

Guiding Students to Help Reduce Bully Behavior in Their Schools

Section I: Definition of Terms(Power Point Presentation)

- Violence – The Norm Statement
- The Three Types of Violence in School
- Entitlement and Tolerance
- Definition of Bully Behavior
- Characteristics of Bullies
- Debunking the Myths About Bullies and Their Victims
- The Three Types of Victims
- Witnesses of Bullying
- Tattling Vs Telling
- Power and Leadership
- The Human Need to Belong to Feel Accepted
- The Primary Needs of Students
- The North Star
- The Classroom Mission Statement
- The Lessons Learned from Columbine

Section II: Video Resources

- The Broken Toy” Video by Summerhills Production
- “Get Straight on Bullies” Video by National School Safety Center
- “Stand Up, Don’t Stand by” Videos for school assemblies produced by Jim Williams (08/16)

Section III: Other Resources

- Frank Peretti’s “The Wounded Spirit”
- Jodee Blanco’s “Please Stop Laughing at Me”
- America’s Promise.org
- Search Institute.org
- Hazelden’s Teacher’s Manual :No-Bullying Program (K-8)

- Dan Olweus, “Bullying at School: Understanding Children Worlds”
- “Teaching with Love and Logic” by Jim Fay and David Funk
- Jim Williams’ DVD series “Stand Up, Don’t Stand By” (8/16)

Section IV: Stories to Touch the Heart

- Jim’s story: Your perspective is based upon what you think is true.
- Two boys: One word can take a life.
- Ken and Barbie: Challenges of the new student.
- Andy Williams: The need to fit in is paramount over everything else
- Three boys: The power of one.

Definition of Violence

- Violence is any word, look, sign, or act that hurts a person's body, feelings or things.
- This becomes your norm statement.

STARS- Center for Youth Issues

Types of Violence

- Physical: Actions that hurt the body and property.
- Verbal: Words that hurt feelings.
- Social: Words and actions that hurt friendships.

STARS- Center for Youth Issues

Fuels of Violence - Entitlement and Tolerance

- **Entitlement** is the belief that people have the right to use violence or threats of violence to express feelings, meet needs or satisfy desires.
- **Tolerance** occurs when violence is accepted as the norm by adults or young people who ignore, rationalize, or minimize incidents of violence.
- **Conflict is inevitable. Violence is not.**

1999 Hazelden

Definition of Bullying Behavior

- Bullying happens when someone with more power unfairly hurts someone with less power over and over again.
- Power may be physical strength, social skill, verbal ability, or another resource.

1999 Hazelden

Characteristics of Bullies

Bullies:

- are excited by their bullying behavior
- thrive on feelings of dominance and power
- have low empathy and low compassion
- enjoy causing pain
- are very calm with a flat affect
- are impulsive
- blame the victims
- usually have a small network of friends
- are successful at hiding their behavior
- are excited by reactions of their victims (such as fighting back)

1999 Hazelden

Debunking the Myths About Bullies and Their Victims

- All bullying involves physical aggression.
- Only boys bully.
- Once a bully, always a bully.
- Those who bully have low self-esteem.
- Children who bully are from families in lower socioeconomic levels.
- As a rule, children who bully do poorly in school.
- Those who bully appear agitated and aggressive.
- Most bullying happens on the way to school or on the way home from school.
- Putting a stop to bullying at school means only that the location in which this behavior occurs will move from the school to other places in the community.

1999 Hazelden

Characteristics of Passive Victims

Passive Victims

- rarely tell they are being bullied
- because they think it will make matters worse and they don't think adults can help.
- May carry weapons as self-protection from bullies
- don't invite attack
- are sensitive and cry easily
- are pushovers
- lack social skills
- are chosen last

1999 Illicit

Characteristics of Provocative Victims

Provocative Victims

- pester and irritate others repeatedly
- are quick-tempered and will fight back
- get others charged up
- can look like a bully but always a victim in the end
- may be clumsy, immature and restless
- provoke attacks
- are friendless
- are overly dependent on adults
- often diagnosed with ADD or ADHD
- are bullied repeatedly

1999 Illicit

Characteristics of Target Victims

Target Victims

- High self esteem
- Talented
- Willing to stick out in the crowd
- Expressive clothing
- Popular to some
- Relate well to adults
- Follows the rules

