

SDDFS NOTES

on Bullying

VOLUME 8, ISSUE 2

APRIL 2005

Special Points of Interest:

- **Bullying in Cyberspace**
- **The Olweus Bullying Cycle**
- **Successful Anti-Bullying Programs**
- **A Look at Statistics**
- **Focus on Anti-Bullying Efforts**

Inside This Issue:

Bullying - A Growing Problem	1, 2
Anti-Bullying Legislation	2
Types of Bullying	3
Bullies in the Age of Technology	3
The Olweus' Bullying Cycle	4
Successful Anti-Bullying Programs	6
National & Florida Focus on Anti-Bullying Efforts	8
Facts & Statistics	9
Resources	10

Bullying: A Growing and Serious Problem

It may come as a surprise, but bullying and not a terrorist attack is the problem that "teens see as the biggest threat that most frightens them and interferes with their education. While the threat of international terrorism is real, the average student will be much more affected by the internal terrorism of bullying, violence in the community, and the possibility that a troubled classmate could attack the school." [1] This fact alone should make educators and parents take notice that bullying in our schools continues to be of grave importance to our society.

Despite the positive work that has been done in this country to control and diminish the problem over the past decade, the issue of school bullying still needs to command a greater emphasis, especially in view of the highly publicized school shootings of the 1990s. All too often, beginning in elementary schools, bullying may still be ignored or viewed as a normal rite of passage that all children somehow must go through - a process that has to be endured or outgrown. There is much evidence to show that neither is the case.

Bullying is unprovoked and intentionally aggressive physical action or psychological control exercised from a position of power by one individual or group over another person or group. The practice of bullying can include physical aggression in its myriad forms, or it can be psychological, in the form of persistent teasing, staring or glaring as intimidation, spreading rumors or tales, post-



ing graffiti, or even bullying through electronic communications (cyber-bullying), a nuance made possible by the two-edged sword of technology: websites, email, instant phone messaging, and digital camera-phones. [2]

According to Norwegian researcher, Dan Olweus [pronounced Ol-VEY-us], bullying takes place when a person or a group intentionally and without being provoked commits, with repetition, hurtful acts against other individuals or groups. Bullying can take the form of physical acts, the use of inappropriate words, or any number of other negative behaviors: name-calling, threats, or exclusion from a group or game. "Bullying also entails an imbalance in strength (or an asymmetrical power relationship), meaning that students exposed to negative actions have difficulty defending themselves. Much bullying is proactive aggression, that is, aggressive behavior that usually occurs without apparent provocation or threat on the

continued on page 2

Bullying: A Problem

continued from page 1

part of the victim." There always exists this imbalance in real or imagined power between the bullies and their victims, and it most always occurs "repeatedly over time". [3]

Most adults generally agree that it is through experience that children learn to interact effectively and considerately with peers. That is certainly true, but it is helpful to be aware of not only what bullying is, but also what bullying is not. Sometimes the line between appropriate and inappropriate behavior is blurred. In a bullying situation only the victim feels emotional pain; whereas the bully may feel pleasure, excitement, or may have no emotional feelings at all. [4]



For example, in an argument or physical altercation between equals, each party will no doubt be in emotional pain, but such behavior is not bullying. Likewise, bullying is not good-

natural, playful teasing among equals or peers. If that same behavior intensifies, becomes persistent or unwelcome, and if it rises to such a level that the person being teased suffers physically or psychologically, then the line is crossed and bullying is taking place. The activity has, at that point, ceased to be occurring between equals, since the balance of power has changed in favor of the perpetrator. Key to determining whether bullying is occurring is identifying whether an act is intended to be hurtful or whether the act is interpreted to be so by the recipient of the behavior.

