

The Bully, the Bullied & the Bystander

70% - 85% of students in a school are neither bullies nor victims-They are bystanders and make up the silent majority!

THE WORD **BULLY**
COMES FROM THE
SCANDINAVIAN WORD,
Mobbing.

"Respect & Protect"
defines violence as any
word, look, act or sign
that hurts a person's
body, feelings or things.



Donna Clark Love

Bullying Quiz

1. **True/False** The school has no jurisdiction when bullies are engaging in digital bullying behaviors on home computers.
2. **True/False** Bully/victim situations can be resolved easier if the victim's parents will confront the parents of the bully.
3. **True/False** Parents should know their children's passwords and/or screen names for social networking sites.
4. **True/False** Girls bully just as much as boys; they just do it differently.
5. **True/False** Most victims of bullying report being bullied by large numbers of their peers.
6. **True/False** The vast majority of students who are bullied tell a parent, teacher or other member of the school staff.
7. **True/False** A chat room is considered to be the most dangerous area for students to visit on the Internet.
8. **True/False** Most students who observe bullying don't think that they should get involved.
9. **True/False** Girl bullies play mind games, such as ostracizing, ignoring, or manipulating through peer pressure.
10. **True/False** "Once a bully, always a bully."
11. **True/False** Students who bully have significantly lower self-esteem than their peers who don't bully.
12. **True/False** Most victims of bullying are targeted because of outward or physical characteristics such as obesity, having red hair, dressing differently than peers, etc.
13. **True/False** Bullies pick on others at random.
14. **True/False** If a student is being bullied, parents should encourage children to log the bullying behavior (where, when, how, & who's doing it).

Adapted from Dan Olweus' research

Bullying Defined

Bullying has been defined as victimization, peer abuse or children abusing children. A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students.

Negative action:	When someone intentionally inflicts, or attempts to inflict injury or discomfort upon another. (Aggressive behavior)
Achieved by:	Physical means Words Gestures Intentional exclusion from the group
Implied:	An imbalance in strength, size, age or power between bully and victim. The student being victimized has difficulty defending him/herself.
A distinction:	<u>Direct Bullying</u> –relatively open attacks on the victim <u>Indirect Bullying</u> – social isolation, exclusion from the group

Adapted from Dan Olweus, PhD, *"Bullying At School: What We Know and What We Can Do"*, Blackwell Publishers.

SIGNS TO IDENTIFY STUDENTS WHO ARE BEING BULLIED

Students who are bullied are frequently "teased in a nasty way, called names (may also have a derogatory nickname), taunted, belittled, ridiculed, intimidated, degraded, threatened, given orders, dominated, [or] subdued (Olweus).

A student who regularly has bruises, torn clothing, or injuries that can't be easily explained, or who often has his or her belongings taken or damaged, may be being bullied (Olweus).

Students who are bullied often have few or no close friends at school (NRCSS), and are frequently socially isolated (Banks). Further, they may frequently be chosen last for team or other group activities (Olweus).

A student who is being bullied is often less assertive, or lacks the skills necessary to respond to other students' teasing and harassment (NRCSS); he or she may also appear weak or easily dominated (Banks, Kreidler, NRCSS).

Students who are bullied repeatedly may also "try to stay close to the teacher or other adults during breaks," avoid restrooms and other isolated areas, and/or make excuses to stay home from school as much as possible (Olweus).

In general, children who are bullied tend to have lower self-esteem and self-confidence (Kreidler).

Shy away from confrontation and conflict – traits that other students may pick up on (Kreidler, Olweus).

They may often "appear distressed, unhappy, depressed, [and] tearful," and their performance and interest in school may begin to deteriorate, as well (Olweus).

Parental Attitudes

Non-acceptance of Fear

Jack: "I'm afraid to go to school. I don't want to get beat up again."

Mom: "Just ignore them and they won't bother you again. You don't have to be afraid."

Acceptance of Fear:

Jack: "I'm afraid to go to school. I don't want to get beat up again."

Mom: "I can understand why are afraid. No one wants to get beat up. Would you like for both of us to go to school and talk to your teacher?"

