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Which one is your school?

Developing Bully Proof Schools: The Basics

William G. Nicoll, Ph.D.

P.O. Box 1435 - 24 Reporter Court, North Conway, New Hampshire 03860
www.resiliencecounselingcenter.com
Email: resiliencectc@aol.com or Phone: +1-603-730-5467

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"The only thing necessary for the triumph of evil is for good (people) to do nothing."
E. Burke

"Bullying is not a problem itself; rather it's a symptom of a larger, systemic problem."
W. G. Nicoll

" ***…first and foremost and always in the order of importance as a principle reason for the existence of the school…we must train for humanity…for all the knowledge in the world is worse than useless if it is not humanely understood and humanely used. An intelligence that is not humane is the most dangerous thing in the world"*** A. Mantagu, 1951

"Try not to become a man of success but rather, try to become a man of value". A. Einstein

Merely to stuff the child with a lot of information, making him pass examinations, is the most unintelligent form of education. – Jiddu Krishnamurti

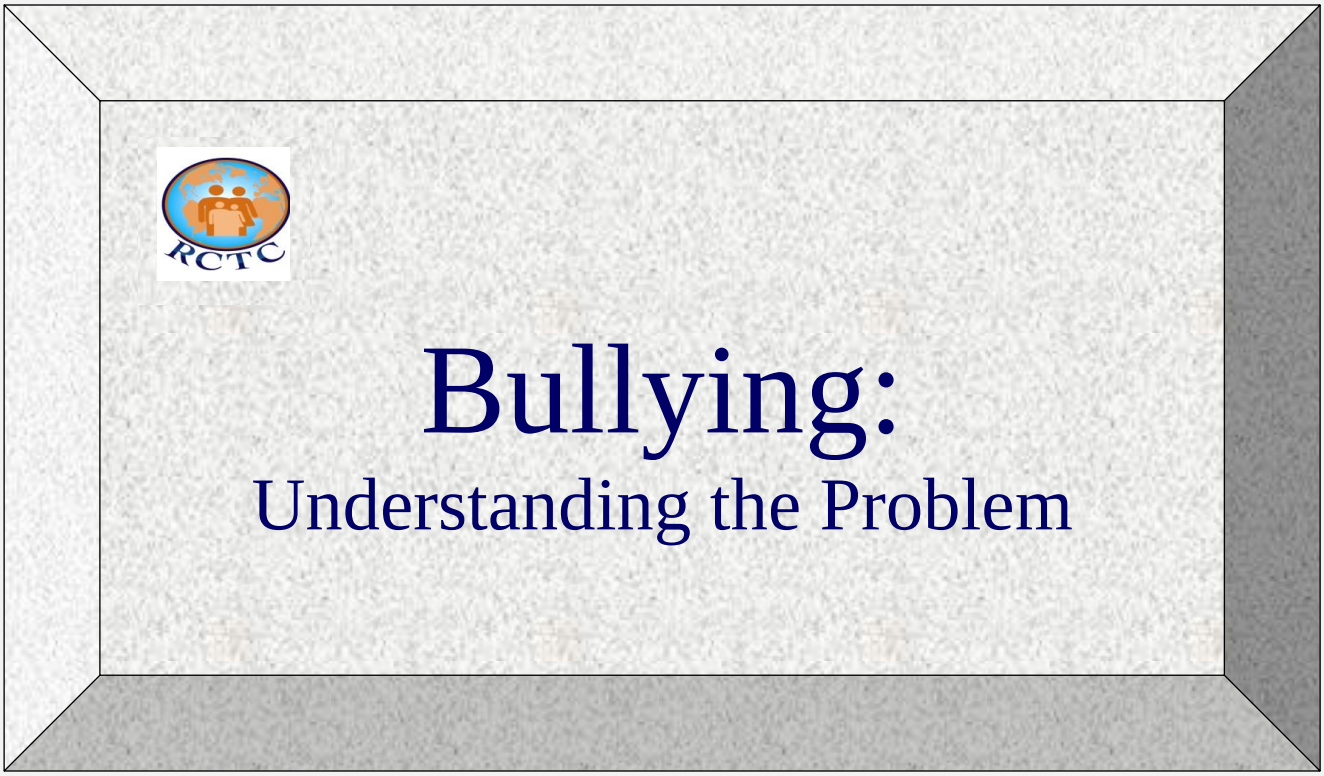
"*The school itself is pathological when the stress is laid upon correcting wrong-doing instead of upon forming habits of positive*." John Dewey

"*The most important thing is a new concept of education. At all levels schools must cultivate a spirit of free and independent thinking in the students…schools will have to be humanized…schools must lead young people to become self-confident, participating citizens*."
Vaclav Havel, 1993

"*… The teacher who takes the time to work on students' social development will find her [his] job simultaneously amplified and simplified. It is unquestionably far simpler and more efficient to teach the well adjusted, cooperative, responsible child than it is to nag, prod and threaten along the maladjusted, uncooperative, irresponsible child*." Alfred Adler, 1927

"Educating the mind without education the heart is no education at all" Aristotle

*"**Train up a child in the way he should go and when he is old, he will not depart from it".***
Proverbs 22:6


RCTC
Bullying:
Understanding the Problem

Bullying: The Basics

Bullying has become a widespread problem in our communities and is now increasingly recognized as a problem not only in schools but in other settings as well including occupational/workplace, family, and recreational sports. It is currently considered to be the most common form of interpersonal violence in our society. The most recent U.S. national survey (1998) found that during 6th to 10th grade, 44% of students had bullied and 41% reported having been bullied. This is in marked contrast to the earliest surveys in the 1980's which reported a 7-10% frequency rate among students (Olweus, 1999). In general, research has consistently found frequency rates ranging from 35% to 86% regarding students who have experienced bullying at school.

These rates are of significant concern, particularly given the well documented importance of school and classroom climate for optimal student achievement. However, the problem is further compounded by the data indicating that schools have not responded adequately to either recognizing or addressing the problem. Educators tend to seriously minimize the extent of bullying behaviors among students in their own school (Mishna, Scarcello, Pepler & Weiner, 2005; Twemlow, Fonagy & Sacco, 2004). Consequently, the failure of school staff to respond appropriately to incidents of bulling serves the function of passively condoning bullying behavior. This leaves the victim feeling abandoned, unsupported, unprotected and ever more vulnerable to repeat incidents. Simultaneously, it further empowers the bully and the Vicarious Bully Bystanders as they now expect to be free to continue such behavior with virtual impunity.

This tendency among teachers and administrators to minimize and underestimate the extent of the problem is partially due to the fact that bullying and social aggression occur largely out of the view of adults. Studies have suggested that 50% of bullying behaviors occur in hallways and stairwells followed by other low-supervision areas such as the playground, school commons area, cafeteria and gym/locker room, and classrooms while the teacher is absent account for much of the "hot spots" for bullying to occur (Hazelden Foundation, 2007). Still other research has indicated that 70% of teachers believe adults intervene all the time with incidents of bullying, only 25% of students agree with this view. Another study indicated that while 90% of teachers/staff supervising playground activity say they intervene all the time with bullying incidents, research employing videotaping playground activity indicates staff intervene in only 5% of bullying incidents.

This failure to adequately address the bullying problem is further complicated by a commonly held myth among teachers and school administrators (particularly in private and international schools) that sabotages bullying prevention efforts; the "we're a good school, those things don't happen here" myth. The natural desire of teachers and administrators to protect their professional self-esteem by viewing their school in a positive light can easily lead to denial and avoidance of problem areas needing to be addressed for school improvement. Ironically, bullying behaviors actually appear to increase in high achieving, high performing schools. High academic, athletic and extra-curricular achievements tend to lead to the subtle formation of a

competitive school culture. Consequently, there is an increased tendency for some students to strive to put themselves "up" by putting selected peers "down" (Twemlow & Sacco, 2008).

Another common, and fundamental, mistake made by many educators in attempting to address the bullying issue is that of viewing bullying as an isolated problem behavior to be addressed by means of traditional school disciplinary policies and sanctions alone; i.e., punitive measures as suspension, detention, etc. (Twemlow & Sacco, 2008). Such misguided "solutions" actually serve to exacerbate the very problem they are intended to resolve. Bullying the bully to teach him/her not to bully is, in the long term, neither logical nor effective!

Bullying must be instead viewed as not so much a problem in and of itself, but rather, as a symptom of a much larger, underlying systemic problem. Bullying, like its counterparts of domestic violence, child abuse/neglect, and workplace mobbing, are unacceptable, anti-social behaviors learned and maintained within our primary social environments; these include the home, school, media, community and workplace. Bullying is found to thrive whenever: 1) essential social-emotional competencies are inadequately developed in youth, 2) when the social environments (e.g., school, home, community) are abusive, non-inclusive, and/or highly critical and competitive or, 3) when the social environments are chaotic, disengaged, and non-supportive. Schools, classrooms, and families which lack effective leadership inadvertently create rich soil in which bullying and abusive behaviors can take root and grow.

Bullying behavior involves a form of sustained "low or high level" violence against another person. It is a form of abusive interpersonal behavior that can include physical, emotional, sexual psychological, and/or verbal aggression. It can occur in overt or covert forms such as threatening and teasing or sabotaging, excluding, and undermining. Bullying behaviors further include acts of harassment, humiliation, marginalization, intimidation, and ridicule.

Quick Facts: A Summation of common bullying research findings

- Many home, school and peer dynamics have been identified which subtly and unwittingly "teach" bullying as a social skill for interpersonal relationships; bullying/abuse is a learned behavior.
- Bullies and victims are often associated with autocratic, disengaged, indulgent or manipulative adult-child relationships.
- Both overt and covert bullying tactics exist. Girls are more likely to use indirect strategies such as ostracizing, rumor spreading, and exclusion strategies. Boys are more likely to use overt methods as physical intimidation, verbal abuse and extortion.
- Physical bullying tends to decrease and psychological/emotional bullying (including cyber bullying) increases from elementary to high school and peaks during the middle to early high school years (i.e., grades 5 – 10).
- Bullying invariably occurs in the presence, or with knowledge of, peers. Such individuals are termed bystanders who then assume various roles vis-à-vis the bullying that reward or condone the behavior including actively encouraging, passively supporting (watch in silence), and passively condoning (i.e., passing by with 'I'm not getting involved" rationale) positions.

- Bystanders typically profess to be disapproving of the bullying acts but ignore, minimize or otherwise avoid actively intervening or expressing disapproval of abusive bullying behaviors. (Note: Teachers and school staff often fall into this 3rd category!)

- Some studies indicate that bullies often have particular self-esteem impairments similar to the narcisstic and anti-social personality disordered adult including: grandiosity, psychologically defensive, low empathy, impulsive, need for dominance over others, feelings of entitlement, acceptance of aggression as means to obtain one's goals, and reliance upon defense mechanisms such as: projection, minimizing, denial, and the internalization of aggressor behaviors.

- Victims often signal to others through their non-verbal behavior that they are insecure, passive, or lacking in essential social competencies. They may exhibit signs of, depression, loneliness, low self-esteem, low self-confidence, and/or social anxiety. Like all predators in the animal kingdom, bullies seek out those deemed weaker and more vulnerable as their potential prey!

- The roles of bully and victim may often be interchangeable; victims sometimes bully, and bullies can become victims. Particularly with today's technology and social media, the ability to victimize others through cyber bullying tactics creates the potential for anyone to bully another and at far more extensive and psychologically damaging levels than ever before.

- The failure of bystanders, including parents and teachers, to take bullying/social aggression behaviors seriously and to condone, via apathy or minimizing and denying the problem, is the single greatest factor enabling bullying to continue!

- Research suggests that while 70% of teachers believe adults intervene all the time with incidents of bullying, only 25% of students agree with this view (75% disagree!!).

- Studies have also shown that while 90% of teachers/staff supervising playground activity say they intervene all the time with bullying incidents, research employing videotaping playground activity indicates staff intervene in only 5% of bullying incidents.

- Studies indicate that two out of every three (67%) incidents of bullying and social aggression occur largely out of the view of adults. Almost 50% of bullying incidents occur in hallways and stairwells. Other common areas for bullying include: gym class and locker rooms, lunchroom/cafeteria, classrooms when the teacher is absent, classrooms when the teacher is present, bathrooms, on the way to school, on the bus and, at the bus stop.

- Students consistently report that teachers and staff fail to intervene effectively and decisively to assist when incidents of bullying are reported. This serves to further isolate the victim and empowers the bullies. Victims will thus stop reporting incidents to school personnel and bullying increases unchecked while the staff remains unaware of the growing problem.

- Conflict Resolution/Mediation is contra-indicated in incidents involving bullying/abuse or other forms of interpersonal violence. Such interventions largely serve to intimidate the victim further due to the imbalance of power between victim and bully. Work with bullies and victims and their parents separately!

- The most common response to reports of bullying and abuse can be termed the "**DMV**" responses: **D**eny, **M**inimize or **V**ictim blaming. Bullies and bystanders tend to initially respond

with one or more of these defensive strategies: “I didn’t do anything”, “We were only fooling around, it was nothing”, or “She’s so weird or She started/deserved it”.

- While many packaged and widely marketed anti-bullying programs are available most have demonstrated mixed results at best. Most have shown limited effectiveness in preventing and reducing bullying behaviors and some appear to even have adverse effects.

- Components of anti-bullying programs that appear most likely to be efficacious include a) educating teachers about bullying and how to respond, b) incorporating social-emotional learning into the curriculum for the entire school population, encouraging students to seek help if bullied, c) encouraging bystanders to assist victims or speak out against bullying behaviors when observed, d) improving supervision and monitoring during free time, and e) formulating pro-active interventions to assist both bullies and victims.

- Indirect, covert bullying tactics such as exclusion, marginalizing, ignoring and cyber-bullying appear to be associated with more profound consequences for victims such as depression, self-harm, and suicidal ideation, this outcome appears even more intense among girls.

- Aides, bus drivers, maintenance staff, paraprofessionals and other non-teaching personnel are often instrumental in bullying prevention but they are seldom included in the training and overall program components.

- Requiring the implementation of packaged bully prevention programs often leads to low fidelity in implementation, negative teacher perceptions of the program as limiting instructional time, and a lack of school “ownership” for the program.

Bullying as Abuse: "A rose by any other name"

Bullying is often defined as requiring three essential components: intentional acts of aggression, a repeated pattern of behavior and in imbalance of power (Colloroso, 2008; Olweus, 1999, Hazelden Foundation, 2007). However, these criteria are inadequate for understanding and addressing today's forms of bullying and abuse. For example, one single act of cyber-bullying has often led to suicide by the victim; is this not bullying? Cannot harmful, abusive acts be done without deliberate intent? We need to rethink our ideas on bullying and abuse so as to address the introduction of social media into the repertoire of bullying and to include a broader, more encompassing perspective on the dynamics of interpersonal aggression.

If we are to effectively address the issue of bullying, we must first be absolutely clear as to what bullying behavior is all about. Simply put, bullying is abuse! The Miriam-Webster dictionary defines bullying as, "To treat abusively" . The Bing dictionary refers to bullying as, "The process of intimidating or mistreating somebody weaker or in a more vulnerable situation", and the Free Dictionary defines it as, "To treat in an overbearing or intimidating manner or, to force one's way aggressively or by intimidation". Finally, the Glossary of Education has defined bullying as, "cruelty and intimidation by teasing, taunting, threatening, hitting, stealing, excluding, ignoring,."

Compare such definitions with those given for domestic violence and child/spousal abuse. The legal definition of abuse is, "*to mistreat or neglect a person; the mental or physical mistreatment of a person resulting in serious emotional, mental, physical or sexual injury' or, the act, or failure to act, that results in a possibility of immediate and serious harm to a child*". Along the same line, the Bing dictionary refers to abuse as, "The physical, psychological or sexual maltreatment of a person" and Dictionary.com defines abuse as, "To treat in a harmful, injurious or offensive way; to speak insultingly, harshly, unjustly; to malign or revile"

Bullying is merely a nice little euphemism for what it actually entails, the intentional abuse of another human being. Abusive, bullying behaviors involve the health harming mistreatment of one or more persons (targets) by one or more perpetrators via one or more of the following methods:

- *Verbal, physical, emotional/psychological abuse,*
- *Offensive conduct that is threatening, humiliating or intimidating,*
- *Neglecting, excluding, rejecting, or marginalizing another person or group.*
- *Interfering with another's work including: sabotage, taking credit for, or undermining.*

Those of us who have spent our professional careers in the greater mental health field find that the most common etiological theme in the lives of adolescents and adults experiencing mental health problems such as depression, anxiety, substance abuse, unfulfilled potential and chronic relationship problems is a long history of abuse (aka: bullying) be it in the home, community and/or school environments. Conversely, the resilience research consistently points to the

availability of supportive social environments (home, school or community) as the primary protective factor against emotional and social adjustment problems.

