



# What do you do with a Bully?



Dr. Theresa Vadala

Learn to identify the signs of bullying, as well as the short and long-term effects these behaviors can have on their victims.



**What do you do with a Bully?**

**Theresa Vadala, Ed. D**

**Child Care Training Consultants, LLC**

**Las Vegas, Nevada 89139**



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**CKA 2: Positive Interaction and Guidance**

Title: NV CKA2.B What do you do with a Bully?

2 Hours

0.2 CEUs



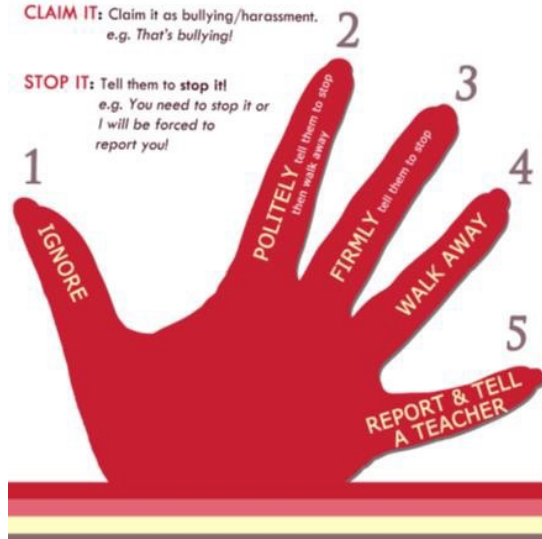
**ANTI-BULLYING STRATEGIES**

**NAME IT:** Name what they are doing.  
e.g. You're name calling!

**BULLYING  
NOWAY!**

**CLAIM IT:** Claim it as bullying/harassment.  
e.g. That's bullying!

**STOP IT:** Tell them to stop it!  
e.g. You need to stop it or  
I will be forced to  
report you!





**Applying New Knowledge:  
Learning & Transfer**

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Read the material provided, take the 5-10 quiz questions and  
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Participants must receive 100% on individual courses to obtain a certificate of  
completion.

### **Questions?**

**We are happy to help.**

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**[childcaretrainingconsultants1@gmail.com](mailto:childcaretrainingconsultants1@gmail.com)**

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## **About the Instructor**

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of the training organization Child Care Training Consultants, LLC., (CCTC).

## **Business Description**

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.





### **Child Care Training Consultants LLC., Goal**

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

### **Mission Statement**

“Child Care Training Consultants, LLC’s is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation’s premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

### **Vision**

Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



## **Research**

### **Bullying in Early Childhood**

Studies that quantify how many children are bullies, victims, or bullying victims are rare. Data from one study of children's experience with violence showed that 20.4% of children ages 2-5 had experienced physical bullying in their lifetime and 14.6% had been teased (verbally bullied). Vlachou's paper provides some estimates suggesting that bullying is more common among young children than school aged children. They report one study of 4-year-olds showing 25% of children as bullies and 22% as victims, and 2% as victim/bully. In other words, just about half of children studied were involved in bullying – as aggressor or victim. By contrast, data for older school-age children, show 7-15% as bullies, 10% as victims and up to 10% as bully-victims. The limited data also suggest that the roles children assume in preschool are less stable than they are among older children – so a child who is a bully today may be a bully-victim or victim later in the year.

While the prevalence data show more bullying occurring among younger children, the data also show less bullying, overall, as children grow older. This general decline in bullying occurs even while the nature of bullying changes from more overt, physically aggressive behaviors to other forms of bullying, such as verbal attacks and social exclusion, both of which become more common as children grow older. The limited data that exist also suggest, though, that even as young as 4-years, there are sex differences in the nature of bullying, with boys more likely than girls to use physical aggression in their bullying.

While early research suggested a “type” of child who was a bully and who was a victim, recent research suggests much more diversity in the social and emotional experiences of bullies and victims of bullies. This diversity is only beginning to be teased apart for older children, and not yet undertaken among younger children. One finding that emerges in studies of bullying among preschool-aged children is that bullies tend to be well embedded in social networks (that is, they have many friends), though they also tend to associate with other bullies. There is an interesting gender difference – girls who are bullies are more likely to be socially isolated. It seems like bullying is more acceptable for boys than it is for girls. By contrast, victims of bullies tend to have fewer reciprocal friends in the social group. Whether victims' social isolation is the result of bullying or a contribution to it is unclear - having few friends makes children vulnerable to a bully, but bullies tend to enjoy higher status among their peers than do victims.