Adults should always remember that school children depend on them to provide an environment that is safe, free from fear, and within which

continued on page 8

Anti-Bullying Legislation

Thanks to pioneers like Dan Olweus, Scandinavian countries have been working on the bullying problem since the early 1960's, with the real push beginning in 1982. "Norway then encouraged school wide inter-



vention policies, including classroom rules establishing limits to unacceptable behavior, the formation of teacher-development groups, class meetings with children on peer relations and behavior, and counseling for bullies, victims, and parents." Evaluations in 1985 revealed a decrease in school bullying by 50 percent. The Norwegian Parliament "strengthened efforts in 2002 by passing a manifesto committing the central government to the effort." [6]

According to the website of "Bully Police USA, Inc., A Watch-Dog Organization Reporting on State Anti Bullying Laws & Advocating for Bullied Children," sixteen states have passed anti-bullying legislation: Arkansas, California, Colorado, Connecticut, Georgia, Idaho, Mississippi, Louisiana, New Jersey, New Hampshire, Oklahoma, Oregon, Vermont, Rhode Island, West Virginia, and the state of Washington. In February, both houses of the Virginia legislature passed an anti-bullying bill which is awaiting the governor's signature, according to the website www.bullypolice.org. [7]

As an example of a state's anti-bullying law, the Arkansas anti-bullying statute is succinct and contains most of the elements that are com-

mon to other states' laws. Essentially, the law directs each district school board:

- To adopt policies that define bullying and are designed to protect students against bullies at school, in all school sponsored or school-sanctioned activities, at designated school bus stops, and on

school buses;

- To post notices of what constitutes bullying, prominently, in all areas of the schools;
- To send notices home to parents, stating that bullying is prohibited and defining the consequences of harassing or bullying;
- To require that staff report all incidents of bullying to the building principal;
- To hold school personnel harmless if incidents are not remedied after they report them;
- To provide protection from reprisal for complainants;
- To provide staff training activities to build skills to prevent bullying and harassment; and
- To file district policies with the state department of education, which will then review them and provide technical assistance for their improvement. [8]

The State of Florida has not yet passed legislation that specifically addresses bullying, but many Florida school districts support programs through Safe and Drug-Free Schools and other programs that attempt to prevent or reduce the practice. The 2003 Florida Legislature did however amend the state's "Stalking

continued on page 8



Bullies act directly, indirectly, physically, verbally, or psychologically, and each type of bullying can be committed by either sex. Boys typically bully directly, and girls are more indirect and psychological in their approach.

In his "A Profile of Bullying at School," Olweus discusses the differences in male and female bullying, saying that

- Boys "bully more often than girls do," and "about 50 percent of girls report that they are bullied mainly by boys,"
- A "higher percentage of boys are victims of bullying, especially in the junior high school grades,"
- Bullying "certainly occurs among girls," but "physical bullying is less common among girls" than among

Types of Bullying

boys,

- Girls typically are more "subtle and indirect in their harassment," intentionally "excluding someone from the group, spreading rumors, and manipulating friendship relations. Such forms of bullying can certainly be as harmful and distressing as more direct and open forms of harassment."
- Girls are clearly not "the most frequent and worst bullies," according to Olweus' research data from 1993. [21]

Following are the two primary types of bullying behavior:

Direct or face-to-face bullying

- Verbally taunting, using slurs of various types, calling names, insulting, harassing;
- Actively and openly excluding cer-

tain persons from groups and games;

- Physically invading personal space, inappropriate touching and brushing against, pushing, hitting, kicking, assaulting; and/or
- Carrying out psychologically offensive acts, such as staring, giving disapproving looks, making faces, threatening looks, rolling of the eyes, forcing unpleasant acts or coercing behavior, and extorting money or property.

Indirect bullying

- Verbally taunting, using slurs of various types, calling names, insulting, harassing;
- Gossiping and spreading rumors that will affect others' opinions of the victim;
- Excluding indirectly certain people from activities, games, clubs, or other groups; and/or
- Undermining a person's relationships with others by spreading untrue rumors about a person or controlling others' friendships. [22]

Bullies in the Age of Technology: "Cyberbullies"



Cyberbullying has exploded as a relatively new and increasing problem and is becoming more serious as technology becomes more sophisticated and nearly universally accessible. Currently, forty-five states (including Florida) have passed

laws against this type of harassment. One of the most troubling facts is that most cyberbullying occurs off campus, so schools are limited as to what they can do to prevent it; [10] however, educators can provide information to parents that will allow them to monitor more closely their children's use of technology.