We need to stop minimizing bullying as "just a kid thing, we all went through it" and recognize bullying for what it truly is, abuse!. The term, bullying, is a nice little euphemism for the abusive treatment of another person. To allow the term to imply anything less than abuse is to avoid recognizing and dealing with the true issue. Euphemism**s** are used to minimize or trivialize behaviors. Hence, we say 'bullying' instead of abusive interpersonal relationships (spousal abuse, child abuse, peer abuse, colleague abuse, classmate abuse). Bullying behaviors are often further trivialized and minimized through the use of other common euphemisms such as: disrespectful, personality conflict, normal kid conflict, misconduct, or, difficult people. As the writer, Tom Engelhardt, stated, "*Words denied mean analysis not offered, things not grasped…all of which means that terrible mistakes are repeated, wounding ways of acting in the world never seriously considered. The word's absence chains you to the present [status quo], to what's accepted and acceptable."*

We tend to mistakenly think of abuse and bullying in simplistic, dichotomous terms. This leads inevitably to confusion whenever incidents occur regarding, "Is it, or isn't it, bullying/abuse? This false dichotomy frequently results in indecision, debate, hesitation, and the reluctance to define behaviors as being abusive, i.e., bullying. Thus, bullying/abuse problems often go unaddressed. Does it have to occur once, twice, five times to be bullying/abuse? How harmful does it need to be before we call it abusive?

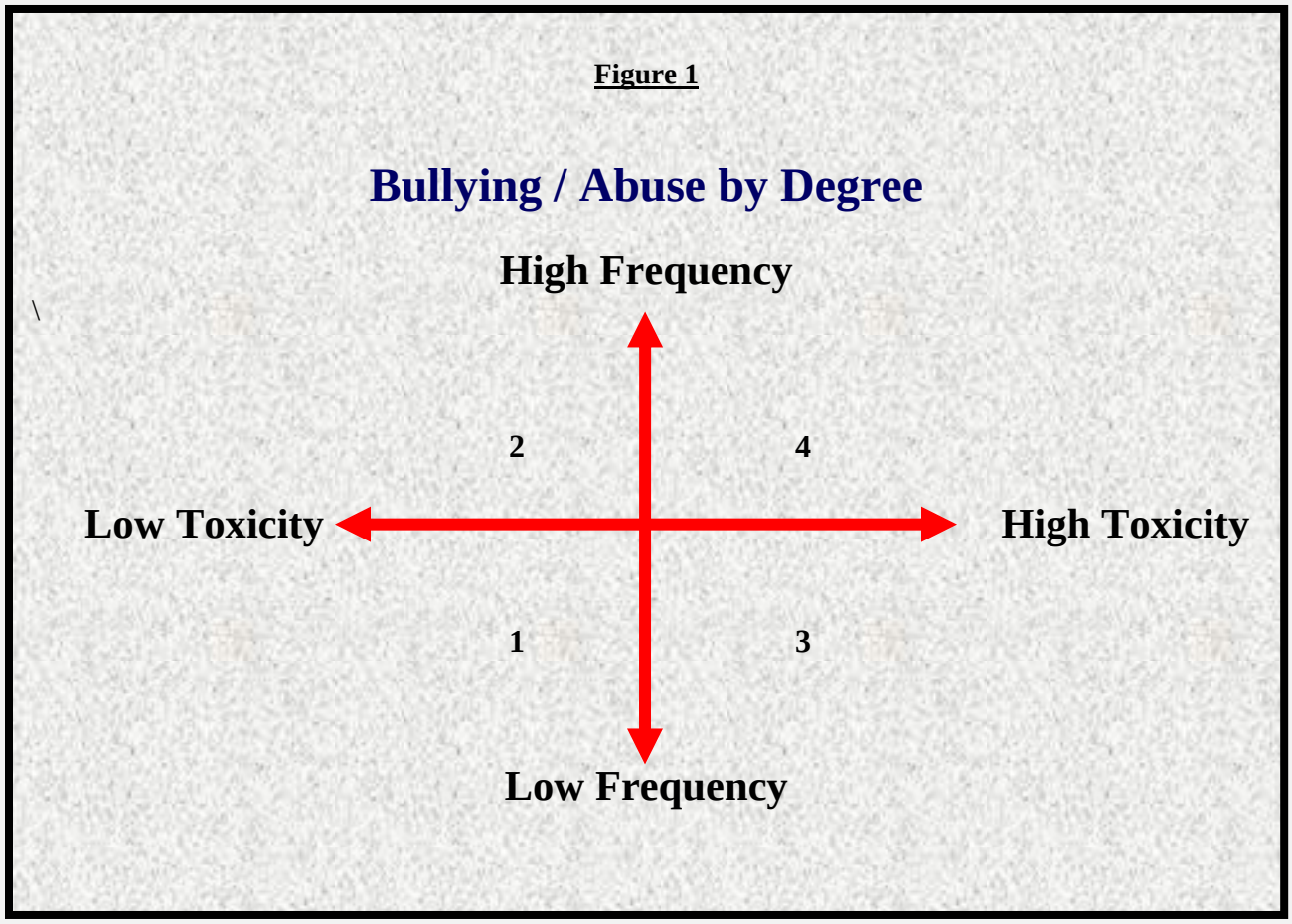
Bullying/Abuse by Degree

We need to re-conceptualize abusive interpersonal behaviors (aka: bullying) as being multidimensional, rather than a dichotomous, phenomenon. Southall, Samuels & Golden (2003) have advocated for just such a comprehensive framework for understanding child abuse by classifying behaviors along the dimensions of motive and degree. This offers a broader, more appropriate and more useful perspective. Accordingly, we can first conceptualize bullying/abuse not in dichotomous (is it or isn't it) terminology but rather in terms of degree utilizing two intersecting continuums regarding both the frequency (chronicity) and the degree of harm inflicted (toxicity}. As represented in figure 1, Quadrant 4 behaviors are quite readily recognized as bullying/abuse. However, Quadrants 2 and 3 are the areas which too often lead to ambivalence, confusion and subsequently inaction, Finally, Quadrant 1 is often minimized and ignored but when not addressed can easily escalate. The fact is that whenever a behavior is experienced as hurtful or harmful by another, it is bullying/abuse! It doesn't matter whether you are served a pint of arsenic at one sitting or a drop each day in your coffee; the long term results are the same!

Similarly, we can also recognize at least four types of bullying/abusive behaviors by considering motive of the bully/abuser: pre-meditated, deliberate/intentional, active maltreatment, universal maltreatment, and emotional/psychological neglect. The first, pre-meditated bullying/abuse is what most people commonly consider bullying. This involves deliberate acts of abuse for the purpose of gaining social status, power and control at the expense of another's well-being. The second type of bullying/abuse, Active maltreatment, is not pre-meditated but rather a reflection

of impulsive acts of abuse due to stress factors and poor social-emotional competence for self-regulation, self-soothing and problem solving. Culturally sanctioned maltreatment refers to those behaviors often deemed culturally acceptable by normal, well-meaning adults but which are, in fact, harmful to children and adolescents. Corporal punishment and autocratic parenting or teaching styles would be examples of this third motive category. Finally, there is the fourth motive of neglect/marginalizing/rejecting. This involves the intentional or unintentional failure to recognize and meet the safety needs or the psychological and social needs of another. This type of bullying/abuse is seen in the inactions of bystanders, including students, school staff and others, when bullying occurs or the failure to include and connect with isolated or marginalized individuals.

Figure 1



Bullying/Abuse by Motive:

Bullying/abuse can also be better understood if we consider also the varying typologies involved regarding the underlying motivation and intent. Bullying/abuse can take many different shapes and forms with each requiring different intervention and prevention strategies. This perspective provides a broader, more systemic view of the bullying/abuse issue and consequently can assist in developing more comprehensive approaches to prevention and intervention.

Figure 2

Bulling / Abuse Motivation Typology

Type 1: **Deliberate/Intentional (All Quadrants):**

This form of bullying involves the premeditated, intentional abuse of another for personal gain, power & status. Such behaviors are used by individuals actively seeking to elevate themselves by diminishing and abusing others. As such the behavior is quite conscious and calculated. The bully/abuser plots to enhance his/her social status and sense of personal value or power at the expense of another.

Type 2: **Active Maltreatment (All Quadrants):**

This involves the impulsive actions of an individual due to deficient social-emotional competence to handle an acute stress situation. Such abusive, bullying behaviors usually occur when the individual feels overwhelmed and lashes out inappropriately in an attempt to gain a sense of control over his/her current situation.

Type 3: **Culturally Sanctioned Maltreatment (All Quadrants):**

Some abusive, bullying behaviors are not even recognized as being harmful. Indeed, such behaviors may be culturally accepted as normal and appropriate. Misguided, inappropriate behaviors by normal, caring parents, teachers, and/or peers can be found in all societies. Though deemed culturally normative, the behaviors have unintended harmful effects. Corporal punishment, punitive discipline practices, initiation hazing, reward/punishment based strategies, and even the retaining of children in grade would be examples of culturally sanctioned maltreatment. Each of these behaviors has been well documented by the research evidence as harmful yet are commonly practiced and even taught or advocated by some professionals.

Type 4: **Neglect/Reject/Marginalize (All Quadrants):**

Possibly the most insidious form of abuse and bullying is the neglecting, rejecting, marginalizing or excluding of another. Whether it is intentional or unintentional, failure to meet another individual's basic needs for food, clothing, shelter, safety, education, emotional support, or social connection and belonging is a form of abuse or bullying.

The most important psychological need of all humans is to have a sense of belonging and connection with others. Being ignored, overlooked or excluded is psychologically damaging. Young children have been observed to actually invite physical abuse when they view the only alternative as being ignored and neglected. Prisons use social isolation as their ultimate punitive strategy.

Bullying Prevention Program Effectiveness

What doesn't work?

The research evidence clearly reveals that the most of the common responses by schools to the bullying issue are ineffective in reducing bullying and aggressive behaviors (social or physical). These failed approaches share the common flaw of viewing bullying as an isolated problem rather than as part of a broader more systemic problem. Consequently, the tendency is to seek and implement "quick fix" solutions. This response serves the dual function of allowing the school to show they "did something" and then to return to the status quo of focusing almost exclusively on its mistaken perception that the function of a 'good school' is primarily academic instruction and obtaining high test scores.

Consequently, the three most common, ineffective school responses to bullying are:

- Establishing anti-bullying policies including the simplistic, "Zero Tolerance" policies.

- A simplistic school discipline approach focusing on the identification of bullies and then implementing of punishments so as to eliminate bullies and bullying behaviors.

- Conducting one time only "Events" such as anti-bullying assemblies, guest speaker, campus poster campaigns, or anti-bullying awareness weeks or activities.

What does work?

A comprehensive and systemic intervention program comprised of the following components:

- *Pro-Active policies delineating a positive school position regarding the rights of **all** students and staff to be treated with dignity and mutual respect; the right to learn in a safe, supportive and inclusive school community.*

- *Training of all staff on how to respond to reports of bullying incidents.*

- *Initiating Restitution &Restorative Justice intervention policies for dealing with instances of bullying behavior*

- *Providing counseling intervention/supports for bullies and their parents*

- *Providing counseling intervention/supports for victims and their parents*

- *A primary focus, school-wide, on the role and responsibilities of the **Bystanders** (including students, teachers & staff alike!!!)*

- *Addressing the "Elephant in the Middle of the Room" issues openly and honestly.*

- ***Implementing a Social-Emotional Learning program into the overall school curriculum that compliments and supports the academic curriculum. This is the Key to long term Effectiveness!!***

Common Myths Undermining Bully Proof Initiatives

1. Our school is a "GOOD SCHOOL"!

High achieving schools with affluent, high achieving students can easily convince themselves that they are too good to worry about school climate issues, i.e., "We're already a 'good/great school, we don't have such problems here!". Research evidence however, suggests that bullying actually increases in "high achieving" schools. Thus, the "better" the school in terms of academic, athletic and extracurricular achievements, the greater the risk factor for bullying behavior.

By focusing primarily upon the majority population of high achieving/high performing students, it becomes all too easy to overlook and marginalize various sub-groups within the school. These students may start to feel left out, less valued than, and disconnected with their school.

Furthermore, the need to protect the school's image as a 'great school' as well as the professional self-esteem of the teachers and administrators often also leads to denial, minimizing, and defensive avoidance of underlying problem issues. Private schools with the added pressures of marketing and student recruitment may be particularly vulnerable to such defensive responses. Striving for school excellence requires avoiding the irrelevant question of, "Are we a good/great school or bad school" and rather seeking to consistently address the question of, "How can we continuously strive to become an even better school than we are today"? As Jim Collins put it in his book, From Good to Great, "T*he moment you say 'we are great'; you are already on the road to mediocrity"*. Truly great, transformative schools understand that greatness is a direction and not a destination!

Social aggression, or bullying, often feeds off of achievement driven adults (parents, teachers, administrators and coaches). Competition to succeed in academics, athletics, socially, and in extracurricular competitions often unwittingly leads to the subtle promoting and condoning of social aggression (bullying) within the school culture. In such cases, some students may strive to artificially elevate themselves by acting "better than" or superior to targeted classmates through belittling or marginalizing behaviors. Those who strive to elevate their own social status often find appealing this rather easy, though mistaken, route to a false sense of superiority.

2. Bullying is someone else's problem/fault!

Minimizing the problem and placing blame and responsibility elsewhere are the two most common initial responses by educators when the issue of bullying arises at their school. Indeed, 'shooting the messenger' is one of the favored blaming tactics utilized by educators; "*they're just a group of overprotective, or critical, parents; we have no real bullying problem here".* Teachers may blame students, parents blame teachers, administrators blame parents. It is important to remember the old axiom that for any problem, '***Nobody is to blame; but <u>Everyone</u> is responsible***!"

All constituents of the school need to be on the same page and work collaboratively to create a bully proof school. Whenever one is in a position of responsibility for an organization's performance, there is a natural tendency to self-evaluate through rose colored glasses. This results in avoidance and minimizing of the bullying issue. For example, research studies indicate that school administrators tend to significantly over estimate the quality of student/teacher relationships in their school, and hence the quality of the overall school culture. Only 14% of principals identify student/teacher relationship quality as an issue needing improvement in their school. Yet, when the students are surveyed, one in four students ages 12-17 report having none or only one adult at school who knows or cares about them, 46 % report two such adults and 31% say three or more. In regard to feeling fellow students to be supportive and helpful, 51% of students felt neutral or disagreed with this statement. The effective schools research clearly identified the hallmark of high quality schools to be the nature of the relationships in the school among all constituents, parents, teachers, students and administration. Adolescents who feel there are people who know and care about them at school and who feel connected to their school are consistently found to do better academically and to be less likely to engage in bullying or other problematic, anti-social or self-destructive behaviors.

3. Implementing zero tolerance policies & strict rules will eliminate bullying!

While it may be comforting to adults in authority to think that the establishment of rules and policies will stop bullying, it is also rather simplistic thinking. Bullying, or interpersonal abuse, is a complex, systemic problem that requires a more extensive, thoughtful solution. Punitive methods merely drive bullying underground and into the shadows. Minimizing, denial and avoidance responses are equally destructive. As H.L. Mencken once stated, "*For every complex problem there is a simple, straightforward solution; that is WRONG!"* The only "zero tolerance" policy that makes sense is that of zero tolerance for the denial and minimizing of bullying, including its impact and systemic etiology. Zero tolerance for inaction by schools, parents and communities does make sense.

The fact of the matter is that for any anti bullying program to be truly effective, it must be intensive, comprehensive and long lasting. There is no 'quick fix' solution! In the long term, the emphasis will be less on stopping bullying and more on building an ever more positive, inclusive, and supportive school culture. Such a school culture and climate is highly correlated in the effective schools research with optimal student achievement and minimal disciplinary problems. For a school to effectively address the bullying issue, there must be complete buy-in among administration and the teaching staff. Moreover, the range of strategies must be very broad including: training all staff in appropriate responses to bullying incidents,, infusing social emotional learning into the curriculum, training staff in authoritative classroom behavior management strategies, training support staff to address bullying issues with bullies, victims and their parents, parent outreach/education, and increased supervision in the school's bullying 'hot spots'.

4. It's just a Kid thing: We all went through it!

While it is true that bullying has long been a common problem among youth, the fact that something is common or "statistically normal" does not imply it is desirable, healthy or acceptable. For example, racism, genocide, anti-Semitism, and sexism have also been statistically "normal" at various times and places in history. None of these are desirable traits or attitudes in a healthy society. It is also true that the nature of bullying has changed

dramatically in recent years. Every generation has unique issues related to the evolving culture and the political, economic and technological changes. The era of technology, in particular, has made vast changes in the meaning and dynamics of bullying.

Social networking and technology have ushered in the era of cyber-bullying. This has, in essence, leveled the playing field such that size or power differences are no longer necessary for bullying behaviors. Whereas in the past bullying evoked the stereotypical image of a muscle-bound bully picking on the 98 lb. weakling, today's technology means anyone can initiate abusive, bullying actions. Furthermore, the harm of bullying is primarily psychological and social in nature as the victim feels humiliated and diminished as a person. In past decades, this humiliation might be witnessed by only a handful of bullies and bystanders. Today, however, the humiliating incidents can be quickly disseminated via the social media to literally millions of people around the world. This has devastating effects for both the victims and the vicarious victim bystanders. Abusive interpersonal behaviors, aka bullying, has taken on a whole new dimension in today's high tech, social media driven world!

