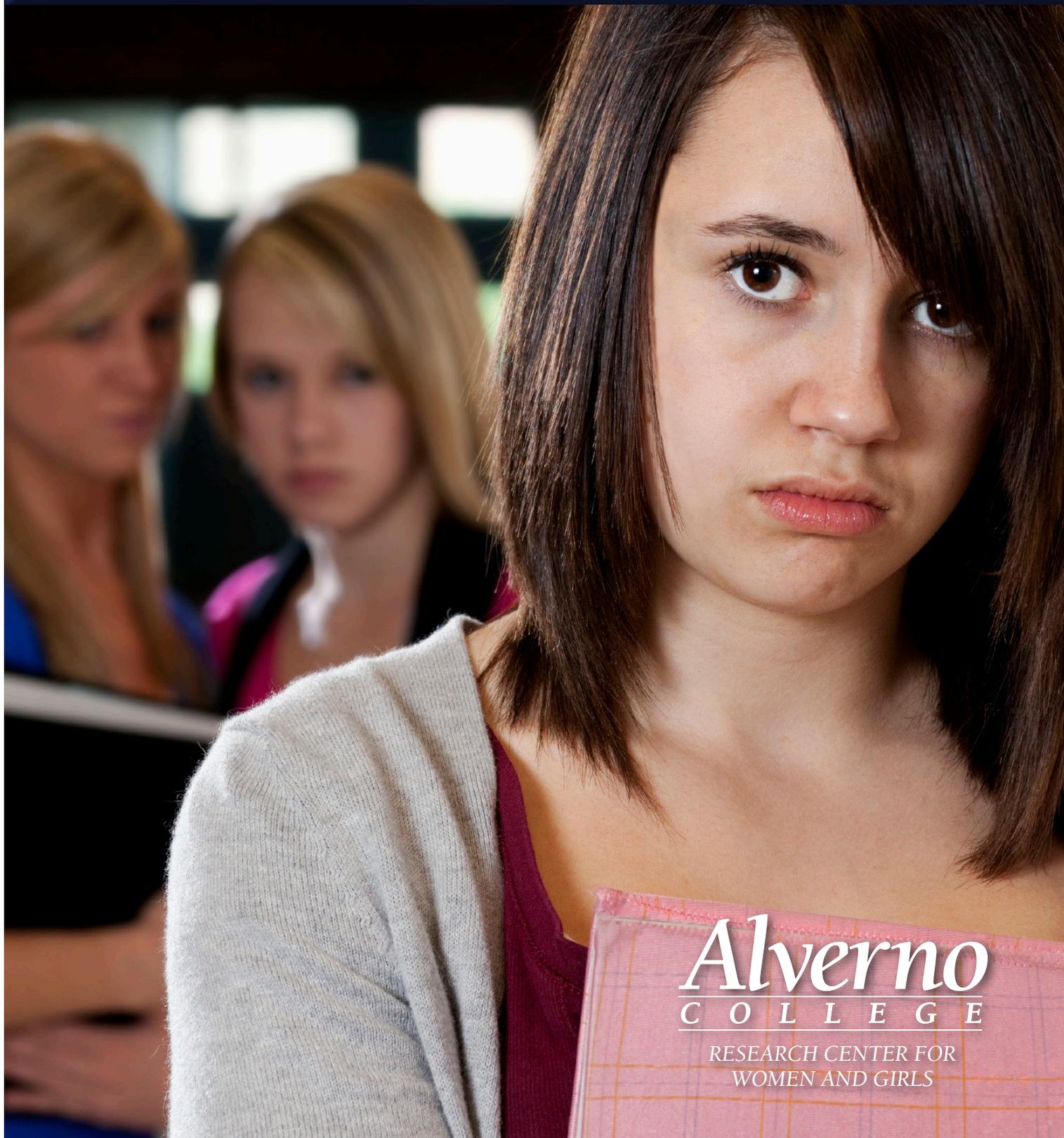


# BULLYING

A Prevention Toolkit



*Alverno*  
COLLEGE

RESEARCH CENTER FOR  
WOMEN AND GIRLS

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# INTRODUCTION

## Who we are

The Alverno College Research Center for Women and Girls is a center devoted to taking scholarly research out of the world of academia and into the real world where it can inspire, transform and support initiatives that improve the lives of women and girls in Wisconsin and beyond. The center is best known for its *Status of Women and Girls in Wisconsin* report, a review of the best available data on major issues affecting girls' lives, including education, health and potentially risky behaviors. The center also partners with community agencies to evaluate programs, fosters discussion about important issues and identifies emerging research topics that can make a difference in women's lives.

This publication provides summaries and implications of current research on the topic of bullying. We define bullying and identify causes and effects of bullying behaviors. The special focus section discusses, in depth, the emerging presence of cyberbullying, a technology-based system of bullying. Finally, we provide action items for parents, teachers, agencies and community members to reduce and respond to bullying behaviors.

## Toolkit Objectives:

- 1. Answer common questions about bullying**
- 2. Explain what causes bullying**
- 3. Discuss current research about prevention and intervention**
- 4. Outline action-oriented tips for parents, educators and community members**
- 5. Provide resources for learning more about this topic.**

# FREQUENTLY ASKED QUESTIONS

## 1. What is bullying?

Bullying is a group phenomenon<sup>1</sup> with many causes, originating within not only individuals but also social interactions and the overall social environment.<sup>2</sup> Specifically, bullying is a type of aggression in which an offender repeatedly threatens or harms a victim in an intentional way, abusing power to control the situation.<sup>3</sup>

There are many types of bullying, covering a wide range of goals and behaviors, all of which are painful to a victim. A bully may act to achieve a goal—for instance, to take money or property from a victim. A bully may act to gain social approval through a demonstration of power. Or a bully may act as a reflection of his or her own psychological distress.