Retrieved from <https://www.naeyc.org/resources/blog/bullying-early-childhood>



## Goals , Goals, Learning Objectives & Outcomes

### Goal/s

The goal of this training content is to provide participants with the tools necessary to identify behaviors of bullying and strategies to guide children through socially challenging scenarios.

### Objectives

#### Leamer will:

- Identify the signs and behaviors of bullying and short and long-term effects these behaviors can have on bullies and their victims.
- Explore strategies for guiding young children through socially challenging scenarios to create a “bully-free” classroom
- Identify strategies on dealing with bullied children with disabilities.
- Identify types of anti-bullying activities to include in lesson planning

### Outcomes

- Identify 3-5 signs and behaviors of bullying and short and long-term effects these behaviors can have on bullies and their victims.
- Explore 3 strategies for guiding young children through socially challenging scenarios to create a “bully-free” classroom
- Identify 3 strategies on dealing with bullied children with disabilities.
- Identify t2 ypes of anti-bullying activities to include in lesson planning





## Agenda

### **Part 1: What is Bullying?**

What is bullying?

Types of Bullying

Why do People Bully?

### **Part 2: Bully Behavior**

Bully Behavior

Boys Versus Girls Are you a Bully?

What to do if a Child...

Does your school have a Anti-Bully Policy

Learning Social Skills

### **Part 3: Anti Bullying Strategies**

What can I do as a teacher?

Assertiveness Skills

How to Deal with Bullied Children with Disabilities

Addressing Bullying Directly and Indirectly

Anti-Bully Strategies

Review

References



## PART 1: What is bullying?

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious lasting problems. In order to be considered bullying, the behavior must be aggressive and include:

**An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

**Repetition:** Bullying behaviors happen more than once or have the potential to happen more than Once. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

**There are three types of bullying:**

**1) Verbal bullying** is saying or writing mean things. Verbal bullying includes:

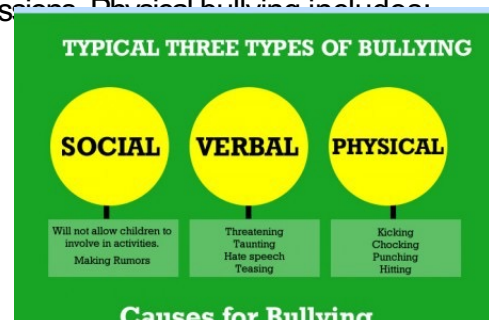
- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

**2) Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

**3) Physical bullying** involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures





## Types of Bullying

Verbal bullying is when a student uses words to hurt another student. This includes threatening, taunting, intimidating, insulting, sarcasm, name-calling, teasing, slurs, put-downs and ridicule. It also includes hostile gestures such as making faces, staring, giving the evil eye, eye rolling and spitting.

Social or Relational bullying occurs when students disrupt another student's peer relationships through leaving them out, gossiping, whispering and spreading rumors. It includes when students turn their back on another student, giving them the silent treatment, ostracizing or scape-goating.

Physical bullying, where a student uses physical force to hurt another student by hitting, pushing, shoving, kicking, pinching or holding them down. Physical bullying also includes taking or breaking a student's belongings.

Bullying among young children is not uncommon. When groups of young children, who often differ significantly in physical size, skill level, and family experience, get together regularly, patterns of hurtful behavior often emerge. Children make mean faces, say threatening things, grab objects, push others aside, falsely accuse, or refuse to play with others. These behaviors are precursors to verbal, physical, or indirect bullying—though they are not always recognized as such. Some young children are also capable of engaging in actual bullying behaviors by deliberately and repeatedly dominating a more vulnerable peer through name-calling, physical attacks, and social exclusion.