Jim Williams Consulting, LLC

Characteristics of Target Victims

Target Victims

- High self esteem
- Talented
- Willing to stick out in the crowd
- Expressive clothing
- Popular to some
- Relate well to adults
- Follows the rules

© 1999 Hazelden

Witnesses of Bullying

- The 85% of students who don't fall into the categories of instigators or targets are often witnesses of bullying.
- Witnesses of bullying may experience secondary trauma.
- Witnesses frequently feel extreme guilt because they haven't acted on the target's behalf.
- Witnesses may be fearful that they'll become a target.
- Witnesses often come forward, tearfully, to tell their story when schools implement bullying prevention programs.

© 1999 Hazelden

Tattling vs Reporting

- Tattling is one a person wants to get even with another student, to bring attention to themselves without desiring to help the victim.
- Reporting or telling is when a student sees another student about to be injured or put in an unsafe situation.
- Tattling increases bully behavior and reporting reduces it.

© 1999 Hazelden

Power and Leadership

- There are two groups of students in every class that give away their power to the bullies:
 - Followers
 - Bystanders

Power and Leadership

- Of the two groups (followers and bystanders) only one group can be motivated to take their power back from the bully and become a leader.
- Being motivated to become a leader is much easier when the primary needs are being met.

The Need to Belong

- Part of Maslow's model confirms that we all have a great need to belong, to be part of a group and to feel well about ourselves.
- Psychologists disagree about theories of human behavior but few disagree that:
 - That all behavior grows out of needs
 - All behavior is directed to the satisfaction of these needs.

Wilson Learning Corporation

Student's Primary Needs

- To feel loved and accepted by your peers.
 - Note: Not your parents
 - The importance of being accepted
- To be understood
 - Stephen Covey: Seek first to understand, then to be understood
- To have your feelings validated by some one you care about
 - You are entitled to your feelings whether others agree or not
- To like the way you look

Source: Jim Williams Consulting, Stephen Covey, Maslow

The North Star(s)

- The School's Mission Statement
- The Classroom's Mission Statement
 - Code of Conduct
 - Students' Input
- Personal Mission Statement (core values)
 - Family
 - Faith
 - Friends

Source: Jim Williams Consulting, LLC

Classroom Mission Statement

- Guidelines for student behavior:
 - You may engage in any behavior that does not create a problem for you or anyone else in the world.
 - If you find your self with a problem, you may solve it by any means that does not cause a problem for anyone else in the world.
 - You may engage in any behavior that does not jeopardize the safety or learning of yourself or others. Unkind words or actions will not be tolerated.
- To ensure compliance I will operate with the following principles as my guide:
 - I will react with out anger or haste to problem situations
 - I will provide consequences that are not punitive but will allow the child to experience the results of a poor choice.
 - I will proceed in all situations with the best interest of the child
 - I will guide the students toward personal responsibility and decision making skills
 - Child will not be humiliated or denounced by my consequences.
 - Equal is not always fair. Consequences will fit the problem of the individual student.

Essential Skills for a Love and Logic Classroom

The Lessons Learned From Columbine and Other School Shootings

- Feelings in a Jar
- No one home.
- Many shootings since without the fanfare.

Source: Fearful as Hell by Jim Williams

Video Resources

- “The Broken Toy” Video by Summerhills Production
- “Get Straight on Bullies” Video by National School Safety Center

Resources Cont.

- America’s Promise.org
- Search Institute.org
- Hazelden’s Teacher’s Manual :No-Bullying Program (K-8)
- Dan Olweus, “Bullying at School: Understanding Children Worlds”
- “Teaching with Love and Logic” by Jim Fay and David Funk
- “Please Stop Laughing at Me” by Jodee Blanco
- “The Wounded Spirit” by Frank Peretti
- Jim Williams DVD series “Stand up, Don’t Stand by. (8/16)

Stories to Touch the Heart

- Jim's story: Your perspective is based upon what you think is true.
- Two boys: One word can take a life.
- Ken and Barbie: Challenges of the new student.
- Andy Williams: The need to fit in is paramount over everything else
- Three boys: The power of one.

The End


