BULLYING; THE BULLIES, THE VICTIMS, THE BYSTANDERS pdf

1: Cyber Bullying, Bystanders, and the Role of Upstanders

Bullies, Victims, and Bystanders: What Educators Can Do Early childhood educators need to be prepared to identify and help all three players in a bullying situationâ€"the bully, the victim, and the bystanders.

Reel Youth via photopin cc Most freedom from bullying efforts miss one of the biggest factors in the arena of bullying, the bystander. Even those who are not active players in the incident are still victims, participants, or defenders depending on their actions. The most effective way to end bullying is to enable bystanders to be defenders rather than victims or participants. Peers have a huge impact on each other, and one student can sway an entire group to help or harm others. How Bullying Hurts the Bystander We already know that targets are not the only victims. Bullies are much more likely to end up in prison, abuse drugs, and perpetrate domestic violence later in life. But what about the bystanders as victims? New research out of Penn State has studied bystanders more in-depth. It concluded that witnesses of bullying are victimized when they take no action to stop the bullying. They also suffer negative effects throughout their lives. Fear â€" Students who regularly witness bullying feel much more fear and anxiety, even if they are not the target of the bullying. They live with a sense of insecurity that can cause psychological damage well into adulthood. This loss of security makes it more difficult for them to trust others or build solid, healthy relationships. These are physical signs of stress. Stress can also reveal itself through a drop in grades. When bystanders become stressed out by the bullying atmosphere of a school, they lose interest in academics and are more likely to skip school. Guilt â€" Bystanders know they should do something to stand up for the victim. Most of them recognize that bullying is wrong and want to stop it. They may even turn to bullying, perceiving it as a way to regain self-esteem. Reduced Empathy â€" When bystanders continually witness bullying but to nothing, their ability to empathize with the victim diminishes significantly. They may even begin to believe that the target deserves to be bullied. The longer a bystander goes without intervening, the less likely they are to ever intervene. How Bystanders Participate Many students actually join the bully in tormenting the victim. Bullies have power over other people, which they exert to gain more power over more people. It is their social currency. Bystanders recognize the power play and assess their own standing in relation to it. This results in different behaviors. Sometimes bystanders will actually instigate bullying by prodding the bully into an attack on another person. Some teens will take the opportunity to join the bully in the attack. This includes going along with the bully to exclude the target from social activities. Whatever form it takes, the bystander become a bully right along with the original attacker. These bystanders are participating in the attack and are as culpable as the bully even though they are not the ones doing the bullying. The majority of bystanders will watch and do nothing. The simple act of granting the bully an attentive audience encourages the bullying to continue. As previously stated, bullies bully because it gives them social currency. The bully perceives their attention as approval, which encourages him or her to continue the attack. From Bystander to Defender One of the major goals of any anti-bullying effort should be to turn bystanders into defenders. They have the greatest power to put an end to bullying. They can either provide the bully with further social currency, or they can take it away. When one person stands up and tells a bully to stop, the attack with usually end within six to eight seconds. Defenders can intervene either directly or indirectly. Direct intervention would include verbally defending the victim or discouraging the bully. Some heroic teens have even stepped up to intervene when things get physical. This is the heroism we want to instill in bystanders. The same principles also apply online. The West High Bros are a great example of teens who stood up to rampant cyberbullying in their schools. They dedicated a Twitter account to post encouraging things about other people, especially people they witnessed being targeted by bullies. Indirect defenders will report the incident to an adult. Some schools have made this easier by setting up a phone number where teens can anonymously text reports of bullying. Any of these actions moves the bystander from victimization or participation to a position of strength that will help put an end to bullying. Most bystanders start out wanting to do the right thing. If you as a parent or educator want to help put an end to bullying, the best strategy is to empower the bystanders to do what they know is the right thing. Let them know that they are the best protectors of their peers. They may feel powerless to do anything.

Some of them actually think the target deserves to be abused. As parents and educators, we must discuss these things with students and be prepared to answer their questions. Make sure they know that bullying takes many forms. Discuss how verbal and social bullying are still just as serious as physical bullying. Go over a few phrases bystanders can say to discourage the bully, like the one mentioned above. Make sure they know that no one deserves to be bullied for any reason at any time. Also, make sure you assure them that any report of bullying will be taken seriously and then makes sure that you follow up with action. When teens overcome their fears and stand up for the target, they replace fear with empowerment. They take back control over the anxiety and insecurity they experienced while passively watching bullying occur. They are part of the solution. They are the heroes. Learn more about bullying on our bullying topic page. Did you find the information in this blog post valuable? You can also keep up with us every day on Facebook and Twitter.

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2: Bullies, Victims, and Bystanders: Types of Bully Bystanders - At Health

Bullying can be reduced, but first, educators and parents must recognize the pervasive nature of the problem. This easy-to-read book describes the problem of bullying at all school levelsâ€•elementary, middle, and high.

