



# BULLYING IN ADOLESCENCE

A Presentation Prepared for School Psychologists

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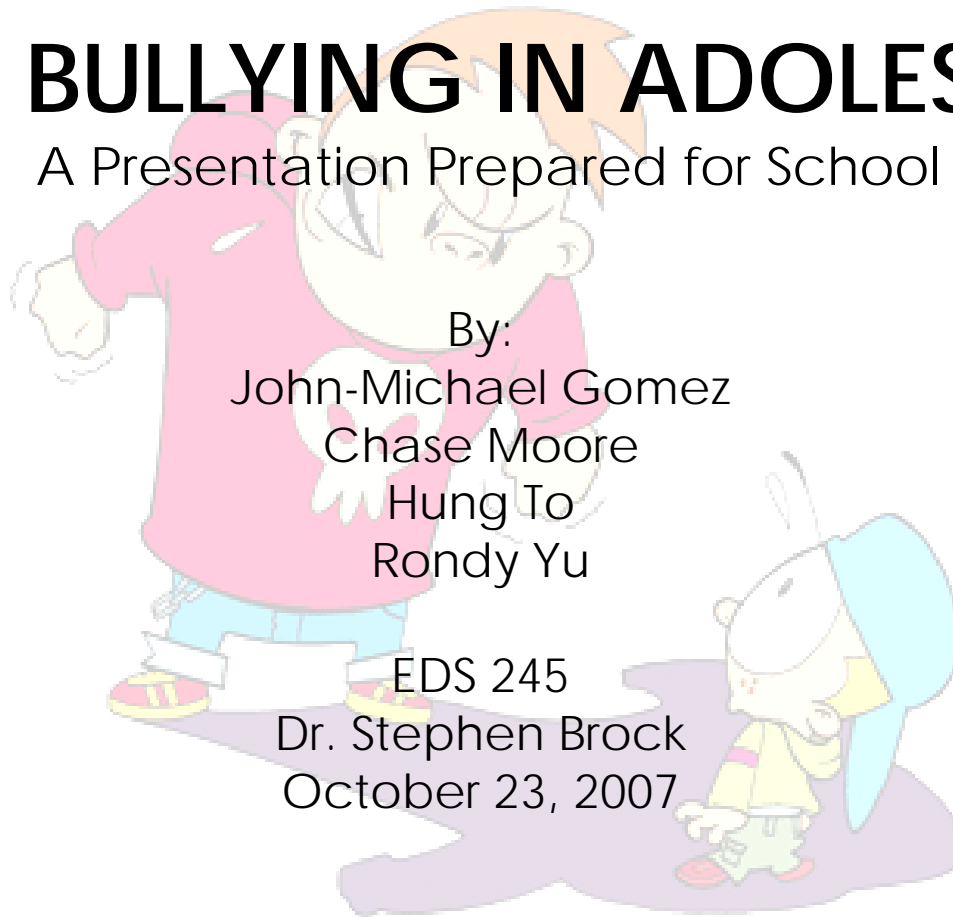
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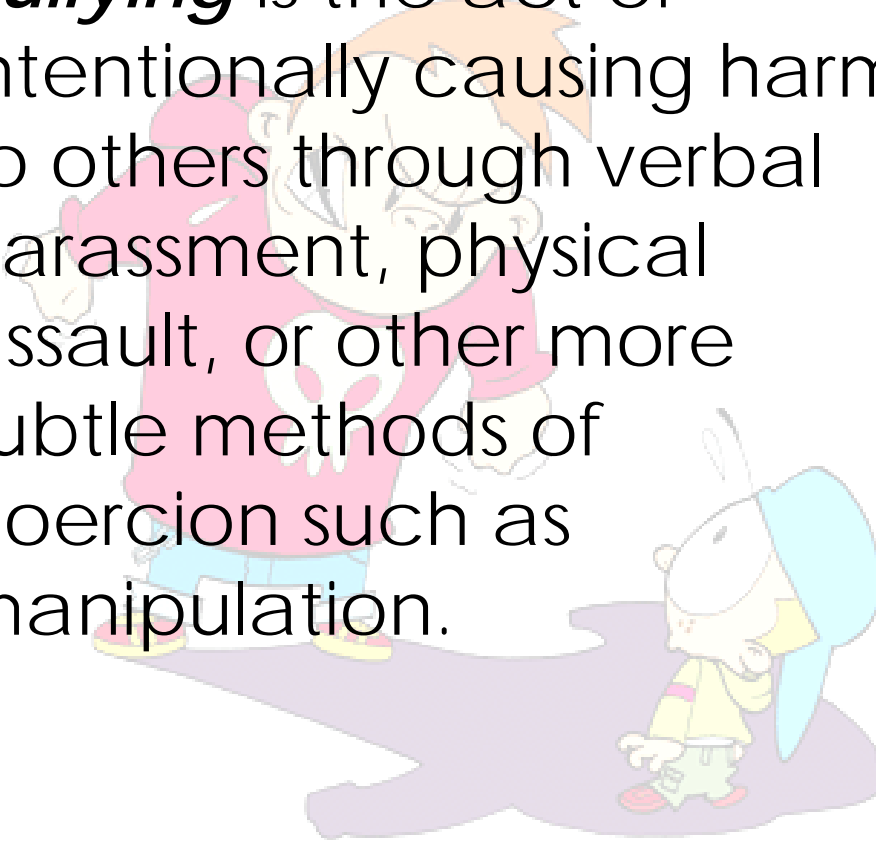
Dr. Stephen Brock

October 23, 2007



# Introduction

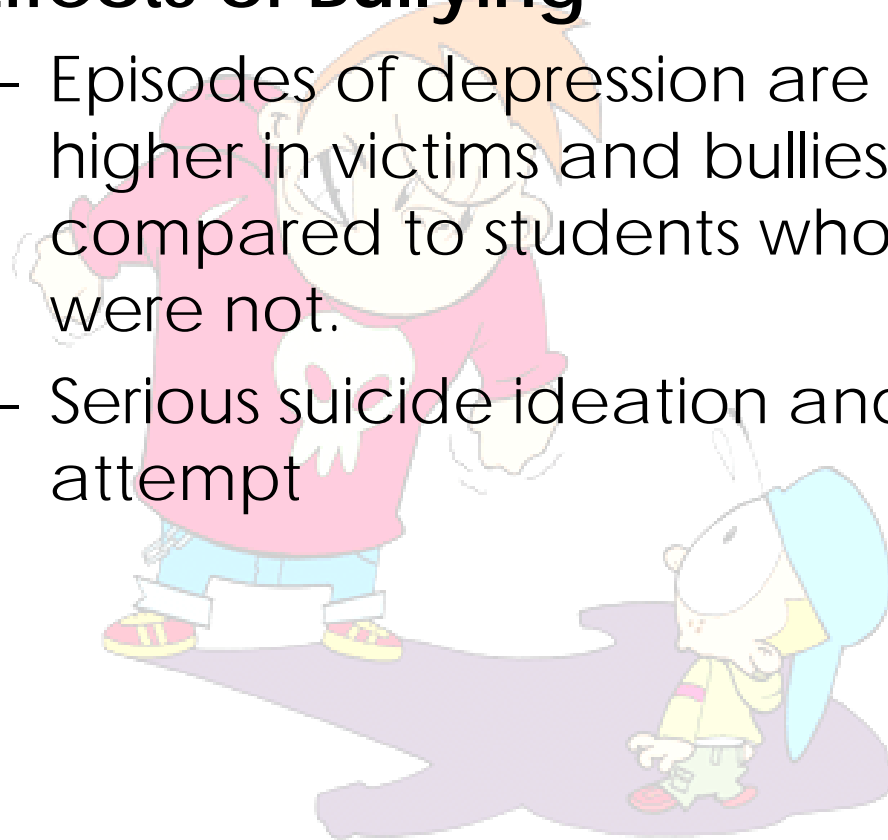
- ***Bullying*** is the act of intentionally causing harm to others through verbal harassment, physical assault, or other more subtle methods of coercion such as manipulation.



