



BEHAVioral management model across Europe
Project number: 2017-1-IT02-KA201-036540

Global Citizenship: Bullying and Youth Violence

Research behind the Problem

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UCLL

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Co-funded by the
Erasmus+ Programme
of the European Union

We're connected, but we don't always get along...

- Although human beings are inter-connected – we know that the reality on the ground is different
- Human beings – despite their common home on Earth – do not always get along... And don't feel ,connected' to each other
- People engage in aggressive and violent behaviours that are purposefully meant to harm, intimidate, humiliate or exclude...
- If the behaviour is systemic (part of a pattern), then, we call this ,bullying'.



New forms of aggressive and violent behaviour

- Bullying is a *human problem* that has existed since the beginning of time, but the phenomenon has gained attention in Western societies and in the **media**
- The effects of **globalization** have exacerbated the problem
- The advent of the **Internet** and Social Media has created a new form of aggression: cyberbullying
- Cyberbullying doesn't totally fit into the traditional definition of bullying. It's so new that we don't yet fully understand the dynamics, but we'll try to address that later.

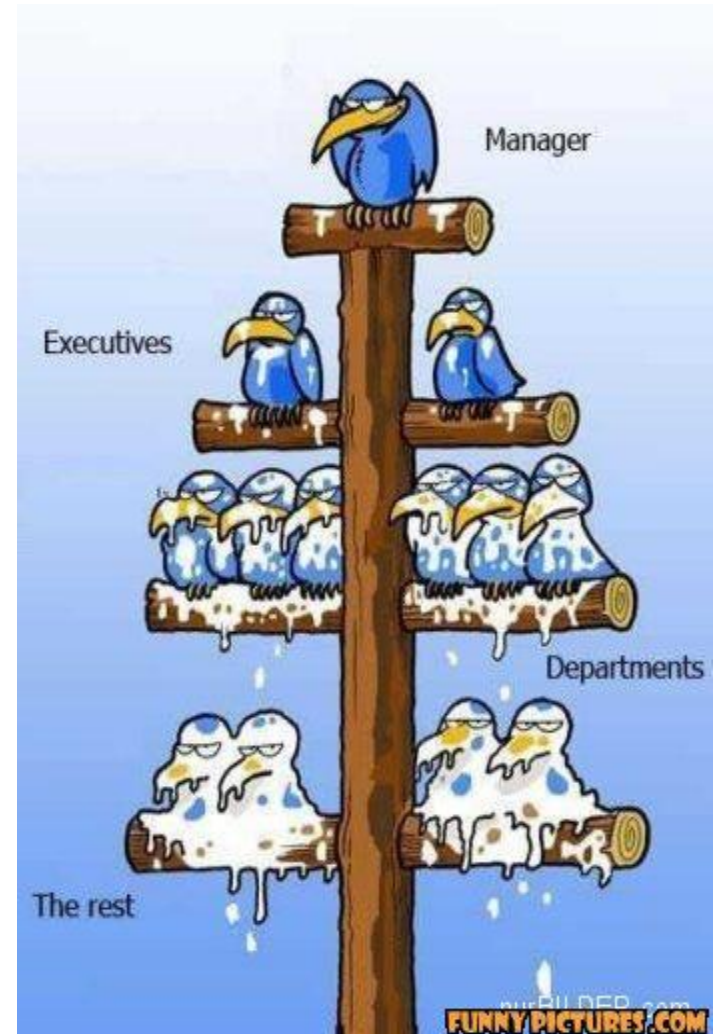
A formal definition of traditional bullying behaviour

FROM PEER TO PEER: COMMON DEFINITION OF BULLYING

- Bullying is not teasing or a one-off act of aggression or violence, -- even though teasing and aggression can eventually lead to bullying behaviour
- Bullying is a *repetitive, prolonged form of aggressive and/or violent behaviour* towards one or more persons against their will (e.g. due to their race, cultural background, religion, socio-economic class/status, language, political opinion, physical appearance or abilities, body size, intellectual abilities, gender, age, sexual orientation, etc...)
- and *with the aim of harming*, hurting, intimidating, humiliating, excluding, isolating, discriminating against or oppressing the target or targets of bullying.

Definition: Social function

- Bullying behaviour has a social function, resulting from and/or an imbalance of power within a social group, classroom, community and or nation...
- Bullying has the aim *to establish a hierarchy of power relationships within a society, group, classroom and/or community*, where a person or a group of persons establishes his/her/their position of power over others



Definition:

Disproportionate, persistent and structural

- Even when bullying begins with a provocation by a victim, the response of the perpetrator is *disproportional* to the initial provocation and is persistent and structural
- The victim is unable to defend him or herself against the abuse and falls into a cycle of intimidation from which the victim(s) on their own are unable to break out
- Failure to break the cycle and ,success‘ can lead to other forms of anti-social and violent behaviours



3 IMPORTANT THINGS TO KEEP IN MIND

3 important things to keep in mind when trying to evaluate whether a situation involves bullying:

Traditional Bullying:

- is **aggressive behavior** with the **intent** to harm, hurt, humiliate, exclude, etc...
- is **repetitive** and persistent
- is characterized by a **power imbalance**, either physically, psychologically, or in terms of status. (Olweus 1999)

Long-term consequences for victims

- The consequences for victims of bullying are often severe. In the *most extreme cases*, victims, seeing no way out of the cycle of humiliation and violence, seek to end their lives. In very extreme cases **suicide** is sometimes seen as a „way out“. Even though this is rare, we should not underestimate it.
- Many victims carry the damage done by bullying into adulthood, finding it difficult to **form relationships** or to trust others
- Victims (but also perpetrators) have a greater risk – if unchecked – of developing higher levels of **psychopathy** (psychological problems, depression, paranoia, etc...), especially if victimization began at an early age (e.g. primary school)

More long-term consequences for victims

- Academic difficulties and results
- Poor physical health and neurobiology, e.g. somatic (i.e. body) and dermatological ailments (e.g. rashes, eczema), immune deficiencies,...
- Poor social relationships and lowered social status
- Poor self-perception, e.g. low self-esteem, self-blame,
- Weakened mental health (*internalizing disorders*), e.g. loneliness, withdrawal, emotional and behavioural disorders (SEBDs), depression, anxiety, Post-traumatic Stress Disorders (PTSDs), etc...
- Weakened mental health (*externalizing disorders*), e.g. Conduct and behavioural disorders (SEBDs), self-harm, increased risk of harming others or bullying...

