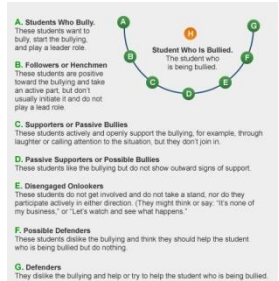


Rick Greiner, school counselor

rgreiner@spsmail.org

(417) 523-5260

What is the number one thing that helped with bullying?





A-P-P-L-I-C-A-T-I-O-N

Sunshine Bullying Survey	teacher	teacher	teacher	teacher
1. Have you ever been bullied?				
Yes				
No				
2. How often did someone bully you?				
Sometimes				
Often				
Everyday				
3. Where did the bullying happen?				
School				
Home				
Neighborhood				
Other				
4. If it happened at school, where?				
Classroom				
Hall				
Lunchroom				
Playground				
Restroom				
Other (bus)				

5. Have you ever seen other students being bullied at school?

Yes

No

6. How often did the bullying happen?

Sometimes

Often

Everyday

7. Where did the bullying happen?

Classroom

Hall

Lunchroom

Playground

Restroom

Other (bus)

8. What kinds of bullying have you seen or experienced?

Name calling

Threatening

Stealing or damaging property

Shoving, kicking, hitting

Ignoring

9. Have you ever bullied someone else?

Yes

No

10. How much of a problem is bullying for you?

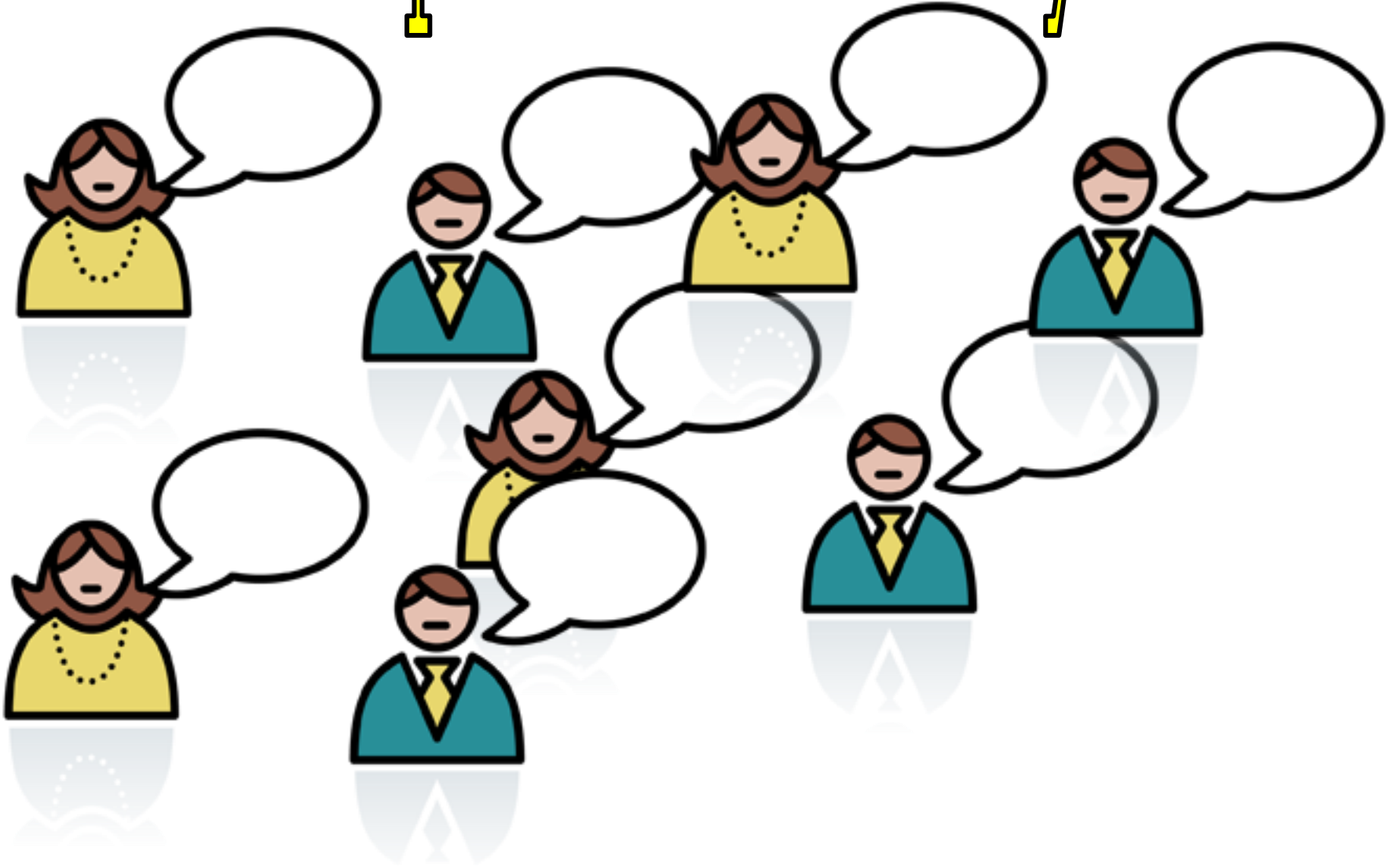
Not a problem

Small problem

Big Problem

Huge Problem

The best part of the survey was...



Who has the most power?



- A. Students Who Bully.**