# Introduction Con't

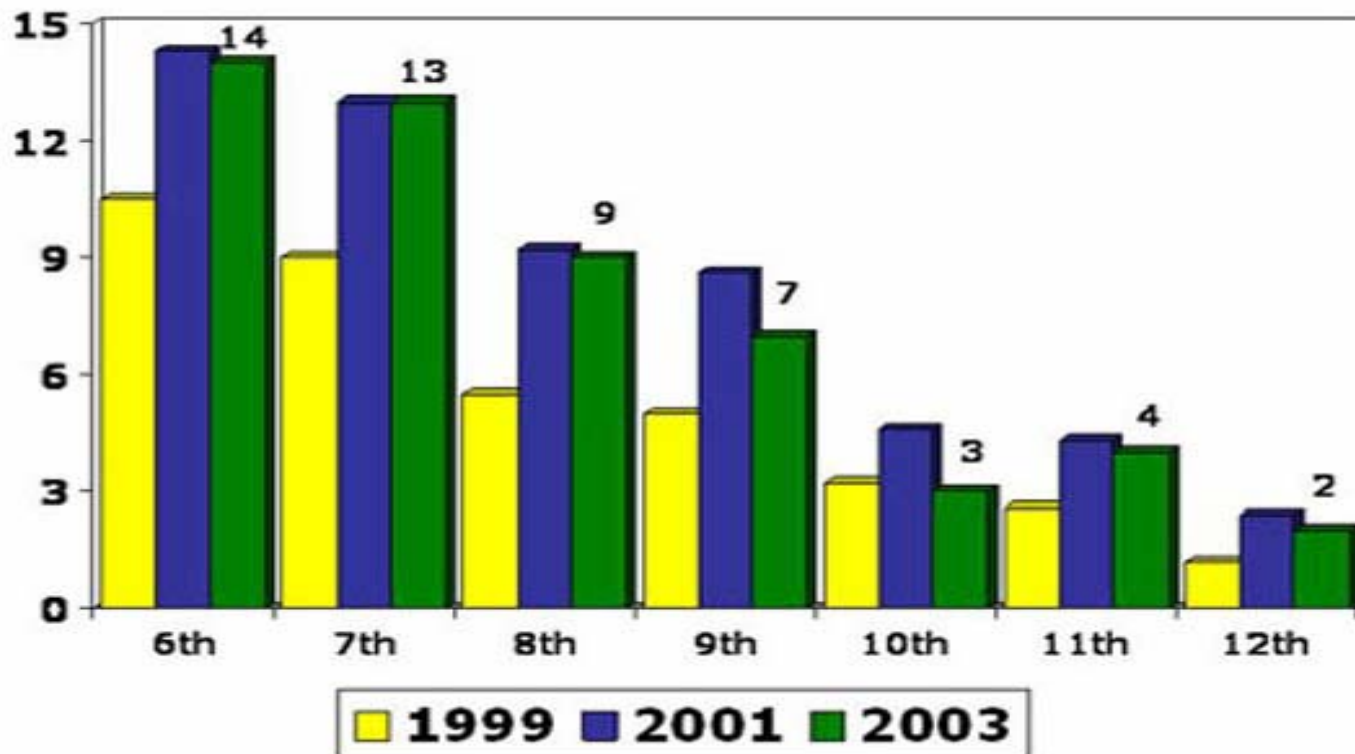
- **Effects of Bullying**

- Episodes of depression are higher in victims and bullies compared to students who were not.
- Serious suicide ideation and attempt



# Current Statistics

Percentage of students bullied in school by grade level



# Responses to Student Bullying

- Depending on the study, researchers have found that teachers intervene in bullying situations between 10% and 20% of the time.
- According to one survey, 25% of student reported that teachers intervened, but 71% of teachers reported that they intervened all the time.