5. Anti-Bullying programs should focus on punishing bullies and protecting victims.

A high fever is not a health problem but rather a biological symptom that indicates the existence of an underlying problem involving an infection in the human body, i.e. a biological pathogen. Thus effective treatment is focused on eliminating the infection not decreasing the fever. Similarly, bullying is not a problem in and of itself, but rather must be viewed as a symptom indicating the existence of a deeper social infection among students and the school's culture and climate itself; i.e., a psychosocial pathogen. Bullying is not the problem itself. As Twemlow and Sacco (2008) note in their book, *Why School Antibullying Programs Don't Work,* the "War on Drugs" initiative of the 1980's taught us that arresting one street dealer only led to another taking his place. The drug problem is complex and systemic. Similarly, identifying bullies and punishing or expelling them will not prove effective in the long run. The root of the problem lies much, much deeper.

Some public and private schools delude themselves by fantasizing that they have solved the bullying problem through the process of screening out and removing problem students. Such schools may promote themselves as a great school and focus marketing efforts to recruit new students by perpetuating the myth that this school does not have any "problem kids". Such a myth leads to the denial of social aggression and covert bullying tactics and belies a lack of commitment to creating a safe, positive and supportive school climate.

Such schools fail to address the underlying social pathogen that fosters bullying, abuse or interpersonal aggression/violence. This, in turn, often fosters the growth of a "hidden" school curriculum that supports a form of Social Darwinism based on entitlement and differentiated social class structure in the school. The eventual outcome is the development of high achieving/low empathy, self-centered students who lack the essential social-emotional competencies which research has identified as necessary for achieving true occupational, social and familial success in their lives. As John Phillips put it in 1781 when he started Phillips Exeter Academy, one of the first schools in the United States, "…*though goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous…both united form the noblest character…and usefulness to mankind."* The sociologist, Ashley Montague, echoed these words saying, "*An intelligence that is not humane is the most dangerous thing in the world."* Bully proofing the school requires going beyond the

superficial symptoms of acts of bullying and addressing the need for our schools to build not only excellence in academics but excellence of character as well.

Focusing solely on bullies and victims ignores the underlying, systemic problems that lead to bullying and abusive interpersonal relationships among students. The social role of bully is learned, it does not appear out of a vacuum. Developing an effective program to bully proof a school requires that we also address the uncomfortable issue as to how we, parents and teachers, may be unwittingly teaching our youth that treating others in an abusive, uncaring manner is acceptable behavior!

Finally, we need to consider the fact that bullying provides a certain degree of social status among peers. The bystanders are equally, if not more, responsible for the long-term maintenance of bullying behaviors. For any bullying prevention program to be effective in the long term, the focus must be on the role of the bystanders. The goal is to create a caring, bullying intolerant, total school environment. **A primary focus on changing the role of the bystanders is crucial for the elimination and prevention of bullying behaviors!!!**

6. The absence of overt violence means a school is "safe"

The antecedent of violence is a prolonged period of covert acceptance of social aggression including verbal, psychological and emotional abuse (i.e., bullying) within the larger school/family/student systems. Bullying shifts and evolves across the grade levels. While it may start with more overt physical and verbal intimidation in the early grades, it evolves into a more subtle, social form in middle and high school. Bullying at the pre-teen and adolescent age levels more typically centers on the tactics of social exclusion and emotional/psychological abuse. Girls, in particular, seem to move to this more subtle form of social aggression/ bullying earlier and more actively than boys. Violent responses to bullying (e.g., assaults, shootings or suicide) occur only when the issue has been left unaddressed and allowed to fester and grow beneath the false veneer of being a "good school".

It is also important that each school identify its "marginalized" groups within both the student population and the parental community. Actively reaching out to include these marginalized parent and student populations is vital to the success of any anti-bullying effort. By identifying those most in need of connection and support, and modeling inclusion as a school value, the school moves toward a culture whose values and practices are mutually exclusive of bullying and abusive relationships.

7. One Program Fits All

There is no single, packaged program that works for every school! Each school represents a unique situation with a unique student body, unique parent community and unique school dynamics. The type and nature of the program needed will depend upon such factors as: school location, bussing, socio-economic and education levels of the community, the leadership style and focus of school administrators, racial, ethnic, cultural and religious diversity among the students served, gender biases, and the quality of the physical and social environments. The rush to find and purchase the "philosopher's stone" (i.e. the middle ages myth of an 'element' that would magically transform anything into gold) for bullying can be compelling, especially following a precipitating crisis.

The history of education was described as far back as 1922 by W.W. Charters as a "chronicle of fads". This culture of moving through a never ending series of fads and foibles contributes to the problem of developing effective, long term responses to the bullying phenomenon.

There is a tendency to respond to any crisis, or newly identified issue, by rushing to purchase some new, well marketed, one size fits all instructional program and materials. Such programs typically fail to have established any record of measureable success but rather rely on the school's "rush to respond" for making a profit.

It is essential that the school begin with the forming of a school culture team consisting of highly committed, natural leaders from the teaching, administrative, parental, student, business and social service communities. The process of changing or improving a school is a very individualized one requiring sustained effort over time; no quick fixes, no one size fits all solutions! A continuous improvement mind set must prevail (not the standard, "fix it and get back to business as usual" approach) with the positive/constructive long-term goal of developing resilient students who are both socially and academically competent. This requires striving to develop a positive, supportive and continually more effective school culture and climate. Buy-in from the overwhelming majority of the school's leadership (i.e., 100% of administrators, a minimum of 75% of teachers and parents) is absolutely necessary for success. Top down mandated, one-size fits all programs are doomed to failure; though they do offer short-term political cover for headmasters, superintendents and school boards.

Unique issues for International Schools

International schools and private schools often mistakenly assume that bullying and school climate problems are not an issue in their school. In fact, research indicates that school principals consistently tend to view their schools through rather "rose colored" glasses when it comes to school climate, bullying and student/teacher relationships. This is a common phenomenon in all organizations. The higher up the administrative/organizational ladder one climbs, the more distorted and positively biased one's perceptions become regarding the quality of the organizational climate!

Ten high-risk issues unique to the International School:

1. High performing schools (academic, athletic, and extra-curricular) with high performing students are at increased risk for bullying and social aggression.

2. Schools with diverse student populations risk having students form cliques and exclude other students creating a destructive school climate and increased bullying (marginalizing and excluding)

3. Large host national student populations create greater risk for social exclusion or, non-inclusive school cultures, for TCK's and other transient international students.

4. Large Non-English/Shared First Language student populations create increased risks for bullying via social exclusion as the local language becomes the "social" language while English remains the "instructional" language.

5. High SES families may unwittingly model and teach bullying as a normal and acceptable behavior via their interactions with household support staff (drivers, housekeepers, nannies).

6. Existing international tensions and political strife can foster an uncomfortable school climate and overt or covert bullying behaviors among students from nations in conflict.

7. Religious, cultural, and racial prejudices among various groups can easily result in overt or covert bullying behaviors among students if not addressed.

8. The "permissive disengaged" parenting style is disproportionately found among very low and very high SES families. The adverse outcomes in terms of psychological development of children are the same in both groups with increased social aggression common.

9. Teachers and school administrators can be prone to bullying transient, international parents who voice concerns about the school climate or program by: "*Circling the*

Wagons" and "*Shooting the Messenger*" or assuming a "They'll soon go away" passive aggressive position.

10. High SES families have the ability to maintain more rigid boundaries with the school and community. A positive social façade can mask dysfunctional family dynamics that tend to go unaddressed as the school "turns a blind eye" believing 'good' families don't engage in abusive/bullying acts. Unfortunately, high achieving/high expectation parents can be prone to become verbally/psychologically and emotionally abusive (i.e. bullying due to pressure to have the children "look good" to enhance the parent's image in the community, i.e., ***Projective narcissism***!

"Bullies will only do what bystanders allow." *(Twemlow & Sacco, 2008)*

"The only thing necessary for the triumph of evil is for good (people) to do nothing." *E. Burke*

Bystanders: Their Systemic Roles in Maintaining Bullying Behavior

The BULLY is merely the main actor or performer in the process of bullying. His or her role can only continue if it is socially supported by others. An actor on the stage will soon cease to perform his lines if the audience stands, boos, and leaves the theater. The Bullying-Victim-Bystander dynamic involves interdependent, co-created roles; none can exist without the others. Such roles can also be interchangeable during a given day or over time. Victims may retaliate (e.g., avenging victims of Columbine High School). Children bullied at home by parents, or at school by teachers or staff, may then retaliate in order to "heal their psychological wound" by bullying other students so as to feel powerful and back in control.

1. **The 'Vicarious Bully' Bystander:** These individuals, while not directly engaged in the bullying act itself, overtly support and encourage the bully. Such bystanders lack empathy for the victim and get wrapped up in the excitement and sadomasochistic dynamics of the bullying. Laughing, snickering or otherwise offering verbal and non-verbal support and encouragement to the active bully. Some may even engage in 'behind the scene' actions to "set up" the victim. Vicarious Bullies are equally responsible for the harm done to the victim!.

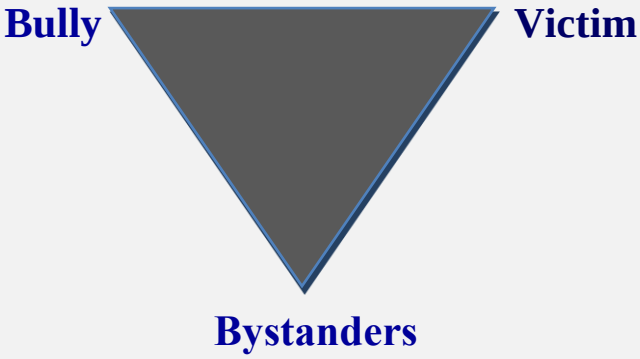
2. **The 'Vicarious Victim' Bystander:** The vicarious victim bystanders are secondary victims of the bully. They identify with the victim and experience the same fear and intimidation vicariously. Feeling fearful and helpless they look to retreat, shrink into the woodwork, and avoid involvement feeling that they too may soon be a direct victim. As such, they experience many of the same destructive reactions as the victim his/herself including anxiety over attending school, lowered achievement and feelings of being 'unsafe and vulnerable' at their school.

3. **The Passive Bystander:** These individuals covertly support, facilitate and condone the victimization process by their non-action and denial of any personal responsibility. This is the classic, "*I don't want to get involved*" bystander. Often they may later express their disapproval of the bullying behavior to safeguard their false self-image as a good and caring person. However, their decision to "not get involved, not my problem" stance serves the function of communicating to the bully that they condone and accept such behavior. Victims often later express that this passive, non-involvement by people they trusted or hoped would help is experienced as even more painful and isolating than the bullying itself. They are left feeling abandoned and all alone with no social support system of friends and peers. Adults often fall into this "passive bystander" category as well whenever they fail to take action by denying, minimizing or victim blaming (DMV) when they see or hear of bullying behaviors.

4. **The Responsible Bystander:** Psychologically mature, resilient, empathic, self-confident and self-assured these responsible bystanders exhibit compassion, altruism and socially responsible behavior. They resist bullying and will reach out empathically to assist the victim by directly stepping in to stop the bullying, expressing their disapproval of the bullying behaviors and come to the aid of the victim and/or seek assistance. This is why integrating a comprehensive social-emotional learning

program into the school's curriculum is so vital to the long term success of creating bully proof schools. Such programs actively develop the social-emotional intelligence of students and thereby create a school culture that is immune to bullying behavior; a social vaccine against bullying!

If we think of the interdependent nature of the bully/victim/bystander roles in bullying incidents as forming a triangle, then the bystanders occupy the position of the fulcrum. They hold the key to tipping the balance in the direction of either the bully or the victim.



Bullying:

Addressing the problem comprehensively & effectively

"For every complex problem there is a simple, straightforward solution; that is wrong!" H.L. Mencken

Components of a Comprehensive Bullying Prevention Program

Primary Prevention via *"School Culture Change"!*

- **Establish Pro-Active policies*:*** Clearly delineate a positive school policy and position statement regarding the rights of all students and staff to be treated with dignity and mutual respect within a safe and supportive school community.

- **Provide training for teachers and administrators:** We have learned a great deal about the characteristics of effective teachers and administrators in terms of their leadership styles (classroom management and staff relations). These strategies are seldom taught in teacher education programs but are necessary for ensuring the school and classroom are truly *protective social environments*. Provide staff development training in the Authoritative/Democratic Leadership Style for classroom behavior management. [Refer to the *Five Maintenance Tasks of Protective Social Environments*]

- **Provide Parent Education:** Parenting style has the single greatest impact on student academic achievement and social adjustment; more so than all the school's instructional variables combined. Yet, parents never receive training in the skills and strategies of the Authoritative/Democratic parent leadership style though this parenting style has consistently been found in the research to be the hallmark of highly effective families. Develop a comprehensive parent education program (direct and indirect) in authoritative/democratic parenting so as to make the family a truly protective social environment: [Refer to the *Five Maintenance Tasks of Protective Family Environments*]

- **Social-Emotional Learning in the curriculum: Returning the 4th "R" to Education, 'Reading, 'wRiting, 'aRithmetic & 'Resilience!**:
  Schools need to return to their original practice of infusing social-emotional learning within the overall school curriculum. Resilience focused, social-emotional learning programs ***empower*** children to live responsibly and ***inoculate*** them against the lures of interpersonal abuse, crime, violence/aggression, substance abuse, chronic welfare dependency and educational failure or underachievement. The research literature refers to this as building *resilience* in children and adolescents; i.e., **A Social Vaccine!**
  The promotion of Resilience (psychosocial health) in children and adolescents appears to be the result of two processes:
  1. *The development of essential personal and social-emotional competencies and,*
  2. *The presence of positive, protective social environments (home, school & community*)

- **Empowering Bystanders**: The primary focus, school-wide, must be on the role and responsibilities of the Bystanders. Only responsible bystanders can effectively prevent bullying; this includes students, teachers, administrators & staff alike! Create an

atmosphere that openly recognizes bystanders as either willing participants who actively or passively condone the bully's behavior and further isolate and hurt the victim through their actions or inactions; or responsible and courageous individuals who step in and right a wrong!

Secondary Prevention via *knowledge and awareness*

- **Implement an on-going awareness campaign** in the school regarding bullying, its many facets and effects among all stakeholders including: administrators, teachers, support staff, students, parents and the community.

- **Develop appropriate policies**, procedural guidelines, and programs for dealing with bullying/abuse allegations and behaviors.

- **Implement an annual data collection process** regarding the overall school climate including the frequency and types of bullying: prevalence, types, locations of occurrence, etc.. Data should be obtained from all constituents (students, parents, teachers, staff, and administration).

- **Train ALL staff** to identify the signs of bullying/abuse as well as the practical steps necessary for effective initial responder intervention.

Tertiary Prevention via *Early Intervention*

- Develop a student friendly reporting system with graduated interventions and consequences. For example:
    - "Secret Service" Warning: We are watching! Parental contact and bystander notification
    - Restitution/restorative consequences for bully & safeguards for victims (e.g. temporary removal from problem related activities, etc.
    - Restitution/restorative consequences for bystanders (i.e. collaborators!)
    - Counseling support services that can be mandated for student and parents.
    - Counseling support services offered/provided to victim and parents.
    - Suspension, expulsion or alternative school programs and legal action for repeated and/or severe situations.