Cyber Bullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

### The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

<b>PHYSICAL BULLYING</b> Attacking another person by hitting, kicking or pushing.	<b>VERBAL BULLYING</b> Calling people names, teasing or threatening, either by voice or using written words.
<b>SOCIAL BULLYING</b> This includes excluding someone from a group and/or spreading rumors about a person.	<b>CYBER BULLYING*</b> This is bullying that happens through interactive technology such as cell phones, social networks and other websites.



## Why do People Bully?

People bully others to make someone feel bad, to gain power over him or her. Power makes people feel like they're better than another person, and then that makes them feel really good about themselves. Power also makes you stand out from the crowd. It's a way to get attention from other kids, and even from adults. The purpose of bullying is usually to hide inadequacy. But there are also times when a person does feel superior to another. We see children emulating this behavior when they have a person in their life that does this (i.e. a parent, caretaker, older sibling, etc.)

### Who is most vulnerable to being bullied?

#### Children demonstrating:

- Emotionally sensitivity
- Low self esteem
- Submissive behavior
- A lack of social boundaries



Any child could be the target of a bully, but research shows there are certain qualities and characteristics that increase a child's chances of becoming a victim. In the past, researchers thought that kids were picked on for mainly physical abnormalities such as being overweight, wearing glasses, or being exceptionally smart.

Though some children with these characteristics will be bullied, the majority are not. Researchers now know that the traits that make a child more likely to be bullied center on his emotional and social vulnerabilities, not his physical attributes.

Things like being cautious, sensitive, or socially isolated can up a child's chances of being bullied. Lacking appropriate social boundaries, being emotionally oversensitive, radiating low self-confidence, refusing to defend oneself, not having a good sense of humor, being uncomfortable in group settings, behaving in a submissive manner, and preferring to be alone can all catch the attention of a bully. The bully is looking for a passive, easy target and those kids who fit the vulnerable profile will be the first to be picked on.

Let's **compare** how conflict and bullying are different.

Normal Conflict	Bullying Behavior
Happens once in a while	Is repeated - it happens more than once
Not planned, it just happens when people get upset	Planned, on purpose
Both people are upset	Person being bullied is more upset than the bully
Both people try to work out their problem	The bully does not want to work things out, they want the control



## PART 2: Bully Behavior

Some bullies are not satisfied with bullying people and resort to destructive behavior and possibly abusing animals for enjoyment and as tools for manipulation. Young children often intentionally break things, hurt others and animals for no apparent reason. It feels that some children really are on a mission to destroy anyone or anything in their path. There are however certain generalized characteristics displayed by children who engage in such behavior. Children who are impulsive, socially dominant, confrontational, or easily frustrated may tend towards bullying behaviors. Other characteristics of children who bully may include a lack of empathy, a propensity to question authority and push limits or break rules, idealization of violence, and the ability to talk their way out of difficult situations.

- Positive views towards violence
- Often aggressive towards adults – including teachers or parents
- Marked need to control and dominate others and situations
- Boy bullies tend to be physically stronger than their peers
- Hot tempered, impulsive, easily frustrated
- Often test limits or break rules
- Good at talking their way out of difficult situations
- Show little sympathy toward others who are bullied

It is commonly believed that children who bully are “loners” or are socially isolated. Research, however, shows this is not always the case. Children who bully generally do not have a difficult time making friends and generally maintain at least a small group of friends who support their bullying behavior. Some bullies may even be popular; although the popularity of a bully tends to decrease at higher-grade levels. Also, contrary to popular belief, research shows that children who bully do not always lack self-esteem.

### BULLY

- Risk factors include poor academic performance, low levels of parental involvement, and inadequate skills for social situations.
- Males are also more likely than females to engage in bullying behaviors.

### VICTIM

- Often displays some characteristic that the offender perceives as weak.
- Risk factors include poor problem-solving skills, lack of confidence and self-esteem, and poor support systems.
- Are more likely to be isolated in social situations.

### BYSTANDER

- Witnesses the behavior and can instigate the bully, encourage the bully, passively accept the behavior, directly intervene, or get additional help.
- When a bystander does not intervene it is often due to lack of self-esteem, intimidation by the offender, or lack of support and skills for helping the victim.





