

## TRUE/FALSE QUIZ

### Olweus Bullying Prevention Program

1. Studies suggest that fewer than 10% of children are involved in bully/victim problems in elementary or middle school. T F
2. Children are more likely to be bullied in middle school than in elementary school. T F
3. Most bullying is physical in nature. T F
4. Girls bully just as much as boys; they just do it differently. T F
5. Most victims of bullying report being bullied by large numbers of their peers. T F
6. The vast majority of children who are bullied tell a teacher. T F
7. Bullying is just as likely on the way to and from school as during school hours. T F
8. Most students who observe bullying don't think that they should get involved. T F
9. Once a bully, always a bully. T F
10. Bullying is mostly an urban problem. T F



# **Bullying Resource List for Parents**

## **Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying**

by Stan Davis

## **The Bully, the Bullied, and the Bystander : From Preschool to High School--How Parents and Teachers Can Help Break the Cycle of Violence**

by Barbara Coloroso

## **And Words Can Hurt Forever : How to Protect Adolescents from Bullying, Harassment, and Emotional Violence**

by James Garbarino, [Ellen deLara](#)

## **Bullying at School: What We Know and What We Can Do (Understanding Children's Worlds)**

by Dan Olweus

## **Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors**

by John H. Hoover, and Ronald Oliver

## **Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention**

by Dorothy Espelage

## **Bullying in American Schools: Causes, Preventions, Interventions**

by Anne G. Garrett

# Talk with Your Child about Bullying



BH-2

Parents can prepare themselves to talk with their children by considering how they are going to handle their child's questions and emotions. They can also decide what information they would like to give their child about bullying.

Parents should be ready to:

- *Listen.* It is the child's story; let him or her tell it. They may be in emotional pain about the way they are being treated.
- *Believe.* The knowledge that a child is being bullied can be shocking. To be an effective advocate parents need to react in a way that encourages the child to trust.
- *Be supportive.* Tell the child it is not his fault and that he does not deserve to be bullied. Parents need to empower their child by telling him how terrific he is. Parents need to avoid judgmental comments about their child or the child who bullies. Their child may already be feeling isolated and hearing negative statements from parents may only further isolate him.
- *Be patient.* Children may not be ready to open up right away. Talking about the bullying may be difficult as they may fear retaliation from the bully or think that even if they tell an adult that nothing will change. The child might be feeling insecure, withdrawn, frightened, or ashamed.
- *Provide information.* Parents should educate their child about bullying by providing information at a level that the child can understand.
- *Explore options for intervention strategies.* Parents can discuss with their child options they may have in dealing with bullying behavior.

## Questions to Ask Your Child about Bullying

Parents can help their child recognize bullying behavior by asking them questions about their situation. The following questions may be helpful:

- Did the child hurt you on purpose?
- Was it done more than once?
- Did it make you feel bad or angry? or How do you feel about the behavior?
- Did the child know you were being hurt?
- Is the other child more powerful (i.e. bigger, scarier) than you in some way?

(Adapted from "Your Child: Bully or Victim," Peter Sheras, Ph.D., 2002)

Variations of these questions for the child who is reluctant to talk about the situation may include:

- How was the bus ride today?
- Who did you sit by at lunch?
- I notice that you seem to be feeling sick a lot and wanting to stay home; please tell me about that.
- Are kids making fun of you?
- Are there a lot of cliques at school?  
What do you think about them?
- Has anyone touched you in a way that did not feel right?

Other options for helping your child discuss bullying include:

- reading stories with the child about bullying situations
- talking about recent events in the news
- discussing bullying incidents on TV or in a movie



**Sticks and Stones - Rewritten**

**Perhaps parents will want to learn this poem instead of  
reciting the old one!**

**Sticks and stones may break my bones,  
But words can also hurt me.  
Sticks and stones break only skin,  
While words are ghosts that haunt me.**

**Slant and curved the word-swords fall  
To pierce and stick inside me,  
Bats and bricks may ache through bones,  
But words can mortify me.**

**Pain from words has left its scar  
On mind and heart that's tender.  
Cuts and bruises now have healed,  
It's words that I remember.**

