

Bullying Prevention

Compiled by Kelly Dunn, School Counseling Consultant
Office of Student Services, Indiana Department of Education
Room 229, State House
Indianapolis, Indiana 46204-9140
(317) 232-9136/(317) 232-9140 (fax)
kdunn@doe.state.in.us
www.doe.state.in.us

Dr. Suellen Reed, State Superintendent of Public Instruction
Indiana Department of Education
2003

This collection of resources was compiled to give schools a quick, easy-to-access reference of available resources dealing with bullying. Publication of this collection is not intended to constitute an endorsement by the Indiana Department of Education of any resource or service.

Table of Contents

Bullying: An Overview.....	3
A Bullying Prevention Plan.....	7
Practical Guidelines for Dealing with Bullying.....	12
Instructional Materials and Resources.....	17
Books for Students.....	20
Books for Adults.....	29
Curriculum Resources for Schools.....	31
Videos.....	35
Posters.....	36
Web Sites.....	37
Hotline.....	38
School Programs and Contacts.....	39
Appendix.....	.41
Classroom Rules.....	42
Classroom Meeting Activities.....	44

Student Questionnaire.....	50
Reporting Form.....	58
Anti-Bullying Policy.....	59

Bullying: An Overview

What is Bullying?

Bullying = Peer Abuse

A definition...

- ?? Intentional, repeated hurtful acts, words or other behavior, such as name-calling, threatening and/or shunning committed by one or more children against another.
- ?? An imbalance in real or perceived power must exist between bully and victim.
- ?? Not intentionally provoked by the victims.
- ?? Includes various forms of hazing ("initiation rites").

*"Approximately ¾ of Midwestern school children reported some episodes of bullying, with about 14 percent experiencing severe reactions to abuse."
Hoover, Oliver & Hazler, 1992*

Is it just "part of growing up"?

"A look at social development shows this isn't normal, healthy behavior. Bullying is an indication of poor social development."

Tonja Nansel, National Institute of Child Health and Human Development

- ?? Begins in elementary school, peaks in middle school and tapers off in high school.
- ?? School size, racial composition, school setting are not factors in predicting the occurrence of bullying.

NOT "part of growing up" or "rite of passage."

Types of Bullying

Direct Bullying

- ?? Teasing
- ?? Taunting
- ?? Threatening
- ?? Hitting
- ?? Stealing

Indirect Bullying

- ?? Social isolation through intentional exclusion

Characteristics of Bullies

- ✘✘ Can be both male and female, but most often are male.
 - ✘✘ Little research on girls who bully.
- ✘✘ Tend to have troubled backgrounds.
 - ✘✘ *Family problems.*
 - ✘✘ *History of physical/emotional abuse.*
 - ✘✘ *Physical punishment is used at home.*
 - ✘✘ *Inconsistent discipline at home.*
 - ✘✘ *Parental involvement and warmth are often missing.*
- ✘✘ Apt to break rules.
- ✘✘ Little anxiety over consequences or potential punishment.
- ✘✘ Strong societal self-esteem, but low core self-esteem.
- ✘✘ New report shows that bullies are likely to be among the most popular kids in school, admired by peers and teachers alike, especially in middle school years.
- ✘✘ Need to feel powerful and in control.
- ✘✘ Derive satisfaction from inflicting suffering.
- ✘✘ Little to no empathy for victims.
- ✘✘ Defend their actions saying the victim provoked them.
- ✘✘ Defiant and oppositional toward adults.
- ✘✘ Antisocial.

Characteristics of Victims

- ✘✘ Anxious, insecure, cautious.
- ✘✘ Suffer from low self-esteem.
- ✘✘ May lack social skills and friends.
- ✘✘ Often socially isolated.
- ✘✘ Close to their parents who may be overprotective.
- ✘✘ Physically weaker.

Consequences of Bullying

For Bullies:

- ✘✘ Bullies often maintain these behaviors into adulthood.
- ✘✘ Correlation between bullying and legal and/or criminal problems in adulthood.
- ✘✘ 1 in 4 chance of becoming a criminal by age 30.
- ✘✘ Develop into adults who are more likely to be convicted of serious crimes, be abusive toward their spouses/children, and have lower educational and career advancement.
- ✘✘ Children of bullies often become bullies themselves.

For Victims:

- ✘✘ Afraid of school
- ✘✘ Increased social isolation
- ✘✘ Possible depression, anxiety, and low self-esteem that can continue into adulthood.

- ✘✘ Feel unsafe at school.
- ✘✘ More likely to have school attendance problems than other students.
- ✘✘ May feel compelled to take drastic measures, such as fighting back, weapon-carrying or even suicide.
- ✘✘ Bystanders and peers of victims can be distracted from learning as well.

*"Most if not all of the youth who carried out homicidal acts of violence [in schools] were deeply disturbed by repeated bullying experiences such as being teased, taunted, and rejected by peers."
Dewey Cornell, Director of the Virginia Youth Violence Project*

*"An estimated 160,000 children each day miss school for fear of being picked on."
National Association of School Psychologists*

How Students Perceive Bullying in Schools

- ✘✘ Adult intervention is infrequent and ineffective.
- ✘✘ Teachers seldom or never talk to their classes about bullying.
- ✘✘ Telling will only lead to more harassment.

