

DR. STIRLING MCDOWELL
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**TEACHING AND LEARNING
RESEARCH EXCHANGE**

Creating a
Safe Place:
One School's
Experience

The Staff of Queen Elizabeth School,
Saskatoon

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Creating a Safe Place: One School's Experience

BY

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Foreword

In my ideal world there would be no child reading a book in the corner of the boot room, hiding in the bathroom, or taking a long walk around the schoolyard alone. There would be no student whispered about, pointed fingers at, or excluded from the creative playground or game he/she would like to play. All children would feel safe at school. We as educators must strive to reach the goal of a “bullyless” environment.

Queen Elizabeth Journal

Bullying is a pervasive aspect of childhood that has negative consequences for all involved – the bullied, the bully and the bystanders. No matter how appropriate the curriculum, how masterful the teacher’s delivery and how well designed the facility, children cannot learn if they do not feel physically and emotionally safe (Brown 2000).

Recent research has indicated that bullying exists in virtually every school around the world. Many school staffs may not recognize the extent of the problem since “a silence surrounds the behaviour that masks its prevalence and lulls adults into a belief that it is not a feature of their school” (No Bully, p. 2). It is important for schools to recognize the extent and impact of bullying behaviour for all involved and take pro-active measures to deal with the problem. The McDowell research project, outlined in the following report, represents the effort of our school staff to address these essential issues. The research question examined in the project was:

Can a concerted effort by a committed school staff to develop and implement a bullying-prevention policy and educational program have a significant, positive impact on the school culture?

This report contains quantitative information about the effectiveness of the intervention. More importantly, it tells the story of our journey toward “a safe place” – a place where children feel physically and emotionally safe. It is our hope that our experiences will encourage other schools to recognize that bullying is a problem they can and must address.

Preparing for the Journey

THE REAR-VIEW MIRROR: WHERE HAVE WE BEEN?

The journey for Queen Elizabeth School staff began a year before the McDowell research grant was awarded. In the spring of 1998, an opportunity for reflection about the preceding school year was initiated by administration using the following three headings as prompts:

- proud moments
- problem areas
- possible solutions

Many ideas were generated under all three headings. A committee of staff, consisting of teachers and paraprofessionals, categorized the issues raised specifically under the heading of problem areas. Three categories of concerns emerged:

- issues relating to academics,
- issues relating to discipline and student conduct, and
- issues relating to school climate and culture.

COMMITTEE STRUCTURE

To address these three categories of problems, three committees were formed and staff members were elected to serve on a committee that was of particular personal interest to them. Committees were responsible for writing belief statements and developing a set of action plans that would reflect school values and guide school decisions and activities for the upcoming year.

In the spring of 1999, an evaluation of this process and an examination of the accomplishments of the committees declared this method of structuring the school and sharing leadership to be highly successful. A similar approach was used for the 1999-2000 school year during our McDowell research project. Tables 1 and 2 outline the belief statements and action plans for the *Climate and Culture Committee* and the *Student Protocol Committee* (formerly the *Student Conduct and Behaviour Committee*) respectively. The work of these two committees most directly relates to the McDowell project.

TABLE 1: Climate and Culture Committee

BELIEF STATEMENT

We believe Queen Elizabeth School strives to be a safe, caring and positive learning environment. We offer opportunities for personal success, meaningful interpersonal relationships, fun and laughter. Respect for self, others, property and the world is a continuous focus at our school.

ACTION PLAN

- Focus on pro-social behaviour at assemblies to be followed up with an activity with care partners.
- Create inspiring displays in the school that reflect our values.
- Teach, role play and model appropriate social skills at assemblies and on a daily basis.
- Promote the Second Step Violence Prevention program as it applies to the anti-bullying focus within the school.
- Promote world citizenship through activities such as fundraising for UNICEF and the Salvation Army.

TABLE 2: Protocol Committee

BELIEF STATEMENT

Our goal at Queen Elizabeth School is to create an environment that is safe, inviting and supportive. The Queen Elizabeth School staff believes in setting high standards for students, both in learning and behaviour. This means that, for a positive learning environment, students are managed in a firm but fair and compassionate manner. We believe students are capable of learning and making appropriate choices.

Students at Queen Elizabeth School are expected to use appropriate behaviour and language; to respect the school's property and the property of others; and to respect the 'hands off' policy. We believe this statement is attainable through a partnership between school and home.

ACTION PLAN

- Continue to affirm a set of School Wide Rules and Procedures for student conduct.
- Continue to develop a set of consequences based on Control Theory and Restitution and incorporate our bullying project initiative.
- Continue to teach students procedures and reinforce appropriate student behaviour.

The decision to develop a school-wide, anti-bullying campaign evolved from committee work and continued staff commitment to the beliefs, goals and initiatives written in the fall of 1998. Staff at Queen Elizabeth School collectively studied Control Theory at a retreat and developed school-wide procedures and rules that were taught and dramatized at school assemblies and modelled by staff. Care Partner activities were designed by the *Climate and Culture Committee* and were based on the rules, procedures and values of the school. This year-long plan set the stage for our anti-bullying project, *Creating a Safe Place: One School's Experience*, and indeed, seemed to be a logical progression towards it.

