



CREATING A BULLY FREE ZONE

Bully Free Zone

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Mandate

Micah 6:8

But he's already made it plain how to live, what to do, what God is looking for in men and women.

It's quite simple:

Do what is fair and just to your neighbor,
be compassionate and loyal in your love,
And don't take yourself too seriously— take
God seriously.

Remember?

- ◆ Do you recall a time when you felt picked on? ridiculed? shamed?
- ◆ Do you remember how you felt?
- ◆ Do you remember thinking what you wanted to do?
- ◆ Sticks and stones may break my bones but names will never hurt me.... NOT TRUE

Goals and Objectives

Encourage more conversations with
your students;
Seize opportunities to exemplify grace;
Be an example of honor;
Teach your child to be a hero;
Assess your need for outside help.

Key words:

Group Backing

Humiliate

Repeated attempts

Matter of Fact

In control

Empathy

Lack of Warmth

Defiant

Anti Social

Anxious

Insecure and Cautious

Overprotective Parents

Anti Social Behaviors

- Involves more boys than girls
- Identified at 3 or 4 years of age
- Early antisocial behavior predicts adolescent delinquency
- Antisocial behavior persisting beyond third grade is chronic problem
- Antisocial children are at risk for long term problems
- 70% of youth arrested within 3 yrs. of leaving school

Bullies we love

- ◆ Back to the Future-Biff Tanen
- ◆ High Noon- Ben Miller
- ◆ Star Wars -Darth Vader-
- ◆ Mean Girls- Regina George
- ◆ Beauty and the Beast- Gaston
- ◆ Simpsons- Nelson Muntz
- ◆ Harry Potter- Draco Malfoy

Stats:

- ◆ Student bullying is one of the most frequently reported discipline problems at school:
- ◆ 26% of elementary schools,
- ◆ 43% of middle schools,
- ◆ and 25% of high schools reported problems with bullying in 1999-2000
- ◆ 160,000 students miss school every day due to fear of attack or intimidation by a bully
- ◆ Approximately 20 percent of students report being scared throughout much of the school day

What is bullying?

“Bullying occurs when a student or group of students targets an individual repeatedly over time, using physical or psychological aggression to dominate the victim.”

1. Bullies have unequal power over their targets. They are bigger, more influential, have group backing, or some other advantage over the target person.
2. Bullies intend to harm, humiliate, or embarrass their targets.
3. Bullies repeat their bullying behavior.
4. Bullies appear "matter-of-fact" about their attack, while the victims appear rather upset.

Who Bullies:

- *a need to feel powerful and in control.
- *derive satisfaction from inflicting injury and suffering on others,
- *little empathy for their victims
- *defend their actions by saying that their victims provoked them in some way.(lack of responsibility)
- *come from homes in which physical punishment
- is used where striking out physically is a way to handle problems.

Bullies

Students who regularly display bullying behaviors are generally defiant or oppositional toward adults, antisocial, and apt to break school rules.

Bullies appear to have little anxiety and to possess strong self-esteem. There is little evidence to support the contention that bullies victimize others because they feel bad about themselves.

Chronic bullies seem to continue their behaviors into adulthood, negatively influencing their ability to develop and maintain positive relationships, and can experience legal or criminal troubles as adults.

Is your child a bully?

- ◆ If you suspect your child is bullying others, it's important to seek help for him or her as soon as possible. Without intervention, bullying can lead to serious academic, social, emotional and legal difficulties.
- ◆ Talk to your child's pediatrician, teacher, principal, school counselor, or family physician. If the bullying continues, a comprehensive evaluation by a [mental health professional](#) should be arranged. The evaluation can help you and your child understand what is causing the bullying, and help you develop a plan to stop the destructive behavior.

Who gets bullied?

- Victims of bullying may be anxious, insecure, and cautious and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them.
- They may lack social skills and friends and thus are often already socially isolated.
- Victims tend to be close to their parents and may have parents who can be described as overprotective.
- Victims of bullies often fear school and consider it to be an unsafe and unhappy place.
- Victims will often stay home 'sick' rather than go to school or travel on the school bus.
- Victims experience real suffering that can interfere with their social and emotional development, as well as their school performance.

Victims

If you suspect your child may be the victim of bullying ask him or her to tell you what's going on.

It's important to respond in a positive and accepting manner.

Let your child know it's not his or her fault, and that he or she did the right thing by telling you.

Ask your child what he or she thinks should be done. What's already been tried?

What worked and what didn't?

Help your child practice what to say to the bully so he or she will be prepared the next time.

