

Waukegan Public Schools:
Universal Bully Prevention Curriculum

Early Childhood Level

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Introduction/Rational

In order to form a more cohesive and parallel bullying prevention curriculum throughout the Waukegan School District at the Universal Level, the district has opted to formulate a supplemental curriculum to be used in conjunction with the PBIS (positive behavior interventions and support) initiative that is already in place. Due to the fact that bullying has become such a high profile issue in and around schools throughout the nation, this curriculum has been developed to be implemented within our district in conjunction with PBIS.

Basic Concepts of the Curriculum

The Universal Bully Prevention Curriculum is a comprehensive approach for grades Pre-Kindergarten to 12. There are four main concepts that play a key role in the success and implementation of this curriculum:

- The curriculum is designed as a systemic, comprehensive program
- The main focus is on climate change and providing a caring community within our schools
- The curriculum teaches skills and strategies to avoid victimization
- The emphasis is on developing a caring and accepting environment within our schools

1) The curriculum is designed as a systemic, comprehensive program

The Universal Bully Prevention Curriculum is designed to provide the framework for a school wide safety effort. It is crucial for all adults, students, and the community to commit to a no tolerance policy that will help create the desired caring community. The district PBIS system currently provides a framework for the implementation of bullying prevention skills. Our PBIS structure already promotes the teaching of disrespectful vs. respectful behaviors. Because bullying behavior also fits under the umbrella of disrespectful behavior the term and label of bully/bullying will not be used throughout this curriculum but rather referred to as disrespectful behavior.

2) The main focus is on climate change and providing a caring community within our schools

The curriculum, alongside the continual implementation of PBIS, is meant to create a positive climate that feels safe, secure, and welcoming for all members of the school and community.

3) The curriculum teaches skills and strategies to avoid victimization

Included within the curriculum are specific skills and strategies for students to both avoid being victims of disrespectful behavior and to help others.

4) The emphasis is on developing a caring and accepting environment within our schools

The curriculum provides strategies for any type of student, one who may be a person being disrespected (victim), person being disrespectful, or bystander on how to react and act in particular situations. These strategies, along with the PBIS structure, will help lead to the ultimate goal of a caring community within our schools.

How to Use This Binder

This binder holds a Universal Level Bullying Curriculum for use by classroom teachers at the Early Childhood level. The purpose behind the curriculum is to coincide with the existing PBIS (positive behavior interventions and support) initiative in order to reduce and prevent disrespectful behavior within our district. This curriculum provides a positive prevention program for all grades to implement.

The lessons provided in this binder have been collected and adapted from various programs used throughout the district. They are meant to provide teachers with ready to use lessons and activities with little preparation time. Lessons may include a complete lesson plan, activity, worksheets and an extended lesson/activity that is readily accessible for use by the teacher. Some lessons are longer than others and can easily be adapted to fit the timeframe allowed by the classroom teacher. Lessons may be expanded or retracted depending on the need and time allowed.

The binder includes a school year planning calendar for the school to follow and sign off on as the different components are completed. This calendar will be turned in to the district at specified times throughout the year. A parent letter and component is also available within the binder to be used at the school's discretion. There will be opportunities for training and continued support throughout the year on each aspect of the curriculum.

Year-Long Planning Calendar

<p><u>January</u></p> <p><input type="checkbox"/> Bully Proofing Planning Committee meets. Date: _____</p> <p><input type="checkbox"/> Discuss PBIS positive reinforcement program and acknowledgement system Date: _____</p> <p><input type="checkbox"/> Develop consequence hierarchy for bullying/t-chart Date: _____ Who: _____</p> <p><input type="checkbox"/> Staff training/In-service Date: _____ Who: _____</p> <p>Notes: _____</p>	<p><u>January</u></p> <p><input type="checkbox"/> Send parent disclosure letter home with students Date: _____</p> <p><input type="checkbox"/> Kick-off PBIS assembly/activity Date: _____</p> <p><input type="checkbox"/> Skill 1: Lesson 1: Who Am I? Date: _____</p> <p>Notes: _____</p>
<p><u>February</u></p> <p><input type="checkbox"/> Skill 2: Lesson 1: What are Feelings? Date: _____</p> <p>Notes: _____</p> <p><input type="checkbox"/> Staff meeting to discuss successes/problems and needed program changes Date: _____</p> <p>Notes: _____</p>	<p><u>March</u></p> <p><input type="checkbox"/> Skill 3: Lesson 1: How Do I Greet Others? Date: _____</p> <p>Notes: _____</p> <p><input type="checkbox"/> Review PBIS school wide expectations Date: _____</p> <p>Notes: _____</p> <p><input type="checkbox"/> Turn in calendar</p> <p><input type="checkbox"/> Mid-year program evaluation Date: _____ Who: _____</p>
<p><u>April</u></p> <p><input type="checkbox"/> Skill 4: Lesson 1: Friends Get Help for Friends Date: _____</p>	<p><u>May</u></p> <p><input type="checkbox"/> Skill 4: Lesson 1: Lesson/Activity Extension Date: _____</p> <p>Notes: _____</p> <p><input type="checkbox"/> Turn in calendar</p>

<input type="checkbox"/> PBIS Review assembly/stations Date:	<input type="checkbox"/> End-of-Year Program Evaluation Date: Who Plan for next year Date: Who Notes:
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Dear Family:

We at _____ care about the safety and happiness of all children. One of our goals this year is to teach skills that involve treating others kindly. All staff members will be promoting, teaching, and reinforcing the skills and concepts from a program entitled *Bully-Proofing in Early Childhood: Building a Caring Community*. The goal of this program is to create a caring and supportive community of children and adults.

We want to focus on four key themes throughout the year:

- ♥ Knowing and Liking Myself
- ♥ Understanding and Managing Feelings
- ♥ Making and Keeping Friends
- ♥ Participating In and Contributing to a Caring Community



We plan to keep you informed and up to date on the progress of the program by sending home a total of six Family Letters. In addition to this introductory letter, we will send home five other Family Letters to coincide with specific skills being taught to your child. In this way, you can learn along with your child as you practice skills together.

This program will be most effective if everyone involved in the life of your child shares the belief that caring and kindness are important. Please join us by talking to your child about the importance of friendship and caring for one another. By working together we will be able to create the best opportunity for the future well-being of all children.

Thank you for your support!

Sincerely,

The Staff of _____

Estimadas familia:

Nosotros en _____ nos preocupamos por la seguridad y la felicidad de todos los niños. Una de nuestras metas de este año es enseñar las habilidades que involucren el trato amable a otras personas. Todo nuestro personal estará promoviendo, enseñando y reforzando las habilidades y conceptos de un programa llamado *Pre-escolar a prueba de matonería: Construyendo, con los niños, una comunidad afectuosa*. La meta de este programa es formar una comunidad de niños y adultos solidaria y afectuosa.

