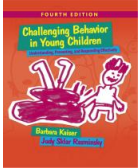


Bullying in Early Childhood:

What you need to know
and
What you can do about it



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Objectives

- Understand the difference between bullying and other aggressive behaviors
- Understand the children who bully, the targets of bullying and the bystanders' roles
- Learn ways to prevent bullying
- Learn ways to teach children about bullying
- Learn ways to respond to bullying

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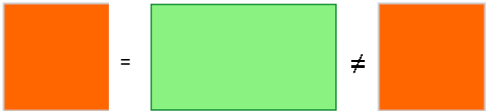
What is the Difference

Between bullying and other aggressive behavior?



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- Bullying is a form of aggression, but not every aggressive behavior is a form of bullying
- Effective interventions are not the same



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Proactive aggression/Instrumental aggression

- Used to achieve a goal such as obtaining an object
- More common among very young children
- Governed by reinforcement



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Reactive aggression/Hostile or Affective aggression

- Is unplanned and impulsive
- Is a reaction to frustration, perceived threat, or provocation
- Aimed at hurting someone



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Aggressive behaviors
can develop into bullying
behaviors

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Early intervention can prevent pre-bullying
behaviors from developing into bullying



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The basic elements of bullying

- Deliberate - Intended to cause harm:
 - Physically or psychologically
 - The behavior may be face-to-face or behind one's back
- Repetitive behavior:
 - The hurtful actions keep happening so the person being hurt finds it more and more difficult to escape
- Unequal power:
 - One person has more power than the other person

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Types of bullying

Physical	Psychological/relational	
	Verbal/direct	Indirect or CYBERBULLYING
<ul style="list-style-type: none"> • Hitting • Kicking • Punching • Pushing/Shoving • Stealing 	<ul style="list-style-type: none"> • Insults • Name-calling • Threats • Comments about how someone looks or talks • Comments about someone's ethnicity, culture, colour, or religion 	<ul style="list-style-type: none"> • Gossiping • Intimidation • Rumors • Ignoring • Social exclusion; not including someone in group activities

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POLL

Only a small number of children have problems with bullying

True

False

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POLL

Have you ever been bullied, engaged in bullying, or observed others being bullied?

Yes

No

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Those memories last forever



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Research tells us

Bullying is NOT	pre-wired, harmless, or inevitable
Bullying IS	learned, harmful, and controllable
Bullying SPREADS	if supported or left unchecked
Bullying INVOLVES	everyone—bullies, targets of bullying, and bystanders
Bullying CAN BE	effectively reduced

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Bullying behaviors emerge in early childhood settings

Bullying begins in the preschool years and peaks in early adolescence

- In preschool, up to 18 percent of children are targets, and 17 percent bully others
- 4 percent of children from kindergarten to grade 3 are persistently victimized



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The evolution of bullying behavior

- The child's view of domination can start:
 - At home by watching family members
 - Watching media characters that forcefully dominate others
 - By experiencing such behavior being used against him/her
- There is a well-defined progression
 - Begins by targeting and dominating a vulnerable peer
 - If coercive behavior is ignored or remains unchecked
 - The level of cruelty will increase
 - The number of children to target increases
- Others observe a child's "success" and perceived power
 - Join in, dominating the same victims repeatedly
 - Use similar tactics to target and dominate victims of their own

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What particular behaviors should early childhood educators pay attention to?

- Shouting "Mine!"
- Whispering secrets and calling each other silly names
- Manipulating and asserting power over their peers
- Excluding others from play



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Preschool age children

- Often rely on direct verbal bullying and physical power to control material objects or territory
- Make mean faces, say threatening things, grab objects, push others aside, falsely accuse, or refuse to play with others
- Deliberately and repeatedly dominate a more vulnerable peer through name-calling, physical attacks, and social exclusion

Sidby, R. G., & Storey, K. (2008, 2013). Eyes on Bullying website. Waltham, MA: Education Development Center, Inc.

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Bullying and gender

- Boys
 - Look for power and dominance
- Girls
 - Use subtle, and indirect forms of relational bullying



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Bullying...or not?