## Boys versus Girls

While boys are more likely to be bullies than girls, both boys and girls may bully and both may become victims. Boy bullies are much more likely to engage in physical bullying. Bullying between girls is more likely to involve social exclusion, which is harder to discover, but no less painful for the victim. Social exclusion is the most common form of bullying between girls. This form of girl-on-girl bullying can be very difficult to detect. Being difficult to detect means it is difficult for school officials to intervene. Think of it as the “Mean Girls” syndrome. This behavior may begin as early as 3-4 years old.

### Girls Bullying

- Starts in year 1-2
- Typically use 'put-downs'
- Usually about clothing, hair, or overall appearance
- Years 3-4 tactics change
- Isolation from group
- Promise of inclusion for favours
- Cliques or groups taunt or harass at recess or lunch
- Years 5-6 situation worse
- Intimidating or threatening notes warning of things to happen
- Gossiping and spreading damaging and embarrassing stories commonplace



### Boys Bullying

- Typically use physical aggression or by threatening to use it
- Quick jab, push or shove, elbow or knee or head thrust into a wall or locker
- Whatever it is – hurts and over quickly before anyone sees.
- Size and strength is intimidating
- Create fear and a present threat of harm from physical abuse
- Boys see bullies as large, strong and powerful
- Can peak in year 4/5







## Are you a Bully?

The idea of a teacher as a bully seems far-fetched at first. As the adults entrusted with educating children, most would think that the position of power and the experience of age would cast adult educators beyond the petty games of popularity and control that dominate peer-to-peer student bullying. However, most bullying is defined as, “a pattern of conduct, rooted in a power differential, that threatens, harms, humiliates, induces fear, or causes students substantial emotional distress”. This definition alone casts teachers, coaches and other administrative staff in the perfect position to use bullying behavior. Because teachers are in a position of power, absolute power some would say, they are able to use that power to whatever means they deem necessary.



### The Dunce Cap

The act of labeling one student the “dumbest” among the group is clearly bullying behavior. It also sets a precedent in the profession itself. Though we no longer “name” the Dunce in our classes, most teachers are well aware of the students who struggle most and some may feel it acceptable to label them as such.

### Classroom-Based Verbal Intimidation

This is a far more subtle, and prevalent form of teacher-bullying. A teacher-bully may single out one or two members of the class that he or she feels are especially vulnerable for “motivational” reprimand; similar to peer-to-peer bullying, a teacher-bully will pick victims based on their likeliness to fight back and criticize their work or attitude in front of the entire class. The teacher-bully may instead choose to intimidate the entire class through the threat of grades and other punitive measures, creating a fear-based environment they will argue is conducive to learning.

### Field-Based Verbal Intimidation

Teachers who routinely pick on the smallest or slowest student and criticize more than they motivate can be cast as bullies. In sports especially, there is a fine line between motivation to improve, which is rooted in genuine concern for the student-athlete, and unmitigated desire to win, which in many cases takes the form of intimidation, humiliation, and abuse.

## Watch these two Videos on Bullying from [stopbullying.gov](http://stopbullying.gov)

Yes, that's Bullying Video

The Playground is for Everybody Video



## What to do if a child...

- Has few or no friends with whom he/she spends time with
- Has unexplained bruises, scratches, and cuts that weren't there when he/she arrived at school
- Seems afraid of coming to school, or taking part in organized activities with peers
- Seems sad, moody, or depressed
- Has frequent complaints of illness to avoid coming to school

Even when you do everything you can to keep the lines of communication open with the children in your care, they still may be afraid to come to you for help dealing with a bully. Children may fear retribution for getting the bully in trouble or they feel embarrassed or ashamed. Therefore you can not rest assured if they have not told you there is not a problem. Stay involved and supportive of every child. Stay informed about what they are doing and whom they are spending time with.



Who can you identify if a child is being bullied?

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Is there a school or center plan to refer students to who are being bullied? (If so, explain?)

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## A Caring Community

**A caring classroom includes:**

- A healthy expression of feelings
- Caring, compassion, and cooperation
- The creative resolution of conflicts
- An appreciation of differences

Take the time to think through how every part of your classroom's structure, including rituals, routines, or classroom management strategies can support the goals of a caring classroom.