This little boy, who the Courier-Mail has chosen not to name but is pictured with his brother Murray Benton, is recovering in hospital after a suicide attempt following relentless bullying. Supplied News Tackle the bullies, but also the bystanders by Kylie Lang 0 WE talk big about zero tolerance of bullying, so how come the perpetrators are still getting away with it? We have years of stuffing around and stuffing up to make up for. One in four children is a victim of bullying, a figure that has remained shamefully unchanged since Nine years ago, when the Federal Government claimed to be getting serious about bullying and commissioned the first of many studies, then Education Minister Julia Gillard said schools needed more guidance to combat bullying. Last week, Prime Minister Malcolm Turnbull took the unprecedented step of writing to principals, urging them to act. Makes you wonder what, if anything, educators have been doing? Zero tolerance has to mean just that - no exceptions, no excuses, no acceptance of repeated bullying. They must closely monitor the situation because bullying can go underground when detected, only to resurface with a vengeance when the spotlight is off. Many schools are scrambling to develop student wellbeing policies, but without intentionally creating a culture that says we care about and respect each other, policies are useless. Educators must articulate and show students exactly what a positive learning environment looks like, and what each person must do to support it, because some kids come from homes where parents have no clue. Bystanders, too, have an important role to play. Bullies prefer to torment others in front of their peers, according to GreatSchools. Trust is broken and relationships suffer. Australian psychologist and bullying researcher Dr Helen McGrath says bullying demands a whole-of-community approach. Dr McGrath, instrumental in the formation of the National Safe Schools Framework, says parents must support schools by reinforcing "pro-social" values such as kindness and respect. Yet how often do we see parents making excuses for appalling behaviour? The school must be wrong, or picking on my child. Typically, they develop self-esteem issues too high or too low , lack empathy and resilience, and their desire for power and control is extreme. Some bullying behaviour is linked to personality disorders, but most can be corrected with firm discipline and the setting and enforcing of boundaries, the type of tough love many parents avoid these days. Little thugs grow into big thugs. They throw their weight around in boardrooms and on building sites, identifying targets to abuse and belittle for their own perverse satisfaction. They perpetrate violence in the home, often leading to the death of innocents, and they create an insidious cycle because abused children are more likely to become abusive adults. One in four childhood thugs winds up before the courts by the age of And, according to an Australian Institute of Family Studies report, children who bully increase their risk of later depression by 30 per cent. Bullying is not a childhood affliction that kids can be expected to outgrow. This insidious behaviour needs to be dealt with, and the earlier the better, because, when all is said and done, the perpetrators and bystanders also deserve a decent shot at a happy life. Imagine what zero tolerance could achieve in the prevention of crime and of mental health issues, which can render people unable to reach their potential in jobs and relationships. Imagine how much better society would be if educators, parents and politicians truly worked together and acted on zero tolerance instead of just talking about it. Kylie Lang is an associate editor of The Courier-Mail.

THE PLAYERS There are 3 roles in a situation that involves bullying: THE BULLY THE BULLIED THE BYSTANDER(S) THE BULLY Bullying is a learned behavior.

Definition[edit] There is no universal definition of school bullying; however, it is widely agreed that bullying is a subcategory of aggressive behavior characterized by the following three minimum criteria: Gender inequality and the prevalence of violence against women in society exacerbate the problem. Similarly, social norms that support the authority of teachers over children may legitimise the use of violence to maintain discipline and control. If unchecked, gender discrimination and power imbalances in schools can encourage attitudes and practices that subjugate children, uphold unequal gender norms and tolerate violence, including corporal punishment. Thornberg and Knutsen state in their study, "School attributing refers to attributing the cause of bullying to the school setting. Boredom in school involves a student who does not have anything else to do other than bully. Poor antibullying practices may include teachers and staff not caring enough to intervene, or a school not having enough teachers for students. For example, physical and sexual violence may be more prevalent in schools in contexts where it is also more prevalent in wider society. Studies suggest that sexual violence and harassment of girls is worse in schools where other forms of violence are prevalent, and in conflict and emergency contexts, [7] and that gang violence is more common in schools where gangs, weapons and drugs are part of the local culture. The best way to address bullying is to stop it before it starts. There are many different groups that can intervene to address bullying and cyberbullying in schools: There are no federal mandates for bullying curricula or staff training. In addition to addressing bullying before it occurs, a great prevention strategy is to educate the students on bullying. Internet or library research, such as looking up types of bullying, how to prevent it, and how kids should respond Presentations, such as a speech or role-play on stopping bullying Discussions about topics like reporting bullying Creative writing, such as a poem speaking out against bullying or a story or skit teaching bystanders how to help Artistic works, such as a collage about respect or the effects of bullying Classroom meetings to talk about peer relations [11] Effects[edit] A victim, in the short term, may feel depressed , anxious, angry, have excessive stress , learned helplessness , feel as though their life has fallen apart, have a significant drop in school performance, or may commit suicide bullycide. In the long term, they may feel insecure , lack trust , exhibit extreme sensitivity hypervigilant , or develop a mental illness such as psychopathy , avoidant personality disorder or PTSD. They may also desire vengeance , sometimes leading them to torment others in return. Among these participants alcohol and substance abuse are commonly seen later in life. Bystanders who witness repeated victimizations of peers can experience negative effects similar to the victimized children themselves. Violence and bullying at the hands of teachers or other students may make children and adolescents afraid to go to school and interfere with their ability to concentrate in class or participate in school activities. It can also have similar effects on bystanders. This in turn has an adverse impact on academic achievement and attainment and on future education and employment prospects. Children and adolescents who are victims of violence may achieve lower grades and may be less likely to anticipate going on to higher education. Analyses of international learning assessments highlight the impact of bullying on learning outcomes. Unsafe learning environments create a climate of fear and insecurity and a perception that teachers do not have control or do not care about the students, and this reduces the quality of education for all. Involvement in school bullying can be a predictor of future antisocial and criminal behaviour. Being bullied is also linked to a heightened risk of eating disorders and social and relationship difficulties. One study of all children born in England, Scotland and Wales during one week in analyzes data on 7, children who had been bullied at ages 7 and At age 50, those who had been bullied as children were less likely to have obtained school qualifications and less likely to live with a spouse or partner or to have adequate social support. They also had lower scores on word memory tests designed to measure cognitive IQ even when their childhood intelligence levels were taken into account and, more often reported, that they had poor health. The effects of bullying were visible nearly four decades later, with health, social and economic consequences lasting well into adulthood. For children, "peers

