

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

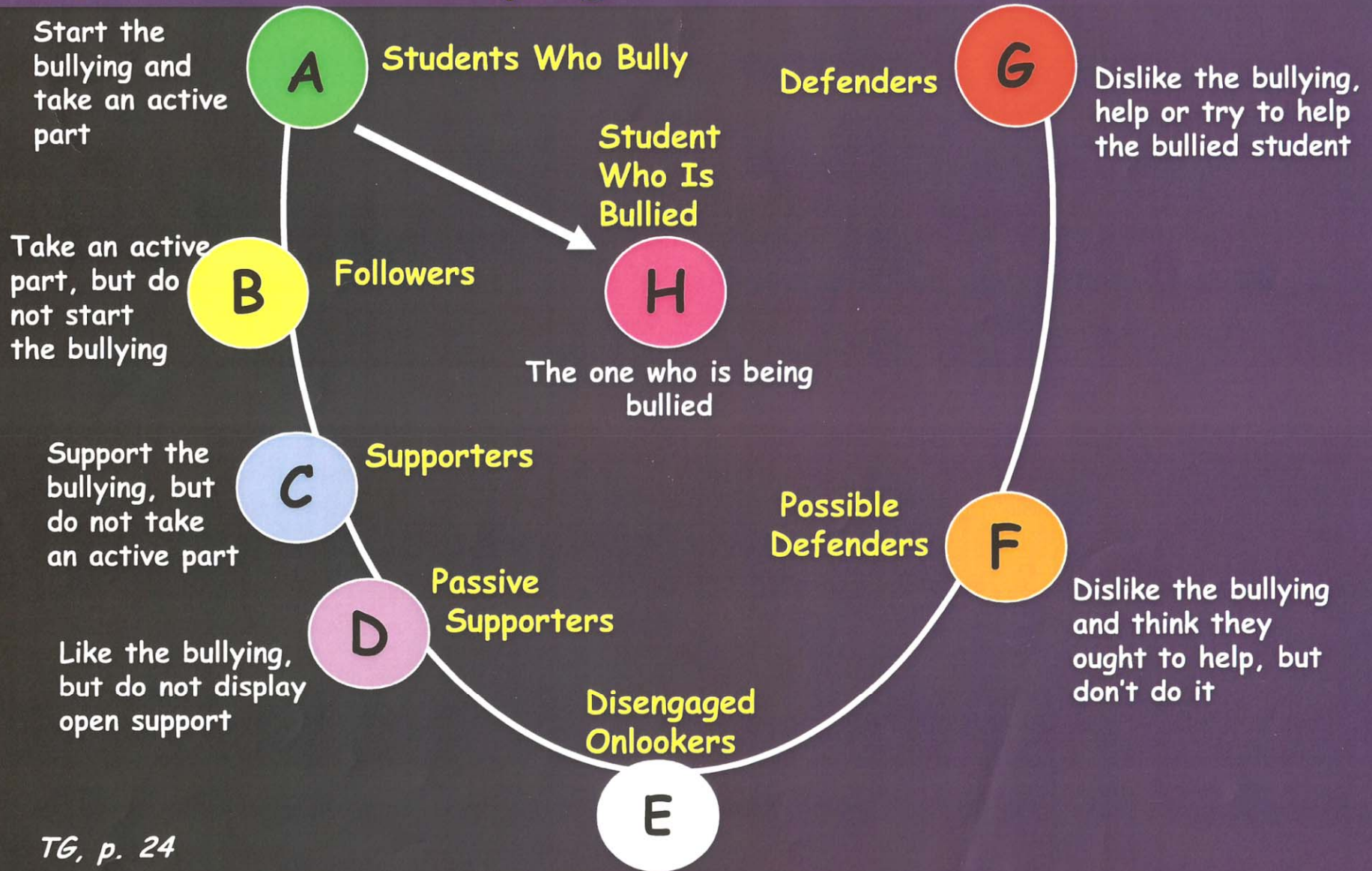


If you
feel
safe

REPORT

REFUSE

What Roles Do Students Play In Bullying Situations?



TG, p. 24

What We Want:

DEFENDER/UPSTANDER
POSITIVE BYSTANDER
HERO!



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 ___

3. Eric receives an text message saying, "You're a pig. You're a big fat slob. Everybody hates you."

Bullying___ Conflict___ Need More Information ___

4. 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 ___

5. Eric's parent sees the email that was sent to Eric, shows it to an adult friend, and they discuss how to respond it.

Bullying___ Conflict___ Need More Information ___

6. Eric's parent sees the mean 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`](http://www.chicousd.org/Parent-Resources/Social-Media)

Chico USD – Building Resilient Kids!

Thank you for joining us!

BE THE ONE!