Non-acceptance of Anger:

Tony: "I'm gonna get Joey. He keeps calling me names."

Dad: "If you don't have something nice to say, then don't say anything at all."

Acceptance of Anger:

Tony: "I'm gonna get Joey. He keeps calling me names."

Dad: "Tony, I understand that you don't like Joey calling you names. No one would be okay with that. But let's talk about some ways that you can handle your anger at Joey."

Non-acceptance at Sadness:

Jamie: "Nobody at school likes me."

Mom: "Jamie, you always exaggerate. It's not that bad."

Acceptance of Sadness:

Julie: "Nobody at school likes me."

Mom: "You sound sad. It must feel bad to think that no one likes you at school. Would you like to talk about it?"

Non-acceptance of Abandonment:

Maria: "Everyone but me was asked to go to Julia's party. I don't understand; I have been friends with Julia for ten years."

Mom: "Maria, I'm sure you're not the only one that wasn't invited to Julia's party. Don't worry about it."

Acceptance of Abandonment:

Maria: "Everyone but me was asked to go to Julia's party. I don't understand; I have been friends with Julia for ten years."

Mom: "Maria, no one likes to feel left out. I'm sure you feel disappointed and hurt. Sometimes friends hurt each other."

**Points for Parents
"If your child is being bullied"**

- If your child gives you indication that he/she is being bullied, believe your child and record the information. Remember to write down where and when it's happening, who's involved, and the type of bullying that is taking place.

- Take the initiative and talk with your child. Ask for specifics and write them down. If your child does not volunteer information easily ask open-ended questions like "Tell me about your day!"
- Contact the school immediately. Share your written log of the bullying incidence with the teacher and/or administration. Ask the teacher to discuss a plan to stop the bullying behavior in addition to a safety plan, if there is retaliation by the bully.
- Spend time with your child and encourage him/her to express his/her feelings regarding school. Praise your child for his/her accomplishments and, at the same time, give him/her responsibilities at home.
- Role-play scenarios to develop resistance skills at home. Concentrate on non-verbal cues such as stance, voice inflections, eye contact, etc. Have your child problem-solve and discuss how humor, ignoring the bully, reacting differently, walking away, avoiding a situation, and reporting the incident might work or not work. Ask the school to offer your child a support group that builds life skills.
- Investigate if your child is more of a passive or provocative victim. Does your child provoke others when he/she is being bullied? Ask the teacher for his/her insights and suggestions. What behaviors could your child change that could lessen the odds that your child will be bullied?
- Check periodically about the progress of the plan within the school. Get involved with the parent-teacher association, school climate committee and/or volunteer in your child's classroom.
- Be an appropriate role-model and demonstrate fair, consistent, age-appropriate and respectful discipline.
- When attempting to stop the bullying, please do not do the following:
 - ✓ Confront the bully and/or parents.
 - ✓ Ask your child to stand up to the bully by using physical force.
 - ✓ Blame your child for being bullied.
 - ✓ Keep the bullying a secret.