are a much more important influence than has been realised. It is a terrible thing to be excluded by your peers". It was discovered that the average high school student hears about 25 anti-gay remarks a day. According to the journal Evolutionary Psychological Science, victims of bullying are more likely to be sexually inactive compared to bullies. With bullying each individual has a role to defend. These children will react aggressively but tend to never be the ones to attack first. There have been two subtypes created in bully classification; popular aggressive and unpopular aggressive. Popular aggressive bullies are social and do not encounter a great deal of social stigma from their aggression. Unpopular aggressive bullies, however, are most often rejected by other students and use aggression to seek attention. Bullying behavior in perpatrators is shown to decrease with age. This suggests that positive social relationships reduce the likelihood of bullying. This trend is most evident in adolescents diagnosed with depression , anxiety , or ADHD. A total of Some students â€" 6. It becomes more difficult for teens to know when to intervene; whereas with younger kids, bullying is more physical and, therefore, more clear-cut. Cyberbullying is becoming one of the most common types. While victims can experience bullying at any age, it is witnessed most often in school-aged children. The Wesley Report on bullying found that pack bullying was more prominent in high schools and lasted longer than bullying undertaken by individuals. Physical abuse A female bully, portrayed in the silent film Rebecca of Sunnybrook Farm Physical bullying is any unwanted physical contact between the bully and the victim. This is one of the most easily identifiable forms of bullying.

LibraryThing Review User Review - csweder - LibraryThing. An amazing overview of the statistics, symptoms and consequences (long term and short term) of bullying--for the bully, the victim, and the bystanders.

Definition Bullying synonyms There is no universal definition of bullying, however, it is widely agreed upon that bullying is a subcategory of aggressive behavior characterized by the following three minimum criteria: The Norwegian researcher Dan Olweus [14] says bullying occurs when a person is "exposed, repeatedly and over time, to negative actions on the part of one or more other persons". He says negative actions occur "when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways. Physical, verbal, and relational bullying are most prevalent in primary school and could also begin much earlier whilst continuing into later stages in individuals lives. It is stated that Cyber-bullying is more common in secondary school than in primary school. Stealing, shoving, hitting, fighting, and destroying property all are types of physical bullying. Physical bullying is rarely the first form of bullying that a target will experience. Often bullying will begin in a different form and later progress to physical violence. In physical bullying the main weapon the bully uses is their body when attacking their target. Sometimes groups of young adults will target and alienate a peer because of some adolescent prejudice. This can quickly lead to a situation where they are being taunted, tortured, and beaten-up by their classmates. Physical bullying will often escalate over time, and can lead to a tragic ending, and therefore must be stopped quickly to prevent any further escalation. Calling names, spreading rumors, threatening somebody, and making fun of others are all forms of verbal bullying. Verbal bullying is one of the most common types of bullying. In verbal bullying the main weapon the bully uses is their voice. In many cases, verbal bullying is the province of girls. Girls are more subtle and can be more devastating , in general, than boys. Girls use verbal bullying, as well as social exclusion techniques, to dominate and control other individuals and show their superiority and power. However, there are also many boys with subtlety enough to use verbal techniques for domination, and who are practiced in using words when they want to avoid the trouble that can come with physically bullying someone else. Relational Bullying is a form of bullying common amongst youth, but particularly upon girls. Relational bullying can be used as a tool by bullies to both improve their social standing and control others. Unlike physical bullying which is obvious, relational bullying is not overt and can continue for a long time without being noticed. When an adult is involved, it may meet the definition of cyber-harassment or cyberstalking, a crime that can have legal consequences and involve jail time. Collective Collective bullying tactics are employed by more than one individual against a target or targets. Trolling behavior on social media, although generally assumed to be individual in nature by the casual reader, is sometime organized efforts by sponsored astroturfers. Mobbing Mobbing refers to the bullying of an individual by a group, in any context, such as a family , peer group , school , workplace , neighborhood , community , or online. Please help to create a more balanced presentation. Discuss and resolve this issue before removing this message. May Of bullies and accomplices Studies have shown that envy and resentment may be motives for bullying. Because they think too highly of themselves, they are frequently offended by the criticisms and lack of deference of other people, and react to this disrespect with violence and insults. Cook says that "a typical bully has trouble resolving problems with others and also has trouble academically. Unless the "bully mentality" is effectively challenged in any given group in its early stages, it often becomes an accepted, or supported, norm within the group. Cook says that "A typical victim is likely to be aggressive, lack social skills, think negative thoughts, experience difficulties in solving social problems, come from a negative family, school and community environments and be noticeably rejected and isolated by peers". They may also have physical characteristics that make them easier targets for bullies such as being overweight or having some type of physical deformity. Boys are more likely to be victims of physical bullying while girls are more likely to be bullied indirectly. Effects This section may lend undue weight to certain ideas, incidents, or controversies. Bullying can cause loneliness , depression , anxiety , lead to low self-esteem and increased susceptibility to illness. Bullying and suicide and List of suicides that have been attributed to bullying Even