When the word *bullying* is used in conversation, it most often refers to physical aggression, though physical aggression is the least common form of social aggression<sup>4</sup> and bullying can take place on a strictly verbal level and still cause considerable harm.<sup>5</sup> Bullying may also occur when children or adolescents use relationships with peers to exclude or embarrass another person. An additional type of bullying, cyberbullying, is a relatively recent form, with roots in technology-based communication methods. More information on this type of bullying is featured in the *Current research: Special focus* segment of this toolkit.

## 2. Who is affected by bullying? When is it most common?

Bullying has been documented as early as first grade<sup>6</sup> and, if the behavior is not addressed, can persist into late adulthood.<sup>7</sup> The behaviors peak during adolescence,<sup>8</sup> specifically during the middle-school years.<sup>9</sup> The increase appears to be caused by the change in the social world of students at this age. Middle-school students become increasingly focused on peer approval rather than the approval of adult authority, and the question of status—how important and powerful they feel relative to their peers—becomes much more important. As both status and approval can be motives for bullying, it is not surprising that bullying increases at this age.

## 3. What causes bullying?

It is a natural tendency to want to look for the cause of bullying behavior in some characteristic of the bully.<sup>10</sup> In some instances, individual differences in levels of aggression are a component of the problem. However, that is not the complete story; even a person with very little tendency to act aggressively can victimize others if the social setting promotes the behavior.<sup>11</sup> And a significant number of children report that their involvement in bullying varies from day to day and week to week; depending on the situations in which they find themselves, they both bully others and are bullied themselves.<sup>12</sup>

Social factors on the parts of both bullies and victims affect the risk of bullying.<sup>13</sup> Both boredom and escalated teasing may increase risks.<sup>14</sup> School environments that allow social exclusion, and have a culture of “cliques,” are associated with increased aggression.<sup>15</sup> Children and adolescents who are seeking increased status among their peers are the most likely to act aggressively; bullies are unlikely to be either the highest-status members of their social groups or the lowest status members.<sup>16</sup>