## Does your School have an Anti-Bully Policy?



What is your policy regarding bullying?

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Where would you find your policy?

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Were you a part of writing the policy? (Who were the stakeholders involved?)

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Do you have an anti-bullying staff training? (Explain)

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### RESOURCES FOR ANTI-BULLYING

Stopbullying.gov at <https://www.stopbullying.gov/laws/index.html>

Sample Policy for Bullying Prevention at <https://www.cde.ca.gov/ls/ss/se/samplepolicy.asp>

Anti-Bullying Policies and Enumeration at [https://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/anti\\_bullying\\_policies\\_infobrief.pdf](https://www.cdc.gov/healthyyouth/health_and_academics/pdf/anti_bullying_policies_infobrief.pdf)



## Does your School have an Anti-Bully Policy?

### Anti-bullying staff training for your Pre-school which includes:

- ☐ Review of your school's unique goals and issues based on the culture of your pre-school
- ☐ Discussion of types of disrespectful behavior seen in classrooms
- ☐ Types of aggressive play in boys and girls
- ☐ Definitions and language that your school community can use to define bullying as separate from normal play
- ☐ Cognitive development and bullying behavior in young children
- ☐ The dynamics of bullying behavior in young children
- ☐ The role of empathy training for young children
- ☐ Defining appropriate classroom values and behavior objectively
- ☐ What are the 5 key values in pre-school
- ☐ Defining these values in objective behavioral terms
- ☐ Defining appropriate consequences of unacceptable behavior vs. "The Positive Behavior" approach
- ☐ Role modeling of bullying behavior by adults and its impact
- ☐ Managing parent involvement and creating positive collaborative parent partnerships

Which of the above has you center provided training on?

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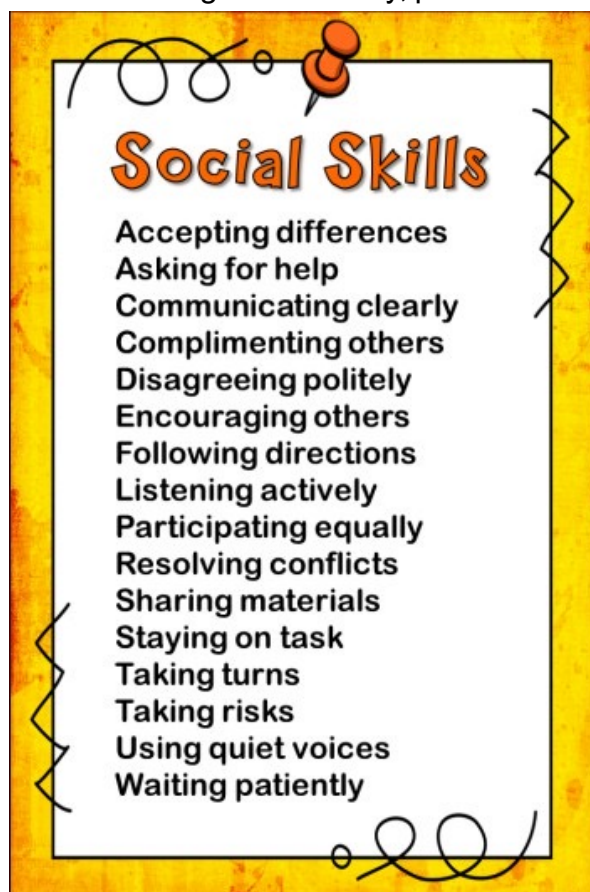


## Learning Social Skills

Young children are generally eager to learn social skills when they:

- 1) understand why they are important
- 2) are given concrete examples they can understand.

To gain and maintain friends and avoid becoming involved in bullying, young children need to learn a variety of social skills. They must learn how to analyze and resolve social problems, understand and respond caringly to what others think and feel, and stand up for themselves in a fair and respectful way, without attacking others. Child care settings offer a natural learning environment and a potentially safe haven in which to teach and practice these social skills. Social skills can be taught through presentation, modeling, discussion, story telling, videos, role playing, games, and curricular activities. Caregivers can also take advantage of opportunities throughout the day to allow children to practice what they have learned, as well as to coach them and provide them with cues, encouragement, and feedback. As children begin to learn new strategies in this way, providers can reduce their level of support.