These students want to bully, start the bullying, and play a leader role.
- B. Followers or Reinforcers.**
These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.
- C. Supporters or Passive Bullies.**
These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.
- D. Passive Supporters or Possible Bullies.**
These students like the bullying but do not show outward signs of support.
- E. Disengaged Onlookers.**
These students do not get involved and do not take a stand, nor do they participate actively in either direction. They might think or say, "It's none of my business," or "Let's watch and see what happens."
- F. Possible Defenders.**
These students dislike the bullying and think they should help the student who is being bullied but do nothing.
- G. Defenders.**
They dislike the bullying and help or try to help the student who is being bullied.





B

RAM

www



www - p

g

What is Bullying?

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."



What is Bullying?



R.I.P.





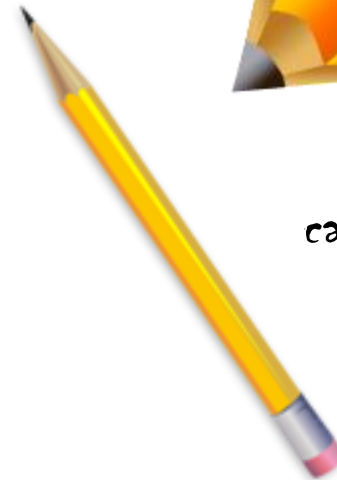
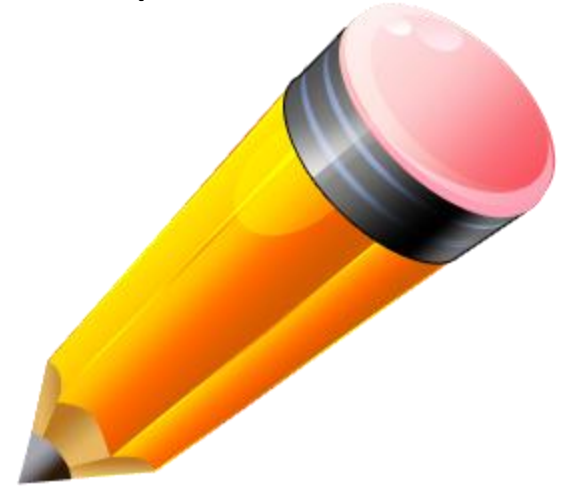
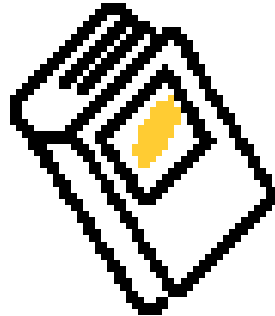
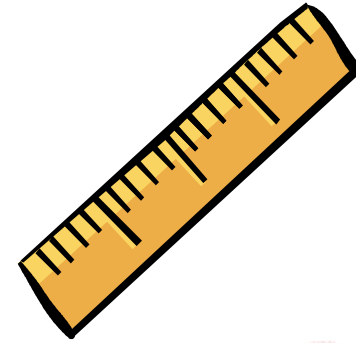
Pete and Repete were on a boat.
Pete jumps out.
Who is left on the boat?