Long-term consequences for bullies...

- The consequences of bullying is **not only detrimental to the physical and mental health of victims, but also of bullies**, especially if one considers that **bullying behaviour could be a consequence of other socio-ecological features** from home, friendship circle or even at school (teachers, administrators)
- Sometimes the bully has been bullied (the so-called victim-bully or bullied bully) and bullying behavior is a revenge behaviour or an attempt to take back control – albeit in the wrong way
- Research shows that the short- and long-term mental and physical consequences for the bully-victim are even more severe

More consequences for bullies...

Some of the long-term consequences of bullying for bullies and bully-victims are similar to victims, but also:

- **Psychosomatic (mind-body) disorders**, e.g. stress, high blood pressure, stomach problems, ulcers, psoriasis, eczema, etc...
- **Psychotic problems (Psychoses)**, e.g. in extreme cases, delusions, hallucinations, paranoia, narcissism, false perceptions, etc... which could in turn trigger schizophrenia, bipolar disorder, various forms of psychopathy, anti-social behaviour, etc..

Bullying and academic achievement

- School is a big part of children's social lives and contributes to their ability to make friends, to be accepted by their peers – also later in life.
- Children who suffer from chronic bullying **suffer academically, leading to lower levels of general achievement and attainment** (higher drop out rates), but also bullies and bully-victims also suffer from lower academic achievement.
- When children were able to escape the bullying-cycle, their academic achievement improved and reached levels of those children who experienced little or no bullying.



Not all aggressive behaviour is bullying...

- Often bullying is confused with aggressive behaviour. Although all bullying is a distinct type of aggressive behaviour, *not all forms of aggression are bullying*.
- Both bullying and aggressive behaviour have **functional as well as dysfunctional components**, i.e. people may be aggressive to protect themselves or because they are frustrated, etc...
- Aggressive behaviour can be a one off experience...



Social Emotional Behavioural Difficulties (SEBDs) not necessarily bullying...

- Bullying is a behavioural and emotional difficulty, but not all SEBDs are bullying.
- Social, Emotional, Behavioural Difficulties (SEBDs) or BESDs, or ESDs, refer to problematic emotional and behavioural responses of an individual (often a child) that are *so different from generally accepted responses and norms* that it adversely affects his or her relationships and performance (e.g. in school).
- Increasing classroom diversity, classroom numbers, inclusive classrooms, but also decreasing educational budgets for classroom and school support, proper teacher awareness and training, can lead to the inability to effectively address behavioural problems.
- When confronted with SEBDs, one must carefully distinguish between whether something is generally an SEBD or specifically bullying behaviour as the approach towards resolution could be different.

BEHAVE Project – Behaviour Management Models Across Europe

- The BEHAVE project aims to promote a transnational culture about some of the most effective strategies to approach Social Emotional Behavioral Disorders (SEBDs) in the classroom amongst primary school teachers
- Examples of internalizing behaviours: separation anxiety, or another anxiety disorder, PTSD, various phobias, OCD, panic disorders or eating disorders...
- Examples of externalizing behaviours: aggression, noncompliance, disruptive, and generally "act out" inappropriately. Some might have been diagnosed with ADHD, ODD, conduct disorders and/or bi-polar disorders...



What BEHAVE hopes to achieve...

- **Behave App** – soon to be launched
- **Open Educational Resources** via a
- **Behaviour Management Hub** (online platform). A Virtual Community of teachers and experts.
- **Survey:**
 - How the national governments address behaviour management in schools;
 - Which theoretical models and techniques are used to manage SEBS
 - What is the role of technology (if any) in the management of SEBDs.
- **Training for Teachers:** 5x 3-day trainings for 50 teachers throughout Europe
- <https://www.behaveproject.eu/>
- <https://www.facebook.com/behaveproject/>
- PLEASE LIKE the FACEBOOK PAGE... ;) :D

Bullying is a negative relational *strategy* ...

- Most aggressive behaviour in the animal world has a *function*, e.g. to **establish dominance over a group**, acquire reproductive rights with superior mates, obtain rights for food, or for protection, etc...
- Like animals, some adolescents use aggression as a *strategy to assert their position* within a peer group; this can later become bullying.
- Understanding the behaviour's *functionality within a peer group* helps to spot and reduce negative forms of aggression, before it is too late.



Functionality of bullying – establishment of a social hierarchy – status and power

- „Children who bully *encourage* group members to rally around them, to define them by scapegoating their targets and to maintain cohesion and identity for the clique
- Individuals may gain or maintain status by using aggression alone or in combination with more pro-social behaviour (e.g. apologizing...).
- Children with moderate positions in the social status system may be motivated to proactively aggress against others to establish their social position and to push others down the scale of social hierarchy, even when aggressive behaviour shows poor judgement and a certain psychopathology, i.e. psychological problems
- and

Source: Rodkin, P. C., Espelage, D. L. and Hanish, L.D. (2015) *A Relational Framework for Understanding Bullying*, APA, Retrieved from <http://www.apa.org/pubs/journals/releases/amp-a0038658.pdf>

Examples of an imbalance of power

- One student vs. multiple students
- An older student vs. a younger student
- A larger/taller student vs. a smaller student
- A higher ranking/more popular student vs. a lower ranking/less popular student
- A student with *no visible* disability or difference vs. a student with a *visible* disability or difference (e.g. LGBT/ overweight/ poor coordination/ shy/ lower intelligence, etc...)
- A well adapted and popular student vs. a less popular student, who is asserting him or herself...

But what about teachers?

- Can teachers abuse their power?
- Can they signal who can be bullied and who can't?
- Can they provoke bullying by creating unjust 'systems' in the class?
- Or 'signal' who and who cannot be bullied?



External factors that could lead to bullying

Next to functionality, there are various factors which contribute to bullying behaviour and or victimage:

- Individual (e.g. personal characteristics/contexts),
 - Familial (parents/grandparents/foster parents/siblings),
 - Peer (friends/classmates),
 - School (teachers/school climate/support systems),
 - Community and Cultural (neighbourhood/poverty/opportunities)
-
- But also ideologies and attitudes towards violence. E.g. societies that condone violence and aggression, but maybe also certain forms of racism and bias, have greater incidents of bullying. And we cannot exclude other means of cultural expression like music, film, TV, videos, video games, etc....

Definitions: Racism, Sexism, Bigotry, Nationalism, Classism, etc...

