The Essential 6 R's of Bullying Prevention

How to Create Safe, Caring, Moral Learning Climates and Reduce Bullying on Our School Campuses

Step by Step Proven Solutions to End the Cycle of Violence

Michele Borba, Ed.D.
The Essential 6 R’s of Bullying Prevention

The National School Safety Center tells us that school bullying is our most under-rated school problem. Research shows that over 160,000 students each day skip school because of peer cruelty. The best way to reduce bullying is not with a packaged program, posters or a one-time assembly but with homegrown, data-driven efforts by a staff that applies only proven practices.

These handouts are designed to accompany Dr. Borba’s training “The Essential 6 R’s of Bullying Prevention.” A twenty-minute condensed version of the training is available for view on the homepage of Dr. Borba’s website, http://www.micheleborba.com. The six-hour session (or longer for a train the trainer model) will provide you with everything your site needs to stop bullying including: a research-driven framework and solution-based strategies for ending peer cruelty and mobilizing student compassion culled from latest research findings.

You will learn the Six Proven Essential R’s That Reduce Bullying, and view dozens of actual examples of how many schools worldwide are implementing those practices. Specific tools to help the bully, the bullied, as well as bystanders, will be taught and dozens of no-cost examples to reduce the cycle of youth violence will be offered. Participants are encouraged to attend the session as a team to maximize their planning time. During the training each participant or team will learn to:

- Create an emotionally safe (and violence-free) learning climate
- Identify your “hot-spot” or place where bullying is most prevalent and reduce it
- Identify the elements of a strong anti-bullying policy
- Apply Strategies to bully-proof students so they are less likely to be victimized
- Enlist the support of bystanders and teach them how to report and respond to bullying
- Introduce your new school-wide bully proofing rules to students and parents
- Identify your bullies, the bullied, and your bystanders
- Apply the six essential steps (the 6Rs) to reduce bullying based on proven, solid research
- Teach critical habits that nurture empathy, and increase respectful peer relationships
- Evaluate your bully-prevention program so it is effective
- Walk out the door with a plan to reduce bullying at your school within 24 hours and the steps you’ll take as a site to continue to implement bullying prevention.
Dr. Michele Borba

Dr. Michele Borba is an internationally recognized expert and author on children, teens, parents, bullying and moral development. Her work aims to help strengthen children’s character and resilience, build strong families, create compassionate and just school cultures, and reduce peer cruelty. Her practical, research-based advice is culled from a career of working with over one million parents and educators worldwide. Dr. Borba’s strategies to mobilize student bystanders to reduce peer cruelty were featured on Dateline and NBC’s Nightly News. She appeared as the bullying expert in the documentary, “Bullied to Silence” and is on the advisory board for the film “BULLY.” Her proposal, “Ending School Violence and Bullying” (SB1667) was signed into California law in 2002. Her thirty-year career has been devoted to developing a framework to strengthen children’s character and build moral school climates. Her best-selling book, Building Moral Intelligence and her Character Builders program for young children (Respect, Responsibility, Caring, and Peace-Making) are used in hundreds of schools and organizations worldwide. She served as a consultant for the Center Resource Group for Character Education and Civic Engagement for the U.S. Department of Education and is on the board for Character Education Partnerships. Dr. Borba is an NBC TODAY show contributor in parenting and educational issues and serves as the World Goodwill Ambassador for the One Laptop per Child Project.

For more about Dr. Borba’s work visit her website: http://www.micheleborba.com. Her blog, Dr. Borba’s Reality Check contains over 40 articles on bullying and character development and can be used to accompany this training. Many administrators use those blog posts for parent education. You have permission to use the articles in your newsletters for parents or staff as long as the copyright information, author, title and hyperlink [http://www.micheleborba.com] remains intact.

To contract Dr. Borba to conduct a training, workshop, or keynote for your organization, school or parent session email: borbam@aol.com. You can also follow Dr. Borba on twitter @MicheleBorba where she sends out daily tweets relating to late-breaking news, research and new blog post links related to parenting, education, bullying and character education.

Dr. Borba’s books are available on online, local bookstores or directly from her publisher (all Jossey-Bass/Wiley). Top titles that address bullying, victimization and creating respectful climates include:

- Nobody Likes Me: Everybody Hates Me: The Top 25 Friendship Problems and How to Teach Them
- Building Moral Intelligence: The Seven Essential Virtues That Teach Kids to Do the Right Thing
- The Big Book of Parenting Solutions: 101 Answers to Your Everyday Challenges and Wildest Worries
- Don’t Give Me That Attitude: 25 Rude, Selfish, Insensitive Things Kids Do and How to Stop Them
- No More Misbehavin’: 38 Difficult Behaviors and How to Stop Them
- 12 Simple Secrets Real Moms Know: Getting Back to Basics and Raising Happy, Healthy Kids

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An Overview to Bullying-Prevention

Did you know that 160,000 students skip school EACH DAY due to peer cruelty? Bullying is learned.

Studies find that 160,000 American students skip school every day because they fear being attacked or intimidated by other students. Some reports show that bullying is starting at younger ages and is far more frequent and aggressive than before. The problem is also international: bullying now affects one in five children worldwide. The exact prevalence of bullying is difficult to determine since definitions and methodologies vary in studies, but we do know that bullying is common and destructive. Bullying is so common and so serious that the U.S. National School Safety Center warns that peer victimization has become the “most enduring and underrated problem in American schools.”

If a student is bullied it means that peers are intentionally causing her pain. Bullying is a repeated willful, cruel act with a malicious intent by the powerful over the powerless. It is always unjustified harm—stronger students abusing weaker students a student can “attack” her victim verbally, physically, or relationally. Cyber-bullying, which typically happens outside of school, is becoming an increasingly significant issue. But whatever the means, make no mistake: cruel habits should never be allowed.

Bullying is clearly toxic to any school climate, but also can have disastrous negative consequences on students. Repeated victimization can increase a child’s risk for depression, self-injurious behavior, eating disorders, and suicidal ideation. The damage of bullying can endure. Research finds that bullied children often have later difficulties with trust and intimacy issues as well as establishing friendly relationships in adulthood. Most troubling is that bullying can be deadly: all too many school-age victims have committed suicide—now termed “bullycide.” Abuse at the hands of peers can become so unbearable that a victim feels their only solution is to take their life.

Do not fall into the trap of thinking that bullying is just “a phase” or a kid rite of passage. No matter the age, gender, ability, zip code, or ethnicity, any student resorting to purposeful, repeated cruelty – or bullying - needs an immediate behavior intervention. The consequences of letting such cruel, purposeful behaviors go unheeded are disastrous to character, health, reputation and conscience. But let’s not forget those students who witness peer cruelty: they are affected as well. Studies find that bystanders who watch such cold-blooded injustice of peers suffer silently. Witnessing a peer being abused can cause bystanders not only stress but also PTSD and depression. The bully, the bullied and the bystander are all victims.

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A study in the Journal of the American Medical Association showed the seriousness of bullying in schools. The survey of 15,686 students in Grades 6 through 10 across the U.S. found almost 30% of pupils report frequent involvement in bullying.

“Children who bully are learning to use power and aggression to control and distress others; children who are victimized become increasingly powerless and unable to defend themselves from this peer abuse.”

-Wendy M. Craig & Debra J. Pepler
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The good news is because bullying is learned it can also be unlearned, and schools can make a difference. A committed staff applying proven practices and data-driven strategies can not only reduce bullying, but also help students be less likely to be victimized. They can help replace aggression with pro-social habits, and mobilize the compassion of student bystanders to step in and stop peer cruelty.

Bullying must never be tolerated. No child should ever witness peer cruelty. No child should ever suffer harm inflicted by a peer. No child should ever intentionally cause another child pain. The aim of this training is to provide the best practices that are proven to reduce school bullying I culled from top research in the world. Our goal is to break the cycle of violence, stop peer cruelty and provide our students with caring, safe, and respectful learning environment they deserve. And we haven’t a moment to lose.

6 R’s to Reduce Bullying & Create Respectful Climates

Bullying is finally recognized as a wide-scale problem with horrific implications to our students learning and emotional health. It has also become a global issue with top researchers from all parts of the world taking up the cause to find solutions. At this writing, 43 states have passed anti-bullying legislations, and hundreds of so-called “bully prevention” programs now flood the markets. Do beware: studies show that at best only one-fourth of those “programs” will actually reduce bullying behaviors. But there are practices that do work at reducing bullying behaviors and creating more respectful learning climates.

A recent study prepared for the American Psychological Association found that 80% of middle school students admitted to bullying behavior in the prior 30 days. Another survey found that 40% of 9 to 13 year olds admitted to bullying.

Research is also clear: No one single practice will stop cruelty, but a combination of proven strategies used thoughtfully by caring, committed, informed staff who are trained in anti-bullying is the most effective way to reduce peer abuse. And school-wide efforts that are more intense and longer lasting reap far better results.

Keep in mind that at the core of any bullying issue is a problem with destructive relationships. And always part of any school’s success at creating a more caring, safe climate is tuning up two essential prerequisite R’s: “Respectful Relationships.” Dan Olweus, who initiated the first notable bullying study in 1978, identified four critical conditions that must be present for lasting positive change to transpire. A first step is to review the four Olweus’ bully-proofing conditions’, and then reflect on how well your school is doing. Hold a few “Courageous Conversations” together. Be accountable. Recognize your strengths, but also admit your weaknesses. Finally, answer this question: “How often do you use those conditions with your students?”

Olweus’ 4 Conditions to Bully-Proofing
1. Warm, positive interest, adult involvement
2. Firm limits to unacceptable behavior
3. Consistent non-hostile, fair discipline
4. Strong adult models who are firm and fair

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Bullying Prevention: It’s not a t-shirt contest, folks!

