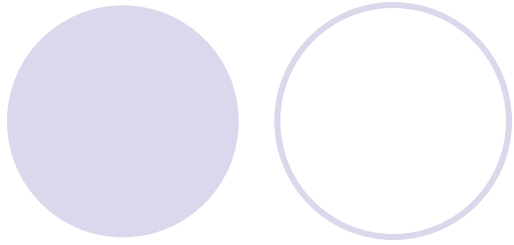


The Bully, the Bullied, and The Bystander

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Sticks and stones
May break my bones,
But name-calling
ostracism
And scape-goating
May injure my soul
Long past the point
That broken bones mend.



Author unknown – Globe and Mail 2002



Bullying

- If an aggressive child or youth is ignored or not dealt with, they may make violence a way of life – hurting peers, loved ones, strangers and themselves.
- The target of bullying can develop low self esteems, become suicidal, angry or vengeful.

Bullying – scope of issue

- 70-80% of children who experience bullying find the problem transitory and minor
- 10-15% of children who experience bullying find the problem impactful
- Most present day issues of violence for teens come in the form of verbal abuse, bullying, dating violence and disorderly behavior (Bear, 1998, Gabor 1995)

Bullying – scope of issue

- Canadian-based education research suggests that we have high rates of aggression among school aged children.
- 5-10% of children who experience bullying find the problem serious and request prolonged and comprehensive intervention

Bullying - Definitions

- Dfn: Behaviors between children under the age of 12 that are reflective of harassment, intimidation and discrimination



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Bullying - Definitions

Bullying is Not

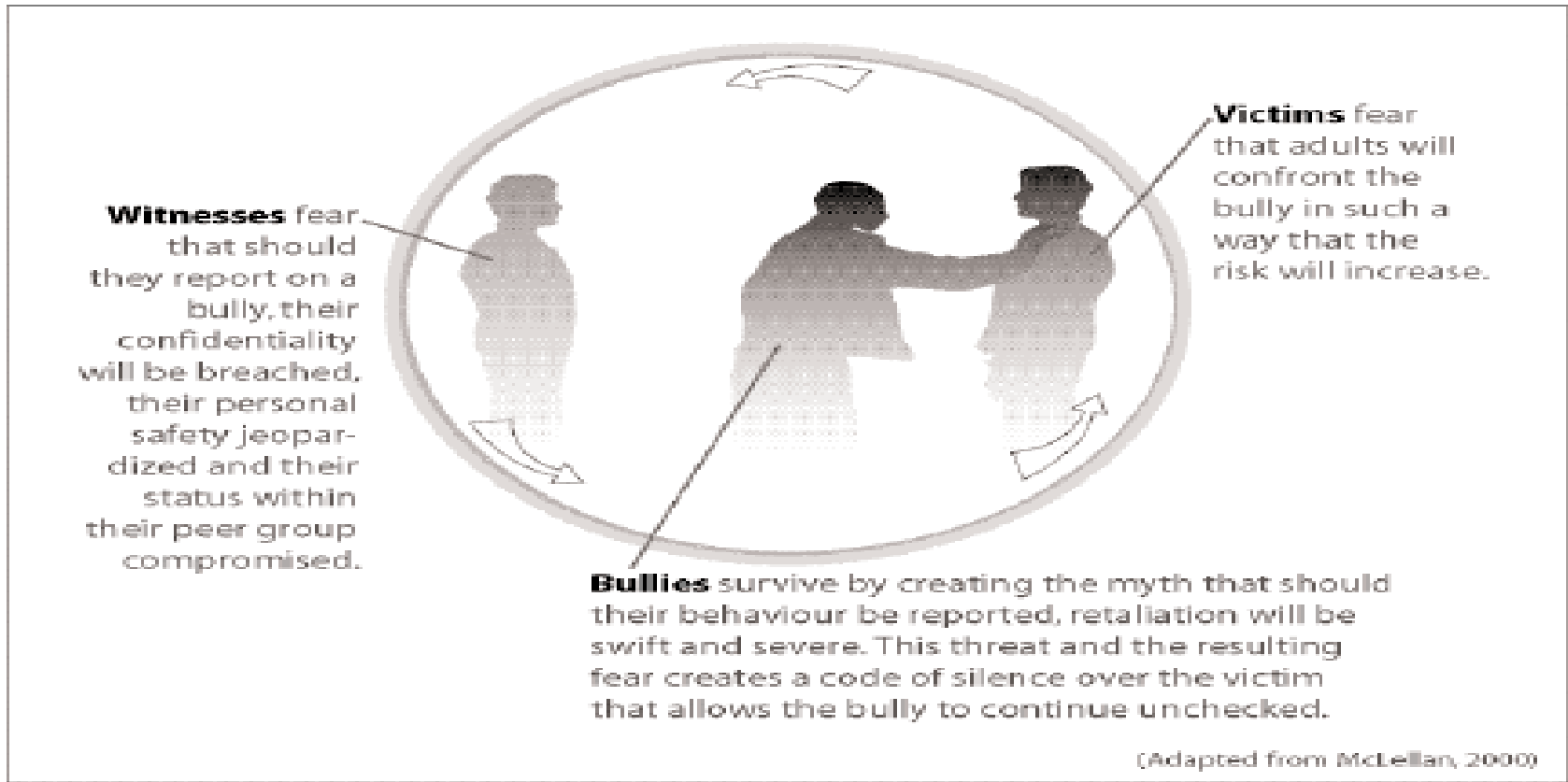
Conflict between friends or disagreements
An argument between people of equal power
Accidental
“Normal “ relational development
A one time event
Friendly teasing
Something people grow out of