Why Bullying Often Persists

- ✘✘ Adults underestimate the amount of bullying.
- ✘✘ Reluctance to become involved.
- ✘✘ Believe it's an inevitable part of childhood.
- ✘✘ May be desensitized to the problem.
- ✘✘ Teachers may feel powerless to do much about it; they don't know how to stop it, or they are afraid they wouldn't be supported by their principals.
- ✘✘ Telling a victim to stand up to the bully and fight back usually leads to more violent bullying.
- ✘✘ Takes place where there's little adult supervision.
- ✘✘ Schools may be overwhelmed with many other problems.
- ✘✘ Lack of resources.

School Risk Factors

- ✘✘ Presence of aggressive students in same or slightly higher grade
- ✘✘ Lack of supervision during breaks
- ✘✘ Staff have indifferent or accepting attitudes toward bullying
- ✘✘ Students have indifferent or accepting attitudes toward bullying

However...

- ✘✘ Larger classes may offer an opportunity for all students to connect with someone.

A Bullying Prevention Plan

The following information is based on the “blueprint” bullying prevention plan evaluated through the Center for the Study and Prevention of Violence at the University of Colorado at Boulder. This program was modeled after the research of Dan Olweus, Ph.D., at the University of Bergen, Norway.

Core Components

There are many components to the Olweus model; however, there are certain program components that are more essential than others. Olweus calls these “core” components for an effective anti-bullying program, and recommends that they be included in any implementation of a program. They include:

Prerequisite Measures

?? Awareness and involvement on the part of adults

Measures at the School Level

?? Questionnaire survey

?? School conference day (in-service training)

?? Better supervision during recess and lunch time

Measures at the Class Level

?? Class rules against bullying

?? Class meetings

Measures at the Individual Level

?? Serious talks with bullies and victims

?? Serious talks with parents of involved students

The **Step-by-Step Plan to Help Change Bullying/Harassing Behaviors** that follows includes all of the above mentioned core components. Each one is indicated in bold.

A Step-by-Step Plan to Help Change Bullying/Harassing Behaviors

(Excerpted from the Kansas Bullying Prevention Program)

FIRST...

1. Make sure you have buy-in from the entire school staff. The principal really should take the lead in supporting the program.
2. Survey the staff to find out if they will support such a program.
3. Involve parents.

NOW YOU'RE READY!

Step 1: Identify those adults in the school who are willing to serve on a Bullying Prevention Coordinating committee. This committee will coordinate and help develop a strategic plan against bullying/harassing behaviors. Teachers, cafeteria works, janitors, and paraprofessionals should all be asked if they would like to participate. This group should be representative of your school. For example, the principal, the counselor, a PTA/PTO member, at least one teacher from grades K-2, 3-4, 5-6, as well as perhaps one cafeteria worker and the building janitor.

Step 2: Use an **anonymous student questionnaire** to determine the amount of bullying/harassing problems that are present in your school and where they occur (**Core Component**). Create an effective form of documentation of all bullying/harassing behaviors. Develop a "parental rights" form or other document that is used for parental notification.

Step 3: Reach a consensus about what student behaviors will no longer be allowed. These behaviors might include:

1. Name calling, making faces, noises, or other remarks when a victim walks by.
2. Telling other children they can't play in a game or on a certain piece of playground equipment.
3. Aggressive physical contact of any kind. Reinforce "keep your hands, feet and objects to yourself."

Step 4: Negotiate a list of grade level appropriate escalating consequences for inappropriate behavior. All inappropriate behaviors will be documented in school records. The sequence might be:

1. Verbal warning, documentation includes parent notification.
2. Lose one day of recess or lunch with peers, documentation includes parent notification.
3. Lose one week's recess or lunch with peers, documentation includes parent notification.
4. Lose two weeks' recess or lunch with peers, documentation includes parent notification.
5. Lose three weeks' recess or lunch with peers, documentation includes parent notification.

6. Parents are asked to take the child home for school for one day. You could say: "(Student's name) is not ready to be in school today safely."

Note: These consequences are to be administered uniformly for any violation of the behavior code. It is crucial that the intervention not involve the examination of the student's reasons for the behavior. Reinforce that the standard for behavior has been violated. This uniformity makes it easier for students and parents to accept the consequences, and also sends a clear message to the entire school community that students will be protected.

Positive consequences are developed for people who do not violate the behavior code. Typically this could be a reward activity once a month.

Step 5: Expectations and consequences are shared with parents, students, bus drivers, after school care, and any one else who works in or visits the school community. This is accomplished by using school newsletters, posting behavior expectations in hallways and in classrooms. **School-wide assemblies and teacher/staff in-service training** can also raise awareness and communicate the school's policy (**Core Component**). Utilizing a parent meeting about bullying/harassment would be appropriate at this step. Be sure to encourage parent participation: a request for parent volunteers to assist in recess and/or lunchroom duty may be appropriate.