# True or False?

- Bullies are anxious & insecure people

**FALSE**

- All bullies are loners

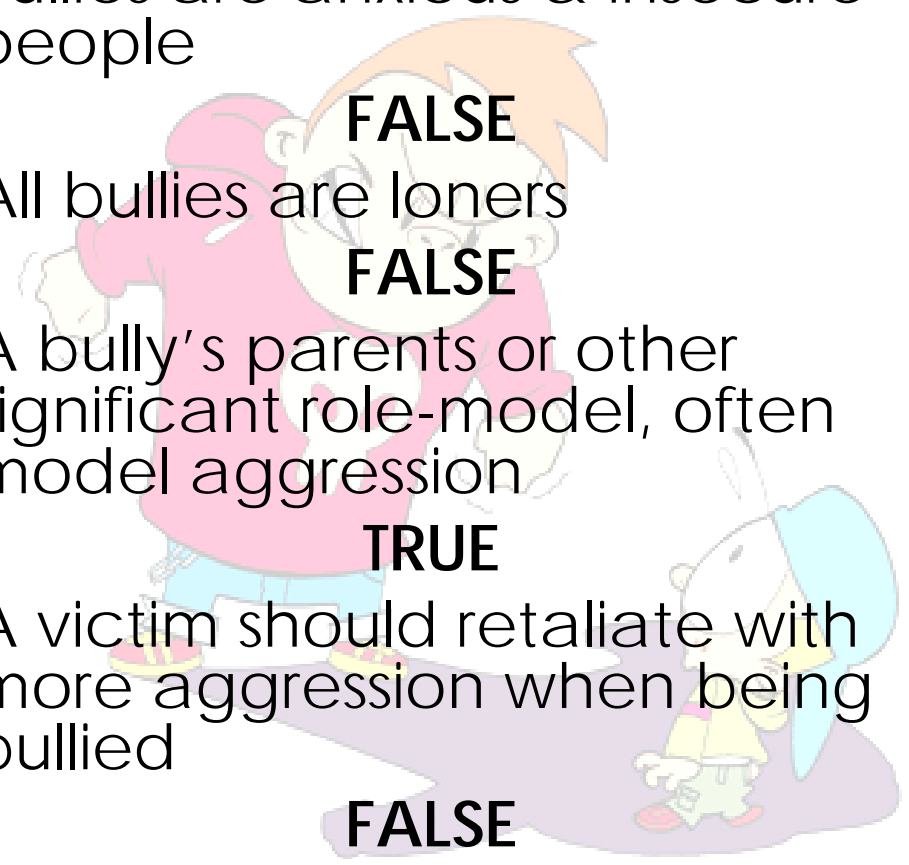
**FALSE**

- A bully's parents or other significant role-model, often model aggression

**TRUE**

- A victim should retaliate with more aggression when being bullied

**FALSE**



# Four Markers of Bullying

- Imbalance of power
- Intent to harm
- Threat of further aggression
- Terror





# Different Forms of Bullying

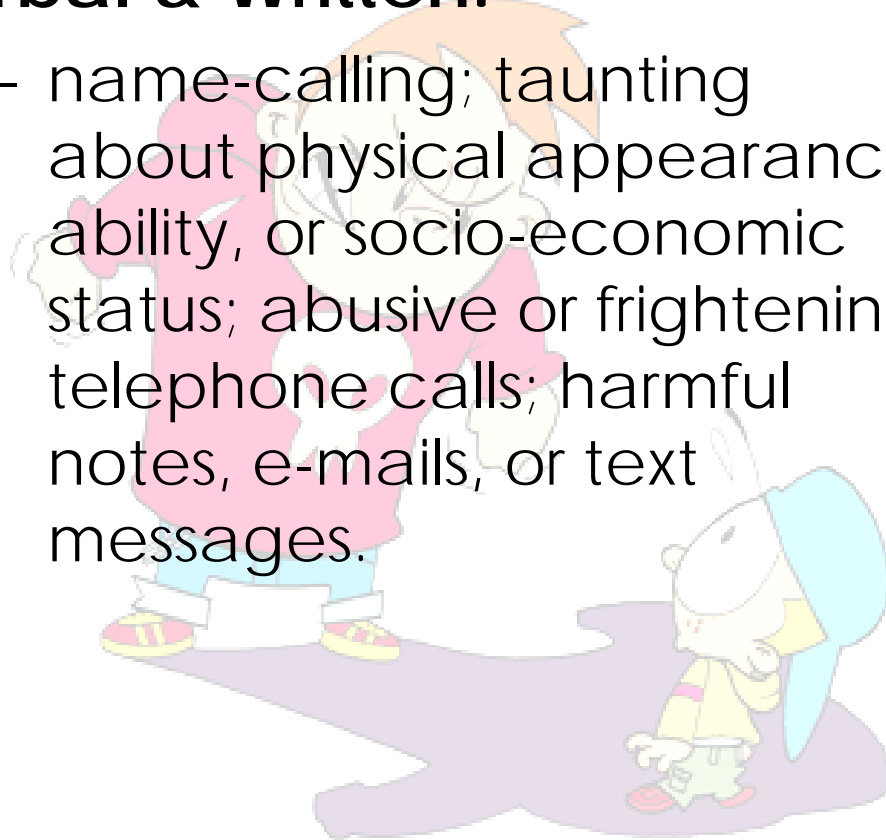
- Verbal & Written
- Physical
- Social



# Types of Bullying

## Verbal & Written:

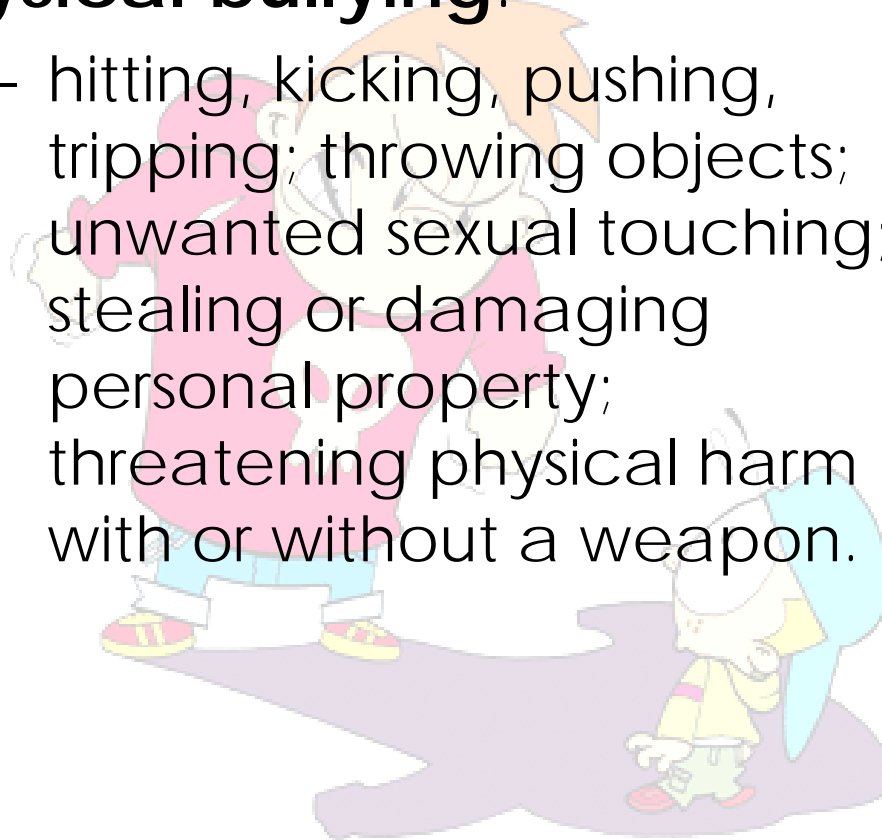
- name-calling; taunting about physical appearance, ability, or socio-economic status; abusive or frightening telephone calls; harmful notes, e-mails, or text messages.



# Types of Bullying Con't

## Physical bullying:

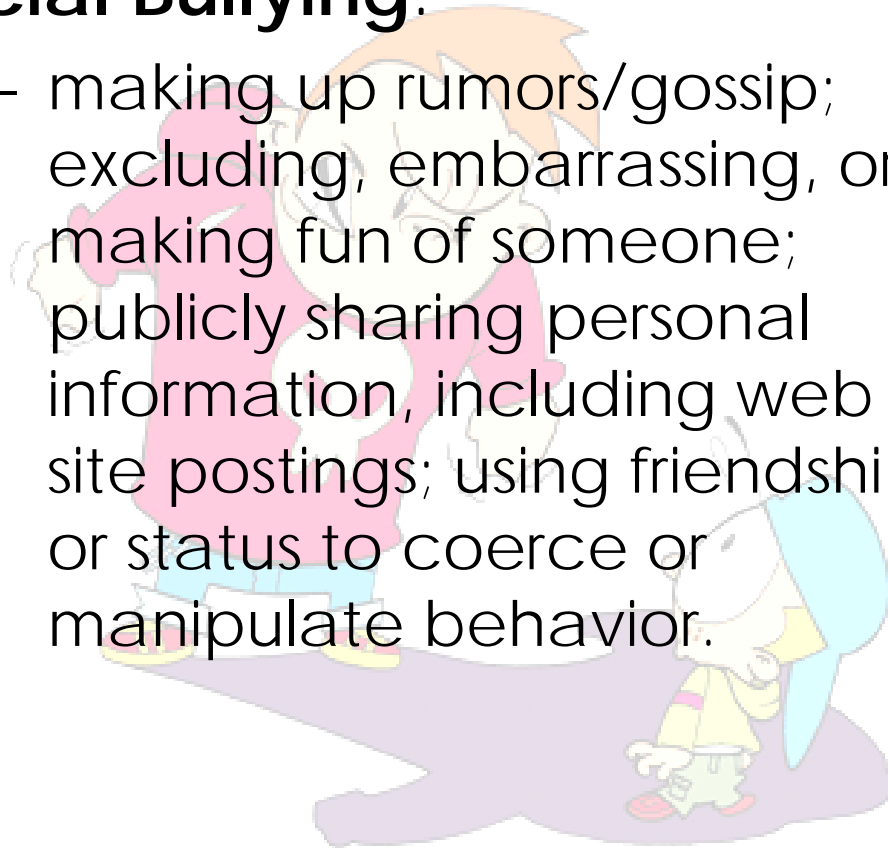
- hitting, kicking, pushing, tripping; throwing objects; unwanted sexual touching; stealing or damaging personal property; threatening physical harm with or without a weapon.