Bullying is

Hurting behaviors based on oppression and discrimination
Based in a power differential
Intentionally harmful
Intense and long in duration
Generally repeated over time
Oppressive and isolates the target
A patten of behavior that can be set throughout life

Bullying – The cycle

Figure 2.1 The Bullying Cycle



Bullying – Profile of a Bully

GIRLS

- can be very aggressive
- use nastiness, relational aggression, including body and verbal language
- less visible; aggression harder to identify
- motivated by bonding, power and entertainment
- often bully within tightly knit friendship networks
- pack predation
- bullying behaviours do not decrease with age

BOYS

- can be very aggressive
 - use physical aggression, yelling, assertion of status and dominance
 - visible to others
 - motivated by power
 - bully acquaintances or strangers
 - often involves smaller numbers
 - bullying behaviours do not decrease with age
-



Bystanders and Interveners

- Bystanders are people who stand nearby and provide an audience for the bully
- Interveners are those who come in to help solve the problem

Bullying – Bystanders and Interveners

- 85% of bullying episodes occur in the context of a peer group
- 1/3 of students reported that they did not intervene – only 1/4 said they helped
- 53% of each bullying episode is reinforced by peers by watching without joining in
- 31% of students admitted that they could join in bullying someone they did not like
- When peers intervene they are successful in stopping bullying 50% of the time
- In a recent Canadian Study less than 3% of teachers reported that they felt competent to intervene.

Bullying - Impact

BULLIES	TARGETS	BULLY-VICTIMS	BYSTANDERS
<ul style="list-style-type: none"> ✦ Externalization problems ✦ High levels of depression ✦ High levels of aggression ✦ Delinquency ✦ Suicidal thoughts, suicide or attempts ✦ Greater likelihood of having children who behave aggressively 	<ul style="list-style-type: none"> ✦ Internalization of problems ✦ Anxiety ✦ Loneliness, isolation ✦ General unhappiness ✦ Low self-esteem ✦ Feelings of anger and sadness ✦ Problematic relationships ✦ Feelings of aversion towards one's social environment ✦ Problems concentrating at school ✦ More absenteeism reported ✦ High levels of depression ✦ Disabling shyness and fear of intimacy ✦ Signs of physical disorders and psychosomatic symptoms ✦ Eating disorders ✦ Suicidal thoughts and suicide 	<ul style="list-style-type: none"> ✦ Emotions of anger, vengefulness and self-pity ✦ Recurring memories of bullying incidents ✦ Frequent headaches, stomach aches, sore throats, colds and coughs, "thumping" in the chest ✦ Sleep disorders and bed wetting ✦ Problems concentrating at school ✦ Symptoms of clinical depression ✦ Suicidal ideation 	<ul style="list-style-type: none"> ✦ Upset and angry feelings over the incidents witnessed ✦ Fear of association with the target as it may lower own status, lead to becoming targets themselves ✦ Fear of reporting bullying incidents because they do not want to be seen as a "tattle", "rat", "fink", etc. ✦ Feelings of guilt and helplessness for not standing up to the bully on behalf of the target ✦ Feelings of being unsafe, unable to take action or unable to gain control

Bullying - Impact

- Bullying that occurs in a “Jewish” context can negatively impact a child's Jewish identity.





Interventions

1. Addressing the Bully

1. Holds bully's accountable, includes behavior modification

2. Positive Interaction

1. Focus on strengthening the individual's resilience to bullying and the bystanders capacity to intervene

3. School/Curriculum Based

1. Part of the mandatory curriculum of schools, can become a anti bullying/violence vaccination (especially in smaller jurisdictions/communities)

Interventions - Bullying and Harassment

- Challenges to intervening
 - Uncertainty of how to identify bullying and/or harassment
 - Fear of retaliation
 - Guilt for somehow provoking the aggressor
 - Fear of being blamed for provoking the bully
 - Fear of being disbelieved or ridiculed
 - Reluctance to hurt a peer or respected authority figure
 - Avoidance of conflict
 - Fear of taking action, feeling unprepared for the results



Experience the Program



Best Practices

1. Capacity

1. Ensure that kids understand, have capacity and feel empowered to address the issue.

2. Policies

1. Protocols, policies and procedures that are used consistently and appropriately

3. Education and Partnership

1. Ensure that parents and staff are educated and working together to address the issue



Best Practices

4. Ongoing

1. Programs must be continuous and ongoing

5. Providing space for discussion

1. All programs should provide time and space for disclosures and relationships building with professionals.



Resources

- <http://sites.google.com/site/warrenmedia/bullying-prevention-documents>
- http://www.creducation.org/resources/SBN_Tip_23.pdf
- <http://www.redcross.ca/article.asp?id=24700&tid=108>