Types of Lures

<p align="center"><i>Affection Lure</i></p> <p>Understand the difference of real love versus fake love. Have the right to say NO!</p>	<p align="center"><i>Assistance Lure</i></p> <p>Adults ask other adults for help. Children ask parents before helping other adults. Take 3 steps back from a car and run the other way.</p>	<p align="center"><i>Authority Lure</i></p> <p>Use caution if falsely accused of a crime. Legal right to request a uniformed police officer in a marked car.</p>
<p align="center"><i>Pornography Lure</i></p> <p>Never remove clothing for photos or videotaping. Adults should never show a child pornographic materials.</p>	<p align="center"><i>Bribery Lure</i></p> <p>Gifts do not come with strings attached. Nothing should be expected in return with secrets.</p>	<p align="center"><i>Ego/Fame Lure</i></p> <p>Talent agents must first talk to parents. Parents can only sign contracts.</p>
<p align="center"><i>Emergency Lure</i></p> <p>Create a "Family Plan of Action." Verify emergencies by calling or running home.</p>	<p align="center"><i>Fun & Games Lure</i></p> <p>No games should use rope, handcuffs, or duct tape.</p>	<p align="center"><i>Hero Lure</i></p> <p>Even if someone looks famous don't go with them. Don't go with someone to meet a famous person.</p>
<p align="center"><i>Job Lure</i></p> <p>Parents accompany all children on job interviews. Parents know everything about a child's job (employer, hours, and pay). Children never go to a customer's house. Children ask parents before accepting and job or chore.</p>	<p align="center"><i>Name Recognition Lure</i></p> <p>Children don't go with someone just because they know the child's name. Place child's name where not visible to a stranger (including backpacks). Be careful of names on cars, especially with teenage drivers.</p>	<p align="center"><i>Online Computer Lure</i></p> <p>People online are not who they claim. Children never give out personal information while online. Never meet an online acquaintance. Pornography should be reported to an adult, your provider, or www.cybertipline.com.</p>
<p align="center"><i>Threats & Weapons Lure</i></p> <p>Verbal threat is a felony and must be reported. Weapons intimidate. Children should make commotion and try to get away.</p>	<p align="center"><i>Hate & Violence Lure</i></p> <p>Children should accept people's differences. Bullying, sexual harassment, weapons & threats are wrong & reportable. There are consequences to our words & actions</p>	<p align="center"><i>Playmate Lure</i></p> <p>Playmates/Friends should never entice others to make body contact or view pornographic materials.</p>
<p align="center"><i>Drug Lure</i></p> <p>Drugs damage children, are potentially dangerous, and addictive.</p>	<p align="center"><i>Pet Lure</i></p> <p>Never go with someone to help find a lost pet or see a pet.</p>	

www.childluresprevention.com

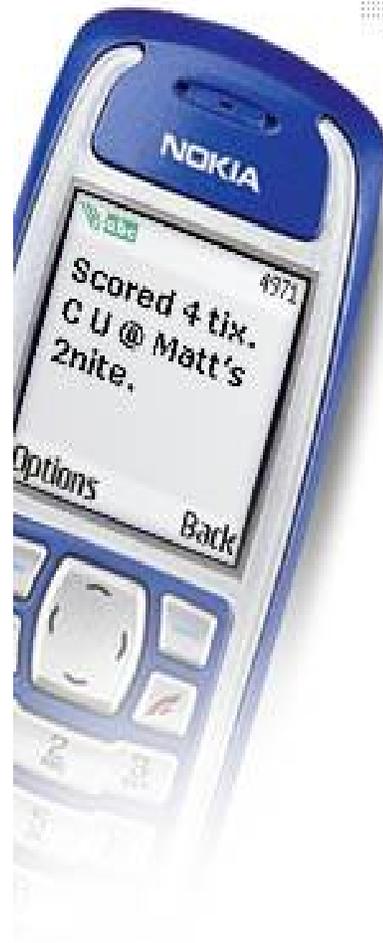
Cyber-Community Lingo

- ☞ **Blog** – a combination of words “web” and “log”, blog refers to a web page that is a publicly accessible personal journal. Sometimes a blog contains commentaries, descriptions of events & links to other blogs. The easiest way to start blogging is to create an account by going to <https://www.blogger.com/start>.
- ☞ **Blogring**– connects a circle of blogs with a common focus or theme. A link to a blogring will be displayed on a social networking site, in a blogring module. To create a blogring go to the blogrings front-page: <http://www.xanga.com/groups>.
- ☞ **Chat room/Forum** – a virtual room for internet users with shared interests to converse. Chat rooms exist on every possible subject and users enter the “room” with an assumed screen name.
- ☞ **Bulletin boards** – public message boards on the internet where messages or comments can be posted for others to read and reply to.
- ☞ **Netiquette** – internet conduct manners.
- ☞ **Emoticons** – textual portrayal of mood or facial expression. (Eg. *Laughing or smiling :) frowning or upset :(shocked :O confused or embarrassed :?)*)
- ☞ **Twitter**–It is considered the mini-blog site because you cannot use more than 140 characters. To twitter go to <http://twitter.com/>.
- ☞ **Leet Speak** – an alphabet used by adolescents to disguise words when texting or posting online that uses substitutions of other characters or letters to represent a letter or letters in a word. (Examples: newbie-n00b, Austin-Au5t1N, later-L8R)
- ☞ **Sexting** – sending nude or semi-nude pictures via cell phone that can put teens at risk for prosecution.