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A successful anti-bullying effort is not a one-time assembly, cute buttons, a t-shirt contest, a song competition or a stomp-out bullying campaign. It is also not a quick fix—this is serious work. Bullying prevention is about changing destructive attitudes and behaviors, and replacing them with healthier habits and views. It is always an ongoing and deliberate process, never one mere program or a set of worksheets.

Effective bullying prevention is also homegrown and organic—not pre-packaged and store-bought. The process of reducing peer cruelty and creating a safe, respectful learning climate involves assessing your culture’s unique problems by collecting data, listening to stakeholders, and then using that evidence to develop the most relevant intervention strategies based on your students’ needs. Consider the Six Crucial R’s as your blueprint to implementing the best research, policies and practices for effective bullying prevention.

I am not endorsing or recommending any program, but instead offering what the best bullying-proofing practices—or what I call the “6R’s to Reduce Bullying and Create Respectful Climates.” These practices, polices and procedures are culled from a review of hundreds of studies on bullying as well as a thirty-year career working in violence prevention. Consider these 6R’s as your road map and major decision-making rubric to help you select optimum prevention and intervention strategies, and only the most effective anti-bullying techniques for your students. Doing so is our best hope for stopping peer abuse. I encourage you to recognize which elements you already have in place and then identify those you and your staff are missing in your bullying prevention efforts.

1st R - RULES: Establish An Anti-Bullying Policy

Everyone—staff, students, parents, and community—must be clear of expectations and the consequences for an anti-bullying policy. You might begin by establishing a focus committee on bullying. Start a staff study teams, book discussion groups, visit other schools, attend workshops or jump in and establish an anti-bullying task force for your site. But be clear as to what you want your outcomes to be for your school. Take time to reflect on the kind of program, policy or process you want to develop for your students. Realize that a part of effective bullying prevention is evaluating bullying and victimization from multiple sources (such as students, parents, and teachers). Your anti-bullying rules, programs and policies are then designed based on your reflection, review, research and unique findings. Here are the important steps to begin effective bullying prevention.

Create a Bullying Prevention Committee or Anti-Bullying Task Force

The process of school bullying prevention usually begins with a committee who studies the problem and makes recommendations. Bullying prevention efforts seem to work best if coordinated by a representative group from the school who meet regularly.
Choose members. Select those who are interested in bullying prevention may have knowledge in student violence, aggression, or social/psychological dimensions. Also consider a range—those who have credibility with staff, represent a range of strengths. A coordinating team might include: an administrator, teachers from various grade levels, a member of the non-teaching staff, a counselor or psychologist, a parent. Consider also a student, youth leader, or community member(s).

Review current bullying research. Focus on the particular ages, grade levels, genders or issues of your students and how bullying impacts those dynamics

Assess buy-in. Discuss perceptions, attitudes, concerns with staff and support staff to assess their current understanding, and views on the need for bullying prevention

Review “model” anti-bullying policies. Investigate you state and district bullying rules and existing regulations and utilize that language if possible

Do a sound check. Listen to parents, students, and community members: what is their perception about bullying?

Provide trainings. Offer bullying “awareness” trainings to staff and parents if needed; keep staff abreast of efforts

Review findings from your school surveys and bullying assessments (See below).

Effective bullying prevention includes the development and implementation of an effective anti-bullying policy. It is particularly important to create local policies that will address the unique structures and environments that are idiosyncratic to every school and community.

- Sear, Limber, Alley

Develop a Clear Rationale As to “Why bullying prevention?”

Bullying prevention efforts must have a clear rationale and buy-in from all staff or your efforts might well create more frustration than gains.

Questions to address as a staff include: Why are we doing a “bullying prevention? Who will benefit and how will it help? Who are students more vulnerable? Who should we identify as potential bullies or bullies? Which skills do our staff and students need for bully-prevention and to reduce destructive behaviors? Where are we now in bullying prevention? Where do we need to go for our next step...and next? How will we achieve

“Bully/victim problems in school really concern some of our basic values and principles. For a long time, I have argued that it is a fundamental democratic right for a child to feel safe in school and to be spared the oppression and repeated, intentional humiliation implied in bullying. No student should be afraid of going to school for fear of being harassed or degraded, and no parent should need to worry about such things happening to his or her child.”

- Dan Olweus,”Sweden,” the Nature of School Bullying
success? **How** will we assess if we are succeeding? **What** will effectiveness ‘look like? **How** will we help our parents and community understand bullying and learn prevention skills?

### Start By Knowing Where You Are Now

Recognize what you’re already doing as a staff to create a caring, respectful, safe climate, and continue those efforts. Identify those areas that are weak-links to your bullying prevention efforts.

Then ask: What is our first step to get there – and our next and our next?”

Take time to reflect as to what your bullying prevention outcomes will look like in the first week, month, year and finally at three years. Experts”say that effective bullying prevention should include aim for achieving goals:

- **School climate:** Overall sense of caring and respect; increased safety; shared responsibility in “anti-bullying”
- **Staff:** Fewer behavioral management problems; empathic and effective responses for bullies & bullied students; understanding, buy-in and commitment to a bullying prevention; applying bullying prevention practices to classroom management and lessons
- **Bullies:** Loss of unhealthy power position, fewer behavioral problems, reducing potential for lifelong aggressive habits, develop healthy peer relationships, replacing aggressive behaviors or beliefs with healthier new skills that nurture empathy, anger-management, social problem solving, anxiety reduction, and conflict resolution.
- **Victims:** Decreased vulnerability, higher self-esteem and confidence, increase in friends and peer support, decrease in self-blame, less risk of repeated victimization, acquire assertive skills, protection by teachers and other school staff
- **Bystanders or witnesses:** Empowered to affect positive change, increase of moral development and reasoning, more empathy and compassion for others, stronger willingness to step in and speak up against cruelty, learn skills to recognize bullying, safely step in, stop peer cruelty and use proactive bystander skills.
- **Parents:** Increased perception of security concerning their children at your school, understanding bullying and victimization signs, awareness of bully prevention skills and teaching those strategies to their children

**Schools with less bullying are characterized by positive disciplinary actions, strong parental involvement, and high academic standards.** Effective bullying prevention involves parent training and information about bullying.

### Develop an Anti-Bullying Policy Based on Your Values, Beliefs, and Needs

Your next step is to develop an anti-bullying policy for your school, district or organization. “Well-written anti-bullying

**Chief Features of an Anti-Bullying Policy**

By Ken Rigby, Bullying in Schools

1. The school’s stand in relation to bullying
2. A succinct definition of bullying, with illustrations
3. Rights of students with respect to bullying in school
4. Responsibilities of students who witness bullying
5. What the school will do to counter bullying on premises
6. Undertaking to evaluate policy in light of its effects

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policies,” say Swearer, Limber and Alley, “can lay the foundation for clear communication about expectations for appropriate behavior and consequences for bullying behaviors. Policies inform decision making regarding the consequences for bullying and allow school personnel, parents, and students to communicate uniformly about expectations and consequences.” The process involves serious work and is key to bullying prevention.

Note: You may wish to do preliminary bullying assessments during the development of your anti-bullying policy [refer to section below: “Assess Bullying At Your Site”]. The following suggestions for an effective anti-policy policy are from “Developing and Implementing an Effective Anti-Bullying Policy” by Susan M. Swearer, Susan P. Limber and Rebecca Alley.

**Define bullying behaviors clearly and appropriately.** Using the definition provided in your state statute will help avoid confusion and possible inconsistency with state law. Also: “Bullying should not be equated with harassment and language should be avoided that implies that bullying must be motivated by perceived or actual characteristics of a victim (gender, race, color national origin or disability Limber & Small, 2003) which federal law protects.

**Refer to available model policies as a starting point** (i.e. State of New Jersey, Dept. of Education (2007). Have a current knowledge about “best practices” in addressing and preventing bullying. **Clearly outline reporting of incidents for suspected bullying as well as directly witnessed.** Consider adding clause: individuals who knowingly fabricate reports may be subject to disciplinary action

**Clarify investigation and disciplinary actions.** Identify disciplinary procedures and policies.

**Include assistance for victims of bullying.** What will you do to help children who are victims?

**Include training and prevention procedures and encourage comprehensive approaches to bullying prevention.** The ultimate goal should include training staff and students in taking pro-active steps to prevent bullying from occurring...to foster a productive partnership with parents and community members in order to help maintain a bully-free environment...to help develop peer support networks.

Effective bullying prevention provides ongoing training for school staff. All administrators, faculty and staff at a school should be training in bullying prevention and intervention. In-service training can help staff members to better understand the nature of bullying and its effects, how to respond if they observe bullying, and how to work with others at the school to help prevent bullying.13

**Develop Clear Consequences for Bullying Behavior**

Your next step is to establish the types of consequences of any bullying behavior. There is clear evidence that zero-tolerance policies are not effective for reductive bullying behaviors (APA Task Force on Zero Tolerance, 2007; APA, 2008; Casella, 2003). Such policies do not help fix social relationship problems, thus, the bullying continues and may even increase in severity. [Susan M. Swearer, Susan P. Limber and Rebecca Alley]. There is limited evidence that they are effective in curbing aggressive or bullying behaviors. Zero-tolerance policies may also result in under-reporting of bullying incidents because they are perceived as too harsh or punished. (Farrington & Ttofi, 2009)
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*Aim for intervention strategies.* The goal is to help teach students how to change their behavior [see Ohio Department of Education’s policy]

*Think through consequences.* Consider ages & maturity of students involved, type of behaviors, frequency &/or pattern of behaviors, the context in which the incident occurred and other relevant circumstances [Swearer, Limber & Alley]

*Create range of tiered consequences* from positive behavioral interventions up to and including suspension, expulsion and/or reports to law enforcement officials. [Swearer, Limber & Alley]

*Pass on plan.* Instruct staff to use immediate consequences for aggressive behavior and immediate rewards (verbal or privileges) for positive behavior.