One social factor that has a strong influence on bullying behavior is the degree to which a social group views aggressive responses as acceptable. Such group norms may define physical aggression as “standing up for yourself,” see bullying as the direct result of the victim’s weakness, or claim that bullying is a normal and acceptable part of childhood. These sorts of beliefs predict the amount of future bullying behaviors a community will experience.<sup>17</sup>

**Bullies:** Bullying behavior may indicate a child who is experiencing psychological distress, academic challenges, and/or a lack of social competence. That is, if a child is frustrated and also has problems resolving conflicts with others, bullying behaviors arise as a result if the social norms allow that behavior as a reasonable response. Bullying may also reflect a desire to climb the social ladder within the child’s peer group, although notably, it *does not work*; although capacity for aggression increases as social status increases, aggression does not result in increased status.<sup>18</sup> Bullies often possess negative attitudes and beliefs about others in addition to negative thoughts about themselves,<sup>19</sup> and may see their actions as a way to feel better about themselves.<sup>20</sup> Bullies are likely to be encouraged by antisocial behavior in their peer group, and commonly view their school as having a negative atmosphere.<sup>21</sup> In addition, children who commit bullying behaviors may have also been bullied themselves.<sup>22</sup>

Contrary to stereotypes, it is hard to identify what a “typical” bully looks like. Boys and girls act aggressively at roughly similar rates, though the type of aggression may vary. Family background (income, education, parents’ marital status, ethnicity) do not predict social aggression or victimization.<sup>23</sup>

**Victims:** Any child may become a victim of bullying if the social conditions are right to create bullying behavior. Although no victim of bullying is responsible for his or her victimization, there are characteristics that people who frequently experience bullying share. Some victims suffer from anxiousness,<sup>24</sup> low self-esteem, and social withdrawal.<sup>25,26</sup> Many think very negatively about themselves.<sup>27</sup> Some victims may have difficulty with social skills and may find complex social problems overwhelming.<sup>28</sup> Their experiences may be made more painful if they do not have adequate coping strategies.<sup>29</sup> Victims of bullying are noticeably rejected and isolated by their peers,<sup>30</sup> although contrary to expectation, this exclusion is more likely to be a *cause* of victimization than a consequence of it.<sup>31</sup>

#### 4. What effects does bullying have on children and adolescents?

Bullying has been shown to have a serious negative impact on adolescent behavior, mental health, and academic performance.<sup>32</sup> The consequences are both severe and preventable.

**Bullies:** School-aged bullies are at greater risk of transferring the behavior to other contexts later in life, such as in romantic relationships<sup>33</sup> and the adult workplace.<sup>34</sup> Bullies rarely see themselves as bullies. Instead, they justify their behavior by distorting or imagining offenses committed by the people they victimize.<sup>35</sup> Such a pattern of self-justification can become habitual, with damaging effects.

**Victims:** Though the specific effects that a bullying victim will experience may vary,<sup>36</sup> the potential for serious damage is significant. Emotionally, victims experience loneliness, low self-esteem, and depression.<sup>37</sup> They tend to have fewer friends than non-victims, and are at increased risk for continued victimization.<sup>38</sup> In extreme cases, victims may also be at heightened risk of suicidal ideation and attempts.<sup>39</sup> *Suicidal ideation* is the term for having serious thoughts of committing suicide, and is a major risk factor for actual suicide attempts. Ideation is less likely to occur when youth feel social support, especially from parents.

The consequences to the victims are not only emotional. Other effects include school avoidance and risk of dropping out,<sup>40</sup> as well as lower levels of academic achievement and school engagement.<sup>41</sup> Peer victimization is a stressor on adolescents' emotional and cognitive resources, which interferes with their ability to adapt to and engage in challenges at school.<sup>42</sup> It is clear that the effects of bullying are worth the effort of intervention strategies, not only for those who care about individual victims, but also for anyone who wishes children and adolescents to maximize their potential as productive members of society.

