Bullying Prevention Program

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Bullying Prevention Program
Special Project

By Lyné Weiland

Stop Bullying

No Put Down Zone

You can’t bully my friends.
THE OLWEUS BULLYING PREVENTION PROGRAM: HOW TO ADAPT THE PROGRAM USING DVD ROLE PLAYING FOR USE WITH STUDENTS WITH DISABILITIES

Lyné Weiland

A Special Project
Submitted to the faculty of the Office of the Graduate School in partial fulfillment of the requirements for the degree Master of Science in Education with a Major in Special Education in the Department of Professional Studies Indiana University-Purdue University Fort Wayne December, 2010
Accepted by the Graduate Faculty, Indiana University-Purdue University Fort Wayne, in partial fulfillment of the requirements for the degree of Master of Science.

Special Project Committee

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The Olweus Bullying Prevention Program is being implemented around the country as America attempts to stop the suicides and violence that are taking over our schools and constantly in the media. The program has been adapted for the United States and general education. However, students with disabilities are more often involved in bullying situations than their peers, yet nothing in the program specifically addresses their needs or learning styles. This special project was created to take the lessons in the Olweus Bullying Prevention Program and make them accessible to students with disabilities by presenting them in concrete and visual ways. More importantly, putting the lessons on DVD makes them repeatable for those students who need repetition to learn a new skill.
Olweus Bully Prevention Program for Special Education

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I would also like to thank the staff at Bellmont Middle School for their ideas and input helping to guide the project as a way to meet some of their needs.

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Finally, another huge hug to my family whose support and encouragement has always sustained me in times of need. Without them, I would not have the desire to improve and continue with the hard work necessary in today’s world.
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One needs only to turn on a television or go onto a school playground and it becomes blatantly obvious that American children are involved in bullying interactions as bullies and victims. The sad story of Phoebe Prince has been covered extensively on the news since her suicide in January of 2010. The story of how she was taunted, ridiculed, called names, cyber bullied, and physically assaulted, shouted to adults for assistance. Jon Carmichael committed suicide in March 2010 due to the years of bullying he endured because he was short. The more recent suicide of Rutgers student Tyler Clementi has taken the country by storm. Websites, studies, and anti-bullying programs are abounding as a result. A recent news release announced that CNN and Cartoon Network are starting an Anti-Bullying Campaign to empower bystanders to take action against bullying. Websites are springing up all over. In fact, YouTube had a whole channel devoted to anti-bullying messages. Obviously the old saying, “Sticks and stones may break my bones, but words will never hurt me” is in no way understood by or even applicable to today’s children.

The questions is, how prevalent is bullying? How many lives are affected by bullies? According to one study (Nansel, et al. 2001), 160,000 students skip school every day because they are anxious and fearful of being bullied by other students. Is that enough for our society to finally decide to do something for our children? Or, is it going to take bringing it home to adults to make a difference? The Employment Law Alliance reports that 45% of American workers report that they have been bullied at work as an adult (Rosenthal, 2008). So, the issue is not only a childhood problem but continues into adulthood. This is why something must be done for both the bully and the victim.
Prevalence

Statistics show how serious this problem has become. According to the Southern California Center of Excellence on Youth Violence Prevention, children who are recognized as bullies by age eight are six times more likely to commit a crime by the time they are twenty-four and five times more likely to have a serious criminal record by age thirty (Rosenthal, 2008). A National Institute of Child Health and Human Development (2001) study found that 13% of students in grades six to twelve had threatened, taunted, or acted in a physically aggressive way toward their classmates. Eleven percent of those students reported to have been the targets of bullies. Six percent reported having been both the target and the one to bully. Another study showed that 1/3 of students have experienced some form of bullying while in school (Nansel et al. 2001).

The Safe Schools Initiative found three-fourths of the 37 students examined who violently attacked others’ in schools felt bullied or persecuted by others (Vossehuil, Fein, Reddy, Borum, & Modzeleski, 2002). Events such as the shootings at Columbine High School in 1999 are some of the results of students feeling like there is no recourse or way to stop the bullying but to kill all those who bullied them or stood by and let it happen.

