BULLYING IN ADOLESCENCE
A Presentation Prepared for School Psychologists

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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.
Bullying in Adolescence

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

![Bar graph showing the percentage of students bullied in school by grade level from 1999, 2001, and 2003.](image)
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 students 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 website 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:
- non-assertive 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 imitating 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

- Help
- Assert Yourself
- Avoid
- Own It
- Self Talk
- Humor

Bully Shield
Interventions Con’t

“Bully-Proofing Your School”

What I do if I see someone being bullied:
CARES

Creative Problem Solving
Adult Help
Relate and Join
Empathy
Stand 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
- Committee for Children: Social & Emotional Learning
  http://www.cfcchildren.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.cfcchildren.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?
References

References


