



violence
is a contagious
disease.

Help us cure it.

**Teacher Workshop:
Preventing Bullying &
Empowering Students
February 2, 2015**

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Violence Prevention Initiative

 The Children's Hospital of Philadelphia®

SPONSORED BY CHOP's VIOLENCE PREVENTION INITIATIVE



A CHOP-wide effort to interrupt the cycle of violence. VPI builds on years of hospital and community partnership and research to address bullying, assault re-injury and domestic violence. We hope to become a national model for hospital-led youth violence prevention.

Visit us at: chop.edu/violence

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PURPOSE

- Present background information on peer aggression & bullying
- Discuss strategies that help prevent bullying
- Think through case examples & how to prevent and/or respond to bullying
- Reflect on how you and your school can apply strategies on a daily basis

IMAGINE A SCHOOL ENVIRONMENT WITH NO BULLYING...

- First signs that you would notice?
- How would it feel for you and for students?
- Has there been a time when parts of this miracle happened? What was different at that time?



INTRODUCTORY REMARKS

**In what ways
do children
bully others?**

**Where does
bullying
happen at
school and
outside of
school?**

**What types of
problems occur
because of
bullying in the
schools?**

**What do we hope
you will gain from
today's workshop?**

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AGGRESSION & BULLYING IN SCHOOLS