Step 6: Based on the results of the student survey in step two, **increase adult supervision of students** in those areas where bullying occurs the most, such as playgrounds, hallways, restrooms, cafeterias, etc. (**Core Component**)

Step 7: Develop empathy for victims and empower the 65-70% of students not affected by bullying/harassing behavior to do something to stop it when they see it happen. This can be accomplished by teaching and modeling good citizenship. A good citizen does not stand by and allow someone else to be victimized. Children should be able to identify what a good citizen looks like and then develop posters than can be displayed in school hallways. Reporting versus tattling should be taught in all grade levels. Establish a reporting system for students and parents. **Receive and listen receptively to parents who report bullying (Core Component).**

Step 8: Classroom meetings should be lead by the teacher weekly and should stress why it is important not to bully or harass others (**Core Component**). Topics for discussion could be:

1. How do they feel about being in a safe school?
2. What should they do if they see others being picked on or excluded?
3. What is the important of diversity?
4. How do they resolved conflicts without fighting?

Meetings can also be used to develop a classroom action plan to ensure students know what to do when they witness a bully/victim confrontation.

Step 9: Teaching students problem-solving techniques is the next training technique.

One suggested model is as follows:

1. Define the problem.

2. Why is this a problem for me right now?
3. Brainstorm at least three solutions.
4. Find the positive and negative consequences for each solution. What will happen next if I do this?
5. Choose a safe next step—one of the solutions you think will work best.
6. Try it out and see if it works.

Step 10: No Bullying/Harassing Rules

Throughout your planning process make certain to emphasize three basic rules:

1. We will not bully or harass others.
2. If we see someone bullying or harassing another, we will do everything we can to stop it.
3. If we see someone who is left out, we will invite him or her in.

Involve students when establishing classroom rules against bullying.

Step 11: Talk individually with bullies, victims and parents of involved students

(Core Component). Confront bullies in private; challenging them in front of peers may enhance their status and lead to further aggression. Notify parents of both victims and bullies when a confrontation occurs.

Step 12: Re-evaluate. Use the same evaluation forms at the end of the year and determine how well your plan is working. Always re-evaluate your efforts and make changes where needed. Understand the bullying/harassing behaviors will always follow the flow of least resistance.

NOTE: Many teasing or bullying or harassing interventions give students the responsibility of changing established patterns of behavior. Law Enforcement has learned that our efforts to reduce sexual harassment, spouse abuse, or any other behavior, in which a stronger person abuses a weaker one, cannot be accomplished by education alone. The first and most powerful step is to discourage the abuser from continuing the same behavior. Then it is possible to help the victims, the abusers, and the unmotivated bystanders to internalize this new standard of behavior. Repeat offenders will need counseling or other support in learning more positive ways to interact with others. Some may benefit from being charged with assault or battery through the legal system. Aggressive children will not abandon the excitement of hurting others without consistent, sustained consequences for **every** incident of aggression.

Practical Guidelines for Dealing with Bullying

What do I do when...

...I suspect bullying but I'm not sure?

1. Intensify observations of possible victim.
2. Confer with colleagues.
3. Collect information from students. Ask them:
How do students get along in class?
How many good friends do you have in this class/at school?
Is anyone in this class bullied?
4. Contact parents. Ask them:
How does your child like school?
What kinds of things does s/he say about school/classmates?
Does s/he have some good friends at school?

...I need to distinguish bullying from rough play?

1. Determine the relationship among the parties.
2. Observe facial expressions and the general atmosphere.
3. Is there repetition of activities?
4. Where is the balance of power?

...I discover bullying?

1. Intervene immediately.
2. Talk to the bully and victim separately, even if more than one student is bullying.
3. Ask another adult to be present if necessary.
4. Talk with bullies separately in rapid sequence (you don't want to give them time to collaborate their stories).
5. Begin with the "lead bully."
6. Expect bullies to minimize and deny their actions.
7. Remind bully about school and classroom rules, reiterate what behavior is expected and sanctions that will be imposed for future bullying behavior.
8. Follow up and gather bullies for a summary meeting (if needed)
9. Reassure the victim that everything possible will be done to prevent a recurrence.
10. Make other students aware of consequences of bully behavior; reiterate your school's policy against bullying.
11. Phone the parents of both the bully and victim as soon as possible. If possible, involve the parents in designing a plan of action.
12. Continue to monitor behavior of the bully and the safety of the victim.
13. Consult administrators, teachers, and staff members to alert them to the problem and get a better understanding of it.
14. Have a follow-up meeting with the bullies in 1-2 weeks.
15. If the situation doesn't change, remove the bully—not the victim—from the classroom.

...a parent reports bullying?

1. Receive and listen receptively to parents who report bullying.
2. Establish and follow procedures whereby such reports are investigated and resolved expeditiously.

***Remember :**

“It’s much easier for the teacher to have these discussions with bullying students if some of the measures previously described [for a bullying prevention program] have already been implemented, for example the class rules against bullying. Such measures constitute a background for the students’ understanding of the problems and there are suitable “tools” for counteracting them, such as sanctions and the class meeting.”

Dan Olweus

Bullying At School: What We Know and What We Can Do

What do I say...

...to the bully/bullies?

1. We know you have been involved in bullying (name specific behaviors).
2. Bullying is unacceptable and against school rules.
3. The bullying must stop immediately.
4. As a result of your behavior, you will be punished (if necessary).
5. We will be keeping ourselves informed about your behavior.
6. We expect it to improve.
7. If it does not, there may be additional sanctions.
8. Your parents will be notified (if appropriate).