# Types of Bullying Con't

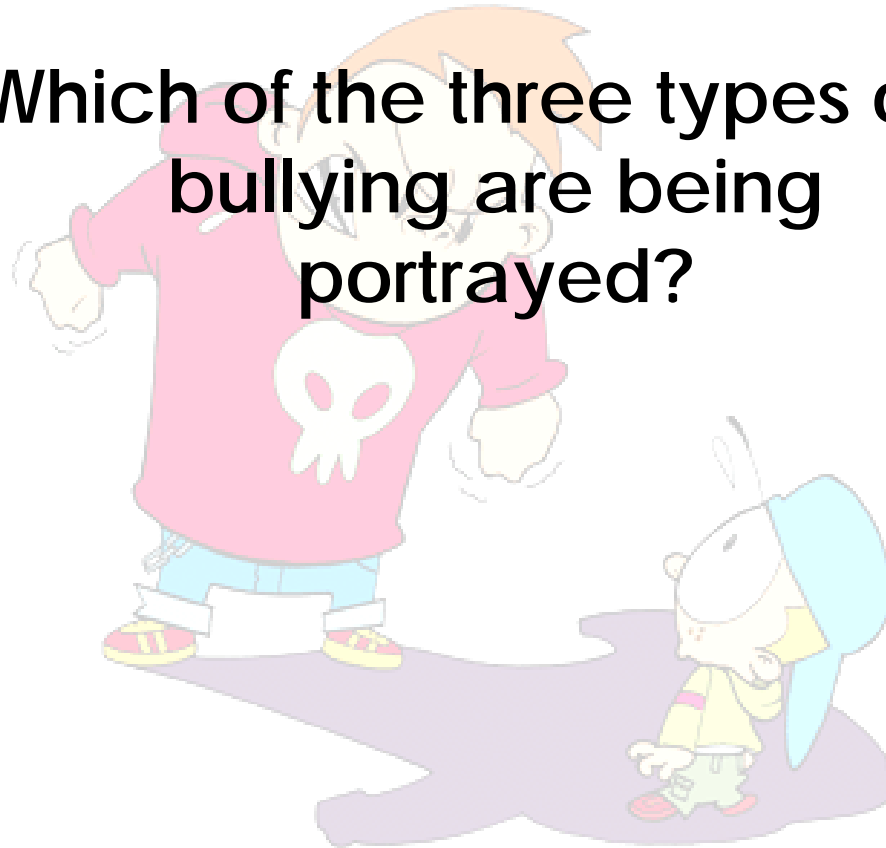
## Social Bullying:

- making up rumors/gossip; excluding, embarrassing, or making fun of someone; publicly sharing personal information, including web site postings; using friendship or status to coerce or manipulate behavior.



# Types of Bullying Con't

Which of the three types of bullying are being portrayed?



# Players of the Game

- Bully

- Victim

- Bystander



# The Bully

## Pre-Dispositional Factors:

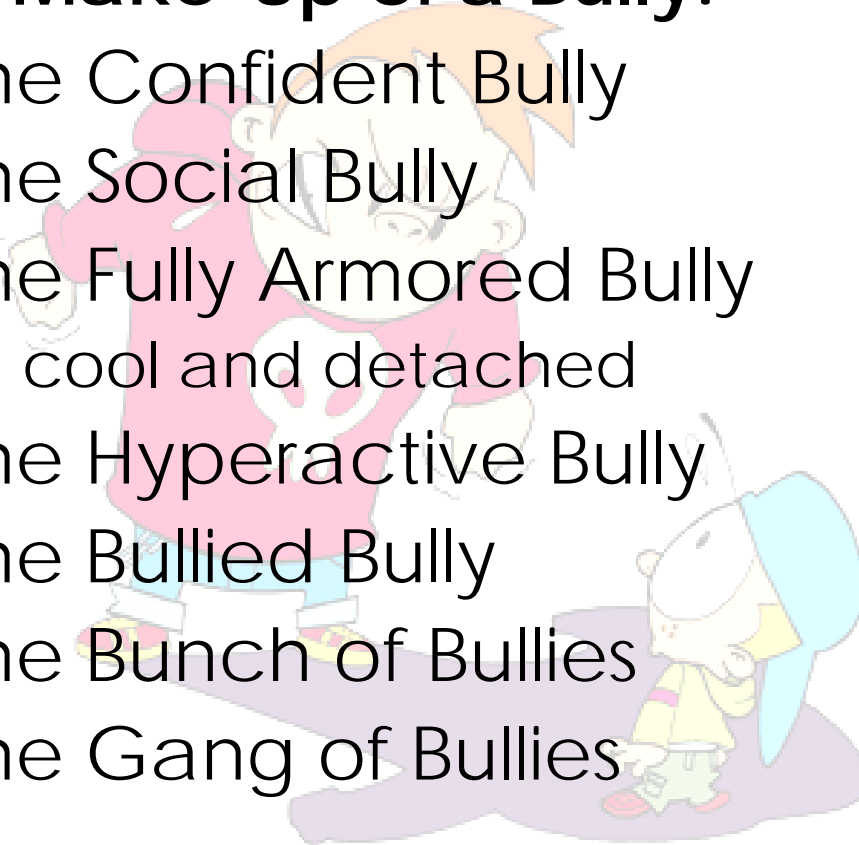
- Low parent involvement contribute to bullying behavior in adolescents.
- Compared to their normal weight peers, overweight and obese children are more likely to be victims or perpetrators of verbal, physical, and relational bullying.
- Harsh physical discipline and abuse at home
- Lack of consistency in instructions from teacher



# The Bully Con't

## The Make-Up of a Bully:

- The Confident Bully
- The Social Bully
- The Fully Armored Bully
  - cool and detached
- The Hyperactive Bully
- The Bullied Bully
- The Bunch of Bullies
- The Gang of Bullies





# The Victim

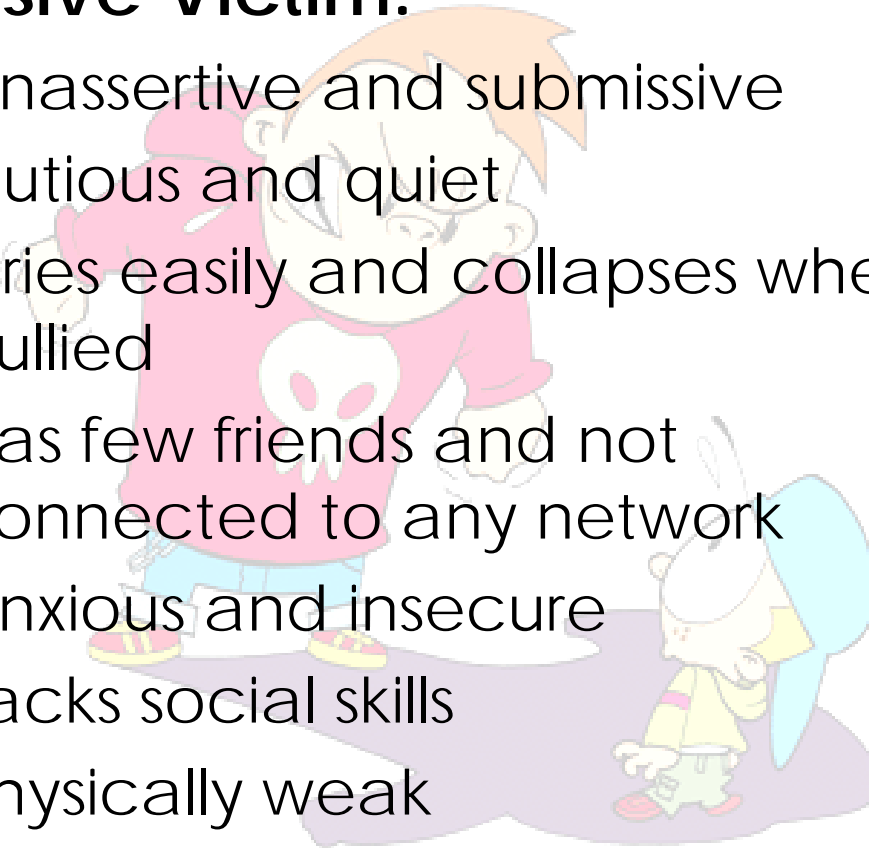
- Passive Victim
- Proactive Victim
- Vicarious Victim