A study done in 2000 by the University of New Hampshire's Crimes Against Children Research Center found that 1 in every 17 kids ages 10 to 17 have been threatened or harassed online. Another study done in Britain in 2002 found 1 in 4 students have been bullied online. The number of incidents appears to be growing quickly. [11]

Victims of Cyberbullying are frequently the subjects of

- Cruel, vicious, and/or threatening messages being posted about them, often with virtual anonymity;
- Web sites that ridicule them with stories, cartoons, pictures, and jokes;
- Pictures of classmates being posted online and asking other students to rate them according to negative traits;
- E-mail accounts being invaded and sending hurtful or embarrassing material to others;
- Tricking another through instant messaging to reveal personal information, then forwarding that information to others;
- Taking a picture of a person in the locker room with a phone camera and posting that picture on a website or sending it to others. [12]

The Olweus' Bullying Cycle: A look at Bullies, Victims, and Bystanders



According to Dan Olweus, "all students become, willingly or unwillingly, involved in bullying, with roles ranging from henchmen to passive bystanders to defenders of the victim." [13] Adults in the school setting and parents play prominent roles in determining the extent to which bullying problems will arise and grow into problem behaviors. Adults and students alike need to be taught to intervene together when they see bullying happening, so that bullying opportunities and their subsequent rewards can be limited. [14]

Bystanders roles and characteristics

The roles of the bystander are varied, simply because most of the population falls into that group, from the **Followers or Henchmen** to the **Possible Defender of the Victim**. The **Henchman** stands back, waiting

for an invitation or an opportunity to take an active part in the bullying activity, never instigating, but always following the bully's lead. The **Supporter or Passive Bully** stands by also, relishing the entertainment, but showing no direct support. Some, like the **Disengaged Onlooker** just tries to ignore it all, while the **Possible Defender** wants to help. Both may fear the bully or may fear that others in the group may see them as an ally of the victim and an attractive

candidate for future bullying. The **Defender of the Victim** may call down the wrath of the bully on himself/herself and faces the danger of becoming victimized by both bully and henchmen. Of course, any one of the bystanders may also be labeled a "snitch" or "tattle-tale" and may lose status in the group if they were to report the behavior to an adult.

At one time or another, most of us as children found ourselves in more than one of these other roles if we are honest with ourselves. None of the

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roles is a comfortable fit, but bystanders are often uncomfortable and can become damaged in the process.

The Bullying Cycle makes it obvious that any bullying prevention program must be adopted school wide and that all staff and students must support it. So it must become everyone's responsibility to help build a school culture in which harassment and bullying are neither ignored nor supported. Incidents need to be halted without exception and without delay; if not, then each person who witnesses the act - either willingly or unwillingly - becomes complicit in the act of bullying itself.

Roles of Bullies, Victims, and Bystanders

Contrary to what some may think, bullies have little or no problem with self esteem. In fact they can and do often make friends fairly easily, although those friends tend to be hangers-on who, while they will not instigate bullying, enjoy watching and participating in it. Others may become a type of willing bystander out of fear, just being relieved that the victim is someone else. Such onlookers can no doubt carry guilt with them well into adulthood. [15]

Signs of a potential bully are present if he or she

- Harshly teases those unequal in status, stature, or strength;
- Threatens, kicks, hits or otherwise physically dominates weaker children;
- Is hot-tempered or impulsive, or has a hard time following rules;

- Is aggressive toward adults;
- Is tough or shows no sympathy for children who are bullied; and/or
- Has been involved in other anti-social behavior, such as vandalism or theft. [16]

Bullying harms the perpetrator

If bullies are allowed to continue their behaviors into the teenage years or adulthood, bullying acts can escalate into much more serious behavior, even into sexual harassment or serious criminal activity.

- Bullies identified by grade six-to-nine stand a strong chance of being convicted of a crime by age 24, according to one study;
- Forty percent of identified bullies had three or more arrests by age 30;
- Bullies are at even greater risk of suicide than their victims, according to one study;
- Bullies often perpetuate family violence as they grow up. [17]

Bullying harms bully/victims

The student who is bullied and then bullies others is perhaps the most complicated role in the bullying behavior cycle, and the least is known about him or her. As older teenagers or in adult life, this group may experience serious problems that affect others as well as themselves.