though there is evidence that bullying increases the risk of suicide, bullying alone does not cause suicide. Depression is one of the main reasons why kids who are bullied die by suicide. When someone feels unsupported by his or her family or friends, it can make the situation much worse for the victim. Victims and victim-bullies are associated with a higher risk of suicide attempts. The place where youth live also appears to differentiate their bullying experiences such that those living in more urban areas who reported both being bullied and bullying others appear to show higher risk of suicidal ideation and suicide attempts. This can be related to the anonymity behind social media. The study emphasizes the importance of implementing program-collaborations in schools to have programs and anti-bullying interventions in place to prevent and properly intervene when it occurs. There have been cases of apparent bullying suicides that have been reported closely by the media. Over 16 percent of students seriously consider suicide, 13 percent create a plan, and 8 percent have made a serious attempt. Helene Guldberg, a child development academic, sparked controversy when she argued that being a target of bullying can teach a child "how to manage disputes and boost their ability to interact with others", and that teachers should not intervene, but leave children to respond to the bullying themselves. Dark triad Research on the dark triad narcissism , Machiavellianism and psychopathy indicate a correlation with bullying as part of evidence of the aversive nature of those traits. Bullying and emotional intelligence Bullying is abusive social interaction between peers which can include aggression, harassment, and violence. Bullying is typically repetitive and enacted by those who are in a position of power over the victim. A growing body of research illustrates a significant relationship between bullying and emotional intelligence EI. EI seems to play an important role in both bullying behavior and victimization in bullying; given that EI is illustrated to be malleable, EI education could greatly improve bullying prevention and intervention initiatives. Cyberbullying Cyberbullying is any bullying done through the use of technology. Because bullies can pose as someone else, it is the most anonymous form of bullying. Cyberbullying includes, but is not limited to, abuse using email, instant messaging, text messaging, websites, social networking sites, etc. Particular watchdog organizations have been designed to contain the spread of cyberbullying. Disability bullying It has been noted that disabled people are disproportionately affected by bullying and abuse, and such activity has been cited as a hate crime. Gay bashing Gay bullying and gay bashing designate direct or indirect verbal or physical actions by a person or group against someone who is gay or lesbian, or perceived to be so due to rumors or because they are considered to fit gay stereotypes. Gay and lesbian youth are more likely than straight youth to report bullying. Legal abuse Legal bullying is the bringing of a vexatious legal action to control and punish a person. Military bullying Main article: Bullying in the military In , the UK Ministry of Defence MOD defined bullying as "the use of physical strength or the abuse of authority to intimidate or victimize others, or to give unlawful punishments". Soldiers expected to risk their lives should, according to them, develop strength of body and spirit to accept bullying. Child abuse , Narcissistic parent , and Parental narcissistic abuse Parents who may displace their anger, insecurity, or a persistent need to dominate and control upon their children in excessive ways have been proven to increase the likelihood that their own children will in turn become overly aggressive or controlling towards their peers. Prisoner abuse An environment known for bullying is in prisons. An additional complication is the staff and their relationships with the inmates. Thus the following possible bullying scenarios are possible: Inmate bullies inmate echoing school bullying Staff bullies inmate Staff bullies staff a manifestation of workplace bullying Inmate bullies staff Main article: School bullying Bullying can occur in nearly any part in or around the school building, although it may occur more frequently during physical education classes and activities such as recess. Bullying in school sometimes consists of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next target. In the documentary Bully , we see first hand the torture that kids go through both in school and while on the school bus. As the movie follows around a few kids we see how bullying affects them both at school as well as in their homes. While bullying has no age limit, these bullies may taunt and tease their target before finally physically bullying them. Bystanders typically choose to either participate or watch, sometimes out of fear of becoming the next target. Bullying can also be perpetrated by teachers and the school system itself; there is an inherent power differential in the system that can easily predispose to subtle or covert abuse relational

aggression or passive aggression , humiliation , or exclusion â€" even while maintaining overt commitments to anti-bullying policies. The mother and son won a court case against the Ottawa-Carleton District School Board, making this the first case in North America where a school board has been found negligent in a bullying case for failing to meet the standard of care the "duty of care" that the school board owes to its students. Thus, it sets a precedent of a school board being found liable in negligence for harm caused to a child, because they failed to protect a child from the bullying actions of other students. There has been only one other similar bullying case and it was won in Australia in Oyston v. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls â€" although it is more commonly directed at girls. Trans bashing Trans bashing is the act of victimizing a person physically, sexually, or verbally because they are transgender or transsexual. Workplace bullying Main article: Workplace bullying Workplace bullying occurs when an employee experiences a persistent pattern of mistreatment from others in the workplace that causes harm. This type of workplace aggression is particularly difficult because, unlike the typical forms of school bullying , workplace bullies often operate within the established rules and policies of their organization and their society. Bullying in the workplace is in the majority of cases reported as having been perpetrated by someone in authority over the target. However, bullies can also be peers, and occasionally can be subordinates. How to Confront and Overcome It. It may be missed by superiors or known by many throughout the organization. Negative effects are not limited to the targeted individuals, and may lead to a decline in employee morale and a change in organizational culture. Bullying in academia Bullying in academia is workplace bullying of scholars and staff in academia, especially places of higher education such as colleges and universities. It is believed to be common, although has not received as much attention from researchers as bullying in some other contexts. It is thought that intimidation and fear of retribution cause decreased incident reports. In industry sectors dominated by males, typically of little education, where disclosure of incidents are seen as effeminate, reporting in the socioeconomic and cultural milieu of such industries would likely lead to a vicious circle. This is often used in combination with manipulation and coercion of facts to gain favour among higher-ranking administrators. Bullying in the legal profession Bullying in the legal profession is believed to be more common than in some other professions. It is believed that its adversarial, hierarchical tradition contributes towards this. Bullying in medicine Bullying in the medical profession is common, particularly of student or trainee doctors and of nurses. It is thought that this is at least in part an outcome of conservative traditional hierarchical structures and teaching methods in the medical profession, which may result in a bullying cycle. In nursing Main article: Bullying in nursing Even though The American Nurses Association believes that all nursing personnel have the right to work in safe, non-abusive environments, bullying has been identified as being particularly prevalent in the nursing profession although the reasons are not clear.