Bullying behavior is REpeated

[over and over and usually the same person or group]





causes distress; fear; and/or
harm to the target



Bullying behavior is

Intentional

causes distress; fear; and/or harm to the target;



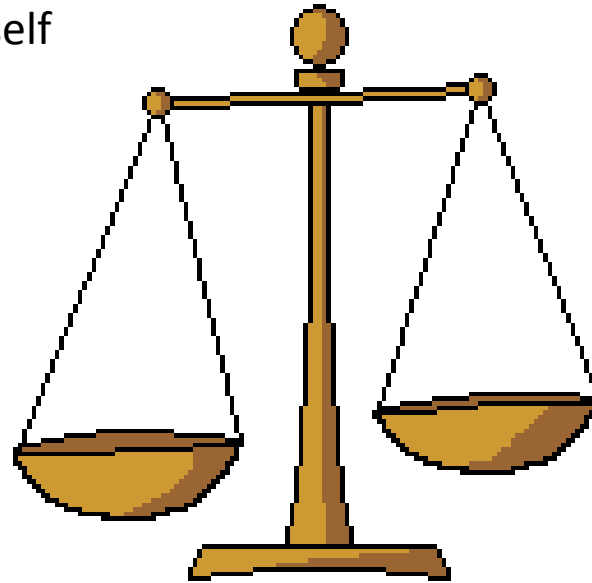


Bullying is Perception!



P ower not equal

target cannot or has difficulty defending self



Power Not Equal



**MEAN
GIRLS**
by projectrebula.multiply.com



R.I.P.

How Do Bullies Bully?

Physical



Verbal



Emotional



Social Isolation

Electronic



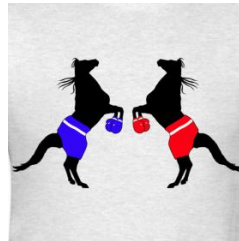
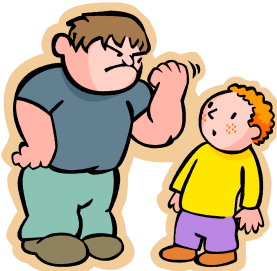
facebook.



Is it bullying or horseplay or fighting?

	Relationship?	How often?	Power?
Bullying	not friends	repeated	not equal
Horseplay	friends	repeated	equal
Fighting/Conflict	Usually NOT	singular event	equal

1. Bullying: power differential; repeated; not friends
2. Horseplay: rough play; usually friends; equal power
3. Fighting: usually single event; equal power; not friends



Is it bullying or peer conflict?

Normal Peer Conflict	Bullying
equal power between peers	imbalance of power between peers
individuals often play together	individuals rarely play together
accidental	purposeful
not serious	serious with threat of physical or emotional harm
equal emotional reactions	strong emotional reaction from the target and little to no emotional reaction from bully
not seeking power or attention	seeking power, control, or material things
not trying to get something	attempt to gain material things or power
remorse willing to take responsibility	no remorse blames the target
effort to solve problem	no effort to solve the problem





Is it bullying  or horseplay  or fighting  ?

Sam got a new hair cut.
Now, Susan calls him, “Fuzzy”
and rubs his head every chance she gets.


**It depends on
Sam's perception**



Is it bullying  or horseplay  or fighting  ?

Everyday at lunch Mike takes a bite out of Bill's sandwich.

**It depends on
Mike's perception**



Is it bullying  or horseplay  or fighting .

Almost every week, Paul is afraid to walk past Phillip in school because Phillip, an older student, waits for him on the walk home. Phillip calls him names and sometimes takes things from him.

Can you identify
the R.I.P.?



Is it bullying  or horseplay  or fighting ?



Mary tells everyone at lunch that Jenny is disgusting and that they shouldn't play with her at recess.

Can you identify the R.I.P.?



Is it bullying  or horseplay  or fighting ?