THE DESTINATION: OUR GOAL

Queen Elizabeth School staff members were very interested in creating “a safe place”. Specifically, they wanted to discover more about children who bully, children who are victims and children who are observers to acts of bullying. To assist with this initiative, the staff of Queen Elizabeth School applied for a research grant through the Dr. Stirling McDowell Foundation. The research question to be examined in the project was:

Can a concerted effort by a committed school staff to develop and implement a bullying-prevention policy and educational program have a significant, positive impact on the school culture?

Project funding was approved and the journey began in earnest.

September 30, 1999 – Opening Thoughts

When I heard that Queen Elizabeth might be piloting a Bullying Program I said, “YES!” It has always bothered, frustrated and upset me to see children singled out, teased, excluded, etc.

I strongly believe that exclusion and verbal “meanness” damages children’s self-esteem, delays their academic progress and often the memories remain with them for life. Which one of us could do our job well if we were excluded, talked about or were friendless in our workplace?

Journal

September 24, 1999

As I begin to pen my thoughts on bullying, I am reminded of a personal experience of being bullied when I was in school. In about grade four or five, I would be pushed or shoved on the way home at noon by an older boy coming in the opposite direction. Who he was or where he came from I had no idea. I know he didn't attend my school, and his actions were deliberate and ongoing.

Some days I wouldn't encounter him, but on other days I would chance it to walk by him, hoping he would get tired of bullying me. No such luck! While I thought of walking home on the opposite side of the street or taking another route, I think at the time I figured out it would only show him I was afraid of him...which I was.

Journal

October 5, 1999

First entry regarding our bullying project! I have been quite fascinated and intrigued to have our school be part of this research. I have so many thoughts running around in my head regarding this topic:

- I wish I could have also been part of the policy committee, I think that will set the tone for the rest of the project;*
- I feel a little frustrated at the lack of clarity on where we are going and exactly what we are expected to accomplish this year; and*
- I am looking forward to helping students become more aware of bullying behaviours and how to deal with them.*

Journal

THE ROUTE: OUR PLANS

Bully-Proofing Your School by Garrity et al. (1994-95) became a valuable resource in outlining the steps required for the research project. Drawing from this resource and teachers' practical knowledge, four task areas emerged: awareness-raising and team building, policy development, data collection and analysis, and research.

AWARENESS-RAISING AND TEAM BUILDING

The major initial step in the year-long project was to provide staff with awareness-raising and team building activities. The following goals were developed for this area:

- Provide access to current information about bullying.
- Develop a common understanding and agreement about what bullying is, and why it should be tackled.
- Learn about the general prevalence of bullying through examination of international research.
- Learn about the specific situation in our school through collecting baseline data.
- Explore a number of preventive and intervention strategies/programs (including those already in use, such as *Second Step*) to determine which would be most suitable for our school.

POLICY DEVELOPMENT PROCESS

A group of staff members volunteered to develop policy based on the following goals:

- Design and carry out a process of consultation within the school community (including examination of baseline data) to gain ideas and perspectives on the issue of bullying.
- Develop a draft policy.
- Edit and revise the draft policy based on consensus within the school community.

DATA COLLECTION AND ANALYSIS

The goals for collecting and analysing data were:

- Collect baseline data through student, teacher and parent questionnaires.
- Collect both quantitative and qualitative data about bullying incidents.

- Collect narrative data through journal entries by a number of school-based researchers.
- Collect summative data through a repeated administration of the instruments and activities used to collect baseline data.
- Analyse quantitative data and identify significant factors.
- Analyse qualitative data and identify significant factors.
- Compare baseline and summative data to identify significant changes.

RESEARCH

All staff members signed up to work in one of the basic research areas as a basic researcher, data analyst and writer, policy developer or journal responder. Descriptions for each of these roles are outlined below:

BASIC RESEARCHER:

- Participate in awareness-training, consultation and decision-making related to the school-wide and classroom-based aspects of the project; attend training and planning sessions that occur during common-release professional development time, as well as at other non-instructional times (i.e., noon or after school) as needed to facilitate the progress of the project.
- Implement the instructional components of the project in the classroom on a daily basis.
- Facilitate the collection of student data as required at the various stages of the project.
- Provide qualitative data by keeping anecdotal records related to bullying incidents.

DATA ANALYSER AND WRITER:

- Assume the responsibilities of a basic researcher.
- Work with colleagues (with support from the consultant-researcher as required) to analyse and summarize the baseline data, analyse summative data and write the final report.

POLICY DEVELOPER:

- Assume the responsibilities of a basic researcher.
- Work with colleagues (with support from the consultant-researcher as required) to plan, oversee and coordinate the policy development process.

JOURNAL RESPONDER:

- Learn about the specific situation in our school through collecting baseline data.
- Assume the responsibilities of a basic researcher.
- Provide additional qualitative data through journal entries related to the project.

