

No More Bullying: Creating a Healthy Youth Culture

Laura Rizzardini, M.A.

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Activities

- Introductions
- Presentation
- Vignette Practice
- Role Playing, Identification, and Recommendations
- Questions and Answers

Introduction

- Ms. Rizzardini has a master of arts degree in sociology.
- She is an applied sociologist and adjunct professor.
- Her work has included research about criminal recidivism, child abuse, and education.
- She especially enjoys explaining how sociology is useful in daily life.

Topics

- What is bullying?
- How often does bullying occur?
- Why is bullying a problem?
- How should I intervene in bullying?
- How can I prevent bullying?

What is bullying?

- Bullying is *not*
- 1) a rite of adolescent development
- 2) a means to neighborhood cohesion
- 3) an informal disciplinary method
- 4) a healthy characteristic of boys

What is bullying?

- Bullying is *not*
- 5) uncommon among girls
- 6) just found among disadvantaged or stigmatized youth
- 7) due to large classes or schools
- 8) due to competition for grades

Olweus, D. *A Profile of Bullying at School*. Educational Leadership 60(6), 2003.

What is bullying?

- Purposely causing harm
- Can take physical or verbal forms
- Includes social exclusion
- Includes cyberbullying
- Occurs repeatedly over time
- Bully has more power than the victim

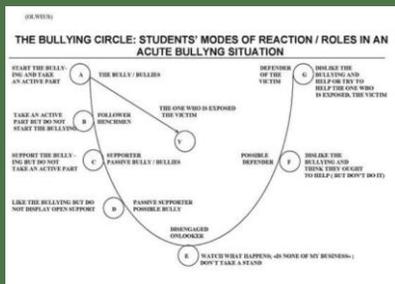
Smith, P.K. and others. *Definitions of Bullying*. Child Development 73(4), 2002 in Seeley, K. and others. *Bullying in Schools: An Overview*. *Juvenile Justice Bulletin*, December, 2011.

What is bullying?

- Bullying occurs when
- Reaction is the typical response
- Boys are physically strong or weak
- Adults provide inadequate supervision
- Adults ignore or encourage bullying

Olweus, D. *A Profile of Bullying at School*. *Educational Leadership* 60(6), 2003.

The Bullying Circle



Olweus, D. *A Profile of Bullying at School*. *Educational Leadership* 60(6), 2003.

How often does bullying occur?

Students Ages 12-18 in 2006-07

	At School	Electronically
Total	31.7%	3.7%
None	30.4%	3.3%
Victimization		
Any	62.2%	11.6%
Theft	56.5%	10.7%
Violent	80.1%	13.9%

How often does bullying occur?

- "At school"
- Victimization by a peer
- Making fun
- Spreading rumors
- Threatened with harm
- Pushed or shoved
- Forced to do something they did not want to do
- Excluded them from activities
- Destroyed their property

U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

How often does bullying occur?

- "Electronically"
- Victimization by a peer
- Occurred anywhere via electronic means
- Internet
- Instant messaging
- Text messaging

U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

How often does bullying occur?

- "Theft"
- Attempted and completed purse snatching
- Completed pick pocketing
- Attempted and completed thefts
- Excludes motor vehicle theft
- Excludes robbery in which the threat or use of force is involved

U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

How often does bullying occur?

- "Violent"
- Rape
- Sexual assault
- Robbery
- Aggravated assault
- Simple assault

U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

Why is bullying a problem?

- Increases truancy when school engagement is lacking
- Diminishes school engagement
- Creates a school culture detrimental to learning
- Impedes the development of social skills
- Impedes the development of emotional maturity

Why is bullying a problem?

- Diminishes trust and school community cohesion
- Causes physical and emotional harm
- Costs money in increased security measures
- Institutionalizes formal policing and penal protocols into school systems

How should I intervene in bullying?

- Don't ignore it; silence implies permission
- Stop verbal and physical abuse
- Be consistent among students, over time, and in sanctions
- Provide consequences for bullying that aren't punitive or physical

Olweus, D. *A Profile of Bullying at School*. Educational Leadership 60(6), 2003.

How should I intervene in bullying?

- Offer a safe place for the victims to feel secure and valued
- Provide chances for the victims to talk about their experiences
- Discuss positive future experiences available at school
- Involve the victims in groups and activities to prevent isolation

Seeley, K. and others. *Bullying in Schools: An Overview*. *Juvenile Justice Bulletin*, December, 2011.

How can I prevent bullying?

- Demonstrate leadership
- Model caring behavior
- Provide consistent supervision
- Provide mentoring
- Offer students chances for service learning
- Avoid standardized prevention curriculums; focus upon your community

Seeley, K. and others. Bullying in Schools: An Overview. *Juvenile Justice Bulletin*, December, 2011.

How can I prevent bullying?

- Keep and increase students' engagement
- Provide extracurricular activities
- Offer challenging classes
- Focus on the future
- Be understanding and caring
- Monitor and follow up on absences
- Involving parents and the community

Seeley, K. and others. Bullying in Schools: An Overview. *Juvenile Justice Bulletin*, December, 2011.

How can I prevent bullying?

- Provide professional development for staff
- Monitor the school culture and student engagement
- Document incidents of bullying
- Write, distribute, and enforce policy about bullying
- Assess the outcomes of school policy, its enforcement, and antibullying programs

Role Playing Practice

- Convene in groups with the same vignette
- Choose a group leader
- Read vignettes silently
- Ask the group leader to read the vignette aloud
- Choose vignette roles
- Practice reading each role aloud

Role Playing Exercise

- Each group leader reads the vignette aloud
- Small group members read their scripted roles aloud
- Whole group answers these questions
- 1) Which behavior(s) constitute bullying?
- 2) How should an adult intervene?
- 3) How could such incidents of bullying be prevented?

Vignette 1: At the Drinking Fountain

- Which behaviors constitute bullying?
- 1) Pushing
- 2) Demeaning slang
- 3) Raised voices

Vignette 1: At the Drinking Fountain

- How should an adult intervene?

Vignette 1: At the Drinking Fountain

- How could such incidents of bullying be prevented?

Vignette 2: At the Gym

- Which behaviors constitute bullying?
- 1) Spreading rumors
- 2) Demeaning remarks

Vignette 2: At the Gym

- How should an adult intervene?

Vignette 2: At the Gym

- How could such incidents of bullying be prevented?

Vignette 3: At the Prom

- Which behaviors constitute bullying?
- 1) Spreading rumors
- 2) Demeaning remarks
- 3) Underage drinking
- 4) Implied coercion

Vignette 3: At the Prom

- How could such incidents of bullying be prevented?

Vignette 3: At the Prom

- How could such incidents of bullying be prevented?

Vignette 4: At the Community Center

- Which behaviors constitute bullying?
- 1) Hitting in the head with the ball
- 2) Demeaning language
- 3) Implied threat with fist
- 4) Punching in the arm

Vignette 4: At the Community Center

- How should an adult intervene?

Vignette 4: At the Community Center

- How could such incidents of bullying be prevented?

Vignette 5: At the Library

- Which behaviors constitute bullying?
- 1) Staring
- 2) Demeaning remarks
- 3) Implied stalking

Vignette 5: At the Library

- How should an adult intervene?

Vignette 5: At the Library

- How could such incidents of bullying be prevented?

Questions and Answers

For further information and a professional assessment, contact

Laura Rizzardini, M.A.

larizzardini@lrizzardini.com

224-548-1499

<http://www.lrizzardini.com>