Planeamos enfocarnos en cuatro temas a través del año:

- ♥ Conocerme y estar contento conmigo
- ♥ Entender y manejar mis sentimientos
- ♥ Hacer y mantener amigos
- ♥ Participar y contribuir en una comunidad afectuosa

Lo mantendremos informado y al día del progreso del programa enviándole a su casa un total de seis "Cartas familiares". Además de la carta introductoria le enviaremos a su casa cinco "Cartas familiares" que coincidan con la habilidad específica que se le está enseñando a su hijo. De esta forma usted podrá aprender al mismo tiempo que su hijo, y podrán practicar estas habilidades juntos.

Este programa será más efectivo si (*nombre de la escuela o del programa*) y las familias comparten la creencia de que el afecto y la amabilidad son importantes. Por favor únase a nosotros y hable a su hijo sobre la importancia de la amistad y el afecto hacia otros. Trabajando juntos **podremos** crear una mejor oportunidad para un futuro de bienestar para todos los niños.

Gracias por su ayuda.

Atentamente,

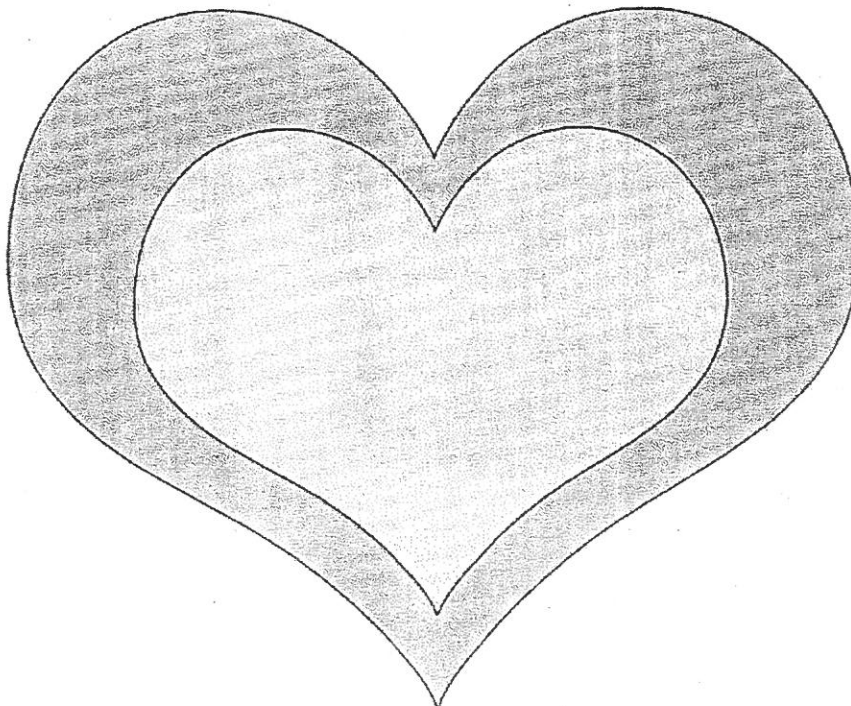


Happy Heart Wand



Instructions to create a Happy Heart Wand:

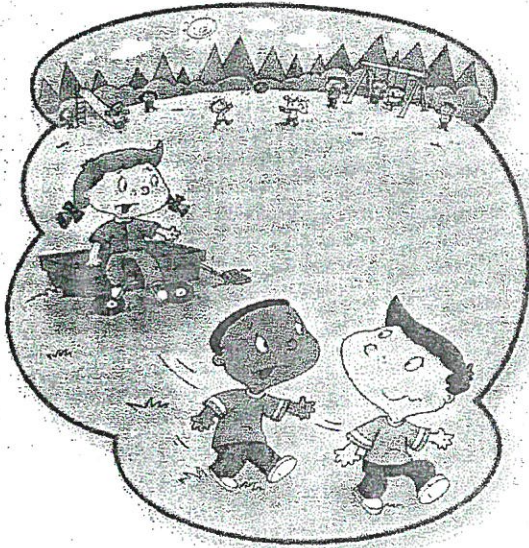
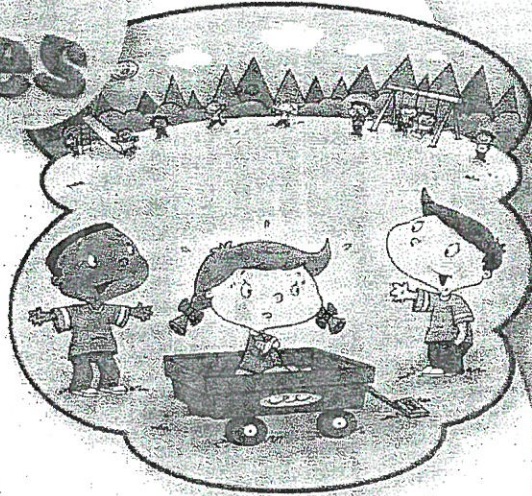
1. Cut out the pattern and trace onto red poster board.
2. Cut the heart out of the poster board (folding if necessary to cut out the center heart).
3. Laminate the heart. This should create a clear center framed by a heart.
4. Attach the laminated heart to a stick with tape, glue, or staples (e.g., ice cream stick or pencil). You now have your Happy Heart Wand!



Protective Strategies

Talk

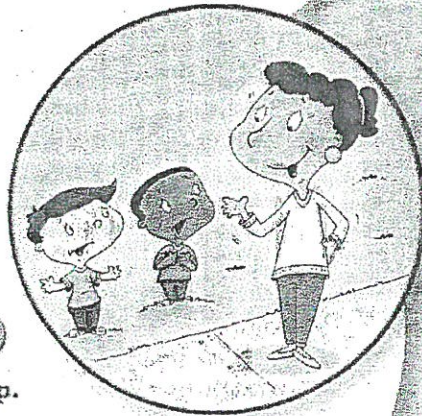
Tell the person you don't like what they are doing. Ask the person to stop.



then

Walk

Walk or move away from the person.



then

Go for Help

Go to an adult and ask for help.



PROTECTIVE STRATEGIES R.A.P.

(Read-Aloud Poem)

Talk, then Walk, then Go for Help
I know some ways I can help myself



Tell the person, tell the person
You don't want to fight
Tell the person, tell the person
What you don't like



Walk away, walk away
When the person won't stop
Walk away, walk away
It didn't work when you talked

Go for help, go for help
When you might get hurt
Go for help, go for help
Talk and walk didn't work



♥ SAY TO THE CHILDREN ♥

Let's practice the Protective Strategies R.A.P.

Skill 1:
Myself-Knowing and Liking Myself

Dear Family,

We are excited to be starting a new unit in your child's room called *Knowing and Liking Myself*. Early childhood is a time when children are learning about who they are and discovering what they can do. We strive for all children to feel special about who they are and to be confident in their own abilities to learn. We look forward to working together to make your child's experiences positive and rewarding.