***Remember :**

It is crucial that interventions don’t involve the examination of the student’s reasons for the behavior. Reinforce that the standard for behavior has been violated. This uniformity makes it easier for students and parents to accept the consequences, and also sends a clear message to the entire school community that students will be protected.

...to the victim?

1. Identify a private location to talk.
2. Ask a colleague to join you, if appropriate.
3. Gauge the student’s distress and be gentle.
4. Collect info about the incident.
5. Encourage the student to express his/her emotions.
6. Provide support and encouragement.
7. Inform student of your intended actions with the bully/bullies.

At the end of the meeting with the victim...

1. Form a safety plan with the student.
2. Have the student agree to report future bullying.
3. Arrange a follow-up meeting with the victim within one week.

***Remember :**

The victim’s safety is the primary focus.

Strategies for Parents of Victims

Be careful not to convey to a child who is victimized that something is wrong with him/her or that s/he deserves such treatment.

It is appropriate to call the school if your child is involved in a conflict as either a victim or a bully. Work collaboratively with school personnel to address the problem.

You may wish to arrange a conference with a teacher, principal or counselor. They may be able to offer some practical advice to help you and your child.

If you talk with the bully or his parents, be careful in your approach.

Speaking with the parents of a bully may not accomplish anything since lack of parental involvement in the child's life is a typical characteristic of parents of bullies.

Offer support to your child but do not encourage dependence on you.

Do not encourage your child to be aggressive or to strike back. Teach your child to be assertive.

Search systematically for talents and positive attributes to be developed.

Encourage your child to make contact with friendly student(s) in his/her classes.

Encourage your child to get to know peers in new situations. Encourage him/her to participate in physical training or sports.

Be patient—conflict between children more than likely will not be resolved overnight.

If the problem persists or escalates, you may need to seek an attorney's help or contact local law enforcement officials.

(excerpted from Preventing Bullying: A Manual for Schools and Communities, US Department of Education, November 3, 1998, <http://www.cde.ca.gov/spbranch/ssp/bullymanual.htm>)

Strategies for Parents of Bullies

Watch for signs of bullying.

Don't allow your child to control others through verbal threats and physical actions.

Communicate directly to your child:

We know you have been involved in bullying.

Bullying is a serious matter.

We will not tolerate any future bullying behavior.

Enforce family rules and reinforce positive behaviors.

Help your child develop empathy for the problems of the victim.

Apply clear, consistent, escalating consequences for repetitive aggressive behaviors.

Spend more time with your child.

Monitor your child's activities. Build upon your child's talents.

Help your child find more appropriate behavior patterns.

Don't tolerate revengeful attitudes.

Don't allow your child to have contact with aggressive groups.

Limit your child's exposure to models of aggressive behavior such as violent television, movies and video games.

As a parent, be a good role model for constructively solving problems.

As a parent, be a good role model for getting along with others.

As a parent, help your child develop a healthy physical image.

Watch for the emergence of feelings of power and control.

As a parent, know the whereabouts of your child.

Provide anger management counseling for your child, if necessary.

Seek professional assistance, if necessary.

As a parent, protect your child from physical and emotional abuse at home.

(excerpted from *Preventing Bullying: A Manual for Schools and Communities*, US Department of Education, November 3, 1998, <http://www.cde.ca.gov/spbranch/ssp/bullymanual.htm>)

Instructional Materials and Resources

Characteristics of the Olweus Program

(What to consider when looking for quality bullying prevention materials)

There are many materials available to schools that claim to address bullying. While many of these materials can be extremely helpful and effective, just as many offer improbable quick fixes and are not research-based. The Kansas Bullying Prevention Program uses much of the information from the “blueprint” bullying prevention plan evaluated through the Center for the Study and Prevention of Violence at the University of Colorado at Boulder. This program was modeled after the research of Dan Olweus, Ph.D., at the University of Bergen, Norway. Schools that follow the blueprint protocol have experienced about a 40% reduction in bullying within the first two years of the program. *(Ordering information about the Blueprint materials is listed below.)*

The following is a list excerpted from the Kansas Program that outlines those characteristics that distinguish the Olweus model. This list provides excellent guidelines for what to look for when considering instructional materials and curricula addressing bullying:

- ?? **Main responsibility for the program rests with the adults at school** (teachers, administrators, and other school staff), though it is important to also involve parents and students in various ways. Administrative support of the program is important. It aims to create collective commitment to and involvement with the program among staff.
- ?? **Designed to send the consistent message that bullying is not accepted and will be stopped.** Strongly encourages coordination of a school’s “mental” resources: attitudes, behaviors, and routines.
- ?? **Both systems-oriented (restructuring of the social environment) and individual-oriented.** Works at school-, class- and individual levels. Important mechanisms for change: change of opportunity and reward structures for bullying behavior (resulting in fewer opportunities and rewards for such behavior).
- ?? **Both preventive and acutely problem-solving.** Both long-term and short-term goals.
- ?? **Consistently built on research-based knowledge.** Various program components form part of a conceptually integrated system. Program may be somewhat modified in light of new research findings.
- ?? **Clear focus on measurement of problem behaviors (student questionnaire) and evaluation of processes and results.** Important to create awareness and involvement.
- ?? **Universal, aimed primarily at the whole school population** with the goal to create a safe and positive learning environment, and only indirectly at particularly targeted groups of students. This is likely to increase schools’ willingness to “take ownership” of the problems and the intervention program.
- ?? **Designed to permeate the school environment to become part of the every day life of a school—it’s not a time-limited campaign.** Although positive results may come

relatively quickly, systematic efforts over time are needed to maintain program effects. There is no magic bullet.