# The Victim

## Passive Victim:

- nonassertive and submissive
- cautious and quiet
- Cries easily and collapses when bullied
- Has few friends and not connected to any network
- Anxious and insecure
- Lacks social skills
- Physically weak



# The Victim Con't

## Proactive Victim:

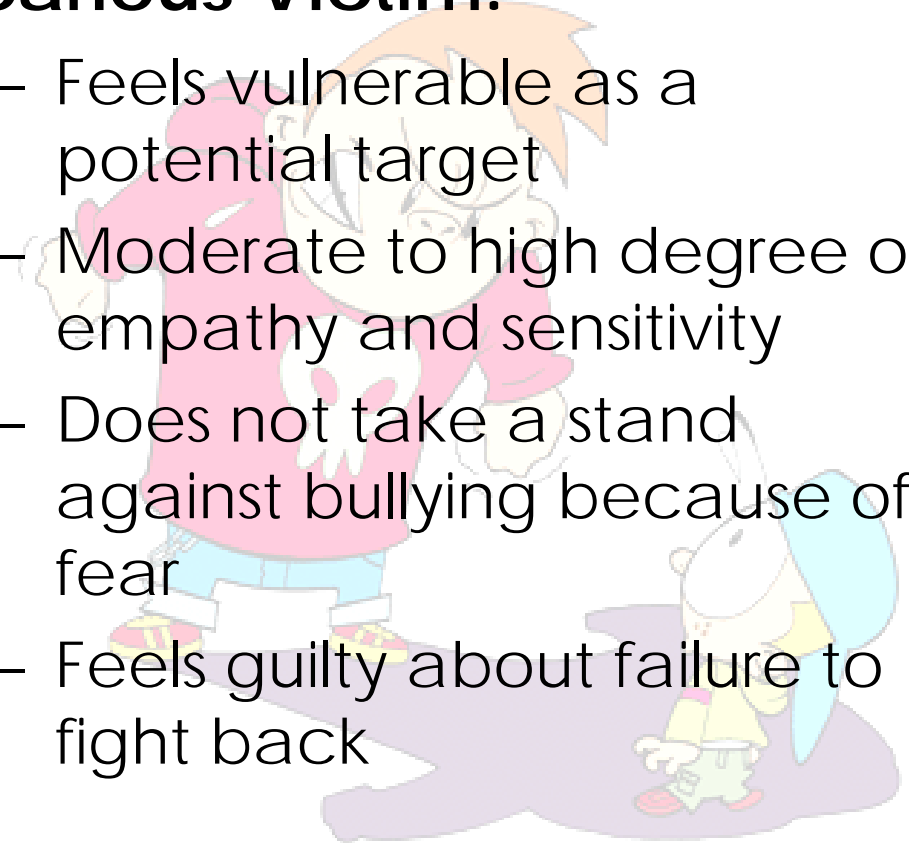
- Aggressive and argumentative
- Displays disruptive and irritating behaviors
- Easily emotionally aroused
- Prolongs conflict even when losing
- Maybe diagnosed with ADHD



# The Victim Con't

## Vicarious Victim:

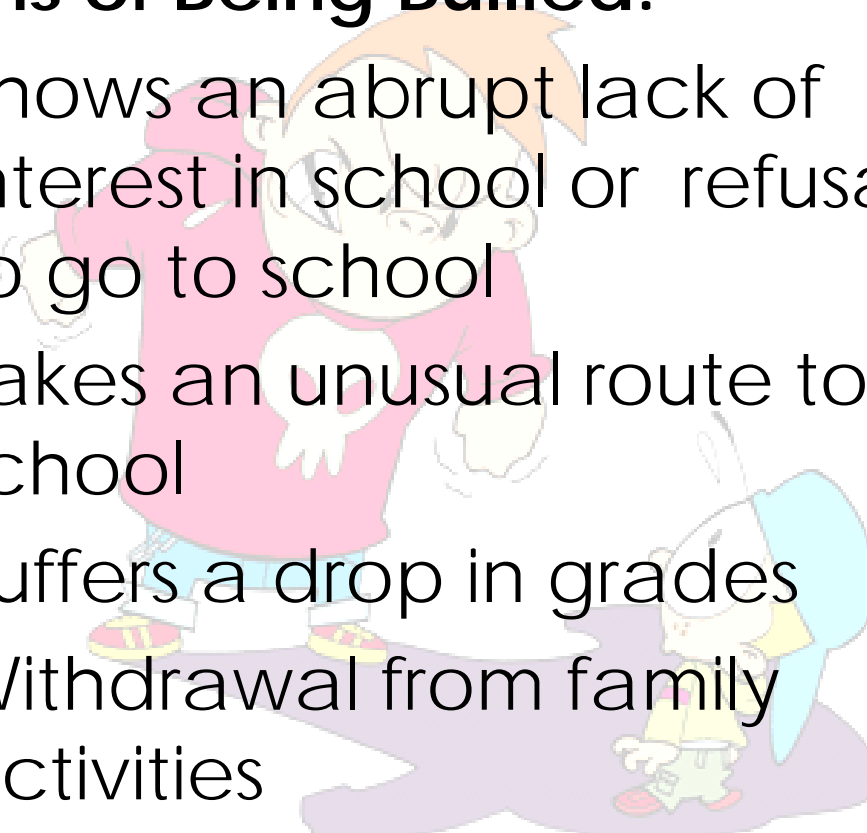
- Feels vulnerable as a potential target
- Moderate to high degree of empathy and sensitivity
- Does not take a stand against bullying because of fear
- Feels guilty about failure to fight back



# The Victim Con't

## Signs of Being Bullied:

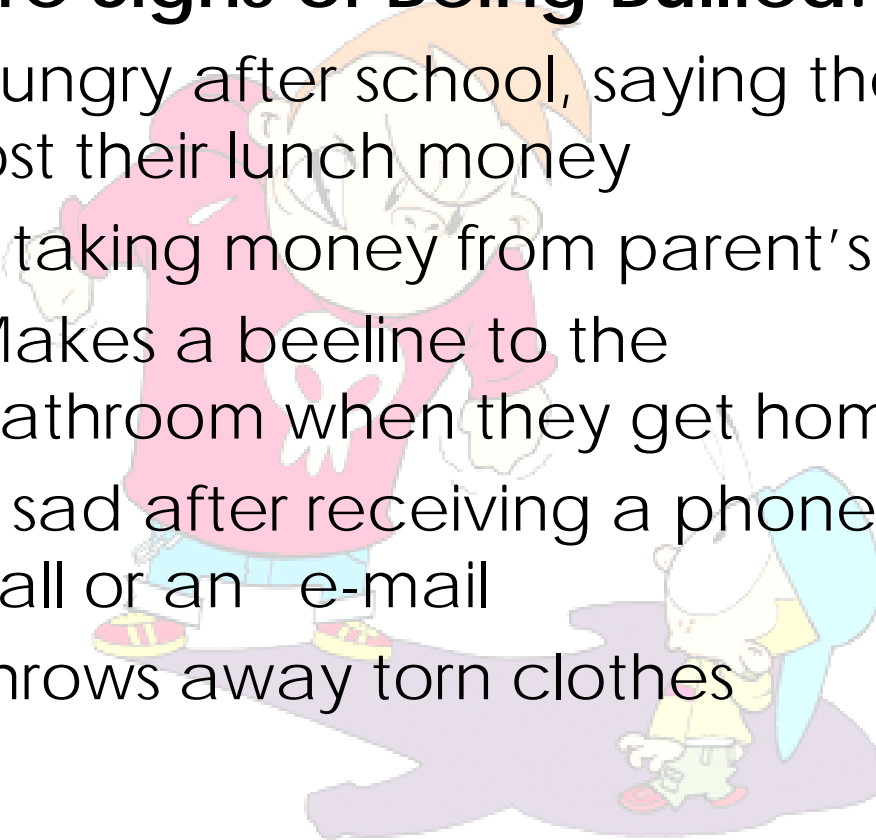
- Shows an abrupt lack of interest in school or refusal to go to school
- Takes an unusual route to school
- Suffers a drop in grades
- Withdrawal from family activities