One has only to view the Final Report of the US Secret Service on the school shootings of the 1990s to realize that bully/victims can pose serious problems for themselves and society. The Final Report revealed that in 29 out of 71 cases of school violence, nearly 75% of the perpetrators of school violence and attacks in the 1990s had been bullied, threatened, or hurt by others before the inci-



Students who are repeatedly bullied frequently experience problems that can follow them throughout their lives and affect their ability to interact with friends, family, co-workers, and society as a whole.

dents occurred. The attackers in these cases had undergone severe and long-term bullying and harassment and one was described as "the kid everyone teased." [18]

Bullying harms the bystander or witness

Bystanders often are deeply affected. They may

- Feel anger and helplessness for not knowing what to do or not acting to help the victim;
- Fear becoming the next target or an associate of the victim;
- Suffer guilt for not taking action or for enjoying their role as witness;
- Fear and avoid areas in school

where bullying often occurs, such as bathrooms and hallways. [19]

Bullying harms the victim

Victims of bullying may well exhibit problems that translate into human suffering and in expending valuable resources that could be devoted to other issues, if only early prevention strategies were adopted, beginning in elementary schools.

Students who are repeatedly bullied frequently experience problems that can follow them throughout their lives and affect their ability to interact with friends, family, co-workers, and society as a whole. They may suffer

- Guilt, thinking that the problem of bullying is somehow their problem, brought on by some flaw in their own personality;
- Fear and stress over school attendance, leading to becoming a school drop-out;
- Fear of even visiting the school bathroom or being anywhere there is limited supervision;
- Fear of the bus ride or the walk to and from school;
- Physical symptoms of illness; and
- Fear and stress to the degree that it diminishes the ability to learn. [20]



Successful Anti-Bullying Programs

The (Olweus) Bullying Prevention Program

Identified by the US Department of Education as the most successful anti-bullying program, it has been implemented in more than a dozen countries around the world. The SAMHSA Model Programs page describes it as a program that "seeks to restructure the existing school environment to reduce opportunities and rewards for bullying through the actions of school staff." It is a "comprehensive, school-wide program designed to reduce and prevent bullying problems" in elementary, middle, or junior high schools that has "reduced bullying among children, improved the social climate of classrooms, and reduced related anti-

social behaviors, such as vandalism and truancy. [29]

Program Delivery

School-wide interventions include

- the administration of an anonymous student questionnaire on bullying;
- formation of an anti-bullying coordinating committee;
- training of all staff;
- providing for effective adult supervision during recess and lunch times; and
- posting of school rules against bullying.

Classroom-level interventions include

- class meetings with students

about bullying and consequences of violating school rules and

- meetings with class parents about bullying and its consequences.

Individual-level interventions include individual meetings with bullies and with victims of bullying, meetings with parents of all involved students, and the development of individual intervention plans.

Program Contact:

Susan P. Limber, PhD, The Institute on Family and Neighborhood Life at Clemson University, which is leading efforts in the US to implement the Olweus Bullying Prevention Program. [30]

The Aggressors, Victims, and Bystanders Program

This has been selected by the United States Department of Education as a Science-based Program for the Safe and Drug-Free Schools program.

- Evaluation found significantly reduced bystander support for aggression through either passive acceptance of bullying or active encouragement of other children to bully.
- The program, delivered in 12 classroom sessions, emphasizes the role of bystanders in preventing school violence or bullying.
- There is anecdotal evidence that this program's emphasis on bystanders is valuable. At one

middle school in Palm Beach County, where the program was being implemented, four notes appeared in the school's warning box only a few hours after a student arrived at school with a knife. Bystanders had done the right thing by alerting school officials.

Program Delivery

- The foundation of the Aggressors, Victims, and Bystanders is a "four-step Think-First Model of Conflict Resolution." The program advises (1) Keep cool; (2) Size up the situation; (3) Think it through; and (4) Do the right thing. These steps provide students with a process model that helps them deal with situations that can result in violence.

- The program offers classroom activities in which students use the Think-First Model in situations and practice skills necessary for carrying out the steps in real life situations. [31]

- Police officers are increasingly delivering the Aggressors, Victims and Bystanders program. One of the developers of the program, Ron Slaby, was initially unsure about having law enforcement officers deliver the program, but he has since become convinced of the officers' effectiveness.

