



THE ALL IN GENERATION TEAM

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INTRODUCTION

The intent and desire of AIG is to assist in alleviating the violence and permanent scarring resulting from a growing epidemic of bullying. Bullying, the loose term that it is, has evolved into countless forms of prejudice, mistreatment, disrespect and overt actions that may and can produce physical and emotional damage. The following information provides descriptions statistics, actual accounts and preventive means which represent who we are and what we are about. Our purpose is change. Our intent is to educate and redirect the thinking and reacting of our young people toward their peers and supervisors and for supervisors to become trained and instrumental in becoming the role models necessary for generational restoration.



DEFINITION

Bullying

1. Introduction/ Visioneering the topic... pointing to solution

With Bullying reaching epidemic proportions in our country and around the world it has become more important than ever that education, resources and laws be developed to contend with a dilemma that significantly affects one in every 4 of our teenagers and pre-adolescents, and whose imprint has been proven to follow them far beyond their teenage years and well into adulthood.

The influence that bullying is having on our young people is impacting their education, self-esteem, safety and in many cases, has even become an issue of life or death as has been illustrated in the internationally broadcasted cases of bullying related suicides.

Understanding the nature of the bully and the effects that bullying has upon the victims can help us to better relate to all who are involved and to more effectively intervene in an issue that has, for years gone relatively unaddressed and/or swept under the rug with tragic consequence.

It has become imperative that we as a society stand up for those being victimized and address this issue head on in order to intentionally make a difference in the lives of all who are affected by this tragic injustice ...while proactively combating this problem/dilemma/.

2. Definitions: Defining the Topic in the context of the need of the culture.

-displaced hate.... the false security of human power.

- a.** An overbearing person who tyrannizes the non-violent and physically less strong; rules by intimidation and infliction of terror.
- b.** The only difference between a terrorist and a bully is that the terrorist has a cause, makes a plan and instruments violence on a large scale.
- c.** The act of intentionally causing harm to others through verbal harassment, physical assault or other subtle methods of coercion such as manipulation.
- d.** Bullying is learned behavior.
- e.** ZUR Institute: Technically there is no difference between the state of mind that seeks terroristic means to solve international differences by force and the state of mind that seeks to resolve interpersonal conflicts by force and misuse of power.



f. School Bully:

Refusal (not inability) to think rationally about themselves and others;
Small scale Terrorist, with behavior mostly taking place during school time;
Justifies terrorist activities towards his/her targets or victims with self-psychological excuses (“I want to appear tough and in control”);
Enjoys enforcing power on others and causing extreme fear;
Over-bearing person who tyrannizes the non-violent and physically less strong;
To rule by intimidation, terror;
Threatens or acts violence on others; Calls an assault a “fight,” “disagreement” or “justice.”
www.jaredstory.com

g. “Bullying is unwanted, aggressive behavior among school aged children that involves a real or a perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally and excluding someone from a group on purpose.”
Stopbullying.com

GENERAL STATISTICS

1. Every 7 MINUTES a child is bullied. Adult intervention – 4%. Peer intervention – 11%. No intervention – 85%.
2. Biracial and multiracial youth are more likely to be victimized than youth who identify with a single race.
3. Bullied students tend to grow up more socially anxious, with less self-esteem and require more mental health services throughout life.
4. Only 7% of U.S. parents are worried about cyberbullying; yet 33% of teenagers have been victims of cyberbullying
5. Kids who are obese, gay, or have disabilities are up to 63% more likely to be bullied than other children.
6. 1 MILLION children were harassed, threatened or subjected to other forms of cyberbullying on FACEBOOK during the past year.
7. 86% of students said, “other kids picking on them, making fun of them or bullying them” causes teenagers to turn to lethal violence in schools.



8. It is estimated that 160,000 children miss school every day due to fear of attack or intimidation by other students. Source: National Education Association.
9. American schools harbor approximately 2.1 million bullies and 2.7 million of their victims.

Dan Olweus, National School Safety Center.

TYPES OF BULLYING

There are several different types of bullying. Bullying can be irritating, embarrassing, hurtful and even dangerous. Some of the various forms of bullying are:

1. Verbal
2. Social Emotional
3. Physical
4. Cyberbullying

1. VERBAL

Most of us have experienced Verbal bullying – this happens when someone calls another person names or otherwise teases them. Kids may tease a child who has red hair or is otherwise perceived to be “different” than everyone else. We need to value and respect each other’s differences! Just smile, nod and walk away or you can acknowledge the difference and express pride in your individuality by saying something like, “That’s right, and I like it” as you walk away.

2. SOCIAL/EMOTIONAL

Social Exclusion happens when a group leaves another person out on purpose, when someone spreads rumors or gossips about another person or when someone tries to break up friendships of another person. Girls most often resort to Social Exclusion when bullying.

3. PHYSICAL

Physical bullying involves any form of physical action directed at another person including:

- Hitting
- Punching



- Shoving
- Kicking
- Tripping
- Spitting

If you are being physically abused, we strongly recommend that you immediately report the incident to a trusted adult and, if warranted, to local law enforcement.

4. CYBERBULLYING

Cyberbullying involves the use of digital technology, such as mobile phones or Internet to cause harm to others by:

- Creating false profiles/websites
- Posting embarrassing, hurtful or harmful information on social websites
- Sending mean, untrue or hurtful text messages
- Posting inappropriate or embarrassing pictures or videos

<http://www.a4kclub.org/get-the-facts/types-of-bullying>

EFFECTS OF BULLYING

The effects of bullying can be devastating and last a lifetime. While these effects may also be caused by other factors, research has found bullying has significant effects for those who are bullied and those who bully others.

Kids Who are Bullied: Have higher risk of depression and anxiety, including the following symptoms that may persist into adulthood:

- Increased feelings of sadness and loneliness
- Changes in sleep and eating patterns
- Loss of interest in activities
- Have increased thoughts about suicide that may persist into adulthood.

(In one study, adults who recalled being bullied in youth were 3 times more likely to have suicidal thoughts or inclinations.)



- Are more likely to have health complaints.
(In one study, being bullied was associated with physical health status 3 years later.)
- Have decreased academic achievement (GPA and standardized test scores) and school participation.
- Are more likely to miss, skip, or drop out of school.
- Are more likely to retaliate through extremely violent measures.
(In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.)

Kids Who Bully Others:

- Have a higher risk of abusing alcohol and other drugs in adolescence and as adults.
- Are more likely to get into fights, vandalize property, and drop out of school.
- Are more likely to engage in early sexual activity.
- Are more likely to have criminal convictions and traffic citations as adults.
(In one study, 60% of boys who bullied others in middle school had a criminal conviction by age 24.)
- Are more likely to be abusive toward their romantic partners, spouses or children as adults.

<http://www.a4kclub.org/get-the-facts/effects-of-bullying>

TARGET GROUPS FOR BULLYING

There are two types of kids who are more likely to bully others:

- 1.** Children who are at risk of being bullied themselves
- 2.** Children who have been bullied

Generally, children who are bullied have one or more of the following risk factors:

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider “cool”
- Are perceived as weak or unable to defend themselves
- Are depressed, anxious, or have low self esteem
- Are less popular than others and have few friends



- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

However, even if a child has these risk factors, it doesn't mean that they will be bullied.

Stopbullying.gov

Children More Likely to Bully Others:

- Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.
- Others are more isolated from their peers and may be depressed or anxious, have low self-esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

Children who have these factors are also more likely to bully others;

- Are aggressive or easily frustrated
- Have less parental involvement or having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others

Remember, those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can come from a number of sources—popularity, strength, cognitive ability—and children who bully may have more than one of these characteristics.

Stopbullying.com

BULLYING OF STUDENTS WITH DISABILITIES

- 1.** The statistics – Students with disabilities are much more likely to be bullied than their non-disabled peers.

Although only 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities, all of these studies found that children with disabilities were two to three times more likely to be bullied than their non-disabled peers. (*Disabilities: Insights from Across Fields and Around the World; Marshall, K-ndall, Banks & Gover (Eds.), 2009*)

One study shows that 60 percent of students with disabilities report being bullied regularly com-



pared with 25 percent of all students. (Source: British Journal of Learning Support, 2008)

2. The impact - Bullying affects a student's ability to learn.

Many students with disabilities are already addressing challenges in the academic environment. When they are bullied, it can directly impact their education.

Bullying is not a harmless rite of childhood that everyone experiences. Research shows that bullying can negatively impact a child's access to education and lead to:

- school avoidance and higher rates of absenteeism
- decrease in grades
- inability to concentrate
- loss of interest in academic achievement
- increase in dropout rates

3. The definition – Bullying based on a student's disability may be considered harassment.

The Office for Civil Rights (OCR) and the Department of Justice (DOJ) have stated that bullying may also be **considered harassment** when it is based on a student's race, color, national origin, sex, **disability**, or religion.

Harassing behaviors may include:

- unwelcome conduct such as verbal abuse, name calling, epithets, or slurs
- graphic or written statements
- threats
- physical assault
- other conduct that may be physically threatening, harmful, or humiliating

Read the online blog article from the U.S. Department of Education titled "Keeping Students with Disabilities Safe from Bullying."

4. The Federal Laws – There are legal protections and provisions for students with disabilities who are being harassed.

The Individuals with Disabilities Education Act (IDEA) is a federal law. It requires that each child who has a disability and qualifies for special education and related services must receive a free appropriate public education (FAPE). The State Department of Education in each state enforces IDEA. Students with an Individualized Education Program (IEP) would qualify for these protections.



Section 504 of the Rehabilitation Act of 1973 (often referred to as “Section 504”) and Title II of the Americans with Disabilities Act of 1990 (Title II) are the federal laws that apply if the harassment denies a student with a disability an equal opportunity to education. The Office for Civil Rights (OCR) enforces Section 504 and Title II of the ADA. Students with a 504 plan or an Individualized Education Program (IEP) would qualify for these protections.

In October 2014, as part of National Bullying Prevention Month, the U.S. Department of Education’s Office for Civil Rights (OCR) issued guidance to schools reminding them that bullying is wrong and must not be tolerated — including against America’s 6.5 million students with disabilities.

The Department issued guidance in the form of a letter to educators detailing public schools’ responsibilities under Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and Individuals with Disabilities Education Act regarding the bullying of students with disabilities. If a student with a disability is being bullied, these federal laws require schools to take immediate and appropriate action to investigate the issue and, as necessary, take steps to stop the bullying and prevent it from recurring.

The letter further clarified that the bullying of a student with a disability on any basis, not just their disability, may result in a denial of FAPE that must be remedied by the school. Under Section 504, the IEP or 504 team should convene when bullying of a student with a disability occurs on any basis in order to determine whether the student’s needs have changed and whether FAPE is still being provided.