Who Am I? / I Like Me

- ♥ A child's name is an important part of his or her identity. Together let's help your child learn to recognize his or her name in writing.
- ♥ Getting to know what someone likes and dislikes helps us to learn more about a person. We hope your child will learn more about what he or she likes and dislikes this year.
- ♥ Children take pride in contributing to the environment around them. We will seek out opportunities for the children to create and display their work and to make decisions about what their environment looks like.

I Can Do It!

- ♥ A sense of confidence in learning new things and pride in one's accomplishments are important. Help us to reinforce in your child a positive, "I can do it" attitude and approach to challenges. Also, let's encourage your child to recognize and celebrate what he or she can do.

How You Can Help

1. Label your child's things. Ask, "Who does this belong to? How do you know?" Have your child show you the name and "read" it to you. Offer assistance in sounding the name out if needed. Do this often.
2. Whenever possible, offer choices to your child: "Would you like the blue one or the red one?" Accommodate his or her preferences.
3. Hang up your child's artwork, handprints, and photos. Let his environment reflect himself.
4. Take pictures of your child doing things (e.g., riding a bike, swinging, coloring, etc.) and hang them up where he or she can see. Success builds off of earlier success. Visual reminders of that success go a long way.
5. Encourage your child. "You can do it!," "Great try," "Pretty soon you'll get it—keep trying," "We can do it together," and "You did it!" are all wonderful words for a child to hear.



Estimadas familia:

Estamos muy contentos de poder empezar una nueva unidad en el salón de su hijo llamada *Aprende a conocerte y a estar contento con quien eres*. El Pre-Escolar es la época en la que los niños aprenden a conocerse y a descubrir lo que pueden hacer. Nosotros nos esforzamos por hacer que cada niño se sienta especial consigo mismo y con confianza en sus habilidades para aprender. Esperamos poder trabajar juntos para hacer que las experiencias de su hijo sean positivas y gratas.

¿Quién Soy?/Estoy Contento Conmigo

- ♥ El nombre del niño es una parte importante de su identidad. Ayudemos a su hijo a reconocer su nombre cuando está escrito.
- ♥ Sabiendo lo que agrada o desagrada a alguien nos ayuda a saber más sobre esa persona. Esperamos que en este año su hijo aprenda más acerca de lo que a él le agrada o le desagrada.
- ♥ Los niños se sienten muy orgullosos cuando ayudan al medio ambiente en el que están. Buscaremos oportunidades en las que su hijo pueda crear y exponer su trabajo y en las que pueda hacer decisiones sobre cambios en el medio ambiente que lo rodea.

¡Yo Puedo Hacerlo!

- ♥ Un sentimiento de confianza al aprender nuevas cosas y un sentido de orgullo en sus logros es algo importante. Ayúdenos a reforzar en su hijo una actitud positiva de "¡Yo puedo hacerlo!" al encontrar nuevos retos. Animémoslo también a reconocer y estar contento de lo que puede hacer.

¿Cómo Puede Ayudar?

1. Marque todos los objetos de su hijo. Pregúntele: "¿a quién pertenece ésto?" "¿cómo lo sabes?" Haga que el niño le muestre donde está su nombre y que se lo "lea". Si necesita, ayúdelo con la pronunciación de su nombre. Haga ésto con frecuencia.
2. Cada vez que pueda, ofrézcale alternativas a su hijo. "¿Prefieres el azul o el rojo?" trate de darle lo que él prefiera.
3. Cuelge los trabajos manuales, los dibujos y las fotos de sus hijos. Permítale que se vean reflejados en su medio ambiente.
4. Tome fotografías de sus hijos haciendo cosas (montando bicicleta, nadando, coloreando, etc.) y cuélgelas donde ellos puedan verlas. El éxito se va formando con previos éxitos. Recuerdos visuales de esos éxitos ayudan enormemente.
5. Anime a su hijo. Palabras maravillosas como, "Tú lo puedes hacer", "Bien", "Pronto lo lograrás—sigue tratando", "Juntos podremos hacerlo" y "Lo lograste" hacen bien cuando el niño las escucha.



Skill 1: Myself-Knowing and Liking Myself

Lesson 1: Who Am I?

-Help children get to know themselves and to feel special about who they are

-Skill: Students will be able to say their name and recognize their name in writing
Students will be able to name two things they like

-Activity:

A. Have students sit in a circle and introduce them to the classroom's new friend

-Use a puppet of choice

-Introduce puppet:

- 1) This is _____. He is my friend. He is kind of shy but is also excited because he sees so many special children that he wants to play with.
- 2) He knows that everyone has a name and he wants to know what they are. I am going to pass _____ around so that you can each tell him your name.
- 3) When he comes to you say, "Hello, my name is _____." Let's practice this together first.
- 4) After each student tells the puppet their name the class will say, "Hi, (student's name)" and wave.
- 5) Do this for all of your students. Allow for all the students to have a turn telling the puppet their name followed by being greeted by their classmates.

B. Explain to the students that the puppet is in the room by himself at night when the students leave. He wants to be able to remember all of them. Have the students come up with suggestions on how this can be done.

-Ideas:

- 1) Students can make pictures of themselves that include their names and can be hung around the room.
- 2) Do a project with the students where they can create something that best represents them. Offer different materials and colors then allow the students to be creative.

C. Have the puppet compliment the children and their artwork and have him talk about other things that he likes.

1) Have the puppet talk with the students:

-Discuss their likes as well as dislikes

-Let students know that the puppet wants to get to know what they like as well as what they don't like

2) Have puppet play a game with the students:

Have the puppet tell the students that they are going to play a game together. He is going to ask the students some questions. If they "like" what he asked them about then the students will give a thumbs up. If they "dislike" what he has asked them about then the students will give a thumbs down.

-Demonstrate for/with the students.

D. Do a craft project using the concept of "What I like." Each student will produce a page for a classroom book that will be put together.

-Make a copy of the "I like _____" reproducible.

-Provide magazine pictures and other materials to allow for the students to create a collage.

-Have students share their projects in a circle.

¹ Adapted from *Bully-Proofing in Early Childhood* (2002) Page 76.