## PART 3: Anti-Bullying Strategies

### What can I do as a teacher?

**Set the example.** Adults serve as 'models' for children who respect them and may wish to emulate them. Children will pick up on whatever feelings you convey about yourself - whether good or bad. Try to always speak positively about yourself and the children will follow.

**Praise and encourage.** No matter what a child does, whether it's a scribbled mess or a wonderful piece of art, be sure to praise them for their effort. Every bit of praise and encouragement you can give is another boost to their self-confidence.

**Develop a skill.** If a child expresses interest in a particular hobby, help them master it by encouraging it in the classroom. As they develop this skill on their own, they will become more enthusiastic about learning and trying new things and feel better about themselves overall.

**Trust.** As a child grows, try entrusting them with age-appropriate responsibilities around the classroom. Allowing the child to take on their own responsibilities will help foster their independence and allow your child to feel more confident in making their own choices and decisions.

**Listen.** What a child has to say is just as important to them as what you have to say is to you. Remember this when a child is trying to express their thoughts, dreams and fears. Listen attentively and offer your own advice or guidance should they need it.

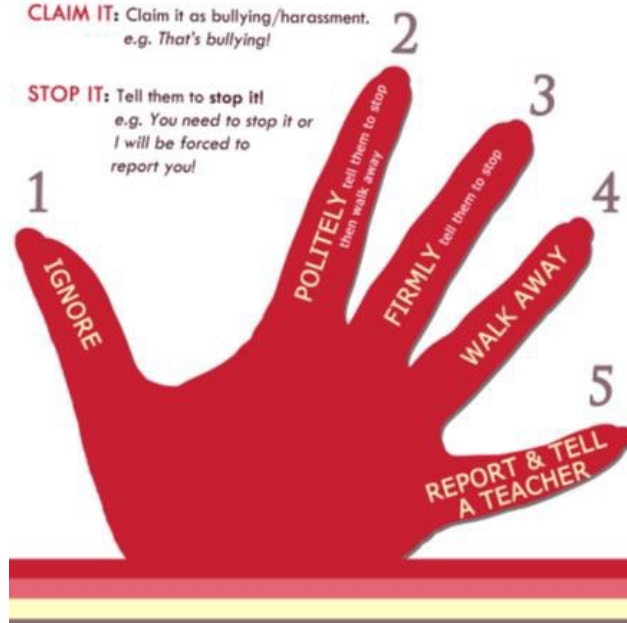
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e.g. You're name calling!



**CLAIM IT:** Claim it as bullying/harassment.  
e.g. That's bullying!

**STOP IT:** Tell them to stop it!  
e.g. You need to stop it or  
I will be forced to  
report you!





## What can I do, continued...

- ☐ Divide social problem-solving into component skills and focus on building one skill at a time. Preschool children who might otherwise become confused with the complexity of the problem-solving process can learn one skill at a time. Important component skills for young children include generating several solutions to a problem, anticipating “what would happen if . . .” and delivering the best solution.
- ☐ Transfer children's skill-building practice from hypothetical to real situations. Identify real-life situations that offer children opportunities to apply the skills they have developed in hypothetical situations, and support them in practicing their skills.
- ☐ Teach social problem-solving skills directly related to various forms of bullying—verbal, physical, and indirect. When problem solving, select realistic situations for discussion, role play, and practice.
- ☐ Help children understand and deal with their strong feelings about bullying. Let them know that strong feelings, such as anger, frustration, and fear are acceptable, but violence is never O.K. Help them learn non-hurtful ways to express their feelings.
- ☐ Encourage impulse control and self-calming. Teach and model simple relaxation and self-calming techniques to deal with strong feelings. Help children to practice using these techniques.
- ☐ Help children practice listening skills. Children need to listen attentively to understand what other children want, and why. Attentive listening begins by looking at the person speaking and being quiet while they talk—then repeating what they have said.
- ☐ Provide children with practice in thinking of solutions, anticipating consequences, and evaluating the harmfulness of violent solutions. To prepare children to deal with bullying responsibly, help them to think of alternative solutions and the likely consequences, and discuss how bullying is harmful and unacceptable. Young children are more likely to think of alternative solutions in critical situations if they concretely discuss and practice them first, with adult guidance.
- ☐ Prepare yourself with the most promising resources. Review, discuss, and select the most useful and developmentally-appropriate materials, activities, and curricular materials for your children.
- ☐ Find concrete ways to teach your children the skills they need to solve the problems they face. Although young children often have difficulty understanding abstract concepts, they readily understand concrete presentations of familiar problems. Demonstrations, dramatizations, puppet role plays, and illustrated stories can help to make the abstract concrete.