The letter also clarified that when OCR receives a complaint related to bullying of a student with a disability, it may investigate whether there has been a FAPE violation, a disability-based harassment violation, or both, depending on the unique circumstances of the case.

- 5. The State Laws –** All states have bullying prevention laws and some include disability-specific information.

In addition to the federal laws, all states have laws that address bullying. Some have information specific to students with disabilities.

Many school districts also have individual policies that address how to respond to bullying situations. Contact your local district to request a written copy of the district policy on bullying.

For a complete overview of state laws, visit StopBullying.gov.

- 6. Role models –** The adult response is important.

Parents, educators, and other adults are the most important advocates that a student with disabilities can have. It is important that adults know the best way to talk with someone in a bullying situation.



Some children are able to talk with an adult about personal matters and may be willing to discuss bullying. Others may be reluctant to speak about the situation. There could be a number of reasons for this: the student bullying them may have told them not to tell, or they might fear that if they do tell someone, the bullying won't stop or may become worse.

When preparing to talk to children about bullying, adults (parents and educators) should consider how they will handle the child's questions and emotions, and what their own responses will be. Adults should be prepared to listen without judgment, providing the child with a safe place to work out their feelings and determine their next steps.

It is never the responsibility of the child to fix a bullying situation. If children could do that, they wouldn't be seeking the help of an adult in the first place.

For more information, read PACER's "Help Your Child Recognize the Signs of Bullying."

7. The resources – Students with disabilities have resources that are specifically designed for their situation.

Individualized Education Program (IEP)

SCHOOL BULLYING STATISTICS

School Bullying statistics in the United States show that about one in four kids in the U.S. are bullied on a regular basis.

In a recent SAFE survey, teens in grades sixth through 10th grade are the most likely to be involved in activities related to bullying. About 30% of students in the U.S. are involved in bullying on a regular basis either as a victim, bully or both.

Verbal bullying is the most common type in school. About 77% of students being verbally abused in some way includes spreading rumors, yelling obscenities or other derogatory terms based on an individual's race, gender, sex, religion, etc...

Of the 77%, 14% have a severe or bad reaction to the abuse. In 85% of bullying cases, no intervention or effort is made.

50% of students fear harassment or bullying in the school restrooms.

www.bullyingstatistics.org/content/scschool-bullying-statistics.html

In 2013, about 22% of students ages 12–18 reported being bullied at school during the school year. Of students ages 12–18, about 14 percent reported that they were made fun of, called names, or insulted; 13 percent reported being the subject of rumors; and 6 percent reported that they were pushed, shoved, tripped, or spit on. Of those students who reported being pushed, shoved, tripped, or spit on at school, about 21 percent reported injury as a result of the incident. Additionally, about 4 percent of all students reported being excluded from ac-

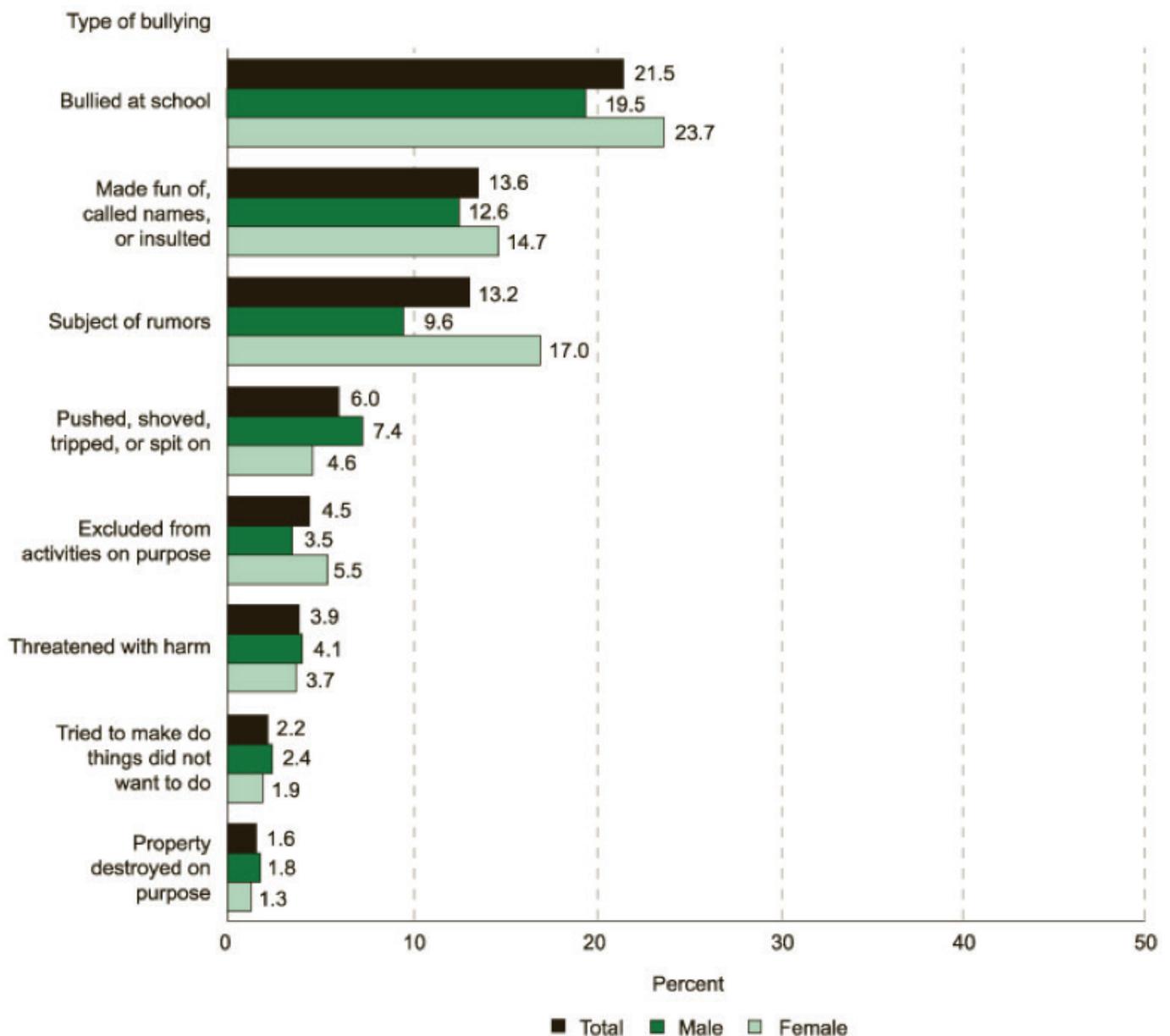


BULLYING FACTS & STATS: A DEFINITIVE GUIDE

tivities on purpose, 4 percent reported being threatened with harm, 2 percent reported that others tried to make them do things they did not want to do, and 2 percent reported that their property was destroyed by others on purpose.

U.S. Department of Education, National Center for Education Statistics. (2016). Indicators of School Crime and Safety: 2015 (NCES 2016-079), Figure 11.1.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2016). Indicators of School Crime and Safety: 2015 (NCES 2016-079), Figure 11.1. (also cite for table)





1. Over 3.2 million students are victims of bullying each year.
2. Approximately 160,000 teens skip school every day because of bullying.
3. 17% of American students report being bullied 2 to 3 times a month or more within a school semester. Take a stand in your community by hosting a Bullying Policy Makeover event customizing your school's anti-bullying policy.
4. 1 in 4 teachers see nothing wrong with bullying and will only intervene 4% of the time.
5. By age 14 less than 30% of boys and 40% of girls will talk to their peers about bullying.
6. Over 67% of students believe that schools respond poorly to bullying, with a high percentage of students believing that adult help is infrequent and ineffective.
7. 71% of students report incidents of bullying as a problem at their school.
8. 90% of 4th through 8th graders report being victims of bullying.
9. 1 in 10 students drop out of school because of repeated bullying.
10. As boys age they are less and less likely to feel sympathy for victims of bullying. In fact they are more likely to add to the problem than solve it.
11. Physical bullying increases in elementary school, peaks in middle school and declines in high school. Verbal abuse, on the other hand, remains constant.

Sources Article: *11 Facts about Bullying*/www.dosomething.org/us/facts/11-facts-about-bullying

Cohn, Andrea, and Andrea Canter, Ph.D. "Bullying: Facts for Schools and Parents." *NASP Fact Sheet*. Accessed February 9, 2014 http://www.nasponline.org/resources/factsheets/bullying_fs.aspx

- Bullying is a form of child abuse and 4 out of 10 children will drop out of high school this year because they are being bullied at school or abused at home.
- 30% of U.S. students in grades six through ten are involved in moderate or frequent bullying - as bullies, as victims, or as both - according to the results of the first national school bullying statistics and cyberbullying statistics survey on this subject.
- School bullying and cyberbullying are increasingly viewed as an important contributor to youth violence, including homicide and suicide. (*Case studies of the shooting at Columbine High School and other U.S. schools have suggested that bullying was a factor in many of the incidents.*)

Recent School Bullying and Cyberbullying Statistics Show That:

- 1 out of 4 kids are bullied.
- 77% of students are bullied mentally, verbally, & physically. Cyberbullying statistics are rapidly approaching similar numbers, with 43% experiencing cyberbullying.
- Of the 77% of students that said they had been bullied, 14% of those who were bullied said



they experienced severe (bad) reactions to the abuse.

- 1 in 5 students admit to being a bully, or doing some “bullying.”
- Each day 160,000 students miss school for fear of being bullied.
- 43% of kids fear harassment in the bathroom at school.
- 100,000 students carry a gun to school.
- 28% of youths who carry weapons have witnessed violence at home.
- 282,000 students are physically attacked in secondary schools each month.
- More youth violence occurs on school grounds as opposed to on the way to school.
- Playground school bullying statistics - Every 7 minutes a child is bullied. Adult intervention - 4%. Peer intervention - 11%. No intervention - 85%.

School Crime and Safety:

(According to the Bureau Of Justice School Bullying and Cyberbullying statistics Study)

- Teenagers say revenge is the strongest motivation for school shootings.
- 87% said shootings are motivated by a desire to “get back at those who have hurt them.”
- 86% said, “Other kids picking on them, making fun of them or bullying them” causes teenagers to turn to lethal violence in the schools.
- Students recognize that being a victim of abuse at home or witnessing others being abused at home may cause violence in school according to recent school bullying statistics and cyberbullying statistics.
- 61% said students shoot others because they have been victims of physical abuse at home.
- 54% said witnessing physical abuse at home can lead to violence in school.
- The school bullying statistics and cyberbullying statistics showed that students say their schools are not safe.

The study indicated that those in the lower grades reported being in twice as many fights as those in the higher grades. However, there is a lower rate of serious violent crimes in the elementary level than in the middle or high school.