- Like bullying, sexism, racism and bigotry are a *social behaviours*.
 - According to George Fredrickson, „**Racism** exists when one ethnic group or historical collectivity dominates, excludes, or seeks to eliminate another on the basis of differences that it believes are hereditary and unalterable.“
 - **Sexism** is linked to stereotypes of gender roles, which may or may not include the belief that one sex is superior to the other. It is discrimination, stereotyping or prejudice based on gender or sex.
 - **Bigotry** is another word for prejudice and occurs when one develops an extreme intolerance of a creed, way of life, belief or opinion that is different from one's own.
 - Next to the above, there is also **nationalism**, belief that one's nation is superior, and **classism**, belief that one's social class is superior, etc...
- These are attitudes that may or may not be held alone, but most often they are held in clusters, i.e. a racist might also be a sexist and a classist, etc...

Gender

- Boys and girls experience similar rates of being bullied. Nevertheless, boys are more likely to bully others or to bully others and be bullied (bullied bully)
- The most common form of bullying is *relational bullying* (being made fun of, name calling, being made the subject of gossip and rumors) at 13%
- *Physical bullying* (tripping, pushing spitting) is less common at 6% and is more often attributed to boys
- Girls more commonly engage in the *relational bullying* and boys are more strongly represented in the latter category of *physical bullying* behaviour
- Girls are more likely to *report* being bullied than boys, so, the incidence for male bullying might be even higher

Source: Rivara, F. & Le Menestrel, S. (2016). *Preventing Bullying Thorough Science, Policy and Practice*. Washington, DC: The National Academies Press.

Race and ethnicity - immigration

- Race or ethnicity can be reason for becoming a **target or perpetrator** of bullying, especially when the group is a part of a minority
- The target group is seen as ,less than‘ the dominant group.



Sexual orientation and transgender identity

- LGBT youth, and youth who do not conform to gender stereotypes frequently face bullying by their peers
- They constitute one of the most vulnerable groups. The rate of LGBT bullying ranges from 26 to 44%
- LGBT youth may be more easily targeted, because adolescents are uncertain about their identities and others may feel the need to assert their own identities



Youth with disabilities

- Youth with disabilities constitute the second most vulnerable group to be bullied
- Students with disabilities are 1,5 times more likely to be bullied than youth without disabilities
- Bullying of children with disabilities begins in Kindergarten and continues through adolescence
- Time will tell whether inclusive classrooms prevent bullying or the opposite (e.g. Flanders M-Decree)



Youth with disabilities

Victims

- 35.3% of students with SEBDs
- 33.9% of students with autism spectrum disorders
- 24.3% of students with intellectual disabilities
- 20.8% of students with another health impairment
- 14.4% of students with specific learning disabilities

Perpetrators

- 15.3% of students with SEBDs
- 19.4% of students with autism spectrum disorders
- 24.1% of students with intellectual disabilities
- 16.9% of students with another health impairment
- 14.4% of students with specific learning disabilities

Overweight or obesity

- Youth obesity is a growing concern amongst youth in OECD countries. 1 in 5 children is reportedly overweight
- Being overweight can attract bullying behaviour
- 63% of girls and 58% of boys above the 95th percentile for BMI have experienced ,weight based teasing, while 34% of girls and 36% of boys experienced ,weight based teasing and bullying‘



Socio-economic status or class - poverty

- Classism and poverty can also be a factor in bullying behaviour. Socio-economic and cultural deprivation, low parental income and low social status puts children at risk for being bullied
- Higher socio-economic status has been associated with higher levels of perpetration,
- but also lower socio-economic status



Religious affiliation

Minority religious affiliation may become a reason for being bullied



Source: Rivara, F. & Le Menestrel, S. (2016). *Preventing Bullying Through Science, Policy and Practice*. Washington, DC: The National Academies Press.

Food allergies and other things...

Food allergies to foods that many children like, e.g. nuts, gluten, eggs (cakes and pasteries), etc... might be a reason for exclusion. I.e. we can't bring Snickers to class or cupcakes because little Jonny is allergic to nuts and/or gluten ...



Extraneous factors that lead to greater vulnerability to being bullied...

- Sometimes children who have learning or attention problems (e.g. ADHD, ADD) can have trouble making friends, because they find it hard to understand and follow the rules of games
- These children are more vulnerable to being bullied because their peers find them difficult to understand, annoying, disruptive, etc...
- This might be due to organic factors, factors in home life, or other factors like diet (too much sugar) or exercise (or not enough)...



Break and then Game

- Tag colour with body part

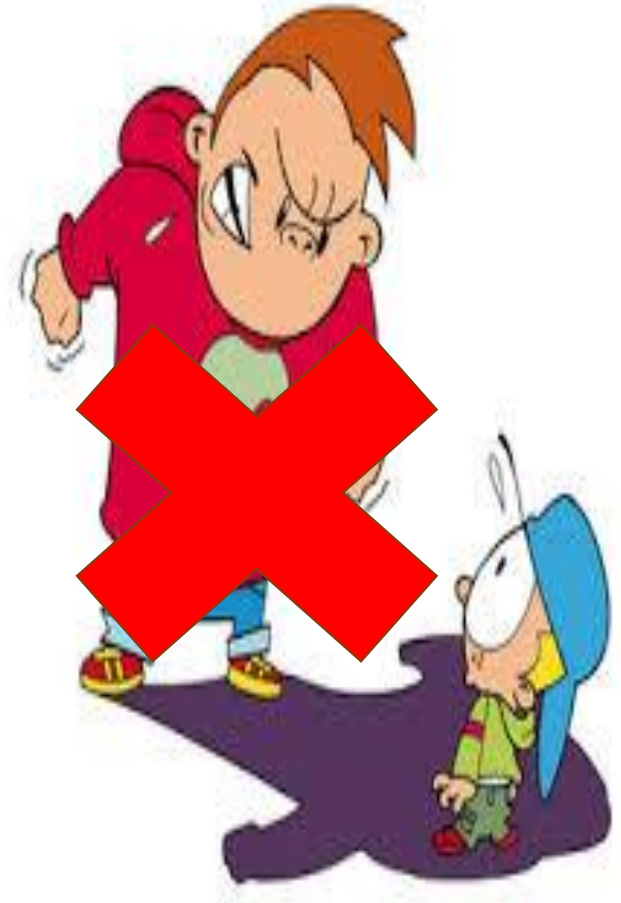
What's First: the chicken or the egg?