*Notify parents about any bullying incident.* Work with the parent to turn their child’s aggressive behavior around. Hold ongoing communication with the parents. Reinforcing the same new habits together will optimize gains.

Possible Sanctions for Bullying Behavior

- Apologizing. Discussing the incident with the teacher, principal, and or parents. Phoning the parent from school to describe the bullying behavior. Reviewing the video of the anti-bullying assembly and writing a report. Reading the anti-bullying policy and writing a paper or report describing which sanctions, values, or rules the student missed, and plan to repay. Paying for damaged belongings. Spending time in the office or another classroom. Extinguished from area where bullying took place or near the victim. Requiring “doing good” (a service project). Forfeiting recess or other privileges. Taking a class on anger management or social skills or learning to reframe the aggressive behavior. Becoming a cross-age tutor to a younger student and teaching that student bullying prevention strategies. Taking part in restorative justice with the victim. Suspension from activities. In-school suspension. Out of school suspension or expulsion.
- Hold weekly meetings (or more frequently) to communicate to monitor bullying behavior.
- Let the student know you are monitoring and holding him accountable.

Effective bullying prevention has a staff that intervenes consistently and appropriately whenever they see bullying. Observed or suspected bullying should never be ignored by adults.  

Announce Anti-Bullying Policy To All Stakeholders

Everyone must be clear as to what comprises your school’s anti-bullying policy and procedures. So your next step is to be sure that you share the policy with district administration, school board, etc. as well as with your staff. Once the policy is confirmed it may be legally binding. All stakeholders-staff, students, parents, support staff, and community must understand. Here are ways to announce your policy
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Introduce your anti-bullying policy to students and all staff. Consider police department involvement as well as parents. Some sites have a formal “signing” of the policy with all key stakeholders and community officials in attendance (school board, district office, media, youth group leaders, Boys and Girls Club members, etc.). Making the event official sends a statement: “we’re serious!” Consider a large assembly or other gathering where everyone is present.

Videotape the event. Parents not in attendance can view and discuss your policies with their children. The videotape could also be shared with new or absent students and staff and used as a review to share with students who are being disciplined for bullying behaviors.

Introduce expectations for respectful behavior. Acronyms or visual reminders of key elements of your policy are helpful as behavior reminders for students. For instance the KLO Middle School in Kelowna, British Columbia calls themselves the “blue balloon” school after the principal shared the policy to all students at an assembly and held up a blue balloon “We inflate people here, not deflate them.” Every student was then given a blue balloon to take home along with a pledge to abide by the rules and share (and sign) with their parents. Blue balloons and sprayed blue parachutes decorated school walls as visual reminders of the policy.

Send school anti-policy home with students for parents to sign. Then file that signature!

Effective bullying prevention involves students in forming their classroom rules to create caring learning environment and not tolerate bullying.\(^\text{15}\)

Establish classroom rules (brief & clear) that match the school anti-bullying policy. Create classroom rules as result of cooperative group work between teachers and students following some exposure to students to the philosophy or messages of your anti-bullying program.\(^\text{16}\)

- Set weekly class meetings to communicate and review rules and expectations
- Post rules so they are visible and become ongoing reminder
- Encourage and engage students as resources in preventing bullying behavior

Build a respectful, healthy classroom environment. Promote kindness, communication, cooperation, and respect in your classroom. Make your motto be: “We are helpful, not hurtful.” Include lessons, literature and activities that stress empathy and healthy ways to handle anger.

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Use video clips, songs or literature to help students understand destructiveness of bullying. For instance: *Dumbo, Monsters, Inc; The Ant Bully, Mean Girls, Out in the Silence, The Bodyguard;* songs: *Don’t Laugh At Me* by Steve Seskin; Literature: *Please Stop Laughing At Me* by Jodee Blanco Then continue to discuss bullying procedures in class using role-playing and ongoing discussions.

**Teach how to disagree respectfully.**
Boost student respect by helping students learn core skills such as conflict resolution to help them handle normal discord. Practice those skills in class meetings and acknowledge students efforts. Create a chart and list ways to disagree respectfully such as:  
- I disagree...  
- Here’s another way to see it...  
- Have you considered...  
- Let me share my idea...  
- Have you thought about...  
- Here’s why I don’t agree...  
- That’s one way. Here’s mine...  
- Here’s what I think...”

Utilize effective classroom management. Teachers who use effective classroom management strategies reduce bullying incidents. Train teachers in effective classroom management, positive disciplinary methods, and detecting and dealing with bullying in their classrooms.  

Involves students in anti-bullying campaign to spread the word and mobilize their support and compassion including, posters, quotes, buttons, t-shirts, assemblies, or pledges. Sample activities:  
- Posters or signs: Visual reminders and posters everywhere  
- Put-up Campaign or Kindness Movements: “Use Put-Ups only please.”  
- Quilts (material or paper): “Be a Buddy Not a Bully”  
- Quotes for kind behavior: “Attitudes are catchy. Are your attitudes worth passing onto others?”

Educate parents. Finds ways to educate parents in the signs of bullying and learn bullying reduction strategies. Provide parents with newsletters or email blasts summarizing the same skills and rules you are teaching your students.

Involves community members. Reach out to include your community members (including law enforcement, pediatricians, media, church groups, Rotary, scout leaders, BGCA, YMCA, youth coaches, AYSO, etc.) on bullying prevention and your anti-bullying policy so they can network with your school and offer support.

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Effective bullying prevention is based on a relevant and clear rationale. All stakeholders understand the reasons and benefit of reducing bullying, and in doing so have much stronger buy-in and commitment to bullying policies.

Assess Bullying at Your Site Frequently: Use Your Data to Plan for Prevention

Without evidence, how will you know how to remedy or eradicate bullying behavior? How will you measure your gains or know what you are doing is effective? Bullying assessments are critical and should include a range of formal and informal assessments, identify bullying types, victims, bullies, recognize the prevalence and frequency of aggressive behaviors as well as the spots and times bullying is most likely to occur.

Effective bullying prevention includes multi-method periodic assessments of students and staff about bullying and creates policies and procedures that is evidence-based and tailored to your culture’s needs.

Use of multi-dimensional bullying surveys is strongly recommended. Measurements should assess bullying and victimization from multiple sources (e.g., students, parents, teachers). Bullying surveys might include confidential student surveys, staff & parent perceptions, self-reports, student identification of hot spots on school maps, staff bullying reports, student focus groups, behavioral referrals. Findings should then be shared with your staff to increase awareness of the problem and identify bullies and victims. That data-based on your school’s ecology is what you will use to help design your bullying prevention policies, procedures and programs. All data must be tracked. Then periodically re-administer the instruments to assess your program effectiveness. Here are suggested types of formal and informal bullying assessments:

Note: a compendium of effective bullying assessment tools is available free online: “Measuring Bullying, Victimization, Perpetration and Bystander Experiences” Atlanta, GA: Centers for Disease Control and Prevention, 2011

- **Formal bullying assessments:** Examples: “Olweus Bullying Questionnaire” by Dan Olweus; Research Centre for Health Promotion; School Climate Surveys; Health School Initiatives
- **Staff behavioral referrals.** Incidents of student aggression that should list “who, what, where, when”.
- **Parent reports of bullying:** Keep records and dates of all parent bullying reports-whether proven or not
- **Student bullying reports:** Track student reports via phone, email, Report Boxes, etc. [See 3rd R – Reporting]
- **Anonymous peer nomination.** “Name 3 students who frequently bully.” “Name 3 students who are often bullied.” Studies show a low concordance between peer and teacher nominations; teachers identified less than half of peer-nominated bullies and victims. Teachers are also less likely than pupils to recognize verbal aggression, indirect physical aggression and social exclusion as bullying. Get student input!
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Confidential student bullying survey: Self-reports are among most valid indicators of bullying, Furlong et al., 2009.

Use recommended steps to administer any bullying assessment: 1. Ensure that what you are assessing will provide data to drive your bullying prevention process, 2. Questions are age specific (do withhold sexual & online bullying for younger students), 3. Staff is trained in how to administer, 4. You track for pre/post; 5. Share results with staff to boost awareness and buy-in; 6. Ensure all students have the opportunity to voice views (ESL, non-reading; disabled students), 7. Allow confidentiality - encourage students to “cover responses” with paper to reduce fear of retaliation.

Define bullying to clarify what is assessed. Use the same definition to all participants, but alter terms to fit student’s age, culture needs, and abilities. Here is the Olweus' recommended bullying definition: “We say a student is being bullied when another student or several other students: say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names; completely ignore or exclude him or her from their group of friends or leave him or her out on purpose; hit, kick, push, shove around or lock him or her inside a room; tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her; and other hurtful things like that. When we talk about bullying these things happen repeatedly, and it is difficult for the student being bullied to defend him or herself. We also call it bullying, when a student is teased repeatedly in a mean and hurtful way. But we don’t call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight.”