<http://www.a4kclub.org/get-the-facts/bullying-statistics> November 2016

For the school, the costs of bullying are countless hours consumed in tackling a problem that is resistant to change, truancies, reduced student retention, low teacher morale, negative perceptions of the school by the wider community and parent hostility. The school campus becomes a place where many kids are marginalized and where no-one feels safe. As students become alienated from school,



academic performance declines. Schools are increasingly sued for failing to provide a safe learning environment and are being held liable for the harassment, violence and suicides caused by bullying. Schools are a primary place where bullying can happen. Helping to establish a supportive and safe school climate where all students are accepted and knowing how to respond when bullying happens are key to making sure all students are able to learn and grow. *There are many tools on StopBullying.gov specific for teachers, administrators, and other school staff.*

- Learn what bullying is and what it is not. Many behaviors that look like bullying may be just as serious, but may require different response strategies. You can also learn about what to look for as warning signs that some of your students might be involved in bullying and who might be at more risk for being involved. Know about special considerations for specific groups.
- Establish a safe school climate. Often the first step to preventing bullying is making sure the students, teachers, and administrators alike are educated about bullying. Tools like the School Bus Drivers Training and Classroom Teacher Training can help. For kids, tools like these webisodes can help them learn about bullying.
- Learn how to engage parents and youth in the building a positive school climate. Learning how to talk about bullying with youth is a critical step.
- Know about your obligations under your state's anti-bullying law. Learn also about federal laws that require schools to address harassment based on race, color, national origin, sex, and disabilities. Work to establish rules and policies to help let the entire school community know the expectations around bullying and procedures to report and investigate when something happens.
- Assess bullying in your school and understand how your school compares to national rates of bullying.
- Respond when bullying happens. Learn how to stop it on the spot, find out what happened, and support all students involved.
- Avoid misdirections in bullying prevention and response strategies.
- Utilize free Federal and Non-Federal Resources on bullying.

<http://americanspcc.org/bullying/schools/> The above article was comprised by the American Society for the Positive Care of Children

Studies have found dramatic reductions in bullying of between 20-80% when school wide strategies are used. - See more at: <http://www.wrightslaw.com/info/harassment.index.htm#sthash.vNMQNM>



CYBERBULLYING

About 80% of all high school students have encountered being bullied in some fashion online. About 35% of teens have been actually threatened online. Many teens express that they have considered violence toward their peers to get back at those who have bullied online.

Being online can open the door to a whole new world of opportunities for learning, fact-gathering, and social networking. It expands our horizons and helps us to learn about different cultures and ways of life. However, it can also be dangerous on the information highway. There are people out there whose intent is to cause harm and sexually exploit you.

People may befriend you and seem kind, affectionate, and caring; however, their goal is to trick you into trusting them.

In order to protect yourself against this type of person remember to:

- Never arrange a face to face meeting with someone you met on-line.
- Never upload or post pictures of yourself on the Internet or on an online service where people you do not personally know will have access to them.
- Never give out identifying information such as your name, home address, school name or telephone number.
- Never download pictures from an unknown source or that are sent from people who you do not personally know.
- Never respond to messages or bulletin board postings that are suggestive, obscene, belligerent, or harassing.
- Realize that things you are told on-line by people you do not personally know may or may not be true.

According to a recent study:

- 40% of the teenage girls surveyed said they had experienced sexual advances online.
- 25% of the girls said they had met someone in person after first meeting them on the Web.
- 55% of adolescent Internet users have or are currently using social networking web sites.

<http://www.a4kclub.org/get-the-facts/24-online-predators/55-online-predators>

Facts about Cyberbullying

Research on cyberbullying is varied and growing. However, because kids' technology use changes rapidly, it is difficult to design surveys that accurately capture trends.

- June 2014: Nationwide, 14.8% of students report being cyberbullied, including being bullied



through e-mail, chat rooms, instant messaging, websites, or texting, according to the Youth Risk Behavior Surveillance (YRBS) report, by the Centers for Disease Control (CDC).

- In 2011, about 9 percent of students ages 12–18 reported being cyberbullied at school during the school year, according to the Indicators of School Crime and Safety: 2013 (ISCS 2013) report, by the Bureau of Justice Statistics (BJS) and National Center for Education Statistics Institute of Education Sciences (IES).
- The 2011 Youth Risk Behavior Surveillance Survey finds that 16% of high school students (grades 9–12) were electronically bullied in the past year.
- The 2008–2009 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates that 6% of students in grades 6–12 experienced cyberbullying.

Why is Cyberbullying Different?

Kids who are being cyberbullied are often bullied in person as well. Additionally, kids who are cyberbullied have a harder time getting away from the behavior.

- Cyberbullying can happen 24 hours a day, 7 days a week, and reach a kid even when he or she is alone. It can happen any time of the day or night.
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Effects of Cyberbullying

Cell phones and computers themselves are not to blame for cyberbullying. Social media sites can be used for positive activities, like connecting kids with friends and family, helping students with school, and for entertainment. But these tools can also be used to hurt other people. Whether done in person or through technology, the effects of bullying are similar.

Kids who are cyberbullied are more likely to:

- Use alcohol and drugs
- Skip school
- Experience in-person bullying
- Be unwilling to attend school
- Receive poor grades
- Have lower self-esteem
- Have more health problems



What Kids and Teens Should Know About Cyberbullying

- Never respond to harassing or rude comments.
- Save or print the evidence.
- Talk to your parents or guardian if you are harassed; get help reporting this to your ISP, school, or local law enforcement.
- Respect others online.
- Only share your password with your parent or guardian.
- Change your passwords often.
- Password protect your cell phone.
- Use privacy settings to block unwanted messages.
- Think before posting or sending photos – they could be used to hurt you.
- Contact the site administrator if someone creates a social networking page in your name.

What to Report:

- Anyone you don't know who asks you for personal information, photos, or videos
- Inappropriate or obscene material from people or companies you don't know
- Misleading URLs on the Internet that point you to sites containing harmful or inappropriate materials rather than what you were looking for
- Anyone who sends you photos or videos containing obscene content of individuals 18 and younger (the possession, manufacturing, or distributing of child pornography is illegal)
- Anyone who asks you to meet in person for sexual activities (no one should be making sexual invitations to you online – and it's an especially serious crime for adults to do it).



If any of the above happens to you or a friend, tell an adult you trust and report it to the National Center for Missing & Exploited Children's CyberTipline at cybertipline.com.

*The Above information was supplied by the American Society for the Positive Care of Children
<http://americanspcc.org/bullying/cyberbullying>*



HOW MEDIA AFFECTS BULLYING

One common factor that may contribute to both bullying and violent behavior is violence in the media. Many educators who are dealing with the problem of bullying in the schools are warning that violence in the media is encouraging bullying, and that the more violence a young person consumes on television or in movies or video games, or in music, the more de-sensitized to violence they become, and the more violent they may become. Recent studies of the connection between school bullying and violence and the media highlight some alarming trends:

- Children, aged 8-18, spend more time (44.5 hours per week or 6.5 hours daily) in front of computer, television, and game screens than any other activity in their lives, except sleeping. This is more than the average work-week!
- By the time a child is 18 years old, he or she will witness on television (with average viewing time) 200,000 acts of violence including 40,000 murders;
- Since the 1950's more than 1,000 studies have been done to record the effects of violence in television and movies. Conclusion is that children who watch significant amounts of television and movie violence are more likely to exhibit aggressive behavior, attitudes and values.

Children are affected at any age, but young children are most vulnerable to the effects of media violence, as young children are more impressionable, have a harder time distinguishing between fantasy and reality, are less able to discern motives for violence, and learn by observing and imitating.

After analyzing more than a thousand scientific studies, the Academy of Pediatrics concluded that significant exposure to media violence may have the following effects:

- Children may become less sensitive to the pain and suffering of others;
- Children may be more fearful of the world around them; becoming more fearful of being a victim of violence;
- Children may be more likely to behave in aggressive ways toward other people;
- Children will view violence as an acceptable way to settle conflicts.

If children begin to think that this type of violence is normal behavior, these thoughts are often difficult to change later on in life. Long-term studies found that adults who watched a lot of violent television shows when they were 8 years old were more likely to be arrested and prosecuted for criminal acts as adults.

School Bullying and Violence: the Role of Media, (Monica Cugler & Oana Mateescu).
http://www.okclinksinc.com/BullyingW_%20Article_June2012.htm



Reality TV's Impact on Bullying and Student Behavior

Is there a link between physically, mentally and verbally aggressive reality TV shows and bullying? Many experts are now saying, yes. Recent studies by the Girl Scouts and other organizations show a potential correlation in violent behavior, bullying, and cyberbullying, among adolescents who frequently watch such shows.

Reality TV has spread from one end of the channel spectrum to the other, which 30% of TV programming now classified as “reality TV.”* While there are many types of reality TV shows, those focused on young people living together or being placed in temporary group settings are packed with violence, especially girl-on-girl or woman-on-woman. Shows such as Jersey Shore, the Kardashians, Real Housewives of..., TeenMom, and others are packed with violent verbal and physical exchanges. Some reality TV shows are blatant about violence, such as Bad Girls Club.

A typical night's viewing might include fights in or outside of clubs, hair pulling, verbal and physical assaults on roommates or co-contestants, public drunkenness. What might be considered assault and battery by law enforcement, is now entertainment for an increasingly younger and younger audience.

Shelba Waldron, training manager for the St. Petersburg/Tampa Juvenile Welfare Board, thinks there is a direct correlation between what kids see on these shows and the way they behave in school and out of school. “On these shows, girls are being told that they must beat down another girl, in order to get ahead,” commented Waldron. “Studies have shown that girls who watch these violent realty TV shows have a higher incidence of bullying, cyberbullying and other bad behavior than girls that do not.”

TV shows influence what kids wear, the gadgets they buy, how they dance, and where they go. Advertisers know this and pour millions into TV shows, both regular and reality to position their products in front of young viewers. “Tweens are a prime audience of reality TV,” said Waldron. “The problem is that ‘tweens’ were originally defined as 8-12 year-old’s, but now the definition has been expanded to 6-12 due to age compression - a term stemming from more life experience and knowledge gained at younger and younger years.”

If TV shows influence what kids wear, the gadgets they buy, how they dance, and where they go, is it logical that they also influence how they act and behave? “Yes” says Waldron. In her workshop session at the recent School Safety Advocacy Council Bullying Conference, as proof, Waldron cites these stats from the Girl Scout Research Institutes survey on the impact of reality TV.