The nature of bullying, i.e. who is a bully? who is a victim? why does someone start to bully or why is someone often the victim of bullying? Has a ,chicken or the egg' character...



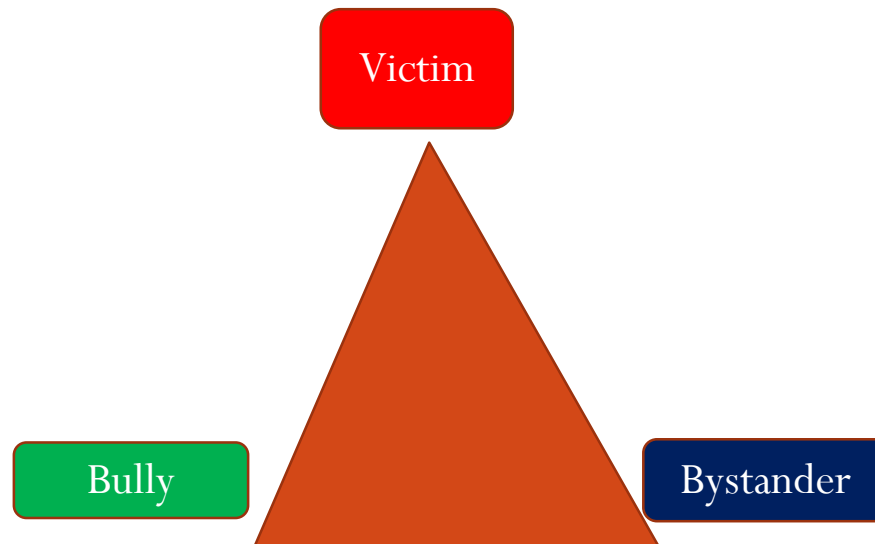
Bullying does NOT exhibit a binary or dyadic (2) structure...

- When thinking about bullying, we often think according to binary models (dyadic bias): one person is a simple bully and another person is a simple victim
- Our sympathy goes out to the victim and our disdain towards the bully
- This type of approach, based in the *dyadic bias*, neglects to consider each child's history and circumstances over time. It fails to understand „bullying as a dynamic experience, which is influenced by a social ecology“.
- For example, that often bullies have been victims, **and that bullies need an ,audience‘...**



Bullying exhibits a Triadic (3) Structure: Bully, Target and (Not-Always-Innocent) Bystander

- Bullying is a complex of behaviours and attitudes and is a *social and relational* behaviour... Bullies can only get away with their repetitive, harmful behaviour, when they are supported by others – their ,**audience**‘
- Bullying displays a **triadic character**, that of, bully, bullied and his or her henchmen and/or bystanders (audience)



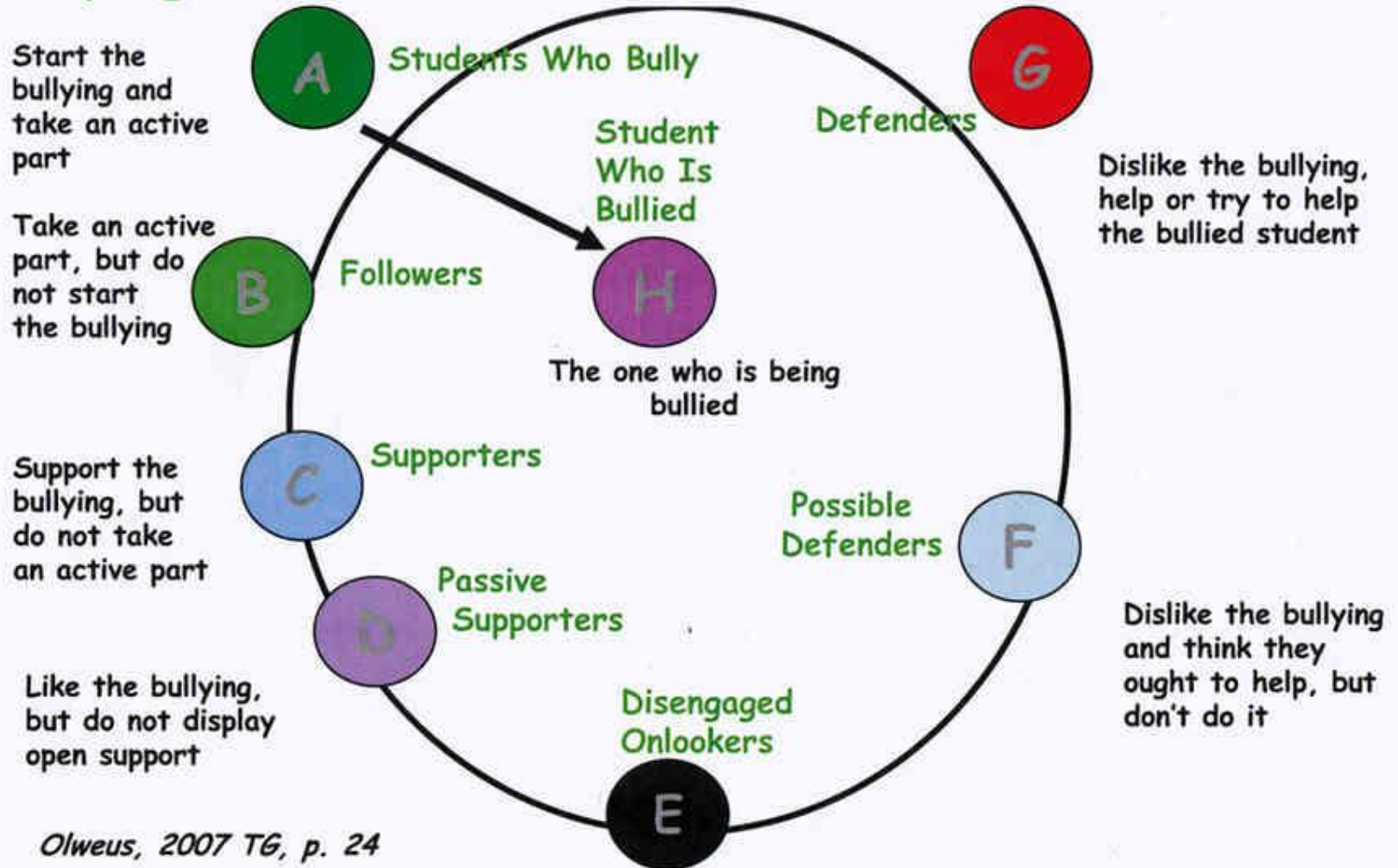
Bystanders (key to prevention)