- ?? **Broad positive effects of the program on students**—both with regard to bully/victim problems and related issues such as antisocial behavior and classroom climate—have been documented in scientific evaluations of the program, both in Norway and countries such as the U.K. and the USA.

Blueprints for Violence Prevention Bullying Prevention Program is available from the Center of the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado at Boulder, Campus Box 442, Boulder, Colorado 80309-0442, Phone 303-492-8465, FAX 303-443-3297. List price is \$10.

Some cautions against the use of Peer Mediation in situations of Bullying

(Dan Olweus)

- ?? Bullying is NOT a conflict, but is ABUSE. To call it a conflict is a distortion and a trivialization of the victimization.
- ?? There is not “some right” and “some wrong” on both sides. This thinking places blame on the victim and frees the bully from responsibility. (Only 20% of victims are “provocative victims”)
- ?? Peer mediation assumes that both sides have the same negotiating power, creating further infringements upon the victim. The “playing field,” or balance of power, is not level.
- ?? Peer mediation is based on the fundamental concept of NOT taking moral stand, or remaining neutral. We must take a moral stand that bullying is unacceptable.
- ?? There is far too great a responsibility in instances of bullying to place upon child mediators. Adults need to claim responsibility.

Books for Students

Angel Child, Dragon Child

M. Surat
Scholastic

Arthur's April Fool

M. Brown
Little

Babe the Gallant Pig

D. King-Smith
RH

Bailey the Big Bully

Lizi Boyd
Viking Kestrel

Beating Bully O'Brien

Karen Mueller Coombs
Avon

Being Bullied

K. Petty
Barrons

Benjamin and Tulip

R. Wells
Dial Books

Berenstain Bears & the Bully

S. Berenstain
RH

Berenstain Bears & Too Much Teasing

S. Berenstain
RH

Best Enemies Again

Kathleen Leverich
Greenwillow

Big Bad Bruce

B. Peet
Scholastic

Bootsie Baker Bites
Barbara Bottner
Putnam Publishing

Bullies Are a Pain in the Brain
Trevor Romain
Free Spirit Publishing

Bully
Janine Amos
Benchmark Books

The Bully
J. Needle
Hamish Hamilton

The Bully of Barkham Street
Mary Stolz
Harper & Row

Bully on the Bus
Carl W. Bosch
Parenting Press

Bully Trouble
Joanna Cole
Random House

Bully for You
T. Guffe
Child=s Play

Bullying
A. Grunsell
Gloucester

A Bundle of Sticks
P. Mauser
Atheneum

Camp Big Paw
D. Cushman
Harper & Row

Charlotte's Web

E. White
Dell

Chrysanthemum

K. Henkes
Greenwillow Books

Cliques, Phonies, & Other Baloney

Trevor Romain
Free Spirit Publishing

Crow Boy

T. Yasahima
Puffin

Daphne Eloise Slater

Willner-Pardo
Clarion

Dealing with Bullying

M. Johnston
Powerkids PR

Dear God, Help! Love, Earl

Barbara Park
Knopf

Derek the Knitting Dinosaur

M. Blackwood
Carolrhoda

Dr. Gardner's Stories About the Real World

R.A. Gardner
Prentice-Hall

Eaglebait

S. Coryell
Harcourt, Brace, Jovanovich

The Eighteenth Emergency

Betsy Byars
Puffin Books

Fat, Fat Rose Marie

L. Passen
Holt

Finding the Green Stone

Alice Walker
Harcourt Brace Jovanovich

First Grade King

Karen Lynn Williams
Clarion Books

First Honest Book About Lie

J. Kincher
Free Spirit

Fourth Grade Rats

Jerry Spinelli
Scholastic

Freak the Mighty

W. Rodman Philbrick
Blue Sky Press

Furlie Cat

B. Freshet
Lothrop

The Girl Who Loved Caterpillars

J. Merrill
Philomel

Good Friends are Hard to Find

Fred Frankel
Perspective Publishing

Grouchy Ladybug

E. Carle
Scholastic

Herbie's Troubles

C. Chapman
Dutton Childrens Books

Hilary & the Troublemakers

K. Leverich
Greenwillow

How to Handle Bullies, Teasers, and Other Meanies: A Book that Takes the Nuisance Out of Name Calling and Other Nonsense

Kate Cohen-Posey
Rainbow Books

How to Lose All Your Friends

Nancy Carlson
Viking Penguin

The Hundred Dresses

E. Estes
HBJ

I Hate My Best Friend!

R. Rosner
Hyperion

Iggie-s House

J. Blume
Dell

Ira Sleeps Over

B. Waber
HM

Ironman

C. Crutcher
Greenwillow

It-s Mine!