Bullying: An International Problem

Bullying Online’s 2006 National Survey found that 56% of parents in the United Kingdom who complained to the school about bullying felt their concerns were taken seriously (Rosenthal, 2008). But 74% felt measures, interventions, or disciplinary actions taken by the school did not work, and 83% reported there was more bullying after a complaint. The study also found that victims were four times more likely to suffer from a
lifelong lack of self-esteem and six times more likely to contemplate or commit suicide (Rosenthal, 2008). San Antonio and Salzfass (2007) completed a survey in spring of 2006 with 211 seventh and eighth graders in three diverse, urban and rural, schools in New England. They found that most students reported they were not confident parents, teachers, or other adults could protect them from bullies. Another study, in which the focus was barriers to full inclusion for fifteen students with mobility limitations, had all students reporting instances of isolation, physical bullying, and emotional bullying as the most significant barriers in their school (Pivik, McComas, & LaFlamme, 2002). Information found in a study of the results from the Olweus Bullying Questionnaire given to over 48,000 students in nine countries found that victims of bullying have greater difficulties making friends and experience less social support (Eslea, et al. 2004).

**Students with Special Needs**

Students with special needs are often victims of bullying. There is a growing body of evidence that students with special needs are bullied at a higher rate than their peers (Saylor, 2008). In fact, one study, that included general education students and students in a special education class for at least a half day, indicated that students in the special education classes experienced verbal assaults and bullying at a higher rate than all other groups of students combined (Saylor & Leach, 2009).

Students with autism are also often victimized at a higher rate than nondisabled peers. Little (2002) performed a survey of parents of 411 children and adolescents with Asperger's Syndrome and found that 94% of parents reported their children had been hit by peers or siblings. However, a study completed by Carter in 2009 with 34 parents of children between the ages of five and 21 years old, all with Asperger's Syndrome, and all
Olweus Bully Prevention Program for Special Education

living in New York, found only 65% of parents reported that their children had been victimized by their peers or siblings. The parents reported 47% had been hit by peers or siblings. Of these children, 50% felt scared of their peers or siblings because of being verbally picked on, 12% never have been invited to a party, 9% had been attacked by a gang and hurt in the genitals, 6% were almost always picked last for teams or groups, and 3% ate alone at lunch every day. The author of the second study proposed that the lower numbers could be a result of the intervention resulting from tolerance programs or a better understanding of Asperger’s Syndrome by both adults and students (Carter, 2009).

A longitudinal study completed in 2002 that followed students from kindergarten to fourth grade in Scandinavia looked at whether having a learning disability (LD) could affect the likelihood of being a victim or bully. The study was conducted with 141 fifth-grade children aged 11-12 years old. It found that students with LD had lower levels of social intelligence and a high self-concept. This combination seemed to show the higher rate (32.1% versus 12.6%) of either being a bully or being both the bully and victim. Students in this study with the highest self-concept were most likely to be the bullies. Students with low self-esteem, low social intelligence, and average learning skills were more likely to be the victims and less likely to be the bullies. Interestingly, students with high social intelligence, average self-concept, and above average learning skills were least likely to be involved in bullying as either the bully or the victim. This shows the need to raise the social intelligence of all students, especially for students with learning disabilities (Kaukiainen, Salmivalli, Lagerspetz, Tamminen, Vaurars, Maki, & Poskiparta, 2002).

Characteristics of Bullies
Olweus Bully Prevention Program for Special Education

Who are these students who bully? What are the main characteristics? Dan Olweus is one of the leading researchers and leaders in the field. He has been studying bullying since the late 1960's and early 1970's in his native Norway after several students committed suicide as a result of being bullied. He has concluded that, generally, a bully is aggressive to peers and adults, has a positive attitude about violence, is impulsive and has a strong need to dominate, shows little empathy with the victims, has a relatively positive view of him/herself, and is physically stronger than his/her peers. He also found that 60% of boys labeled as a bully in grades six to nine had been convicted of at least one crime by age 24 and 35-40% had three or more convictions by age 24, compared to only 10% of the students in a control group. This shows not only the need to help the victims, but also a need to help the bully. Olweus also found that bullies do not use bullying to hide a low self-esteem. Actually, they usually had little anxiety and insecurity. Bullies may be average or slightly below average in popularity in the lower grades but by high school they lose that popularity but never dropping below that of the victims (Olweus, 1993).

Characteristics of Victims

What are the characteristics of the victim? Typical victims are anxious, insecure, cautious, sensitive, quiet, and react by crying or withdrawal. They have a negative view of themselves and situations see themselves as failures, feel stupid, ashamed, and unattractive. They feel lonely and abandoned at school. They do not have a single friend and are often alone on the playground. They are not aggressive or teasing. They have a negative view of violence. Usually they are physically weaker and smaller than their peers (Olweus, 1993).