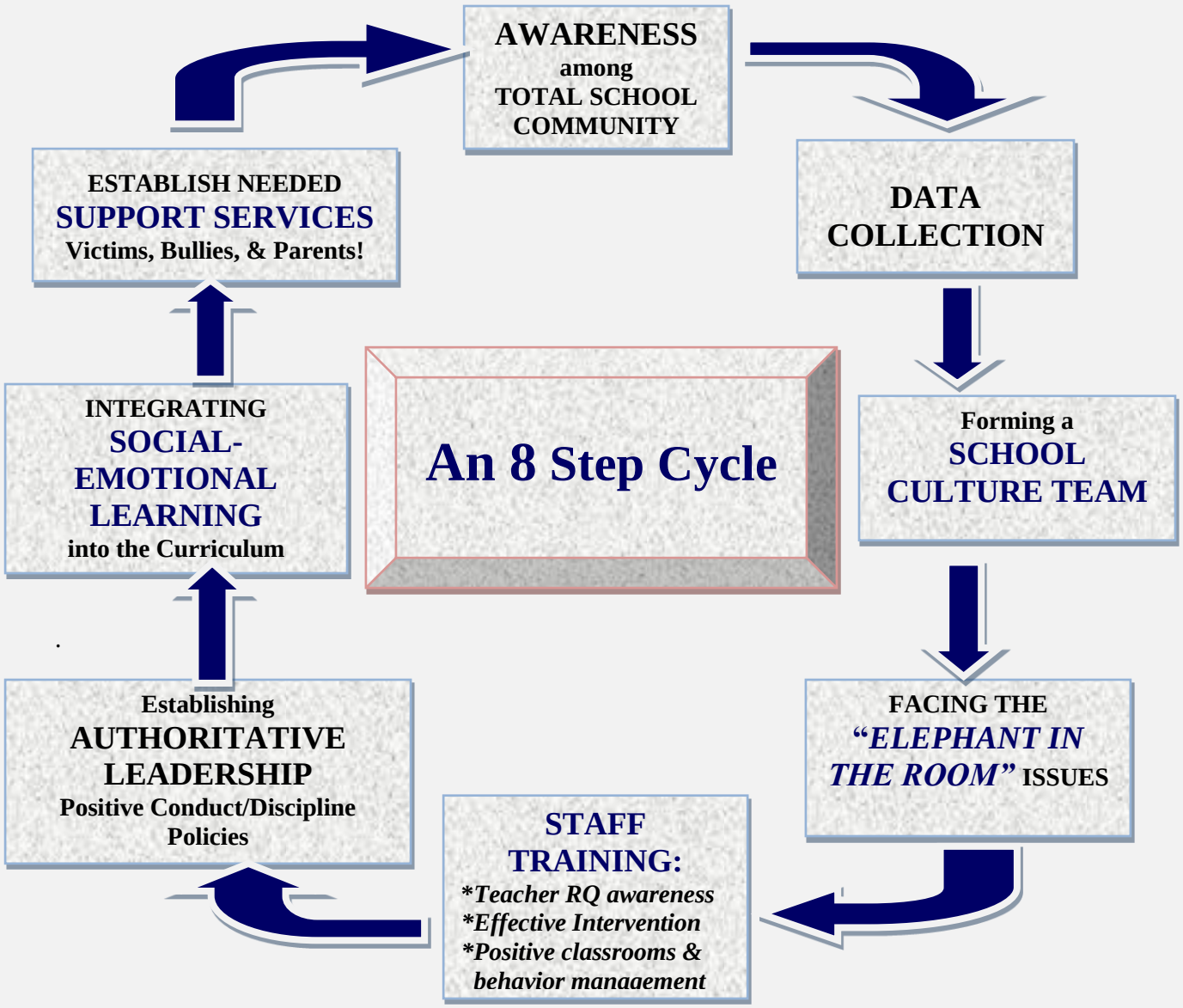
- Provide individual counseling for bullies and victims BUT, **do not** initially work with the two together in conflict resolution sessions or in groups of bullies and victims!!! Such conjoint sessions are contraindicated in incidents of abuse and bullying. They may actually exacerbate the problem!

- Provide family counseling/consultation in conjunction with individual counseling for the victim and bully.

- Initiate a “Restorative Justice” based system for disciplinary intervention along with strategies consistent with the Authoritative/Democratic behavior management approach (e.g., use of Choices and the 4R’s of logical consequences)

Families and schools need to work collaboratively and proactively to establish effective anti-bullying programs. Such programs must first strive to ensure that the essential personal/social competencies for positive social adjustment are actively taught and fostered in all children in the home and classroom. Secondly, parents, teachers, school administrators and community leaders must be educated on the specific components of positive, protective family, school, classroom and community environments; i.e., protective social environments that foster healthy child and adolescent development. This appears to be the most promising strategy for eliminating, or at least dramatically decreasing, bullying behaviors, victim vulnerability and abusive relationship patterns in all spheres of life: school, family, workplace and community.

Creating & Maintaining A Bully Proof School



8 Steps to Bully-Proofing Your School

1. **Create Awareness:** Provide information for administrative staff, teachers, students, school employees and parent community to make them more aware of bullying behaviors, the impact on both the victims (direct and indirect) and school effectiveness. Your school community must understand the dynamics of bullying as a form of abuse, interpersonal violence/social aggression: Administration, Teachers, Students, Parents, & School Staff must know:
    - What is bullying, what it is not, and its various shapes and forms.
    - The High Risk factors for bullying in your school
    - What works and what doesn't in a comprehensive "bully proofing" school initiative.
    - The critical role played by Bystanders in the bullying process.
    - The school environment factors that can contribute to bullying including shining a light on the "Elephant in the Room" issues!

2. **Collect Meaningful Data:** Utilizing both quantitative and qualitative methods accurately assess the degree, types, dynamics and locations of bullying behavior in your school (done annually!). School staff members are not very good at estimating the nature and extent of bullying in their school. This is due to primarily two factors: a) bullying behaviors usually take place "out of sight" of adults and, b) we all have a natural tendency to develop 'blind spots' or minimize those issues that may reflect adversely upon our competence or school's success. Obtaining data via anonymous questionnaires from students, parents and staff can assist you in providing a baseline from which to measure progress and enable you to tailor a bullying prevention program for your specific school's needs. [See Appendix 'A' for sample questionnaires]

    The data will also assist you in identifying your school's "hot spots" for bullying. Different schools will be found to have variances in regard to the times and locations where bullying behaviors occur most frequently. Typically, bullying, like all destructive forces, thrives in the shadows and darkness; that is, locations where adults are not present or likely to be too pre-occupied to be appropriately vigilant. Once these potential problem 'hot spots' are identified by the questionnaires, the school culture team can seek creative ways to increase adult supervision and responsiveness. Sunshine is nature's great disinfectant! Adult supervision along with school-wide awareness of the role of bystanders provide the sunlight that eliminates the bullying behaviors.

    Finally, this is not a one-time only process! The School Culture Team needs to establish a process for rotating membership and annual data collection to enable further program development and refinement**.** The task of the team can expand to be more inclusive of other issues that may arise and to continuously seek new ways to improve the school culture and develop resilient, motivated, high achieving and socially responsible students.

3. **Establish a 'School Culture Team':** Bully proofing a school is not just about "catching bullies" and "protecting victims". Rather it requires a much broad, total school culture focus. Bullying is the symptom of a much larger social environment problem. Consequently, it's important that you to bring the right people onboard your bus to address

the problem and bully-proof your school. The team should consist of administrators, teachers from all grade levels and disciplines, parents, staff and students. In addition, non-teaching staff (bus drivers, aides, cafeteria staff, secretaries, custodians, etc)need to be equal partners in this endeavor to create a positive school culture in which bullying is "not something we do here" and socially normative for students and school staff to be aware of bullying when it occurs and step forward to address the issue when it occurs. By working collaboratively as a 'school culture team", they can begin to analyze the data and develop a comprehensive plan.

It is also advisable to establish a student "School Culture" group to focus on bullying awareness and prevention. They can also provide valuable information and ideas on other issues that can be addressed to improve the overall school culture and climate. This further builds in student connection with, and ownership of, their school.

4. **Confront the "Elephant in the Room"**: Working with your data, the school culture team can now bravely confront the "Elephant in the Room" issues that we so often seek to avoid, minimize or turn a blind eye (see page 16). Who are your school's marginalized populations (parents and students)? What high risk factors for bullying exist in your school? How do parents and teachers sometimes inadvertently "teach" bullying behavior? What are the prejudices and divisive demographics in your school population? And, most importantly, what can we do to actively address and improve upon each of these issues? When bullies are confronted on their actions they invariably respond with one or all of the "DMV" responses, Deny, Minimize or Victim Blaming. It is essential that your school staff, students and parents do not succumb to the temptation of this very same DMV response!

Once the "Elephant in the Room" issues are openly acknowledged and confronted, significant progress can begin. Ignoring or minimizing these uncomfortable issues will only result in superficial efforts doomed to failure; this is wasted time and effort. Only by openly acknowledging, without placing blame, those existing factors that contribute to the condoning, or promoting, of abusive (i.e., bullying) behaviors on the school campus can true progress be made in addressing not only bullying but overall school improvement. The effective schools research of the past several decades have fairly conclusively identified school culture/climate as the primary factor determining overall school effectiveness.

5. **Implement Authoritative Discipline Policies/Practices:** Of the four primary leadership styles (Authoritarian, Permissive-Indulgent, Permissive-Disengaged and Authoritative/Democratic) the authoritative/democratic style has consistently been found in the research literature to lead to the best outcomes in student achievement, pro-social behavior, responsibility, motivation, problem solving ability and educational aspirations. This includes Authoritative leadership in parenting, teaching and administration. Therefore, it is important to provide training in authoritative classroom behavior management for teachers and authoritative parenting for your parent community. School administrators also need training in this approach as it applies to creating effective school disciplinary policies and practices.

Rather than employing counter-productive, punishment based interventions for bullying behaviors, it is better to use a Restorative Justice based approach instead. This approach strives to use discipline (from the root word, Disciple) as an educational, learning process not a punitive, power and control process. Indeed, punitive focused discipline, zero tolerance policies and behavioral psychology based approaches (i.e. reward and punishment for compliance to adult imposed rules) are actually a form of bullying themselves; a form of "bullying light"! Bullying students via threats, intimidation, punishment or rejection/marginalization (all recognized forms of bullying behavior themselves) in order to teach them not to bully makes no logical sense; indeed students all too readily see the hypocrisy and rebel against it.

It is vitally important that your school review its Codes of Conduct, discipline policies and classroom behavior management practices. We need to monitor ourselves as teachers and school administrators to be sure that we are "walking the talk"! Authoritative leadership is a non-bullying based approach grounded in an educational rather than punitive paradigm for behavior control. It emphasizes the importance of mutual respect in all social interactions and the use of limit setting and logical consequences to teach appropriate pro-social behavior.

6. Train all School Staff in Appropriate Intervene Strategies:

All school staff should receive training in how to respond to observed or reported incidents of bullying in a consistent and appropriate manner. This training includes how to handle the initial intervention response during an incident of bullying, handling any follow up meeting(s) with the bully, bystanders and the victim, and when and how to involve additional support personnel for the more serious incidents. Remember, failure to handle bullying incidents promptly and appropriately serves to inadvertently promote and condones such behavior!

The Initial Response: "*The teachable moment*"

- Immediately stop the bullying by placing yourself between the victim and the bullies. In a firm but respectful tone state what you saw or heard and that such behavior is unacceptable in this school. (e.g., *"Excuse me, name calling and ridiculing is a form of bullying and as such is not tolerated in our school*. Do you all understand that?")
- Do not question or discuss what occurred at this time!
- Include the bystanders in the conversation; don't let anyone leave the area until you finish. Remind bystanders of their role and why they should intervene next time.
- Impose immediate logical consequences wherever appropriate such as removal from the activity or playground.
- Schedule a time to meet with the bully, bystanders and victim later in the day to discuss the matter more fully.

The Follow Up Student/Teacher Conference:

- Not all incidents require a follow-up response. This should occur whenever incidents are repeated (higher chronicity) or if the degree of bullying was of concern (higher toxicity).
- The student/teacher conference is scheduled separately for the bully, the victim, and the bystanders. (see process below). In all cases, an incident report should be forwarded to administration indicating the student(s) involved, nature of the incident, how handled and whether or not further intervention is deemed necessary at the moment. [**Note:** this enables monitoring of repeated incidents when observed by different staff members]
- In all cases, Do Not require the students to apologize, "work things out", or engage in conflict resolution/mediation processes! This is likely to exacerbate the problem due to the power imbalance in any abusive behavior. Rather, encourage the bully (and bystanders) to make amends in some meaningful way.
- If further administrative/disciplinary follow up is deemed advisable, this should be handled by an appropriately trained staff member who has sufficient time and authority to investigate the problem, administer appropriate disciplinary actions and to identify the need for, and refer to, additional supportive intervention services for the parties involved (victim, bully and/or bystanders). This typically is the role of a dean of students, principal or asst. principal.
- In cases involving repeated offenses (chronicity) or more severe bullying/abusive behaviors (toxicity), it is necessary to impose appropriate logical consequences and/or implement restorative justice disciplinary interventions.
- Again, all discussions with the bully and active bystanders should utilize what has been called the "*Secret Service"* method. Inform the bully and active bystanders that you'll be watching more closely in the future and then discuss/agree to the consequences should there be any further incidents.
- Always maintain a respectful tone of voice and non-threatening mannerisms as you discuss and agree to terms for the future. Do not seek to intimidate or threaten, i.e. trying to out-bully the bully! This type of disciplinary response is correctly viewed by the student as rather hypocritical. You are, in effect, teaching bullying as an appropriate interpersonal behavior by modeling it. Thus your behavior actually promotes further bullying/abusive behavior.
- Always follow-up later with the victim privately to help him or her feel supported and safe. Ask if they'd like to talk with a counselor or support staff member about the problem.
- Refer for supportive follow-up services whenever it is so indicated.

The Post-Incident Student/Teacher Conference

It is advisable to schedule to schedule a student/teacher conference with the involved students after a bullying incident has occurred. This conference should be conducted within a reasonable period of time after the incident but long enough after such that the emotions have had time to settle back down. This could be after class, later in the day, after school, or even the next day; all are possible depending upon the situation and the intensity of the conflict. The format of the conference should follow along these lines:

1. **Establish a tone of mutual respect and solution focused; not blame or criticism**
   - Watch your tone of voice and use "we and I" not "you".

2. **Focus on the behavior and not on an evaluation of the student.**
   - State the specific behaviors that occurred; no labeling!

3. **Identify the student's strengths, abilities and potential**

4. **Invite the student to express his or her perspective**
   - Listen to understand; not to argue and defeat. Agree to disagree if necessary
   - After student finishes share your perspective, "*here's how I experienced it…"*

5. **Invite the student to offer suggestions for handling the situation better in the future.**
   - "*How might you better handle such a situation in the future?"*

6. **Establish a specific, explicit and mutually agreeable plan including what will be the Appropriate consequence should there be a repeat incident.**

7. **Acknowledge the mutual agreement: Ex. Signatures on a written agreement or via a handshake**.

8. **End with the "Secret Service" message.** *"I truly hope you are sincere in agreeing to handle such situations better in the future. But, I want you to know that I'll continue to watch and monitor the situation closely".*

*[**NOTE:** Whenever you do observe or hear of the bully or bystanders handling themselves more appropriately in the future, it is extremely important that you take a moment to go over and politely express your appreciation for their cooperation in making this a better school for everyone.]*

Handling Defensive Student Responses

Most problem students will not have often experienced a respectful, problem solving conference with an adult or authority figure. Their experiences are likely to have been primarily involving criticism, blame and threats; accordingly they will often adopt a defensive posture from the outset. Have patience!

- **Stonewalling:** "*Since you are not ready to talk about it yet, I'll decide for now. We can talk again later*.
- **Unworkable solutions:** **"***I'm unwilling to try that because. Do you have another suggestion?*
- **Promises, Promises*:*** *"That will help a lot. But, just in case, what consequence would be fair if you should forget and such incidents occur again?"*
- **Disrespect*:*** *"I don't appreciate being treated disrespectfully as I'm sure you don't either. So, you may continue to talk with me in the same respectful tone I am using* or, *this conference is over and I will decide what will happen if you choose to act in this way again ."*
- **Blaming Others:** "*I'm not interested in fault finding. I am interested in finding solutions What could you do differently such that this doesn't happen again*?"
- **Denial:** "*What are your ideas on solving the problem*?"

7. Develop and Implement a Social-Emotional Learning Program

This is the key component for the effectiveness of any long-term effort to bully proof your school. Historically, social-emotional education has been a priority in our public education system. However, over the course of the past five decades its role has gradually diminished to the point of being almost non-existent in our schools today. In 1781, when Dr. John Phillips founded his two schools, Philips Exeter Academy and Exeter Academy, he envisioned public education as involving two roles, the development of student academic and intellectual abilities as well as their character and human decency. Both united, he stated, forms the foundation of usefulness to mankind. Research overwhelmingly affirms Dr. Philip's vision for education. When social-emotional competencies are developed in young people, they are found to be much more likely to develop into healthy, competent and socially responsible citizens. Bullies, on the other hand, are found to be significantly deficient in some of the essential social-emotional competencies.

The integration of social-emotional learning into the school's overall curriculum restores a key missing ingredient for creating an effective school. Not only has it been found to result in significant improvements in student social behavior but academic achievement

increases significantly as well; up to 17% in some studies! Introducing a social-emotional learning component into the school's overall curriculum essentially provides the "Social Vaccine" necessary to immunize the school culture and climate against bullying and other forms of interpersonal violence and abuse.

8. **Establish Support Services**: Following any incidents of bullying, there may be the need to involve designated, appropriately trained staff to meet individually with the involved students including those who actively bullied, the bystanders and the victim. This might involve counseling assistance for not only the students but for their families as well. This requires someone with the specific training in child/adolescent counseling and family counseling who has knowledge of appropriate strategies to use and knowledge of those strategies which may be counter-productive. Such follow up supportive counseling assistance can be provided by either an appropriately trained school counselor or by an outside referral to a mental health or family counselor with the training and skills needed. Research evidence indicates however, that best results occur when the supportive counseling assistance is provided by the school itself. Finally, it should be noted that conflict resolution or mediation strategies are considered ill advised, and potentially harmful and counterproductive in cases of bullying/abuse. The power imbalance between the victim and bully negates the ability for a true, egalitarian problem solving process.

Continuing the Cycle:

Bully proofing your school is not a one-shot deal. Rather, the staff, students, and parents must be committed to establishing an on-going process of school culture/school climate improvement. In regard to developing a truly great, highly effective school, i.e., a transformative school, it must always be kept foremost in mind that, 'Greatness is a direction not a destination!' Your "School Culture Team" can become responsible for coordinating and directing the school's on-going task of continuous school improvement. The school needs to be constantly reminded and made aware of the school's priority goal of creating an ever more positive, supportive school environment that fosters the development of not only academically well prepared students but of social-emotionally competent young people as well.