# The Victim Con't

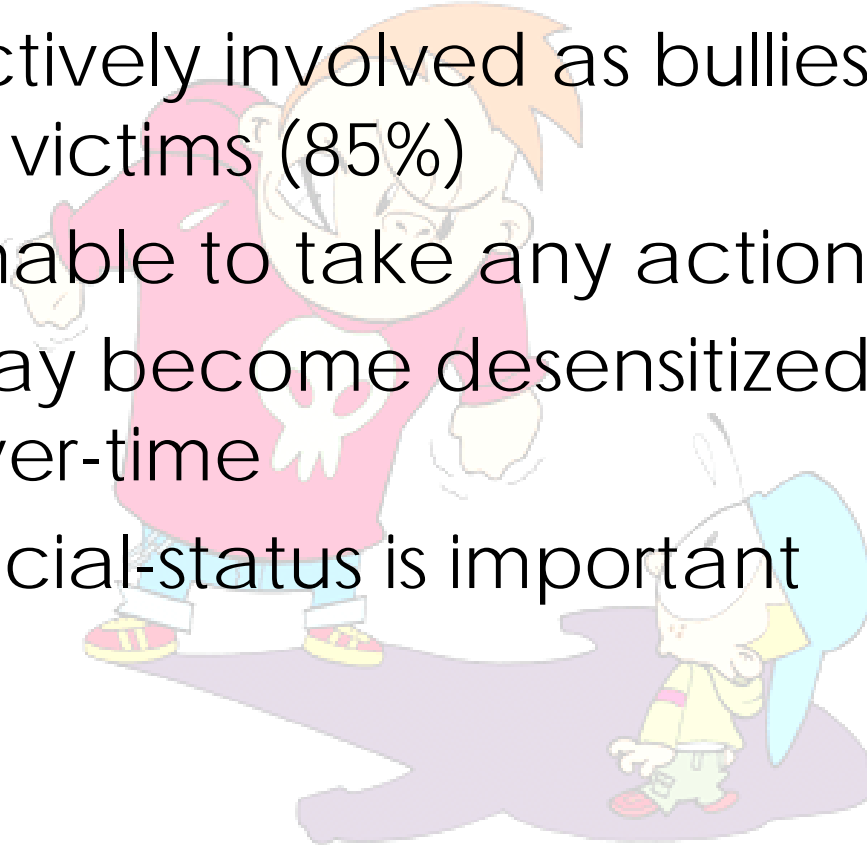
## More Signs of Being Bullied:

- Hungry after school, saying they lost their lunch money
- Is taking money from parent's
- Makes a beeline to the bathroom when they get home
- Is sad after receiving a phone call or an e-mail
- Throws away torn clothes



# The Bystander

- Students who are not actively involved as bullies or victims (85%)
- Unable to take any action.
- May become desensitized over-time
- Social-status is important