Who are the main characters of bullying?



Why not call them
a Bully?

Olweus Bully Circle

A. Students Who Bully.
These students want to bully, start the bullying, and play a leader role.

B. Followers or Henchmen
These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.

C.
The
lau

D.
The

E.
Th
pa
my

F.
Th
who is being bullied but do nothing.

G. Defenders
They dislike the bullying and help or try to help the student who is being bullied.



Bystanders

Onlookers



A. Students Who Bully.

These students want to bully, start the bullying, and play a leader role.

B. Followers or Henchmen

These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.

C. Supporters or Passive Bullies

These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.

D. Passive Supporters or Possible Bullies

These students like the bullying but do not show outward signs of support.

E. Disengaged Onlookers

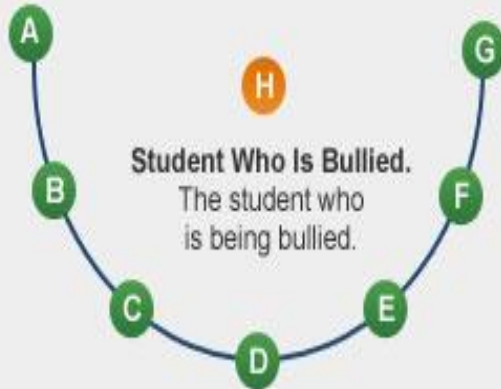
These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say: "It's none of my business," or "Let's watch and see what happens.")

F. Possible Defenders

These students dislike the bullying and think they should help the student who is being bullied but do nothing.

G. Defenders

They dislike the bullying and help or try to help the student who is being bullied.



Peers witness more than

80%

of bullying episodes



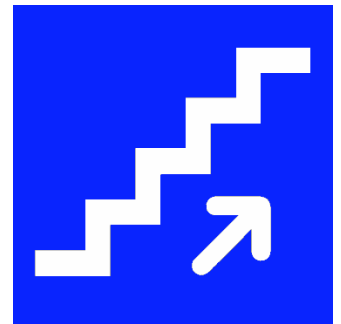
BE A DEFENDER!



- A. Students Who Bully.**
These students want to bully, start the bullying, and play a leader role.
- B. Followers or Henchmen**
These students are positive toward the bullying and take an active part, but don't usually instigate it and do not play a lead role.
- C. Supporters or Passive Bullies**
These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.
- D. Passive Supporters or Possible Bullies**
These students like the bullying but do not show outward signs of support.
- E. Disengaged Onlookers**
These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say, "It's none of my business," or "Let's watch and see what happens.")
- F. Possible Defenders**
These students dislike the bullying and think they should help the student who is being bullied but do nothing.
- G. Defenders**
They dislike the bullying and help or try to help the student who is being bullied.



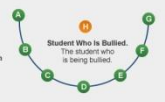
BE A DEFENDER!



Who has the most power?



- A. Students Who Bully.**
These students want to bully, start the bullying, and play a leader role.
- B. Followers or Reinforcers.**
These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.
- C. Supporters or Passive Bullies.**
These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.
- D. Passive Supporters or Possible Bullies.**
These students like the bullying but do not show outward signs of support.
- E. Disengaged Onlookers.**
These students do not get involved and do not take a stand, nor do they participate actively in either direction. They might think or say, "It's none of my business," or "Let's watch and see what happens."
- F. Possible Defenders.**
These students dislike the bullying and think they should help the student who is being bullied but do nothing.
- G. Defenders.**
They dislike the bullying and help or try to help the student who is being bullied.