That, however, is the characteristics of the typical victim. Olweus identified what he named a provocative victim also. The provocative victim has a combination of anxious and
aggressive behaviors. They may have problems concentrating. They irritate both students and teachers and their actions cause tension in a classroom. They may show signs of hyperactivity and may have a behavior problems or behaviorally based disabilities. Provocative victims may irritate others by making unflattering comments, intruding on others’ personal space, or may not take no for an answer. They may confront the bully or even egg them on to the point of aggression. Often the entire class is provoked by this student’s behavior, and the class will then lash out at them. This group phenomenon gives the class a decreased sense of individual responsibility and changes the students’ perception of the victim to the point, at times, to the belief that the victim deserves it (Olweus, 1993).

What Can Be Done?

What can be done? Studies show that a comprehensive approach by a school and community can make a significant difference. One study (Young et al. 2009) was completed recently that showed a reduction in the number of bullying situations reported by the students. Prior to implementing the anti-bullying program, 94% of 7th graders and 48% of 8th graders report that they had been bullied at the middle school. Also, 95% of the 7th graders and 72% of 8th graders reported having little or no strategies to use if they are the victim of a bully. Worse, 85% of the 7th graders and 82% of the 8th graders would not have told an adult if they had been bullied!

Lessons focused on students taking responsibility for their own actions, identifying and expressing feelings, distinguishing between appropriate and inappropriate behavior, understanding the need for self-control, respecting alternative points of view, developing effective coping skills, recognizing personal boundaries and rights, and differentiating
between situations requiring peer support and situations requiring adult professional help. These interventions were conducted by the school counselors. They facilitated large-group and classroom guidance lessons. The lessons were aligned with American School Counselors Association National standards.

Two years after implementing the program there was a 43% decrease in reports of bullying. 47% of the students coming into the middle school reported never experiencing any bullying at the middle school. In addition, 77% of the 7th graders and 64% of the 8th graders reported that they would go to an adult and tell if they were a victim of bullying (Young et al, 2009).

In the discussion of a study completed by Estell et al. (2009), the authors postulate that all intervention programs must address the social skills training for the needs of students with mild disabilities as low social skills are the single most important factor in determining involvement in bullying either as a bully or victim or both. They suggest that students with mild disabilities may develop peer affiliations that further support their risk for involvement in bullying. Social skills training, bully prevention programs, and empathy training for those who bully may prevent the negative effects of these associations.
Chapter 3: Rational for Special Project

The Olweus Bullying Prevention Program has many facets, but students with disabilities do not always understand terminology as easily as their nondisabled peers. Often they have a hard time generalizing a lesson to other situations or settings. However it is possible for students with disabilities to learn these skills when provided with clear, concrete visual lessons or examples.

DVD of Role Playing Skits

The Olweus Bully Prevention Program includes many facets, with one showing promise to help students with disabilities. One of the suggestions to combat bullying and increase empathy is to have classroom meetings that start with a role playing scenario. Taking this suggestion, I videotaped these skits to use specifically with students with disabilities. This way, the students can use more than one learning style and repetition to learn the skills necessary to reduce bullying.

Here is an outline of the skits. Each skit is broken into two scenes with both being introduced by an announcer. The first scene introduces the form of bullying. The second scene shows a way to stop or intervene in that situation.

Skit 1: Physical Bullying

Announcer: Good Morning Bellmont! Welcome to our Pride Meeting where we are going to talk about Bellmont Pride. Before we start, I want to play a little clip performed by members of the Be A Leader Club. This clip is short and something we see often in our homes and at school.
Setting: Playground, afternoon, leaving school, with backpacks

Scene 1

Student 1 is walking away from the school with Student 2 behind him. Student 2 will catch up, push past Student 1, then try to physically block him from leaving the school.

Two bystanders will be in the background watching, but not responding.

Announcer: Did you see a student being bullied? I know, most of you probably think that these students were just playing around and this wasn’t something serious, but when we look at the definition of bullying, you’ll understand why we showed you this.

“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.”

Bullying is about power and using that power over someone else repeatedly. Is this a “game” you have played before? If you were the one being blocked from leaving, is this a “game” that you want to play?

Physical bullying can be hitting, pushing, kicking, pinching, or restraining someone.

Now, let’s watch how an adult can put a stop to this.

Scene 2

Camera will pan away from the scene after several seconds to show an adult walking up to them. The adult will use the Olweus On-the-Spot method to intercede making certain to include the bystanders.

Announcer: As part of Bellmont Pride, all staff are being trained to watch for and step up to stop bullying at Bellmont Middle School. Your job is to help us. Let us know if something is happening if we cannot or did not see it.
Next time we meet, we will talk about how you can step up and stop the situation yourself!

Until next time, remember, show Bellmont Pride.