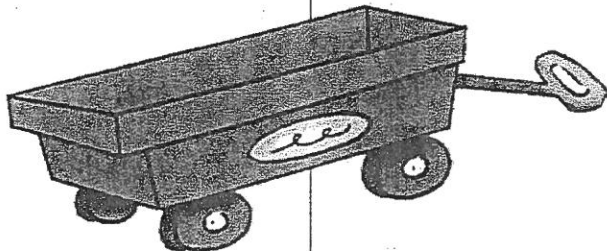
Lesson/Activity Extension

- 1) Books for Discussions:
 - Alexander and the Wind-Up Mouse* by Leo Lionni
 - A Bad Case of Stripes* by David Shannon
 - Big Al* by Andrew Clements
- 2) Game: Name Chase
 - a. Similar to Duck Duck Goose. Used to help students learn one another's names. Have students sit in a circle on the floor.
 - i. The student who is "it" walks around the circle and touches a student on the head.
 - ii. When the student is touched, that student says his or her name.
 - iii. The student who is "it" either repeats the name or says "goose"
 - iv. When the student who is "it" says "goose," the student who was touched must chase the "it" student around the circle and let them back to their original place in the circle.
- 3) Game: Here I Am!
 - a. Discuss with the students how this is their classroom and they are the ones that make it a special place to be. Allow students to walk around and look at the artwork done in Lesson 1. Have them point out something that they created.
 - i. Have students sit in a circle and teach them a chant of your choice. Pull a name of a student from your name cards and chant while clapping a beat, "(Student's name) is a very special person. _____ Is his name. (Hold up name on card.) Can you find the same?"
 - ii. Allow the student to look around the room and point out his/her name or artwork where it may be displayed in the room.
 - iii. If the student is having trouble, you and the other students can help direct the student by letting the student know how close or far away they are from their name.
- 4) Activity: The Like Board
 - i. Make a board with the question, "Do you like _____?" written on top. Make a T-chart on the board with the words "yes" on one side and "no" on the other.
 - ii. The students can then attach their name/symbol card to either the "yes" or "no" column.
 - iii. Each day a child can choose a word or picture of the day. These words or pictures of the day can be determined by the curriculum and lesson plans for that week.

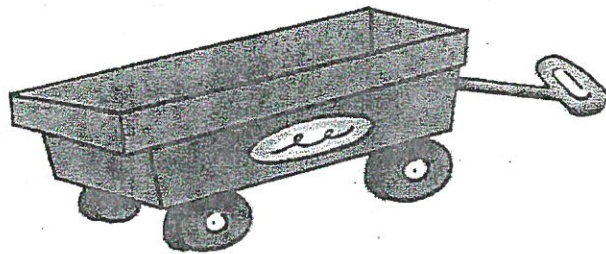
Do you like _____?

Yes

No



I like _____



Skill 2:
Feelings-Understanding and Managing
Feelings

Dear Family,

Your children are learning how to *Understand and Manage Feelings*. Early childhood is a time when children start to identify their own feelings and the feelings of others. It takes time and practice, but the effort is well worth it. Below are some of the ideas and skills we are teaching your child about feelings and about managing them in a safe way. Please help us continue the learning at home.

What Are Feelings?

- ♥ Everyone has feelings.
- ♥ Some feelings: happy, sad, angry, frustrated, scared, excited, stressed, and relaxed.
- ♥ All feelings are okay and are important.

How Do People Express Feelings?

- ♥ Say, "I feel _____."
- ♥ Show it on your face.

How Can I Manage My Feelings?

- ♥ When you are feeling uncomfortable STOP and CALM your body.
- ♥ Take three *deep* breaths.
 - ♥ Breathe in through your nose to the count of three.
 - ♥ Breathe out through your mouth to the count of three.
 - ♥ Find a quiet place and draw about how you feel.

How Can I Manage My Anger?

- ♥ Say, "I feel angry."
- ♥ STOP and CALM your body.
 - ♥ Take three deep breaths.
- ♥ Talk.
 - ♥ "I don't like that. Please stop!"

How You Can Help at Home

1. Model these skills by using them yourself.
2. Encourage your child to label his or her feelings. Ask, "How do you feel?" In the beginning, you may need to offer, "You look (angry); is that how you feel?" Thank your child for telling you how he or she feels.
3. When reading books to your children ask them how they think a character in the book feels. Talk with your child about the character's feelings ("Why do you think he feels that way?").



Estimadas familia:

Sus niños están aprendiendo a **entender y a manejar sus sentimientos**. El pre-escolar es la época en que los niños empiezan a identificar sus sentimientos y los de los demás. Esto toma tiempo y práctica, pero el esfuerzo vale la pena. Abajo le damos algunas de las ideas y habilidades que le estamos enseñando a su hijo sobre sus sentimientos y cómo manejarlos en una forma correcta. Por favor, ayúdenos a que este aprendizaje continúe en casa.

¿Que Son Los Sentimientos?

- ♥ Todos tenemos sentimientos.
- ♥ Algunos de los sentimientos son: felicidad, tristeza, enojo, frustración, susto, alegría.
- ♥ Todos los sentimientos son buenos e importantes.

¿Como Expresa La Gente Los Sentimientos?

- ♥ Dicen: "me siento _____".
- ♥ Lo demuestran en la cara.

¿Como Puedo Manejar Mis Sentimientos?

- ♥ Cuando se sienta incómodo **DETENGASE** y **CALMESE**
- ♥ Respire profundo 3 veces
 - ♥ Inhale por la nariz y cuente hasta 3
 - ♥ Exhale por la boca y cuente hasta 3
 - ♥ Busque un lugar tranquilo y describa cómo se siente.



¿Como Puedo Manejar Mi Enojo?

- ♥ Diga: "Estoy enojado"
- ♥ **DETENGASE** y **CALMESE**
 - ♥ Respire profundo tres veces
- ♥ Hable: "no me gusta eso, por favor no siga"

Como Puede Ayudar en Casa

1. De ejemplo de estas habilidades usándolas usted mismo.
2. Anime a su hijo a que identifique sus sentimientos. Pregúntele: "¿cómo te sientes?" En un comienzo puede ayudarlo: "pareces (enojado), ¿te sientes así?". De las gracias al niño por compartir cómo se siente.
3. Cuando lea cuentos a sus niños pregúnteles cómo creen ellos que los personajes del libro se sienten ("¿por qué crees que se sienten así?").

Skill 2: Feelings-Understanding and Managing Feelings

Lesson 1: What are Feelings?

-Help students learn about feelings, understand that feelings are okay, and to begin identifying feelings.

-Skill: Students will be able to answer the following questions:

- 1) Who has feelings?
- 2) Can you name three feelings?
- 3) Are all feelings okay?

Students will be able to name and label feelings in general as well as their own

-Activity:

A. Introduce and discuss the topic of feelings to the students.

-Discussion starters:

- What is a feeling?
- Where are feelings? Can you hand someone one?
- Raise your hand if you have feelings. Pat your head if you think your teacher has feelings. Rub your belly if you think that your parents have feelings.
- Who has feelings?
- Is it okay to feel happy? Sad? Angry?

B. Tell the students that you are going to pretend to act a certain way. Tell them that they need to try to guess how you are feeling.

- 1) Pick a feeling and act it out. Have students guess what the feeling is.
- 2) Ask them how they could tell? Where did they look to tell how you were feeling?
- 3) Ask the students if they ever feel sad. Have them raise their hand if they have felt sad. Ask students to make a sad face.
- 4) Have students tell you about a time when they were sad.
- 5) Try these activities with different feelings. Make sure the students take the time to make the "face" of the feeling.

C. Create a feelings wall in your classroom. This is a place where students can identify how they are feeling throughout the day and why they are feeling that way.