# CURRENT RESEARCH: FINDINGS AND IMPLICATIONS

## 1. Influence of school environment

Research on bullying has shifted in recent years from focusing on the individual to focusing on the context of the bullying behaviors. Many social environments have been cited as either discouraging or fostering bullying, depending on their overall positive or negative influence on children and adolescents. The school environment, for example, has been shown to be a critical setting for youth development<sup>43</sup> in relation to aggressive behavior formation.

School environments may foster a sense of connection and citizenship, or may cause children to feel that they are isolated. When students feel more connected to their school, they report committing fewer violent bullying behaviors.<sup>44</sup>

The overall school climate and social context of the classroom can have a strong effect on whether the risk factors for bullying, described earlier, manifest as actual bullying behavior.<sup>45</sup> For example, teacher response to bullying is able to lessen—or increase—the intensity of a bullying situation. Poor teacher response makes the situation worse for the victim, and also makes future student disclosure less likely.<sup>46</sup> Conversely, student closeness with a school staff member leads to an increase in likelihood of disclosure of bullying incidents.<sup>47</sup> Teachers who convey that bullying will not be tolerated, who foster respectful interaction among all students, who discourage cliques, and who model strong social skills are likely to create a positive environment where social exclusion and aggression are minimized.<sup>48</sup>

## 2. Influence of parents

The influence of parents on bullying prevalence and effects has been explored in recent years. Parents have a significant influence on the development as well as the maintenance of a child's aggressive behavior and his or her emotional response to social conflict.<sup>49</sup> Children learn aggression through observation and imitation of role models, especially those whom the child is frequently in contact with.<sup>50</sup> If an adult is displaying violence or aggressive behaviors within the home, a child is likely to begin exhibiting similar behaviors. Additionally, behaviors may be reinforced through positive outcomes for the child. For example, if a child bullies another and received either a feeling of power or status, or a physical item such as money or answers to homework, then the behavior is reinforced and likely to continue until intervention occurs.<sup>51 52</sup> If a child witnesses aggression or violence from peers or adults outside of the home, the child is again likely to begin mimicking the behavior. However, with high levels of parent support, the levels of potential aggression may be reduced.<sup>53</sup>

Additionally, parents have a tremendous impact in helping children cope with the experience of victimization. High levels of perceived parental support have been shown to lead to a decrease in the development of

depressive symptoms<sup>54</sup> as well as to an increase in their children's ability to cope with their experiences.<sup>55</sup> It is helpful for parents to provide strategies to their children for dealing with bullying as well as for coping with the negative emotions that arise as a result. Specific suggestions for helping children are provided at the end of this report.

### **3. Influence of bystanders**

The most productive way to deal with bullying is not to leave it to the parents of the children involved. Everyone who is concerned about bullying can improve the social climate to reduce the risk of bullying.

One way to make such a change is by talking to children and adolescents who are not being bullied about how to be a positive influence. When a peer is being victimized, in the majority of cases children do not intervene,<sup>56</sup> but if they do, the effects are powerful. Current research shows that when a bystander—a person who witnesses bullying behavior—speaks up for the victim, the victim feels the negative effects of bullying less intently; that is, the same bullying behavior produces less suffering for the victim when another person voices support.<sup>57</sup> In addition, when the bystander defends the victim, the bully is more likely to break off the attack.<sup>58</sup> The defense of the victim signals to the bully that the behavior will not be tolerated by the community. Victims who believe they have high levels of social support tend to have lower levels of suicidal ideation than those with perceptions of low levels of support.<sup>59</sup>

Unfortunately, the converse is also true: when a bystander encourages the bully's behavior, such encouragement leads to an increased risk of child victimization by awarding social power to the bully.<sup>60</sup>

Researchers have known for many decades that social situations are powerful, and people act in ways that contradict their own values much more often than we would wish.<sup>61 62</sup> But research has also shown that learning how to stand up against destructive norms has powerful effects on the behavior of the individual and of those watching him or her stand up for what is right.<sup>63</sup> Parents can work with children to develop simple skills—as small as saying, “That’s not funny. Stop it.” And they can reinforce their children for standing up for others in these small ways. To the victim of bullying, such a signal that they are not deserving of their fate, and are not alone, can have important benefits.