L. Lioni
Knopf

Jerome Camps Out

E. Christelow
Clarion

Jess Was the Brave One

J. Little
Viking

Joshua T. Bates Takes Charge
Susan Richards Shreve
Alfred A. Knopf

Junie B. Jones & That Meanie Jim-s Birthday
B. Park
RH

King of the Playground
Phyllis Reynolds Naylor
Antheneum

Leo the Late Bloomer
R. Kraus
Scholastic

Lets Talk About Being Bullied
J. W. Berry
Grolier

Lets Talk About Bullying
A. Grunsell
Watts

Lets Talk About Living in a World With Violence
James Gabarino
Erikson Institute

Lets Talk About Teasing
J. W. Berry
Peter Pan Industries

Lord of the Flies
W. Golding
Coward

Loudmouth George and the Sixth-Grade Bully
Nancy Carlson
Carolhoda Books

Make Someone Smile and 40 More Ways to be a Peaceful Person
Judy Lalli
FreeSpirit Publishing

Matthew & Tilly

R. Jones
Dutton

Mean Maxine

B. Bottner
Pantheon

Molly-s Pilgrim

B. Cohen
Morrow

Monster Mama

Liz Rosenberg
Philomel Books

Move Over, Twerp

Martha Alexander
Dial

The Night the Bells Rang

N. Kinsey-Warnock
Cobblehill Books

Noel the Coward

R. Kraus
Windmills Press

Nothing-s Fair in Fifth Grade

Barthe DeClements
Viking Press

Oliver Button is a Sissy

T. Depaola
HBJ

One Thing for Sure

D. Gifaldi
Clarion

Pinky & Rex & the Bully

J. Howe
Atheneum

The Present Takers

A. Chambers
Harper & Row

Push & Shove

Jim and Joan Boulden
Boulden Publishing

The Rat and the Tiger

Keiko Kasza
G.P. Putnam

Re-Arranging & Other Stories

D. Gifaldi
Atheneum

Reluctantly Alice

Phyllis Reynolds Naylor
Atheneum

Rosie's Story

M. Gogoll
Mondo

Ruby the Copycat

P. Rathman
Scholastic

Secret of the Peaceful Warrior

D. Millman
Kramer

The Shorty Society

Sherry Cooper Sinykin
Viking

Smart Moves: A Kid's Guide to Self-Defense

C. Goedecke
S & S

Starting Small (book & vhs)

Teaching Tolerance

Stick Boy
Joan T. Zeier
Macmillan

Stick Up for Yourself! Every Kid's Guide to Personal and Positive Self-Esteem
Gershen Kaufman, Lev Raphael, Pamela Espeland
Free Spirit Publishing

Swimmy
L. Lionni
Scholastic

Telling Isn't Tattling
K. Hammerseng
Parenting PR

Thank You Mr. Falker
P. Polacco
Philomel

Third Grade Bullies
E. Levy
Hyperion

Timothy and the Big Bully
Jeffrey Dinardo
Simon & Schuster

The True Story of the Three Little Pigs
J. Scieszka
Puffin

Tyrone the Horrible
Hans Wilhelm
Scholastic, Inc.

Wendy and the Bullies
N. Robinson
Scholastic

What a Wimp!
Carol Carrick
Clarion Books

What Do You Know About Bullying?

P. Sanders

Gloucester Press

What Would You Do? Kids Guide to Tricky & Sticky Situations

Linda Schwartz

The Learning Works

William's Doll

C. Zolotow

Harcollins

Wimp

K. Caple

HM

Wonder Kid Meets the Evil Lunch Snatcher

L. Duncan

Little, Brown

Wrecker

D. Skinner

S & S

You're Dead, David Borelli

Susan M. Brown

Atheneum

Books for Adults

Before It's Too Late: Why Some Kids Get Into Trouble and What Parents Can Do About It

S. Samenow

Random House

Breaking the Cycle of Violence: Interventions for Bullying & Victimization

R.J. Hazler

Taylor & Francis

Bullies & Victims: Helping Your Child Through the Schoolyard Battlefield

SueEllen Fried, Paula Fried

M. Evans and Company, Inc.

Bullies and Victims in School

V.E. Besag

Open University Press

Bullying & Sexual Harassment in Elementary Schools

N. Stein

Wellesley College

Bullying at School: What We Know and What We Can Do

Dan Olweus

Oxford

Childhood Teasing & Bullying: What School Personnel, Other Professionals and Parents Can Do

D. Ross

American Counseling Association

Early Violence Prevention: Tools for Teachers of Young Children

R. Slaby

National Association for Ed

How to Handle a Hard-to-Handle Kid

C. Drew Edwards

Free Spirit Publishing

How to Talk So Kids Will Listen and Listen So Kids Will Talk

Adele Faber, Elaine Mazlish

Avon Books

Odd Girl Out: The Hidden Culture of Aggression in Girls

Rachel Simmons

Harcourt

Teaching Tolerance: Raising Open-Minded, Empathetic Children

S. Bullard

Doubleday

Violence in Schools: Learning in Fear

N. Day

Enslow Publishing

What to Do When Kids Are Mean to Your Child

Elin McCoy

The Reader's Digest Association

Curriculum Resources for Schools

The Anti-Bullying Handbook

K. Sullivan

Oxford University Press

The Bully Buster Book

John William Yee

Outgoing Press

The Bully Free Classroom

Allan L. Beane

Free Spirit Publishing

Bullying: A Practical Guide for Schools

M. Elliott

Longman

Bullying: Don't Suffer in Silence. An Anti-Bullying Pack for Schools

HMSO Publications (England)