- 1) Choose with your students three or four feelings that the students often encounter.
- 2) Make a section on the board for each of the feelings that the students have chosen.
- 3) With the students, come up with a way to display the selected feeling in the designated section. Pick a feeling a day. Allow students to decorate.
- 4) Once wall is complete, have students take turns identifying how they feel by placing an item in the correct section.
- 5) This could be done first thing in the morning and throughout the day; followed by a class discussion.
- 6) Review with students how to tell how someone is feeling.
 - Think about what happened to the person
 - Look at someone's face
 - Ask the person how they feel

D. Review previous activities and discussions about feelings.

- 1) -Remember where we said feelings are?
 - Remember how we said that you could tell how someone is feeling?
 - Another way to express your feelings is through drawing.
- 2) Tell the students that they are going to be drawing a picture about feelings.

Allow students to draw pictures of feelings of their choice or how they are feeling that day. When they are done, have each student tell you, or the class, about their picture.

E. Allow for questions and discussion to take place.

¹ Adapted from *Bully-Proofing in Early Childhood* (2002) page 97-102.

-Lesson/Activity Extension

- 1) Books for discussion:
The Way I Feel by Janan Cain
Just Because I Am by Lauren Murhpy Payne
- 2) Activity: Make a Class Book on Feelings
 - a. Have each student draw a picture about his or her feelings.
 - b. Have students write one sentence using;
 - i. I am (the feeling) when _____."
 - c. Laminate the pictures and bind the book with a cover
 - d. Keep the book in the reading corner
- 3) Make a Feelings Collage
 - a. Provide magazines and other art supplies
- 4) Song: "If You're Happy and You Know It, Clap Your Hands."

Skill 3:
Friends-Making and Keeping Friends

Dear Family,

Your child is learning skills in making and keeping friends to prevent bullying and to encourage him or her to feel positive and confident about his or her friendships. You can help your child learn and practice these skills at home and in the neighborhood. Familiarize yourself with the skills and consider every social interaction as an opportunity to practice.

Making Friends

- ♥ **Greeting others:** "Hello" "Hi" "Good morning."
- ♥ **Asking to join in:** In a friendly way, ask "Can I play too?"
- ♥ **Inviting another to join in:** In a friendly way, ask "Do you want to play with us too?"

Keeping Friends

- ♥ **Asking for what you want:** "Could I please use that paintbrush?"
- ♥ **Sharing:** When children want to use the same things, they can divide the materials between them or they can play together.
- ♥ **Taking turns:** When two children want to use the same thing, let one child have a turn, then let the other child have a turn.
- ♥ **Trading:** When one child wants what another child has, the child can offer to give his or her own toy in exchange.

How You Can Help

1. Model these skills by using them yourself.
2. Explain why these skills are important.
3. Expect your child to use these skills with you and with other children.
4. If you see your children use aggression or say unkind words, ask him or her to "replay" it again, making sure you name the skill you want him or her to use instead ("Each of you would feel better if you both got to have a turn").





Estimadas familia:

Sus niños están aprendiendo habilidades para hacer y mantener amigos, para evitar la matonería y para animarles a que sean positivos y tengan confianza en estas amistades. Usted puede ayudar a que su hijo aprenda y practique estas habilidades en casa y en su vecindario. Familiarícese con estas habilidades y considere cualquier interacción social como una oportunidad para practicar.

Para hacer amigos

- ♥ **Salude a los demás:** "hola", "Buenos días"
- ♥ **Pida participar:** en forma amigable pregunte: "¿puedo jugar yo también?"
- ♥ **Invite a otros a participar:** en forma amigable pregunte: "¿quieres jugar con nosotros?"

Para mantener a los amigos

- ♥ **Pida lo que necesite:** "¿podría usar el pincel, por favor?"
- ♥ **Comparta:** cuando los niños quieren usar las mismas cosas, ellos pueden dividir los materiales entre ellos o pueden jugar juntos.
- ♥ **Tome turnos:** cuando dos niños quieren usar la misma cosa, haga que un niño tome un turno primero y el otro después.
- ♥ **Intercambie:** cuando un niño quiere lo que otro tiene, este niño puede ofrecerle al otro su juguete a cambio del que él quiere.

Forma en la que puede ayudar

1. De ejemplo de estas habilidades usándolas usted mismo.
2. Explique porque estas habilidades son importantes.
3. Haga que su hijo use estas habilidades con usted y con los otros niños.
4. Si usted ve que su niño es agresivo, o utiliza palabras duras, hágalo que "repita" la acción, asegurándose que menciona la habilidad que usted quiere que utilice ("ustedes se sentirían mejor si cada uno toma su turno").

Skill 3: Friends-Making and Keeping Friends

Lesson 1: How Do I Greet Others?

-Help students understand and appreciate the value of friendship and how to initiate friendship.

-Skill: Students will be able to greet others.

-Activity:

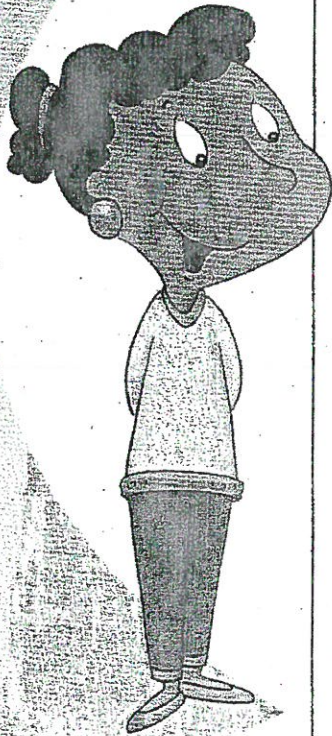
- A. Choose a picture or picture book that portrays friendship to begin a classroom discussion.
 - a. Discussion starters:
 - i. What is a friend?
 - ii. Who is your friend?
 - iii. What do you like to do with your friends?
 - iv. What do you like about your friend?
- B. Come up with words that describe a friend. Write down student responses.
- C. Pretend/practice greeting others with your students.
 - a. Tell students: "We're going to practice being friendly. One way to be friendly is to greet someone by saying hi or hello in a friendly way."
 - b. Demonstrate with students both friendly and unfriendly greetings.
 - c. Talk about the importance of returning a greeting. Explain that the students can return a greeting by using their names, and have them greet one another in return.
- D. Choose two puppets
 - a. Both puppets arrive at school and hang up their coats
 - b. Have puppet one tell himself (aloud) he really wants to be friendly to puppet two.
 - c. Have puppet one greet puppet two in a friendly manner.
- E. Practice
 - a. Have the students greet the puppets
 - b. Have both the students and puppets greet each other using their names
 - c. Have students face each other in pairs and practice greeting one another.
 - i. Practice: Hello, _____. Hi, _____. Good morning _____.
 - ii. My name is _____. What's yours?
- F. Talk about when and where greeting others would be appropriate.

