

## Bullying Prevention Strategies as Tools to Address Sexual and Dating Violence

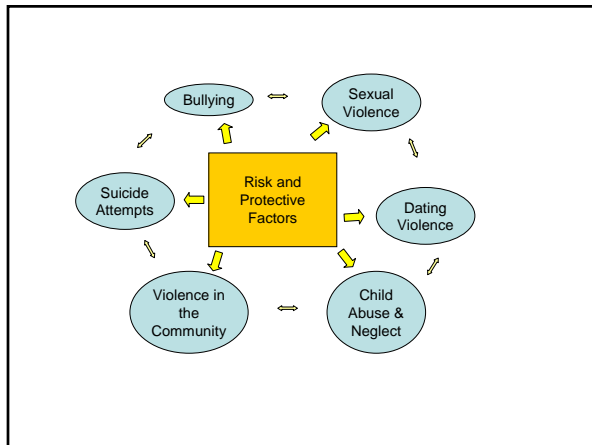
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 Available online at [www.vdhhealth.org/civp/sexualviolence](http://www.vdhhealth.org/civp/sexualviolence)

Thanks to the CDC and the HRSA



## Violence as a System

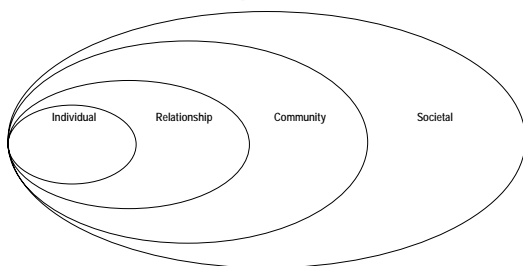
- Many different forms of violence share the same risk and protective factors.
- Research suggests strong correlations, but not clear causal pathways.
- Violence of one form is often a risk factor for violence of another.



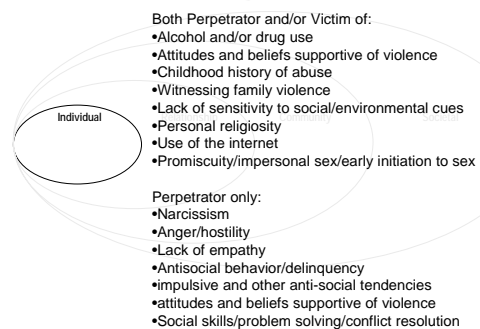
## Risk and Protective Factors

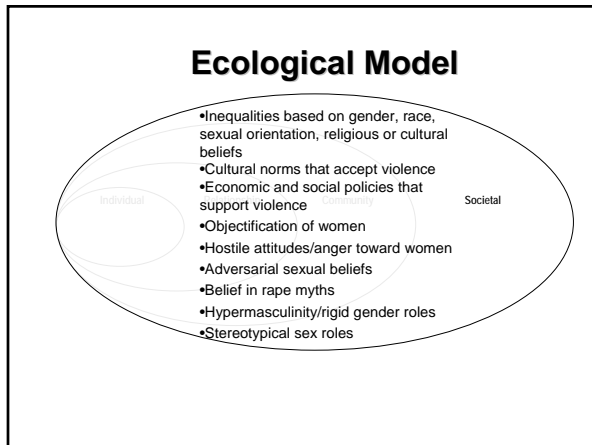
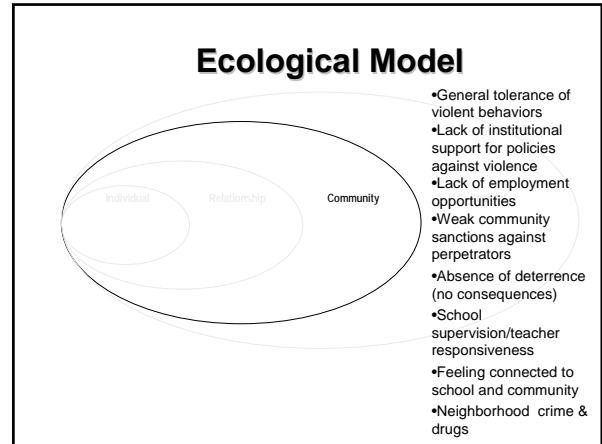
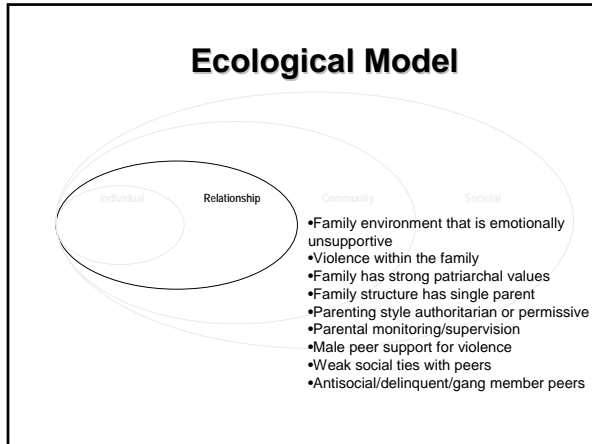
- Risk factors increase the *likelihood* of poor outcomes
- Protective factors decrease the *likelihood* of poor outcomes
  - Preventing risk factors from developing
  - Counteract the impact of risk factors that have already developed (resiliency)
- Probabilistic, not deterministic