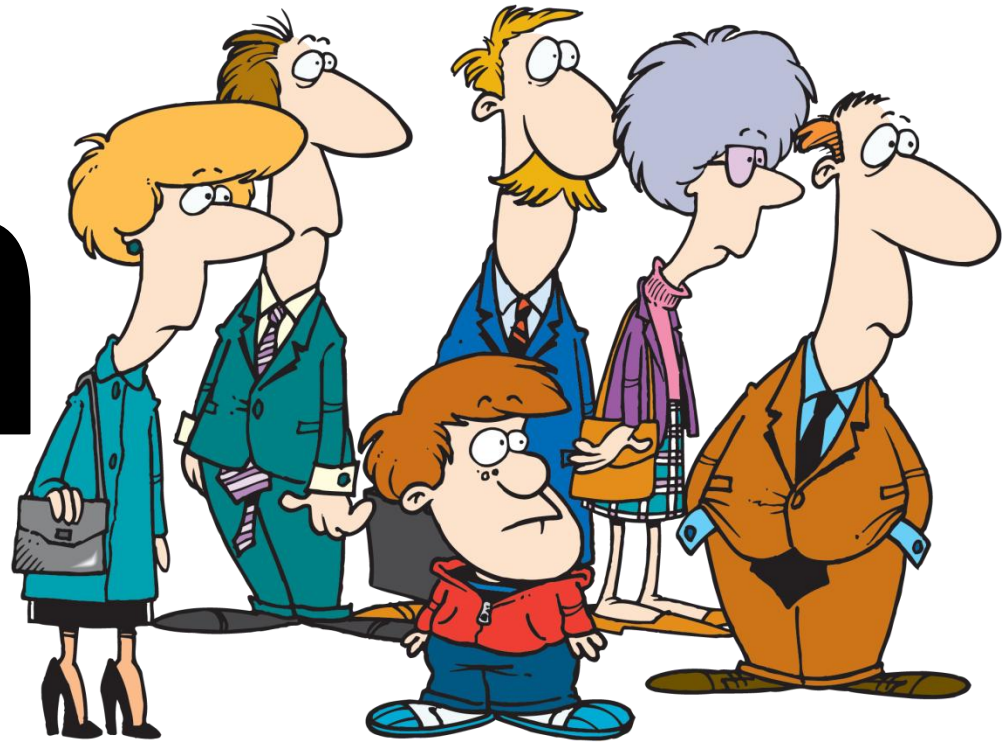




I wanna be a defender
but how do I do it?

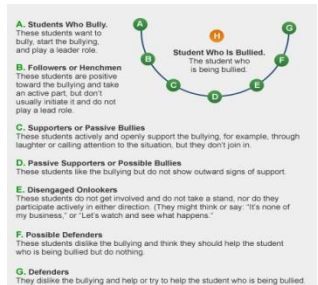


**gotta
teach
the**



Why?

- Only 20% of elementary students intervene without training.
- If a bystander discourages the bully, there is a 50% chance the bully will stop. *Most bullying happens because they want to impress people and they like an audience.*
- The followers [which is as much as 25% of a school's population] will encourage the bully. *Followers usually have low self-esteem.*



How do You take a stand against bullying?

STOP! Respect my 

Confront the bully.

STOP! Respect their 

Talk to the bully publically.

Stop-Walk-Talk

Talk to the bully privately.

Support the target by using humor.

Log the behavior. Show to another adult.

Tell an adult at school and/or home

Talk to the target in private

Change the topic. Don't gossip about what happenend.

Walk away and take friends with you. Don't be an onlooker.