# CURRENT RESEARCH: SPECIAL FOCUS ON CYBERBULLYING

## 1. Definition

*Cyberbullying* is the repeated harm of others through the use of technology, such as social networking sites and other chat rooms, mobile phones, websites, and webcams.<sup>64</sup> Some acts that qualify as cyberbullying include taking an embarrassing picture of a victim and forwarding it to peers via text, insulting victims in a blog post, writing threatening emails, and creating “hate groups” on Facebook.

## 2. Prevalence

Cyberbullying is not the most common form of bullying, but it is becoming increasingly widespread. Because 95% of teens [agers 12-19] are online, and of those, 80% use social media,<sup>65</sup> the potential for cyberbullying is vast. Recent studies suggest that 7-10% of students have been cyberbullied.<sup>66 67</sup> The majority of teenagers [69%] report that their friends are generally kind to others, but they also say that they witness online cruelty; 88% report that they have seen other people victimized, and 15% say that they have been the target of hostile social media attacks.<sup>68</sup>

Although cyberbullying in middle and high school has received quite a bit of attention recently, some children as young as elementary school have reported either bullying or being bullied online. Incidents of cyberbullying among elementary school children may be expected to increase as the age at which children receive their first cell phones and laptops continues to decrease. Cyberbullying currently starts to become widespread in middle school, when students have increasingly unfettered access to the technology required to allow the bullying to take place.

## 3. Causes

Cyberbullying differs from other kinds of bullying only in that the bullying is carried out through technology. The causes of the behavior are the same as for all bullying. However, cyberbullying is unique in that anonymity—being unidentifiable—is a contributing factor to the bullying. One study indicated that nearly a third of cyberbullying victims were unable to identify who their bully was.<sup>69</sup> Anonymity has long been considered a contributing factor to antisocial behavior.<sup>70</sup>

Cyberbullying also involves psychological distancing of the victim from the bully. That is, the bullies do not need to face their victims, and may think of them as abstract concepts rather than as real human beings. The harm the bullies inflict also happens remotely; the bully does not see the victim react. Since cyberbullies don’t see the immediate impact of their bullying on their victims, they are able to inflict harm on their victims in a way they might not otherwise consider in a face-to-face encounter.

#### **4. Prevention**

Parents and teachers need to be aware of the existence and effects of cyberbullying. One study found that 57% of cyberbullying incidents took place in the school environment. Students are not likely to tell adults about cyberbullying if they feel the adult is not knowledgeable enough about cyberbullying issues to help them.<sup>71</sup> Few students are aware that their schools have cyberbullying policies, and even fewer report receiving any sort of instruction about cyberbullying.<sup>72</sup> Thus educators need to understand the issues and existing policies present in their schools.<sup>73</sup> School systems need to take an active role in the prevention of cyberbullying, including making policies about cyberbullying clear and ensuring that students are aware of them.

Parents should monitor their children's online activities, preferably by keeping the computer in an open, visible area of the home.<sup>74</sup> Parents should also develop guidelines for their children's Internet activity, clearly outlining which behaviors are appropriate and inappropriate for their children. These guidelines should be posted in a highly visible location for both parents and children. However, it is important to recognize that the most productive way to prevent cyberbullying is to work to create a social climate in which all kinds of bullying are unacceptable and in which prosocial behavior is modeled and rewarded.