5: Bullying: The Bullies, the Victims, the Bystanders by Sandra Harris

There are three components to the bullying triad: bullies, victims of bullying, and witnesses or bystanders. Bullies The vast majority of bullies are bossesâ€"managers, supervisors, and executives.

Maybe in your own home. Bullies use fear to get what they want and to get away with unacceptable behavior. Their victims the "bullied" fear continued or worse abuse if they tell. Bystanders fear becoming the next victim. The "bullied" suffer in silence while repeatedly getting harassed. Bystanders stay silent to avoid the unwanted attention of the bully. Studies on bullying show that younger and weaker youth are victimized most often. In addition, the bully-victim relationship tends to continue unless parents or other adults intervene. The Bully Bullies come in all sizes, ages and genders. The tactics they use vary widely. Others play on emotions. Boys often use force punching, kicking, tripping, etc. Bullies have little, if any, empathy for others. Bullies do not suffer from low self-esteem. Bullies need to control and dominate others. Bullies have a positive attitude toward aggression. Bullies have more physical or emotional power than their victims. Bullies have a strong desire to get or achieve something they feel they need. Unfortunately, many victims lack the social skills and social networks that can keep them from being victimized. As a parent, you can help your child become more "bully-proof" by doing the following: Encourage your child to develop lots of friendships. If he or she has a special interest "sports or music" find programs that your child can participate in. The more social interactions your child has, the more friendships can be developed. The bottom line for your child is that he or she has to know how to act like a friend to have a friend. By building appropriate relationships with others, your child will become better skilled at dealing with a variety of personalities and handling different social interactions. Teach Your Child Self-Respect Kids who can hold their heads high and walk with confidence are less likely to be singled out by bullies. Some victims actually believe they deserve to be attacked because of how they look, talk or dress, or because of some other self-perceived physical or character flaw. They become withdrawn, they slouch and they avoid eye contact. Talk to your child about his or her strengths and how they can be used as a shield against bullying behaviors. Encourage your child to use positive self-talk during difficult moments, and help him or her see challenges as opportunities. Above all, provide ongoing support and encouragement. The Bystander It can be very difficult for a child to take a stand and defend someone who is being bullied, especially if the victim is considered to be a "loser" or "weird. Some bystanders are too afraid to get involved. If a victim is a friend or classmate, some bystanders choose to disassociate themselves from the victim. Others blame the victim. Here are things you can do to instill these values in your child: Model respect and kindness at home. If you and your spouse are considerate and compassionate to each other and other family members, your child will likely treat others the same way. Show respect for those in authority, including teachers and police officers. Encourage your child to volunteer in the community. This will give him or her a sense of obligation to others. Everyone must play a role in correcting bullying behavior when it happens and be proactive in trying to prevent it.

6: Eyes on Bullying

Bullying can be reduced, but first, There is no doubt that school violence is a critical problem in America's schools and bullying is a maladaptive behavior with consequences. Bullying can be reduced, but first, educators and parents must recognize the pervasive nature of the problem.

Thus, I never truly understood what bullying is and the impact it has. Meyer, John Meyer, Emily Sperber, and Heather Alexander, really shed some light on the intensity and reality of bullying â€" especially on how it has changed with use of the internet and social media. The book is a project of Teen Ink, and includes works written by teenagers about their own experiences. Overall, the text is rather Chicken-Soup in style. Beginning with the perspective of a parent, readers are introduced to the deadly consequences of bullying. In addition, the afterword written by Dr. Ramani Durvasula ties together all the personal tales of bullying in a very professional and informative way. Durvasula explains the emotions one may feel after reading the collection. Two important points that I took away: That bullying is different nowadays â€" and, perhaps more surprisingly, that there are teachers and people in administrative positions who will turn a blind eye to it. The latter really upset me, since we are taught to trust those in positions of authority and to rely on them to help younger people. It saddens me to see that that trust is abused. Thinking about how much courage it must have taken these students to come forward, only to be ignored, is depressing. I hope that the anti-bullying efforts out there mean that teachers and administrative staff members will be more accountable and will do more to protect students and deter bullying on campus. As for how the internet and social media have made bullying easier to carry out, the book made me recall my younger years. Looking back, the period when I was in middle school was probably the start of cyber bullying, with instant messaging, Xanga, and MySpace. I do not even think it was called cyber bullying then, but I remember it was hard to monitor and place blame. Now there are a bunch of social media sites â€" so many that it is hard to keep up. This means people can now hide behind a computer screen, and no longer need to filter their words. Bullies can effortlessly say things, mean things, one may not have been able to say in person. For parents who want to learn more about the online bullying landscape, the book gives a great overview. Beside parents, I think teen readers can really benefit from reading the book. After all, they are likely in one of those three positions: It can help them to know that they are not alone and that someone else shares their experience. Perhaps it can even teach them how their actions affect others. Overall, the book is well put together. It offers new insight and reveals the issues of modern day bullying. However, if you are not a parent, teenager, person who has experienced bullying in the past, or person who works with teens, you may have a hard time, as I did, truly relating to the personal accounts. Yes, there were stories that made me emotional, but at times I felt that at three pages each, the personal accounts were simply too short to evoke feeling. And who knows â€" it may just stop some readers from continuing to feel bad about themselves, or from continuing to bully.

BULLYING; THE BULLIES, THE VICTIMS, THE BYSTANDERS pdf

We explore where and when bullying occurs, characteristics of the bully and the victim, and the consequences for bullies, victims, bulliedhully students, and bystanders. We describe programs and resources that intervene to reduce and prevent bullying.