- With the leadership of Palm Beach County School District Police Chief, James Kelly, "a new center in Palm Beach County, Florida, helps train officers, deputies and others." [32]

Linking the Interests of Families and Teachers (LIFT)

This program is "a research-based intervention program designed to prevent the development of aggressive and antisocial behavior in children within the elementary school setting. LIFT targets for change those child and parent behaviors thought to be most relevant to the development of adolescent delinquent and violent behaviors, namely child oppositional, defiant, and socially inept behavior and parent discipline and monitoring. LIFT has

been listed as a Promising Program by the Center for the Study and Prevention of Violence at the University of Colorado.

"LIFT was designed to decrease two major factors that put children at risk for subsequent antisocial behavior and delinquency: (1) aggressive and other negative behaviors with teachers and peers at school, and (2) ineffective parenting, including inconsistent and inappropriate discipline and lax supervision. LIFT has three main components: (1) child social skills training, (2) the play-ground Good Behavior Game, and

(3) parent management training.

Program Delivery

"The child social skills training is comprised of 20 sessions of 1-hour each across a 10-week period. The parent training sessions are held concurrently and are comprised of 6 sessions, approximately 2 ½ hours each.

Program Contact

John Reid, Ph.D., Oregon Social Learning Center, Eugene, OR. Phone: (541) 485-2711. Fax: (541) 485-7087. Email: johnr@oslc.org



Bully-Proofing Your School

This resource is a popular series for elementary and middle schools and is used as a first approach to bullying. The Bully-Proofing Your School program provides a "blueprint" for an elementary or middle school to implement a bully-proof-

ing program designed to meet one criterion: to make the school environment safe for children both physically and psychologically.

Program Contact:

Sopris West, Inc., Phone: 1-800-547-6747 or (303) 651-2829. [33]

Steps to Respect: A Bullying Prevention Program

Steps to Respect: A Bullying Prevention Program™ is a research-based, school wide approach to help foster a safe, caring, and respectful school environment in three phases:

- Phase 1: Getting the whole school on board by establishing school wide anti-bullying policies and procedures and determining consequences for bullying behavior.
- Phase 2: Training of staff and

parents: School staff is trained to recognize bullying and receive reports from students. Select staff trains to work with children involved in bullying incidents. Families are introduced to the program during phase 2.

- Phase 3: Teaching students to recognize, refuse, and report bullying.

Program Contact:

Committee for Children, Seattle, WA. Phone: 1-800-634-4449 [34]



National and Florida Focus on Anti-Bullying Efforts



The *Stop Bullying Now!* Campaign website (www.stopbullyingnow.hrsa.gov) has been updated as of March 12, 2005, placing some new additions to the website, making it easier to navigate. It now contains much more information for those involved in the prevention of bullying.

Developed by HHS' Health Resources and Services Administration (HRSA), the ***Stop Bullying Now! Campaign*** is designed to stop bullying, including verbal or physical harassment that occurs repeatedly over time, that is intended to cause harm, and that involves an imbalance of power between the child who bullies and the child who is bullied.

The new additions to the website are posted within the **What Adults Can Do** page and include:

- **Using the *Stop Bullying Now Site*** highlights ways that different groups of adults (i.e. teachers, parents, media, etc.) can use the site to get involved, and provides examples of ways people can make a valuable contribution to stop bullying;
www.stopbullyingnow.hrsa.gov/indexAdult.asp?Area=usingsite
- **Step by Step Guide** offers tips for parents and other concerned adults about how to work with local organizations and effectively mobilize others in the community

around bullying prevention;

www.stopbullyingnow.hrsa.gov/indexAdult.asp?Area=stepbystepguide

- **Teacher's Corner** includes a "teacher's kit" for educators who may wish to begin teaching their students and staff about bullying;
www.stopbullyingnow.hrsa.gov/indexAdult.asp?Area=teacherscorner, and