Girl Scouts Research Institute:

1,100 around the country were surveyed ages 11-17

- 75% believe that competition shows are real and unscripted
- 50% believe that real-life shows are unscripted

Regular reality TV viewers accept and expect a higher level of drama, aggression, and bullying in their own lives than non-viewers



- 78% vs. 54% believe gossiping is a normal part of a relationship
- 68% vs. 50% believe it's in the nature of girls to be catty and competitive
- 63% vs. 50% state it's hard to trust other girls
- Self-Image of girls who watch reality television regularly are more focused on the value of appearance -- 72% say they spend more time on the outer beauty as opposed to 42% of non-viewers
- 37% believe being mean earns you more respect than being nice (37% vs. 25%)
- 37% believe you have to lie to get what you want (37% vs. 24%)

The first statistic above may be at the root of the matter. As noted, majority of adolescents believe that reality shows are real and unscripted. "Kids at a young age see what they believe is real behavior and that influences them greatly, much more so than watching a crime drama," claimed Waldron.

Science has proven that the human brain does not develop its full reason and logic functions until the age of 21-24. Young brains are very susceptible to suggestion because they lack the full ability of reason and logic. "Like a sponge, kids soak up cues from their outside world and incorporate them into their belief systems," as Waldron explained to a riveted audience at the SSAC bullying conference. "Factor in a steady diet of violence, both verbal and physical, from shows that today's youth believe are real and unscripted, and you start to see how TV violence can creep into the class room."

<http://www.cyberbullyhotline.com/04-25-12-reality-tv.html>

*Source: Media Education Foundation/

Our Unhealthy Love of Reality TV Bullying

A red-faced Gordon Ramsay gets nose-to-nose with an older man and shouts, "Wake up!" He calls another chef's food "rotten." He reduces a middle-aged woman to hysterical tears. And all that's just in the opening credits of "Kitchen Nightmares."

For the next hour of the British culinary icon's popular reality TV series, there is little in the way of praise or pats on the back for the chefs he's coaching. Instead, he swears. He throws food. He calls people "stupid" and "disgusting pigs." His entire performance is based on sharp criticism and what some may argue is bullying-type behavior. Viewers eat it up.

Nightmarish behavior is the stuff reality TV shows are made of. Ramsay is certainly not alone. Tami Roman on VH1's "Basketball Wives" calls her friends "bitches" and physically attacks one of them in front of a fancy Miami restaurant. A study of the U.K.'s version of "The Apprentice" found it depicted 85 aggressive acts an hour. "American Idol" showed 57 aggressive acts an hour. At the same time, a competing message has emerged in the form of high-profile public service efforts. Earnest actors make anti-bullying videos. Children's TV networks create community awareness campaigns. You can even buy "Stop Bullying" hoodies.



Could your child be a bully? What message gets through? And which do we emulate at work or school?

Studies show that while bullying can manifest as overt bad behavior like physical violence or screaming, more often than not it can be more covert.

Enough is enough: Say no to bullying.

Bullying behavior can include people who spread rumors about someone or make a person a regular target of gossip, researchers say. They regularly question someone's competence in front of others. They call people names. They consistently exclude their victims from social events or meetings. They don't give credit where it is due. If they are in a workplace they set impossible deadlines or assign the victim to several pointless tasks to set the victim up to fail or to feel like they don't have any worth.

Some psychologists worry that watching reality TV which can glorify bullying will have negative long-term consequences.

"Research shows in the short term our own concepts of aggression are activated in the brain when we watch these shows, and we are primed to behave aggressively," said psychologist Sarah Coyne.

The Brigham Young University assistant professor has authored dozens of studies that examine the impact aggressive behavior in the media has on its viewers. Reality TV, she found, depicts nearly twice the number of aggressive acts as dramas or comedies. What motivates aggressive behavior like bullying is complicated, but Coyne says studies have shown consistently that viewers may start to imitate what they watch. While she knows of no research examining the long-term impact of reality TV, a several decades-long study shows people who watched aggressive and violent behavior on TV as kids were more likely to be aggressive, hit their spouses and engage in other inappropriate behavior later in life. Other studies of the impact of media violence on youth show that behavior that appears realistic is more likely to be imitated than fictionalized behavior.

"I think certainly people who watch Gordon Ramsay know that behavior is an extreme, but it can creep slowly into the ways the viewers react in real life," she said. CNN has reached out to Ramsay's production company but a request for comment was not immediately returned.

A popularly cited 2011 Girl Scout Research Institute study of more than 1,000 11- to 17-year-old girls found that those who said they regularly watched reality TV did "accept and expect a higher level of drama, aggression, and bullying in their own lives as well," compared to non-viewers.

About 78% of girls who watched reality TV thought gossip was a normal part of a relationship between girls, while only 54% of girls who didn't watch it did. Another 68% of reality TV viewers thought it was natural for girls to be "catty and competitive" with each other, while only 50% of non-viewers did.

Some 63% of the girls that watched reality TV said, "It's hard for me to trust other girls." Only 50% of those who did not watch reality TV shared the same view.



What may be even more troubling about the popularity of this programming, says Coyne, is that many of the people who exhibit bullying-type behavior on reality TV programs are “very rich and very successful.” Viewers may unintentionally model their behavior after them if they start to think it’s the way to get ahead.

Playgrounds certainly aren’t the only place where bullies lurk -- they may also be in your office. About 35% of employee in a 2010 study reported being bullied in the workplace; an additional 15% witness it. That means bullying is four times more common than sexual harassment or racial discrimination, according to the Workplace Bullying Institute. And while there can be legal consequences with sexual or racial harassment or discrimination, there is no legal protection against bullying at work. “We are taking a pounding daily from bullies, but for the most part it is still an invisible problem,” said psychologist Gary Namie, who runs the institute. “And it has huge consequences and costs businesses a fortune.”

Why telling bullying victims to ‘just fight back’ doesn’t work:

A 2013 study showed that the adult targets of bullying can suffer deeply as a consequence. They experience higher incidents of alcoholism, anxiety, depression, chronic fatigue and insomnia. They struggle with concentration issues and poorer health and have lower self-esteem. If so many people are victims of bullying, why do they come home and watch it on television?

Studies show watching others suffer in part “satiates a feeling of vengeance,” Coyne says. So if a victim can’t get revenge at work, at least they can watch someone else suffer. Namie believes watching someone humiliated on TV also makes people feel safer and more comfortable because, in this case, at least it is not happening to them.

“We bemoan the loss of compassion in society, but we revere this severe level of aggression in these programs, and I think it is a real problem,” Namie said.

Yet reality TV remains popular and is likely to continue to dominate our airwaves because people keep watching. “In the end, being nice makes for dull entertainment,” Namie said.

By Jen Christensen, CNN

Updated 2:26 PM ET, Thu February 28, 2013 “Our Unhealthy Love of Reality TV Bullying”

Aggression and Bullying

Reality TV typically reveals inappropriate behavior within peer groups, often promoting interpersonal drama, aggression and bullying. For example, women in *The Real Housewives* franchise gossip, backstab and behave aggressively, condescending and catty toward one another. The expression of relational aggression between females seen across several reality shows gives girls the idea that gossiping is a normal part of a female relationship, that it’s in girls’ natures to be divisive and competitive with one another, and that being mean earns respect and is often necessary to get what you want.



As we try to discourage bullying, gossiping and other forms of interpersonal aggression between young girls, it's unfortunate that reality shows often feature adults behaving in exactly this manner, all the while continuing to gain popularity in mainstream media.

August 11, 2014

By Holly Peek, M.D., M.P.H. <http://www.mghclaycenter.org/parenting-concerns/teenagers/impact-reality-tv-teens-can-parents/>



HOW WEIGHT AFFECTS BULLYING

The Effects of Weight-related Bullying

Author: Tyanna Snider, Psy.D.

Published May 18, 2015 in: *Kids & Teens, Parenting*

<http://700childrens.nationwidechildrens.org/weight-related-bullying/>

Studies show that children and adolescents who are obese report a quality of life that is comparable to children who are diagnosed with cancer and are receiving chemotherapy.

What is most concerning is the relationship between bullying and suicide, especially in obese youth. Obese kids who are victims of weight-related teasing or bullying are 2-3 times more likely to report thoughts of suicide or to engage in self-harming behavior, such as cutting. This is an alarming statistic.

When the bullying is based on obesity or overweight status, the outcomes can include disturbed eating, extreme diet and weight control methods, anorexia, and bulimia. Because little is known about the long-term effects of weight-related bullying, Virginia M. Quick of the Department of Nutritional Sciences at Rutgers University in New Jersey recently led a study that looked at how early childhood and adolescent weight-related bullying affected BMI, eating problems, and overall psychological well-being in young adult women. Quick interviewed 1,533 women between the ages of 18 and 26 and asked them to report their weight statuses when they were six, 12 and 16 years old. She also asked them about any weight-related bullying they experienced and then assessed their current eating patterns and BMI.

Quick found that almost 50% of the women in her study were victims of weight-related bullying when they were younger. These women went on to develop higher rates of eating problems, higher overall BMI and lower body satisfaction than the women who did not get teased about their weight. In sum, the results show that weight-related bullying led to emotional distress that prompted negative eating behaviors, ultimately resulting in higher BMI in adulthood. This was even more pronounced in the African-American women in the study. Quick hopes that these findings prompt educators, parents, and medical professionals to actively participate in making weight-related teasing unacceptable. She added, "Given the well-documented deleterious physical and emotional damage caused by obesity and the epidemic of childhood obesity, the time to act is now."

Reference:

Quick, Virginia M., Rita McWilliams, and Carol Byrd-Bredbenner. *Fatty, fatty, two-by-four: weight-teasing history and disturbed eating in young adult women. American Journal of Public Health 103.3 (2013): 508-15. Print.*



BULLYING AND SUICIDE

Suicide Statistics

- Youth who report frequently bullying others and youth who report being frequently bullied are at **increased risk** for suicide-related behavior.
- Youth who report both bullying others and being bullied (bully-victims) have **the highest risk** for suicide-related behavior.
- Youth who report both bullying others and being bullied (bully-victims) have the highest risk for suicide-related behavior **of any groups** that report involvement in bullying.

What We Know about Suicide

- Suicide-related behaviors include the following: Suicide: Death caused by self-directed injurious behavior with any intent to die. Suicide attempt: A non-fatal self-directed potentially injurious behavior with any intent to die as a result of the behavior. A suicide attempt may or may not result in injury. Suicidal ideation: Thinking about, considering, or planning for suicide.
- Suicide-related behavior is complicated and rarely the result of a single source of trauma or stress.
- People who engage in suicide-related behavior often experience overwhelming feelings of helplessness and hopelessness.
- ANY involvement with bullying behavior is one stressor which may significantly contribute to feelings of helplessness and hopelessness that raise the risk of suicide.
- Youth who are at increased risk for suicide related behavior are dealing with a complex interaction of multiple relationship (peer, family, or romantic), mental health, and school stressors.