¹ Adapted from *Bully-Proofing in Early Childhood* (2002) Page 117-119

-Lesson/Activity Extension-

- 1) Books for discussion:
The Very Quiet Cricket by Eric Carle
Hello! Good-bye! by Alike
- 2) Practice:
 - a. During circle time ask students when they think they could greet others throughout the day.
 - b. Greet one another every morning
 - c. Greet puppets as they appear each day
 - d. Greet parents as they arrive for pick-up and drop-off
 - e. Greet other students around the school
 - f. Greet staff members
 - g. Have staff model greeting one another throughout the day
- 3) Activity:
 - a. Allow students opportunities to point out greetings when they see them or hear them throughout the school day and classroom activities.

Skill 4:
Community-Participating In and
Contributing to a Caring Community



Dear Family,

Your child is learning skills in being kind and caring toward others. Children this age are learning a tremendous amount about spending time with other children. Having been focused primarily on their own needs since infancy, they are now learning about their own and others' feelings, and about working and playing cooperatively with others. Early childhood is a time when children are developing their first skills in empathy, or caring about others' feelings. To make the most of these first skills in empathy, we are helping children know how and when to be helpful, kind, respectful, and caring with each other.

Caring Community Skills

Friends get help for friends

Steps:

- ♥ Look at the person—do they look sad? Worried? Scared?
- ♥ Talk—"Do you need help?" Offer to help the person.
- ♥ Walk and go for help—find an adult if the child needs adult help.

Giving compliments

- ♥ Say something nice about the other person: "I like your new shoes." "I liked the tower you built. It's cool."

Using kind words

- ♥ Use kind words to show you care about others: "Please," "Thank you," "Excuse me," "I'm sorry."

How You Can Help

1. Model these skills by using them yourself.
2. Explain why being kind, respectful, and caring is important.
3. Expect your child to use these skills with you and with other children.
4. Enthusiastically reinforce your child for using these skills. When he or she does something caring for someone else, ask how it feels to make someone else feel better. If he or she doesn't have the vocabulary for emotions, say, "I bet that makes you feel good to help someone else."

Estimadas familia:

Sus niños están aprendiendo habilidades para ser amables y afectuosos con otras personas. Los niños a esta edad aprenden muchísimo sobre como pasar el tiempo con otros niños. Habiéndose enfocado principalmente en sus necesidades individuales desde la infancia, ahora ellos están descubriendo sus sentimientos y los de otros niños, así como también cómo trabajar y jugar en forma cooperativa con los demás. El pre-escolar es la época en que los niños empiezan a desarrollar sus habilidades de compenetración y de afecto hacia los sentimientos de los demás. Para aprovechar estos sentimientos de compenetración, estamos enseñando a los niños a saber cómo y cuándo ayudar, ser amables, respetuosos y afectuosos entre ellos mismos.

Habilidades afectivas en la comunidad

Amigos ayudan a amigos

Pasos:

- ♥ Mire a la persona - ¿parece triste? ¿preocupada? ¿asustada?
- ♥ Háblele - "¿necesita ayuda?" Ofrezcase a ayudar a la persona.
- ♥ Vaya a buscar ayuda - Consiga un adulto si el niño necesita la ayuda de un adulto.

Haga elogios

- ♥ Diga algo bueno de la otra persona. "me gustan tus zapatos nuevos", "me gusta la torre que construiste, está fabulosa".

Utilice palabras de amabilidad

- ♥ Utilice palabras que demuestren que usted se preocupa por los demás. "por favor", "gracias", "perdón", "lo siento".

Forma en la que puede ayudar

1. De ejemplo de estas habilidades usándolas usted mismo.
2. Explique por qué es importante ser amable, respetuoso y afectuoso.
3. Haga que su hijo use estas habilidades con usted y con los otros niños.
4. Refuerce con entusiasmo a su hijo cuando use estas habilidades. Cuando hagan algo afectuoso por otra persona, pregúntele como se siente por hacer sentir mejor a esa otra persona. Si los niños no tienen el vocabulario para expresar emociones dígame "estoy seguro que te hace sentir bien el ayudar a otra persona".





What to Do if Your Child is Being Bullied

What is bullying?

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. A child who is being bullied has a hard time defending himself or herself. Usually, bullying is repeated over time. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by phone or computer e-mail (cyberbullying).

Effects of bullying

Bullying can have serious consequences. Children and youth who are bullied are more likely than other children to

- Be depressed, lonely, anxious;
- Have low self-esteem;
- Be absent from school;
- Feel sick; and
- Think about suicide.

Reporting bullying to parents

Children frequently do not tell their parents that they are being bullied because they are embarrassed, ashamed, frightened of the children who are bullying them, or afraid of being seen as a "tattler." If your child tells you about being bullied, it has taken a lot of courage to do so. Your child needs your help to stop the bullying.

What to do if your child is being bullied

1. First, focus on your child. Be supportive and gather information about the bullying.

- Never tell your child to ignore the bullying. What the child may "hear" is that you are going to

ignore it. If the child were able to simply ignore it, he or she likely would not have told you about it. Often, trying to ignore bullying allows it to become more serious.

- Don't blame the child who is being bullied. Don't assume that your child did something to provoke the bullying. Don't say, "What did you do to aggravate the other child?"
- Listen carefully to what your child tells you about the bullying. Ask him or her to describe who was involved and how and where each bullying episode happened.
- Learn as much as you can about the bullying tactics used, and when and where the bullying happened. Can your child name other children or adults who may have witnessed the bullying?
- Empathize with your child. Tell him/her that bullying is wrong, not their fault, and that you are glad he or she had the courage to tell you about it. Ask your child what he or she thinks can be done to help. Assure him or her that you will think about what needs to be done and you will let him or her know what you are going to do.
- If you disagree with how your child handled the bullying situation, don't criticize him or her.
- Do not encourage physical retaliation ("Just hit them back") as a solution. Hitting another student is not likely to end the problem, and it could get your child suspended or expelled or escalate the situation.

- Check your emotions. A parent's protective instincts stir strong emotions. Although it is difficult, a parent is wise to step back and consider the next steps carefully.

2. Contact your child's teacher or principal.

- Parents are often reluctant to report bullying to school officials, but bullying may not stop without the help of adults.
- Keep your emotions in check. Give factual information about your child's experience of being bullied including who, what, when, where, and how.
- Emphasize that you want to work with the staff at school to find a solution to stop the bullying, for the sake of your child as well as other students.
- Do not contact the parents of the student(s) who bullied your child. This is usually a parent's first response, but sometimes it makes matters worse. School officials should contact the parents of the child or children who did the bullying.
- Expect the bullying to stop. Talk regularly with your child and with school staff to see whether the bullying has stopped. If the bullying persists, contact school authorities again.

3. Help your child become more resilient to bullying.

- Help to develop talents or positive attributes of your child. Suggest and facilitate music, athletics, and art activities. Doing so may help your child be more confident among his or her peers.

- Encourage your child to make contact with friendly students in his or her class. Your child's teacher may be able to suggest students with whom your child can make friends, spend time, or collaborate on work.

- Help your child meet new friends outside of the school environment. A new environment can provide a "fresh start" for a child who has been bullied repeatedly.