Discussing the "Un-discussable" Issues: *"the elephant in the room"*

Many anti-bullying programs are subtly undermined by the failure to address the "Elephant in the middle of the room". As noted by Twemlow and Sacco (2008), un-discussable topics are those which generate significant anxiety among all present and are thus either avoided or lead to fragmentation and defensive positions. The result of such avoidant behavior is ultimately program failure.

Unless these "elephants in the middle of the room" issues can be openly recognized and addressed in an honest, collaborative, and problem-solving manner rather than a blaming/defending approach any bullying prevention program will likely fail. So let's look at some of the more common "elephants" to be addressed.

1. **Teacher Bullying:** Classroom behavior management is consistently cited by teachers as a primary area of need in their continuing education/training. Unfortunately, teacher training programs have historically tended to focus primarily upon pedagogy, subject content and curriculum methods and provided minimal training in the understanding of student behavior and effective behavior management skills. In the day-to-day practice of teaching, classroom behavior management skills quickly emerge as a critical precursor to the effective use of the teacher's instructional knowledge and skills. Research indicates that 30% of teachers quit the profession after their first year in the classroom and 50% quit by the 5th year. The most common reason cited by teachers for leaving the profession is their frustration with classroom behavior management.

   Due to insufficient training in effective classroom behavior management and strategies for motivating students to learn, many teachers resort to the use of power based methods. The same methods used by their own teachers. Abuse is indeed a trans-generational phenomenon, and not just in families! Teacher bullying occurs when classroom management strategies involve the use of techniques intended to threaten, coerce, punish, manipulate, humiliate, intimidate or disparage students to obtain compliance with the teacher's demands. Indeed, the most common classroom management strategies taught in teacher education programs center on the use of behavioral psychology's reward and punishment tactics for compliance. Reward/punishment strategies are the hallmark of Autocratic Leadership. Such a leadership style is, in the long run, ineffective and even counter-productive. We might even go so far as to call such reward/punishment approaches "bullying light".

   Most teachers will, anonymously, admit bullying occurs in our schools either by themselves and/or other teachers. Unfortunately, most fail to address this problem openly and directly at their school. Instead, teachers –like students and other adults- all too readily, assume the role of the passive, abdicating bystander! Concerns with

creating problems or conflicts in staff relationships or inviting retaliatory responses from the abusive peer(s) results in teacher bullying problems going unaddressed and students unprotected. If we model bullying in our classrooms, we cannot be surprised when students "learn" from us that this is an acceptable form of interpersonal behavior.

2. **Administrative Bullying:** Among the various roles and responsibilities of a school principal, assistant principal, dean of students, or headmaster is that of disciplinarian. However, training in effective disciplinary strategies and the dynamics of student misbehavior is markedly absent from most graduate programs for school administration. Consequently, it is not uncommon for school administrators to resort to the same old, counterproductive discipline strategies historically employed in our schools; the "bullying light" methods of behavioral psychology's reward and punishment tactics or, the use of threats, intimidation and suspension/expulsion.

The use of overt or covert coercion, criticism, intimidation, manipulation or threats for student discipline (or staff management) by administrators creates a "bullying" school climate that will undermine attempts to deal with bullying among students and staff. Indeed, the "trickle down" theory does apply here as the school administrator's leadership style, much like a choir director's pitch pipe, sets the tone for the school culture itself. School administrators who utilize autocratic leadership methods of reward/punishment, coercion, intimidation and threat will find this style of interaction trickling down to teachers in the classroom and students in the hallways. Similarly, permissive/laissez-faire or disengaged leadership styles within a school's administrative system are also associated with increased problems of student and workplace bullying behaviors. Such leadership styles can sabotage the development of a positive, supportive school environment.

Finally, in some situations, school administrators have mistakenly falling into the trap of enabling bulling by students, teachers and staff. This is accomplished by choosing to deny and avoid the problem when concerns arise. There is simply no question that bullying/abuse is a widespread and growing problem in our culture, including in our schools and among our youth. However, some administrators still mistakenly view reports or complaints of bullying as criticisms that shine a negative light upon their school, and subsequently their administrative competence. As Jim Collins has noted in his book on effective leadership, "Good to Great", once an administrator takes the position that his/her school is a "great" school, then complaints or concerns tend to be viewed as attacks upon his/her leadership. This results in a school assuming the position of "*us against them*" and responding defensively to expressed complaints or concerns by "shooting the messenger" and "circling the wagons" along with the DMV responses of Deny, Minimize and Victim blaming. Unfortunately, this response leaves the problem unaddressed enabling further bullying/abuse incidents and a school culture that places its values on protecting school/administration image above protecting and supporting students..

3. **Coach Bullying:** Bullying and abusive treatment of children engaged in athletics is a common problem, unfortunately. It can be seen even in recreational programs during the early elementary school years. Indeed, research indicates that though over the overwhelming majority of children are engaged in some form of recreational athletic programs by age 6, approximately 75% will quit recreational sports by the time they reach the age of 13; the primary reason they cite for quitting is that coaches, and parents, make the experience so unpleasant for them due to their need to win championships at all costs. Verbal, emotional and psychological maltreatment are unfortunately all too common on our athletic fields. Athletes are extended special treatment in some cases communicating that they are better than their less athletic peers. Bullying is a not uncommon result.

   This phenomenon can become particularly problematic in schools with a tradition, or emphasis, on successful athletic programs as measured by championships won. However, this can also occur in schools that pride themselves in nonathletic areas such as debate or AP, IB programs. Coercive coaching methods in the selection and training of students including ridicule and humiliation for poor performance models bullying behavior for students and they will then tend to engage in similar styles of interaction with their fellow students.

4. **Student Diversity:** Schools with a diverse student population including racial, ethnic, nationality, language, SES, and so forth must recognize that this also creates a potential environment for increased bullying. Students (and parents!) from different sub-populations within the school community may easily feel marginalized and excluded. Students may begin to develop cliques within their own subgroup that excludes those peers who don't "belong". The school's majority population can also come to develop an "our school" shared cultural view that intentionally or unintentionally serves to exclude and reject other students from different backgrounds. Dominance issues and retaliation in the form of bullying can easily increase under such circumstances. This needs to be directly recognized and addressed for a program to succeed. Schools using bussing to solve racial and SES balance also must address the increased risk for bullying.

5. **Prejudice:** Racial, ethnic, religious and socio-economic prejudices are universal and occur in all environments, yet we are all reluctant to discuss or admit to this dynamic. Dealing with divisions among students, faculty, and parents is often more effectively addressed by viewing prejudice as another form of bullying. It is important for the school to identify existing areas of prejudice within the school community and develop programs to discuss and counter these issues in a positive, community building manner.

6. **Parent Bullying**: Bullying is a learned behavior. Abuse and maltreatment of children occurs at a far higher rate than we care to admit to ourselves. Even in the most obvious cases of physical and sexual abuse, teachers and administrators all too often choose to ignore, deny, and minimize the problem leaving the child vulnerable

and unprotected by the passive bystanders in the school and community. It is no wonder then that the more common, yet more subtle, forms of child abuse and maltreatment are usually left unaddressed. These forms of child maltreatment such as psychological, emotional and verbal abuse and emotional neglect are estimated to occur at a rate at least twice that of physical and sexual abuse combined! When any individual feels hurt, the natural tendency is to lash out and hurt back (i.e. a revenge or counter-hurt motive).

High achievement oriented and politically influential parents may also engage in the bullying of administrators and teachers. The abdicating, passive bystander, principal or superintendent may let such parents bully their staff. Also, parents who have felt criticized and marginalized by schools in the past may respond as "avenging victims" and attack or blame the school for any perceived problem with their child. All parties must reflect upon their roles in the Bully-Victim-Bystander system.

7. **School Support Staff Bullying:** Students may be subjected to bullying by non-teaching staff (custodians, librarians, secretaries, lunchroom staff, playground supervisors, bus drivers, etc.). Training in anti-bullying must include ALL school staff! Also, when bullying is ignored, minimized or denied by the school staff (e.g. to protect the "we're a good school, not here" myth) then the school's staff themselves are assuming the roles of passive, abdicating bystanders.

8. **School Excellence & Competitive Cultures:** It is not uncommon to find within high achieving, elite public and private schools a markedly competitive school environment and culture. While physical bullying is less common in these schools, other forms of bullying such as social aggression (aka: psychological, emotional and verbal abuse), social exclusion, rejection, and cyber bullying are found to occur at significantly higher rates. The obvious example of this would be Columbine High School in which the high performing, competitive school culture led to a horrific, violent episode of retaliation.

High achieving/high performing schools (including academic, athletics, extra-curricular programs) often develop a subtle dynamic in the overall school culture that tolerates, or even encourages, teachers and students acting in an elitist and mean spirited fashion. As they strive to promote and maintain the image of a school with high social and academic status the negative side effect is one of unwittingly promoting attitudes of superiority and the rejecting or marginalizing of others. Due to education's current emphasis on high stakes testing and the meeting of federal/state mandates, discussions that challenge this narrow, single-minded obsession with academic achievement often result in defensive, knee-jerk reactions. Any initiative not directly connected to achievement test scores and extracurricular championships is viewed as undermining or reducing the school's goal of achieving "excellence". Consequently, the discussion is quickly shifted away from the problems of bullying and abusive behaviors and toward a defense of the status quo.

9. **School Organizational Practices:** Student's school engagement and sense of connectedness with their school have consistently been found to service as primary protective factors from bullying as well as a myriad of other psychosocial problems of youth. This includes connectedness with teachers, peers and opportunities for participation in extra-curricular programs. Unfortunately, many of our traditional school organization practices serve to work against student engagement and connectedness. Consequently, there is an increased bullying risk factor.

The practice of changing teachers and classmates annually, for example, serves to work against developing a cohesive, engaged group of students. This is further exacerbated by our traditional practice in middle and high schools of moving to departmentalized programs. Students thus move from class group to class group throughout the day as well as to different teachers every 57 minutes or so in addition to the annual changing teachers. Such an organizational process dilutes behavioral supervision and differentiated, interactive pedagogical practice focused on individual student needs and progress resulting in inefficient instruction and increased distancing of students from connection with caring adults (teachers). The changing of classrooms also can result in increased failure of staff to intervene and assist in bullying incidents as there is a lessened sense of connection and responsibility.

Schools might consider alternative organizational patterns that increase engagement and connectedness such as "looping" classroom organization patterns as practiced in most developed countries and middle/high school teachers who stay with the same group of students in the same subject area of several years. This is a common practice among many school systems around the world. Thus, a high school student would stay with one math teacher and the same classmates for two to four years.

LEADERSHIP STYLES: School culture is a reflection of the leader

I. Authoritarian / Autocratic:

The authoritarian adult seeks to shape, control and evaluate all aspects of the child's behavior and attitude**s.** The parent unilaterally sets an absolute standard and then employs the primary tools of an autocrat, rewards and punishments to obtain obedience and compliance to the adult's absolute authority. Compliance with adult demands is given the highest priority in the adult/child relationship. Communication is almost exclusively one-way , adult to/at child. Criticism of the child or teen is predominant in communication patterns. Problematic behaviors are viewed as personal challenges to the autocratic adult's status and authority.

- *This style is associated with lower academic achievement (low C average), low goal directedness, low motivation and greater peer conflicts/difficulties*.

II. Permissive-Indulgent:

The permissive-indulgent adult attempts to be non-punitive and accepting of all the child's actions and desires. Limits are seldom, if ever, firmly and consistently enforced. The adult strives to please the child, ensure his/her happiness and to protect the child from experiencing any disappointments or unpleasant consequences in life. The child's behavior soon becomes directed at placing the adults in his or her service. Such children are quick to express anger and resentment as a punishment of the adult when he or she fails to comply with the child's inappropriate demands for attention and service. Often the permissive-indulgent adult feels overwhelmed and helpless in attempting to gain the child's cooperation and consequently resorts to "giving in" in order to stop the unpleasant exchanges and demands.

- *This style is associated with lower achievement (C average), greater involvement in self-destructive behaviors (drugs, alcohol, sex) and manipulative or verbally abusive relationships*

III. Permissive-Disengaged:

The permissive-disengaged adult allows the child to regulate his or her own activities without interference. This adult shows little to no active interest in the child as an individual with the adult performing basic care taking roles only (i.e., clothing, food and shelter or instruction). While few attempts are made to exercise limit setting, the permissive-indulgent adult will be quick to resort to harsh disciplinary action (e.g., corporal punishment, anger, harsh verbal abuse, etc) whenever the child's behavior interferes with the adult's activities and desires. Often both the adult and child remain largely unaware of one another as individuals in the comings and goings of their respective lives.

- *This style is associated with lowest achievement levels (D average) and greatest behavioral adjustment difficulties including gangs, chronic truancy and delinquency.*

IV. Authoritative / Democratic:

The authoritative adult employs a rational, issue-oriented approach to guiding the child's behavior and social development. Reasonable expectations are set with firm limits maintained for inappropriate behavior. This adult utilizes a positive, encouraging communication style with give-and-take dialogue encouraged. The adult takes a strong, active interest in the totality of the child's life and a strong, encouraging personal relationship is established and maintained but at the same time the authoritative adult expects the child to assume responsibilities for his or herself as they become developmentally capable of doing so. Respect for others, cooperation and responsible contribution are highly valued and modeled. Problems and conflicts are dealt with in an issue-oriented, rational manner with the focus on resolving the problems and teaching appropriate social competencies through logical consequences rather than upon obtaining blind obedience and compliance.

- *This style is associated with higher academic achievement (B average or better), better school adjustment, positive relationships with peers and adults, lowest incidences of behavior problems, higher intellectual functioning and greater intellectual curiosity.*

Authoritative Style Classroom Behavior Management

Discipline: ***From the root word "Disciple" meaning a follower or student of a mentor, sensei, master, teacher, or some other wise figure. One who follows the teachings of a leader or mentor's philosophy doctrine or movement; an adherent, or protégé.***

The primary guiding principle for effective classroom and school behavior management (aka: "Discipline") is that first, and foremost, discipline is an **EDUCATIONAL not a PUNITIVE** process. Adults who focus on punishment for transgressions are, themselves, engaged on one of the four goals of misbehavior, i.e., revenge! Such actions only serve to invited resentment, undermine cooperation and maintain on-going cycles of hurt and counter-hurt between the adult and child.

The term "Discipline" itself means, "training that is intended to produce a specified character or pattern of behavior; training that develops self-control, character or orderliness". The root word is "Disciple" meaning a pupil or follower of a teacher who subscribes to and spreads the mentor's teachings. Adults (parents and teachers) must always reflect upon what he or she is actually "teaching", intended or unintended, through their disciplinary methods.

Ineffective Strategies	Effective Strategies
Stress on one's power and authority	Stress on the needs of the situation
Appears arbitrary & unrelated to behavior	Logically related to the problem behavior.
Personalized and judgmental of child	Non-judgmental, issue and solution-focused
Seeks to control the child's behavior	Seeks to teach responsibility for one's own actions
Develops an external locus of control	Develops an internal locus of control
Expression of anger, annoyance in an antagonistic, critical atmosphere	Friendly, supportive yet firm tone maintained
Implies a relationship of superiority/ inferiority; dominance and obedience.	Implies relationship of equality and mutual respect

Power Styles in Task Performance Groups:

Dysfunctional Power: Reward and Coercive strategies focusing on demanding compliance/obedience to a superior authority figure.

Functional Power: Expert, Relational and Positional strategies focus on mutual respect, relationship maintenance and the "needs of the group" rather than the power and authority of the leader.

Student Responses to Adult Bullying Tactics in Dysfunctional Classroom Behavior Management:

RETREAT	Withdraw, avoid, seek to survive or be protected rather than to succeed; decreased involvement or interest in classroom activities and curricular content.
REBELLION	Overt or covert acts to defeat teacher's demands and expectations. E.g., "work to rule" policy, continues or increases intensity of problem behavior, invites teacher into active and passive power struggles over academics and behavior
REVENGE	Overt or covert acts to "get back at" the teacher or school. Interactions are based on an adversarial relationship with goals of hurting or intimidating one another… not conducive to learning!

Effective Classroom Behavior Management Strategies:
Authoritative Leadership

Classroom Behavior Management, or discipline, is first and foremost about teaching students positive, responsible, and cooperative behavior. Avoid using interventions based upon bullying dynamics such as using your power and authority arbitrarily and attempting to dominate and control the student via intimidation, coercion and threats; aka: bullying!

The Language of Choice Formula:

State student's name
+
A firm and friendly acknowledgement that the choice is the student's
+
State the desired behavior
+
Option of time-out placement / consequence
+
"You Decide!"

Example:
A student is laughing and mocking a classmate's reading skills or speech patterns during a group lesson:

"*Lisa, you have a choice. You may either quietly and respectfully listen as others read or you may choose to sit alone in the back of the room for the rest of the lesson so you do not disturb anyone, you decide*."

If Behavior Continues:
"I see you have chosen to go to the quiet area in the back of the room, please take your things and go, I'll check with you when you are settled"

If Desired Behavior is chosen:
Acknowledge your appreciation quietly and personally, "Lisa, I appreciate your settling down to task and listening respectfully in reading group, thank you for cooperating."