# More True or False?

- Ignoring bullying will make it go away

**FALSE**

- Victims of bullying don't know how to defend themselves verbally or physically

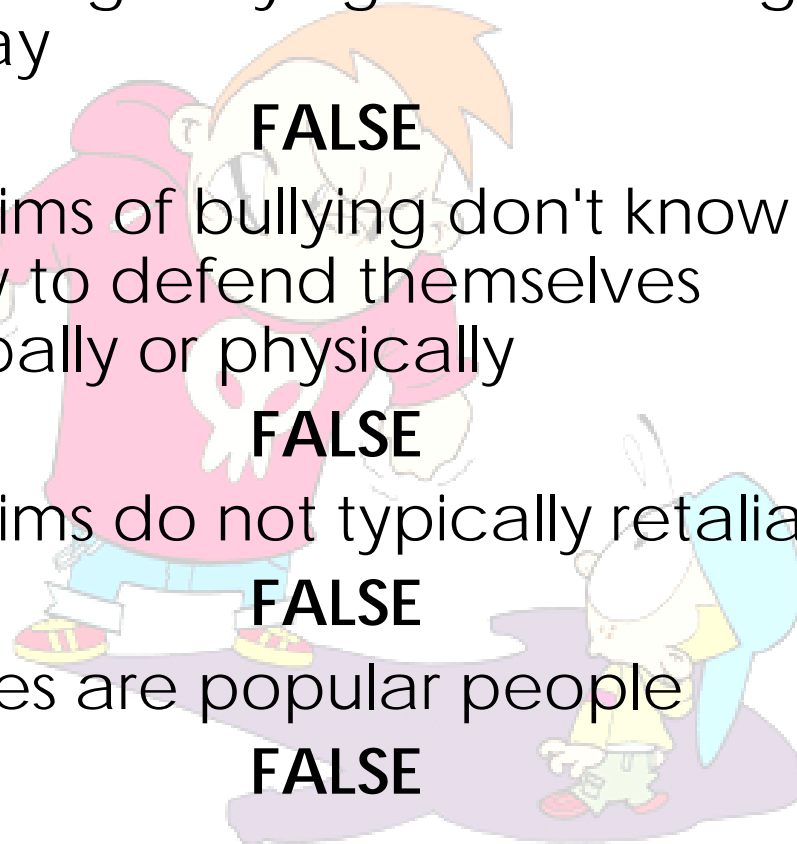
**FALSE**

- Victims do not typically retaliate

**FALSE**

- Bullies are popular people

**FALSE**



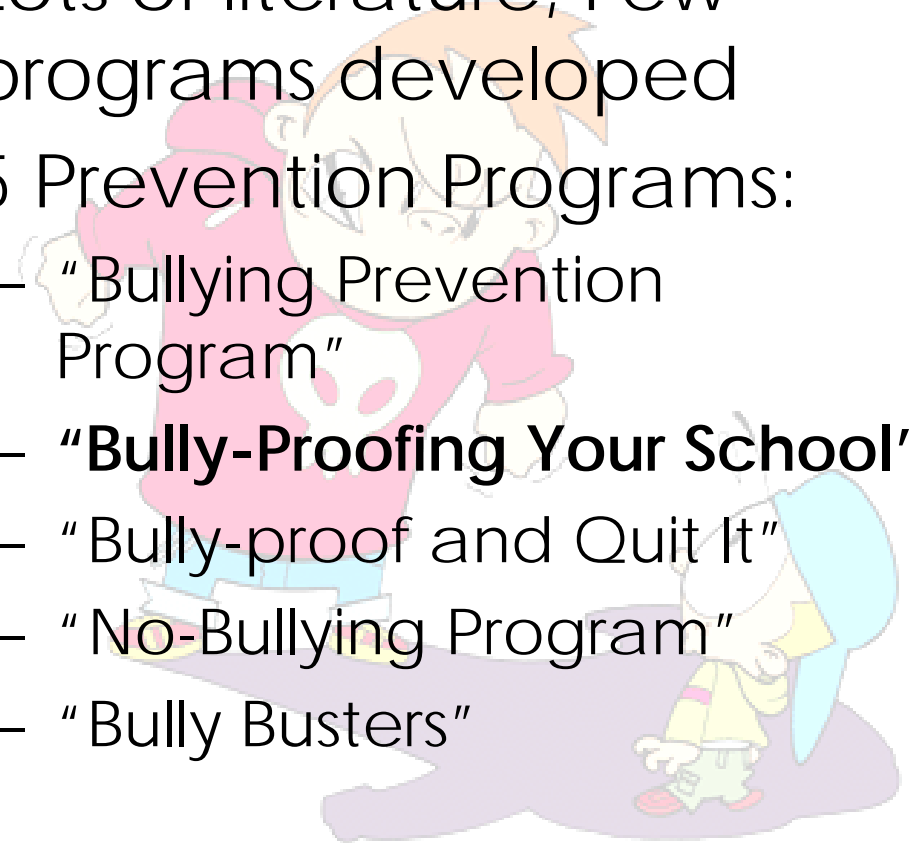


# Interventions



# What Schools Can Do?

- Lots of literature, Few programs developed
- 5 Prevention Programs:
  - “Bullying Prevention Program”
  - **“Bully-Proofing Your School”**
  - “Bully-proof and Quit It”
  - “No-Bullying Program”
  - “Bully Busters”



# Interventions

## “Bully-Proofing Your School”

- Systemwide program that seeks to impact the context within which bullying occurs
- Teaches proactive skills to the students and influencing the school climate by engaging the caring majority
- Three major phases
  - **Phase 1:** creates the foundation for awareness
  - **Phase 2:** Protective skills and techniques are taught in classroom groups
  - **Phase 3:** develops the climate throughout the school through promoting a “caring majority” (adult support)
- 5 Key Elements

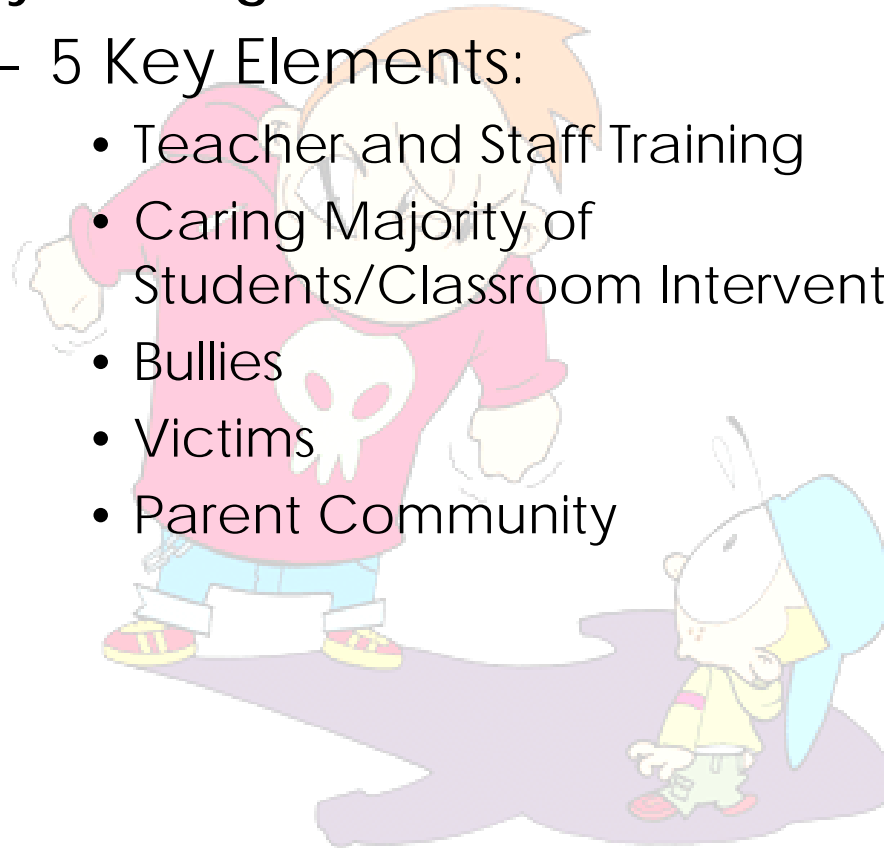


# Interventions Con't

## "Bully-Proofing Your School":

### – 5 Key Elements:

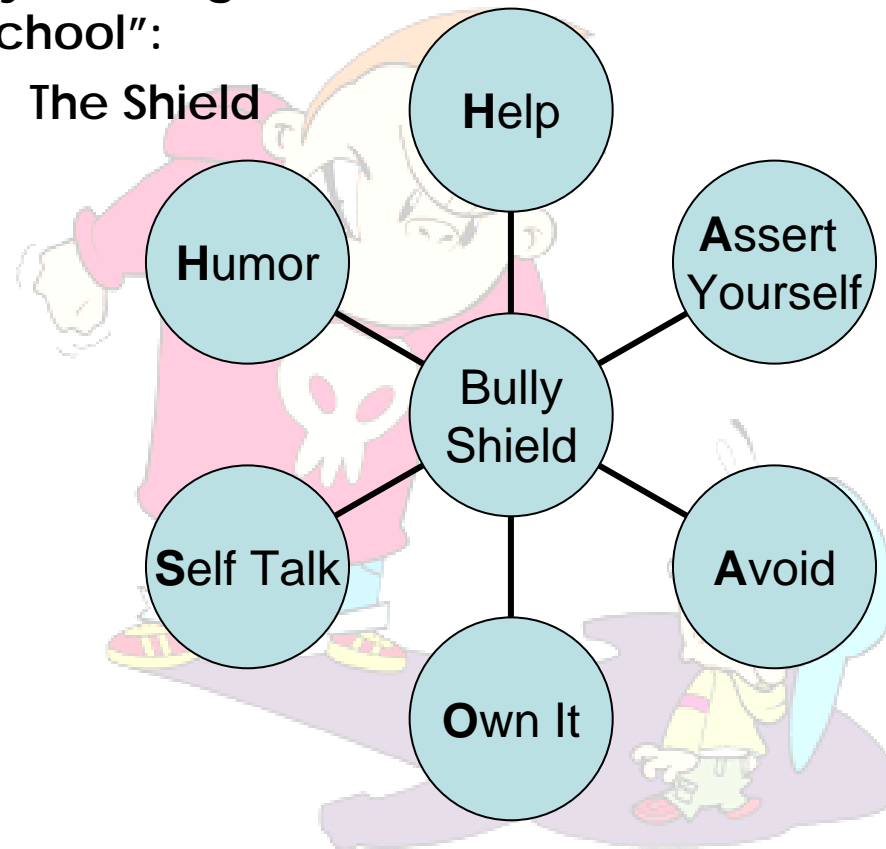
- Teacher and Staff Training
- Caring Majority of Students/Classroom Intervention
- Bullies
- Victims
- Parent Community



# Interventions Con't

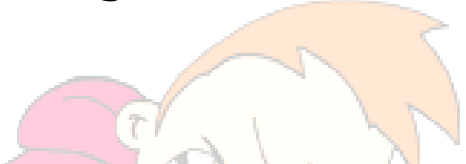
"Bully-Proofing Your School":