A Sample Informal School Bullying Survey

Circle yes or no.
1. Have you ever been a victim at this school of someone bullying you? Yes No
2. Is bullying a problem at this school? Yes No
3. Do you feel safe going to this school? Yes No
4. Have you ever not wanted to go to school because you were bullied? Yes No
5. If bullying could be stopped at your school, would you like school better? Yes No
6. Should the victim walk away from a bully to keep peace? Yes No
7. If you’ve been a victim, did you tell your teacher? Yes No
8. If you told your teacher did he or she help you? Yes No
9. If you’ve been a victim, did you tell your parents? Yes No
10. Is bullying a problem on the playground? Yes No
11. Is bullying a problem on the school bus? Yes No
12. Is bullying a problem in the cafeteria? Yes No
13. Is bullying a problem in the halls? Yes No
14. Is bullying a problem in the classroom? Yes No
15. Is bullying a problem in the bathrooms? Yes No
16. Write the number of times you’ve been bullied this week at school:
17. If bullying is a problem, what place is it happening most of the time:
18. What could be done to make this school feel safer for you?
19. Is there anything else you’d like to say about bullying?

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Effective bullying prevention involves the entire student population (bullies, bullied, and bystanders), surveys their concerns and implements their best ideas. Give students a voice! Gain their perspective!

Create Student Bullying Focus Groups

One of the most effective ways to gather information and data about bullying issues at a site is to simply ask the students. Unfortunately it is too often overlooked. Here is an abbreviated version of how to create student bullying focus groups. A more thorough description of the process is available at http://www.micheleborba.com “Student Bullying Focus Groups.”

Here are ways to assess student perceptions and attitudes about bullying, concerns, and cull their suggestions for climate improvement as well as ways to reduce bullying.

Choose the right students. Select 8-14 students via counselor, homeroom teacher, and/or administrator recommendation; Ask that students be vocal, have peer “clout,” and represent a cross-section of the student body (different races, interest, gender, activities).

Create nonjudgmental atmosphere. Describe to students the meeting purpose, define bullying & five types; ensure names kept confidential, set rules that all ideas count.

Create questions to gather data. Questions to ask students about bullying include: bullying frequency, most common type of bullying; groups, cliques, ages, classes, or gender more likely to bully; hot spots/times; who is targeted & why; places considered as “safe school zones,” if bullied peers receive peer support; common response from staff & peers; what skills could help them stop bullying; do they use reporting options; ways students/staff might enlist peers; ideas to stop bullying; suggestions to pass onto school board, staff, parents.

See also: “Students on Board” by NASB and “Student Bullying Focus Groups” by M. Borba at http://www.micheleborba.com.

Effective bullying prevention identifies “hot spots” and “hot times,” analyzes those results, and then develops a plan to reduce bullying in high frequency locations and provide adequate supervision.
Identify Bullying Hot Spots

Bullying is situational and usually happens at the same times and places. A key element of bullying prevention is to identify the spots and times when bullying is most frequent and then boost adult supervision at those locations. Be consistent with your monitoring and you should find a sharp decline in bullying behaviors at those locations in a short time. Be sure you also conduct pre and post assessments. Use informal (and no cost) bullying assessments to identify bullying school “Hot Spots and Hot Times.” Here are few ways to gather information:

- **Have student survey bullying frequency** (graph where & when).
- **Use school maps:** Students identity core hot spots on playground, cafeteria, restrooms, etc. using a school map (young, non-readers can put hot dot stickers on “unsafe” places. “Draw circles around the places you feel most safe or are least likely to see or experience bullying. Color in the places where you are most likely to see or experience bullying and feel least safe.”
- **Use sociograms to identify excluded students:** Provide a map of cafeteria or playground and then ask students to mark: “Where do you sit/play? Who sits/plays around you?”
- **Use a 3x5” card hot spot & hot time:** Ask each student: “What is the place you feel least safe at school or where to you see or experience the most bullying?” “What time does it happen most often?” Keep answers anonymous.

A proven way to reduce bullying is to boost adult supervision in identified “hot spots.” Playground supervisors should wear bright-colored vests so it is easier for children to spot them and feel safer.

Review Assessments and Develop Plans to Reduce High Frequency Areas

Set timelines to reassess with same instruments and measure bullying-prevention effectiveness. Here are sample plans for identified “hot-spots” areas.

- **Bathrooms:** Remove graffiti, monitor, do “bathroom buddies”
- **Cafeterias:** Create safe spaces; open classrooms for lunchtime eating, try “mix it up” days, hold “anti-trash” campaign; increase activities during peak times students when are congested
- **Playground:** Boost adult visibility, teach cooperative skills, pair older student with younger students who are vulnerable as victims; older teach games; boost equipment; train playground supervisors in bullying prevention; have supervisors wear bright vests so they
are more easily visible; spread them out; use students as peace patrol monitors (not to solve problems but give a visual presence & tone)

**Hallways & locker areas**: Boost adult visibility, use mirrors or put up video cameras (you don’t need to put film in the cameras – but do make students think they are being monitored), student hall monitors, reduce congestion, change passing period, board or lock up vending machines or stairwells or areas where students can hide behind

**Parking lots**: Boost adult supervision, adult patrols, spread out security guards

A meta-analysis of 622 reports found that most important program components that were associated with a decrease in bullying were parent training, improved playground supervision, disciplinary methods, school conferences, videos, information for parents, work with peers, classroom rules and classroom management. In addition the total number of elements, and the duration and intensity of the program for children and teachers were significantly associated with a decreased in bullying.

Programs inspired by the work of Dan Olweus worked best.

2nd R - RECOGNIZE: Teach Stakeholders to Identify Bullying

All stakeholders must be trained to recognize bullying behaviors and possible signs of students who are being bullied. And all stakeholders must use the same terminology and definitions. Common language and understanding about bullying and bullying behaviors is essential for bullying prevention. Ongoing training is necessary to increase the participants’ awareness and knowledge about bullying and ensure program and policy relevancy. Consistent intervention to bullying is key.

**Train your staff in bullying prevention at the school level.** Visit an effective (or ineffective) bullying prevention program, school, or classroom

- Invite a speaker about bullying; hold a conference day to educate all staff and parents about bullying behaviors, response strategies and resources
- Hold a movie night and view movies such as Bully or Bullied to Silence.
- Post a bulletin board in your faculty room about bullying news
- Send short email blasts to staff about new research findings
- Start a staff book club about bullying—see the resource section for adults in this packet for ideas. (Ask school & community librarian to display books about bullying for parents and your community).
- Do a five-minute presentation about bullying at each staff meeting
- Arrange staff into cooperative groups (or a jigsaw) to review findings of a research study
- Set up a display in your faculty room and stock it with bullying resources
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Effective bullying prevention establishes a clear and useful definition of bullying that is announced to stakeholders so everyone is on the ‘same page’ and uses common language.

**Help all stakeholders know the definition of bullying.** Bullying is a pattern of repeated, intentionally unjust cruel behavior that differs from normal peer discord. Bullying also contains these elements: 1. *Aggression:* It is an act of aggression or cruelty, 2. *Repetition:* Bullying usually is repeated aggression and rarely a one-time occurrence. 3. *An unequal power imbalance:* The bully has more power (strength, status, age, size, or just tougher) than the victim who cannot hold his own. 4. *Intentional:* The hurtful, bullying behavior is not an accident, but a purposeful act of cruelty.

**Learn the five types of bullying:** Bullying can be five types. *Physical:* punching, hitting, slamming, spitting, slapping; *Verbal:* saying put downs, nasty statements, name calling, taunting, racial slurs, or hurtful comments, threatening; *Relational:* shunning, excluding, spreading rumors or mean gossip, ruining a reputation; *Sexual:* saying or doing things that are lewd or disrespectful in a sexual way in nature; *Electronic or cyberbullying:* using electronic devices or the Internet (i.e., cell phone, camera, text messaging, photos) to say or send mean or embarrassing things

**Learn possible signs of bullying, being bullied and cyberbullied.** [See 5th and 6th R’s]

**Find ways to involve all stakeholders in understanding bullying and be on the “same page.”** Ideas include:

- **A staff or student created power-point presentation** that floats from class to class so all teachers use the same material to define and explain “bullying” principles
- **Homeroom team sharing:** Student teams visit individual homerooms and explain bullying, ask for suggestions and try to enlist student support.
- **Bookmarks** made by students and given out to all other students specifying what bullying “is and is not” - *Northern Lights School Division, Alberta.*
- **Student made charts/posters** showing what bullying looks like, sounds like, and feels like
- **Cooperative research project:** Teams different types of bullying, the effects, and then create posters to hang around the school (assignments from health, psychology or science classes)

**Educate parents in bullying signs, prevention and intervention.** Bullying education must be ongoing and presented in various formats. Information could be provided via newsletters, parent and child “make and take sessions,” parent conference discussion, speaker events, videos and books to check out, email blasts, websites, individual counselor/nurse/social workers and psychologist sessions

Effective bullying prevention involves parents and educates them about the signs of bullying as well prevention and intervention strategies to use with their children.
3rd R - REPORT: Create Procedures to Report Bullying

Reviewing student/staff and parent bullying reports is an effective way to gain evidence of frequency and duration as well as who are victims, bystanders, and bullies. Studies show that bullies who know they are being monitored are less likely to engage in aggressive behaviors. Students who understand that the school staff takes bullying seriously and reviews their concerns feel safer. Bystanders are also more likely to report bullying incidents if reporting procedures are spelled out. Anyone who is involved with your students must understand the importance of reporting bullying incidents including your bus drivers, counselors, parents, custodial staff, teachers, school volunteers, and students. In some cases, law enforcement should be notified.

Create policies and procedures for all staff to report bullying.

Identify how to document specific bullying incidents including where to file or send copies of incident reports; how to track bullying incidents (who/what/when/how)

Establish procedures as to how to calmly confront bully and support the victim

Establish to whom the “reportee” should notify per incident for instance staff, counselor, parent, administrator, and police. Once the bullying report form is filled out in the main office it should be distributed to the classroom teachers of all involved students. In middle school or secondary school sites it is essential that a system be in place for reporting a bullying incident to each teacher. Consider web site based reporting options for ease.

