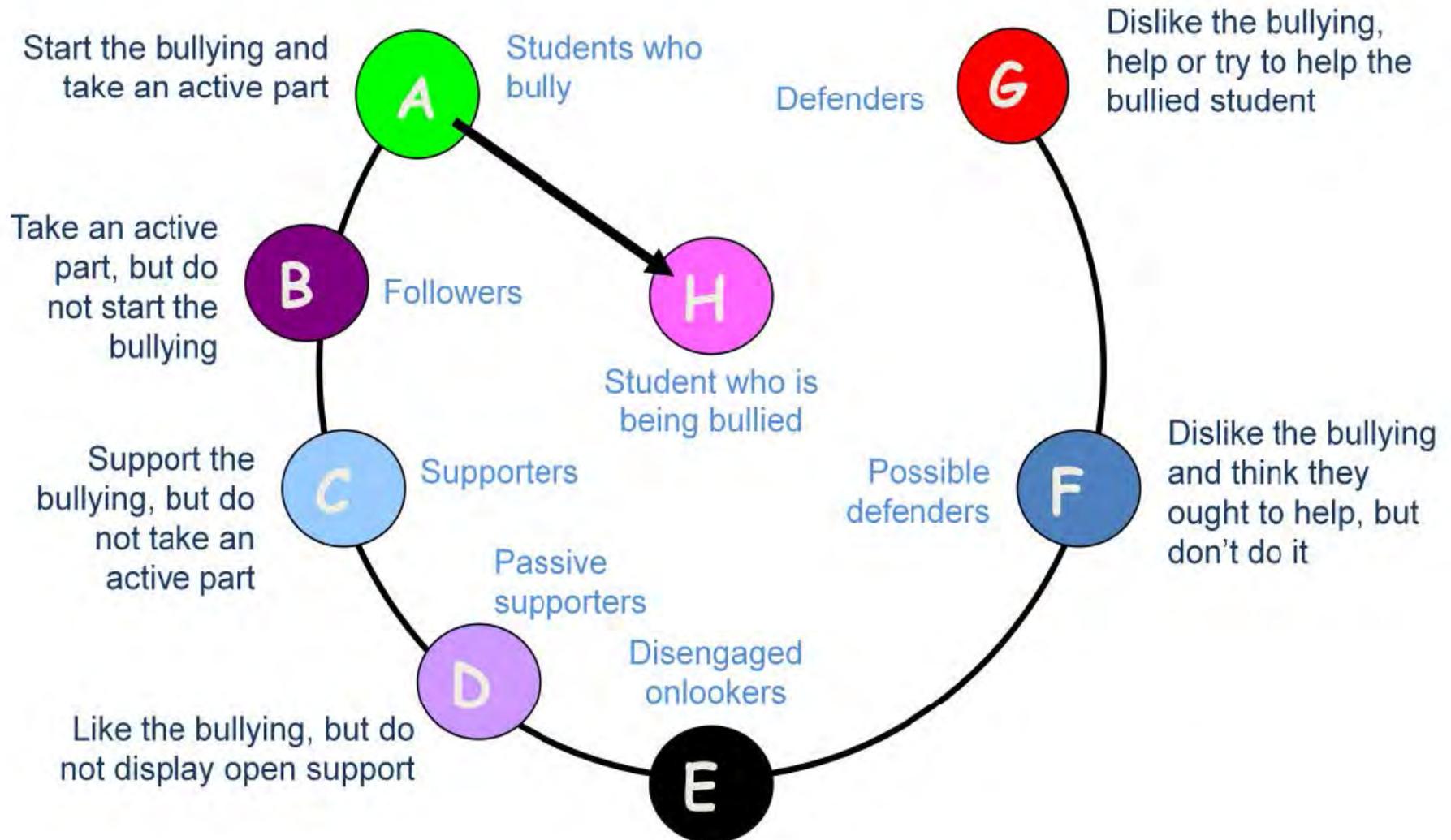
Cyberbullying



Willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices.



What roles do children play in bullying situations?



21 Game



- Pick a card, do not look at it.
- Place the card on your forehead so others can see it.
- Walk around the room and select people based on their card in an attempt to form a group whose cards (including yours) equal exactly 21 without going over.
- You may not talk during this activity! You can not be told what your card is.

Cycle of Bullying Scenarios



- Story discussion
- Role-play
- Current events

Discussion Questions for Stories



- Who is doing the bullying behavior? What kinds of bullying behaviors do you see in the book?
- Who is being affected by the bullying behavior?
- What does the person being affected by the bullying behavior do to try to stop the bullying? Does it work?
- What do the bystanders (people watching) to the bullying behavior do in the story?
- What could the bystanders, people watching the bullying behavior, do to stop the bullying?

What adult responses do children find most helpful?