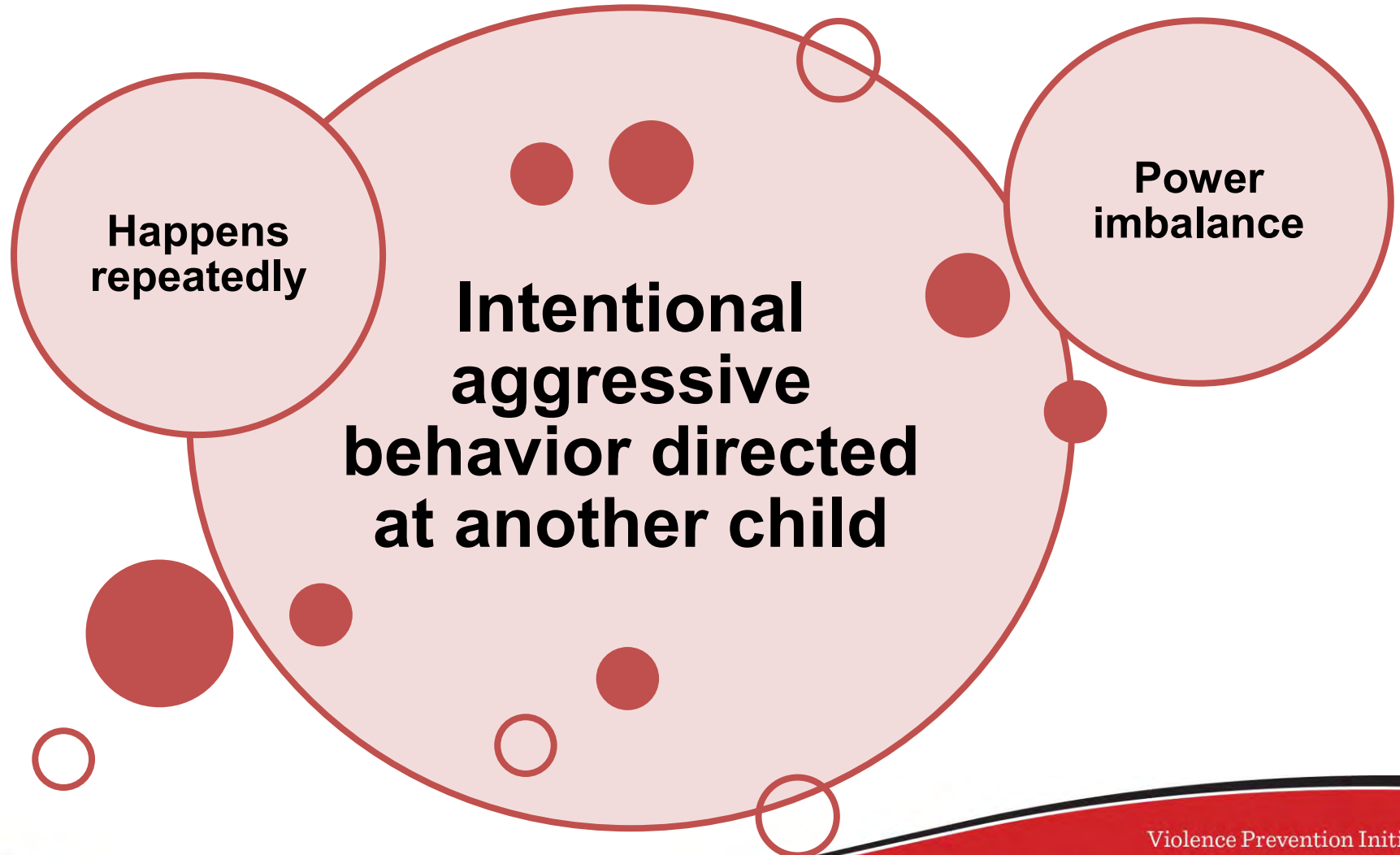
Directly affects 20-30% of students

Happens on the playground, in lunchroom, hallways

Bullying can take over the school climate if unchecked

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DEFINING BULLYING



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CONFLICT

- HAPPENS 1 TIME
- EVERYDAY LIFE
- NOT PRE-PLANNED
- WITHOUT NEGATIVE INTENTIONS
- TEACHABLE MOMENT

VS.

BULLYING

- REPEATED
- OFTEN PRE-PLANNED
- VICTIM IS MORE UPSET
- RELATED TO DOMINANCE OR STATUS
- BULLY MAY ENJOY

COMMON TYPES OF BULLYING

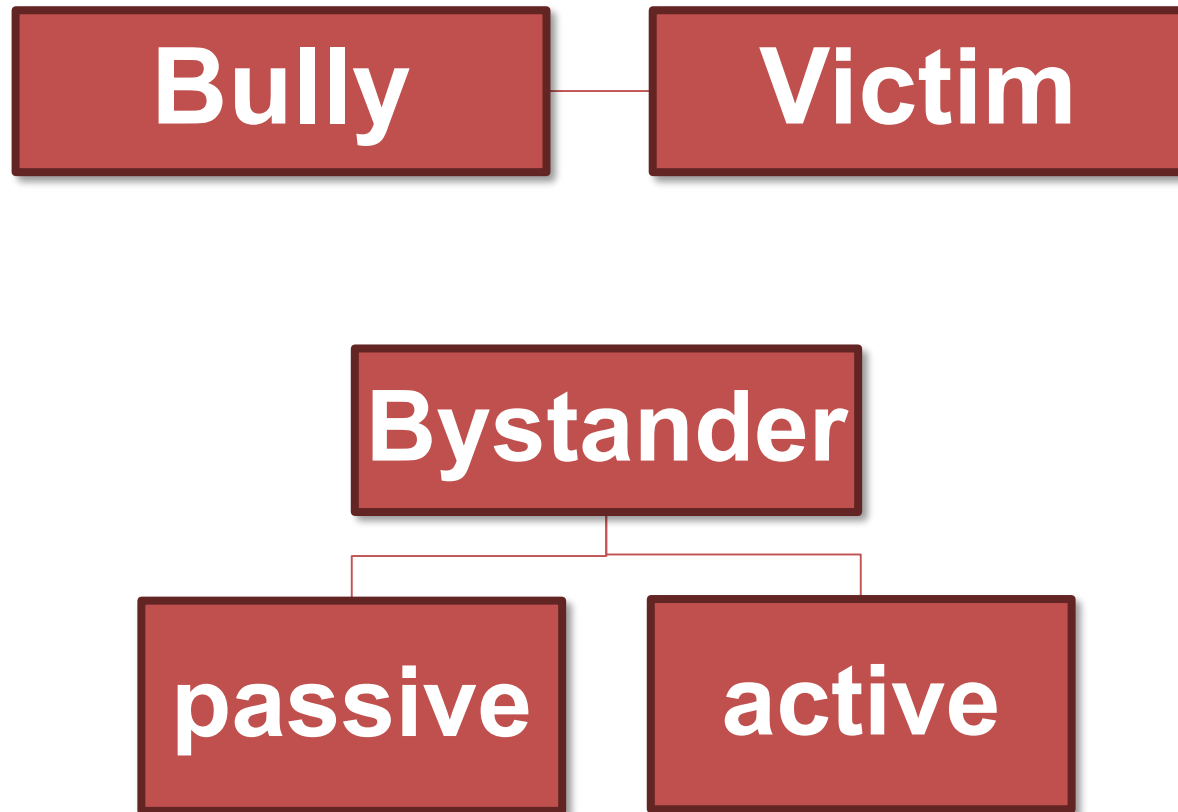
Physical & Verbal

- Hitting, kicking, pushing, verbal insults, threatening
- Beginning and end
- Boys tend to display anger in this manner