## ACTION ITEMS: WHAT [NOT] TO DO

Both prevention and intervention strategies have been researched extensively in recent years. The best strategies encourage collaboration between families and schools.<sup>75</sup> Historically, parent-teacher organizations have often been at the forefront of antibullying policy development, which is appropriate given that the kinds of social changes needed cannot take place only at school, or only in the home, but need to happen in both places to succeed. Behavioral training for parents, paired with positive peer-reporting intervention at schools, has been shown to decrease instances of bullying.<sup>76</sup>

### **Prevention**

Preventing bullying is easier than reducing it once it has taken hold in a community. To be effective, bullying prevention strategies should be community-wide. Parents, educators, and other members of the community should work toward a common vision of creating a bully-proof environment and enforcing antibullying policies. All members of the community should be prepared to prevent and handle bullying incidents in a variety of contexts, including school-based bullying and cyberbullying.

Children and adolescents often do not report bullying to adults, mainly because they do not believe that adults can do anything effective to help.<sup>77</sup> Well-enforced antibullying rules and peer-reporting systems should be in place at schools and explained to students. This set of policies should be the first layer of prevention, followed by programs designed to specifically support adolescents in dealing with factors that predispose them to bullying or victimization.<sup>78</sup>

Research on bullying prevention strategies that emphasize only what *not* to do has demonstrated only small effects. It is much more effective to work to create a community that teaches children appropriate ways to deal with anger, reinforces positive behaviors, and builds a sense of belonging to a community.<sup>79</sup>

### **Intervention**

Intervention strategies should be used at multiple levels: work with the individual bully and victim, work with peer groups and work within the broader community group. By approaching the problem at multiple levels, it is possible to deal with individual risk factors as well as with less-visible but important social forces that promote the behavior.<sup>80</sup>

As noted earlier, the role of bystanders in a bullying situation is powerful, yet frequently overlooked. When bystanders reject the bullying behavior, there is less likelihood of victimization.<sup>81</sup> However, children and adolescents may falsely believe that they are the only ones bothered by what they witness,<sup>82</sup> and may therefore

find it difficult to speak up in the victim’s defense. Therefore, allowing children and teens to talk about the harm caused by bullying, and to mentally rehearse speaking out, may serve to change their assumptions about what “everybody else” believes. It may also change the social norm to make the rejection of bullying a core value in the group. It is more effective to work to change bystander behavior than the behavior of a single bully or victim, as the benefits of a shift toward an antibullying norm will benefit many potential victims.

### **Parents SHOULD**

- ◆ Talk with their children about bullying before the behaviors arise
  - Explain what bullying is and what the different behaviors may look like
  - Encourage children to report bullying, explaining how it can help the situation. People who see the possibility of a positive result from speaking out are more likely to report bullying.<sup>33</sup>
- ◆ Teach children to speak out to defend a person being bullied, even when the bully is the child’s friend
- ◆ Teach children to look for ways to include those who are often left out of social activities
- ◆ Support school efforts to develop broad antibullying policies
- ◆ Contact school when informed of an incident of bullying; this is necessary because children will often inform parents before school staff<sup>84 85</sup>
- ◆ Talk with their child about adaptive coping strategies for dealing not only with conflict itself but also with the negative emotions that arise from conflict
  - Assist children in learning to deal with conflict and anger, for these skills will help maintain healthy relationships throughout life<sup>86</sup>

### **Parents SHOULD NOT**

- ◆ Go straight to the bully’s parents, which may lead to negative consequences, such as making the victimization worse or modeling inappropriate response strategies<sup>87</sup>
- ◆ Deny their child’s involvement in bullying<sup>88</sup>
  - It is possible that the child is rationalizing the bullying behavior (“I wouldn’t have had to do it if he didn’t act like a jerk all the time”) and truly believes no wrong was done or that the actions were appropriate<sup>89</sup>
- ◆ Threaten the bullying child
- ◆ Encourage their children to escalate a physical confrontation in the name of “standing up” for themselves
  - While physically defending one’s self may be necessary, going beyond the level of force needed to defend—by seeking out “payback,” bringing friends to assist in a fight, or bringing weapons—is