On Februay 2,, he walked into his algebra class with a hunting rijle. He killed the teacher, two students, and wounded a third. On October 1, , he killed his mother, then killed two students and wounded seven. On March 6, , just as the horrors of Paducah Kentucky , Springfield Oregon , Jonesboro Arkansas , and Littleton Colorado were beginning to recede in America, high school students went to school in Santee, California. At the end of that school day, two boys were dead, and thirteen other students were wounded. In fact, a recent report by the U. Secret Service noted that in over two-thirds of school shootings, the attackers had experienced some form of bullying prior to the incident and a number had experienced bullying at school over long periods of time. Equally incriminating was a CNN Gallup poll taken after the Columbine High School shootings in which high school students blamed each other for the constant bullying, teasing, and harassment that sometimes causes young people to react so violently. We want to emphasize that bullying is not a factor in every case of school violence; certainly, not every child bullied at school will engage in serious violent acts. Many concerned parents and educators have finally begun to participate in a dialogue that recognizes the potential danger of bullying, and some prevention and intervention programs have been implemented to make our schools safer. As a result, the most recent school crime statistics appear to indicate that related incidents of school violence are lessening. Approximately , of these were violent crimes, such as rape, sexual assault, robbery, and aggravated assault; thirty-eight were homicides. This was a reduction from the previous year, when 2. Additionally, between and , the percentage of students in grades nine through twelve who reported bringing a weapon to school INTRODUCTION i x decreased from 12 percent to 7 percent; between and , students who feared certain locations at school decreased from 9 percent to 5 percent. As a result, the percentage of twelve to eighteen-year-olds who felt unsafe sometimes or most of the time at school has decreased from 9 percent to 5 percent from to Kaufman et al. While it is true that these NCES statistics are encouraging, rates have not declined for other school crimes. For example, during the period of to , the percentage of high school students threatened or injured with a weapon on school property remained at nearly 8 percent. At the same time, students reporting that they had been offered, sold, or given marijuana on school property and illegal drug use increased from 24 percent in to 32 percent Kaufman et al. Still, this most recent NCES study reported that 10 percent of students in grades six and seven were being bullied, compared with 5 percent of eighth and ninth graders and 2 percent of tenth through twelfth graders. Alarmingly, 13 percent of students ages twelve through eighteen reported being called derogatory words relating to race, religion, disability, gender, or sexual orientation, and 36 percent saw hate-related graffiti at school. Forty years ago, teachers in public school indicated that the most serious classroom problems were tardiness, talkative students, and gum chewing. Today school faculty identify as some of their most serious classroom problems drugs, gangs, weapons on campus, and the threat of assault, robbery, theft, vandalism, rape, or even murder. Still, one of the most common forms of victimization at school is bullying. In , Shakeshaft and colleagues reported that as many as 4. Even more disconcerting is evidence suggesting that as early as kindergarten and first grade, children are at risk of being bullied. The effects of bullying are farreaching and include lowered self-esteem, increased absenteeism, depression, inhibited academic performance, and impaired social relationships. Generally, hostile bully behaviors are not exhibited in the presence of teachers or other adults. Often, children who are bullied do not report that they are being victimized. Frequently, even innocent bystanders who see bullying occur do not report what they see. Consequently, bullying is often underreported by young people and unacknowledged or minimized by adults, including teachers and parents, who do not understand the full scope of the problem. Yet, at the national level, there are reports that 10 percent of students who drop out of school do so because they are repeatedly bullied at school Hamilton Clearly, bullying can negatively affect the school experience for the bully, the bullied, and the bystander. In truth, every child who comes under its

influence, whether victimized directly or not, is a victim. Bullying can be reduced; by making schools safer, educators create learning communities that nurture the social and academic development of all of their children. But first, educators and parents must recognize the pervasive nature of the problem; only then can the process of prevention begin. In the following chapters, we report the results of many studies, including some of our own, related to the incidence of bullying at school. While many characteristics of bullies and victims are similar throughout all grades, we have emphasized those that are different or more pronounced at elementary, middle school, and high school levels in respective chapters on those subjects. We explore where and when bullying occurs, characteristics of the bully and the victim, and the consequences for bullies, victims, bulliedhully students, and bystanders. We describe programs and resources that intervene to reduce and prevent bullying. Because recognition of the problem is so necessary, the appendix contains samples of our bully survey for students and of our survey for teachers and administrators. These may be duplicated and revised as needed and are made available to encourage educators to take the first step and gather much-needed data about the level of bullying on their campuses. No remorse, no motive from shooting suspect. Chicago SunTimes, October 15, at www. Addressing the problem of juvenile bullying. Indicators of school crime and safety, Departments of Education and Justice. Peer harassment in schools. JmmZfor a Just and Caring Education 1 1 , Because bullying is such a complex behavior, it is difficult to define. Frequently it is defined as extreme behavior that is abusive; however, many children experience daily teasing or exclusion that would not meet a standard definition of extreme behavior. Consequently, Olweus recommends that an all-encompassing definition of bullying include the following four criteria: It is aggressive and intentionally harmful. It is carried out repeatedly. It occurs in a relationship where there is an imbalance of power. It usually occurs with no provocation from the victim. Malign bullying has seven elements: There is an initial desire to hurt. The desire is acted upon. A more powerful person or group hurts someone less powerful. There is no provocation. The behavior is typically repeated. The bully enjoys hurting the weaker person. Generally, this bully does not know the harm that is being done; still, it is serious and should not be ignored. Not all bullying is obvious, as hitting or verbal teasing are. Sometimes bullying is subtle, such as consistently excluding victims from groups and activities. This type of bullying is particularly insidious, because often victims do not realize that they are being bullied. Thus, bullying can be direct and also indirect, as shown here: Thirty-six percent of students saw this type of graffiti at school. This type of bullying behavior occurred equally in urban, suburban, and rural schools. Females reported being targets of derogatory words more than males, and black students were more likely than white or Hispanic students to report being called hate words Kaufman et al. Bullying occurs everywhere, but it is particularly prevalent within the school setting. In a Canadian study, adults remembered their most frequent types of childhood abuse as coming not from parents, as child abuse, but from school peers, in abuse bullying at school. Many observers make the wrong assumption that bullying is most likely to occur going to and coming home from school. While it does occasionally happen then, bullying is much more likely to happen at school-in the classroom, on the playground, in the hallways, in the restrooms, and in the lunchroom. A Australian study by Rigby and Slee reported that as many as In , Olweus reported that about 9 percent of Norwegian and Swedish children in grades one to nine were bullied with some regularity at school. Studies in the United States have reported that as many as 78 percent of children said they had been bullied within the previous month; nearly 10 percent indicated that the bullying was severe Walls While these represent only a few of the studies, all conclude that bullying is a serious problem for children. While teasing and quarreling between classmates of equal power and popularity is somewhat natural and even appropriate, it is bullying when there is a power difference between the bully and the victim. Students who act as bullies appear to enjoy harassing the same classmates over long periods of time. They appear to gain satisfaction from the pain of their victims and have little empathy or concern for the students being victimized. While girls more frequently report being bullied than boys, typically boys engage in more bullying behavior and are bullied more often than girls. Additionally, girls are more likely to engage in indirect bullying excluding someone from being a part of activities , while boys are more apt to use physical bullying, such as hitting or kicking. Generally, bullying is most likely to occur with ten to fourteen-year-olds and becomes less as children get older. Because bullies are generally identified as older than their victims, there has been concern that older