- Teach your child safety strategies. Teach him or her how to seek help from an adult when feeling threatened by a bully. Talk about whom he or she should go to for help and role-play what he or she should say. Assure your child that reporting bullying is not the same as tattling.

- Ask yourself if your child is being bullied because of a learning difficulty or a lack of social skills? If your child is hyperactive, impulsive, or overly talkative, the child who bullies may be reacting out of annoyance. This doesn't make the bullying right, but it may help to explain why your child is being bullied. If your child easily irritates people, seek help from a counselor so that your child can better learn the informal social rules of his or her peer group.

- Home is where the heart is. Make sure your child has a safe and loving home environment where he or she can take shelter, physically and emotionally. Always maintain open lines of communication with your child.

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Warning Signs that a Child is Being Bullied

What is bullying?

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms, such as hitting and/or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by phone or computer e-mail (cyberbullying).^{*} Many children, particularly boys and older children, do not tell their parents or adults at school about being bullied. It is important that adults are vigilant to possible signs of bullying.

Warning signs

Possible warning signs that a child is being bullied:

- Comes home with torn, damaged, or missing pieces of clothing, books, or other belongings;
- Has unexplained cuts, bruises, and scratches;
- Has few, if any friends, with whom he or she spends time;
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs);
- Takes a long, "illogical" route when walking to or from school;
- Has lost interest in school work or suddenly begins to do poorly in school;
- Appears sad, moody, teary, or depressed when he or she comes home;
- Complains frequently of headaches, stomachaches, or other physical ailments;
- Has trouble sleeping or has frequent bad dreams;
- Experiences a loss of appetite; or
- Appears anxious and suffers from low self-esteem.

What to do if you suspect that your child is being bullied?

If your child shows any of these signs, this does not necessarily mean that he or she is being bullied, but it is a possibility worth exploring. What should you do? Talk with your child *and* talk with staff at school to learn more.

1. Talk with your child. Tell your child that you are concerned and that you'd like to help. Here are some questions that can get the discussion going:

Some direct questions:

- "I'm worried about you. Are there any kids at school who may be picking on you or bullying you?"
- "Are there any kids at school who tease you in a mean way?"
- "Are there any kids at school who leave you out or exclude you on purpose?"

Some subtle questions:

- "Do you have any special friends at school this year? Who are they? Who do you hang out with?"
- "Who do you sit with at lunch and on the bus?"
- "Are there any kids at school who you really don't like? Why don't you like them? Do they ever pick on you or leave you out of things?"

^{*}Children with disabilities may be at a higher risk of being bullied than other children.

2. *Talk with staff at your child's school.* Call or set up an appointment to talk with your child's teacher. He or she will probably be in the best position to understand the relationships between your child and other peers at school. Share your concerns about your child and ask the teacher such questions as:

- "How does my child get along with other students in his or her class?"
- "With whom does he or she spend free time?"
- "Have you noticed or have you ever suspected that my child is bullied by other students?" Give examples of some ways that children can be bullied to be sure that the teacher is not focusing only on one kind of bullying (such as physical bullying).

Ask the teacher to talk with other adults who interact with your child at school (such as the music teacher, physical education teacher, or bus driver) to see whether they have observed students bullying your child.

If you are not comfortable talking with your child's teacher, or if you are not satisfied with the conversation, make an appointment to meet with your child's guidance counselor or principal to discuss your concerns.

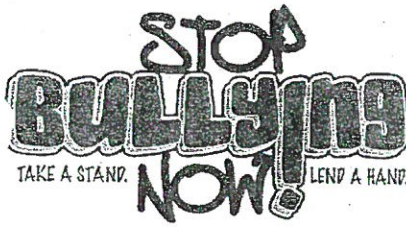
If you obtain information from your child or from staff at your child's school that leads you to believe that he or she is being bullied, take quick action. Bullying can have serious effects on children.

If, after talking with your child and staff at his or her school, you *don't* suspect that your child is being bullied, stay vigilant to other possible problems that your child may be having. Some of the warning signs above (e.g., depression, social isolation, and loss of interest in school) may be signs of other serious problems. Share your concerns with a counselor at your child's school.

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What We Know About Bullying

What is bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending himself or herself.

Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

Prevalence of bullying:

- Studies show that between 15–25 percent of U.S. students are bullied with some frequency ("sometimes or more often") while 15–20 percent report that they bully others with some frequency (Melton et al., 1998; Nansel et al., 2001).
- Recent statistics show that although school violence has declined 4 percent during the past several years, the incidence of behaviors such as bullying has increased by 5 percent between 1999 and 2001 (U.S. Dept. of Ed., 2002).
- Bullying has been identified as a major concern by schools across the U.S. (NEA³, 2003).
- In surveys of third through eighth graders in 14 Massachusetts schools, nearly half who had been frequently bullied reported that the bullying had lasted six months or longer (Mullin-Rindler, 2003).
- Research indicates that children with disabilities or special needs may be at a higher risk of being bullied than other children (see Rigby, 2002, for review).

Bullying and gender:

- By self-report, boys are more likely than girls to bully others (Nansel et al., 2001; Banks 1997).
- Girls frequently report being bullied by both boys and girls, but boys report that they are most often bullied only by other boys (Melton et al., 1998; Olweus, 1993).
- Verbal bullying is the most frequent form of bullying experienced by both boys and girls. Boys are more likely to be physically bullied by their peers (Olweus, 1993; Nansel et al., 2001); girls are more likely to report being targets of rumor-spreading and sexual comments (Nansel et al., 2001). Girls are more more likely to bully each other using social exclusion (Olweus, 2002).
- Use of derogatory speculation about sexual orientation is so common that many parents do not think of telling their children that it could be hurtful (NEA³, 2003).

Consequences of bullying:

- Stresses of being bullied can interfere with student's engagement and learning in school (NEA Today, 1999).
- Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide (Limber, 2002; Olweus, 1993).
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus (NEA¹, 2003).

- In a survey of third through eighth graders in 14 Massachusetts schools, more than 14 percent reported that they were often afraid of being bullied (Mullin-Rindler, 2003).
 - Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon (Nansel et al., 2003; Olweus, 1993).
 - Bullying also has an impact on other students at school who are bystanders to bullying (Banks, 1997). Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning (NEA¹, 2003).
- ### Adult response to bullying
- Adults are often unaware of bullying problems (Limber, 2002). In one study, 70 percent of teachers believed that teachers intervene "almost always" in bullying situations; only 25 percent of students agreed with this assessment (Charach et al., 1995).
 - 25 percent of teachers see nothing wrong with bullying or putdowns and consequently intervene in only 4 percent of bullying incidents (Cohn & Canter, 2002).
 - Students often feel that adult intervention is infrequent and unhelpful and they often fear that telling adults will only bring more harassment from bullies (Banks, 1997).
 - In a survey of students in 14 elementary and middle schools in Massachusetts, more than 30 percent believed that adults did little or nothing to help in bullying incidents (Mullin-Rindler, 2003).