more likely to lead to negative outcomes than a resolution of the bullying

## Teachers SHOULD

- ◆ Be knowledgeable about bullying behaviors
  - Be able to identify bullying behaviors through observation of difference in daily routines/behaviors<sup>90</sup>
  - Be aware of damaging effects and the impact of repetitious bullying behaviors, even those that appear minor<sup>91</sup>
- ◆ Be trained in dealing with different types of bullying
  - Learn about indirect or relational aggression, as well as cyberbullying, which are forms of bullying least likely to be witnessed by adults<sup>92</sup>
  - Students are less likely to inform an adult about these kinds of bullying if they feel the adult will not be able to help them<sup>93</sup>
- ◆ Train in specific strategies for differing types of bullying behaviors
- ◆ Watch out for bullying “hot spots”; some areas of the physical environment see more bullying behavior than others, and intentionally visiting those locations can provide assistance
- ◆ Address emotional as well as practical needs of students who are in conflict<sup>94</sup>
- ◆ Recognize conflict as normal — but don’t expect children to resolve significant conflict on their own. Children need assistance in managing and coping with conflict more effectively<sup>95</sup>
- ◆ Be able to give and receive support from colleagues when dealing with bullying incidents<sup>96</sup>
- ◆ Be mindful of their own reactions to bullying
  - Teacher reactions have a major effect on the extent to which victims internalize distress and engage in school avoidance<sup>97</sup>
  - Express support to a child reporting a complaint, to let the child know that no one deserves to be bullied
  - Be consistent in interventions; children pick up on inconsistencies and may stop reporting as a

result<sup>98</sup>

### **Teachers SHOULD NOT**

- ◆ Assume someone else is responsible for dealing with bullying behaviors<sup>99</sup>
  - Though no single individual can solve bullying, and teachers will need cooperation from administrators, staff, parents, and children, it is also important not to assume that because the problem is difficult, someone else should handle it
- ◆ Dismiss a child's report of bullying as mere "tattling" of routine playground behavior
- ◆ Punish both victim and bully if blame cannot be determined; this will discourage victims from reporting future bullying<sup>100</sup>
- ◆ Attribute bullying behaviors as representative of personality. It is a behavior requiring intervention<sup>101</sup>
- ◆ Assume relational aggression—using friendship networks to ostracize or emotionally harm a victim—is a "girl's problem." Both boys and girls behave in this way.<sup>102</sup>
- ◆ Allow behaviors to persist; they may have long-term psychological effects<sup>103</sup>
- ◆ Make assumptions about how victims and bullies act<sup>104</sup>
  - Holding these assumptions can reduce awareness of other factors that increase risk of bullying<sup>105</sup>
- ◆ Respond in a way that invalidates a child's experience<sup>106</sup>
  - Such a response may cause a child to doubt his/her own feelings and views and stop reporting
- ◆ Address males' and females' reporting of negative emotion differently<sup>107</sup>
  - Don't dismiss boys' emotions, even if their displays of feelings are different from girls' displays
- ◆ Address specific school-age groups more than others<sup>108</sup>
- ◆ Wait until frequency increases before stepping in/intervening in situations<sup>109</sup>

### **Community Members SHOULD**

- ◆ Model the behavior they wish to see in their community—speak out for people who need assistance and reject intimidation as an appropriate strategy
- ◆ Advocate and enforce legal regulations regarding bullying and cyberbullying behaviors
- ◆ Be prepared to deal with bullying in a variety of contexts, including online
- ◆ Promote a sense of belonging to the community in children and adolescents

### **Community Members SHOULD NOT**

- ◆ Write off bullying as typical childhood behavior and assume that nothing can be done
- ◆ Accept the bullying of people who are markedly different in some way
  - Speaking in a demeaning way about other groups can create a sense of psychological distance—"those people" aren't like us and aren't worthy of respect—that can foster bullying
- ◆ Consider bullying to be an acceptable demonstration of "masculine" behavior
- ◆ Consider bullying to be a sign of victims' weakness