- Listen to me
- Give advice, talk to me
- Check in with me
- Increase supervision
- Meet with students involved separately

Adults Are Important



Research indicates that when a child feels a bond with a non-parent caretaker and has a supportive adult network, they are more likely to be:

- More resilient
- Engage in school or activities
- Feel that they matter
- Feel safe

What adults can do if a child is bullied



- React calmly
- Talk with the child
- Know the policies that affect the child
- Communicate
- Document
- Instruct child to report, speak up, be safe, be calm, and don't take it personally

What adults can do if a child is bullying



- Set clear rules
- Talk with the child
- Understand the policies that affect the child
- Encourage positive peer involvement
- Model positive behavior

Social Emotional Learning



SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to:

- recognize and manage their emotions
- demonstrate caring and concern for others
- establish positive relationships
- make responsible decisions
- handle challenging situations constructively

www.casel.org

Self-Awareness and Self-Management



Teach students to recognize and manage their emotions in order to be prepared to respond effectively to peer aggression.

Adapted from: <http://casel.org/publications/sel-and-bullying-prevention/>

Social Awareness



- Tolerance and appreciation of differences
- Ability to interact empathically with peers

Adapted from: <http://casel.org/publications/sel-and-bullying-prevention/>



Relationship Skills



- Ability to initiate friendships and other relationships
- Ability to demonstrate social support

Adapted from: <http://casel.org/publications/sel-and-bullying-prevention/>

Responsible Decision-Making



Ability to think through and solve social problems effectively and ethically

Adapted from: <http://casel.org/publications/sel-and-bullying-prevention/>

SEL Programs



- Lions Quest
- PATHS (Promoting Alternative Thinking Strategies)
- Steps to Respect
- I Can Problem Solve



Resources for Youth Who Bully



- Fast Track- social skills groups, tutoring in reading, home visits, classroom instruction (Elementary and MS)
- Brainpower- Social cues, nonaggressive responses (targets males 3-6th grade)
- Coping Power Program- cognitive behavioral group and individual, parent training, home visits (Elementary and MS)

Bystander Continuum



- Refuse to support bullying behavior
- Choose not to repeat gossip
- Support the target in private
- Alert an adult
- Talk to the bully privately
- Support the target in front of the bully
- Confront the bully directly

Activity



Bucket Filling - Empathy, Empowering Bystanders



- Bucket brainstorming
- Student created bucket lists
- Bucket filling pledges

Sample Activities



- Getting people into groups –
apples and oranges
- Fill a bucket
- Full value contracts

OST is Important



- Bullying happens wherever children are
- Consistent prevention and intervention
- Afterschool and out-of-school time programs can assist children in developing important life skills

Empathy and Resilience



- Mentoring activities
- Community involvement activities
- Resiliency/ strength-based approaches

Bullying Statistics Away from School



- 9% of males and 5% of females reported being bullied away from school “sometimes” or “weekly”
- 70% of males and 30-40% of females involved in bullying outside of school weekly reported carrying a weapon

Fulfilling Youth Needs



- Provide a safe environment
- Assist youth in developing positive relationships with peers and adults
- Provide creative and expressive outlets
- Foster positive youth development and engage them in building a climate of support

Strategies for Bullying Prevention in OST Programs



- Create/adopt bullying prevention policies
- Train, converse and intervene
- Assess the nature, prevalence and location of bullying issues
- Implement procedures and supports for students involved in bullying

Strategies for Bullying Prevention in OST Programs



- Implement quality programs and practices
- Engage youth in social justice and peacemaking skills
- Encourage parent involvement
- Monitor bullying prevention
- Practice being a positive and supportive role model

Teambuilding and Leadership Activity



Cautions in Bullying Prevention



- Avoid “quick fix” and/or “one size fits all” approaches and strategies that place the blame on the victim
- Limit “talk it out” strategies
- Recognize the limitations of “zero tolerance”
- Be suspect of any program or expert that suggests that “bullying” is a toxic or useless term

Review of Bullying Prevention in OST Programs



- Learn about bullying
- Establish clear rules about bullying
- Closely supervise youth
- Provide support to parents
- Encourage youth to speak out
- Engage youth in activities

Resources

www.StopBullying.gov

Afterschool Alliance/Bullying Prevention

www.afterschoolalliance.org

Pennsylvania Bullying Prevention Toolkit

www.SafeSchools.info/BP_ParentGuide.pdf

CASEL

www.casel.org/wp-content/uploads/SEL-and-Bullying-Prevention-2009.pdf



Resources



- McCloud, C. (2006). *Have you filled a bucket today? A guide to daily happiness for kids.* Northville, MI: Ferne Press.
- Jackson, T. (2000). *Still more activities that teach.* Boulder, CO: Red Rock Publishing.
- Rohnke, K., Butler, S. (1995). *Quicksilver adventure games, initiative problems, trust activities and a guide to effective leadership.* Dubuque, IA: Kendall/Hunt Publishing Company
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Thank you

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