**Byrne, Brendan. (1994).**



# Record Keeping and Bullying

*Billy, a 12-year-old diagnosed with an anxiety disorder, had been a target of bullying since the first day in his new school. He told his parents about the behavior right away. Billy's dad bought a journal and has recorded each of Billy's conversations about the bullying incidents. Billy's father started a second section of the journal after he began having conversations with Billy's teachers and other school personnel. When the parents decided to write the school a letter, they were able to easily refer to the journal for an accurate and thorough account of the events.*

When a child is a target of bullying, parents need to document the events and develop a record (or history) of what is happening to their child. This record is useful when talking with school educators, law enforcement personnel, or other individuals who may need to assist parents in intervening against bullying. Parents, as the most invested party, should do their best to keep track of events. In this way, emotions alone do not drive the discussion.

Records can help parents keep a concise, accurate timeline of events. Parents may think they are going to remember the events, but it is easier to use a written record when referring to events versus trying to recreate them afterward. The record can also help in determining if the bullying behavior has increased or decreased in frequency or duration. The record should be factual and based on actual events. Do not add opinions or emotional statements. Data is important. Remember—if it is not in writing, it does not exist.

Content should include:

- written information about the bullying incidents
- the date of the event,
- the persons involved,
- and the child's account of the event.

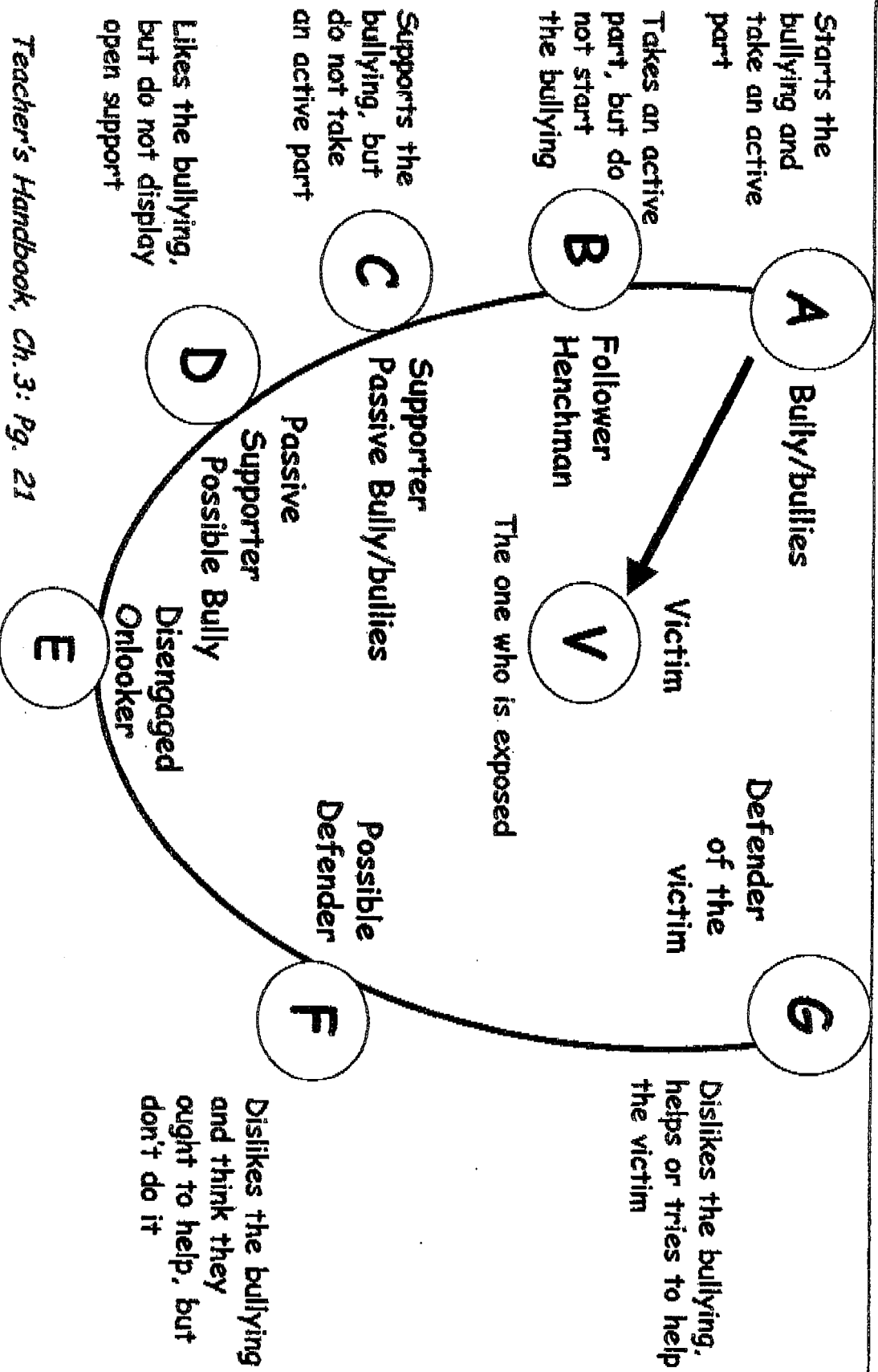
Also include:

- all communication with professionals (teachers, administrators, etc.)
- the date of the communication
- discussion (summary) of the event
- the responses of the professional
- the action taken
- reports filed by the school in accordance with the school district policy

Other methods for recording events may include pictures taken of the child after a bullying incident to document any physical evidence, health care records that indicate bullying, or a tape recording of the child talking about the bullying.



# The Bullying Circle: Students' Mode of Reactions/Roles in an Acute Bullying Situation



*Teacher's Handbook, Ch. 3: Pg. 21*

Watches what happens \* Is none of my business \* Doesn't take a stand

# The Individualized Education Program (IEP) and Bullying



BH-4

*Will, a 12-year-old boy with autism, is in middle school. During his IEP meeting it was decided that Will would have a paraprofessional aid him in the classroom, but Will would be responsible for moving between classes. During the first week, Will handled the transition well. Early in the second week, a group of students in the hallway walked by Will, whose mannerisms often drew attention. A student jumped in front of him and screamed as if to startle him. Will's eyes welled up with tears, he plugged his ears with his fingers, and sat down in the hallway. Will was frozen, fearful, and unable to recognize what he should do next. Will remained seated in the middle of the hall until the class period began and his paraprofessional came to look for him. Will's IEP team met again to consider supplementary aids and services, program modifications and supports to address Will's sensitivity to loud noises and crowded, socially confusing situations, such as the school hallway.*

Children with disabilities who are eligible for special education under the Individuals with Disabilities Education Act (IDEA) will have an IEP (Individualized Education Program). The IEP team can work together to develop goals, benchmarks or short-term objectives, and identify supplementary aids and services or program modifications or supports to help prevent and intervene against bullying. Include the child in the decision-making, as this can improve the likelihood of the child meeting his or her IEP goals.

For example, the IEP could include **goals and objectives** that address the following:

- Improve social skills such as sharing, taking turns, or thinking before acting
- Develop ability to carry on a 2-way conversation
- Identify social norms for the child who does not catch on to them by him or herself
- Participate in friendship group to practice social skills with peers under direction of school staff
- Increase self-advocacy skills so child can say "no" or "stop that"
- Improve speech intelligibility so child can interact with peers
- Identify and practice direct and indirect ways to react to, handle, and avoid bullying behavior

Examples of **supplementary aids and services, program modifications or supports**:

- Hallway or playground monitoring by school staff
- Allowing child to leave class early to avoid hallway incidents
- Use social stories to help child understand difficult situations when they occur
- In-service school staff to understand child's disability and vulnerability
- In-service classroom peers to help them understand child's disability and/or child's use of assistive technology, paraprofessional, or interpreter (i.e. things that are "different")
- Educate peers about school district policies on bullying behavior
- Set up no-questions-asked procedure for child to remove him or herself from a situation where bullying behavior occurs



# **School Rules**

## **Against Bullying**

- ⌘ We will not bully others.**
- ⌘ We help students who are bullied.**
- ⌘ We will include students who are easily left out.**
- ⌘ When we know somebody is being bullied, we will tell an adult at school and an adult at home.**

Web sites:

[www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov)

[www.taalliance.org](http://www.taalliance.org)

[www.devstu.org](http://www.devstu.org)

[www.clemson.edu/olweus](http://www.clemson.edu/olweus)

[www.pta.org](http://www.pta.org)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.nobully.org](http://www.nobully.org)

[www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)