# RESOURCES: HELPING TO REDUCE BULLYING

## Websites and PDF Publications

- Department of Public Instruction: Bullying Prevention Program (grades 3-8)  
<http://dpi.wi.gov/sspw/pdf/bullyingprogram.pdf>
- Stop Bullying:  
U.S. government website managed by Department of Health and Human Services in partnership with Department of Education and Department of Justice; includes resources for children and adults  
<http://www.stopbullyingnow.hrsa.gov/>
- Eyes on Bullying: A Toolkit to Prevent Bullying in Children's Lives  
Activities for children and adults  
<http://www.eyesonbullying.org/pdfs/toolkit.pdf>
- Ability Path: Support for Parents of Children with Special Needs (Bullying resources)  
<http://www.abilitypath.org/areas-of-development/learning--schools/bullying/articles/bullying-special-needs-resources.html>
- Bullying Prevention: Wisconsin Takes a Stand  
[http://www.wisconsinmedicalsociety.org/\\_WMS/publications/wmj/issues/wmj\\_v104n1/104no1\\_Melzer-Lange.pdf](http://www.wisconsinmedicalsociety.org/_WMS/publications/wmj/issues/wmj_v104n1/104no1_Melzer-Lange.pdf)
- Milwaukee Public Library: Dealing with Bullies  
[http://www.mpl.org/file/kids\\_books\\_bullies.htm](http://www.mpl.org/file/kids_books_bullies.htm)  
Provides a list of books and literature available at the Milwaukee Public Library for both children and adults.

## Milwaukee Resources — Groups/Agencies/Programming

- Safe Schools Healthy Students website  
<http://www2.milwaukee.k12.wi.us/sshs/index.htm>
- Directory of Anti-Violence Efforts in Milwaukee County  
[http://www2.milwaukee.k12.wi.us/sshs/docs/Directory\\_of\\_Anti-Violence\\_Efforts.pdf](http://www2.milwaukee.k12.wi.us/sshs/docs/Directory_of_Anti-Violence_Efforts.pdf)
- Marquette University Law School Faculty Blog: *Bullying in schools: Teaching respect and compassion through restorative processes*  
<http://law.marquette.edu/facultyblog/2009/11/08/bullying-in-schools-teaching-respect-and-compassion-through-restorative-processes/>
- Children's Health Education Center: *Bullyfree Basics Program*  
[http://www.bluekids.org/educators/el\\_pg\\_bb.asp](http://www.bluekids.org/educators/el_pg_bb.asp)
- First Stage: Ban Bullies Workshop  
<http://www.firststage.org/pages/view.asp?id=10546996>

## Books

- Olweus, Dan. [1993]. *Bullying at School: What We Know and What We Can Do*. Cambridge, MA: Blackwell Publishers.  
Provides overview of bullying in school, including ways to identify and address bullying. Also provides tips for developing a whole-school approach to the problem.
- Coloroso, Barbara. [2003]. *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence*. New York: HarperCollins.  
Helps parents, teachers, and caregivers understand the behaviors of the bully, the child who is bullied, and the bystander. Explains how different kinds of families influence these behaviors. Provides strategies to protect children and to deal with bullying behaviors.
- Haber, Joel & Glatzer, Jenna. [2007]. *Bullyproof Your Child for Life: Protect Your Child from Teasing, Taunting, and Bullying for Good*. New York: Penguin.  
Offers practical information to parents for dealing with bullying in schools, camps, sports, and on the Internet. Explains the bullying dynamic and provides ways to help children in elementary through high school.
- Ross, Dorothea. [2003]. *Childhood Bullying, Teasing, and Violence: What School Personnel, Other Professionals, and Parents Can Do*. [2nd ed.]. Alexandria, VA: American Counseling Association.  
Provides a broad context and a comprehensive approach to the problem of bullying. Includes research findings, techniques for counseling bullies and victims, and prevention strategies that involve parents and school personnel.
- Willard, Nancy [2007]. *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress*. Champaign, IL: Research Press.  
Addresses the risks children face with the Internet and other digital technologies. Provides school administrators, counselors, and teachers with information on how to prevent and respond to cyberbullying.

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