Social

- Rumors or exclusion
- Can be ongoing
- Girls tend to display anger in this manner
- Harder to identify

BULLYING ROLES



OUTCOMES FOR BULLIES

Physical Bullies

- Trouble controlling emotions
- Academic problems
- Trajectory of aggression

Social Bullies

- Anxious & depressed
- Relationship difficulties

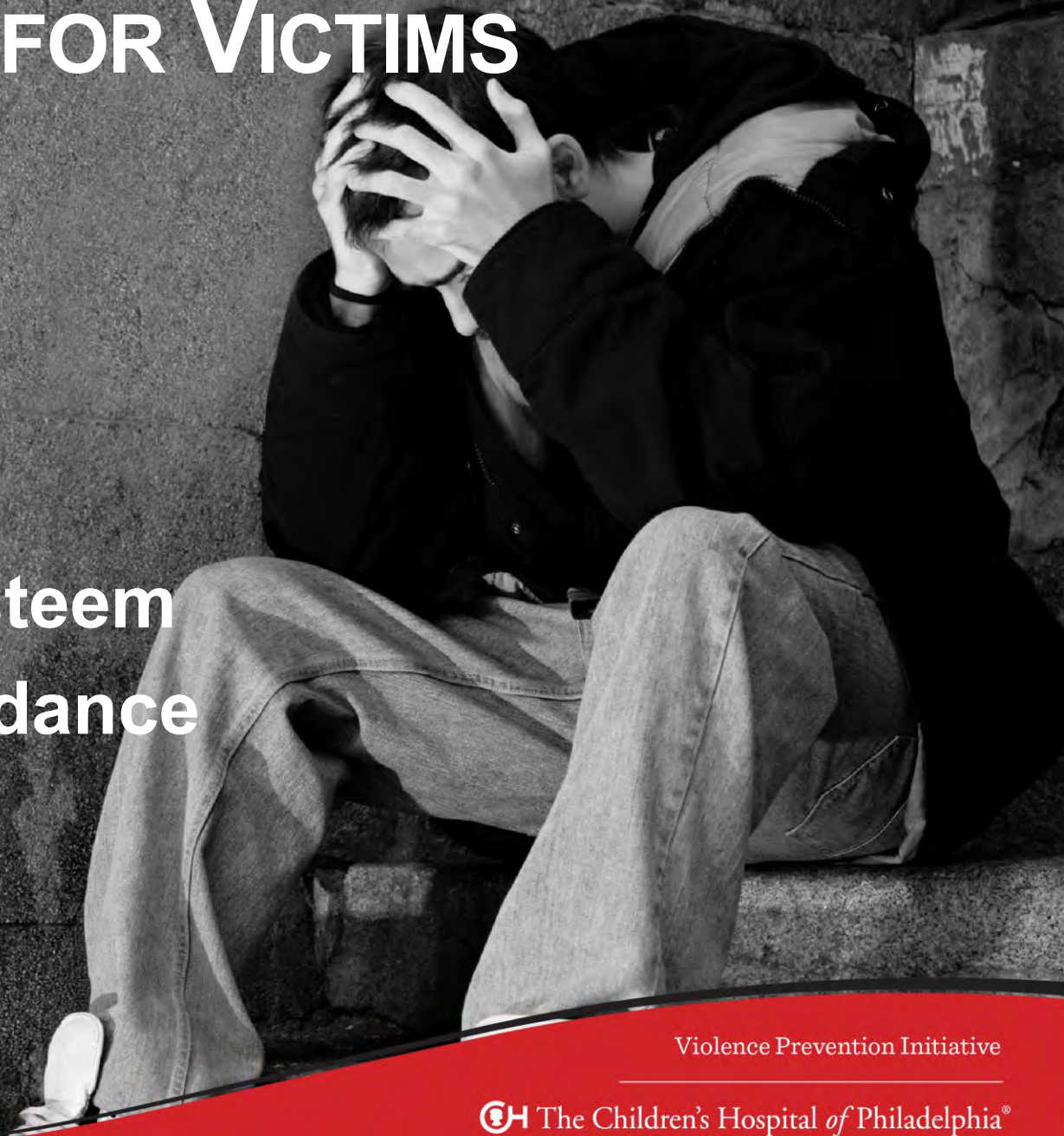
- **Problem-Solving difficulties**
- **Peer Rejection**