- **Partner Spotlight** highlights individual success stories by periodically featuring one of the 70+ partner organizations that provided insights and contributed resources to the Stop Bullying Now! Campaign. www.stopbullyingnow.hrsa.gov/indexAdult.asp?Area=partnerspotlight

- A portion of the website will be available in Spanish later in the year, and the ***Stop Bullying Now! Campaign*** will maintain its partnership with NBC and its **"The More You Know"** campaign. Visit the website at www.nbc.com/nbc/footer/tmyk/pgv_tmyk_overview.shtml [35]

**For additional information about the
Stop Bullying Now! Campaign
please contact:
Health Resources and Services Administration. U.S.
Department of Health and Human Services.
Website: www.hrsa.gov/**

Bullying - A Problem

continued from page 2

children can interact comfortably. They depend upon teachers whom they can trust and talk with in an unthreatening setting, adults who will lead them and set positive examples for them. They depend on adults to devise and to apply policies and rules equitably. "The primary target for prevention and safer schools efforts should be the peer culture of school. Since the norms, actions, beliefs, and values within broad sectors of today's peer culture are socially destructive and demeaning. . . , transforming this destructive peer culture is perhaps the most formidable task in the area of school safety." [5]

In the final analysis, schools are no safer, no freer from the fear of bullying or other violent behaviors than the degree to which administrators, teachers, and parents are committed to make the school safe for the weakest, the least secure, and the least confident of their charges. So, the unmistakable truth is that bullies do not stop their behavior for no reason. They persist in it until they are confronted by adults who either change the environment in which the behavior occurs or change the motivational mind-set of the perpetrator. The question is, how we as educators and parents help to transform destructive elements in the culture of our schools? Fortunately, programs and activities are available to us.

Legislation

continued from page 2

Statute," s. 784.048 F.S., to include "cyberstalking," which equates to electronic bullying in cyberspace. The amendment defined the term "cyberstalking" to mean "to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication,

directed at a specific person or the person's child, sibling, spouse, parent, or dependent, causing substantial emotional distress to that person and serving no legitimate purpose." Penalties for acts under this statute range from a first degree misdemeanor to a third degree felony. Governor Jeb Bush approved the amendment on May 21, 2003, and the amended statute took effect on October 1, 2003. [9]

Facts and Statistics from National Surveys

According to the School Crime Supplement to the National Crime Victimization Survey, 2003, students across the U.S., ages 12-18, "were asked if they had been bullied (picked on or made to do things they did not want to do) at school in the past 6 months. . . . Although the percentage who had been bullied increased from 5 percent in 1999 to 8 percent in 2001, no significant difference was detected between 2001 and 2003, dropping only to 7 percent of students reporting that they had been victims of bullying at school, meaning in the school building, on school property, on a school bus, or traveling to school and back home. [23]

As might be described as typical, grade level was inversely related to students' likelihood of being bullied: as grade level increased, students' likelihood of being bullied decreased. For example, in 2003, 14 percent of 6th graders, 13 percent of 7th graders, 9 percent of 8th graders, 7 percent of 9th graders, and 2 percent of 12th graders reported that they had been bullied at school." [24]

Other surveys have been conducted in the United States, but, compared to Scandinavia and Australia, our country has a distance to go. One formidable survey was conducted by Dr. Tonya Nansel and was funded by the National Institute of Child Health and Human Development (NICHD), the biomedical arm of the National Institutes of Health. Its results were reported in the *Journal of the American Medical Association (JAMA)* on April 25, 2001. In this national survey, 15,686 public and private school students in grades six through ten were asked if they had bullied or had been the target of bullying behavior.

- Over 16% of students surveyed in the U.S. said they had been bul-

lied by other students;

- Another 13% of them said they had bullied other students, but had not been victims of bullying;
- A total of 29.9% reported moderate or frequent involvement in bullying, either as bullies (13.0%) or as victims of bullies (10.6%);
- Another 6.3% said that they both engaged in bullying and were themselves bullied;
- Bullying most frequently occurred in grades six through eight and varied little among urban, suburban, or rural environments;



- Boys were more likely to bully and to be bullied than were girls;
- Victims and bullies alike were more likely to have problems adapting socially and psychologically to their environments; and
- Bullies were also more likely to participate in other negative behaviors like smoking and drinking alcohol. [25]