Parents should be informed of any bullying incident.

Establish which staff will review reports and how frequently. In high threat climates review reports 2 or 3 times daily.

Track all evidence and have policies in place as to what action will be taken pending incident seriousness.

Dozens of report forms are available online. Refer to those reports to save time

Sample Bullying Report Form

<table>
<thead>
<tr>
<th>Adult receiving report:</th>
<th>Date and time of incident:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who reported the bullying? (Check one):</td>
<td>Bullied child  Bystander  Staff  Parent  Other</td>
</tr>
<tr>
<td>Bullied student(s)</td>
<td>Student(s) who bullied</td>
</tr>
<tr>
<td>Where bullying occurred</td>
<td>Description of bullying behavior</td>
</tr>
<tr>
<td>Are there any immediate safety needs?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Specify concerns:</td>
<td>Physical injury  Damaged clothing or property  Transportation needs  Fears  Retaliation  Emotional needs  Severity  Other</td>
</tr>
<tr>
<td>Action taken:</td>
<td>Referred to office or teachers for immediate attention</td>
</tr>
</tbody>
</table>

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Classroom teacher(s) of: Bullied student(s) Who was bullied?
Date and time report was completed Submitted to whom?

Adapted from OCCentre for Leadership; Simcoe County District School Board, Ontario

Teach Reporting (telling) vs. Tattling (ratting or snitching). Eighty-five percent of bullying students are witnesses and can be instrumental in reducing bullying if they report those incidents. The trick is to break through the code of silence. Start by teaching students the difference between reporting and tattling: “Reporting is when a student tells to protect another student’s safety or keep someone out of trouble. Tattling is trying to get a student in trouble.” The code of silence is pervasive among students and must be broken through.

Emphasize that all threats are taken seriously. Over 75% of adolescents who commit homicide or suicide, tell someone their plan before carrying it out and the most likely person they report their intentions is to a peer. Stress that threats are taken seriously and must be reported. Also emphasize that reports will be kept confidential. The announcement should be done school-wide or in each classroom so that all students understand the procedure. Some schools—such as in Aurora, Colorado—institute a policy that it’s against school policy not to report bullying or threats. To reduce fear of retaliation set a rule so students can use reporting boxes to report “good things about classmates or report bullying incidents.” Bullies will not know which (good or bad) a student is reporting.

Provide multiple student reporting options including confidential options. Many schools hold an assembly (with police involvement) or have students or administrators visit each homeroom to explain reporting option. Stress that all threats will be reviewed— then earn your students’ trust so they know you are taking their concerns seriously. Students must know they will be heard and that you will back them up. Many students are embarrassed, fear being blamed for the incident as well as peer retaliation if they report bullying. Anonymous options must be an option. Research shows that “between one-third and one-half of students surveyed who had been victimized did not report the incident face to face to parents, teachers or the police” (Ryan, Mathew & Banner). Embarrassment, humiliation or fears are cited as key reasons students do not report bullying.

“Report Boxes.” Create sturdy wooden or metal boxes with a slit on top equipped with lock and key and place in key locations (larger schools will need more boxes)
A 24-hour phone hot line for anonymous reporting.
Email account. Lansing Police Depart created a community Web site where anyone can report a concern or threat about students.
Designated staff trained in how to listen empathically. Announce to students where to go and to which staff they should report their concerns. Face to face reports must have the staff follow up with a written report filed in office.
Peer mentors. Train students as a reporting option. Research shows that pupils often find that telling peers about bullying is preferable to telling adults23.

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*Provide options so all students can report bullying:* For younger or non-reading children: allow drawing their concerns; for blind students use brail; for ESL students, translate forms into their native tongue

*Provide parents with reporting procedures.* Instruct parents how and where to report concerns and to whom [to the teacher, principal, school website]. Establish clear reporting procedures.

*Review and track all bullying reports frequently.* Reports will provide critical evidence about bullying.

- Students must know they will be heard, that the school will back them and recognize their concerns.
- Review staff/student/parent reports each day; in higher-threat climates review twice daily.
- Follow up and meet with victims/bullies/bystanders if their names are provided in reports.

*Add to your policy that “false” reports will have serious consequences.*

Effective bullying prevention is a multi-leveled approach. The Olweus Bullying Prevention Program, one of the most effective bullying programs aims at targeting the individual, the school, the classroom and the community level.

4th R- RESPOND: Teach Witnesses How to Respond to Bullying

Peers can reduce the audience that a bully craves, mobilize the compassion of witnesses to step in, support the victim, and be a positive influence in curbing a bullying episode. In fact, when bystanders intervene correctly, studies find they can cut bullying more than half the time and within 10 seconds (Pepler & Craig, 2007). The key to success is that students must have the right guidance so they know when to step in, learn skills so they know how to help, and be empowered to act. Mobilizing bystanders may be the best hope we have to bullying prevention.

**Adult Witness Responses**

*Create a system-wide staff response to bullying:* Once you establish how you will report, you must then develop a staff-wide agreed upon system as to how you will respond to the incident. Responses must be consistent or students will not consider your anti-bullying policy serious. British Columbia Bullying Prevention uses a six-step staff response: Stop it; Name it; Report/Respond; Assess it; Resolve; Follow up.

*Train how to use an empathic response and gather facts.* Parts of a calm staff response to bullying include gathering the following information: What happened? Has it happened before-how often? Do you think it will happen again? Who did this? Who else was there or saw this—an adult? Did anyone try to help? Where were you? What did you do? What do you need to
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help you? Are you okay? How can I help? Never ask: “What did you do to cause this?” A bullied child rarely does anything to warrant the abuse. Your goal is to gather as much information as possible so you can report the incident, develop a safety plan for the child and an intervention for the bully. Hint: Bullying almost always happens at the same place and the same time in places that are not adult supervised, and usually involves the same students.

Learn to neutralize a bully. Learn skills to gather information about bullying in non-judgmental, a “no blame way” appears to be most effective in fact-finding and dealing with bullies.

Study bystander mentality research and learn why adults and students do not step in. In particular, the staff should know the psychological principle of “Diffusion of Responsibility” the Kitty Genovese event; research (in reference section) by Pepler & Craig that shows 85% students are not the bully or the bullied but witnesses.

Student Witness Responses

Mobilize student compassion to become bystanders. Enlist and give students permission to respond to peer distress.

- Earn “Be a Buddy, Not a Bully” Shirts for students who are “upstanders.”
- Establish student justice committees: Students meet to discuss, plan anti-bullying campaign and decide how to deal with student cruelty issues on campus
- Use peer mentoring to teach conflict resolution skills
- Consider utilizing techniques of restorative justice.
  Farrington, Rigby, Coloroso advocate for repairing poor social relationships at school through restorative justice approaches that bring all children (bullies, victims and other children) in a participatory processes that addresses wrongdoing while offer empathy and solutions. Caution: this is not the same as utilizing peer mediators or conflict resolution for bullies and victims, which has been found not only ineffective but also capable of escalating the bullying.

Teach bystanders to recognize bullying, when to report and get adult help or when to walk away. Strategies include:

- Teach 2 Questions: “Is it bullying? Is anyone in harm’s way?” If so, get help. If not, CALL IT, then BUST it!
- Create nonverbal signal to mobilize student bystanders: Hold up hand each finger is letter in CARES: Choose safety; Act Right; Respect Others; Empathize Always; Seek Self-Control; Cornelia Elementary: MN.
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**Designate and train students to be peer mediators, school ambassadors or peace patrol monitors.** See: Safe School Ambassadors, by Rick Phillips, John Linney, Chris Pack

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**Teach Bully “BUSTER” Bystander Skills ©2012 Michele Borba (designed exclusively for Dateline: The Perils of Parenting)** See video on my website: http://www.micheleborba.com and a more thorough packet of how to teach bystanders). Not all strategies work for all students so match techniques with what works best with the child’s temperament, comfort level and dynamics of the particular social situation. Students need a repertoire of strategies and extensive rehearsal before they can use the skill in real life. Here are six bystander strategies kids can learn:

**B-Befriend the Victim:** Bystanders often don’t intervene because they don’t want to make things worse or assume the victim doesn’t want help. If witnesses know a victim feels upset or wants help they are more likely to step in, and if you befriend a victim, you’re also more likely to get others to join your cause. **Show comfort:** Stand closer to the victim. **Wave other peers over:** “Come help!” **Ask if the victim wants support:** “Do you need help?” **Empathize:** “I bet he feels sad.” **Clarify feelings:** “He looks upset.”

**U-Use a Distraction:** The right diversion can draw peers from the scene, make them focus elsewhere, give the target a chance to get away, and may get the bully to move on. Remember, a bully wants an audience, so reduce it with a distraction. Ploys include: **A question:** “What are you all doing here?” **A diversion:** “There’s a great volleyball game going on! Come on!” **A false excuse:** “A teacher is coming!” **An interruption:** “I can’t find my bus.”

**S-Speak Out and Stand Up:** Speaking out can get others to lend a hand and join you. You must stay cool, and never boo, clap, laugh, or insult, which could egg the bully on even more. Stress that directly confronting a bully is intimidating and it’s a rare kid who can, but there are ways to still stand up to cruelty. **Show disapproval:** Give a cold, silent stare. **Name it:** “That’s bullying!” **Label it:** “That’s mean!” **State disapproval:** “This isn’t cool!” **Ask for support:** “Are you with me?”