Bullying in Schools

Delwyn Tattum, David A. Lane

Trentham Books

The Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors

John H. Hoover, Ronald Oliver

National Educational Service

Bullying Prevention Program

Blueprints for Violence Prevention Series

Center for the Study of the Prevention of Violence, University of Colorado, Boulder

Bully and Victim: An Interactive CD-ROM

Sunburst

Boulden Publishing

Bully Proof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students

Nan Stein

Wellesley College Center for Research on Women

Bully-Proofing Your School: A Comprehensive Approach for Elementary Schools

Carla Garrity, Kathryn Jens, William Porter, Nancy Sager, Cam Short-Camilli

Sopris West

Bully-Proofing Your School: A Comprehensive Approach for Middle Schools
Marla Bonds, Sally Stoker
Sopris West

Child Support Through Small Group Counseling
Lois Landry
KIDSRIGHTS

Childhood Bullying and Teasing: What School Personnel, Other Professionals, and Parents Can Do
Dorothea Ross
American Counseling Association

Countering Bullying: Initiatives by Schools and Local Authorities
Delwyn Tattum, Graham Herbert
Trentham Books (England)

Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution
Richard L. Bodine, Donna K. Crawford, Fred Schrumph
Research Press

Don't Laugh At Me
Operation Respect

For Kids Who Are Bullied
Teresa M. Schmidt
Hazelden

For Kids Who Bully
Teresa M. Schmidt
Hazelden

How to Deal with Bullying at School: A Teacher Handbook
Dan Olweus
University of Bergen (Norway)
Olweus@psych.uib.no

If You Had to Choose, What Would You Do?
S. Humphrey
Prometheus

Learning the Skills of Peacemaking
Naomi Drew
Jalmar Press

Making a School a Place of Peace
Theresa M. Bey, Gwendolyn Y. Turner
Corwin Press

No Bullying
Johnson Institute

No More Bullying
Sunburst

On Target to Stop Bullying
STOP Violence Coalition, Inc.
Sunburst

Positive Self-Talk for Children
Douglas Bloch with Jon Merritt
Bantam Books

Preventing Bullying: A Manual for Schools and Communities
National School Safety Center
U.S. Dept. of Education

Quit It! A Teacher-s Guide on Teasing and Bullying for Use with Students in Grades K-3
Merie Frosche
Wellesley Center for Research on Women

Reducing School Violence through Conflict Resolution
David W. Johnson, Roger T. Johnson
Association for Supervision and Curriculum Development

Second Step
The Committee for Children

Set Straight on Bullies
Stuart Greenbaum, Brenda Turner, Ronald D. Stephens
Pepperdine University Press

Tackling Bullying in Your School
Sonia Sharp, Peter K. Smith (eds)
Routeledge

Teacher, They Called Me A...
D. Byrnes
B-Nai B-Rith

Teaching Behavioral Self-Control to Students (second edition)
Edward Workman, Alan Katz
Pro-Ed

Teaching Your Kids to Care
Deborah Spaide
Citadel Press

The Tough Kid Book: Practical Classroom Management Strategies
Ginger Rhode, William R. Jenson, H. Kenton Reavis
Sopris West

The Tough Kid Social Skills Book
Susan M. Sheridan
Sopris West

The Tough Kid Tool Box
William R. Jenson, Ginger Rhode, H. Kenton Reavis
Sopris West

Waging Peace in Our Schools
Linda Lantieri, Janet Patti
Beacon Press

Why is Everybody Always Picking on Me: A Guide to Understanding Bullies for Young People
Terrence Webster-Doyle
Atrium Society Publications

Why is Everybody Always Picking on Me: A Special Curriculum for Young People to Help Them Cope with Bullying
Terrence Webster-Doyle, Adryan Russ
Atrium Society Publications

You Can't Say You Can't Play
Vivian Gussian Paley
Harvard University Press

Videos

Broken Toy

Thomas Brown

Summerhill Productions

Bully Breath: How to Tame a Troublemaker

National Center for Violence Prevention

Bullying

South Carolina's Educational Television in collaboration with the Institute for Families in Society at the University of South Carolina

Bully Smart

National Center for Violence Prevention

Coping with Bullying

James Stanfield Co.

Coping with Fighters, Bullies, and Troublemakers

National Center for Violence Prevention

Dealing with Bullies, Troublemakers and Dangerous Situations, Peacetalks with Michael Pritchard

The Bureau for At-Risk Youth

Disrespect, Rudeness, and Teasing

National Center for Violence Prevention

Don't Pick On Me

Sunburst Communications

Frustration and Negative Feelings

National Center for Violence Prevention

Groark Learns About Bullying (Vol.4 in the Prevent Violence with Goark series)

Wisconsin Clearinghouse for Prevention Resources

How I Learned Not to Be Bullied

Sunburst

Houghton Mifflin

How to Resolve Power Struggles

National Center for Violence Prevention

Hurting with Words: Understanding Emotional Violence and Abuse
National Center for Violence Prevention

Keeping Cool: Anger Management Tools
National Center for Violence Prevention

Michael's Story: The No Blame Approach
Lucky Duck Publishing (England)