The NICHD survey by Nansel, et al, found that bullying in males and females manifests itself somewhat differently:

- Both sexes say on the survey that other youth make fun of the way they look, talk or dress, but
- Boys are more likely to report

physical abuse: hitting, slapping, or pushing;

- Girls, on the other hand, report being talked about and being made the subject of rumors and sexual comments. [26]

The Indiana White Paper on Bullying looked at that state and concluded that "children who bully are more likely to become violent adults, while victims of bullying often suffer from anxiety, low self-esteem, and depression well into adulthood (Banks, 2000, National Resource Center for Safe Schools, 1999). Even students who are not directly involved in bullying are affected: Children and teens who regularly witness bullying at school suffer from a less secure learning environment, the fear that the bully may target them next, and the knowledge that teachers and other adults are either unable or unwilling to control bullies' behavior (USDOE, 1998)." [27]

Results of Olweus' surveys in Norway of more than 150,000 students, published in 2001, "showed that some 15% of pupils in elementary and lower secondary/junior high schools (roughly corresponding to ages 7 to 16) in Scandinavia were involved in bully/victim problems with some regularity - either as bullies, victims or bully/victims. Approximately 9% were victims, and 7% bullied other students with some regularity. A relatively small proportion of the victims (15-20%) were themselves bullied by others. Olweus believes that these figures underestimated the problem and that indications were that the bullying level had increased over the last 10-15 years. More worrying, it is the more frequent and severe forms of bullying that have increased most. [28]

RESOURCES



Florida Department of Education Safe and Drug-Free Schools Website on Bullying at <http://www.unf.edu/dept/fie/sdfs/bullying.html>.

Bullying. The Hamilton Fish Institute. Administered by The George Washington University Graduate School of Education and Human Development and funded by the Office of Juvenile Justice and Delinquency Prevention. This site provides a wealth of information and many links to other valuable resources. Visit the website at <http://www.hamfish.org/topics/bullying.html#bullyingexamples>.

The National Training and Technical Assistance Center for Drug Prevention and School Safety Program Coordinators. Education Development Center, Inc. (2004). Exploring the Nature and Prevention of Bullying: a five day web-course. (Online) In the site index. Available:

www.k12coordinator.org/onlinece/onlineevents/bullying/index.htm. (2005, March 16). This site and course, sponsored by the Safe and Drug-Free Office at the United States Department of Education, contains a wealth of useful information, links and resources.

Indiana Department of Education. (2003, December 31). White Paper on Bullying Prevention and Education. (Online). In site Directory. Available: <http://www.doe.state.in.us/legwatch/docs/Bullyingpaper2004session.doc>. (2005, March 16). A thoughtful and well done paper that makes interesting reading.

[1] National School Safety Center (2004), Safeguarding schools against terror (Online). In Site Directory. Available: <http://www.nssc1.org> (2005, Mar 15).

[2] Cyberbullying (2005). Mobilizing educators, parents, students, and others to combat online social cruelty (Online). On Home Page. Available: <http://cyberbully.org>. (2005, Mar 15).

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The members of the SDDFS staff, as well as the staff of the Safe and Healthy Schools Office at the Department of Education, stand ready to provide support through training and technical assistance to schools and school districts. Please encourage educators to take advantage of our services. For additional information on these resources or to find out how to access these resources, please contact Patricia Elton at (850) 414-0236 (SunCom 994-0236) or by email at sdfs_librarian@firn.edu.

Florida Safe, Disciplined and Drug-Free Schools Project

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The Department of Education, through the Bureau of School Safety and School Support, funds the Florida Institute of Education's (FIE's) Safe, Disciplined and Drug-Free Schools Project. FIE is an institute of the University of North Florida. The Safe, Disciplined and Drug-Free Schools Project offers technical assistance and support in the development and implementation of drug use and violence prevention strategies. For more information, contact the FIE/SDDFS Project.

This publication was produced by the Florida Department of Education, Division of K-12 Schools, Bureau of Student Assistance, Office of Safe and Healthy Schools, using federal Safe and Drug-Free Schools and Communities Act, Title IV, part of the No Child Left Behind Act funds.