- Bullying behaviour is carried out in order to establish a certain *hierarchy of relationships within a social group*.
- By-standers or witnesses to bullying are crucial to the act of bullying and constitute the bully's 'audience'
- Research has shown that also **bystanders or witnesses to bullying take on certain typical characteristics**. Understanding the role or roles of bystanders can help to devise strategies to prevent or reduce the behaviour by strengthening the bystanders' knowledge and willingness to speak out,
- But also reduces the possibilities of later mimetic (imitative) behaviour by bystanders

Roles in the Bullying Drama

- **Bully/Bullies** – plan, provoke and/or start the bullying
- **Henchmen** – Take an active role, but do not plan or start
- **Active Supporters** – Cheer the bully on and seek social gains by ,belonging‘ to the gang
- **Passive Supporters** – Enjoy watching, taking pictures. Receive pleasure from the pain inflicted on the target. But might feel ,guilty‘ for their pleasure.
- **Disengaged Onlookers** – Feel it‘ s none of their business; don‘ t want to get involved
- **Potential Defenders** – Opposed to the bully, but don‘ t know how to or are afraid to help
- **Defenders ofVictim** – Willing to stand up to the bully in defense of the victim
- **Victim** – Target of the Bullying

What Roles Do Students Play In Bullying Situations?



Don't stigmatize!

- We cannot say with absolute certainty that this or that person is or will become a bully or a victim. Sometimes bullies become victims of bullying and vice-versa (Bully-Victim/Bullied Bully)
- Attempting to focus separately on individuals - separate from contextual circumstances that facilitate or support bullying behaviours -- is limiting and potentially misrepresentative
- Try to broadly **consider both the person as well as the environment** that bullies and their victims inhabit
- Nevertheless, there are some socio-ecological factors and predictors that could develop into a ,perfect storm‘

The typical bully

„The *typical bully* is one who:

- Exhibits significant externalizing behaviour,
- Has internalizing symptoms,
- Has both social competence and academic challenges,
- Possesses negative attitudes and beliefs about others,
- Has negative self-related cognitions,
- Has trouble resolving problems with others,
- Could come from a family environment characterized by conflict and/or poor parental monitoring,
- Is more likely to perceive his or her school as having a negative atmosphere,
- Is influenced by negative community factors and
- Tends to be negatively influenced by his or her peers...“

Research: different views on why and who bullies...

- Some predictors do not tell us much about the context and circumstances that lead to bullying behaviour. An understudied aspect is understanding the context of relationships and the functionality of behaviour. In focus groups the question was posed: *Why would anyone want to bully others?*
- **Half of participants** stated that bullies were **well integrated** in the school environment with high self-esteem and a desire to demonstrate prowess

WHILE

- **The other half** stated that bullies were **marginalized** and had social problems, such as low-self esteem and prior victimization. They bullied to elevate their social status or they bullied out of frustration and/or revenge

Source: Rodkin, P. C., Espelage, D. L. and Hanish, L.D. (2015) *A Relational Framework for Understanding Bullying*, APA, Retrieved from <http://www.apa.org/pubs/journals/releases/amp-a0038658.pdf>

Two types of bullies: popular and unpopular

- There are two types bullies, who occupy two different ,social worlds‘ of bullying:
- Type 1: A bully with **high social integration**. He or she has a good or high status within his or her peer group and school environment
and
- Type 2: A bully with **high social marginalization**. He or she is poorly integrated into his or her peer group and school environment and suffers from some social exclusion
- Socially integrated bullies „‘may use aggression to control others‘, while socially marginalized bullies ,may be fighting against a social system that keeps them on the periphery. ““

Socially well-integrated bullies (high status social bully)

- The most obvious type of bully is the **marginalized bully**, but more research needs to be done on the **well-integrated bully, who „hides in plain view“**
- He or she often possess *good social skills and is popular* – but not necessarily liked (e.g. The Queen Bee).
- For this reason, the clues given by the integrated bully might be overlooked or under reported
- Next to good social skills, he or she is *often athletic and physically attractive*
- They are *proactive and use goal-directed aggression* to achieve their purposes
- They can use *prosocial strategies*, e.g. reconciling with their targets after a conflict or reducing aggressive behaviour once their dominance is established.

High status bullies

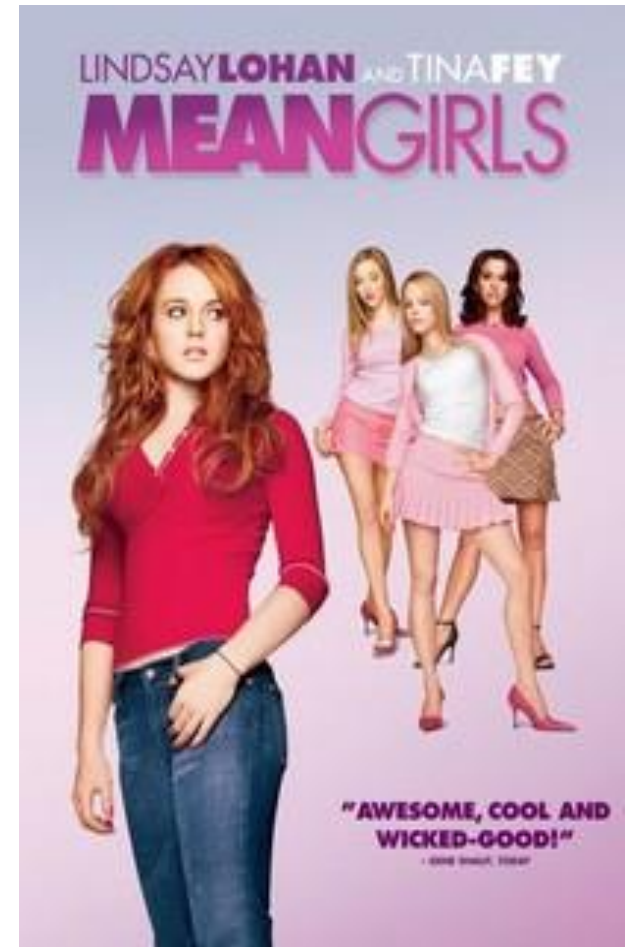
Some psychologists call these socially connected youth: Machiavellian, competent, with high self-esteem, who have many assets