**Skit 2: Verbal Bullying**

**Announcer:** Good Morning Bellmont! Welcome to our Pride Meeting where we are going to talk about Bellmont Pride. Before we start, I want to play a little clip performed by members of the Be A Leader Club.

**Setting:** Cafeteria after school getting ready for sports practice

**Scene 1:**

Student 1 (victim) is quietly sitting at a table waiting for the coach to show up. Her gym bag can be in front of her on the table. Student 2 (bully) walks up and taunts Student 1 about how small she is. Student 2 will threaten to tell the team not to pass to her. Student will call her a name, “Short stuff” or “Scoreless”. Student 2 should turn to the other team members (not in the shot) and tell them not to pass to Student 1.

During this, the Bystanders will be behind the scene watching. Bystander 1 (passive bystander) will try to not watch, but look back and forth. Bystander 2 (defender) though, will get up and start to walk over to the table. Student 2 should attempt to include Bystander 2 several times by turning and gesturing for her to join her. Bystander 2 should not make it to the table before the end of scene 1.

**Announcer:** Did you see a student being bullied?

“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending him or herself.”

Bullying is about power and using that power over someone else repeatedly.
In today’s clip, we showed any example of verbal bullying. Verbally bullying can include threats, taunts, teasing, and calling names. It can also include making faces or dirty gestures, intentionally excluding, or refusing to comply with one’s wishes.

Last time, I promised to show you what you could do to put a stop to this.

**Scene 2:**

Bystander 2 will finally make it to the table and interrupt Student 2. She will be forceful. She will stand between Students 1 and 2. She will face Student 2. Then she should take control and explain to Student 2 that her behavior is unacceptable and, as a team, no one will treat a team member like that. She may want to mention something about being the team captain and how she is disappointed that Student 2 thinks her behavior is ok.

(Example below)

Student 2: Loser!

Bystander 2: (interrupting) Whoa! Girl, stop that now! We are a team, a team that includes her. We do not talk to each other that way! (turn to Student 1). I am so sorry that she said that. We don’t think of you that way. She is not speaking for us as a team. (turn to Student 2) And you, you know better than that. We’ve talked about this before. We do not put each other down. We build each other up! We are a team! You are not showing Bellmont Pride and I am disappointed. And, I will say it again, as your team captain, this will not happen around me. NOT AROUND ME!

**Announcer:** That was a great job! Did you see how simple it was for her to stop the name calling? Bellmont Pride means standing up for each other. By taking someone’s side and letting others know their behavior is not acceptable, you are standing up for each other.
Your job is to help us. Let us know if something is happening if we cannot or did not see it, or stop it yourself!

Next time we meet, we will talk about what can happen if laws are broken. Until next time, remember, show Bellmont Pride.

**Skit 3: Cyber Bullying**

**Announcer:** Good Morning Bellmont! Welcome to our Pride Meeting where we are going to talk about Bellmont Pride. Before we start, I want to play a little clip performed by members of the Be A Leader Club.

**Setting:** Bench outside school

**Scene 1:**

All are sitting on the bench waiting for something. They are checking their phones.

Student 1: (looking shocked): Hey, someone wrote on my Facebook wall. They think I am going to meet them after school to fight. Ha, here I am, where are they?

Student 2: (looking ashamed): Why would she say that about me? Why would she be so mean? What have I ever done to deserve being called names like that?

Student 3: (shocked): Wait! What? I didn’t write that! Who hacked my Facebook account and wrote that? Dang it! That makes more sense now. That is why she was so mad at me!

But, I didn’t write that. How am I ever going to get her to believe me?

Student 4: (turning her phone on- looking over to Student 3): How many texts do you think my ex-boyfriend has sent me today? I will never talk to him again, but he texts me constantly! (Looking at messages) Oh, look, I only have 22 from during school! He sent over 200 last night. What should I do?
Announcer: Did you see a student being bullied? How about multiple students?

"Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending him/herself."

Bullying is about power and using that power over someone else repeatedly.

In today's clip, we showed examples of cyber bullying. Cyber bullying is using technology to bully someone. It can include flaming, or going online to cause fights; harassment, or using the internet to repeatedly send nasty or harassing messages either through texts, emails, or posts on websites; denigration or putting someone down while online; impersonation or hacking into someone's email and sending messages pretending to be that person; outing or posting someone's secrets online as a way to embarrass them; trickery or intentionally using a pretend friendship to get someone to say something or do something they would not normally do; exclusion or going online to let many peers know that someone is not to be talked to; and cyber stalking or repeated, intense harassment and denigration that includes threats or creates significant fear.