USE of Logical Consequences

Whenever possible, discuss consequences with the student(s) during non-confrontational times such as In a class discussion of the Classroom Code of Conduct, in a classroom meeting or in a private student-teacher conference. Such discussions should be "future focused" and strive to reach some mutual understanding and agreement as to how such situations will be handled in the future should the behavior re-occur. Sometimes, however, the teacher must establish an immediate consequence until such time that the matter can be effectively re-addressed later in a non-confrontational setting.

In all cases, an effective Logical Consequence for problematic classroom behavior must meet ALL of the four basic criteria:

4 R's Criteria for a Logical Consequence

RELATED Directly and logically related to the misbehavior.
"If disrupting others you'll need to be removed from the group until you can settle down".

REASONABLE Severity and duration of consequence is reasonable with the sole intent being to "teach" not to punish and make one suffer.
"When you've settled down and started working, you may return to the class or group"

RESPECTFUL An atmosphere is maintained consistent with the principle of mutual respect, equality, worth and dignity of each individual. Teacher's voice remains calm, yet firm, voice tone moderated accordingly and non-verbal responses are neither threatening, intimidating nor demeaning in any way.

RELIABLE Consistency of rule and limit enforcement is essential. Inconsistency results in student's not knowing where the actual limits are at any given time; nor when behaviors are acceptable versus unacceptable. Thus, the teacher's actions are viewed as arbitrary and unfair, which they then are!

Understanding Behavior:

The Three Levels of Behavior

Problems and conflicts between a teacher and/or parent and student are often unwittingly maintained by interaction patterns that serve to maintain or even escalate, rather than resolve the conflict. Using the three levels of behavior model, we can see that the child's misbehavior is observed and then filtered through the lens of the adult's "Rules of Social Interaction". Based upon the meaning the adult assigns to the misbehavior, he/she responds accordingly so as to "correct" the misbehavior. However, most often adults fail to fully understand the child's private logic system and thus respond in a manner which, while intended to correct the behavior, actually serves to reaffirm the child's initial, mistaken logic system,; that is, his/her "Rules of Social Interaction". Consequently the misbehavior itself is reinforced. The goal of a resilience-focused, authoritative intervention is to break this problem maintaining interaction pattern or cycle.

LEVEL 1:

HOW?

The specific behaviors and emotions observed.

LEVEL 2:

WHAT FOR?

What purpose or function does this behavior serve either consciously or unconsciously?

LEVEL 3:

WHY?

The child's idiosyncratic rationale or: "*Rules of Social Interaction*". All behavior is logical if understood from the other's perspective (even if it is a mistaken view)

Problem Maintaining Interaction Patterns: child & adult

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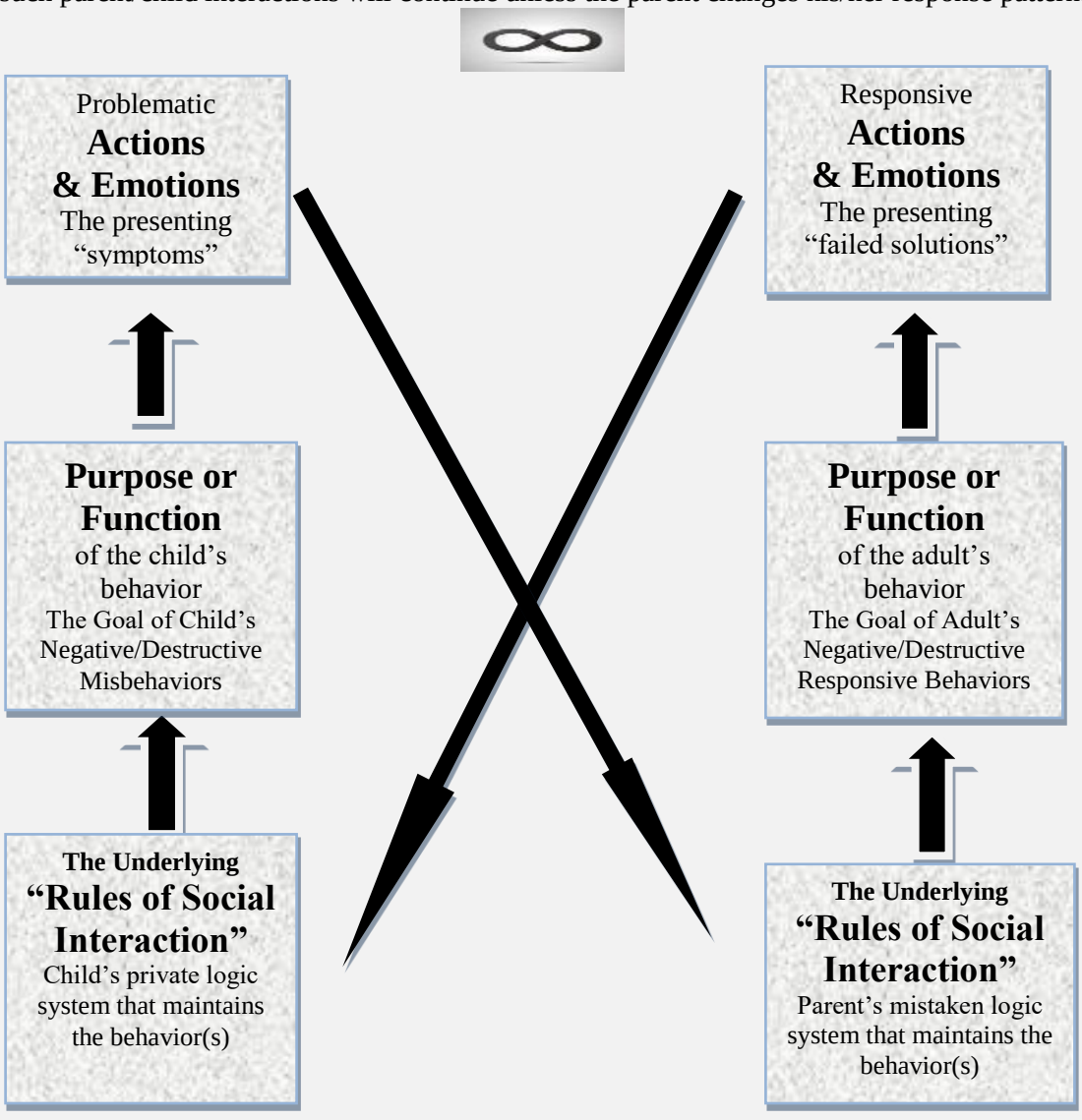
CHILD **PARENT**

Notice that as you follow the pattern made by the arrows it forms the symbol for infinity. This is how long such parent/child interactions will continue unless the parent changes his/her response pattern.



As a way to better picture this process more clearly, think back to that Bop Bag or punching bag toy you had as a child. Level One is like that toy's face. You focused on the face, intervened forcefully to move it and indeed, it did move, but only for a moment. Then it returned to its' original position. Parents who focus only on changing the misbehavior by reprimanding, threatening, punishing or bribing via rewards experience the "Bob Bag" effect over and over again

We need to focus instead on the child's behavior at all three levels, and most importantly at the third level, the "Why?". Only by moving the bottom of the Bop Bag toy, the weighted bag of sand, could you successfully get the head to remain permanently in the new, preferred position. This is the nature of all human behavior adult and child alike!

Parenting for resilience requires that we keep our primary focus on developing positive Rules of Interaction in our child; positive, optimistic rules or perspectives regarding self, others, and life. Research evidence indicates that developing positive Rules of Interaction in children (i.e. interacting with self, life and others) leads to healthy, resilient child development.

Starting from the perspective that all behavior is purposive or goal directed, let's begin by examining the purpose of children's positive/constructive behaviors. When opportunities exist for realizing the Goals of Positive/Constructive behavior, children have less need or inclination to engage in negative/destructive misbehavior.

In other words, the answer to the question, "Why does he/she do that?, lies at level three! Corrective interventions therefore, must focus on effecting positive change at level three rather than on using rewards or punishments to change the overt behavior(s). Focusing on the behavior only is like focusing on lowering a sick child's fever, (i.e., the "symptom" of their illness) rather than on the underlying infection that the body's symptoms are actually trying to resolve!

5 Building Components to a Positive Self-Identity

All children (and adults) strive to achieve the five primary components of a positive self-identity. These are: **1)** Recognition & Connection, **2)** Autonomy**, 3)** Equality & Respect, **4)** Meaningful Contribution and, 5) Competence/Mastery. In positive, supportive family environments, parents seek to consistently provide opportunities for their children to realize these five basic components. By so doing, they foster positive/constructive attitudes or Rules of Interaction which in turn lead to and maintain positive behavior.

Level 2: **Goal or Purpose**	***Level 3:*** **Child's Rules of Social Interaction**	***Fostering Positive Behavior:*** **Pro-Active Strategies for Developing Capable Kids**
Recognition & Connection	I feel connected, valued, wanted and a sense of belonging here.	Special "fun" time together. Comment on positive traits, successes, effort, improvement and, be a "talent scout"! Inquire about their life, ideas, interests, thoughts, etc.
Autonomy	I am unique and have my own niche, style, identity. I am responsible for how my life works out.	Be interested in the child's interests, & uniqueness. Provide opportunities for them to learn responsibility by making choices & decisions; never do for the child what he/she can do for his/herself.
Equality/Respect	I am of equal value and worth as others here. I am respected as I am!	Speak in respectful tone. Provide opportunity for involvement and participation.
Meaningful Contribution	I feel wanted and needed here; both me and my contributions are valued and appreciated by others.	Provide opportunities to take on responsibilities and help in the family and with others. Comment on how their behavior, and that of others, contributes to and positively (or adversely) affects others.
Competence or Mastery	I'm capable, competent even if things get difficult I'll eventually succeed. I'm optimistic, If I work at it, I'll get it!	Focus on what they do well not mistakes, express confidence in them, "put ups" only no "put downs". Focus on progress, improvement and effort.

Fostering Positive Behavior & Self-Identity

Discipline is an educational process and not a punitive one. It involves actively providing amble opportunities for children to experience the five goals of positive/constructive behavior. It is in this manner that children develop a positive personal identity, healthy relationships, and the courage to pursue their highest aspirations.

List six things you currently do, or could do, daily to help students fulfill their need for a Positive Self-Identity.

RECOGNITION & CONNECTION:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

AUTONOMY:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EQUALITY/RESPECT:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

CONTRIBUTION:

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

MASTERY/COMPETENCE:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The 5 Goals of "Adaptive" Misbehavior

When a child consistently misbehaves, it is usually due to his or her lack of opportunity for experiencing or realizing the positive/constructive goals of behavior. As a result, the "Rules of Social Interaction" upon which the child views his/herself, others, and life grows increasingly in a direction of pessimism, distrust, hurt, and discouragement. Consequently, a child will seek to compensate in some ego-protective manner so as to salvage at least some minimal sense of personal significance and safety in their lives.

Level 2: **Purpose or Goal**	***Level 3*** **Child's "Rules of Social Interaction"**	***Goal indicators*** **Diagnostic Clues**
Attention & **Special Service**	***Entitlement, Ineptness***" &/or ***Disconnectedness.*** *I only count when I am being noticed or served*".	Strives to keep focus of discussions upon his/herself. Flamboyant dress or mannerisms. May assume a dependent or victim role.
Superiority/Power	***Absoluteness & Entitlement.*** **"***I must always strive to be better than others, be dominant over others or have special status***."** Often critical and judgmental of others	Uses intellectualization, argumentative bullying, abuse or "one-upmanship*".* May employ martyrdom, or be "too or "too helpful" **.**
Control	***Entitlement, Disconnectedness*** and/or ***Powerlessness***. "*Others don't think much of me but at I'll show them they can't dominate me, I'm only safe, count or have value when* I *am in control, or the dominant* one*!*"	Of self via restricted emotionality Of others via anger/rage, tears and emotional sensitivity, or guilt. Of situations via compulsive behaviors, *least* being rule focused and may use hyper-vigilance to be safe and survive.
Revenge or **Counter-Hurt**	***Disconnectedness, Entitlement, Meaninglessness, Worthlessness***: "*I am not liked* nor wanted; *I only count when I can hurt others as I feel hurt*"	Violent behavior, temper Exploitive & manipulative behavior overtly or covertly harms others Verbal & emotional abuse patterns
Avoidance of Emotional Pain	***Helplessness, Ineptness, Hopelessness***, ***Worthlessness, Meaninglessness***. "*I'm hopeless & inept, I can't do anything right; there's no sense in even trying, I give up and can only seek to avoid life's tasks and pains!"*	Uses symptoms to excuse self, i.e., I would/could if only I '*wasn't*' or didn't *'have' (enter DSM Dx here)* Demonstrates and professes his/her inadequacies or incapability. substance abuse, learning difficulties, procrastination, etc.

Fostering Growth Mindsets: Don't Praise, Encourage!

For years, parents and teachers were told to praise children so as to improve their self-esteem which, in turn, would lead to more positive social and academic adjustment. Recent research however, strongly questions this wisdom of this approach! Instead of praising children, it is better to provide encouraging feedback. What is the difference?

Praise involves an authority figure's evaluative statement as to the relative worth, value, competence or ability of the child. Praise, like its counterpart negative labeling, implies the child has a fixed or given quality or attribute. The child is told he/she either, 'has', or 'doesn't have', this quality or ability. Typical examples of adult praising a child would include such comments as, "you're so smart, talented, good, or bright, good, etc." Such messages are heard by children as indicating one is smart, intelligent, talented, gifted only when one performs more quickly and better than others. Unfortunately, children are smarter than adults and they complete the logic with the other implied message, "therefore, if I don't do better than others, learn more quickly, win then I must be dumb, bad or untalented". This begins the formation of what we call a "Fixed Mindset" or as Popeye put it, "I am what I am and that's all that I am …or ever shall be". This can lead to a "fold your cards and leave the table" response whenever more challenging work or tasks are confronted. Afraid to fail and expose this inflated view of themselves as false, children instead seek to avoid failure or humiliation by not taking risks, new challenges or any task for that matter in which they do not feel 100% certain of success.

This is contrary to what we know about successful people. They aren't worried about failure. Rather, successful children and adults develop a "Growth Mindset". This is a more optimistic view of oneself that believes with hard work and effort, "I too can eventually improve, succeed and achieve my dreams and goals". As Winston Churchill once said, "Success is achieved by going from failure to failure with undiminished enthusiasm!"

Teachers and parents can employ positive, encouraging communication patterns with children so as to foster a Growth Mindset. This involves a belief that with continued hard work and effort, *"I can accomplish anything I set my mind to*" or, "*No matter how difficult things might appear to be at the moment, I am capable and optimistic that with effort I too will eventually succeed.*" Adult communication is most effective when it focuses on expressing confidence in the child/adolescent's abilities, identifying their strengths and assets, noting their contributions, and recognizing effort and improvement.

Creating a safe & positive family ecosystem:

Effective Parent/Child Communication

The Problem with Praising & Labeling!

For years, parents and teachers were told to praise children so as to improve their self-esteem which, in turn, would lead to more positive social and academic adjustment. Recent research however, strongly questions the wisdom of this approach! Instead of praising children, it is far better to provide encouraging feedback. What is the difference?

Praise involves an authority figure's evaluative statement as to the relative worth, value, competence or ability of the child. Praise, like its counterpart negative labeling, implies the child has a r given quality or attribute that is fixed and unchangeable.. The child is told he/she either "has", or "doesn't have", this quality, attribute or ability. Typical examples of adults praising children would include such comments as, "you're so smart, talented, good, or bright, gifted, good, etc.". Such messages are heard by a child as indicating that so long as he/she performs to the adult's standard or more quickly and better than others he/she will be deemed smart, intelligent, talented, or gifted. However, children are much smarter than adults; they go on to complete the logical extension of such praise and the implied message of, "*therefore, if I don't do better than others, learn more quickly, or win, then I must be stupid, bad or untalented".*

This begins the formation of what we call a "Fixed Mindset" or as Popeye so eloquently put it, "*I am what I am and that's all that I am!"* or ever shall be. Research on growth vs. fixed mindsets in youth have demonstrated how this often leads to a "fold your cards and leave the table" response whenever more challenging work or tasks are confronted. Afraid to fail and expose this inflated view of themselves as being false, children instead avoid failure and the resultant humiliation by not taking on risks, new challenges or engaging in any task for which they do not feel 100% certain of success. Some may even seek to elevate themselves above others by putting down and belittling selected, vulnerable peers (aka: bullying).

This is contrary to what we know about successful people. Successful, self-confident people are not worried about failure or being better than others. Successful children and adults develop a "Growth Mindset" . This is a more optimistic and motivating view of oneself. Successful, resilient individuals believe that they are 'OK', as they are but also capable of further growth and improvement. The resilient person's Growth Mindset assumes that with hard work and effort, "I too can improve, succeed and achieve ever greater dreams and goals". As Winston Churchill once said, "*Success is achieved by going from failure to failure with undiminished enthusiasm*!" Thomas Alva Edison illustrated this idea of a growth mindset, undiminished enthusiasm and optimistic outlook when he said, "*None of my experiments ever 'failed', I have however discovered thousands of things that don't work!*"

The Growth Mindset perspective also explains the research indicating that high self-esteem, a primary goal of child rearing over the past few decades, is not correlated with success in life. Rather, "Medium" self-esteem appears to be more commonly found among adults who are happy, well-adjusted and successful in their chosen careers. High self-esteem individuals believe they are 'great' already and have no need to improve. Low self-esteem individuals feel they can never be as capable or successful as others and thus give up and try to avoid failure by withdrawing from tasks. Both of these perspectives are indicative of a Fixed Mindset.

