BULLYING PREVENTION & INTERVENTION

Chico Unified School District
Elementary Schools
Contents

- What we provide and teach in CUSD
  - Building resilient kids
  - A school culture of empathy, respect, acceptance
  - Classroom lessons on social tools and bullying
  - Short-term individual and group supports
- Bullying
  - Bullying – what it is, what it isn’t
  - Preventing and addressing bullying
  - When bullying happens
  - How adults can help
What We Provide: Foundations

- Resilience – ability to survive and thrive in any difficult situation, including bullying
  - Three core factors for developing resilience
    - Caring relationships
    - High expectations + support
    - Meaningful contributions

- Early supports for developing brains
- School Climate: Safe, Responsible, Respectful
- Positive Behavior Supports
- Common approaches/language across schools
What We Provide: Skills

- Empathy at the core of relationships
  - Understanding feelings of self and others
  - Accepting differences
  - HERO – Honesty/helpfulness, Empathy, Respect, One!
    (One can make a difference!)

- Social and Emotional Learning
  - Toolbox: 12 Tools for Life
  - Healthy Play
  - Second Step

- Bullying-specific lessons
  - Steps to Respect – Bullying Prevention
  - Olweus
What We Provide: Supports

- Primary Intervention Program (PIP)
  - Individual
  - K-3
- PALS – 2-3 students, small group
- Group supports
  - Skill-based “friendship groups”
  - Issue-based
- Short-term situational support
- Crisis support
BULLYING DEFINED

- The one bullying has more **POWER:**
  - Can be *real or perceived*
  - Physical, social (popularity), group vs. individual, tech/cyber

- The **INTENT** is to hurt, harm, control or threaten
  - Physical or emotional
  - Control behavior, force to do things
  - Embarrass or exclude
  - Can include damage to personal property

- Often a **REPEATED** situation
  - Same person targeted multiple times
  - Same person bullies multiple people
Bullying or Conflict: What’s the Difference?

CONFLICT:
- Begins with a disagreement, argument, misunderstanding
- People have opposing opinions, want opposing things, are not respecting each other’s positions
- *All involved are engaged*, have *equal power* to solve the problem
- People want to control or win the situation, but *hurting each other is usually not their main intent*
- Can be problem-solved or mediated
- Usually *not* ongoing

BULLYING:
- The one bullying has more perceived *POWER*, and initiates the situation
- The *INTENT* is to hurt, harm, control or threaten the other.
- Often a *REPEATED* situation.
Forms of Bullying

- **Verbal**
  - Spreading rumors
  - Insults, embarrassment
  - Teasing

- **Physical**
  - Hitting, kicking, pushing
  - Taking/damaging belongings

- **Social (Relational Aggression)**
  - Exclusion
  - Gossip

- **Cultural**
  - Ethnicity, gender, language

- **Cyber-bullying**
  - Text
  - Social media (Facebook, Ask.fm, etc.)
Roles in Bullying

- Bullier - one who bullies (uses bullying behavior)
- Targeted
- Bystanders
  - Range of roles
- Bullier/targeted ("bully-victim")
  - One can be both

*If you see it, you are a part of it!*
The Three “Rs” of Bullying

RECOGNIZE

REPORT  REFUSE
Recognize

- Does one person have more power? (physical, social, group vs. individual)
- Did they intend to hurt, control, or exclude?
- Has it happened frequently?
Refuse and Report

Refuse (if safe):

*Use Assertive Skills*
- Breathe.
- Eyes looking at the person.
- Confident expression.
- Confident posture.
- “I message”

Report: (is *not* tattling)
- **Tattling** is when you try to get someone “in trouble”.
- **Reporting** is when you tell an adult about unsafe behavior to keep someone from getting hurt.
  - Tell an adult at school and an adult at home.
The Three “Rs” of Bullying

RECOGNIZE

If you do
NOT feel safe

REPORT

If you feel safe

REFUSE
What Roles Do Students Play In Bullying Situations?

- **Students Who Bully** (A)
  - Start the bullying and take an active part
- **Followers** (B)
  - Take an active part, but do not start the bullying
- **Supporters** (C)
  - Support the bullying, but do not take an active part
- **Passive Supporters** (D)
  - Like the bullying, but do not display open support
- **Disengaged Onlookers** (E)
- **Student Who Is Bullied** (H)
  - The one who is being bullied
- **Defenders** (G)
  - Dislike the bullying, help or try to help the bullied student
- **Possible Defenders** (F)
  - Dislike the bullying and think they ought to help, but don't do it

*TG, p. 24*
What We Want:

DEFENDER/UPSTANDELHERO!

Bystander (kids & adults)
When Bullying & Conflict Happens

● At the incident
  ● Step between and stop
  ● Assess the situation
    ● Conflict or bullying?
      ● Conflict: problem solve, mediate
      ● Bullying: take names, description of incident, report to teacher/principal

● Follow up
  ● With targeted, bullier, bystanders
    ● Teacher, principal, counselor, guidance staff
    ● Determine plan for support/interventions
    ● Plan for observation, supervision, teaching skills
    ● Alternative activities for recess
    ● Is the situation resolved? Check with the targeted!
BULLYING OR CONFLICT?

1. At recess, a boy tries to join a kickball game. One player says, “You can’t play with us. You’re too tall, and it’s not fair if you play! Go play with kids your own size.”
   Bullying  Conflict  Need More Information

2. Jessica loans her completed homework to Laura to show her how she answered a question. The next day she discovers that her friend copied all her answers, word for word.
   Bullying  Conflict  Need More Information

3. Jessica confides in Laura that she has a crush on a boy. Laura tells Jessica that she will tell this and other secrets to all of their friends and the boy unless she lets her copy her homework again.
   Bullying  Conflict  Need More Information

   Bullying  Conflict  Need More Information

5. Eric receives the same email six days in a row, and then sees that the message has been posted on his Facebook page.
   Bullying  Conflict  Need More Information

6. Eric’s parent sees the email that was sent to Eric, finds out who sent it, and sends a copy of the email, along with the student’s name who wrote it, to a few friends who are also parents at the school.
   Bullying  Conflict  Need More Information
What Adults Can Do

**Helpful**
- Teach *and model* respect and acceptance of differences
- Problem solve *with* your child
- Encourage assertiveness
- Encourage your child to report
- Report to the school, even if your child is not involved
- Monitor all tech *now* – internet, social media, cell phone

**Not so helpful**
- Engage in bullying or allow bullying at home (gossip, rumors, exclusion)
- Try to fix it *for* your child
- Encourage to *fight* back
- Encourage your child to ignore multiple incidents
- Take it to the parents of the one you think is bullying
- Wait until there’s a problem with tech

http://www.chicousd.org/Parent-Resources/Social-Media
Chico USD – Building Resilient Kids!

Thank you for joining us!

BE THE ONE!