What We Know about Bullying and Suicide Together

We know that bullying behavior and suicide-related behavior are closely related. This means youth who report any involvement with bullying behavior are more likely to report high levels of suicide-related behavior than youth who do not report any involvement with bullying behavior.

We know enough about the relationship between bullying and suicide-related behavior to make evidence-based recommendations to improve prevention efforts. Internet article: “The Relationship Between Bullying and Suicide: What We Know and What it Means for Schools”; National Center for Injury Prevention and Control.

1. Suicide remains among the leading causes of death of children under 14. In most cases, the young people die from hanging.
2. Suicide rates among 10 to 14-year-olds have grown more than 50 percent over the last three decades. (The American Association of Suicidology, AAS)
3. A new review of studies from 13 countries found signs of an apparent connection between bullying,



being bullied, and suicide. (Yale School of Medicine)

- 4.** Suicide rates among children between the ages of 10 & 14 are very low, but are “creeping up.” (Ann Haas, Director of the Suicide Prevention Project at the American Foundation for Suicide Prevention)
- 5.** The suicide rate among young male adults in Massachusetts rose 28 percent in 2007. However, that DOES NOT REFLECT DEATHS AMONG TEENAGERS AND STUDENTS CARL’S AGE. (MASSACHUSETTS DEPT. OF PUBLIC Health, in a report released April 8, 2009)
- 6.** Since 2002, at least 15 schoolchildren ages 11 to 14 have committed suicide in Massachusetts. Three of them were Carl’s age. (“Constantly Bullied, He Ends His Life at Age 11,” by Milton J. VALENCIA. The Boston Globe, April 20, 2009)
- 7.** Suicide rates among 10 to 14-year-olds have grown more than 50 percent over the last three decades. (The American Association of Suicidology, AAS)
- 8.** In 2005 (the last year nationwide stats were available), 270 children in the 10-14 age group killed themselves. (AAS)
- 9.** 1 in 7 Students in Grades K-12 is either a bully or a victim of bullying.
- 10.** 56% of students have personally witnessed some type of bullying at school.
- 11.** 15% of all school absenteeism is directly related to fears of being bullied at school.
- 12.** 71% of students report incidents of bullying as a problem at their school.
- 13.** 1 out of 20 students has seen a student with a gun at school.
- 14.** 282,000 students are physically attacked in secondary schools each month.
- 15.** Those in the lower grades reported being in twice as many fights as those in the higher grades. However, there is a lower rate of serious violent crimes in the elementary level than in the middle or high schools.
- 16.** 90% of 4th through 8th graders report being victims of bullying.
- 17.** Among students, homicide perpetrators were more than twice as likely as homicide victims to have been bullied by peers.
- 18.** Bullying statistics say revenge is the strongest motivation for school shootings.
- 19.** 87% of students said shootings are motivated by a desire to “get back at those who have hurt them.”
- 20.** 86% of students said, “other kids picking on them, making fun of them or bullying them” causes teenagers to turn to lethal violence in the schools.
- 21.** 61% of students said students shoot others because they have been victims of physical abuse at



home.

22. 54% of students said witnessing physical abuse at home can lead to violence in school.
23. According to bullying statistics, 1 out of every 10 students who drops out of school does so because of repeated

Source: National Voices for Equality, Education and Enlightenment <http://www.nveee.org/statistics>

What is the relationship between bullying and Suicide?

Bullying and suicide-related behavior are both complex public health problems. Circumstances that can affect a person's vulnerability to either or both of these behaviors exist at a variety of levels of influence—individual, family, community, and society.

These include:

- emotional distress
- exposure to violence
- family conflict
- relationship problems
- lack of connectedness to school/sense of supportive school environment
- alcohol and drug use
- physical disabilities/learning differences
- lack of access to resources/support.

If, however, students experience the opposite of some of the circumstances listed above (e.g. family support rather than family conflict; strong school connectedness rather than lack of connectedness), their risk for suicide-related behavior and/or bullying others—even if they experience bullying behavior—might be reduced. These types of circumstances/situations or behaviors are sometimes referred to as “protective factors.”

The bottom-line of the most current research findings is that being involved in bullying in any way—as a person who bullies, a person who is bullied, or a person who both bullies and is bullied (bully-victim)—is ONE of several important risk factors that appears to increase the risk of suicide among youth. Knowledge is really most helpful if it informs action toward a positive change—in this case, prevention of bullying and suicide-related behavior. In your position—spending several hours a day with youth—you have the opportunity to put some of the best knowledge to work but little time to sift through reams of information. Hopefully, you will find the evidence-based suggestions in this document realistic and actionable in your specific settings. The following table highlights key research findings about the relationship between bullying and suicide related behavior, identifies the prevention action you can take based on this information, and suggests places to find supporting resources.



- Youth who feel connected to their school are less likely to engage in suicide-related behaviors.
- Youth who are able to cope with problems in healthy ways and solve problems peacefully are less likely to engage in suicide and bullying related behaviors.
- Youth with disabilities, learning differences, sexual/gender identity differences or cultural differences are often most vulnerable to being bullied and engaging in self-destructive behaviors. Center for Disease Control and Preventions/ “The Relationship Between Bullying and Suicide: “What We Know and What it Means for Schools.”
- Suicide is the third leading cause of death among young people, resulting in about 4,400 deaths per year, according to the CDC. For every suicide among young people, there are at least 100 suicide attempts. Over 14 percent of high school students have considered suicide, and almost 7 percent have attempted it.
- Bully victims are between 2 to 9 times more likely to consider suicide than non-victims, according to studies by Yale University.
- A study in Britain found that at least half of suicides among young people are related to bullying.
- 10 to 14 year old girls may be at even higher risk for suicide, according to the study above
- According to statistics reported by ABC News, nearly 30 percent of students are either bullies or victims of bullying, and 160,000 kids stay home from school every day because of fear of bullying.

www.bullyingstatistics.org/content/bullying-and-statisitcs.html



CHARACTERISTICS OF THE BULLY

Identifying the signs and Characteristics of the Bully

GoodTherapy.org

- Louisiana State University composite of 153 studies centering on Social Factors contributing to the both sides of the Bullying Dynamics.
- Bullies and victims both lack social problem solving skills. Bullies most often struggle academically.
- Bullies and the bullied constantly have poor (low thoughts) about themselves.
- Bullies lack discipline and support.

Identifying the Signs and Characteristics of the Bullied

American Family Physicians, Childhood Bullying Implications for Physicians James Lyzneicki, M.S. M.P.H.

- Bullies have dominant personalities
- Bullies are physically stronger than other children
- Bullies have difficulty following rules
- Bullies are often defiant toward adults
- Bullies maintain a positive attitude toward violence
- Bullies are easily frustrated
- Bullies believe other will pick on them
- Bullies are often hot-headed
- Bullies are unable to understand the feelings of others
- Bullies are often from homes where nurturing and supervision are lacking
- Bullies often have disorder as anti-social personalities and/or ADHD
- Bullies feel little to no responsibility for their actions
- Bullies want to be Number 1; however, their skills and values of being Number 1 differ from the norm.

Good Therapy.org

- Bullies are more likely to grow up to have criminal records by age 30, beat their wives and abuse their children.
- Bullies cannot develop the normal self-restraints.



- Bullies are very fearful and feel the need to constantly prove, “I Ain’t Afraid”
- Bullies have socio-pathic behaviors and are often socio-paths.

The Bully, the Bullied and the Bystander

by Barbara Coloroso

4 Markers of Bullying:

- 1. Imbalance of Power** The bully always has certain advantages over the bullied.
 - 2. INTENT to Harm.** The bully intends to inflict emotional and /or physical pain and takes pleasure in witnessing the hurt.
 - 3.** Bullying is never meant to be a one-time event.
 - 4.** Bullying is systematic violence meant to intimidate and maintain dominance.
- Bullies lack foresight. They cannot consider the short term, long term and/or possible unintended consequences of their behavior.
 - CONTEMPT is the underlying factor of bullying.

Bullies are a Pain the Brain

by Trevor Pomain

- Bullies are self-esteem vampires.
- Bullies are competitive. They hate to lose at anything.
- Bullies do not like groups of happy, smiling people.
- Many bullies have high self-esteem.
- Bullies who feel cornered or provoked will come after you again.

Bureau of Justice Statistics

Factors That Can Make a Child Become a Bully:

- 1.** Teasing at an Early Age
- 2.** Desire to be Popular
- 3.** Revenge from being bullied
- 4.** Revenge from being abused
- 5.** Jealousy (favoritism from parents/teachers)



6. Media Influences

Child Psychology Blog 4/20/09

- Risk factors for becoming a perpetrator increase by 50% for those children exposed to domestic violence.
- Child Maltreatment increases 100% risk of becoming a victim.
- 20% increase for those who internalize behavior problems.

CHARACTERISTICS OF THE BULLIED

- Lack of or low Self-Esteem
- Difficulty Trusting Others
- Lack Assertiveness
- Difficulty Controlling Anger
- Isolated
- Difficulty in Setting Boundaries
- Often feel unworthy, that they deserve the Treatment
- Become Depressed
- Feel Hopeless
- The bullied person is always weaker than the bully in some way.
- Studies indicate that years later long after bullying has stopped, adults who were bullied as teens have higher levels of depression and poorer self-esteem.

What should our response be?

WHAT PARENTS MUST DO (if child is victim)

Parentconnect.com article by Dr. Vidi Panaccione

1. Keep conversation channels open with very short to the point but frequent conversations.
2. Feel your child out. You know your child better than anyone. What do you sense?
3. Let your child talk.
4. Listen to every word and speak little.
5. Remain Neutral. Do not react or judge.
6. If your teen opens up, do not shut down by getting emotional or angry or making threats or



cross-examining.

7. If bullying continues, notify the school for an appointment to discuss bullying laws and school anti-bullying programs.
8. Get a written school Plan of Action toward the infractions against your child.
 - If Cyberbullying is the issue, make sure the computer is in the center of the house. Never let your child have a computer in his/her room. Monitor all sites and who your teen talks with. Make it your business and set those ground rules early with elementary children.
 - If Cyberbullying becomes an issue, immediately replace the number. Do not communicate with cyberbullies. Save all social networking messages. Report to the police.

WHAT PARENTS MUST DO (IF CHILD IS THE BULLY)

- Parents must assess home situation. Homes that tolerate violence and disrespect will reproduce children who do the same.
- Expose all acts of bullying you witness
- Appropriately discipline all acts of bullying. Consequences must meet the infraction.
- Have a no tolerance policy on bullying
- Get help. Talk with your school; get recommendations for support groups for families that include a bully
- Monitor all electronic devices
- Control all TV, movie and game time
- Eliminate all violent TV shows, movies, games etc.
- Stay in contact with your teens' school. Ask for weekly behavior reports from teachers, counselors etc.
- Get involved; Stay involved.