The Shield



# Interventions Con't

## "Bully-Proofing Your School"



**What I do if I see someone being bullied:  
CARES**

**C**reative Problem Solving  
**A**dult Help  
**R**elate and Join  
**E**mpathy  
**S**tand Up and Speak Out



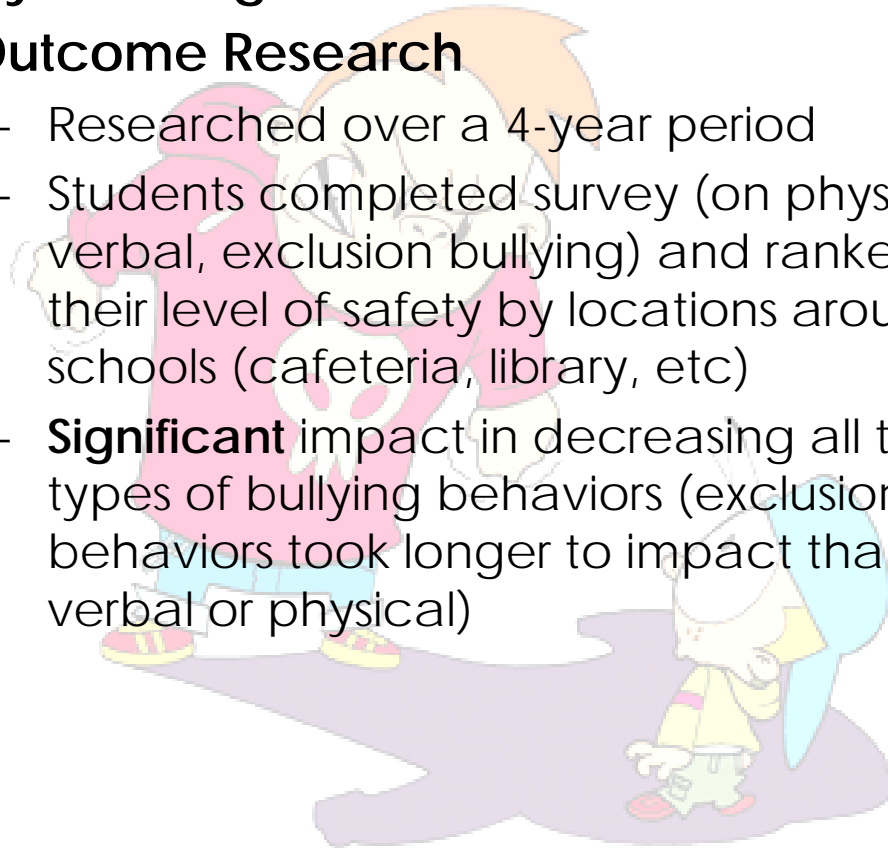
Parsons 2000

# Interventions Con't

## "Bully-Proofing Your School":

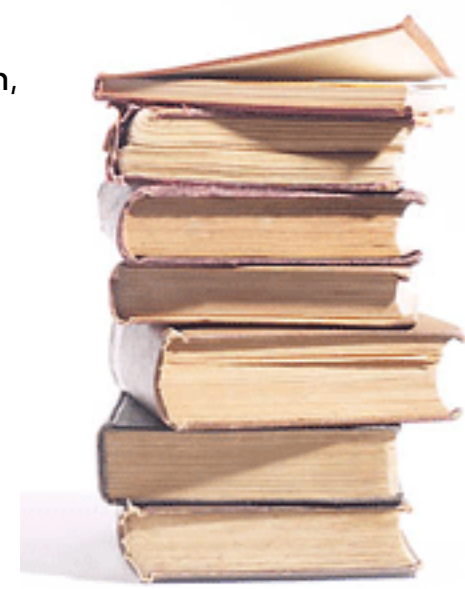
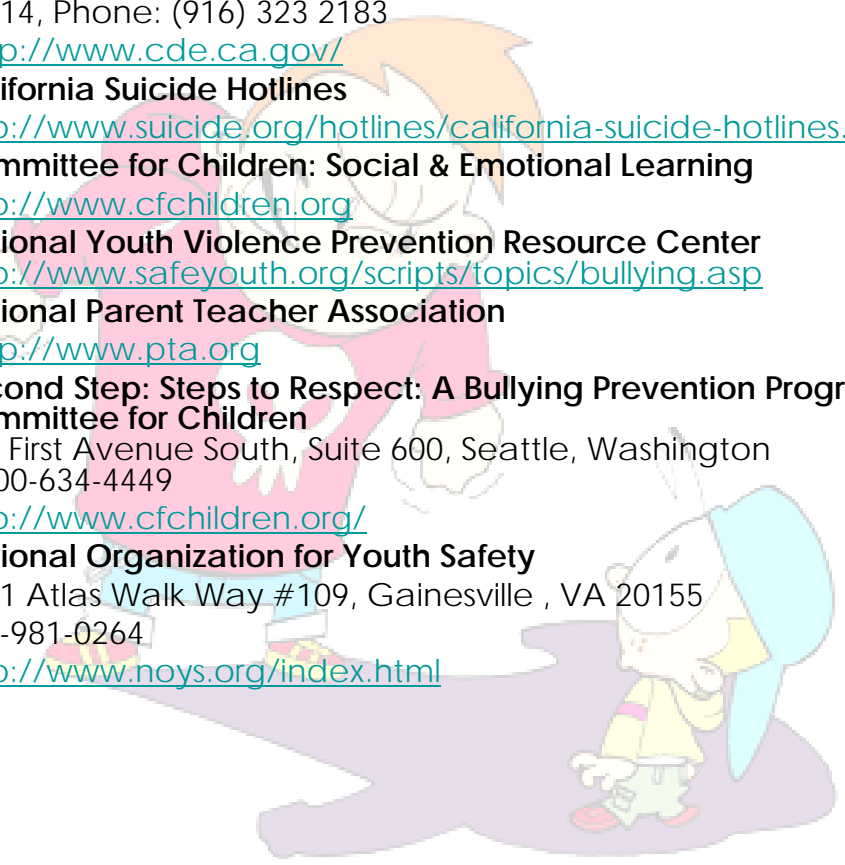
- **Outcome Research**

- Researched over a 4-year period
- Students completed survey (on physical, verbal, exclusion bullying) and ranked their level of safety by locations around schools (cafeteria, library, etc)
- **Significant** impact in decreasing all three types of bullying behaviors (exclusion behaviors took longer to impact than verbal or physical)



# Resources

- **California Safe Schools and Violence Prevention Office**, California Department of Education. 660 J Street, Suite 400, Sacramento, CA. 95814, Phone: (916) 323 2183  
<http://www.cde.ca.gov/>
- **California Suicide Hotlines**  
<http://www.suicide.org/hotlines/california-suicide-hotlines.html>
- **Committee for Children: Social & Emotional Learning**  
<http://www.cfchildren.org>
- **National Youth Violence Prevention Resource Center**  
<http://www.safeyouth.org/scripts/topics/bullying.asp>
- **National Parent Teacher Association**  
<http://www.pta.org>
- **Second Step: Steps to Respect: A Bullying Prevention Program, Committee for Children**  
568 First Avenue South, Suite 600, Seattle, Washington  
1-800-634-4449  
<http://www.cfchildren.org/>
- **National Organization for Youth Safety**  
7371 Atlas Walk Way #109, Gainesville , VA 20155  
703-981-0264  
<http://www.noys.org/index.html>





# Conclusion

- Students have the right to be safe and the right to an education.
- Bullying interferes with effective learning and teaching.
- Teachers, school administrators, and parents need to work together to decrease bullying in the schools.



**Questions?**



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