**gotta
teach
the**



STOP! Respect my  **!**

[**STOP! Respect their**  **!]**

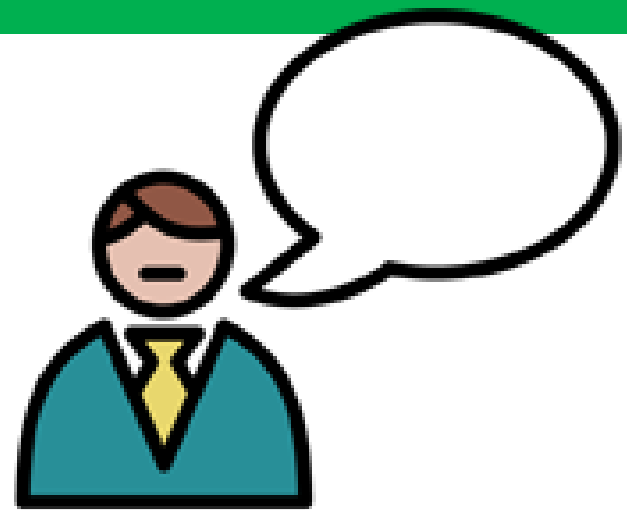
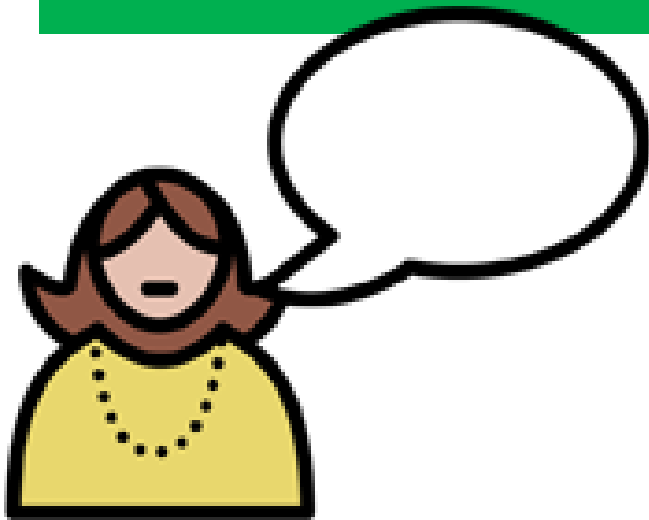
STOP



WALK



TALK



Is it Tattling or Reporting?

Tattling is trying to get someone



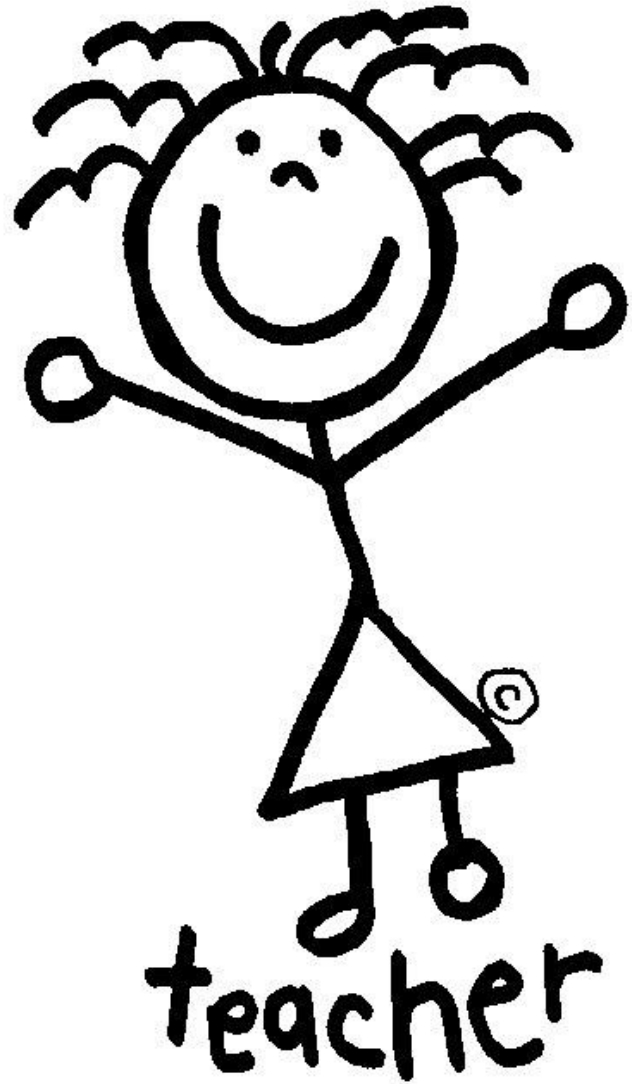
trouble.

Reporting is trying to get someone



of trouble or from being hurt

**gotta
teach
the**



What do I do if a kid reports?

- 1. Reinforce the student** for reporting the problem behavior (i.e. "I'm glad you told me.")
- 2. Ask who, what, when and where.**
- 3. Ensure the student's safety.**
 - Is the bullying still happening?
 - Is the reporting child at risk?
 - Fear of revenge?
 - What does the student need to feel safe?
 - What is the severity of the situation
- 4. "Did you tell the student to stop?"** (If yes, praise the student for using an appropriate response. If no, practice)
- 5. "Did you walk away from the problem behavior?"** (If yes, praise student for using appropriate response. If no, practice.)