Bringing bully problems into the open places the bully no longer in a control situation.

How to Help the Bullied/Bully:

How to help the Bullied

1. Teaching begins immediately when you assume the role of being a parent.
2. Work to teach wise decision making in peer treatment at toddler age.
3. Teach your child empathy (to prevent bullying retaliation)
4. Intentionally expose your child to diversity (to help prevent bullying tactics)



5. Never ask children to make decisions they are not mature enough to make. That's why you're the parent.
6. Teach your child to stand up and support what he/she believes
7. Emphasize that no one should ever take abuse of any type and the abuse is abuse. An act of bullying, is never not too bad or it could have been worse or it's ok
8. Teach your child to say no firmly and with authoritative posture and voice inflection
9. Teach your child to stand straight and remain on purpose when walking to class or hanging in the hallways or cafeteria. Encourage focus and confidence.
10. Role play with your child. As Fire Safety teaches Stop, Drop and Roll Work out a safety plan with your child to avoid or stand against bullying contact.
11. Demand that your child's school have a comprehensive educational policy regarding bullying.
12. Seek Assertive Behavior Training for the timid, withdrawn and victim oriented child.
13. Seek activities for your teen that build up self-esteem

How to help the Bully

From a worldly perspective and excluding intervention from God, research indicated that the bully has serious ingrained problems that typical correction and/or even therapy is not going to help. Many bullies are socio-pathic. If the environment changes, the bully with extensive therapy may be able to develop coping skills and self-restraints needed to become socially acceptable. However, environment and lack of parental care, interest and nurturing add to the dynamic. If family relationship and dysfunction can be treated successfully, the bully has a chance. But as in so many high risk behaviors, the root origination is not dealt with and therefore, the bully lives the only lifestyle he/she has known.

Bullying and the Law

- a. As of October 2010, 45 states have bullying laws while there are no laws in Washington DC, Hawaii, Michigan, Montana, North Dakota and South Dakota.
- b. New Jersey recently passed legislation requiring the provision of training of public school stags in bullying, intimidation, harassment and prevention.
- c. Anti-laws in most states are working toward national laws.
- d. The 5 worst states for bullying include:
 - CA
 - NY
 - IL
 - PA



- WA

e. 50% of all bullying incidents go unreported.

Studies show that weight-related bullying led to emotional distress that prompted negative eating behaviors, ultimately resulting in higher BMI in adulthood. This was even more pronounced in the African-American women in the study. Quick hopes that these findings prompt educators, parents, and medical professionals to actively participate in making weight-related teasing unacceptable. She added, “Given the well-documented deleterious physical and emotional damage caused by obesity and the epidemic of childhood obesity, the time to act is now.”

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PREVENTION

10 Steps to Stop and Prevent Bullying

Whether you are a parent, an educator, or a concerned friend of the family, there are ten steps you can take to stop and prevent bullying:

- 1. Pay attention.** There are many warning signs that may point to a bullying problem, such as unexplained injuries, lost or destroyed personal items, changes in eating habits, and avoidance of school or other social situations. However, every student may not exhibit warning signs, or may go to great lengths to hide it. This is where paying attention is most valuable. Engage students on a daily basis and ask open-ended questions that encourage conversation.
- 2. Don't ignore it.** Never assume that a situation is harmless teasing. Different students have different levels of coping; what may be considered teasing to one may be humiliating and devastating to another. Whenever a student feels threatened in any way, take it seriously, and assure the student that you are there for them and will help.
- 3. When you see something — do something.** Intervene as soon as you even think there may be a problem between students. Don't brush it off as "kids are just being kids. They'll get over it." Some never do, and it affects them for a lifetime. All questionable behavior should be addressed immediately to keep a situation from escalating. Summon other adults if you deem the situation may get out of hand. Be sure to always refer to your school's anti-bullying policy.
- 4. Remain calm.** When you intervene, refuse to argue with either student. Model the respectful behavior you expect from the students. First make sure everyone is safe and that no one needs immediate medical attention. Reassure the students involved, as well as the bystanders. Explain to them what needs to happen next — bystanders go on to their expected destination while the students involved should be taken separately to a safe place.
- 5. Deal with students individually.** Don't attempt to sort out the facts while everyone is present, don't allow the students involved to talk with one another, and don't ask bystanders to tell what they saw in front of others. Instead, talk with the individuals involved — including bystanders — on a one-on-one basis. This way, everyone will be able to tell their side of the story without worrying about what others may think or say.
- 6. Don't make the students involved apologize and/or shake hands on the spot.** Label the behavior as bullying. Explain that you take this type of behavior very seriously and that you plan to get to the bottom of it before you determine what should be done next and any resulting consequences based on your school's anti-bullying policy. This empowers the bullied child — and the bystanders — to feel that someone will finally listen to their concerns and be fair about outcomes.
- 7. Hold bystanders accountable.** Bystanders provide bullies an audience, and often actually encourage bullying. Explain that this type of behavior is wrong, will not be tolerated, and that they also have a right and a responsibility to stop bullying. Identify yourself as a caring adult that they can always approach if they are being bullied and/or see or suspect bullying.
- 8. Listen and don't pre-judge.** It is very possible that the person you suspect to be the bully may



actually be a bullied student retaliating or a “bully’s” cry for help. It may also be the result of an undiagnosed medical, emotional or psychological issue. Rather than make any assumptions, listen to each child with an open mind.

9. Get appropriate professional help. Be careful not to give any advice beyond your level of expertise. Rather than make any assumptions, if you deem there are any underlying and/or unsolved issues, refer the student to a nurse, counselor, school psychologist, social worker, or other appropriate professional.

10. Become trained to handle bullying situations. If you work with students in any capacity, it is important to learn the proper ways to address bullying. Visit www.nea.org/bullyfree for information and resources. You can also take the pledge to stop bullying, as well as learn how to create a Bully Free program in your school and/or community.

www.nea.org/bullyfree

One way to stop bullying is to take steps to prevent bullying from starting. Some ways to prevent bullying is through providing a bully policy, consequences for bullies, and educating potential victims of bullying. Keep reading for more tips on preventing bullying.

Steps to prevent bullying before it starts can address the problem from several directions. Prevention can be aimed at creating a situation in which bullying is not tolerated, in giving potential bullies outlets and behavior suggestions so that thoughts and feelings that could end up in bullying are channeled in different ways, and in helping potential victims avoid becoming the victim of bullying behavior. This article explores some of the current thoughts about how bullying can be prevented.

Prevent Bullying With Policies

A clear definition of bullying and a policy that disallows it and lays out the consequences is one means to arm a school or school district against this problem. For one thing, when bullying is clearly defined, then it can be more easily recognized and separated from constructive criticism, discipline, and motivation, all of which are bordering areas. It is important that the policy be clear and research-based in order to not be so broad that students and teachers are fearful of being perceived as bullies at every turn when what they say is not praise. And it is different, though still potentially painful, if a child is picked last for games because he or she has an objectively poor skill set as opposed to being picked last due to an explicit campaign to ostracize him or her.

Policies to prevent bullying may explicitly mention major types of bullying, including verbal, social, physical, pack and cyberbullying, and racist, religious, homophobic bullying, along with bullying of people with disabilities. But it is important that policies should be worded so as not to exclude the bullying of mainstream victims, nor victims who are teachers, staff, administrators, or school board members, rather than students.

As of September, 2009, most states have bullying laws. Bullying laws do not exist, however, in Alabama, the District of Columbia, Hawaii, Massachusetts, Michigan, Mississippi, Montana, North Dakota, South



Dakota, and Wisconsin.

Prevent Bullying With Consequences

With a carefully written and precise bullying definition in place, there is a need to follow up with appropriate and fair consequences when bullying occurs, whomever the perpetrator and victims are. Victims must know that they will get a fair hearing in order to be persuaded to come forward. Bullies must not be perceived as immune on account of longevity or position. Consequences need to be applied consistently in order for a policy to prevent bullying to be effective.

In states in which there are bullying laws and the bullying involves physical altercations or damage to or theft of property, the consequences of bullying may include criminal prosecution, as well as school sanctions. In addition, bullies, both students and teachers, not to mention schools, school districts, and parents of bullies have been sued for damages.

Prevent Bullying with Family Education

Perception of bullying has changed over time, and while a bullying policy can touch organizations such as schools, it is harder to reach families. People who come from families in which bullying was the norm have been exposed to behavior models that are not considered acceptable today. These people, whether teachers or students, may need explicit models of how to act on thoughts and feelings that could lead to bullying and/or they may need greater assistance to learn new behavior patterns and break old models, such as counseling, rather than simply punishment.

Community education is difficult and takes time: many people feel that what happens behind their closed front door is their business and is private and resent and reject suggestions for change. But if dad bullies mom, or vice versa, and the children take this behavior as a model, what's behind closed doors can flow out into the community.

Within the home, parents can prevent bullying both by modeling alternative behaviors as well as explicitly pointing out behaviors that fall into the category of bullying and differentiating ways of acting and sharing behaviors that are acceptable within a family – in which people often know more about each other's characteristics, faults and failings, for example, because of how space is shared rather than because someone has “outed” someone else – from what is acceptable in school and other public settings.

Other Means to Help Prevent Bullying

- Supervision and appropriate intervention can help stop bullying that is in progress.
- Teach appropriate assertiveness to those who are, or may be, targets of bullying.
- If the bullying is linked to something that can be changed – such as an article of clothing or a lack of skill or training in some area – discuss various responses with the person, including changing the behavior, by making a different choice or by working to improve in the area that is lacking if this is an appropriate response, or learning to assert his or her right to be different, if this is appropriate. For example, if a student is ridiculed because his or her desk or locker is a mess with things falling out of it, some assistance in creating and maintaining order could both be beneficial and remove the reason for the bullying. If, however, the student wants to



continue to wear a Yankee baseball cap in Red Sox territory, a different approach will be needed to prevent bullying.

- Staff training can help make sure that the school (and state, if applicable) bullying policies are widely understood.
- Some bullying occurs at the rate of “almost every day” according to the National Center for Education Statistics (NCES) 2007 data. Head off repeat offense by encouraging reports of bullying and making sure reports are dealt with expeditiously. A victim who has accepted another student’s derision as “jokes” up to a point, should be able to report the derision without feeling complicit or guilty for the bullying being ongoing.

stopbullyingnow.hrsa.gov

nces.ed.gov

stopbullyingnow.com

youthviolence.edschool.virginia.edu

Bullying prevention mirrors itself in numerous directions. As these preventive approaches have been developed, research is indicating that the restorative approach that focuses on the principles of culture acceptance, creating and maintaining healthy relationships and encouragement of self-expression contribute to long term climate improvement.