Individual Risk/Protective Factors:

Risk:

- Alienation and Rebelliousness
- Favorable Attitudes Toward the Problem Behavior
- Early Initiation of the Problem Behavior
- Certain Physical, Emotional or Personality Traits
- Lack of Social Competence

Protective

- Sense Of Well-Being/Self Confidence
- Negative Attitudes Toward Problem Behavior
- Positive Future Plans
- Social Competence

Family Risk Factors:

- Family History With Problem Behavior
- Family Management Problems
- Family Conflict
- Favorable Parental Attitudes or Involvement in Problem Behavior
- Family Members Don't Spend Much Time Together
- Lack Of Parental Supervision
- Lack Of Clear Expectations, Limits And Consequences

Family Protective Factors

- Close Family Relationships
- Consistency Of Parenting
- Copes With Stress In A Positive Way
- Education Is Valued, Encouraged, And Parents Are Involved
- Share Family Responsibilities, Including Chores And Decision Making
- Family Members Are Nurturing And Support Each Other
- Clear Expectations, Limits And Consequences

Emotional Intelligence

Self awareness- non defensive posture

Managing emotions- above the fray, sense of humor

Communicating- assertive, direct, kind

Co-operation-ability to get along

Resolving conflicts-seeing another's point of view

Teaching Compassion

- ~The ability to empathize, not judge
- ~Moral obligation to help those who need help
- ~Verbal assertiveness
- ~Foster courage

Modeling

- ◆ Am I teaching compassion?
- ◆ Am I demonstrating kindness?
- ◆ Am I helping my child seek to understand others?
- ◆ Am I helping my child navigate in our world?
- ◆ Am I fostering an environment where standing up for the little guy is rewarded?
- ◆ Am I teaching my child to have a sense of humor?
- ◆ Am I clear with my children about what I expect?

The Preschool Years

- ◆ Discourage children leaving other children out of activities;
- ◆ Encourage children to settle disputes among themselves in a kind, assertive way;
- ◆ Encourage your children to ask you questions about how and why;
- ◆ Always tie in how Jesus would respond in love.

The Elementary Years

- ◆ Have a no gossip policy;
- ◆ Expect your children to be kind to others whether they are different or not; It is never okay for a child to be mean to another.
- ◆ Reward courage;
- ◆ Encourage your child to be the inviter;
- ◆ Always stop children from ganging up on anyone else;
- ◆ Begin now to teach children to have their own thoughts and ideas;

Middle and High School Years

- ◆ No mean girls;
- ◆ Identity is fragile during these years, bolster your child;
- ◆ Appearance does matter; help them by allowing them to be part of the crowd;*
- ◆ Armor your children as much as possible in ways that strengthen their character and encourage their compassion;
- ◆ If your child is painfully shy, see about a socialization group to encourage a more assertive posture;

what works/what doesn't

Not effective:

- Counseling
- Psychotherapy
- Punishment
- Exclusion is the most common response for conduct-disordered, juvenile delinquent, and behaviorally disordered youth but it is largely ineffective.

Effective:

- Social skills training
- Academic and curricular restructuring
- Behavioral interventions

Resources

Paul Coughlin Raising Bully-Proof Kids

Brad Tassel Don't Feed the Bully

www.nonamecallingweek.org

Socialization group
Ventura Counseling Center

Bullying in the Workplace

- ◆ Bullying is a compulsive need to displace aggression and is achieved by the expression of inadequacy (social, personal, interpersonal, behavioural, professional) by projection of that inadequacy onto others through control and subjugation (criticism, exclusion, isolation etc).
- ◆ Bullying is sustained by abdication of responsibility (denial, counter-accusation, pretense of victimhood) and perpetuated by a climate of fear, ignorance, indifference, silence, denial, disbelief, deception, evasion of accountability, tolerance and reward (eg promotion) for the bully."

Anyway

People are unreasonable, illogical and self-centered,

LOVE THEM ANYWAY

If you do good, people will accuse you of selfish, ulterior motives,

DO GOOD ANYWAY

If you are successful, you win false friends and true enemies,

SUCCEED ANYWAY

The good you do will be forgotten tomorrow,

DO GOOD ANYWAY

What you spent years building may be destroyed overnight,

BUILD ANYWAY

People really need help but may attack you if you help them,

HELP PEOPLE ANYWAY

Give the world the best you have and you'll get kicked in the teeth,

GIVE THE WORLD THE BEST YOU'VE GOT

ANYWAY.

Questions