- Katie grabs Raphael's milk when he's looking the other way. Raphael tries to grab it back from her. She kicks him away, then quickly drinks his milk. He starts to cry and smashes the crackers on her tray.
- David waits each day for Deshawn to enter the classroom. Every day when Deshawn enters, David chants, "Deshawn is fat! Deshawn needs to go on a diet!" Sometimes other children join David in this chant. Deshawn runs to hide behind the teacher.
- 6 girls are sitting together at their lunch table in their pre-k classroom. Carmen says – "If you like chocolate, raise your hand" She raises her hand and they all raise their hands. She continues with several questions such as if you like spaghetti raise your hands all the time being the first to raise her hand. And then she asks "if you like Amy raise your hand" and she dramatically places her hand on her lap. The others do the same.

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POLL

Children who bully lack self-esteem

True

False

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Children who engage in bullying behavior

- Are outgoing and self-confident
- Need to dominate others
- Have been influenced by aggressive role
- May have been bullied themselves
- Are leaders and manipulate others
- Have a low tolerance for frustration
- Are not interested in negotiating, cooperating, or accepting anyone else's ideas
- Have no sense of remorse
- Understand others' emotions
- Do not accept responsibility for their actions

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IT WORKS



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Bullying behavior and social cognition

Children who bully:

- Have an advanced ability to understand the minds of others
- Have more positive attitudes toward aggression
- Morally disengage from their behavior
- Justify their actions by believing their targets deserve to be bullied
- Know who will join their efforts to exclude/assault another child
- Know what justification the group will find acceptable
- Describe others who bully as feeling pride or indifference rather than shame and guilt about their behavior
- Know how to avoid detection



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The targets of bullying

Children and youth who “just don’t fit in!”

- They may belong to a minority racial or ethnic group
- Children with mental or physical disabilities
- Children who are overweight
- Children who lack social confidence



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Children become locked into the role of victim by 8 or 9 years of age



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POLL

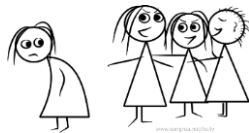
Bullying only happens in isolated areas

True

False

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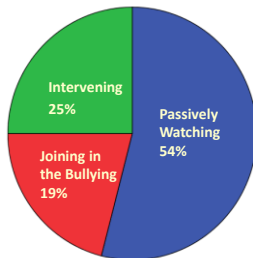
Bullying is a group activity, situated in a social context that influences both the emergence of bullying and the response to it



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Peers are the Audience

- Peers are present in 88% of bullying episodes
 - Actively reinforce bullying 21% of the time
- Peers act as silent witnesses 54% of the time
- Peers join in the bullying with words or actions 19% of the time
- Peers intervene or get help 25% of the time



2017 Bullying: A Social Influence Perspective

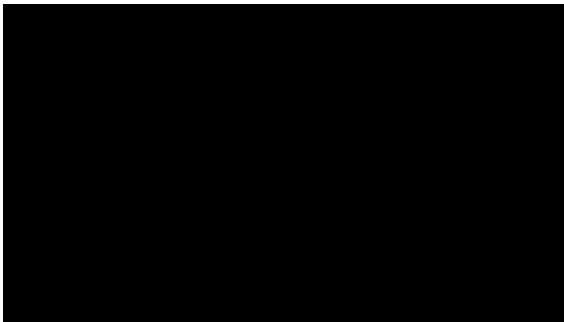
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Bystanders are important

1. When bystanders do nothing, it sends the message that bullying is okay
2. Bullying lasts longer when more bystanders are present and do nothing to stop it
3. When bystanders laugh at or cheer on bullying, they encourage the bullying to continue
4. When bystanders intervene to stand up for the victim, they are successful in stopping the bullying more than 50% of the time—usually within the first 10 second
5. 83% of bystanders report that watching bullying is unpleasant and makes them feel uncomfortable

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The Price of Silence



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Children who bully...

- Select and systematically force others to comply to their demands
- Seek active encouragement, passive acceptance, or silence from bystanders
- Hurt others

Targets of bullying behavior...

- Reward the child who bullies by yielding control and showing signs of intimidation
- Often fail to gain support from bystanders and avoid reporting the bullying

Bystanders...

- Provide an audience
- Maintain silence
- Actively encourage or join in



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Is Change Possible?

