

The Bullying Report

What to do before, during, and after bullying happens



Before Bullying Happens

There are things that classroom teachers can do about bullying BEFORE it happens. These are designed to;

- Support behaviors that negate and counter bullying,
- Provide skills and resources for when bullying happens, and
- Encourage strategies for students to be able to prevent bullying themselves.

All of these can be built into the T-RE-T model; that is TEACH-REMIND-RETEACH. Within this model, the desired behaviors are intentionally taught. That includes the skills that involved in problem solving and conflict negotiation. Within the classroom, this is most effectively created within the classroom culture via classroom rules.

In my experience, the most effective means of establishing, utilizing, and supporting classroom culture is through classroom rules. The rules are developed to encourage self-management, cooperation, desired behavior, and positive competition, a huge beginning step in creating an intentional, bully-free, high performance classroom for all students.

Steps to implement and integrate rules include;

1. Create the rules. Remember to use a minimal number of rules, stated simply, that can quickly and constantly be reinforced.
2. Introduce the rules. Doing this in a way that encourages students to own and be able to manipulate the rules and their application is critical. TEACH
3. There is visual reminder of the rules present in the classroom. Posters for each rule and one that has them all should be large and visible in the room. REMIND
4. Reinforce the rules in a neutral manner. This means the rules are repeated daily, weekly, or at identified intervals to make sure they stay in the forefront of the classroom experience. REMIND

Teachers

5. Reinforce the rules at time of infraction. Johnny breaks a rule for the first time. The rule is immediately stated by the class. Things move on. If Johnny repeats an infraction, the rule is immediately stated by Johnny, the class, or the teacher. There is then a clarification with Johnny that he understands how the rule was infringed. Then alternative behaviors are offered; by Johnny, the teacher, or other students. This is a mechanism of peer pressure that supports appropriate behavior. If the violation continues, other behavior management will need to be employed. RETEACH

Want to learn more about creating classroom culture that supports learning, performance, and fun? Check out more of Leah's resources and ideas at <http://with-respect.com>.

Within content areas, there are also opportunities to teach and support students in areas of self-esteem, self-awareness, conflict negotiation, and relationship building (all crucial skills in preventing bullying for the target and the perpetrator). For example, both math and science create teachable moments for cause and effect – a huge concept in understanding personal behavior, choices, and consequences. Additionally, projects and homework can be developed related to the social sciences, reading and writing that support the identification of mentors and role models as well as the exploration of perseverance, resilience, and peer pressure. This can be done across developmental stages with great success and can be differentiated to meet individual student needs and academic outcomes.

Additionally, designing classroom systems for conflict resolution and problem solving provides students the opportunity to self-advocate and self-solve but also provides lifelong skills necessary to avoid bullying as the target and/or the perpetrator.

Want more? Contact Leah directly at leah@with-respect.com. She can provide resources, training and materials that will help you in your classroom, boardroom, and hallways!





During Bullying

Bullying is defined as:

- Mean acts
- Done intentionally
- Repeated over time
- With an imbalance of power

Statistically we know that:

- bullying takes less than 10 seconds to happen;
- happens in the form of physical, verbal, relational, and cyber bullying;
- impacts at least 40% of students in schools.

We also know that the **number one deterrent** for bullying is **adult presence**. That means that most of what we, as adults, need to do is be present, just show up!

Being present means, not only is our body there, but so too are our eyes, ears, mouths and minds. We need to have an active presence. That means when name calling happens, we stop it. When there is a push, a shove or look, we stop the perpetrator and we call out what we see. We interrupt the process.

In this simple way alone, the students who tend to be the targets will feel less isolated, less alone and more likely to seek our help and support. Those who bully will know that it is not an acceptable behavior.

It's the first and most important requirement in intervening with bullying. Remember, bullying is NOT just kids being kids. It is negative behavior that becomes a habit that impacts the lives of students!



After bullying

The next step is to address bullying from our perspective of behavioral teaching is to RETEACH. Bullying as a behavior is unacceptable and inappropriate. It is important once a student finds that behavior to be ineffective that we reteach the appropriate, desired behaviors. Utilizing the classroom rules as a mechanism for reteaching, students and their peers can identify the desired behavior and share and learn together how to apply those.

This can be done utilizing content areas like reading, social studies, and writing to reinforce exactly how situations can be self-managed. Creating a classroom social story about how to overcome bullying, as the target and the perpetrator, can be a powerful exercise from the perspective of writing skill as well as conflict negotiation skills.

Conclusion

This is just the tip of the iceberg when we explore what we can do about bullying. It isn't something we have to accept as part of our culture. We CAN eliminate it; make it the exception instead of the rule. Currently, only 40% of students experience bullying in school. That means 60% do not. There are things we can do together to make the number of impacted students less than 10%.

School can be fun, safe, and filled with excited learning. Join me in making this dream a reality. <http://with-respect.com>