**T-Tell or Text For Help:** Teach “Reporting (Trying to stop someone from being hurt) vs. Tattling (Trying to get someone in trouble).” Stress: “If someone is in harms way, report and

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**Signs a Child May Be Bullied**

1. Unexplained physical marks, cuts, bruises and scrapes, or torn clothing
2. Unexplained loss of toys, school supplies, clothing, lunches, or money
3. Afraid to be left alone: doesn’t want to go to school
4. Afraid to ride school bus
5. Wants you or parent there at dismissal, suddenly clingy
6. Suddenly sullen, withdrawn, evasive
7. Remarks about feeling lonely
8. Marked changed in typical behavior or personality
9. Physical complaints; headaches, stomachaches, frequent visits the school nurse’s office
10. Exhausted. Complains of difficulty sleeping, nightmares,
11. Won’t use school restroom
12. Begins bullying siblings or younger kids
13. Ravenous when he comes home (lunch money or lunch may be stolen)
14. Sudden and significant drop in grades
15. Difficulty focusing and concentrating

- Michele Borba, The Big Book of Parenting Solutions

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get help.” Call from a cell, send a text, find an adult, or call 911. Bystanders often don’t report for fear of retaliation, so make sure they know which adults will support them, ensure their confidentiality and give the option of anonymous reporting. Find an adult you trust. If troubles, keep trying until you find someone who believes you.

E-Exit Alone or With Others: Bullies love audiences. Bystanders can drain a bully’s power by reducing the group size a few ways. Encouraging: “You coming? Asking: “What are you all doing here? Directing: “Let’s go!” Suggesting: “Let’s leave.” Exiting: If you can’t get others to leave with you, then walk away. If you stay, you’re part of the cruelty. Leaving means you refuse to be part.

R-Give a Reason or Remedy: Bystanders are more likely to help when told why the action is wrong or what to do. Review why it’s wrong: “This isn’t right!” “This is mean!” “You’ll get suspended.” “You’ll hurt him.” Offer a remedy: “Go get help!” “Let’s work this out with Coach.” The right comments can make peers stop, think, consider the consequences, and even move on.

5th R-REFUSE: Teach Strategies to Reduce Victimization

The goal of the 5th R is to identify children who are vulnerable to victimization, reduce the incidence and severity of bullying, increase safety, learn new habits of confident assertiveness and provide opportunities for victims-and all students- develop healthy and respectful peer relationships. Students must know what to do if bullied and taught specific skills to reduce chances repeat victimization.

Train staff in the emotional impact of victimization. Discuss an incident in his or her past, student who are currently bullied, or their own child. Review cases of bullycides, watch the film “Bullied to Silence,” read students comments on how bullying impacts them from confidential surveys, review the research!

All stakeholders learn signs of possible victimizations.

Identify more vulnerable students to victimization or those with chronic patterns of victimization

Special needs students, ESL, children on Autism spectrum, pronounced disabilities which might be targeted by peers (overweight, stutter, appearance, etc), new students to school, Gay, Lesbian, Transgender students.

Those who are “often introverted, have few if any friends, especially lacking in self-esteem, offer little

Possible Signs of Bullying

1. Excludes or shuns another
2. Is insensitive to feelings or needs or others; a lack of empathy
3. Taunts, intimidates or harasses
4. Spreads vicious rumors verbally/electronically that hurt or ruin another’s reputation
5. Physically aggressive (hits, punches, kicks, slams, etc)
6. Positive views of violence
7. Threatens with force or fear; extortion
8. Marked need to control and dominate others
9. Damages another child’s property or clothing
10. Quick-tempered, impulsive, easily frustrated
11. Takes pleasure in seeing a child (animal) in distress,
12. Difficulty seeing situation from other’s point of view.
13. Refuses to accept responsibility
14. Denies wrong doing when evidence shows guilt
15. Blames the victim or says the child deserved it
16. Good at talking way out of situations
17. Shows little sympathy or concern for the victim
18. Targets those who are weaker
19. Intolerant of “differences”

- Michele Borba, The Big Book of Parenting Solutions

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or no effective opposition to the bullying pupils.” [Rigby and Sharp 1993 “Cultivating the art of self-defense amongst victimized children,” International Journal of Protective Behaviors]

Boys who are especially sensitive and repeatedly bullied [US Secret Service Reports; K.Rigby Bullying in School and What We Can Do About It]

Learn signs of possible cyber-bullying and teach parents
Hesitant to be online; nervous when an Instant Message, text message or Email appears;
Suddenly avoids the device
Visibly upset after using computer or cell phone
Hides or clears computer screen or closes cellphone when sees you
Spends unusually longer hours online in more tense pensive tone
Withdraws from friends or school activities
Falls behind in schoolwork or wants to avoid school
Suddenly sullen, evasive withdrawn, marked change in personality or behavior
Exhausted (trouble sleeping), loss of appetite, excessively moody or crying, seems depressed
Suspicious phone calls, e-mails and packages arrives at your home

Learn an empathic response to a victim. Your goal is to gather information so you can develop a safety plan for the student. Ask: Are you okay? What happened? Has it happened before-how often? Are you concerned it will happen again? Who did this? Who else was there or saw this or helped? Did you tell an adult? Where were you? What time? What did you do? What do you need to help you? How can I help? (Never ask: “What did you do to cause this?” A bullied child rarely does anything to warrant the abuse.)

Report victimization to parents. Assure safety and explain the school intervention plan. The goal is to be on same page to reinforce assertive strategies together to optimize gains. Do educate the parent on strategies that might help reduce the child’s chances for future victimization. Help the parent learn new social skills to teach their child via parent conferences, websites, newsletters, Make and Take sessions, videos, or books.

Create safety and emotional support the victim.
Provide individual support: Psychological service/counselor works one or one or in small group
Include co-operative group work with staff. Share the safety plan so you can provide support for victims together.
Create classmate “Guardians” or “Bus Buddies”: Establish an upper classman to watch, protect or help the victim.
Offer peer-support group [See KiVa Bullying Prevention Program]

Use bibliotherapy to help victim recognize he’s not alone. The Meanest Thing to Say, Bill Cosby; Bullies Are a Pain in the Brain, Trevor Romain; No More Victims, Frank Peretti; Joshua T. Bates Takes Charge, Susan Shreve; King of the Playground, Phyllis R. Naylor; Loudmouth George and the Sixth Grade Bully, Nancy Carlson

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Provide social skills training to boost self-protection and relationship building for victims

- Use counselor or psychologist groups or one-to-one help for repeat victims: Nobody Likes Me, Everybody Hates Me: The 25 Top Friendship Skills and How to Teach Them: by Michele Borba; Simon’s Hook, by Karen Gedia Burnett
- DFE Sheffield Bullying Project High School students: 4-6 sessions; 30-60 minutes then intermittently up to two terms later. Significant increase in self-esteem and reduction in being bullied.
- Develop small support group for badly bullied secondary students. Study involved a 12 hr training spread over half term including opportunities to learn and practice assertive techniques. Findings included: self-esteem increase, more assertive interactions and reporting bullying levels fell.

Teach assertive skills to reduce chances of victimization: See ©Borba Nobody Likes Me, Everybody Hates Me, and The Big Book of Parenting Solutions for specific assertive strategies.

- Teach confident body posture: Head held high, good posture, confident smile (switch from: head drooping, poor posture, downcast eyes, knees knocking)
- Provide 3x5 size ‘Bully Card’ for nonverbal or shyer students with help options: “Get help from an adult; Say ‘no’ to bullying; Walk away; Say good things to yourself about yourself; Help others.” Tell student to present card to office for immediate help (without saying anything)
- Develop strategies to say NO to an unfavorable request. Also help student maintain confidence, escape an unsafe situation, call for help, and push through a group.
- Learn resistance training if required. How to Beat the Bully: A Successful Self-Help Course, by Tim Laskey, 1992; or Living Safely by Bill Bates
- Teach how to “Calmly Confront a Bully” ©Borba Nobody Likes Me, Everybody Hates Me: C – Calm down. Don’t let a bully think he’s getting to you. Count to 10 slowly inside your head or tell yourself, ‘Chill out!’ A – Assert yourself with one rehearsed comeback; L – Look the person straight in the eye. It will help you look confident. Hold your head high and stand tall; M – Mean it – Use a firm, strong voice-no whining or crying. Say what you feel, but don’t be insulting. Don’t ever threaten or insult back. Now walk away! It rarely works the first time, so just keep trying. If you think you could get hurt, get help!
- Teach MIGHTY comebacks: Manners; Ignore it; Go along with it and agree with the person; Walk away; Make a joke; Distract, Yawn and look unfazed
- Develop Safe PLAN if needed. Pal up; Let adult know; Avoid “hot spots,” Notice surroundings ©Borba
- Provide “practice” opportunities to increase skill transfer to real life. Learning new skills takes: Overlearning, Varied situations, Real life experiences, Self-management. Try: pairing with student with higher social skills; cross-age tutoring; role-playing, watching skills at assemblies, using the Rule of 21 (tracking skill on calendar).

Effective bullying prevention includes cooperative group work amongst staff to help victims and bullies.
6th R-REPLACE: Replace Aggression With Acceptable Skills

Bullying is learned and learned early. Research by Arnold Goldstein shows that aggression can become entrenched by age eight. The US Surgeon General warns that early childhood is a key stage for aggression development. Criminologist, Lonnie Athens’ “Four Stages of Violentization” validates need for early intervention citing that the last stage of violentization is almost impossible to turn around. [Why They Kill by Richard Rhodes]. Leonore Eron’s research should strengthen our resolve, which found that a child who bullies repeatedly at eight has a one in four chance of having a criminal record by 26. Staff and parent understanding of bullying and intervention strategies are crucial. Reframing aggressive beliefs and habits are not easy, but here are best proven strategies: All stakeholders learn signs of possible bullying: There is no one profile to a bully so look for repeated and intentional patterns of aggression.