Successful individuals maintain what can be considered "medium self-esteem". That is, I am OK and feel valued and accepted as I am but with continued effort I can grow and improve. After all, isn't this precisely what all living organisms do in life; they continually grow and improve! Interestingly, this same phenomenon is highlighted in Jim Collin's book, From Good to Great. He documents that the most successful businesses and managers or CEO's are found to operate from a Growth Mindset position seeking to continually look for ways to grow and improve. Those companies and managers who fail tend to function from a Fixed Mindset of we are a great company as we are or, I am a great manager as I am. This leads to a failure to continually adapt, improve and grow and eventually to decline and failure. As Collins so aptly put it, "The moment you say, 'we are great', you are already on the road to mediocrity". This applies to families, parents (the family CEO) and children as well!

Growth Mindsets stem from parent/child communication patterns which employ positive, encouraging communication. Such communication facilitates a belief that with continued hard work and effort, I can accomplish whatever I set my mind to and, "*No matter how difficult things might appear to be at the*

moment, I am capable and optimistic that with effort I too will eventually succeed." Parents can facilitate the development of a Growth Mindset in their children by expressing confidence in the child's abilities, identifying and recognizing strengths, assets and contributions, and by recognizing effort and improvement rather than praising or criticizing.

Facilitating Growth Mindsets via Parent/Child Communication:

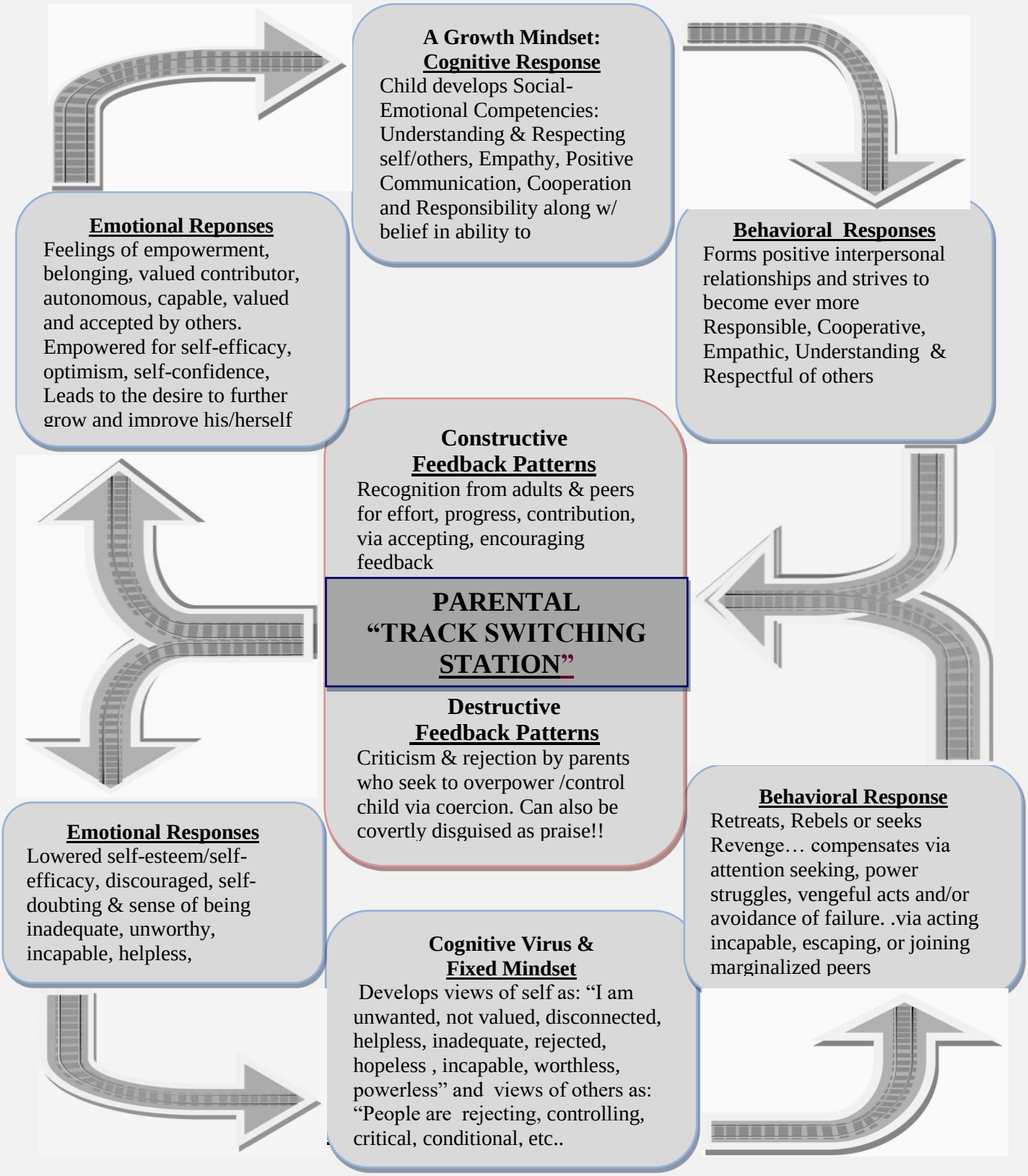
1. **Expressing Confidence in the child:**
   - "Knowing you, I'm sure you'll do fine"
   - "You will make it!"
   - "I have confidence in your judgment, abilities"
   - "Wow, that's a tough one, but I'm sure you'll work it out"
   - "Hang I there, you can do it"
   - How would you like to handle this problem?"
   - "You'd like to convince me that you can't do it, but I'm sure you'll get it!"
   - "You did all that already? Fantastic, you're learning/improving quickly."

2. **Identifying Strengths, Assets and Contributions**
   - "Thank you, that really helped me/us a lot!"
   - "It was very thoughtful of you to…"
   - 'Thanks, I really appreciate your …, it makes my job easier."
   - "I could really use your help on…"
   - "You have a lot of skill (knowledge) in…, would you help me by..?"
   - "You seem to really enjoy learning about…."
   - "I really like the way you…"
   - "That was a kind/helpful thing you just did, I'm so proud you are my son/daughter"
   - "I really enjoy/admire/respect your… (be specific! E.g. sense of humor, singing, art, effort, etc.)

3. **Recognizing Effort and Improvement**
   - "It looks as though you really worked hard on that"
   - "It looks as if you spent a lot of time thinking that through"
   - "I see that you are moving along"
   - "Look at the progress you have made" (be specific, a yesterday to today focus)
   - "I can see you are improving in …, keep going!"
   - "You may not have reached your goal yet, but just look at how far you've come so far"
   - " You are getting better at…"

Another way to picture positive/constructive parent-child communication patterns is provided in the figure below. Think of your child as being on a train journey through life. As he/she pulls into each station (i.e. interaction with a parent), the parent's communication feedback is akin to the switchman who set the tracks leading to the young train's destination. As parents, we need to constantly reflect on how well we are doing as the Switchman to help our kids stay, 'On Track".

KEEPING CHILDREN "ON TRACK"



Over the course of the coming week, reflect upon your communication patterns with your child or students. Identify examples of when you employed positive/constructive communication (growth mindset promoting) during the week and note them below. Observe also how your child / student responded to this style of feedback.

Expressing Confidence in Your Child:

1. _____

2. _____

3. _____

4. _____

5. _____

Identifying Strengths, Assets and Contributions

1. _____

2. _____

3. _____

4. _____

5. _____

Recognizing Effort and Improvement

1. _____

2. _____

3. _____

4. _____

5. _____

WARNING:
Avoid The Adult Addiction Process:

1. Lacking positive, effective coping skills for highly stressful life situations,

2. The individual turns to the use of an extrinsic substance or "crutch" (addictive behavior) to help them cope or survive the situation, at least temporarily.

3. Initially the extrinsic substance provides some immediate relief from the stressful life situation.

4. However, over time, the individual finds his or herself requiring more and more of the "crutch" while getting less and less of a payoff, stress relief or "high".

5. Eventually, the substance or "crutch" is used more to avoid the feared stressful situations from getting worse (withdrawal) rather than to obtain any of the positive outcomes or benefits for which it was initially employed.

6. The addictive process now becomes circular as the situation deteriorates yet, lacking any other coping skills or mechanisms, the individual increasingly employs greater use of the addictive behaviors to avoid the feared stressful life situation despite such behavior only exacerbating the problem.

7. The addiction cycle continues, behavior becomes more rigid or stuck in destructive coping methods yet there is not seen any option other than to face disaster by facing the stressful life situation "unarmed and vulnerable".

Extrinsic rewards: A destructive addiction among adults

Effects of Extrinsic rewards on student achievement

1. Research evidence indicates that extrinsic rewards tend, in the long term, to decrease student achievement motivation, i.e. the motivation to learn. Extensive meta-analysis of the research have consistently concluded that using extrinsic rewards for intrinsically rewarding behavior is counter-productive. Such strategies serve, in the long run, to decrease the individual's motivation to engage in that behavior (e.g. learning)

2. Research has also shown that extrinsic rewards for reading (e.g. pizza prizes for reading a set number of books) tend to result in students reading less challenging books (focusing on # read, not intrinsic interest in learning via reading) and thus lower student reading comprehension scores.

3. The use of extrinsic rewards for compliance can be viewed as a form of "***bullying light***". The adult strives to control, dominate or coerce the child into behaving as the adult demands rather than to develop in the child positive attitudes and social-emotional competencies that lead to choosing responsible, cooperative and respectful behaviors at all times.

Regarding the Fallacy of Rewards and Punishments:

Reward and punishment based strategies are indicative of an autocratic/authoritarian leadership style commonly employed in dysfunctional social environments including: families, schools, organizations, & governments. Reward and punishment for obedience and compliance are not consistent with a democratic, and mutually respectful society as they imply a superior/inferior relationship dynamic. Most importantly, reward/punishment social interactions are precisely what bullying behavior is based upon. You can't teach non-bullying behavior by utilizing bullying tactics!!

Punitive responses by adults may appear to work in the short run but are found to actually be associated with increased behavior difficulties in the future.
Reward systems, again based in a superior/inferior relationship dynamic again are found to have some short term effectiveness but are counter-productive in the long term.

Infusing Social-Emotional Learning into the Curriculum

"*Above all it is expected that the attention of the instructors to the disposition of the minds and morals of the youth… will exceed every other care; … though goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous, … both united form the noblest character and lay the sweet foundation of usefulness to mankind*" (J. Phillips, 1781; founder Phillips and Phillips Exeter Academies).

Resilience-based programs for Social-Emotional Learning in the schools have been found to result in improved student outcomes such as:

- Higher academic achievement in school
- Higher achievement test scores on standardized testing (11 – 17%)
- Improved social behavior with peers and adults (i.e. reduced discipline problems)
- Decreased bullying and social aggression.

'Back to Basics': Returning the missing 4th 'R' of education

Over the past half century, we have increasingly abandoned the fourth and most important **'R'** of education. Research evidence indicates that GPA and IQ have only marginal correlations with students' future success; however, **RESILIENCE** is highly correlated**!** We need to return to our roots in education which focused on developing young adults who not only could **'R**ead, '**R**ite and do '**R**ithmetic but who were also '**R**esilient. Education requires the preparation of student to successfully assume their total complement of adult occupational, social and family roles. This means schools need to prepare students not only to be academically skilled and knowledgeable but also to be cooperative, responsible, respectful, caring, and productive citizens in a democratic, global society. Character, or social-emotional, education was given the highest priority in our early educational system (Public School Methods, 1908; J. Phillips, 1781). However, educational reform movements over the past half century have tended to be initiated by political rather than educational priorities. The Cold War, global economic competition and subsequent political mandates have resulted in our abandoning the 4th R of education and over-focusing on the single dimension of high stakes testing in core academic skills. Bullying is but one of many symptoms resulting from this underlying problem, the abandonment of the fourth 'R' in the raising and educating of our youth.

The **College and Workplace Readiness Report** (Child Trends, 2008) compared competencies that researchers across three fields (healthy youth development, college readiness and workplace readiness), concluded were, in addition to academic skills, also vital to success in the transition to adulthood. The findings identified a variety of psychological and social skills. Unfortunately, many, if not all, of these skills are not included in our school curricula. Particularly absent, the study noted, are:

1. **Psycho-Social competencies** such as: problem solving/critical thinking, self-management/self-understanding, personal and social responsibility, ethical/moral character

2. **Social-Emotional competencies** such as cooperation skills, understanding self & others (including other cultures), communication and conflict resolution/tolerance

A comprehensive, social-emotional learning program has been found to be an essential component of any long-term approach to decreasing bullying behavior in schools (Twemlow, et. al 2001; Twemlow & Sacco, 2008). Such programs are designed to develop the social-emotional competencies of resilience in youth. Simultaneously, social-emotional learning serves to improve the supportive quality of the school environment and to improve both classroom climate and school culture. These, in turn, are associated with decreased bullying and discipline problems along with increased academic achievement (11 – 17%) and positive student social behavior with peers and adults.

One of the most important findings about bullying behavior is that individuals who engage in such acts tend to be deficient in certain social-emotional skill areas. First of all, they are often lacking in the ability to understand and respect those who are different from themselves. This leads to the dehumanizing and stereotyping of others as, "those types" who "deserve it" or "don't belong here" or "aren't wanted here". Consequently, the bully feels entitled to make the "different" student a target. This is consistent with Oliner and Oliner's findings in their book, "The Altruistic Personality: Rescuers of Jews in Nazi Europe" (1988). Anti-Semitism and the maltreatment of Jews was more easily fostered and silently condoned in countries where the Jews and the majority populations tended to live somewhat separately from one another. In countries such as Denmark and Italy where the populations were more intermingled and thus known on a personal level among one another, anti-semitism was significantly lower. Moreover, people in these countries were far more likely to step forward and hide or protect the Jewish population from the bullying and abuse of the Nazi regime; in other words, they were more likely to become responsible bystanders rather than passive bystanders.

Bullies are found to be lacking in certain essential social-emotional competencies including understanding and respecting oneself and others, empathy, communication, cooperation and responsibility. Foremost among these would be empathy, the ability to connect with the feelings and perspectives of others. Empathy the research now suggests can be considered the meta-social competency for positive psychosocial adjustment. Empathy skills are significantly lacking in those who abuse and bully others while individuals high in empathy are, in essence, immunized from engaging in such behaviors. The communication patterns of bullies, both verbal and non-verbal, are typically negative and destructive with frequent put-downs, insults and demeaning or rejecting statements and actions. Cooperation skills are often found to be lacking among bullies as well as they seek to elevate themselves over others rather than cooperatively engage with others. Bullies strive to always appear superior, dominant or in control of situations and others, perhaps out of fear that the only other alternative is to be dominated, controlled and in the inferior position socially.

Finally, bullies avoid taking responsibility for their own actions. The typical response of a bully when confronted about their actions is to use the standard "**DMV**" response pattern of all abusers: **D**eny, **M**inimize, and **V**ictim Blame. The Developing Resilient Youth (Nicoll, 2011) program is an example of one of many social-emotional learning programs that specifically target the development of these five essential social-emotional competencies. Through the

implementation of such social-emotional learning programs in the school's overall curriculum both bullies/abusers and their classmates (i.e., bystanders) develop these five essential social-emotional competencies. As such, social-emotional learning serves as both a bullying antidote in the school and as an anti-bullying vaccine that inoculates students and prevents outbreaks of abusive, bullying behaviors.

Remember also that bullies can only do what the bystanders will allow! Social-emotional learning programs serve to create a critical mass of responsible bystanders among the student population. As such, the program serves to promote a peer and faculty culture that rejects bullying behaviors and fosters a greater sense of understanding, respect, empathy, inclusion and social responsibility among all students and staff. Bullying behaviors are antithetical to such a classroom climate and school culture. Bullying behavior fails to take root and thrive in non-fertile terrain. As one of the rescuers of the Danish Jews later stated in explaining this heroic act by Denmark's population of responsible bystanders stating that, "*The basic morality in this little homogeneous country is such that we have been told for generations to be nice to your neighbor, be polite and treat people well. You didn't want anything to happen to your neighbors or friends – so you fought for them… People would stop others from doing illegal things; even during blackouts, there was no theft. When the Jewish people came back to Denmark, they found all their property intact, nothing was missing…their neighbors and friends took care of it.*" Such is the nature of the school culture which a comprehensive social-emotional learning program strives to foster in all our schools.

Bully Proofing a school requires a return to the very roots of our educational system. As Dr. John Phillips stated in 1781 when developing his school, Phillips Exeter Academy, one of the first schools of colonial America, the charge to his teachers was that they strive to ensure that "*… the disposition of the minds and morals of the youth under their charge will exceed every other care; well considering that though goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character and lay the sweet foundation of usefulness to mankind*."