Text Messaging & Instant Messaging Abbreviations:

Commonly Used by Our Kids

LOL	IHU	RUMORF
BFF	URH	MoS
DIKU	SM	MYOB
BRB	URF	BWL
F2F	PG11	TDTM
PM	G2B	PAL
CTN	S↑	IPN
BU↑	A/S/L	URU
GNOC	TA	OLL
LMINRL	LMAO	53X
Pornado		



My Space, Facebook, Xanga, cPixEL, You Tube

Keeping your kids safe on social networks:

- ⚙ Ask your kids to see their profile page. Check to see if the privacy tab has been set for **friends only!** Check their blocks to see if they are including personal identifiable info such as real full name, addresses, phone numbers, school names, descriptive photos?
- ⚙ Set a limit on the amount of time your child/teen can use the computer & how often, especially if your child/teen is spending hours on the internet.
- ⚙ Talk to your child/teen about internet predators & questions they might ask.
- ⚙ Encourage family members to sign agreements to use sites and the internet ethically.
- ⚙ Most networking sites have an age limit. Generally, young children & pre-teens should not be using these. A new teen-only social network called Yfly.com has safer security standards.
- ⚙ Keep computer in a family area of the house. Research & install software monitoring devices.

“Blog Backlash” Quiz

1. Which is the safer screen name to have for your social networking site?
 - a. Heather_LA12
 - b. pretty16girl
 - c. AstroHTfan7444
 - d. Studio00hottie

2. Which feature is most risky to post on your profile or blog?
 - a. Your religious affiliation
 - b. Your favorite sport
 - c. Your ethnic background
 - d. Your hometown

3. Do you know the impact that your social networking site can have on your future?
 - a. Yes, I know that college recruiters and future employers can search out my social networking site to get information about me.
 - b. Yes, I know that once I submit something online it can never be taken back, because people can download my information onto their computers.
 - c. No, I didn't know that college recruiters and future employers can search out my blogs or profiles and use them.
 - d. No, I didn't know that once I submit something online it can never be taken back because people can download my information onto their own computers.

4. Which is a safer entry for your blog or personal file?
 - a. Full name, name of school, hobbies
 - b. Nickname and favorite car
 - c. First name only, school mascot, photo of yourself

5. If you were to post a picture on your social networking site, which is the better choice?
 - a. A picture of just yourself
 - b. A picture of yourself with closest friends and family
 - c. A picture of your sports team
 - d. A picture of the place that you and your friends hangout
 - e. A picture of your favorite celebrity, artist, singer, or author

6. Of the choices below, what would be an appropriate entry for a blog?
 - a. “I am feeling depressed and sad; no one likes me.”
 - b. “I scored 2 touchdowns at my game last night! Go Mustangs! “On To State!”
 - c. “My weekend was awesome.” I went to my cousin's house and then I went to a party!
 - d. “Today at school, Marcus Schooner made fun of me.” Just because his dad owns all the car dealerships in Beaumont, he thinks he can get away with anything! I hate him.”
 - e. “I walked to work after school like usual. I really hate that we have to wear these blue striped uniforms (see picture)...I mean we're just helping out the nurses, right?”

7. Which is a safer password for your blog or personal profile?
 - a. Your pet's name: Oreo
 - b. Your birthday: 5131992
 - c. The street you live on: 1230 Stuart Lane
 - d. A code: i8achzdg2day (I ate a cheese dog today.)