Many bullies are popular & influential within the peer group

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OUTCOMES FOR VICTIMS

- Depression
- Anxiety
- Loneliness
- Poor Self-Esteem
- School Avoidance



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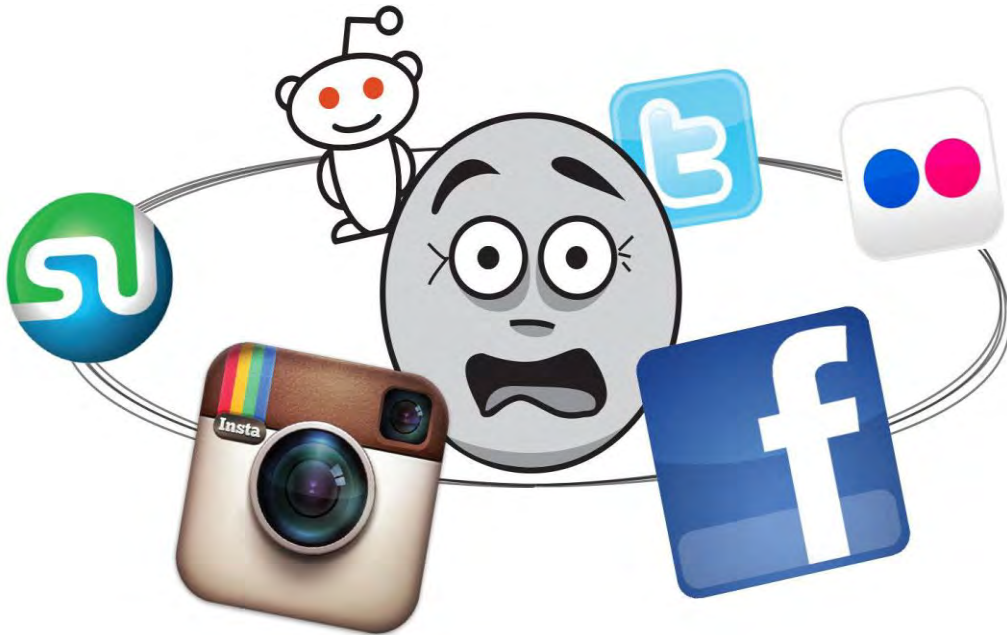
CYBER BULLYING

- Repeated aggressive behavior using cell phone-based apps, video game systems, and/or internet based social media
- Examples – sending hurtful emails or text messages; posting embarrassing comments or pictures; harassing someone during online game play



FACTS ABOUT CYBER BULLYING

- One instance of cyber aggression can be very harmful
- There is a large audience for cyber bullying
- The attacks often cannot be deleted
- Cyber bullying is often under-reported to adults
- Cyber bullying is not always limited to cyber space
- There are gender differences



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IMPACT OF CYBER BULLYING



Cyber Bullies

- HIGH RISK FOR BEHAVIOR PROBLEMS
- HAVE OFTEN BEEN VICTIMS THEMSELVES

Cyber Victims

- DEPRESSION
- ANXIETY
- OFTEN DO NOT REPORT

8X more likely to carry a weapon to school

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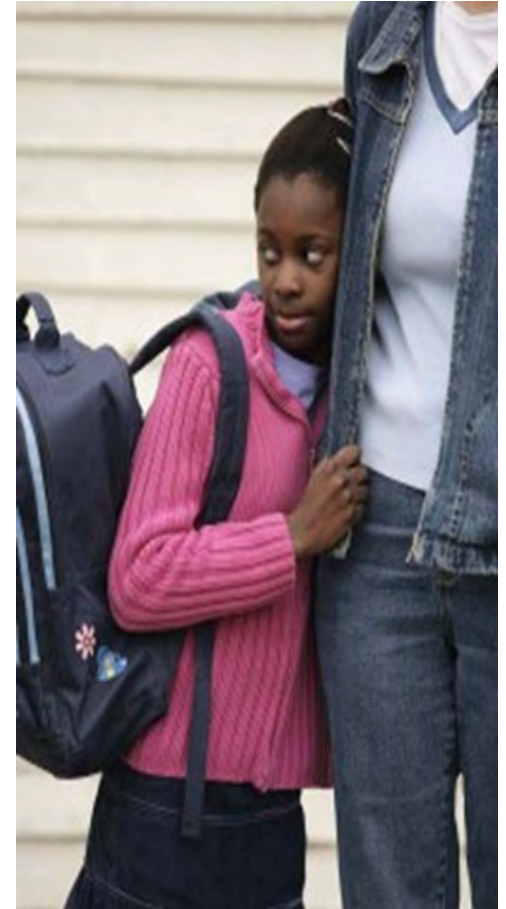
BULLYING PREVENTION: TOP 10 THINGS TO KNOW & CONSIDER