Developmental Stages of Social-Emotional Competence

STAGE 1: **An INNATE APTITUDE for positive mental health possessed by all children; a potential which can be developed through training in the essential social skills of resilience.**

STAGE 2: **A set of OBJECTIVE, SOCIAL SKILLS that can be learned through training in the family, school and community.**

- ***Understanding & Respecting Self & Others Skills***
- ***Empathy Skills***
- ***Communication Skills***
- ***Cooperation Skills***
- ***Responsibility Skills***

STAGE 3: **A SUBJECTIVE ATTITUDE toward self, life and others from which one attaches meaning to life events and according to which one makes behavioral choices**

Developing Nurturing, Protective Social Ecosystems

Developing supportive social environments is essential for developing resilience in children and preventing bullying and other forms of abuse and interpersonal violence. The key social environments of the family, the school and the community can be viewed as task performance groups whose primary function is to develop responsible, productive and contributing members of society. To successfully accomplish this goal, five essential "Maintenance Tasks" must be effectively addressed in each of these environments. Successful families, schools and communities are found to address all five tasks in an effective and balanced manner. Those experiencing chronic problems, stress and difficulties, on the other hand, tend to be underperforming, or improperly performing, on one or more of these five essential maintenance tasks.

Family, School & Community Maintenance Tasks

1. SAFETY MAINTENANCE

- Basic food, clothing and shelter needs are met
- Personal safety needs are met (all feel physically, emotionally. psychologically, verbally and sexually safe)

2. LIFE SKILLS MAINTENANCE

- Developing the **Academic Competencies** and the knowledge base members will need for success in life.
- Developing the **Social-Emotional Competencies** members will need for success in life: [I.E.: Understanding & Respecting Self & Others, Empathy, Communication, Cooperation, and Responsible Contribution skills]
- All members are viewed as being capable of achieving success and making a positive contribution (i.e., a growth mindset prevails within an environment of high caring w/ high expectations)

3. COHESION MAINTENANCE

- Actively seek to develop a deep sense of belonging, caring and mutual support, inclusion, and cohesion among all members.
- Positive, supportive and encouraging communication among all members.
- Rituals and Traditions that reaffirm a social climate/culture of belonging, mutual support and caring among all members are established and honored.
- Unique group identity and sense of belonging maintained with shared history and values.

4. BEHAVIORAL MAINTENANCE

- Behavioral expectations are established and maintained in a firm, fair, and appropriate manner.
- Power/Control is based on Expert, Relational & Positional dynamics rather than Reward and Coercive Power dynamics.
- Discipline is understood as an educational, not punitive, process with consequences intended to teach not intimidate; as such they are always Related, Reasonable, Respectful and Reliable.
- Opportunities are provided for realizing the Four Goals of Positive Behavior.

5. BOUNDARY MAINTENANCE

- Individual privacy and interests of all are respected
- Subsystem boundaries (parents/siblings; staff/students, etc.) are respected and nurtured
- Roles for contribution are assigned appropriate to age, generation and/or subsystems
- Appropriate rituals and processes in place for the welcoming, including and leaving of members

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Appendix

Appendix 'A'

Creating a Data Collection Instrument:

[adapted from works of Twemlow & Sacco, 2008 and Olweus, 2005]

SCHOOL CLIMATE CHECKLIST

Teacher Version

1. Please mark the category that best describes your position in the school:
   ____ Certified Teacher
   ____ Instructional Support Staff
   ____ Administrative/clerical Staff

2. Grade level of primary assignment:
   ____elementary, _____ middle, _____high school

This questionnaire consists of questions regarding the general school climate, your psychological safety at school, discipline techniques and influences on student behavior. Please circle the number that most closely resembles how you feel about each item.

Learning Environment:

1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree

1.	People in my school are willing to listen to the ideas and feelings of others, even when they disagree.	1	2	3	4	5
2.	Students cut a lot of classes	1	2	3	4	5
3.	Vandalism is a problem in my school	1	2	3	4	5
4.	Teachers know and treat students as individuals	1	2	3	4	5
5.	I would transfer to another school if I could.	1	2	3	4	5
6.	Drug and alcohol abuse are a problem in school	1	2	3	4	5
7.	My principal is an effective, fair disciplinarian	1	2	3	4	5
8.	Discipline is fair, related logically to the violations of school rules and applied in a reliable, consistent manner.	1	2	3	4	5
9.	Stealing is a problem in this school	1	2	3	4	5
10.	A positive feeling permeates this school	1	2	3	4	5
11.	I am satisfied with the variety of extracurricular activities in the school	1	2	3	4	5
12.	All students have equal access to participation	1	2	3	4	5

	in the extracurricular activities at the school.					
13.	I enjoy working at this school	-1	2	3	4	5
14.	Student behavior is generally positive and responsible at this school.	1	2	3	4	5
15.	Students can count on staff members to listen to their side of the story and be fair.	1	2	3	4	5
16.	Students in this school abide by the rules	1	2	3	4	5
17.	The school building and facilities are neat, bright, clean and comfortable.	1	2	3	4	5
18.	Staff and students do <u>not</u> have concerns about safety and security in this school.	1	2	3	4	5
19.	This school really strives to make students enthusiastic about learning.	1	2	3	4	5
20.	I feel comfortable that I can go to a higher authority to appeal a decision that seems unfair or inappropriate without fearing retribution.	1	2	3	4	5
21.	The physical condition of my school is generally pleasant and well-kept.	1	2	3	4	5
22.	Problems in this school are quickly recognized, addressed and resolved	1	2	3	4	5
23.	Teacher “cliques” do not exist in our school, we all work cooperatively as equals.	1	2	3	4	5
24.	All teachers treat students respectfully and avoid being critical, sarcastic or intimidating.	1	2	3	4	5
25.	Teachers never feel intimidated or pressured by parents at this school.	1	2	3	4	5
26.	There is an effective teacher support system to assist in finding effective strategies for reaching students with learning, motivational or behavior problems.	1	2	3	4	5
27.	Processes and programs are in place to make <u>all</u> parents, students and staff feel welcome and included in the school community.	1	2	3	4	5

Classroom Discipline Strategies

1 = Not effective, 2 = A little effective, 3 = Somewhat effective, 4 = Quite Effective, 5 = Most effective

28.	Using group comments (e.g. stating there is too much talking in general vs. singling out one or two students only.	1	2	3	4	5
29.	Use of a reward system to motivate students	1	2	3	4	5

	to behave and complete school work					
30	Pointing out disruptive behavior of a specific student in front of the class.	1	2	3	4	5
31.	Recognizing "appropriate" behavior of the class in general (e.g., saying you like how all are working)	1	2	3	4	5
32.	Recognizing "good" behavior of specific students	1	2	3	4	5
33.	Pointing out how behaviors affect other's well being or ability to learn.	1	2	3	4	5
34.	Removing or threatening to remove privileges for children who misbehave. (e.g. recess, class trip)	1	2	3	4	5
35.	Calling parents to report inappropriate classroom behavior (or warning students you'll do so if needed)	1	2	3	4	5
36	Assigning students to detention or In-School suspension for rule infractions.	1	2	3	4	5

For Classroom Teachers Only:

1= Not at all helpful	2= A little helpful	3 = Somewhat helpful	4 = Generally helpful	5 = Greatly helpful

37.	School staff development programs for discipline and motivating responsible, cooperative behavior among students.	1	2	3	4	5
38.	School programs to promote positive relationships among students.	1	2	3	4	5
39.	School policies and procedures for student discipline.	1	2	3	4	5

Additional Comments:

SCHOOL CLIMATE CHECKLIST

Student Version

1. Please mark your current Grade level :
   ____elementary school _____ middle school, _____high school

2. Years you've attended this school:
   ___ 1-2 years, ____ 3 – 5 years, ____ 5 – 8 years, ___ >8 years

3. How many schools have you attended to date in your academic career?
   ___ only this school, ___ 2 – 3 schools, ___4 or more schools

4. Nationality: _____

This questionnaire consists of questions regarding the general school climate, your psychological safety at school, discipline techniques and influences on student behavior. Please circle the number that most closely resembles how you feel about each item.

---

1 = Not influential, 2 = A little influential, 3 = Somewhat influential,
4 = Quite influential, 5 = Most influential.

Part One: Influence

5.	In your opinion, how influential are teachers in regard to how students behave in the classroom?	1	2	3	4	5
6.	In your opinion, how influential are teachers for for how well students get along with each other?	1	2	3	4	5
7.	In your opinion, how influential are student peer relationships to their academic performance?	1	2	3	4	5
8.	In your opinion, how influential are student peer relationships in regard to how students behave and feel at this school?	1	2	3	4	5
9.	In your opinion, how influential are parents in regard to student behavior and academic performance at your school?	1	2	3	4	5

Part Two: Bullying Behaviors

1 = Never, 2 = Once or twice, 3 = A few times, 4 = About once a week, 5 = A few times a week.

10.	Another student teased me in a mean way	1	2	3	4	5
11.	A student threatened to hurt me or beat me up	1	2	3	4	5
12.	A student ignored me on purpose to hurt my feelings	1	2	3	4	5
13.	A student told lies about me so other students would not like me.	1	2	3	4	5
14.	A student hit, kicked or pushed me in a mean way	1	2	3	4	5

15.	A student grabbed, held or touched me in a way I didn't like.	1	2	3	4	5
16.	Sme students left me out of things just to be mean	1	2	3	4	5
17.	Some students "ganged up" against me and were mean or intimidating.	1	2	3	4	5
18.	A student(s) have used text messaging to embarrass or hurt me.	1	2	3	4	5
19.	A student has used email or the internet to embarrass or hurt me (e.g. Facebook, MySpace, IM, email, etc).	1	2	3	4	5
20.	A teacher embarrassed or humiliated me in front of my peers.	1	2	3	4	5
21.	A teacher spoke in an angry, harsh tone to intimidate me into complying with his/her demands.	1	2	3	4	5
22.	A teacher has used threats (call home, fail, etc) to make me comply to his/her demands.	1	2	3	4	5
23.	My parent(s) speak in angry, harsh tones to intimidate me into complying with their rules and expectations.	1	2	3	4	5
24.	My parent(s) use threats and punishments to enforce rules and expectations at home.	1	2	3	4	5
25.	A parent has verbally or physically assaulted me, a sibling or my other parent at home.	1	2	3	4	5
26.	I have teased or made fun of another student in a mean way.	1	2	3	4	5
27.	I have threatened to hurt or beat up another student	1	2	3	4	5
28.	I purposely ignored another student to hurt his/her feelings	1	2	3	4	5
29.	I purposely ignored a teacher to hurt his/her feelings	1	2	3	4	5
30.	I told lies or spread rumors about another student so others would not like him or her.	1	2	3	4	5
31.	I kicked, hit or pushed another student in a way he or she did not like.	1	2	3	4	5
32.	I helped leave a student out of things just to be mean and hurt his or her feelings.	1	2	3	4	5
33.	Some students and I "ganged up" and were mean to another student.	1	2	3	4	5
34.	I have used text messaging or phone to embarrass or humiliate another student.	1	2	3	4	5

35.	I have used the internet (IM, Facebook, MySpace, email) to embarrass, humiliate or hurt someone.	1	2	3	4	5
36.	I have spread rumors about a teacher to make students not like him/her or get even with the teacher.	1	2	3	4	5
37.	I have been pushed, grabbed or hit by a boyfriend or girlfriend in a way that hurt.	1	2	3	4	5
38.	I have pushed, grabbed or hit a boyfriend or girlfriend in a way that hurt.	1	2	3	4	5
39.	A boyfriend or girlfriend has spoken to me in a mean, hurtful manner when I didn't' do or act as they wanted me to.	1	2	3	4	5
40.	I have spoken in a mean, hurtful manner to a boyfriend/girlfriend when he/she didn't act or do as I wanted him/her to	1	2	3	4	5

Part Three: Responses to Bullying

Circle the number that best represents what you think typically happens when someone gets bullied or picked on at school. Focus on how things have happened during the past three months.
1 = Never, 2 = Not often, 3 = Sometimes, 4 = Quite Often, 5 = Almost Always

41.	Teachers here help students solve their problems by talking things out.	1	2	3	4	5
42.	Teachers understand what is going on with or among the students.	1	2	3	4	5
43.	Teachers are usually in a calm mood when they talk with students.	1	2	3	4	5
44.	Teachers take time to listen to the student's side of the story.	1	2	3	4	5
45.	The school rules are fair and reasonable	1	2	3	4	5
46.	I feel upset when I see a student left out of things	1	2	3	4	5
47.	I feel bad when I see a student get bullied or picked on.	1	2	3	4	5
48.	I try to stop it when I see a student get bullied or picked on.	1	2	3	4	5
49.	I go over and try to help the student being bullied or picked on.	1	2	3	4	5
50.	I tell a teacher when I see a student get bullied or picked on.	1	2	3	4	5
51.	Sometimes I join in and or cheer when I see a a student get bullied or picked on.	1	2	3	4	5

52.	I join in on fights or bullying after they've started	1	2	3	4	5
53.	I usually walk away or say nothing when I see someone being bullied or picked on.	1	2	3	4	5
54.	I worry that the kids will then bully or pick on me If I try to stop it or help the victim.	1	2	3	4	5
55.	It is too hard to stand up to and stop bullies and mean kids at school.	1	2	3	4	5
56.	Students get respect from kids when they boss others around or do mean things.	1	2	3	4	5
57.	When a student is being picked on, other students step in and stop it.	1	2	3	4	5

Part Four: School Climate

58.	Students pick on or exclude other students because they are of a different race/ethnicity or nationality.	1	2	3	4	5
59.	Students pick on or exclude other students because they look or dress different.	1	2	3	4	5
60.	Students tend to associate more with other kids of the same nationality at our school.	1	2	3	4	5
61.	Students pick on, tease or make fun of other kids for appearing to be "gay".	1	2	3	4	5
62.	Students in my school are very competitive regarding grades.	1	2	3	4	5
63.	Students in my school are very competitive regarding sports and after school activities.	1	2	3	4	5
64.	Sometimes I wish I could go to a different school	1	2	3	4	5
65.	I feel like I belong or fit in at my school	1	2	3	4	5
66.	Sometimes it feels like nobody really knows me at my school.	1	2	3	4	5
67.	I feel the teachers really know and care about me, personally, at my school not just my grades.	1	2	3	4	5
68.	It's easy to be myself at this school	1	2	3	4	5
69.	Teachers and staff treat me respectfully here.	1	2	3	4	5
70.	It seems that if you're not the best at something you do not matter much at school	1	2	3	4	5
71,	I feel a lot of pressure to excel academically and get good grades.	1	2	3	4	5

72.	I feel a lot of pressure to excel at sports or other after-school activities.	1	2	3	4	5
73.	My parents care about what happens at school	1	2	3	4	5
74.	My parents put a lot of pressure on me to excel academically and get top grades.	1	2	3	4	5
75.	My parents put a lot of pressure on me to excel in sports, socially or in after-school activities.	1	2	3	4	5

Part Five: Where Things Happen

76. I saw a student get bullied in the restroom while classes were meeting.
never once or twice a few times about once p/week few times p/week

77. I saw a student get bullied in the restroom between classes.
never once or twice a few times about once p/week few times p/week

78. I saw a student get bullied in the hallways between classes.
never once or twice a few times about once p/week few times p/week

79. I saw a student get bullied in the hallways while classes were meeting.
never once or twice a few times about once p/week few times p/week

80. I saw a student get bullied in the halls before school.
never once or twice a few times about once p/week few times p/week

81. I saw a student get bulled in the halls after school.
never once or twice a few times about once p/week few times p/week

82. I saw a student get bullied on the bus (leave blank if you do not take the bus to school)
never once or twice a few times about once p/week few times p/week

83. I saw a student get bullied on the school grounds before or after school
never once or twice a few times about once p/week few times p/week

84. I saw a student get bullied in the classroom during class.
never once or twice a few times about once p/week few times p/week

85. I saw a student get bullied on the way home from, or going to, school.
never once or twice a few times about once p/week few times p/week

86. I saw a student get bullied in the cafeteria
never once or twice a few times about once p/week few times p/week

87. I saw or heard of students getting bullied via internet or phone after school
never once or twice a few times about once p/week few times p/week

Additional Comments (use back of form if needed):

Resilience Counseling & Training Center

William G. Nicoll, Ph.D. & Monica A. Nicoll, LMHC
P.O. Box 1435 - 24 Reporter Court
North Conway, New Hampshire 03860 USA
Email: resiliencectc@aol.com
Website: www.resiliencecounselingcenter.com

Resilience is the ability to handle adversity, stress, difficulties and setbacks in stride and to bounce back and move forward in a positive, fulfilling and productive direction. It is, at once, both a 'social vaccine' inoculating us from adverse life events and an 'antidote' for life's problems and challenges.

The Resilience Counseling & Training Center (RCTC) provides a variety of resilience focused services including:

- Counseling & Therapy: Individual, Couples & Family
- Parent Education/Parent Coaching
- Couples & Parenting Enrichment Workshops
- Consulting & Training services for Schools
- Consulting & Training for mental health organizations
- Professional Development workshops worldwide.

RCTC services can be provided either by:

- Making an appointments at our North Conway, NH office,
- Arranging for a videoconference distance appointment/ utilizing Zoom, Skype or Oovoo internet connections
- Contracting for consulting or training services at your locale.