Last time, I promised to show you what would happen if the law had to be involved.

Scene 2:

Enter Officer Affolder. He will talk a little about what it means for us as citizens to get caught cyber bullying and what can happen if the law gets involved. Make sure to mention sexting, harassing, and cyber stalking.

Announcer: Thank you Office Affolder. This may be something you have heard before, but it can't hurt to hear it again. Cyber bullying is serious stuff! You may send texts or emails from home, but if the results carry over to the school day and cause a problem here, we have the responsibility and duty to respond. So, think before you do something. Think
before you send that text or email or you put that post on Facebook! The evidence is out there. The police are able to access that information and use it in court. You can and will be caught. There will be consequences. This is your life, your future you need to protect. Only you can protect yourself.

Your job is to help us. Let us know if something is happening if we cannot or did not see it, or stop it yourself! Remember, show Bellmont Pride.

**Summary**

I created one video with three segments addressing the three main types of bullying and one scenario of how to respond as the adult, one as the student, and one as the law. There remains the possibility of creating more if needed. Students with disabilities often have needs that go beyond those of their nondisabled peers. Just as learning to read takes repetition, learning how to identify the behaviors linked with bullying takes repetition. These videos are meant to be used by teachers to give students clear, concrete, visual repetitions of those behaviors and how to respond. They will also give teachers additional resources as they work with students with disabilities.

**Olweus Light Handbook**

Another issue schools sometimes battle is training the entire staff at a school. Because the Olweus Bullying Prevention Program is intended to be a climate change and not something a few people are responsible for, the entire staff must be trained on how to intervene if they see bullying happen. Janitors and nurses, secretaries and librarians, cooks and instructional aides all need to be trained. But, the initial training and the books which are part of the program are geared toward teachers and administrators. What we need is a handbook or guide intended for those people who work with students but do not lead a
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class. We need a handbook that gives the non-certified staff the information they needed in a simplified, concise manner. This handbook could also be used to introduce future staff to the program at the beginning of a school year (or their employment) so they could get the basics of the program down and be trained later, as time allowed.

This handbook would need to include an introduction to the Olweus Bullying Prevention Program along with some history behind it. It would need some specific information about bullying, the effects on both the bully and the victims, along with some characteristics of everyone involved. This handbook would need to include directions on how to intervene, specific steps of an intervention, dos and don’ts of intervening, and to whom and how to report the incidence.

All of this will then be used by the team in the school to train those staff as needed.
References


Olweus Bully Prevention Program for Special Education

OLWEUS BULLYING PREVENTION PROGRAM

Olweus "Light" Handbook

Compiled by Lyné Weiland
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Introduction to the Olweus Bullying Prevention Program

History

Although bullying problems among students have been around for centuries, it wasn’t until the early 1970s that Dr. Dan Olweus initiated the first systematic research study in the world on these problems. The results were published in a Swedish book in 1973 and in the United States in 1978 under the title Aggression in the Schools: Bullies and Whipping Boys. For a considerable period of time, up to the early 1990s, there was very little attention to and research on the topic of bullying outside of Scandinavia.

In 1983, after three adolescent boys in northern Norway committed suicide, most likely as a consequence of severe bullying by peers, the country’s Ministry of Education initiated a national campaign against bullying in schools. In that context, the first version of what has later become known as the Olweus Bullying Prevention Program (OBPP) was developed.

The program was carefully evaluated in a large-scale project involving 40,000 students from forty-two schools followed over a period of two and a half years. The program has since been refined, expanded, and further evaluated with successful results in five additional large-scale projects in Norway. Since 2001, as part of the Norwegian government’s plans for the prevention and reduction of delinquency and violence among children and youth, OBPP has been implemented on a large-scale basis in elementary and lower secondary schools throughout Norway.

Dr. Olweus has for a long time seen the phenomenon of bullying in the context of human rights. As early as 1981, he proposed enacting a law against bullying in schools. He argued early that it is a fundamental human right for a student to feel safe in school and to be spared the repeated humiliation implied in bullying. In the mid-1990’s, these arguments led to legislation against bullying by the Swedish and Norwegian parliaments. Similar legislation has been adopted in more than thirty states (at the date of the publication) in the United States and in several other countries.
During the 1990s Dr. Olweus worked closely with American colleagues, notably Dr. Susan P. Limber, now at Clemson University in South Carolina, to implement and evaluate the program in the United States, resulting in positive though somewhat weaker outcomes. Since then, hundreds of schools in most every state in the United States have used the program, and the number is growing. Additional studies of these efforts are being conducted by the authors of this guide and other researchers.