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#1- RECOGNIZE BULLYING

Warning Signs:

- Headaches and stomachaches
- Avoiding school
- Declining grades
- Complaints about peers
- Complaints about lunch & recess
- Unexplained bruises or injuries



RESPONDING DIRECTLY IN THE MOMENT

For the potential bully...

- If you see a child who is apparently bullying another child, get involved!
- Let them know what you heard and saw, and that it's unacceptable.
- Calmly and matter-of-factly impose a consequence.
- Talk further in private in order to minimize the attention the bully receives from peers.

RESPONDING DIRECTLY IN THE MOMENT

For the victim...

- Talk with the victim to hear what happened and offer support.
- Validate the child's feelings and let them know that they deserve to be treated with respect.

#2- TAKE CONFLICTS AND BULLYING SERIOUSLY & FOLLOW UP

- Take time to address conflicts & to better understand the situation
- Ask questions of students involved
 - Can you describe what happened?
 - What led up to this?
 - Where did it occur?
 - How long has it been going on?
- If bullying is suspected or reported, this should be brought to the principal or designee's attention so that it can be investigated

#3- STAY CALM & BE A STRONG ROLE MODEL

- Initial response
 - Take it seriously & stay calm
- Support your students
 - Do not have the bully & victim “talk it out” or shake hands (this only increases power differential)
 - Instead support aggressors in making better choices, and connect victims with an adult at school who will check in with them

#4- WORK WITH ADMINISTRATORS

TO SET UP PLAN

- Work with administration to ensure a child's safety
- Work with administration to contribute to a plan to prevent the bullying. This could include:
 - Increasing supervision during lunch-recess or in bathrooms
 - Engaging children as positive leaders in classroom activities
 - Changing students' seats in classroom or lunchroom?
 - Providing students with a point person to talk with when upset?
 - Catching students when they exhibit positive behaviors
 - Providing consequences to the bully (loss of privileges with chance to earn them back for positive behavior with peers)

#5- OPEN LINES OF COMMUNICATION



- Let students know their emotions and social experiences are important to you
- Set up a regular time to hear concerns and explore them as a class
- Be a good listener
- Validate their feelings

#6- BUILD STUDENTS' EMPATHY

- Use feeling words
- Model good listening
- Encourage sharing & compromising
- Emphasize similarities with diverse peers
- Praise and reward empathic comments and behaviors

PROMOTE EMPATHY:

THE TRUE STORY OF THE BIG BAD WOLF

- Recognize others' perspectives even if you don't agree with them

Session 12 Homework

Please write down or draw how you think the wolf is feeling.



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#7- ENHANCE PERSPECTIVE- TAKING SKILLS

Identify “Teachable Moments”

- Peer interactions/conflicts
- Examples from books/movies
- Point out the benefits of seeing both sides of a situation