YES



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Your role

- Prevent bullying behavior before it starts
- Intervene when it occurs
- Follow –up to be sure it does not continue



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What do we need to do

- Empower the child who has been targeted
- Empower the bystanders
- Ensure accountability and teach social skills



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Keep your eyes and ears open

- Be aware of the social interactions among the children in the group
- Arrange groupings to separate children who tend to have negative interactions with others



- Try to avoid situations that will victimize at-risk children (e.g. picking teams or group partners)

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Children who bully need to:

- Engage in more cooperative behaviors
- Develop empathy and social problem-solving skills

Children who are targets of bullying need to:

- Learn how to respond to bullying with assertiveness, rather than by submitting or counter-attacking

Bystanders need to:

- Learn that they have the power to stop bullying
- Learn how to use problem-solving strategies to help prevent and stop bullying

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Bullying can be prevented when:

- There is a positive, inclusive social climate
- All children feel they belong
- You provide all children opportunities to develop good interpersonal skills
- There is good supervision
- Children learn about and understand bullying behavior
- Ensure open communication between you and the families
- Bullying behavior is not tolerated and NEVER ignored

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It starts with you

Develop strong connections with the children in your class

Children are less likely to bully if they know it will displease an adult whom they respect and trust

Children are more likely to confide in an adult with whom they have a trusting relationship

It's not just about stopping bad behavior

It is about working together to create an atmosphere of acceptance and community

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Teach by example

- Be an effective role model
- Your actions and reactions influence how students relate to each other
- Consider how you:
 - Treat others and allow others to treat you
 - Solve problems
 - Discipline
 - Control your own anger and disappointment
 - Stand up for yourself and others without fighting

If children observe you acting aggressively, they are more likely to show aggression toward others

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Create an inclusive/respectful environment

- Model positive, respectful, and supportive behavior
- Recognize and encourage the children's positive, friendly, and supportive behaviors
- Encourage all children and adults to appreciate diversity
- Use cooperative learning groups
- Teach social and emotional skills proactively
- Develop rules that support empathy and caring



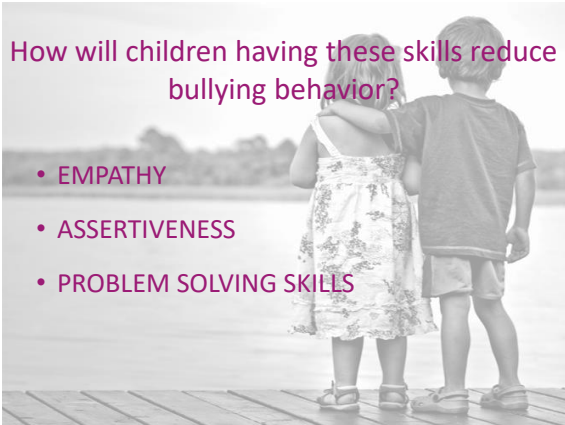
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The importance of social skills



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How will children having these skills reduce bullying behavior?



- EMPATHY
- ASSERTIVENESS
- PROBLEM SOLVING SKILLS

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3 Basic Rules

- Respect yourself – Be kind
- Respect others – Be safe
- Respect the environment – Be gentle

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Increase awareness about bullying

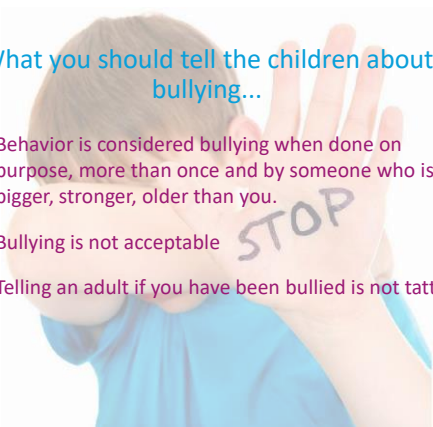
- Talk about:
 - What each person has to offer
 - How it feels to be left out
- Discuss the difference between:
 - Accidental and on purpose
 - Teasing and bullying
 - Tattling and reporting
- Read books and integrate related issues whenever possible into your program



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What you should tell the children about bullying...