children dominate or bully younger children. While this is often the case, some studies have found that it is not always so. When children are placed in mixed-age groups, they may actually be bullied less, and may even engage in bullying behaviors less, than do children in same-age classes. Bullies are often described as oppositional toward adults, antisocial, and more likely to break schooI rules than are other students. While many people excuse the behavior of bullies who appear tough and aggressive as just a manifestation of their insecurity, more often the opposite is true. In most cases bullies demonstrate little anxiety and insecurity and do not suffer from poor self-esteem. Another characteristic of bullies is that they often have parents and guardians who use physical punishment; frequently, their parenvchild relationships are poor, resulting in hostility toward their environments. Almost always, the victims of bullies are children on the bottom rung of the social ladder. Typically, victims fall into two categories: However, most victims of bullying are passive. These children are anxious, insecure, quiet, afraid of confrontation, cry or become upset easily, and have few friends. They suffer from low self-esteem and rarely report the incidents of bullymg, because they fear retaliation. Often passive victims are smaller and weaker than the bullies and fearful of standing up to them. Passive victims see themselves as unattractive, stupid, and as failures. They have little sense of humor and sometimes are described as depressed, although they usually cause little trouble when at school due to this passivity.

8: The Bystander | Boston vs. Bullies

Victims and bystanders can't be expected to resolve the issue all on their own. Talk to school administrators to find out how they are dealing with the problem in your child's school. If necessary, you or a representative from the school should contact the parents of a bully and make them aware of their child's behavior.

Bullies, Victims, and Bystanders Preventing bullying in early childhood settings involves more than focusing only on the child who is doing the bullying. The emergence of bullying is based on the formation of specific relationships among children who bully, children who are bullied, and children who observe the bullyingâ€"the bully, the victim, and the bystander. A child who bullies selects from his or her group of classmates a potentially vulnerable child to target for bullying. In group situations, other children are often watching the bullying unfold. They may become fearful of the bullying child, rejecting of the victimized child, and passively accepting of a climate where bullying behaviors are permitted. They may also be enticed to join in or try out the bullying themselves. Early childhood educators need to understand the dynamics of these three roles and to recognize when individual children begin to step into a particular role. Early intervention and guidance can prepare children to prevent or stop the bullying behaviors and establish an atmosphere in which bullying is not permitted. Bullies Young children bully in a variety of ways in early childhood settings. Most children who bully use direct physical aggression e. Young children who bully become adept at identifying easy targets, often choosing children who lack friends and who respond to the bullying with passive acceptance or uncontrolled outbursts. Children who bully tend to be friends with other children who bully or to encourage other children to join in their bullying game. They may be leaders in their social group, though they also tend to be less cooperative and to engage in fewer prosocial skills, such as helping behaviors. Effects of bullying on bullies Children who bully can easily become involved in fighting and disruptive behavior that may lead to trouble with classmates and even removal from the school. If not stopped, they may develop strong and persistent patterns of bullying behaviors that carry over into elementary, middle, and high school and beyond. Learning needs Children who bully need to develop social skills, such as cooperation and empathy. Children who engage in cooperative behaviors are more likely to include other children in their activities. Children who can empathize understand that bullying hurts; they are less likely to bully and more likely to help children who are bullied. Intervention will prevent the bullying behavior from continuing and escalating. Intervention also lets children know that bullying is not allowed and will not be tolerated. Passive victims tend to be shy and less socially experienced than other children. They may have a strong desire to fit in but have difficulty making friends and entering social groups. Some young victims may not even recognize that they are being bullied. Young children who are bullied often prefer to play aloneâ€"they have not yet discovered the benefits of being part of a social group. Although victims may possess specific social skills, such as cooperative behaviors, they often lack the skills needed for making friends and being a leader. In contrast, more aggressive children who are victimized tend to fight back, both verbally and physically. These children often form friendships with more aggressive children and alliances with other children who bully. Children avoid or exclude victimized children because they want to maintain their position in the social hierarchy and fear becoming targets themselves. Victims of repeated bullying often become withdrawn, isolated, and reluctant to join social groups. Early childhood educators need to look out for young children who are most at risk for becoming involved in bullying. Effects of bullying on victims Children who are bullied may have physical symptoms, such as headaches or stomachaches; they may feel sad or depressed; and they may refuse to go to school or to stay in school once they are there. They may develop patterns of aggressive or submissive behaviors that persist as they get older, resulting in low self-esteem and difficulties with social relationships. Learning needs Young children who are bullied often need help making friends and joining social groups. They also need to develop, practice, and use assertiveness skills. Children who are assertive know how to respond to a bully in effective, non-aggressive ways and are less likely to be targeted by bullies in the first place. Intervention When victims ask for help, teachers need to respond in ways that support the victim. Victims need to know that adults care about their situation and that they can help. They