Olweus Schoolwide Guide p. 5-6

Rational for the Handbook

The following handbook was created to take the lessons in the Olweus Bullying Prevention Program and make them accessible to all school staff. The program designed by Dan Olweus is a total package with information for everyone from administrators to classroom teachers to nurses. The program starts out with members from the school being trained for the school’s Bullying Team (name can be changed as desired). Those team members are trained in two full day training sessions. They are also given a full set of materials they can then share with coworkers. Each team must consist of members from every part of the school. For example, each team would include teachers from each grade level, guidance counselors, office staff, cooks, and janitors. Those team members are then meant in turn to train the rest of the school staff. Unfortunately, that means nurses, librarians, instructional aides, and janitors have to wade through a lot of information meant specifically for administrators and classroom teachers to find the basic information they need to share. Included in the handbook is information taken from the training power points used to train the original teams and information from the Olweus School-Wide Guide and the Olweus Teacher Guides.

CREDITS

This information was taken word for word from the Olweus Bullying Prevention Program manuals and publications available through Hazelden Press. This content is taken by permission from Olweus, Dan, and Susan P. Limber. Olweus Bullying Prevention Program: Teacher Guide and Schoolwide Guide, Hazelden Publishing, copyright 2007.
What is Bullying Specifically?

**Olweus Definition of Bullying:**

“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.”

**Three Key Components of Bullying Behavior**

1. Involves an aggressive behavior
2. Typically involves a pattern of behavior repeated over time
3. Imbalance of power or strength

**Definition of Terms:**

- Bullying or victimization is when a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students.
- Negative actions are someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another and can include physical aggression, verbal abuse, and more.
- Physical aggression can include hitting, pushing, kicking, pinches, or restraining someone.
- Verbal abuse can include threats, taunts, teasing, and calling names. It can also include making faces or dirty gestures, intentionally excluding, or refusing to comply with one’s wishes.
- Cyber bullying is using the technology to bully someone. It can include flaming, or going online to cause fights; harassment, or using the internet to repeatedly send nasty or harassing messages either through texts, emails, or posts on websites; denigration or putting someone down while online; impersonation or hacking into someone’s email and sending messages pretending to be that person; outing or posting someone’s secrets online as a way to embarrass them; trickery or intentionally using a pretend friendship to get someone to say something or do something they would not normally do; exclusion or going online to let many peers know that someone is not to be talked to; and cyber stalking or repeated, intense harassment and denigration that includes threats or creates significant fear.
General Overview of the Olweus Bullying Prevention Program (OBPP)

The OBPP is:
- Designed for ALL students and adults
- Preventive AND responsive
- Focused on changing norms and restructuring the school setting
- Research based
- NOT time-limited: Requires systematic efforts over time

The OBPP is not:
- a classroom curriculum
- a conflict resolution approach
- a peer mediation program
- an anger management program

Goals of OBPP:
- Reduce existing bullying problems
- Prevent the development of new bullying problems
- Achieve better peer relationships

OBPP components include:
- the school as a whole, includes janitors, nurses, library staff, instructional aides, secretaries, and administration
- the classroom with the teachers and peers
- parents/family
- individuals
- the community
Effects of Bullying

Effects of Being Bullied on the Victims:
- Lower self-esteem
- Depression and anxiety
- Absenteeism and lowered school achievement
- Thoughts of suicide
- Illness (or frequent trips to the nurse)

Effects of Bullying on the Bully: Children who bully are more likely to:
- Get into frequent fights
- Be injured in a fight
- Steal, vandalize property
- Drink alcohol, smoke
- Be truant, drop out of school
- Report poorer academic achievement
- Perceive a negative climate at school
- Carry a weapon
  Bullies were 4 times more likely to have 3 or more convictions by the age 24. (Olweus)

Effects on Bystanders: Bystanders may feel:
- Afraid
- Powerless to change the situation
- Guilty for not acting
- Diminished empathy for victims over time

Effects on School Climate:
- Creates a climate of fear and disrespect
- Interferes with student learning
- Students may feel insecure and not like school as well
- Students may perceive lack of control/caring by adults
- Students may lose the sense of empathy toward specific students
Characteristics of Students Who are Bullied

Characteristics of Bullied Students:

- Research suggest two categories of bullied children:
  - “Submissive” or “passive” victims
    - Cautious, sensitive, quiet, and withdrawn
    - Anxious, insecure, have low self-esteem
    - Physically weaker than peers (boys)
    - Physically mature earlier (girls)
    - Have few friends- find it easier to associate with adults
  - “Provocative” victims
    - Share characteristics with bullied children
    - Share characteristics with children who bully
    - Be less effective in bullying than other children who bully
    - Behave in ways that cause irritation and attract negative attention
    - Often have ADHD and often are irritating to adults also