Non-Examples

- Indifference
- Lack of supervision
- Try to mediate
- Bully the bully

Teachers

Is it in your Matrix?

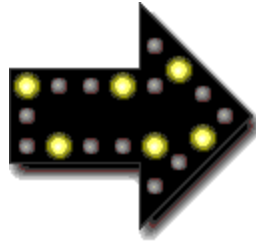


Buzzworthy Behavior for Sunshine Elementary

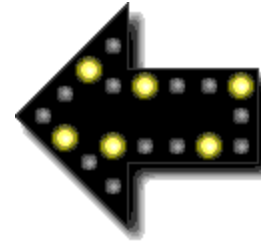


	Be Responsible	Be Respectful	Be Ready	Be Safe	Be Trustworthy
All Areas	Follow school rules on your own	Follow directions the first time	Stay on task Come prepared	KYHFAAOOTY Follow all rules and procedures	Be honest at all times
Playground	Listen and look at the whistle	Always demonstrate good sportsmanship	Line up at the whistle	KYHFAAOOTY Participate by following equipment rules	Follow playground rules without being asked
Hallway	Allow for personal space	Walk quietly in line	Look forward	KYHFAAOOTY	Stay in your line
Restroom	Allow others their personal space	Use voice level 1	Return to class promptly	KYHFAAOOTY Follow restroom procedure	Clean hands, sinks, and floors
Cafeteria	Keep your food separate and to yourself	Level 2 voices in your talk zone	Face forward feet under table	KYHFAAOOTY Stay in your seat unless permission is given	Follow dismissal routine
Assemblies	Allow for personal space	Sit on your pockets	Listen with 5 listening body parts	KYHFAAOOTY	Give total attention to the speaker
Dismissal	Listen for your name and leave quietly	Level 0 voices	Have all things ready to go	KYHFAAOOTY Enter and exit gym quietly	Ask for permission to re-enter classroom/building

How Bullying relates to PBS?



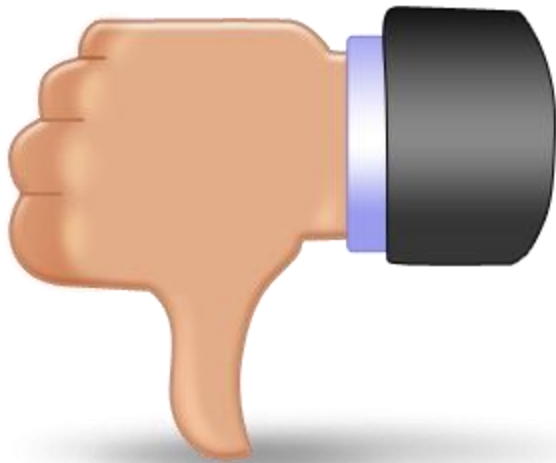
RESPECTFUL



Responsible
Safe



What if we wanted to add “NO Bullying” to our Matrix?



Can't say Can't



gotta
teach
the



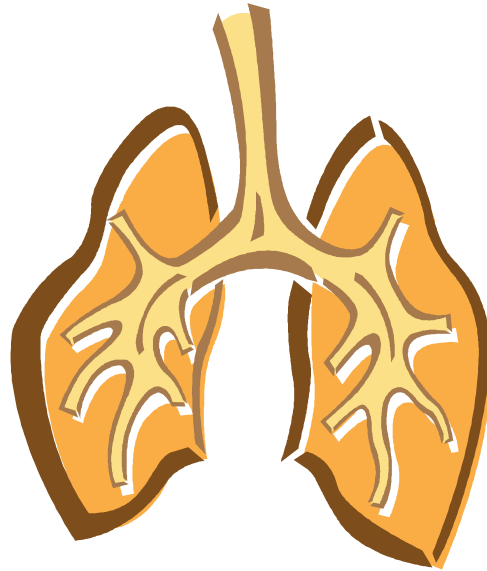
You've been told to



What's next?