- reducing peer aggression in schools is a system issue of the first magnitude and that at the system’s center are 3 key relational sets: student - student, staff - student, and staff - staff.
- the heart of the work is school climate and culture change informed by research from education, the social sciences and neurology.
- that peer aggression is a relational issue that requires relational solutions and peers must be included in the process of creating them. The norms of student behavior reflect the biases of the larger community that make acceptable, aggression toward certain individuals based on social status or class, looks including weight and height, personality, religion, and personal traits (race, sexual orientation, gender identity, disability, ethnicity, etc.).
- the focus is on changing peer norms and behavior.

The Maine Department of Education was the forerunner in developing a program that that taught accountability through restorative means.

The goal of the work is to improve student connection and bond to school by improving school climate and culture, while providing protection for targeted students and effective responses to peer aggression. The restorative approach focuses attention on the quality of all relationships among all members of the school community. Without a guiding philosophy for all relationships, school culture becomes fragmented and breaks down because adults are not consistently modeling the behaviors they want and expect from the students. Restorative practices, consistently used, provide the glue that builds a safe,



supportive and respectful school community.

The overall focus of the restorative approach is on building, maintaining, and when necessary, restoring relationships. About 80% of the restorative approach is proactive relationship building through a continuum of informal to formal practices. Informal practices include affective messages that communicate people's feelings as well as affective questions to help people reflect on their own behavior and how it has impacted others. We call this restorative dialogue. These informal practices when widely used by adults at school have a cumulative impact.

The restorative approach includes practices that challenge some teachers' and administrators' deeply held beliefs about traditional discipline and authority. This challenging of beliefs is where cultural change begins. Research confirms that the overall effect of these practices is a classroom and school climate with a more positive affective resonance. That is, a school that has a positive feeling tone where students and staff feel connected to the school community.

[Safeschoolsforall.com/bullyingPreventionRestorativeApproach.html](https://safeschoolsforall.com/bullyingPreventionRestorativeApproach.html)

The following five areas assess school prevention and intervention efforts around student behavior... These may be implemented as prevention methods.

Assess Bullying in Your School

- Conduct assessments in your school to determine how often bullying occurs, where it happens, how students and adults intervene, and whether your prevention efforts are working.

Engage Parents and Youth

- It is important for everyone in the community to work together to send a unified message against bullying. Launch an awareness campaign to make the objectives known to the school, parents, and community members. Establish a school safety committee or task force to plan, implement, and evaluate your school's bullying prevention program.

Create Policies and Rules

- Create a mission statement, code of conduct, school-wide rules, and a bullying reporting system. These establish a climate in which bullying is not acceptable. Disseminate and communicate widely.

Build a Safe Environment

- Establish a school culture of acceptance, tolerance and respect. Use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. Reinforce positive social interactions and inclusiveness.

Educate Students and School Staff

- Build bullying prevention material into the curriculum and school activities. Train teachers and staff on the school's rules and policies. Give them the skills to intervene consistently and appropriately.

<https://www.stopbullying.gov/prevention/at-school>



STORIES OF BULLYING

Megan Meier

- Megan Meier was the subject of a fictitious My Space character named Josh who repeatedly sent messages calling Megan a slut and fat. Turns out the fake profile of Josh was created by a mom who was hoping to find out what comments Megan would make about her own child. Megan succumbed to the cyber attacks by taking her own life.
- Just a small town teenager from Dardenne Prairie, Missouri, Megan Meier was the victim of cyberbullying by a former neighborhood friend and her mother, Lori Drew. Purportedly, the mother and daughter created a fictitious Social Networking profile of a 16 year-old male named “Josh Evans” with the intent of befriending Megan, accumulating information on her and later humiliating her, in retribution for allegedly spreading gossip about her daughter. In a drastic turn of events, messages were sent by Lori Drew and her daughter to Megan from “Josh Evan’s” account telling her that, “Everybody knows who you are. You are a bad person and everybody hates you. Have a bad rest of your life. The world would be a better place without you.” Meier responded with a message reading “You’re the kind of boy a girl would kill herself over.” 20 minutes later, 13 year-old, Megan Meier was found hanging in her bedroom closet just 3 weeks before her 14th birthday.

Timothy Oxendine

- Fourteen year old Timothy Oxendine feared so much for his safety that he had not attended school in about 3 weeks. Oxendine’s mother had contacted the school alerting them that her son was being subjected to extreme bullying; the school attempted to mediate; however, Oxendine took matters into his own hands, stabbing his alleged perpetrator 14 year old, William H. Lemmel numerous times. In court, Oxendine admitted to searching the school for Markel, coming out of a stairwell and stabbing the victim three times at the back of the school.
- (*Source- paraphrased from Wikipedia*) Fourteen year-old Timothy Oxedine now faces 50 years in prison for retaliating against a school bully and stabbing him to death. After not attending school in nearly 3 weeks, Oxendine’s mother contacted the school, informing them that her son was being subjected to extreme bullying and skipping school as a result. The school attempted to mediate but Oxendine took matters into his own hands, waiting in a stairwell for his alleged perpetrator and stabbing him behind their school.

Vijay Singh

- This is the final diary pages of 13 year old Vijay Singh. He was found hanging from the banister rail at home on Sunday Source: *The Bully, the Bullied and the Bystander* by Barbara Coloroso
- “Sought acceptance”
 - I shall remember and never forget*
 - Monday: my money was taken*
 - Tuesday: names called*
 - Wednesday: my uniform torn*
 - Thursday: my body pouring with blood*



*Friday: its ended
Saturday: freedom*

This taken from the diary of 13 year old Manchester, England student Vijay Singh and proving that Bullying is taking place all across the globe. Vijay was the victim of repeated vicious physical and emotional attacks from schoolmates. Vijay was found hanging from the banister rail in his home where he concluded that suicide would offer him the freedom from the torment that he was enduring.

Marie Bentham

Youngest recorded bullycide /Manchester, England 8 year old Marie Bentham hanged herself with her jump rope. Source: Neil Marr and Tim Field Bullycide, Death at Playtime: an Expose of Child Suicide Caused by Bullying

Phoebe Prince

- on the last day of Phoebes life, she endured several different incidents in school of being called an Irish whore, followed by a can thrown at her as she walked to her nearby home. By 4:30 pm that day, her younger sister found Phoebe dead by hanging at home.
- Irish Immigrant Phoebe Prince Moved to South Hadley Massachusetts in the fall of 2009. Prince had been bullied for months by at least two separate groups of Students at South Hadley High School reportedly because she briefly dated one of the High School Senior football players. On January 14th, after another day of harassment and taunting, followed by a final incident in which a student threw a can at her from a passing vehicle while walking home from school, Phoebe was discovered by her twelve year-old sister, hanging from the second floor of their apartment. Several students who were involved in bullying Phoebe were indicted on felony charges for their involvement in the bullying, assault and consequently suicide of Phoebe Prince and Anti-Bullying legislation was passed in Massachusetts as a direct result of Phoebe Princes case. Wikipedia

Corrine Wilson

A few months before Corinne was 2 her biological father and I separated and later divorced. I met the man Corinne knew as her Daddy when she was barely 3, we all moved to Texas in 1995. Corinne seemed to blossom under all of the love that my husband's family gave her, especially her Grandma Jewel, who fell madly in love with Corinne from the first day, as most people did that met her. That all changed when we moved to Rockdale in 2000. She had trouble from the first day, she missed her old school and friends and didn't feel as if she fit in here.

I thought that if she played a sport that would help her to meet people, unfortunately it made it worse. It was Corinne's first year playing softball and she was placed on a team of girls that had played for a considerable amount of time. They teased her relentlessly about her inability to play, she would cry after every practice.

I spoke to the coach about it and it seemed to let up, but they continued to exclude her at practice which followed through to school. Corinne would periodically come home from school crying saying "No one likes me, I hate it here". I would tell her to try to be nice to one person every day and soon she



would have a friend. It seemed to work, she made a friend and they seemed inseparable. However, that is when the trouble started for us, as Corinne started changing her personality to match her new friend's. My husband and I thought it was a phase. It came to a head when Corinne and this girl got into trouble when they were at the girl's house. Her father and I ended the relationship, so we thought.

Corinne on her Birthday
September 30, 2004

For some reason this girl had a hold on Corinne that we could not break. Corinne did make other friends, but they all included this girl. This continued with not much problems for the next year and half. Corinne was now in the 6th grade and really starting to become a beautiful young girl. Boys were interested in her and vice a versa. I think that is where the bullying began; these girls were not near as pretty as Corinne and became jealous.

Corinne was also excelling in academics as well. At first they would exclude her, make her cry, then make up. Then they started to tell Corinne she was fat and her hair was frizzy and make fun of her one day then befriend her the next, Corinne was so confused. Over the summer of her 6th grade going into 7th grade year Corinne attended a basketball camp at Baylor University and lost some weight, she grew a few inches and was starting to be more confident in her appearance and abilities. This made the viciousness of their comments and jealousy increase.

they started a campaign against Corinne after she had been selected from over 500 contestants to sing in a karaoke contest in Waco. Corinne was so happy about it and proud of herself. They started again with saying she was fat, ugly, her hair was frizzy and she couldn't sing.

It came to a head on October 6th, 2004, that morning in PE one of the girls slapped her and called her a whore. Then wrote her notes all day telling her that she was fat, ugly, had ratty hair and they wished she was dead and that she should just go home and kill herself. These girls decided that this was the "Theme of the Day" that Corinne should go home and kill herself. I knew my daughter very well; she was a very loving, sensitive person. I can only imagine the hurt and confusion my daughter was feeling that day. These girls were supposed to be her best friends and they wanted her dead. At one point Corinne wrote on her desk in one of her classes, "This school hates me", over and over again. I have been told that she had her head down and cried all day. Just as Corinne left from school that day, these girls said it again.

School let out early that day, for conferences, her brothers picked her up as they always did. Corinne asked them to drive by one of these girls so she could say something to her, her brother told her no, they needed to get home. Her brother Richard left for work at 2:00 pm. Her brother Ronald says that she was drawing devil horns on all of one of her friend's pictures, and running up and down the stairs from my room the entire afternoon. Later we found out that she had been trying to find a gun. Ronald left for work just before 4:00 pm and I was home by 4:45, where I found her dead from a single gunshot to her forehead.

Corinne left no note, which makes me believe she did not want to die, she just wanted a break from the



pressure and to show those girls how bad they were hurting her. Her father and I believe that Corinne really thought she would just get hurt and spend sometime in the hospital and it would fix it all, which did not happen. Instead of listening to our daughter perform at the rodeo, her father and I buried her. The pain of losing our daughter is immeasurable. My husband wrote in her eulogy that they say you don't know what you have until it is gone, but we knew, we knew Corinne was an amazingly beautiful, talented and loving person that made everyday spent with her a better day. Her family has lost everything on October 6th, 2004 and the world has lost more than they will ever know.