Molly's Pilgrim
Phoenix/BFA Films

Names
CRU Institute

Names Can Really Hurt Us
Anti-Defamation League

Nobody Likes A Bully
National Center for Violence Prevention

No More Teasing
National Center for Violence Prevention

Real Kids: What We Learned About Bullying
Sunburst
Houghton Mifflin

Respecting Yourself and Others
The Bureau for At-Risk Youth

Set Straight on Bullies
National School Safety Center

Stamp Out Bullying
Lucky Duck Publishing (England)

Posters

Be a Buddy, Not a Bully
Mid-Atlantic Equity Consortium

Is Everybody Always Picking on You?
Atrium Society

Web Sites

Stop Bullying-Guidelines for Schools
<http://www.nobully.org.nz/guidelines.htm>

Stop Bullying Now
<http://www.cary-memorial.lib.me.us/bullyweb/index.html>

Education World-Bullying Interventions That Work
http://www.education-world.com/a_issues/issues103.shtml

Bullying In Schools & What To Do About It by Dr. Ken Rigby
<http://www.education.unisa.edu.au/bullying/>

Blueprints for Violence Prevention: Overview of the Bullying Prevention Program
http://www.colorado.edu/cspv/blueprints/model/ten_bully.htm

Safe Child Program-Bullies
<http://www.safechild.org/bullies.htm#TAKE A STAND>

Kentucky Center for School Safety
<http://www.kysafeschools.org/2ndry/resources.html>

Safe Schools, Safe Students
<http://stwnews.org>

Don't Laugh At Me
<http://www.dontlaugh.org>

National Resource Center for Safe Schools
http://www.safetyzone.org/publications/fact4_index.html

National School Safety Center
<http://www.nssc1.org>

Bully OnLine
<http://www.successunlimited.co.uk/child>

Hurt-Free Schools
<http://www.bullying-in-school.com>

Ophelia Project
<http://www.opheliaproject.org>

Kansas Bullying Prevention Program
<http://www.kbpp.org>

Bully Stoppers.Com
<http://www.bullystoppers.com>

ERIC Clearing House for Counseling and Student Services (ERIC/CASS)
<http://ericcass.uncg.edu/virtullib/newlibhome.html>

Bully B-Ware
<http://www.bullybeware.com>

Maine Project Against Bullying
<http://lincoln.midcoast.com/~wps/against/bullying.html>

Committee for Children
<http://www.cfchildren.org/bully.html>

Nature and Prevention of Bullying
<http://www.gold.ac.uk/tmr/>

Bullying Online
<http://www.bullying.co.uk/>

Bullying.Org
<http://www.bullying.org>

Anti-Bullying Network
<http://antibullying.net/>

Colorado Institute for Conflict Resolution and Creative Leadership
<http://weinholds.org/bullyindex.htm>

Hotline

Anti-Bullying Hotline
toll free 877-443-9943
7:00 a.m.-5:30 p.m. Pacific time M-F
100:00 a.m.-5:00 p.m. weekends

School Programs and Contacts

Alice Birney Middle School

7750 Pinehurst Street
North Charleston, SC 29420
843-764-2212
Phillippe Cunningham, project director

Assumption St. Bridget School (Grades K-8)

6220 32nd Avenue N.E.
Seattle, WA 98115
Michael Foy, Principal
206-524-7452
mfoy@asbschool.org
Steps to Respect Program (pilot)

Austin Independent School District

AExpect Respect@program
1111 West 6th Street
Austin, TX 78703
512-414-1700

Caruthersville Middle School

ARespect & Protect@program
1750 Ward Avenue
Caruthersville, MO 63830
573-333-6120
J.J. Ballington, principal

Craig Middle School

AMaking School Better Committee (MSBC)
6501 Sunnyside Road
Indianapolis, IN 46236
317-823-6805
Bill Gavaghan, Principal

Liberty Middle School

13496 Liberty School Road
Ashland, VA 23005
Marilyn Towsey, Bullying Prevention Committee Member
804-752-6020
mtowsey@hanover.k12.va.us

East Elementary School

ABully Prevention Program@
Connie Pellman, principal
(920) 675-1400
Jefferson Public Schools
Jefferson, WI

Lebanon School District

485 South Fifth Street
Lebanon, OR 97355
Kerry Lubber, Director of Student Services
541-451-8511 x 241

Maine Project Against Bullying

Chuck Saufler, Director
207-443-9145
csaufler@westbath.u47.k12.me.us
[Http://lincoln.midcoast.com/~wps/against/bullying.html](http://lincoln.midcoast.com/~wps/against/bullying.html)

Rocky Mountain Middle School

3443 North Ammon Road
Idaho Falls, ID 83401
Lori Wickham or Jim Veazey, Bullying Prevention Coordinators
208-525-4403
wickham@d93.k12.id.us

Stony Creek Elementary School

1350 Greenfield Drive
Noblesville, IN 46060
(317) 773-0582
Bob McDaniel
bobmcdaniel@mail.nobl.k12.in.us

Willow Creek Elementary School

ABully-Proofing Your School@
7855 South Willow Way
Englewood, CO 80112
720-554-3900

Appendix

Sample Classroom Rules

Sample Rules Against Bullying

We do not bully others.
We help students who are bullied.
We include students who are left out.
We tell an adult at school and an adult at home when somebody is being bullied.



from Family-Child Resources, Inc., York, PA

Classroom Meeting Activities

Student Questionnaire

Reporting Form

Anti-Bullying Policy