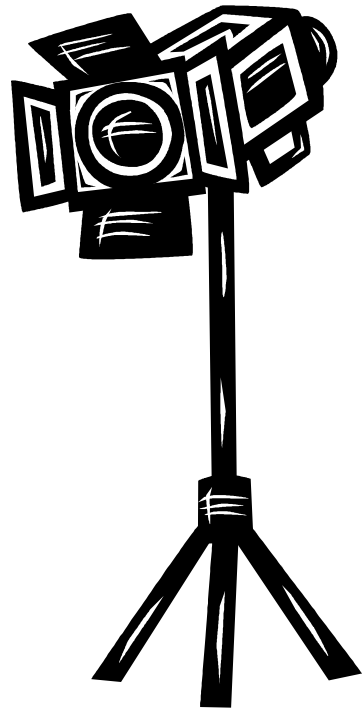
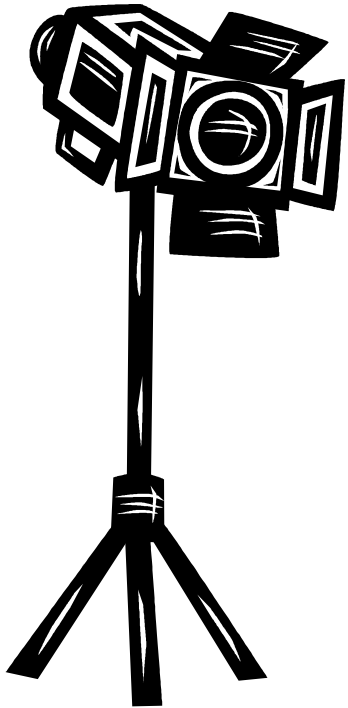
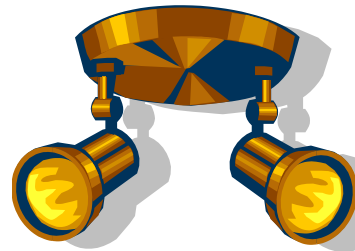
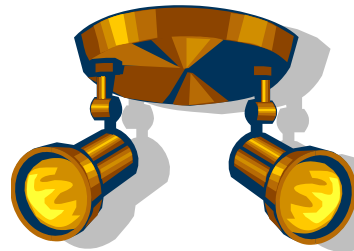
stop



Deep
breath



Go on
with day!



Check In

Check Out

Why Do Bullies Bully?

1. Students who bully have strong needs for power and (negative) dominance.
2. Students who bully find satisfaction in causing injury and suffering to other students.
3. Students who bully are often rewarded in some way for their behavior with material or psychological rewards.

Kids who use bullying behavior have normal to above average self-esteem!

What can we do to them?

- Identified high risk locations & engaged in intentional supervision
- Removal from peers
- Restricted non-supervised times
- Intentional acknowledgement of targeted behavior

**gotta
teach
the**



What parents should NOT do if their child is being bullied



Do NOT confront the bully and/or the parents

Do NOT ask your child to stand up to the bully by using physical force

Do NOT blame your child for being bullied

Do NOT keep the bullying a secret

**gotta
teach
the**



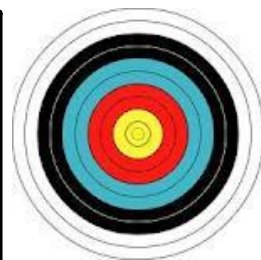


teach strategies to appropriately
avoid/escape
situations that involve bullying &
place in activities
in which they can succeed to boost

WAGN

WAG

WAGN



Rick Greiner, school counselor

rgreiner@spsmail.org

(417) 523-5260



T.I.M.S. skills



Tell them Please stop now
Ignore
Move Away
Seek help

STOP! Respect my  **!**

[STOP! Respect their  !]

Stop-Walk-Talk

How do you take a stand against bullying?

S _____ **!** **R** _____ **!**

W _____

T _____

_____ the bully.

Talk to the bully p _____

Talk to the bully p _____

Support the target by using _____

_____ the behavior. Show to another adult.

Tell an _____ school and/or home

Talk to the target in _____

Change the topic. Don't _____ about what happened.

_____ away and take friends with you. Don't be an onlooker.



Arma