Adapted from netsmartz.org/services



Family Online Safety Agreement

- √ I understand there are some dangers online. Criminals roam the internet like they roam the streets.
- √ I understand that some people online pretend to be someone they aren't and can be dishonest about their age, gender, interests, personality, job, or anything else.
- √ I understand that some criminals try to befriend kids online, especially those who are adventurous, lonely, or aren't getting along with their parents.
- √ I understand that private and family matters should not be discussed. I should only talk about them with a trusted adult instead.
- √ I understand that my parents need to know where and with whom I spend time online, because they love me and want to ensure my safety.
- √ I will not give out personal information online, including my full name, my phone number, or name and location of my school or job.
- √ I will get permission from my parents first if I want to provide personal information to enter a contest, register on a website, or buy something.
- √ I will not send threatening, unkind or disrespectful e-mail, IM's, or text messages, nor post them on websites, blogs, bulletin boards.
- √ I will not send photographs, video clips, or other images of myself online.
- √ I will not respond to violent or x-rated e-mails or text messages. I will report them to my parents, www.cybertipline.com, and/or the service provider.
- √ I will not go alone to meet in person someone I know only from being online. It could be dangerous. If I really want to meet an online acquaintance, I will ask my parents to go with me.
- √ I will not buy or order anything online without asking my parents or give out any credit card information.
- √ I will not fill out any form online that asks me any information about myself or my family without asking my parents first.
- √ If I see something I do not like or that I know my parents don't want me to see, I will click on the "back" button or log off.
- √ If someone sends me any pictures or any e-mails using bad language, I will tell my parents.
- √ I will *Stop, Block* and *Tell* if I am harassed online or cyber-bullied.
- √ I will take five minutes before reacting to something online that upsets me.

I promise to follow these rules (signed by child).

I promise to help my child follow these rules and not to overreact if my child tells me about bad things in cyberspace (signed by parent).

Adapted from netsmartz.org/services

Cyber Bullying & Internet Safety Resources

- www.bullying.org
- www.wordscanheal.org
- www.safenetwork.org
- www.teachingtolerance.org
- www.wiredpatrol.org (tips on filtering & blocking software)
- www.bullybeware.com
- safe search engines: Yahoo!igans, Ask Jeeves for Kids, Kids Click
- www.safeteens.com
- www.stopbullyingnow.hrsa.gov/ (kid oriented website w/flash movies, games, etc.& safety chat room youth specialists available)
- www.pacerkidsagainstbullying.org (bullying website for young elementary age kids)
- www.commonsense.com (free Internet Safety Guide)
- www.isafe.org (free Internet safety online resources for educators, students, and parents)
- www.cyberbully.org/
- www.connectforkids.org/
- www.cbsnews.com/stories
- www.eschoolnews.com
- www.NetSmartz.org (K-12 interactive cyber bullying vignettes w/ worksheets)
- www.nea.org/schoolsafety/bullyingparentsrole
- www.4children.org (child advocacy articles)
- www.WiredSafety.org
- www.childluresprevention.com/parents/internet_safety.asp
- www.cybertipline.com (Report threatening or inappropriate images, websites, etc.)
- www.Teenangels.org (expert programs for teens)

Donna Clark Love

Donna Clark Love is an internationally recognized expert and trainer in the areas of **Bully Prevention, Family Systems, and Student Assistance Programs**. Some of her credits include developing and facilitating substance abuse and violence prevention programs for fifty-three schools in a large metropolitan school district in Houston, Texas. She is a Licensed Chemically Dependent Counselor and a certified trainer for Stephen Covey's "Seven Habits of Highly Effective People".



PEOPLE Magazine interviewed Donna for a "Bullying Prevention" article and featured her in the March 2005 issue as an expert in this field.

Donna has been featured on the **NBC Today Show** and the **NBC Evening News with Tom Brokaw** to highlight successful prevention/intervention programs and also has been interviewed by **Forbes Magazine** on Bully Prevention. In October 2003, she was asked to highlight Bullying Prevention Programs at the National Department of Education Conference in Washington, DC.

Donna is frequently asked to conduct administrative/ teacher in-service trainings parent/community presentations, and student leadership workshops. She also has presented at numerous conferences and conventions. She recently was the keynote speaker for the Texas Social Workers' Conference, the National Student Assistance Program Conference and the Texas Student Leadership Conference. In March 2010, Donna presented the keynote presentation on Girl Bullying/Relational Aggression to the Georgia State Educators –Counselors Summit.

Donna captivates her audiences by integrating brain-based strategies in her training programs to create spirited, productive and participatory sessions. In 2008, Donna was recognized by **Cambridge's Who's Who Among Professional Women** for her work in Bully Prevention.

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