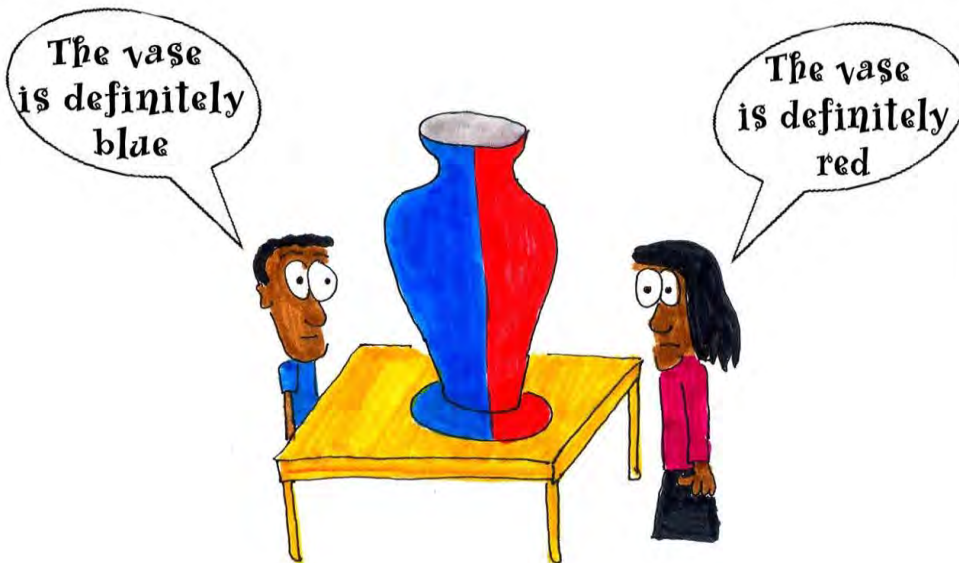
Ask Questions

- What do you think she is thinking?
- What would you be thinking if you were in his situation?

BUILDING PERSPECTIVE-TAKING SKILLS

Session 14 Homework 1 Boys & Girls

What did you learn from the two-sided vase exercise.
Please write down or draw your thoughts below."



Write down or draw
your thoughts here.

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#8- ENHANCE PROBLEM-SOLVING SKILLS

Pay attention to facial cues and body language

Calm-down strategies

Evaluate others' intentions--Was he trying to be mean?

Slow down to consider options for responding

Use modeling & role playing

Praise youth's appropriate problem-solving steps

#9- SET A POSITIVE CLASSROOM CLIMATE

- Model good anger management and respect for kids
- Incorporate calming techniques in the daily routine
- Make time to talk about kindness and conflict
- State your expectation that they treat each other and you with respect
- Reward positive social behaviors

**Teach kids that having friends
means being a good friend**



#10- SUPPORT SCHOOL-WIDE BULLYING PREVENTION EFFORTS



- Set consistent expectations across the school
- Share strategies with colleagues
- Get involved in a School Safety Committee
- Address barriers with colleagues and principal

You can't do this alone!

CASE EXAMPLE SCENARIO 1

Tyrone accidentally bumps into James while they are standing in line. James says, “Watch where you’re going, stupid.” Tyrone ignores him. Then as Tyrone is walking back to his seat, James trips him and says, “I told you to watch where you’re going.” Tyrone gets in James’ face and says, “You got a problem?” “Yeah, you!” James says and pushes him. They start to fight.

CASE EXAMPLE 1--REFLECTION

- Is this an example of bullying?
 - Why or why not?
- What will likely happen to the students involved in the fight?
- In your role, how would you respond to this incident?

CASE EXAMPLE SCENARIO 2

There's a girl in your class, Danaijah, who the other girls either ignore or purposely exclude from their conversations. One day you hear a popular girl, Siani, make fun of Danaijah's hair and the other girls laugh. Danaijah looks angry and tearful.

CASE EXAMPLE 2--REFLECTION

- In what ways is this behavior harmful?
- What would you typically do if you witnessed this?
- Now that we've talked and thought more about bullying prevention, would you do anything differently?

CASE EXAMPLE SCENARIO 3

- Bystander Video
- Reflection
 - Do you see these types of behaviors in your school?
 - Is this bullying? Why or why not?
 - What are the different roles being played?
 - How can you promote positive bystander behavior among your students?
 - What could you do as an adult bystander?

CASE EXAMPLE SCENARIO 4

- **Empathy Video**
- **Could increasing students' sense of empathy decrease aggression in your classroom?**
- **How could you foster the development of empathy in your students?**

TAKE AWAY POINTS

- Bullying is a complex and challenging problem in our schools
- Teachers and administrators working together can create a culture that discourages bullying
- Teachers can look for ways to make a difference in their own classrooms
- Model for colleagues and students the types of behaviors you would like to see across the school

WRITTEN REFLECTION EXERCISE

Think again about the scenario where several girls were talking about another girl in the class and making fun of her hair behind her back.

- What thoughts and emotions does this bring up for you?
- What are some steps you could take to respond in the moment?
- What can you do to prevent socially aggressive behavior in the future?

WRITTEN REFLECTION EXERCISE

What changes or new strategies could you implement in your classroom to address aggression and bullying?

- What are the barriers to doing these and how can you address them?

Identify some steps your school could take to better address bullying and aggression.

- What part could you play?

THANKS!

Special thanks to the children and families who have generously participated in our studies and programs.

**MORE INFORMATION ABOUT BULLYING
AND THE VIOLENCE PREVENTION
INITIATIVE AVAILABLE AT
*www.chop.edu/violence***

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IDEAS? QUESTIONS?

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