Children at Higher Risk of Being Bullied:

- Children with disabilities, special needs, and health problems
- Children who are obese
- Children who are lesbian, gay, bisexual, transgender, or who are questioning their identities

Signs that may indicate a student is being bullied:

- Frequent school absences
- Anxiety or fearfulness during class
- Withdrawal from peers
- Decline in academic performance
- Not eating lunch
- Avoidance of certain school areas
- Frequent visits to school nurse
- Torn clothing or bruises
Characteristics of Students Who Bully

Characteristics of Students who Bully:
- Tend to have positive attitudes toward violence
- Are often impulsive and have quick tempers
- Show little empathy for victims
- Are aggressive to adults
- Are involved in other antisocial or rule-breaking activities
- Are physically stronger than peers (boys)

Common Myths about Children who Bully:
- Children who bully are loners
- Children who bully have low self-esteem

What Motivates Children who Bully?
- Like to dominate others in a negative way
- Gain satisfactions from inflicting injury and suffering
- Receive “rewards” by bullying others (prestige, attention, possessions)

Family Risk Factors for Bullying:
- On average there is a lack of parental warmth and involvement
- There is a lack of parental supervision
- There is overly-permissive parenting
- Or there is harsh discipline/physical punishment
Olweus Bully Prevention Program for Special Education

Olweus Training Power Points

Tips

Remember, if not helped most of our bullies will grow up and become adults who bully. Most adults have been bullied in the workforce or other public place.

Another part of the OBPP is to avoid labeling a child as a bully or as a victim. Many students “live up to” a label. Instead when discussing a situation with a child, talk about the behavior.

Your OBPP Team will administer a survey to identify “hot spots” within your school. They will use this information to increase supervision in those areas. You may be asked to supervise one of these areas. It will be your responsibility to watch and intervene if needed. **Please take this responsibility seriously.**
As stated earlier, the goal of the OBPP is to create a climate within the school or community setting that discourages bullying and moves students away from the bully (A) toward the defenders (G). By discussing the roles students are playing in the situations and making it obvious that they are supporting the pain, students in the supporter (C) to possible defenders (F) roles change their behaviors and start to become part of a solution.
How to Intervene/On-the-Spot Bullying Interventions

When you see bullying happen:

**Step 1:** Stop the bullying. Step between the students, tell them to stop, interrupt the situation!

**Step 2:** Support the student who has been bullied. Say you are sorry that this happened to them. Let them know you saw what happened.

**Step 3:** To the student(s) who bullied: Name the bullying behavior and refer to the four anti-bullying rules.

**Step 4:** Empower the bystanders with appreciation if they were supportive to the student who was bullied or with information about how to act in the future.

**Step 5:** Impose immediate and appropriate consequences for the student(s) who bullied. Lunch detention or time spent with an adult instead of the preferred unstructured activity.

**Step 6:** Take steps to make sure the student who was bullied will be protected from future bullying. Tell everyone that adults are watching and that you will specifically be watching to make certain this does not happen again.

*Note: there is an attached poster with a mnemonic to help you remember these steps. Also, these can be printed, laminated to a 3X5 card, and carried by staff.*

How to Report Bullying and to Whom to Report:

- Make certain to get the names of those involved.
- Write yourself a note as soon as possible so that names are not forgotten. Be sure to note the time and place of the incident.
- Let the administrators know what happened, preferably as soon as possible. The sooner consequences are enacted the more likely the consequences will be effective.
- Follow up on the situation by maintaining a presence and watching for similar situations.
<table>
<thead>
<tr>
<th>Step</th>
<th>Do’s</th>
<th>Don’t’s</th>
</tr>
</thead>
</table>
| **Step 1: Stop the bullying** | Stand between the student who bullied and the student was bullied.  
Set ground rules for all participants (for example, “I want you each to stand here and listen and not talk.”) | Don’t get into a verbal or physical tussle with any student.  
Don’t send any students away—especially bystander(s).  
Don’t ask about or discuss the reason for the bullying or try to sort out the facts now. |
| **Step 2: Support the student who has been bullied in a way that allows him or her to regain control his or her emotions and to “save face”** | Stand close behind the student who has been bullied.  
Make minimal eye contact—just enough to gauge his or her emotions.  
Consider physically comforting the student (for example, pat the student on the shoulder) only if you think it will not cause him or her to lose control or feel more embarrassed. | Be careful in showing too much overt attention to the student who was bullied. Too much sympathy (when expressed in public) may be uncomfortable for the student.  
Don’t ask the bullied student to tell you what happened.  
Don’t offer lots sympathy (words or actions) on the spot—wait until later. |
| **Step 3: Address the student(s) who bullied by naming the bullying behavior and refer to the four anti-bullying rules.** | State what you saw/heard; label it bullying.  
State that it is against the school rules (for example, “The words I heard you use are against our rules about bullying.”).  
Use a matter-of-fact tone to let the student(s) who bullied know exactly what behaviors are not okay and why. | Do not accuse—simply state the facts (“I saw...” or “I heard...”).  
Don’t engage students in a discussion or argument about the facts. Remind them to listen and not talk. |
| **Step 4: Empower bystanders with appreciation or information about how to act in the future.** | Praise bystanders with specific comments about things they did to help, even if they were not effective.  
If they took not helpful action, use a calm, matter-of-fact, supportive tone to let bystanders know that you noticed their inaction.  
If appropriate, suggest something they could do now to help the student who was bullied (for | Don’t scold bystanders for not getting involved.  
Don’t ask bystanders to state what happened or explain their behavior at this point. |
<table>
<thead>
<tr>
<th>Example, help to pick up books, accompany him or her to get a new lunch.</th>
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<tbody>
<tr>
<td><strong>Step 5:</strong> Impose immediate and appropriate consequences for the student(s) who bullied.</td>
</tr>
<tr>
<td>A verbal reprimand is likely to be the first reactions; in addition, you may want to take away some social opportunities from the bullying students as your role and relationship with them permit (for example, recess, lunch in the cafeteria).</td>
</tr>
<tr>
<td>Let the students who bullied know you will be watching them and their cohorts closely to be sure there is not retaliation against the student who has been bullied.</td>
</tr>
<tr>
<td>If these students are not members of your classroom, notify their primary teacher so he or she knows what happened and what disciplinary action was taken (verbal or written).</td>
</tr>
<tr>
<td>If the students are in middle school/junior high school, notify the teacher who has the closest relationship to the students or your school’s discipline officer.</td>
</tr>
<tr>
<td>Depending on the system adopted by your school, you may also have to report the incident to your Bullying Prevention Coordinating Committee and/or enter it into a special log.</td>
</tr>
<tr>
<td>Do not scold.</td>
</tr>
<tr>
<td>Do not institute a reparation plan on the spot. Follow up later.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Plan a follow-up meeting with the student who was bullied and his or her parents (as appropriate).</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 6:</strong> Take steps to make sure the student who was bullied will be protected from future bullying.</td>
</tr>
<tr>
<td>Keep an eye on the situation and make sure the student who was bullied knows he or she should report any future bullying to you immediately.</td>
</tr>
<tr>
<td>Try to involve the student with a positive peer group, so he or she is not isolated or alone.</td>
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</tbody>
</table>
This is an example of a poster to be posted in lunch rooms or hallways as a quick reminder of the steps to intervene during a bullying situation. This could be used by staff and students.

<table>
<thead>
<tr>
<th>S</th>
<th>STOP the bullying</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Acknowledge/support the bullied student</td>
</tr>
<tr>
<td>F</td>
<td>Name the behavior/refer to the 4 anti-bullying rules</td>
</tr>
<tr>
<td>E</td>
<td>Engage bystanders</td>
</tr>
<tr>
<td>T</td>
<td>What did they do right/could have done differently</td>
</tr>
<tr>
<td>Y</td>
<td>Tell the consequences</td>
</tr>
<tr>
<td></td>
<td>We will be watching.</td>
</tr>
<tr>
<td></td>
<td>“You are safe.”</td>
</tr>
<tr>
<td></td>
<td>Take steps to protect the bullied student.</td>
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</tbody>
</table>
The OBPP program suggests to staff that they print this cheat sheet on card stock and laminate it so it can be carried by staff as a quick reference while intervening in a situation where a student is being bullied.

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**On-the-Spot Bullying Interventions**

When you see bullying happen:

**Step 1:** Stop the bullying.

**Step 2:** Support the student who has been bullied.

**Step 3:** To the student(s) who bullied; name the bullying behavior and refer to the four anti-bullying rules.

**Step 4:** Empower the bystanders with appreciation if they were supportive to the student who was bullied or with information about how to act in the future.

**Step 5:** Impose immediate and appropriate consequences for the student(s) who bullied.

**Step 6:** Take steps to make sure the student who was bullied will be protected from future bullying.
Information withheld for privacy.