## What can I do, continued...

### To help children develop empathy skills:

- ☐ Encourage children to label their own feelings and tell each other how they feel about bullying and related behaviors. In an atmosphere of understanding and acceptance, caregivers can talk about their own feelings and ask children to describe how they feel about bullying.
- ☐ Discuss how children who are bullied might feel. Using pictures, stories, or puppets, ask children how they think the character in the picture or story feels, why they think the character is feeling that way, and what could be done to help the character feel better.
- ☐ Use pictures and stories to demonstrate that even people who look different from each other, experience similar basic and universal feelings.
- ☐ Remind children how they felt in situations similar to those faced by others in distress. For example, if a child falls down, remind another child how he/she felt when he/she fell last week. Enlist her aid in assisting and comforting the child who has just fallen.
- ☐ Model empathy by talking about how you identify another's distress and think of ways to help. Call children's attention to empathic responses that take place in the classroom, when either the teacher or other children help and share their feelings with each other. Discuss how this behavior makes both the giver and the receiver feel good about each other.



## Assertiveness Skills

### To help children develop assertiveness skills:

- ☐ Teach children to speak directly to each other, rather than through the teacher. Dependence on the teacher to solve problems interferes with self-reliance and self-confidence in social situations.
- ☐ Teach children to ask for and offer things to each other in a polite and open-ended way. Peers are more likely to acquiesce when asked nicely and given a real choice.
- ☐ Teach children to say “No” politely and to accept “No” for an answer from others by saying “O.K.” Children need to know how to decline a request or offer in an acceptable way and respect that right in others.
- ☐ Use demonstration and role-play to teach specific assertiveness skills related to bullying. Dolls and puppets can be helpful.
- ☐ Take advantage of naturally-occurring events to coach assertiveness skills. Children's motivation to learn is high in such situations.
- ☐ Teach children to accept legitimate adult authority, but also to respectfully stand up for their rights with adults. Children should know that they are entitled to fair treatment from adults, as well as from children.
- ☐ Teach children to use assertiveness skills to avoid submitting to bullying tactics, bossiness, or discriminatory acts. Children can be taught first to stand up directly to a bullying peer, and only then, to call for adult help if needed. Submission can lead to victimization, and it rewards the bully.
- ☐ Teach children to ignore routine provocative peer behaviors. By ignoring the minor provocations, children practice controlling their own emotional reactions. They also deny the bully the reaction he or she seeks.
- ☐ Teach children to use assertiveness skills proactively to meet their goals. Assertive behaviors often provide effective ways of achieving one's goals without bullying, retaliating, or submitting.
- ☐ Teach assertiveness to girls and boys equally. Avoid cultural bias toward accepting submissiveness for girls and aggressiveness for boys.



## 4-year-old preschool student statement

"I just want the bullying to stop. That is all I ever wanted.

I used to love going to school.

Now I hate it."

Whether you have a child that is a bully or the target of bullying, the way you handle the incidents will have a long term effect on all of the parties involved. It may take a great deal of time and effort on your part to prevent children from growing into school-aged bullies, but it is worth it. You have the ability to reduce the negative long-term effects of bullying. At the same time, you can encourage an increase in the incidence of respectful, caring and appropriate behavior, which allows children to focus on the art of play in their preschool years.





## How to Deal with Bullied Children with Disabilities

While inclusive classrooms are valuable in mainstreaming disabled students, they also present the opportunity for those children to be bullied, threatening their emotional security and academic performance. To counter that risk, educators must be trained to deal with bullying and be able to create an inclusive environment in which teachers and students all work together to recognize and minimize bullying.