- They use both **prosocial and coercive strategies** to gain resources (e.g. attention, status)
- They are **low on psychopathology** and may or may not be bullies, i.e. use aggression, outside of their social clique



Queen Bees – Especially in Tween Years

- Queen Bees are highly functional – most- female bullies. The so-called ,mean girls‘.
- Although we think of the ,queen bee‘ as being a part of the popular social groups, they are found in each social group, especially a group which this type of bully is able to manipulate, i.e. maybe a bit lower social status than herself.
- The Queen Bee knows how to be charming and put on a good appearance in front of those in positions of power.
- She intuitively takes advantage of the normal insecurities of her ,group‘



Source: Psychology Today, <https://www.psychologytoday.com/blog/lets-talk-tween/201311/understanding-why-queen-bees-are-able-to-hold-court>

Socially marginalized bullies

(Low social status bully)

- The other type of bully is the **socially marginalized bully**, who uses aggression functionally, but is less skilled and successful at it
- This type of bully has more problems than bullying and higher levels of psychopathology, e.g. psychological problems, probably resulting from other socio-ecological factors, e.g. home, neighbourhood, etc...
- According to predictors, the marginalized bully has „comorbid externalizing and internalizing problems,
- It's possible that these socially marginalized bullies have also been victims (bully-victim)

Low status bullies

- holds significant negative attitudes and beliefs about himself and others,
- is low in social competence, does not have adequate social problem-solving skills,
- performs poorly academically and
- is not only rejected and isolated by peers, but also negatively influenced by the peers with whom he or she interacts.“



Involvement in bullying is fluid and dynamic

- The nature of children's involvement in bullying is fluid and dynamic. Roles as bully, victim and/or bystander *can change over time and depending on context*
- Although there are signals that clearly point towards someone's role in the bullying drama, i.e. who can become a bully or target of bullying, **to single someone out as a perpetrator or victim based on outward appearance leads to mis-judgements and unfair stigmatization**
- E.g. Sometimes children from minority backgrounds can be **stigmatized as being aggressive and treated as ,aggressive‘, but this might ignore how some minority children are excluded and become frustrated by stigmatization, leading to aggressive forms of behaviour.... SELF-FULFILLING PROPHECY.**

Reasons:

Exposure and affirmation of violence

- **Multiple exposure to violence and desensitization to violence** may make young people more accepting of or susceptible to bullying behaviour as bullies and/or as victims, but also as bystanders.
- Children (ca 10 years), whose **family life was characterized as less functional** (i.e. Higher levels of criticism, fewer rules and more child maltreatment), were more likely to report being bullied
- Involvement in bullying as a perpetrator was linked to **poor supervision, child maltreatment and greater exposure to intimate partner violence** (Holt et al, 2008) or domestic violence.

Family life

- Children from single-parent families reported bullying others more than teens from intact families. Not that these families are bad or poor parents, but often they simply have less time to notice or deal with symptoms of bullying or being bullied
 - Families, where the mother and father were involved in their lives, reported less bullying
- E.g. Programmes might target and better support especially single-parent families



Exposure to violence and/or constant conflict at home or on the street



The *typical* victim

According to research: „The *typical victim* is one who is more likely to demonstrate some or all of these characteristics :

- Internalizing symptoms;
- Engage in externalizing behaviour;
- Lack adequate social skills;
- Possess negative self-related cognitions;
- Experience difficulties in solving problems;
- Come from a negative community, family, and school environments; and be
- Noticeably rejected and isolated by peers.“

The typical bully-victim (bullied bully)

„The typical bully-victim is one who has:

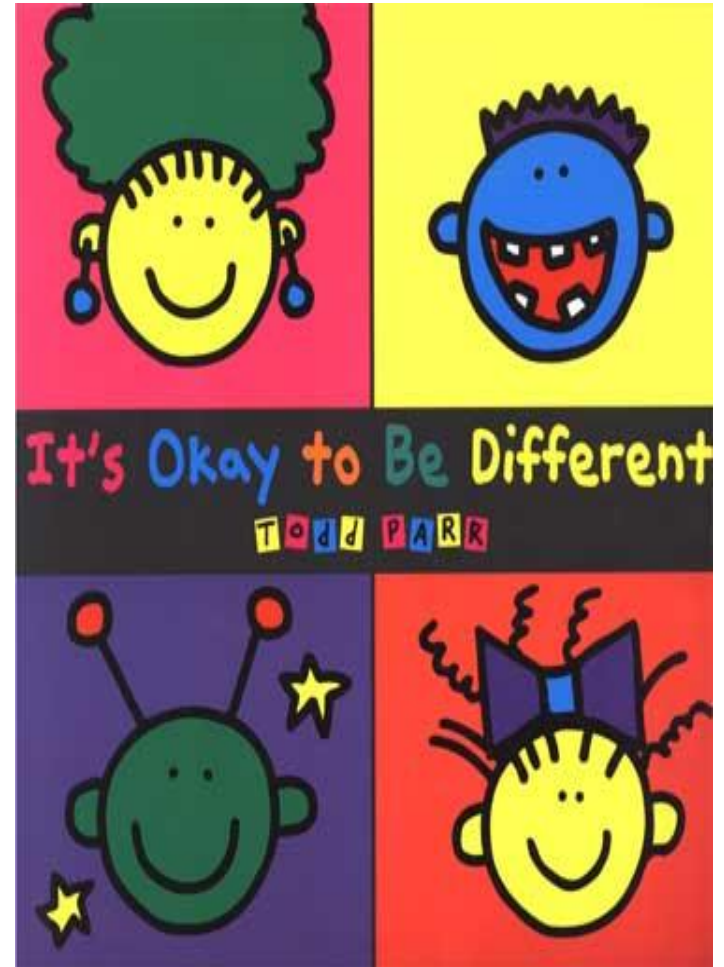
- Comorbid externalizing and internalizing problems,
- Holds significantly negative attitudes and beliefs about himself and others,
- Is low in social competence,
- Does not have adequate social problem-solving skills,
- Performs poorly academically, and is
- Not only rejected and isolated by peers, but also negatively influenced by the peers with whom he or she interacts.“

Victims of bullying: how to spot them?