- Behavior is considered bullying when done on purpose, more than once and by someone who is bigger, stronger, older than you.
- Bullying is not acceptable
- Telling an adult if you have been bullied is not tattling



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Read and discuss stories

Stories provide opportunities to talk about how other children experience and respond to bullying, and how they themselves might respond in similar situations



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Books about bullying

- *Invisible Boy* Trudy Ludwig
- *The Berenstain Bears Stand Up to Bullying* by Mike Berenstain
- *Llama Llama and the Bully Goat* Anna Dewdney
- *The Story of Ferdinand* Munro Leaf
- *Bully B.E.A.N.S* Julia Cooke

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When bullying occurs



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How do you Respond?

- **Immediately stop the bullying:**
 - Stand between the child who bullied and the one who was bullied, preferably blocking eye contact between them
 - Don't send any children away— especially bystanders
 - Make sure that the child who was bullied is okay
 - Don't immediately ask about or discuss the reason for the bullying or try to sort out the facts

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What do you immediately say ?

Tell the aggressor:

- It is not okay to treat others in that manner
- It is your job to keep everyone safe
- State the rules

Support the target of the bullying

- Help him/her to respond assertively
- Reassure him/her that it is not his/her fault

Address the bystanders

- Remind them about their role to get help

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What every child should know

- You are not responsible for a bully’s behavior
- It’s not your fault
- Don’t respond to bullies by giving in, getting upset, or fighting back—this will encourage them
- Stay calm and be assertive
- Tell him/her “I don’t like what they are doing”
- Sometimes the best response is no response
- Walk away or ask a friend or adult for help
- Get help from a trusted adult
- Adults can help you figure out new ways to respond the next time a bully bothers you

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POLL

Punishment and a zero tolerance policy reduce bullying

True

False

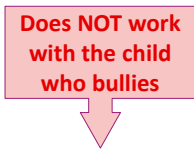
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The most effective interventions

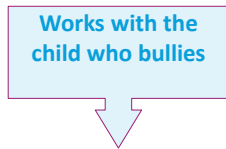
- Focus on the impact of bullying
- Redirect children who are bullying to more positive ends
- Include all the children
- Aim to arouse empathic concern
- Help children to reflect on what can be done to resolve the problem
- Support children to move away from a bullying group

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Does NOT work with the child who bullies



Works with the child who bullies



- | | |
|---|--|
| <ul style="list-style-type: none"> • Label student • Exclude the child • Blame family • Punitive consequences • Conflict resolution • Peer mediation • Ask for apology • Zero tolerance | <ul style="list-style-type: none"> • Individualize the response • Teach/reward targeted social skills • Formative consequences • Invest in positive center/school-wide culture |
|---|--|

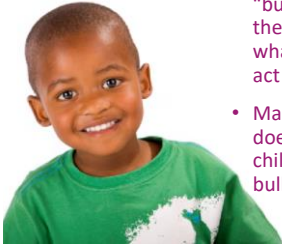
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You can reduce/prevent bullying by when you

- Observe and supervise
- Understand that bullying behaviors emerge in early childhood settings and that these behaviors are preventable.
- Understand how bullying develops among young children
- Understand that children who are bystanders play a powerful role in bullying situations.
- Talk with young children about bullying
- Teach and guide children in practicing the social skills they need to help stop and prevent bullying
- Create rules that will support a bully-free environment

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Things to remember



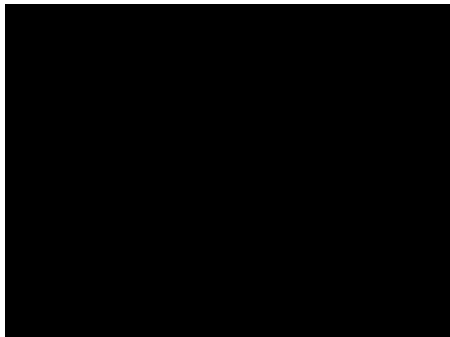
- Children need emphasis on teaching, not punishing
- Do not label children either as “bullies” or “victims” because they will believe that this is what they are and continue to act in this way
- Make sure that your response does not include anything that children could interpret as bullying or teasing

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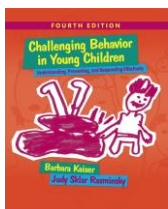


When you know how to identify and respond to bullying you will be able to provide a safer and more effective learning environment

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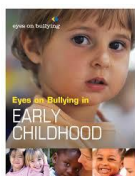
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THANK YOU!



<http://operationrespect.org/>



eyesonbullying.org/pdfs/eob-early-childhood-508.pdf

Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively

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