need to know that bullying is not allowed and will not be tolerated. Bystanders When bullying occurs in early childhood settings, all the children watching become bystanders to bullying. Bystanders learn about bullying from observing the behaviors of the children who bully and the children who are victims. Often bullying is intentionally displayed in front of others to get their attention and solicit their support. Depending on the circumstances, all children have the potential to be bystanders who contribute to bullying. Young children who observe an incident of bullying simply may not know what to do to help, or they may do nothing out of fear that they will be the next victim. In addition, some children may have become desensitized to bullying, based on their experiences with violent media and their home environment. They may passively accept bullying, or they may think it is none of their business. Effects of bullying on bystanders Children who do nothing to help the victim may feel bad or guilty about it later. Bystanders who laugh or join in the bullying are at risk for becoming bullies themselves. Learning needs Children who are bystanders need to understand that they have the power to stop the bullying. They need help in developing and practicing the problem-solving and assertiveness skills they need to stand up for their peers and feel safe. Children who learn how to solve problems constructively will know how to help their peers without responding aggressively. Once children have learned how to help stop bullying, they will feel proud of themselves for helping another child in need. Intervention Children who watch bullying happen may think that bullying is an acceptable behavior and a good way of getting what they want. Sometimes the best way to prevent bullying or to intervene when it occurs is to involve the bystandersâ€"all the children who are not directly involved in bullying but who are available to help stop it. Bullies, Victims, and Bystanders: What Educators Can Do Early childhood educators need to be prepared to identify and help all three players in a bullying situationâ€"the bully, the victim, and the bystanders. The behaviors underlying each role can be modified through prevention, immediate intervention, and continued support. In addition, all children need to develop the social skills necessary to prevent and respond to bullying. Repeated bullying occurs only in early childhood settings that tolerate bullying behaviors and fail to teach social skills: Children who bully need to learn to stop bullying, engage in more cooperative behaviors, and develop empathy and social problem-solving skills. Children who are targets of bullying need to learn how to respond to bullying with assertiveness, rather than by submitting or counter-attacking. Bystanders need to learn that they have the power to stop bullying and how to use problem-solving strategies to help prevent and stop bullying.

9: Bullying: The Bullies, the Victims, the Bystanders - Sandra Harris, Garth F. Petrie - Google Books

Bystanders to bullying can be affected by what is known as the bystander effect, which happens when a group of people watch a bullying incident and no one responds. During a bullying incident, one person is likely to help the victim.

Cyber bullying is the use of threatening or mean language to purposely harass or emotionally hurt a single person or group of people. It is carried out in many forms on the Internet, including social media, text messaging, e-mail, chat rooms, discussion groups, or web pages. Examples of cyber bullying behavior are: People can also be bullied online by groups of people such as classmates or collective members of an online community. With regards to cyber bullying, bystanders are people who see what is happening between the bully and the victim but do not get involved in the bullying. What Makes Bystanders Different from a Victim? Bystanders think that avoiding the conflict altogether is the best decision to make. How Exactly Is Someone a Bystander? It is difficult to describe what makes a person a bystander. There are several things a person does, or does not do, that can make them a bystander. Research shows that cyber bullying occurs most frequently in the presence of bystanders. People who refuse to take action when they see something wrong online helps the cyber bully actually feel more powerful than they actually are. Just by being a part of a social media or other online spaces, you encourage cyber bullies to embarrass or threaten their victims because you are not stopping them. Unfortunately, many people believe that being a bystander is okay. There are many reasons for this. This is especially true in students who have approached teachers before regarding bullying, only to find that no action was taken. Instead, it is better to take a stand and be an upstander: If you are a bystander upstander, then simply reading this is a great first step! Bystanders need to realize that cyber bullying is a serious problem, and that not taking action will only give bullies more opportunities to torment their victims. Seek help from someone you trust. Report what you are observing to the security team for the site you are visiting. Facebook provides a number of suggestions depending upon where on the site the abusive content is located. What Bystanders Should Keep in Mind Do not assume that this is a private matter between the bully and the victim. Incidents of bullying, especially those that are frequent, are often not because of personal reasons. Do not combat violence with violence. It takes a lot of courage for someone to step up on behalf of a bullied person. Now is not the time to show off. You will most likely only make it harder for the victim. Do not get discouraged if you have already talked to teachers or other persons in authority and nothing happened. Teachers and other school authorities will respond if they find out that the bullying is becoming a recurrent problem. Try talking to other teachers and counselors so that you can get more people involved in trying to stop the situation. Bullying can cause severe anxiety, depression, anger, and frustration in a person, and can turn their life into a nightmare. If this happens, talk to your teacher, counselor, or even the school principal. Be sure to ask if you can speak to them in private, in case you are afraid of being the next target for bullies. Even if you are not directly stopping the bullying, by taking action and going to seek outside help, you are taking steps away from being a bystander… and taking steps towards being an upstander at the same time. Submit a Comment Your email address will not be published.

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