### Behaviors

All children may be subjected to bullying, but studies have found that children with disabilities are two to three times more likely to be bullied than other children. For teachers, this increases the challenge of providing them a quality education. When a special-needs student is bullied, often the initial reaction is to remove them from the situation by shifting them from the general classroom to a special-education classroom. That action, however, infringes on the student's right to receive "free, appropriate public education" in the least restrictive environment. Instead, other strategies must be employed to prevent bullying while enabling students to remain in inclusive classrooms.

What strategies can be used to prevent bullying while enabling students to remain in inclusive classrooms?

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## Address Bullying Directly and Indirectly

Educators set the tone for an inclusive classroom by modeling desired behaviors. They must become aware of how they treat students. A sarcastic response by the teacher, for example, regardless of how provoked or unintentional, will be considered acceptable behavior by some students who will then repeat that behavior and create a hostile learning environment. Just as important, teachers have the opportunity to use instructional topics to reinforce ideas of good citizenship including courage, fairness, reasoning, and responsibility. This is an opportunity for teachers to recognize each student's talents. In the process of highlighting good citizenship, they may promote the development of personal and social skills and thereby decrease the social differences that often trigger bullying.

### Teach Involvement and Empathy

Teachers can encourage shared responsibility for the classroom's social and physical environment. Routine, 10-minute class meetings may help students air concerns. During one meeting, the class may brainstorm a list of bullying behaviors and another of model behaviors. Because the students develop the lists, they are more involved, which helps reinforce positive behaviors. The teacher then has a responsibility to enforce the rules fairly and consistently. Doing so includes halting gateway behaviors that lead to bullying, responding to students' requests for help, and knowing when they themselves need to involve others. Teachers also have an obligation to teach students to stand up for one another and for themselves. Strategies may include encouraging students to invite social outsiders into their group, not creating an audience for bullying, and getting help when they see bullying. Standing up for others must become "cool" and bullying "uncool." To help bullied students stand up for themselves, teachers may guide them in distinguishing between acceptable and no acceptable behaviors that are directed toward them, and how to articulate appropriate responses.



## Anti-Bullying Activities

### Activity 1: Labeling feelings

Ask children to describe and label how they might feel in these three different bullying situations:

- If they saw someone being bullied
- If they were being bullied themselves
- If they bullied someone

Explain that bullying can lead to strong feelings, such as anger, frustration, and fear. While it's okay to feel these feelings, it's never okay to react by doing violent things, such as intentionally hurting someone. Say that if we all work together to prevent and stop bullying, no one in our group will ever need to experience these feelings as a result of bullying.

### Activity 2: Different and Similar

Discuss the many ways that children are different from one another.

Prompt them with examples, if needed:

- Some children are big, and others are small.
- Some children run fast, and others run slowly.
- Some children like to play with blocks, and others like to draw pictures.

Ask, "What would our group be like if we were all the same?"

Elicit that while at first it might be fun, since we'd all agree on everything, eventually it would get boring, since we would never try anything new, every race would end in a tie, etc. Explain how the differences among us make our group stronger, more interesting, and better able to do different things. Discuss the fact that bullies may bully other children simply because they are different—they try to make differences seem like bad things or weaknesses, rather than the strengths they are.

Now discuss the many ways children are similar to one another. For example: All children eat, sleep, grow, and have feelings. And, most importantly, all children feel hurt when they are bullied.

Summarize by explaining that we should all agree to appreciate our differences, recognize that no one likes to be bullied, and never bully someone simply because he or she is different.

**List types of anti-bullying activities you have in your lesson plans:**

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## Review

### **Part 1: What is Bullying?**

What is bullying?

Types of Bullying

Why do People Bully?

### **Part 2: Bully Behavior**

Bully Behavior

Boys Versus Girls Are you a Bully?

What to do if a Child...

Does your school have a Anti-Bully Policy

Learning Social Skills

### **Part 3: Anti Bullying Strategies**

What can I do as a teacher?

Assertiveness Skills

How to Deal with Bullied Children with Disabilities

Addressing Bullying Directly and Indirectly

Anti-Bully Strategies

Review

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