- Victims of bullying are likely to be anxious, depressed and suffering from low self-esteem
- They often do not sufficiently defend or stand up for themselves when confronted by bullies
- They may lack the social competence and problem-solving skills needed to deflect bullying behaviour and
- for many reasons, are or become socially isolated (chicken or egg?)
- They may appear physically, mentally, emotionally, socially or sexually oriented differently than the bully and his or her peers.

Victims: what might be going on?

- Depending on their family dynamics, victims may have overly protective or neglectful parents
 - They may have been victims of parental or sibling bullying
- and
- have little confidence to assert themselves or regulate their emotions when stressed



Signs of being bullied

Children who are being bullied may show some warning signs, which both parents and teachers should be aware, especially when a child's behaviour changes or seems out of character. Paradoxically some of these signs might also signal that they are participating in bullying.

- Sudden lack of interest in school, refusal to go to school, skipping school or refusal to talk about school
- Uncharacteristically lower grades
- Few or no friends
- Withdrawal from school, extracurricular or family activities; refusal to speak about peers or activities
- Sadness or moodiness
- Negative attitudes and language about school, peers, etc...
- Negative attitudes and language about oneself

Signs, cont...

- Changes in behaviour, emotional outbursts,
- Changes in appearance or clothing, hygiene,
- Aggression towards parents, siblings, friends
- Changes in sleeping patterns, nightmares, crying during sleep, fear of the dark, sleeping too much, exhaustion
- Missing, torn or messed up clothing
- Unexplained bruises or injuries
- Missed or damaged property; theft of money or property; asking or stealing money from home...
- Violent themes in writing or drawing
- Use of drugs, alcohol or tobacco
- Refusal to go to the bathroom in school or Enuresis (involuntary urination), etc...
- Self harming

Source: Coloroso, B. (2015), *The Bully, the Bullied and the Not-so-Innocent Bystander*

Signs...



Break?

But what is traditional bullying?

Bullying isn't just teasing: it's taunting!

According to expert Barbara Coloroso (2016), there is an important difference between teasing and taunting:

- Teasing is a fun thing you do between friends, with people you care about;
- Taunting is a choice to bully someone for whom you have contempt or don't like.



Source: Coloroso, B. (2016) *The Bully, the Bullied and the Not So Innocent Bystander from Preschool to High School: Breaking the Cycle of Violence and Creating More Caring Communities*. See following slides...

What is teasing?

Teasing is a form of joking with and between friends...

- allows individuals to swap roles with ease
- is not intended to hurt the other person
- maintains basic dignity of those involved
- pokes fun in lighthearted, clever and benign way
- is meant to get both parties to laugh
- Is an activity shared by kids with things in common
- is innocent in its motive
- stops when someone gets upset or objects.

What is taunting?

Taunting is aggressive, sarcastic and challenges or insults.

- it is based on an imbalance of power and is one-sided: the bully taunts, while the bullied child is taunted
- it is intended to harm
- it involves humiliation, cruelty, bigoted comments thinly disguised as jokes, is demeaning
- it involves laughter at or about the target; not with the target
- it intends to diminish the sense of self-worth of the target
- it induces fear of further taunting, which could lead to various forms of physical bullying/violence
- it is sinister in motive; intended to isolate or exclude
- taunting continues also when the targeted child becomes distressed or objects
- taunting is not playful.

Forms or types of bullying

Bullying can take place in both direct and indirect forms.



Forms of bullying: direct

Direct Bullying includes:

- **Verbal bullying:** e.g. taunting, humiliating, name-calling, insulting, cursing, sexually suggestive name calling and/or gesturing, mocking, etc...
- **Physical bullying:** e.g. hitting, kicking, pushing, pulling, spitting, tripping, stalking, etc...
- **Material bullying:** e.g. stealing from, destroying property, extorting money, items and/or favors, etc...
- But also **sexual bullying/harassment:** e.g. bullying of a sexual nature or intent, which can be either direct (touching or grabbing) or indirect (comments or innuendos).

Physical and material bullying behaviours

- Pinching
- Pushing, shoving and tripping
- Kicking
- Hitting, slapping, elbowing and shouldering (slamming)
- Restraining, holding down, swirling, forcing into small places (lockers, closets, etc...)
- Spitting, throwing objects or food
- Threatening body language
- Stealing or damaging property or goods
- Extorting money, items and/or favors (Give me, or I will hurt you...)
- Bribing (I give you that if you do that...)

Sexual bullying

Sexual bullying is also bullying behavior, either direct or indirect, that is meant to attack a person's gender, sexuality (relationships and/or activities) or sexual orientation, i.e. that someone is LGBT (Lesbian, Gay, Bi-sexual, Transgender).



Unwanted Attention and Sexual in Nature...

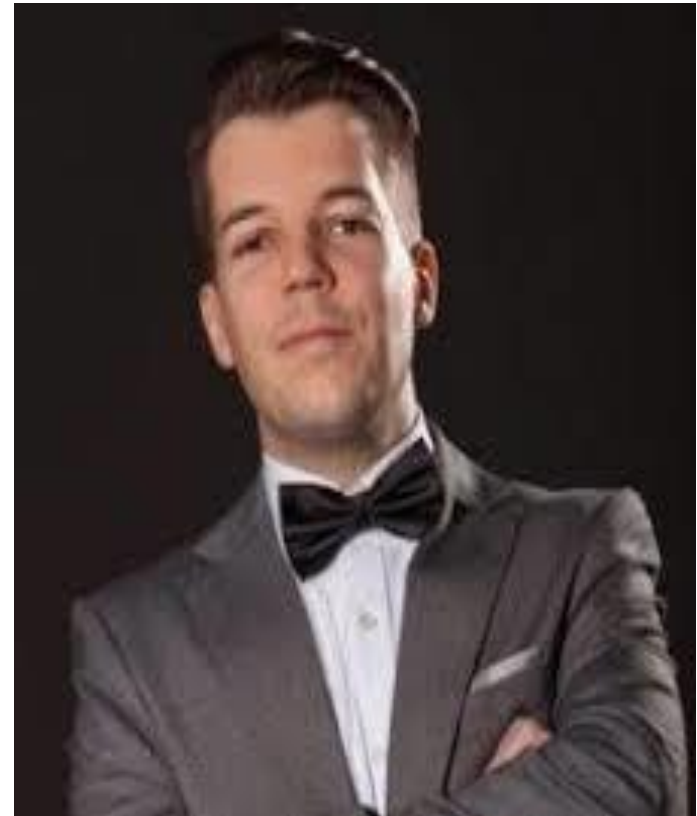
Although with sexual bullying, the protagonists might have been involved in a relationship, behaviors directed towards the target becomes bullying – sexual or otherwise - when the behavior becomes unwanted and crosses the line.