## Ecological Model



## Ecological Model





### ID Risk Factors for Bullying


	<u><b>Bullying Peers</b></u>	<u><b>Being Bullied</b></u>
<b>Individual</b>	<ul style="list-style-type: none"> <li>•Impulsive, hot-headed, dominant personality lacking empathy</li> <li>•Difficulty conforming to rules and low frustration tolerance</li> <li>•Positive attitudes toward violence</li> <li>•Physical strength (boys)</li> <li>•Gradually decreasing interest in school (achievement)</li> </ul>	<ul style="list-style-type: none"> <li>•Cautious, sensitive, insecure personality</li> <li>•Difficulty asserting themselves among peers</li> <li>•Physical weakness (boys)</li> </ul>
<b>Family</b>	<ul style="list-style-type: none"> <li>•Lack of parental warmth and involvement</li> <li>•Overly-permissive parenting</li> <li>•Harsh discipline/physical punishment</li> <li>•Lack of parental supervision</li> </ul>	<ul style="list-style-type: none"> <li>•Over-protection by parents (possibly)</li> </ul>

### ID Risk Factors for Bullying (con't)

	<u><b>Bullying Peers</b></u>	<u><b>Being Bullied</b></u>
<b>Peer</b>	<ul style="list-style-type: none"> <li>•Friends/peers with positive attitudes toward violence</li> <li>•Exposure to models of bullying</li> </ul>	<ul style="list-style-type: none"> <li>•Lack of close friends</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>•Lack of supervision during breaks</li> <li>•Indifferent or accepting teacher attitudes toward bullying</li> <li>•Indifferent or accepting student attitudes toward bullying</li> </ul>	<ul style="list-style-type: none"> <li>•Presence of aggressive students in same or slightly higher grade</li> <li>•Lack of supervision during breaks</li> <li>•Indifferent or accepting teacher attitudes toward bullying</li> <li>•Indifferent or accepting student attitudes toward bullying</li> </ul>

### What is Bullying?

- Aggressive behavior that intends to cause harm or distress
- Usually is repeated over time
- Occurs in a relationship where there is an imbalance of power or strength




## Direct Bullying

- Physical  
Hitting, kicking, shoving, spitting
- Verbal  
Taunting, teasing, racial slurs, verbal sexual harassment
- Non-verbal  
Threatening, obscene gestures

## Indirect Bullying

- Physical  
Getting another person to bully someone for you
- Verbal  
Spreading rumors
- Non-verbal  
Deliberately excluding someone from a group or activity



## What is NOT Bullying?


- *Rough house, rough play and wrestling*
- *Real fighting*
- *Teasing and being mean*

*Questions to ask???*

- *What is the intent? Harm doing?*
- *Is it one time or ongoing?*
- *What is the relationship? Is there an imbalance of power?*

## Conditions Surrounding Bullying

- Children usually are bullied by one child or a small group
- Common locations: playground, classroom, lunchroom, halls, bathrooms
- Bullying is more common at school than on the way to/from school



There tends to be ONE common thread of these places:

***Lack of supervision***

Bullies tend to act when they feel supervision is low

## How Widespread is the Problem of Bullying?

**The NEA estimates:**

- 160,000 students miss school each day due to fear of attack or intimidation by a bully
- 10% of students who drop out of school do so because of repeated bullying
- 90% of students felt bullying caused social, emotional or academic problems for students who were bullied
- In 67% of the 37 cases of school shootings, a U.S. Secret Service study showed the attacker felt bullied or threatened by others prior to the incident

## How common is bullying?

National sample of students in grades 6-10

- 19% bullied others "sometimes" or more often
  - 9% bullied others weekly
- 17% were bullied "sometimes" or more often
  - 8% were bullied weekly
- 6% reported bullying *and* being bullied "sometimes" or more often

## Myths about bullying

- Children who bully are generally unpopular
- Targets of bullies should be taught to fight back
- Children who bully are often from minority and/or low income families
- Children generally report bullying incidents to adults
- Bystanders often intervene to help the targeted child
- Adults in a school generally intervene in bullying situations
  - 71% of teachers believe they "almost always" intervene
  - 25% of students believe teachers "almost always" intervene