Dig deeper & identify often-overlooked bullies. Ex: Henchmen (students seeking protection, power or popularity who “help” the bully), bullied students (13% “flip” roles); students at 2nd tier of popularity

Review bullying reports frequently (see 1st and 3rd Rs) Bullying behavior is often difficult to detect but reports from staff, students or parents can provide not only evidence but also a pattern of repeat aggression. Use your Review Report Boxes, Student Focus Group Reports, Confident Student Questionnaires, staff reports, behavioral referrals.

Monitor identified students who are repeatedly using bullying behaviors. Pass on plan to staff.

Identify “the why?” What is most probable reason student is resorting to bullying? For instance: need for power, protection, self-esteem, gain friends, popularity, or poor impulse control, no social problem solving skills, used to gaining way through manipulation or reinforced. Intervene only with correct intervention.

Boost empathy. If the bully appears to enjoy seeing his or her victim in pain, empathy development is impoment and real and authentic engagement is essential. Puppies and Prisons research is helpful; Roots of Empathy by Mary Gordon using babies to teach emotional identification and empathy appears promising. Read Savage Spawn by Jonathan Kellerman.

Change conscience with inner self-scripts. Beware of the danger of repeat aggression which can cause a bully to develop a mind-set that aggression is acceptable. See High Risk: Children without a Conscience, by Ken Magid and Carole A McKelvey.

Nurture Self-Control, Impulse Control, or Anxiety Reducers. Refer to Odd Girl Out: The Hidden Culture of Aggression in Girls, by Rachel Simmons; Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth, by Arnold P. Goldstein, Barry Glick, John C. Gibbs

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Teach Anger Management Strategies to Replace Bullying or Aggression “Anger has consistently emerged as an important correlate of bullying. In a study of 558 middle school students, anger was found to be the strongest predictor of bullying (Bosworth et al., 1999). Anger was also a significant predictor of an increased in this behavior over a 6-month period; that is, students who were the angriest in the fall semester reported an increase in bullying over the school year (Espelage et al., 2001).” Key steps to anger reduction are as follow: 1. Reduce conflicts/situations where student likely to have 2. Brainstorm “if-then” thinking (“If I angry- then...” consequences) 3. Develop emotional vocab to express needs (“Ticked/upset/irritated...”), 4. Identify triggers that set you off (A teacher look; being called names), 5. Identify “cues” that signal anger escalating (sweaty palms, rapid breathing, “bad” inner thoughts, flushed cheeks, pounding hearts, shaky knees), 6. Teach self-talk reminders to stay in control (“Chill out..relax..cool it); 6. Practice trigger + cue + reminder, 7. Teach calm down technique: deep breathing; forward/backward counting; visualize pleasant image; 1 “chill”) + 3 (anger reducer, take 3 deep breaths) + 10 (anger reducer count to 10 or walk away); 8. Practice: trigger + cue + reminder + anger reducers until internalized

Teach social problem solving. Louisiana State University-Baton Rouge and the University of California-Riverside study lead by Clayton R. Cook, analyzed 153 studies on bullying published in the USA and Europe over the past 30 years. Sample sizes ranged from 44 children to 26,430; aged three to eighteen. A common predictor of a bully of victim is kids and teens-especially boys-was trouble solving problems.

 PROVIDE real and meaningful opportunities for the student to “do good.”

Explore the work on restorative justice, restorative circles and restitution.

Provide adult mentors who can be caring, moral examples and develop a respectful relationship with the student.

Effective bullying prevention is ongoing. Continue your efforts. There should be no “end date” for bullying prevention activities. Effective bullying prevention is continued over time and woven into the fabric of the school environment.

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Resources on Bullying Prevention

Please preview to ensure suitability for your students and situation. Age guidelines will vary widely

Songs
- “We Can Work It Out” by The Beatles
- “Don’t Laugh At Me,” by Steven Seskin or Peter, Paul and Mary

For Children Ages 4-8
- **A Lincoln and Me**, by Louis Borden and Ted Lewin (Scholastic, 2001)
- **Am I Really Different?** by Evelien Van Dort (Floris Books, 1998)
- **Ballerina Nate**, by Kimberly Brubaker Badley (Dial 2006)
- **Chrysanthemum**, by Kevin Henkes (Greenwillow Books, 1991)
- **Don’t Laugh At Me**, by Steve Seskin and Allen Shamblin (Tricycle Press, 2002)
- **Elena’s Serenade**, by Campbell Gesslin (Atheneum Books for Young Readers, 2004).
- **Enemy Pie**, by Derek Munson (Chronicle Books, 2000)
- **Fat, Fat Rose Marie**, by Have You Filled a Bucket Today? By Carol McCloud (Ferne Press, 2006)
- **Horace and Morris but Mostly Dolores**, by James Jowe (Atheneum Books for Young Readers, 2003)
- **Hooway for Wodney Wat**, by Helen Lester (Houghton Mifflin Harcourt) Poor Wodney can’t pronounce his R’s and the other rodents tease him mercilessly, but surprises himself and his classmates by single-handedly saving the whole class from the big bad bully. (Bystander)
- **King of the Playground**, by Phyllis Reynolds Naylor (Atheneum, 1001)
- **Just Like Josh Gibson**, by Angela Johnson (Simon & Schuster Books for Young Readers, 2007)
- **My Princess Boy**, by Cheryl Kilodavis (Aladdin, 2010)
- **My Travelin’ Eye**, by Jenny Sue Kostecki-Shaw (Henry Holt and Col, 2008)
- **Nobody Knew What To Do: A Story About Bullying**, by Becky McCain (Magnetix Corporation, 2002) When bullies pick on a boy at school, a classmate is afraid, but decides that he must do something. (Bystander)
- **Stand Tall, Molly Lou Melon**, by Patty Lovell (Scholastic, 2002)
- **Stop Picking On Me**, by Pat Thomas and Lesley Harkey (Barron’s Educational Series, Inc, 2000)
- **Tacky the Penguin**, by Helen Lester (Walter Lorraine Books, 1990)
- **The Juice Box Bully: Empowering Kids to Stand Up for Others**, by Bob Sornson and Maria Dismondy (Ferne Press, 2001).

For Children Ages 8 to 11
- **The Berenstain Bears and the Bully**, by Stan and Jan Berenstain (Random House, 1993)
- **The Little Bit Scary People**, by Emily Jenkins (Hyperion Books for Children, 2008)
- **The Meanest Thing to Say**, by Bill Cosby, Jr. [Scholastic Inc, 1997]
- **The Princess Knight**, by Cornelia Funke, (The Chicken House, 2004)
- **The Sissy Duckling**, by Theodor Geisel (Dr. Seuss) (Random House, 1961)
- **Tough Boris**, by Mem Fox (Harcourt Children’s Books, 1994)
- **Violet the Pilot**, by Steve Breen (Dial, 2008)
- **Willy the Wimp**, by Anthony Brown (Knopf, 1989)

- **Blue Cheese Breath and Stinky Feet**, by Catherine DePino (Magnetion Press, 2004) Written for kids who are victims to school bullies and provides “The Plan”-11 practical tips to discourage and cope with bullies. Features a “normal” victim most readers can identity with and describes the fears targets have regarding the bully. Popular with kids.
- **Bullies Are a Pain in the Brain**, by Trevor Romain (Free Spirit, 1997) Provides strategies to handle bullies; popular with kids.
- **Bully on the Bus**, by C. Bosch (Parenting Press, 1988)
- **Call Me Hope**, by Gretchen Olson (Little, Brown and Company, 2007)
- **Confessions of a Former Bully**, by Trudy Ludwig (Tricycle Press, 2010)
- **Felita**, by Nicholas Mohr. (Puffin, 1999) Felita faces verbal and physical bullying from kids for her Puerto Rican heritage.
- **If You Believe in Mermaids….Don’t Tell** by A.A. Philips (Dog Ear Publishing, 2007)
- **Joshua T. Bates Takes Charge**, by Susan Shreve (Knopf, 1993)
- **Just Kidding**, by Trudy Ludwig (Tricycle Press, 2005)
- **Molly’s Pilgrim**, by Barbara Cohen (Lothrop, Lee and Shepard). Told to make a doll like a pilgrim for the Thanksgiving school display, Molly’s Jewish mother
dresses the doll as she herself dressed before leaving Russia to seek religious freedom

- **My Secret Bully**, by Trudy Ludwig (Tricycle Press, 2006).
- **Say Something**, by Peggy Moss. A young girl watches sadly as some of her classmates mock and harass fellow students, and finally realizes she has to do something actively to prevent it and does. (Bystander)
- **Stick Boy**, by Joan T. Zeier (Atheneum, 1993)
- **Super Tool Lula: The Bully-fighting Super Hero**, by Michele Yulo. Lula is a ten-year-old who uses her superhero gifts and magical tools to come to the aid of kids who are bullied and wants kids to know that being kind is cool.
- **Taking the Bully By the Horn**, by Kathy Noll and Jay Carter. Teaches kids how to spot a bully, how to recognize bully “games” and how not to play
- **The Bully of Barkham Street**, by Mary Stolz (HarperCollins, 1985)
- **The Bully Blockers Club**, by Teresa Bateman (Albert Whitman & Company) Lotty notices that other kids are bullied by Grant, like her. She forms The Bully Blockers Club where kids speak up and Grant stops bullying!
- **The Bully Blockers Club: Standing Up for Classmates with Autism**, by Celeste Shally (Awaken Specialty Press) A boy who witnesses a classmate with autism being bullied and how he decides to get involved. He make a difference when he has the courage to stand up for his autistic classmate
- **The Hundred Dresses**, by Eleanor Estes. (Voyager Books, 1988). Wanda wears the same faded dress to school and is taunted by peers when she claims to have a 100 dresses at home. Bullying escalates and forces her to leave school causing Maddie to examine her role as a silent bystander.
- **The Night the Bells Rang**, by N. Silver (Faber and Faber, 1997). Mason is the victim of bully and often takes his frustration out on his own younger brother. An unexpected act of kindness from the bully, makes Mason revaluate his treatment of his sibling and his perception of his tormentor.
- **Teammates**, by Peter Golenbock. Moving story of the great Jackie Robinson—the first black player on a major league baseball team and the hatred he endured from spectators. One day, teammate Pee Wee Reese had enough. He left his position, walked over to Robinson, put his around Robinson’s shoulder, and stunned the crowd into silence.
- **The Yellow Star: The Legend of King Christian X of Denmark**, by Carmen Agra Deedy and Henri Sorensen. When the Nazis occupied his country, King Christian X of Denmark committed himself to keeping all Danes safe by wearing the Jewish yellow star. Heroic justice! The power of an upstander!
- **The Rag Coat**, by Lauren Mills (Little Brown, 1991). Minna proudly wears her new coat made of clothing scraps to school where the other children laugh at her until she tells them the stories behind the scraps.