#metoo... has brought the problem of sexual harrassment into the spotlight



Is sexual bullying reduced to male-female relationships?



Sexual bullying isn't flirting...

Flirting, like teasing,

- allows individuals to swap roles with ease
- is not intended to hurt the other person
- maintains basic dignity of those involved
- is meant to be flattering and complimentary
- is an invitation to have fun together and enjoy each other's company
- invites sexual attention
- is intended to make the other person to feel wanted, attractive and in control,
- is playful
- stops when someone gets upset or objects or is not interested.

Sexual bullying behaviors

- making sexual jokes, comments or gestures to or about someone
- spreading sexual rumors in person, by text or online
- writing sexual messages about people in bathrooms or in other public places or online
- showing someone inappropriate sexual pictures or videos
- asking someone to send you his or her nude pictures; sharing nude pictures of someone amongst friends or online
- making sexual comments or offers under a false identity
- touching, grabbing or pinching someone in an unwanted deliberate way
- pulling at someone's clothing, snapping bras, pulling down pants, pulling up skirts,
- brushing up against someone in a purposefully sexual way
- asking someone repeatedly to go out when they do not want to
- stalking, etc...

Sexual bullying is intended to...

- demean and degrade
- harm or exploit
- express control or domination
- to violate socially and personally recognized boundaries
- to make the target feel rejected, physically unattractive, dirty, powerless, uncomfortable, humiliated, shamed etc..
- to assert the ,superior‘ status of the bully
- is invasive and persistent, especially when the victim becomes distressed and/or objects to the sexual advancements.

When does sexual harrassment become sexual assault?

- When someone is made to do something of a sexual nature that they do not want to do, this goes beyond sexual harassment or bullying.
- Forcing someone to kiss, have oral sex or intercourse (against their will) – even when they are partners - is sexual assault or rape and is a serious crime!



Some statistics on unwanted sexual behaviour

- according to research in the US:
- 4% of Middle School students have been made to do things they did not want to do
- 24% of Middle School students have experienced sexual comments or gestures
- 24% of teens say that they have been contacted online by someone they did not know and in a way that made them feel scared or uncomfortable
- 93% of teens have heard derogatory words about (their or someone's) sexual orientation at least once in a while; more than 50% of teens hear such words every day
- 1/3 of students who identify with an LGBT orientation have been harassed because of their sexual orientation.

Bullying behaviors: indirect

Indirect Bullying, which includes **Social and relational exclusion or isolation**: e.g.

- spreading gossip
- laughing at instead of laughing with...
- systematic exclusion from play, games or social events
- persistent ignoring the existence or presence of the individual during discussions and activities
- subtle forms of discrimination, meaning to exclude or put the target in an unfair disadvantage etc...

Source: Coloroso, B. (2016) *The Bully, the Bullied and the Not So Innocent Bystander from Preschool to High School: Breaking the Cycle of Violence and Creating More Caring Communities*. See following slides...

2nd Assignment (Partner Grade)

- **Read materials and articles and watch videos on Toledo.** These will help you to understand the phenomenon of bullying better and the social function of bullying. Some weblinks are listed of Whole School Programmes (Olweus, KiVa, TEI Spain, The Responsive Classroom). Check them out and try to find at least one new whole school programmes.
- Keep your own bullying experience(s) in mind
- Pair up with someone, research methods or programmes (Whole School Approaches) in which you are interested and which you think can be affective in the school where you work or would like to work – maybe even prevented your own bullying experiences.
- One member of your team take an existing programme given (Olweus, KiVa or TEI in Spain) and the other (who is good with internet research) search for a new programme to compare against the other known programmes.

2nd Assignment

- Discuss amongst yourselves the pros and cons of each programme.
- Your report: Give a brief overview of each programme (ca. 1 page per programme). Where and when it was started, who started it, why it was started, philosophy of the programme, reach (i.e. how many schools/ children/ countries) and results (i.e. data on reduction of bullying) of the programme, specific multiple events, trainings and activities used, expense and commitment needed from school and staff to implementing, etc...
- Conclusion: Pros and cons of each programme, which programme you prefer and why

Guidelines for Pair Grade (Don't forget your names!)

- No plastic folders! Save the planet from plastic!
- Font 11 or 12 (not smaller)
- Double space or 1 and a half space
- Don't forget to put your names and programme on either a cover page or the front page.
- Hard Copy (printed) - No Electronic Copies accepted
- Plagiarism = „0“
- recto-verso printing
- Max 5 pages (including the cover).

Deadline: Last Class 23 May

Languages: English, Dutch or French

Olweus Bullying Prevention Program

- One of the oldest and most wide-spread Whole School anti-bullying approaches.
 - The first research and evidence based bullying programme in existence.
 - Developed by Dan Olweus together with the Norwegian Government, ministry of education.
-
- http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page



KiVa from Finland

- Given the great success that Finnish schools have had, KiVa has become one of the most well known Whole School Anti-Bullying Programmes.
- Developed by the University of Turku and the Finnish Ministry of Education and Culture
- The City of Leuven has supported schools to implement KiVa
- It's quite expensive and time consuming, but the results are impressive
- <http://www.kivaprogram.net/>



TEI (Programa de Tutoria entre Iguales) – PEER TUTORING PROGRAMME

- Started by University of Barcelona Professor, Andres Gonzales together with the Universities of Alicante and the University of Santiago de Compostella and Municipality of Ibi in Spain (close to Alicante).
- Works closely with cities as well as communities and schools
- Programme where older students mentor younger students.
- Claims reduces bullying incidents by 95%.
- Gaining ground, especially in Spanish-speaking countries.
- <http://programatei.com/>



THE RESPONSIVE CLASSROOM APPROACH

- *Responsive Classroom* is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness based in the USA.
- The Responsive Classroom is not a separate curriculum, but an approach to teaching. Offers educators practices that they can use throughout the day to expand learning and create positive school communities.
- The *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction.
- It has been described by the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) as one of the most “well-designed evidence-based social and emotional learning (SEL) programs”.
- <https://www.responsiveclassroom.org/>



Helpful sites

- <https://www.thoughtco.com/writing-a-play-1857140>
(writing a play)
- <http://www.wikihow.com/Write-a-Play> (how to write a play)

See you next time!