## Gender Differences in Bullying

- Most studies find that boys bully more than do girls
- Boys report being bullied by boys; girls report being bullied by boys and girls
- Boys are more likely than girls to be physically bullied by their peers
- Girls are more likely to be bullied through rumor-spreading, sexual comments, social exclusion

## What Motivates a Bully?

*Pain is Gain*

- Acceptance of bullying tactics from peers
- Domination of others
- Rewards
  - Money
  - Possessions
  - Prestige



## Characteristics of a Bully

- Have a role model who models aggressive or violent behavior
- Aggressive to parents, teachers, peers, siblings
- Positive attitude towards violence
- Little empathy with victim
- Strong, tough, confident
- Sense of fun, and often more popular than victim
- Girls: an exaggerated loudness, shouting, rudeness to staff, domineering to staff/peers

## Characteristics of Victims

### **Types of victims**

- Passive
- Provocative

### **Victims are usually**

- Are very emotional
- Rarely report being bullied, fearing it will make matters worse
- Do not believe that adults can help
- In extreme cases, will carry weapons, thinking this will protect them

## Passive Victims

- Do not invite attack
- Are sensitive
- Generally lack social skills
- Can be learning disabled
- Are anxious and distressed
- Depend on adults
- Are repeatedly bullied
- Are insecure
- Are shy
- May use bribes (money, toys, favors) to protect themselves




### Provocative Victims


- Repeatedly pester and irritate others
- Are quick-tempered and will fight back
- May be diagnosed with ADHD
- May provoke attack
- May look as if they are the bullies, because they tend to maintain the conflict
  - Unlike the bullies...they always lose in the end

### Bystanders – Stand Up!

- Bystanders are the KEY to halting bullying behaviors
  - Need to educate bystanders to alert a school official, teacher, parent, or responsible group of students
  - Need to feel empowered, that their request for help will be taken seriously



### Kids Who Observe



**What do you usually do when you see a student being bullied?**


- 38% Nothing, because it's none of my business**
- 27% I don't do anything, but I think I should help**
- 35% I try to help him or her**

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### Cyberbullying – When Bullying and Technology Meet

**Definition of a cyberbully -** anyone who repeatedly misuses technology to harass, intimidate or terrorize another person.

- Usually such bullying takes the form of inappropriate and hurtful e-mails, instant messages, text messages, blog or website posts involving threats or rumors.
- Often the author is disguised as someone else.

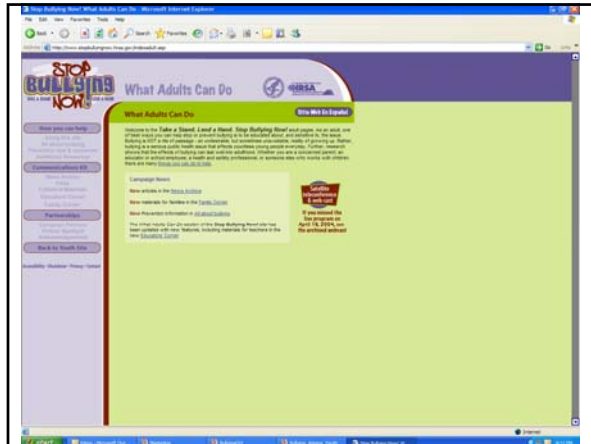


### Specific Types of Cyberbullying:

- Harassment – Repeatedly sending a person offensive messages
- Cyberstalking – Harassment that includes threats of harm or intimidation
- Outing – Using real OR false information to "out" someone (label them as gay or homosexual)
- Masquerading – Pretending to be someone else to obtain information, then sending or posting that material

### What Can Be Done?

1. Focus on the social environment of the school.
2. Assess bullying at your school.
3. Obtain staff and parent buy-in and support for bullying prevention.
4. Form a group to coordinate the school's bullying prevention activities.
5. Provide training for school staff in bullying prevention.
6. Establish and enforce school rules and policies related to bullying.
7. Increase adult supervision in "hot spots" for bullying.
8. Intervene consistently and appropriately when you see bullying.
9. Devote some class time to bullying prevention.
10. Continue these efforts.



- ### Tips for SACs & DV Programs
- Speak the language of risk and protective factors
  - Understand the links between bullying and your issue
  - Produce materials that show the links to share with schools and other organizations
  - Review your primary prevention program to assure that it addresses risk and protective factors

- ### Tips for SACs & DV Programs (con't)
- Think about other terms for what you are doing – healthy relationships, interpersonal violence, healthy school climate
  - Think about all levels of the ecological model – not just the individual level
  - Use the free resources at CIVP
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