Teens arrested for FaceBook Death Threats



FEBRUARY 3--Mistakenly believing that a middle school classmate had caused the arrest of a friend, a quartet of Florida teenagers exchanged Facebook messages discussing the killing of the suspected "snitch," according to police.

The students--three 14-year-olds and a 13-year-old--were arrested yesterday at school and charged with aggravated stalking, a felony.

Lee County Sheriff's Office investigators allege that the death threats were spurred by the arrest of Nicholas Gonzalez, 13, who was nabbed for possession of a firearm on the campus of the North Fort Myers Academy for the Arts. According to a sheriff's report, immediately after Gonzalez's January 27 collar, the four students arrested yesterday began exchanging Facebook messages about the bust.

In communications posted to 13-year-old Nichole Cruz's Facebook page, the students threatened the life of a boy who was suspected of notifying police about Gonzalez carrying a weapon. The boy, whose name police redacted from the probable cause statement, had "no involvement" in Gonzalez's bust and "in no way participated with law enforcement regarding that incident," according to investigators. In light of the Facebook threats (which were discovered by the boy's mother), the "emotionally distraught" victim told deputies that he was "very afraid to return to school for fear someone would kill him...He stated if one student had already brought a gun to school, what would keep another from bringing a gun to school to kill him."

As detailed in the sheriff's report, Cruz--who described Gonzalez as the "love of her life"--first reported to have "Found out who Nick's snitch is," and named the boy in a Facebook post. She later wrote, "He ruined my best friend's life! And "ima" end his!!"

Amber Fredrick, 14, responded, "Oh that little bitch is dead. Just u have to show me who he is first then he is dead."



Hope Williams, 14, noted, “**IMA HELP KILL HIM!! THAT PUNK RUINED OUR LIVES!! HES SOO DEAD!!**”

And Camren Monroe, 14, chimed in, “**Ima kill his ass.**”

Cruz, Williams, Monroe, and Fredrick are pictured above, clockwise from upper left, in mug shots taken yesterday.

In February 2011, Four middle school teens in Florida were arrested on Felony Aggravated Stalking charges for their involvement in threatening to kill a fellow classmate on their facebook pages who they believed “snitched” on their friend who brought a firearm to school and was arrested. This action by law enforcement is consistent with proactive measures being taken nation wide against those using the internet to intimidate or bully classmates and confirming that laws and punishments are becoming much more stringent regarding cyber-bully!

Source: <http://www.thesmokinggun.com/documents/internet/teens-arrested-facebook-death-thre>

It all began in the 2nd grade, I was about 3 years old my aunt brought a dog home, and one day the dog completely turned on me. Ripped up my face. I started to heal before I began school, but I still had visible scares I'm my forehead, on my cheeks. About my 2nd month at school, I started to get called names like scarface, ugly, hideous, etc... And because I was Native American, it made it worse because kids were telling me “go back the reservation! We're you belong!” It continued throughout Elementary School, I never told anyone because I thought nobody understood. It wasn't all that bad during Jr. High, but now I started to lose self-confidence, I saw all these beautiful girls I was going to school with and here I was a four eyed scared faced girl that no one noticed. Still, I kept everything to myself. When people would tell me I would be prettier if I didn't have any scares on my face, I would try so hard to brush it off but I just ended up crying and all they said was “I'm just saying.” I grew up in a Christian home, my grandfather is a pastor and when I couldn't hold it in any longer I cried to him telling him everything I was going through, and he told me “You're the most beautiful girl I've ever seen. God made everybody the same, he loves us all the same keep yourself in his hands sweetheart, and I promise your world, everything you are. Will be jus fine.” You see, God is with us always. What we go through, he endures with us, when you feel lonely he will be there guiding us, showing us that there's more to beauty than just a good looking face. I still continue to be self-conscious, but I have way too much self-respect to listen to what other people say about my appearance. PLEASE don't wait too long to tell someone about what you're going through, you may think there's nobody who will listen to you but i promise you there are more people who go through what you're going through, everyday. Reach out, talk to someone, and everything will be okay. I PINKY promise. Stay Beautiful.

Love,

Ceyanne

www.noplace4hate.org/real-bullyingstories



I was severely bullied and beaten up in middle school, particularly in grades 6 and 8 because I was weird and annoying to others. The physical bullying was reduced in 9th grade (to stealing and destroying my properties). In 10th grade the bullying became more physical with punches in my arm almost every day (sometimes, if not always I riposted and stand up to myself). In grade 11 I began to be myself a bully(still, I was picked on constantly in this year by a tall guy) and I constantly beat up and picked on two of my classmates(one of them for many reasons, including vengeance, and the other because he was pissing me off with his unstable behavior) but in 12th grade I became calm(I'm 18 now).I even know why I became a bully in a prompt way, because all the years and struggles I have been through made me for a serious yet a small period of my life a monster searching for revenge on my old bullies and I wanted to rebuild my self-esteem (which was ruined by the age of 12).I am still bullied now I can tell but it is rare and verbal bullying(very rare physically, because some types of bullying have age limits.

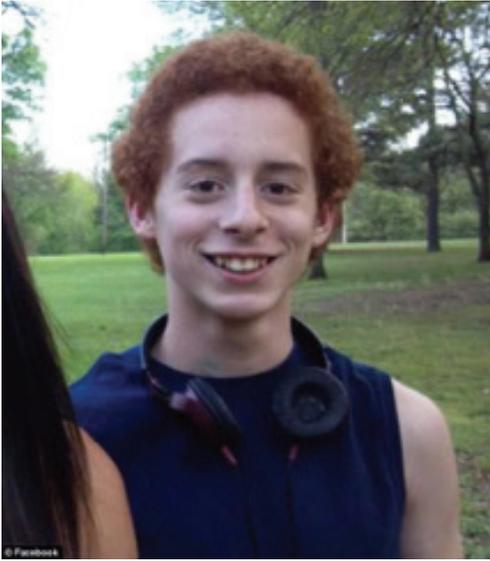
Richard

I had everything going for me; Being popular, funny, and desirable to the opposite sex. It was weeks after my 14 Birthday, and my supposedly best 'friend', turned all my other mates against me because he was jealousy of the above qualities I possessed. He had so much influence in the school, and barred any potential new friends interacting with me. I walked the halls like a ghost; the isolation period still haunts me to this very day.

The bullying went on for 2 and half years; violence, verbal abuse, isolation etc, and only stopped because I left. The Head Teacher nor the Head of Year did nothing. They just sat back and let me endure 30 months of, the only way to describe it is a "living hell".

That is 17 years ago; My life is a complete success now unlike the bullies; One got murdered, another is permanently unemployed, {edited.} and most of the others are just drifters in life who will never amount to anything.

Someone in the face when you're legally an adult is considerate a crime and punished by law).



The teenager who shot himself in high school in front of classmates while dressed as the Batman villain Two Face.

In September 2012, a 13-year-old student dressed as the Batman villain Two-Face shot and killed himself with a handgun at an Oklahoma junior high school, just minutes before classes were due to start. Horrified students - many of whom were similarly dressed for the school's Super Hero Day - heard a gunshot before 8am and found eighth grader Cade Poulos lying in a hallway, according to classmates speaking to KOCO.

Terrified teenagers then fled the halls, fearing a gunman was on the loose. According to a Facebook memorial page created for the Stillwater Junior High student, bullying is a suspected motive for the boy's death.

Girl hangs herself after being bullied.

A school girl who was found hanged in her bedroom may have been driven to kill herself by bullies jealous of her popularity and good looks. Jade Stringer, 14, died six days after she was found unconscious by her father, David. Friends say the teenager, who was well-liked and attractive, had endured a campaign of bullying over the past few months.

It is understood that she may also have been upset about having her mobile phone confiscated by her family because they felt she was using it too much. She was rushed to Fairfield General Hospital where she died after almost a week on life support. Friends of the teenager, who attended Haslingden High School in nearby Rossendale, Lancashire, claimed she'd been bullied. Tributes to Jade left on Twitter and Facebook said she had been a victim of bullying. One pupil wrote, 'She was being bullied by numerous people.'





MARISELA



Hi my name is Marisela. I was bullied from 1st all the way to 5th grade. I'm in 11th grade now and i'm now 17, so it was a long time ago. But the scars from all those years of bullying are still there. I was a very quiet and shy kid so i guess that made me an easy target and i was treated pretty much like dirt. I should also mention my dad passed away when i was 6 and on top of that i was being bullied. When i got a little older i became depressed a lot and i never knew why. By the time i was 15 i realized i was feeling so depressed because i hadn't gotten over being bullied and i realized that i need to come to terms with that in order to move on with my life. You have to forgive because if you live with this hatred in our heart all your doing is hurting yourself. Forgiveness doesn't make what that person did to you right, forgiveness is for you so that you can move on and be happy. This process of forgiveness is something i'm still going through. I'm over the bullying for the

most part but as for the people who hurt me its gonna take longer for me to forgive them for that. From my experience i've learned so much and its made me such a strong person. And i have to give a huge thanks to my family who love me unconditionally especially my mom she's everything to me. I've come a long way and my life is doing pretty good right now. If your being bullied please stay strong because life has so much in store for you and you won't want to miss out on it.



RESOURCES:

- www.StopBullying.gov
- www.TeensAgainstBullying.org
- Pacer’s National Bullying Prevention Center
- www.Violencepreventionworks.org
- www.nea.org/bullyfree
- National Youth Violence Prevention Resource Center
- www.bullying.org
- www.nobully.com
- pbskids.org/itsmylife/friends/bullies
- www.dosomething.org/us/facts/11-facts
- National School Safety Center
- www.a4kclub.org/get-the-facts/types-of-bullying
- www.bullyingstatistics.org
- Pacer’s article “Help Your Child Recognize the Signs of Bullying”
- US Department of Education: “Indicators of School Crime and Safety”
- <http://americanspcc.org/bullying/schools>
- National Center for Education Statistics
- American Society for the Positive Care of Children
- Media Education Foundation
- National Center for Injury Prevention and Control
- Thirteen Reasons Why, by Jay Asher (best seller/7th grade and up)
- Vicious: True Stories by Teens about Bullying, compiled by Hope Vanderberg
- Bullying Under Attack: True Stories Written by Teen Victims, Bullies & Bystanders, edited by Emily Sperber, Heather Alexander and Stephanie H. Meyer

www.edutopia.org/article/bullying-prevention-resources This website provides additional websites, organizations, articles, planning guides and other resources dedicated to preventing bullying and harassment.