Bullying Solutions: How to Intervene and Support the Student Being Bullied/Bullying

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Introduce new publication-
Bullying Solutions and a CASE STUDY

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On-the-Spot Intervention

a. When do you intervene/not intervene?
b. What are your first lines?
c. Whom do you address first: perpetrator or target? Why?
d. Do you address everyone in a group setting or individually?
e. Describe the appropriate tone of voice.
g. How long should the intervention last?
h. What determines if you need to see individuals later?
i. Others: Do you follow-up and bring together the p/t?

For Children Who Experience Bullying!

RTI Model

For the majority (70-80%) the problems are minor and transitory. With minor intervention and support, these children’s problems will improve. For some (10-15%), experiences of bullying may be more concerning and enduring. These children may require support and intervention to get them back on the right track. For a small proportion of children (5-10%), the problems of bullying are very serious and require prolonged and comprehensive intervention to support their adaptive development and to move them onto a positive pathway.

Pepler & Craig

University of Michigan!

Researchers found that bullying peaks between the ages of 6 and 9.
Name calling, exclusion, rumors/gossip/lies
Risk Reduction and Staff Responsibility

Schools must keep in mind that failure to prevent bullying or to stop it when it occurs creates potential liability. The goal is to reduce, not to eliminate risk.

Many major lawsuits have resulted when parents felt their children were not being adequately protected from bullying.

School Safety Institute

Alex on the Bus- 1

A rapidly growing body of research over the past 15 years has shown that both students who bully and are bullied are at risk for short and long-term adjustment difficulties such as:

a. academic problems;
b. psychological difficulties; and
c. social relationship problems.

(Susan M. Swearer, et al, 2010)

When adults in the school system ignore bullying or feel that bullying is just “kids being kids,” then higher levels of bullying will exist.

(Holt, Keyes, & Koenig, 2011)

Alex on the Bus- Scenes 1 & 2

Alex on the Bus- 2
Activity: Families Play a Critical Role in Bullying Prevention - How?

Parents need training on
a. how to talk with their children about bullying;
b. how to communicate their concerns about bullying to the school; and
c. how to get actively involved in school-based bullying prevention efforts.

Restorative Practices
Nancy Willard, M.S., J.D.

- Increases accountability
- Fosters reintegration
- Reduces the potential for shame displacement

Punishment Based Approaches Ask These Questions:
- Who did it?
- What rule was broken?
- How should offenders be punished?

Parents and the School

Restorative Practices
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Restorative Practices Ask These Questions:
- What is the harm to all parties involved and to the community?
- What needs to be done to repair the harm?
- Who is responsible for this repair?
- What needs to occur to prevent similar harm in the future?

Activity
Parent Perspective!

1. What you would want from your school if this were your child?
2. What kind of things would be helpful for you to hear?
3. What kinds of things would NOT be helpful for you to hear?

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Questions that could be asked:
- What happened?
- What were you trying to accomplish?
- At the time why did you think this was okay? Listen for and challenge moral thinking.
- Was anyone else supporting you in your thinking this was okay? If so, who and how?
- What challenges are you facing that contributed to what you did or your thinking this was okay?
Two Social Worlds of Bullying

- Tom Farmer and his colleagues report on the “two social worlds” of bullying (Farmer, Petrin, Robertson, Fraser, Hall, Day, & Dadisman, 2010).
- These social worlds are marginalization on the one hand, and connection on the other.
- Socially marginalized students who bully “may be fighting against a social system that keeps them on the periphery” while socially integrated students who bully “may use aggression to control” others (p. 386, Farmer, et al).

Two Social Worlds of Bullying

Marginalized students who bully:

a. continuously come into conflict with others;
b. runs against the world;
c. tends to be unpopular;
d. has developmental functioning deficits;
e. are often shunted into peer groups with other students who bully, and sometimes even with the children they harass;
f. identified as being at-risk (a term Olweus in 1993 called a bully-victims).

Two Social Worlds of Bullying

Socially Connected students who bully:

a. incorporate pro-social strategies into their behavioral repertoire (i.e. reconciling with their targets after conflict, or becoming less aggressive once a clear dominance relationship has been established) Pellegrini et al., 2010
b. are under recognized as seriously aggressive, and popularized in the media (e.g. Mean Girls).

Two Social Worlds of Bullying

Classroom and School Climate

Victimization and scapegoating were highest in groups with an autocratic atmosphere, with a dominant group leader and a strongly hierarchical structure. Victimization was lowest in groups with a democratic atmosphere, where relationships with group leaders were more egalitarian and cohesive.

(Kurt Lewin)
The Bully Movie: GLBTQ
Focus on Enumerated Laws

Class Meeting: You’re So Gay!

The Bully Movie: GLBTQ

Class Meeting: You’re So Gay!

Discussion for Groups
Challenges/Barriers

1. What is the difference between a victim & target?
2. How does bullying behavior relate to an aggressor or perpetrator?
3. Is a bystander a witness?
4. Are all types of exclusion harmful?
5. Are there gateway behaviors to bullying?
6. Is it bullying if the target does not acknowledge it?
7. How do you address schools that use zero tolerance when zero tolerance has proven not to work?
8. Does punishment typically decrease bully/victim behavior?
9. Are we creating wimps for asking children not to bully back?
10. What is the difference among bullying, horseplay and fighting?
11. Can bullying be solved by mediation, conflict resolution or anger management.

Thank You!

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