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<th>The 6 Essential R’s of Bullying Prevention</th>
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<tr>
<td>- <strong>The Sixth Grade Nickname Game</strong>, by Gordon Korman (Hyperion Press, 2000). Two boys are notorious for the clever nicknames they given to classmates, but the nicknaming turns into name-calling and friendships are threatened.</td>
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<td>- <strong>The Stranger Case of Origami Yoda</strong>, by Tom Angleberger (Amulet Books, 2010)</td>
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<td>- <strong>The Secret Life of Hubie Hartzel</strong>, by Susan Rowan Masters (Lippincott, 1990)</td>
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<td>- <strong>Trouble Talk</strong>, by Trudy Ludwig (Tricycle Press, 2006)</td>
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<tr>
<td>- <strong>True Confessions of a Former Bully</strong>, by Trudy Ludwig (Tricycle Press, 2011)</td>
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<td>- <strong>Vive La Paris</strong> by Esme Raji Codell (Hyperion Paperbacks for Children)</td>
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<td>- <strong>What a Wimp!</strong>, by Carol Carrick (Clarion, 1998)</td>
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### Short Novels

- **Blubber**, by Judy Blume (Macmillan) Linda is picked on for being overweight and called “Blubber”; one girl can’t stop joining in even though she sees how much Linda is hurting
- **Blush**, by Virginia Hamilton (Scholastic). Natalie battles leukemia and called “Bluish” due to chemotherapy effects on her skin. Two peers reach out to accept and celebrate her.
- **Buddha Boy**, by Kathe Koja (Farrar, Straus and Giroux, 2003) A new kid is considered a freak for cultural differences; Justin discovers the boy’s artistic talent and a friendship emerges.
- **Chicken**, by A. Gibbons (Dolphin Book Company, 2003). Davy’s too chicken to stand up to bullying and his family isn’t much help. Davy’s little sisters help him with a strange secret.
- **Coram Boy**, by J. Gavin (Egmont, 2001) Tale on an African slave ship to a great estate; examples of racism and incipient bullying.
- **Crash** by Jerry Spinelli (Random House, 1997). Told from bully’s (a celebrated school jock) point of view and how he questions his treatment of Penn Ward, small, poor, Quaker and vegetarian, since the first grade.
- **Cuckoos**, by R. Green (Oxford University Press). Tackles bullying across view of the victim and bully (who, we discover is a victim himself).
- **Define ‘Normal,’** by Julie Anne Peters (Little Brown, 2000). Antonia is a peer counselor in middle school and agrees to meet with “punker” Jasmine. It’s she who helps Antonia.
- **Drowning Anna**, by Sue Mayfield (Hyperion, 2002)
- **Fat Boy Swim**, by C. Forde (Egmont, 2003) Jimmy is bullied mercilessly at school, especially on the sports field, and learns he has to take control of his own life.
- **Feather Boy**, by N. Singer (Harper Collins, 2001). Robert is a victim of bullying, but through the school Elders’ Project he comes to meet Edith and her tragic story changes his life. |
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- **Harry Potter and the Philosopher’s Stone**, by J.K. Rowling (Boomsbury, 1997) Harry goes to Hogwarts School for Witchcraft, where bullying (teachers and peers) is endemic.
- **I am Jack**, by Susanne Gervay (Tricycle Press, 2009)
- **Inventing Elliot**, by G. Garner (Orion, 2004). Bullied at his last school, Elliot starts a new school and decides to do the opposite of what he was bullied for—and it backfires.
- **Luna**, by Julie Anne Peters (Little, Brown Books for Young Readers, 2006).
- **Malarkey**, by K. Gray (Red Fox, 2003). A teen is accused and becomes the scapegoat of a theft he did not commit by the gang who control the school. He confronts the horrors.
- **Parrotfish**, by Ellen Wittlinger (Simon & Schuster Books for Young Readers, 2011)
- **Number the Stars**, by Lois Lowry. A young girl hides and saves her Jewish friend from the Nazis. Newbery winner.
- **No More Victims**, by Frank Peretti
- **Real Friends vs. the Other Kind**, by Annie Fox (Free Spirit Publishing, 2009)
- **Run Zan Run**, by C. MacPhail (Bloomsbury, 2001). Katie is cornered and terrified by Ivy and her fellow bullies. Zan rises to her defense, though she is not willing to talk to Katie (until she finally uncovers the truth about Zan).
- **Speak**, by L. Anderson (Hodder Children’s Books, 2001). Melinda calls the cops to bust a party. Her pals won’t speak to her. There’s something she doesn’t want to think about.
- **Stargirl**, by Jerry Spinelli (Alfred A. Knopf, 2002)
- **Staying Fat for Saray Byrnes**, by Chris Crutcher (Greenwillow Books, 1993)
- **Story of a Girl**, by Sara Zarr (Little Brown Books for Young Readers, 2008)
- **Super Tool Lula: The Bully-fighting Super Hero**, by Michele Yulo (BookLogix Publishing)
- **The Revealers**, by Doug Wilhelp (Farrar, Straus, and Giroux, 2003). Three students have had enough of the bullying and start an e-mail forum at school inspiring others also fed up. Revenge by a few bullies threatens the rebellion.
- **Twisted**, by Laurie Halse Anderson (Speak, 2008)

For Teens

- **12 Angry Men**
- **Birdy**, by William Wharton
- **Bystander**, by James Preller, (Macmillan) Eric is the new kid in the 7th grade. Cool, Griffin wants to be his friend.

Eric realizes his buddy is a bully, and fears stepping in will only make him the next target. What to do? And in one shocking moment, Eric goes from being a bystander to....(great discussion!)

- **Cat’s Eye**, by Margaret Atwood. Haunting story of relational aggression by powerful writer.
- **Oliver Twist**, by Charles Dickens. Famous tale of a young boy who falls into the company of a gang of pickpockets. Kind Mr. Brownlow unravels the plot against him.
- **Lord of the Flies**, by G. Golding (Faber). A group of schoolboys crash on a desert island and wait to be rescued. Their behavior starts to take on a murderous, savage significance. Timeless classic is powerful catalyst to discuss mass bullying.

- **Please Stop Laughing At Me** by Jodee Blanco
- **The Hunger Games**, by Suzanne Collins Hugely popular teen novel (and movie) – review carefully for appropriateness.

For Adults

- **12 Strategies That Will End Female Bullying**, by C. Dellasega and C. Nixon (Relational Aggression)
- **Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth**, by Arnold P. Goldstein, Barry Glick, John C. Gibbs
- **Building Moral Intelligence** by Michele Borba (Jossey-Bass)
- **Bullies & Victims: Helping Your Child Survive the Schoolyard Battlefield**, Suelen Fried and Paula Fried (M. Evans, 1996)
- **Bullying and Harassment: A Legal Guide for Educators**, by K. Conn
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- Bullying in American Schools, by D. L. Espelage and S.M. Swearer
- Bullying in Schools and What To Do About It, by Ken Rigby (Markham, ON: Pembroke Publishers Ltd, 1998)
- Bullying at School: What We Know and What We Can Do, by Dan Olweus (Maiden, MA: Blackwell, 1993)
- Childhood Bullying and Teasing, by Dorothy A. Ross (American Counseling Association)
- Cliques: 8 Steps to Help Your Child Survive the Social Jungle, by Charlene C. Giannetti and Margaret Saresse (Random House, 2001)
- High Risk: Children without a Conscience, by Ken Magid and Carole A Mckelvey
- Queen Bees and Wannabe Bees (Relational Aggression)
- Odd Girl Out: The Hidden Culture of Aggression in Girls, by Rachel Simmons
- Roots of Empathy: Changing the World Child By Child, by Mary Gordon
- Second Step, by K. Beland (Committee for Children)
- Savage Spawn: Reflections on Violent Children, by Jonathan Kellerman
- Stop Teaching Our Kids to Kill: A Call to Action Against TV, Movie and Video Game Violence, by Lt. Col. Dave Grossman and Gloria DeGaetano
- The ABC’s of Bullying Prevention: A Comprehensive Schoolwide Approach, Kenneth Shore (NPR)
- What to Do...When Kids Are Mean To Your Child, by Elin McCoy (Reader’s Digest, 1997)
- You Can’t Say You Can’t Play, by Vivian Gussin Paley (Harvard University Press, 1992)
- Why They Kill, by Richard Rhodes

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