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How to Talk with Educators at Your Child's School About Bullying: Tips for Parents of Bullied Children

Bullying among children is aggressive behavior that is intentional and involves an imbalance of power and strength. Parents are often reluctant to report to educators that their child is being bullied. Why?

- Parents may be unsure how best to help their child and may be afraid that they will make the situation worse if they report bullying.
- They may be embarrassed that their child is being bullied.
- Sometimes, children ask parents not to report bullying.
- Parents may fear being seen as overprotective.
- They may believe that it is up to their child to stop the bullying.

Children and youth often need help to stop bullying. Parents should never be afraid to call the school to report that their child is being bullied and ask for help to stop the bullying. Students should not have to tolerate bullying at school any more than adults would tolerate similar treatment at work.

The school's responsibility

All children are entitled to courteous and respectful treatment by students and staff at school. Educators have a duty to ensure that students have a safe learning environment. Fortunately, most educators take their responsibilities to stop bullying very seriously. Several states have passed anti-bullying laws and require public schools to have an anti-bullying program in place. Ask for a copy of your school's policy or check the student handbook to see whether your school has policies that will help resolve the problem.

Working with your child's school to solve the problem

If your child tells you that he or she has been bullied or if you suspect your child is being bullied, what can you do?

- Keep a written record of all bullying incidents that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.
- Immediately ask to meet with your child's classroom teacher and explain your concerns in a friendly, non confrontational way.
- Ask the teacher about his or her observations:
 - Has he or she noticed or suspected bullying?
 - How is your child getting along with others in class?
 - Has he or she noticed that your child is being isolated, excluded from playground or other activities with students?
- Ask the teacher what he or she intends to do to investigate and help to stop the bullying.
- If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's guidance counselor or other school-based mental health professional.
- Set up a follow-up appointment with the teacher to discuss progress.
- If there is no improvement after reporting bullying to your child's teacher, speak with the school principal.
- Keep notes from your meetings with teachers and administrators.

What can you expect staff at your child's school to do about bullying?

- School staff should investigate the bullying immediately. After investigating your concerns, they should inform you as to what they plan to do about it.

- School staff should never have a joint meeting with your child and the child who bullied them. This could be very embarrassing and intimidating for your child. They should not refer the children to mediation. Bullying is a form of victimization, not a conflict. It should not be mediated.
- Staff should meet with your child to learn about the bullying that he or she has experienced. They should develop a plan to help keep your child safe, and they should be watchful for any future bullying. Educators should assure your child that they will work hard to see that the bullying stops.
- School personnel should meet with the children who are suspected of taking part in the bullying. They should make it clear to these children that bullying is against school rules and will not be tolerated. If appropriate, they should administer consequences (such as a loss of recess privileges) to the children who bullied and notify their parents.
- Educators and parents should be careful not to “blame the victim.” Bullying is never the “fault” of the child who is bullied, and he or she shouldn’t be made to feel responsible for being bullied. However, if your child is impulsive or lacks social skills, talk with a school counselor. It is possible that some students who are bullying your child are reacting out of annoyance. This doesn’t make the bullying right, but it may help to explain why your child is being bullied.
- Give the school reasonable time to investigate and hear both sides of the story. Sometimes, a child who bullies will make false allegations about a child as an additional way of bullying them. Educators should not jump to hasty conclusions and assign blame without a thorough assessment of the situation. This entire process should not take longer than a week.
- If bullying continues, write to the school’s principal or administrator and include evidence from your notes to back up your complaint. Putting a complaint in writing is important so there is a record of your concern.
- Most administrators and staff are responsive to bullying concerns. However, if your school administrator is unable or unwilling to stop the bullying, write to your school superintendent for assistance.
- Be persistent. You may need to keep speaking out about the bullying that your child experiences.

When should law enforcement become involved?

- Consider involving the police if another child has physically assaulted your child or is seriously threatening him or her with bodily injury.
- If the problem persists or escalates and your school officials are unable to stop the bullying, you may want to consult an attorney.
- Ask the school to keep a written record of all offenses committed against your child in case law enforcement officials need the information for further complaints.

Bullying prevention

- Bullying happens in every school, but with an effective bullying prevention program, bullying can be reduced. If your child is being bullied, chances are that there are other children in the school who are having similar experiences.
- If your school does not have official anti-bullying policies or an active bullying prevention program, work with other parents and your school officials to develop one.



Children Who Bully

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation through gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

There is no one single cause of bullying among children. Rather, individual, family, peer, school, and community factors can place a child or youth at risk for bullying his or her peers.

Characteristics of children who bully

Children who bully their peers regularly (i.e., those who admit to bullying more than occasionally) tend to

- Be impulsive, hot-headed, dominant;
- Be easily frustrated;
- Lack empathy;
- Have difficulty following rules; and
- View violence in a positive way.

Boys who bully tend to be physically stronger than other children.

Family risk factors for bullying

Children who bully are more likely than their nonbullying peers to live in homes where there is:

- A lack of warmth and involvement on the part of parents;
- Overly-permissive parenting (including a lack of limits for children's behavior);
- A lack of supervision by parents;
- Harsh, physical discipline; and
- A model for bullying behavior.

Peer risk factors for bullying

Children and youth who bully are more likely to have friends who bully and who have positive attitudes toward violence.

Common myths about children who bully

"Children who bully are loners."

- In fact, research indicates that children and youth who bully are not socially isolated.
- They report having an easier time making friends than children and youth who do not bully.
- Children and youth who bully usually have at least a small group of friends who support or encourage their bullying.

"Children who bully have low self-esteem."

- In fact, most research indicates that children and youth who bully have average or above-average self-esteem.
- Interventions that focus on building the self-esteem of children who bully probably will be ineffective in stopping bullying behavior.

Bullying and other violent or antisocial behaviors

Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to

- Get into frequent fights,
- Be injured in a fight,
- Vandalize property,
- Steal property,
- Drink alcohol,
- Smoke,
- Be truant from school,
- Drop out of school, and
- Carry a weapon.

Research also shows that

- Children who bully are more likely to report that they own guns for risky reasons, such as to gain respect or frighten others.
- Boys who were identified as bullies in middle school were four times as likely as their non bullying peers to have more than one criminal conviction by age 24.

What do I do if my child is bullying others?

- Make it clear to your child that you take bullying seriously and that you will not tolerate this behavior.
- Develop clear and consistent rules within your family for your children's behavior. Praise and reinforce your children for following rules and use non-physical, non hostile consequences for rule violations.

- Spend more time with your child and carefully supervise and monitor his or her activities. Find out who your child's friends are and how and where they spend free time.
- Build on your child's talents by encouraging him or her to get involved in prosocial activities (such as clubs, music lessons, nonviolent sports).
- Share your concerns with your child's teacher, counselor, or principal. Work together to send clear messages to your child that his or her bullying must stop.
- If you or your child needs additional help, talk with a school counselor or mental health professional.

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