The Journey Begins

INITIAL INSERVICE

To begin the school year on August 26, 1999, the staff of Queen Elizabeth School attended a session presented by Lynda Tysowski, Educational Consultant for Classroom and Behaviour Management, who was the consultant-researcher involved with the project. This session provided an opportunity for returning staff to reacquaint themselves with the project. At the same time, new staff were introduced to the project. The title of the session was *Creating a Safe Place: Facing Up to Bullying*. An abridged transcription of the presentation follows.

Introduction to the Problem of Bullying

Bullying is as old as childhood. Being bullied can be one of the most painful experiences a child can have. Unfortunately, as adults we often either dismiss bullying as a normal part of childhood, or perhaps more likely, we don't even realize it is happening. Most bullying takes place "below adult radar" — it's part of the hidden curriculum of childhood.

Research undertaken recently (primarily during the last decade) is starting to bring bullying out into the open. This growing body of research strongly supports the premise that bullying is a serious issue that we must not ignore. It also offers hope that intervention can make a positive difference.

Highlights from the literature include (Garrity et al. 1994-95):

- *Bullying occurs in virtually every setting where children gather – research suggests up to three children in an average elementary classroom spend all or part of their day afraid.*
- *Some children avoid the playground and washrooms because they fear they will be teased, humiliated, threatened or hurt.*
- *Children don't usually tell adults when they are being bullied – primarily because they fear retaliation. If they do tell, it's most likely to be a friend (second most likely: mother).*
- *Adults often expect children to solve these problems on their own, not realizing when children need help.*
- *Adults usually respond to these situations based on their own past experiences with bullying.*
- *Interventions that are most likely to help reduce bullying behaviour will involve the entire school community (staff, students and families).*

What Are We Talking About?

Conflict is part of everyday life. Disagreements that end up in name-calling, pushing or shoving may not be desirable. On the other hand, these conflicts are not necessarily connected to bullying.

What distinguishes bullying from regular conflict? Normal quarrelling or teasing happens between children of equal stature or popularity. It's reciprocal; it's not prolonged. In a bullying situation, there is a pronounced difference in power. Children who bully find satisfaction in continuously harassing the same victim or victims, and they intend harm – a goal lacking among children engaged in normal conflict. The victims feel isolated, unsupported and helpless.

Although varying definitions are used in the literature, there is general consensus that the following unique social interactional features characterize bullying:

- *repeated negative actions targeted at a specific victim;*
- *an imbalance of power so the victim has difficulty defending him/herself – the imbalance can be related to physical size or the result of emotional or cognitive capacity – the critical feature is that the victim doesn't have the skills to cope;*
- *usually characterized by unequal levels of affect:*
 - *the bullied child is typically very upset and distressed (withdrawal, crying and anguish, anger), and*
 - *the aggressor is typically devoid of affect: likely showing little outward emotion – he/she may communicate either through words or actions that the victim deserved the aggression; the child who bullies feels justified in his/her actions and intends to hurt (physically or emotionally); and*
- *typically involves kids who aren't in the same social group, at least not currently.*

Who Are We Talking About?

Maines and Robinson (in Cleary 2000) characterize "a bully" as someone who behaves in a way which might meet needs for excitement, status, material gain or group process without recognizing or caring about the needs and rights of those who are harmed by the behaviour. Researchers have found that many of the pupils who bully do so because they believe they are popular and that their actions cement the support of their peer group. If there are no consequences, if the victim does not complain and if the peer group actively or even silently colludes, it is understandable that the child who bullies others will stay with behaviour that is working.

Parents, teachers and caregivers can inadvertently play a role in fostering and encouraging bullying behaviour. Rewarding aggression and using inconsistent, excessive force (or the less physical forms of bullying – intimidation, verbal aggression, social alienation) as a disciplinary measure can produce a child who is "hyper-vigilant". These are the kids who respond to an accidental bump as an antagonistic act that demands retaliation.

The common myth that all or even most bullies are boys has, like most myths, some grain of truth. Boys are more likely to admit to bullying others (on surveys for example), but in playground observations, boys' and girls' rates of bullying are much closer. Boys are also easier to spot and identify because the tactics they tend to use are more overt than covert.

It is also a myth that children who bully are usually physically large, low achieving and insecure. Traditionally we have thought of a bully's power as coming from superior physical strength. It's important to remember that power can come from other sources as well (intelligence, especially "street smarts", economic status, ethnicity, social status, weapons, etc.). Although the children who bully may not be the top students, they are likely to be average or just slightly below (particularly at elementary level). A child who bullies others is rarely friendless – there is typically a social support group who empowers and is, in turn, empowered by association with the bully. This group is referred to in the literature as "henchmen".

Children who bully others are best identified by a personality style rather than outward characteristics:

- *Children who bully are often attracted to situations with aggressive content – these kids have positive attitudes about aggression and value the rewards it can bring.*
- *Children who bully tend to have difficulty gauging how they are seen by others and have little empathy for the victim. Often, those who bully argue that their victims "asked for it" or "got what they deserved".*
- *Children who bully like to be in charge, to dominate. They expect to "win" in all situations – the stereotype of hidden insecurity is not supported by the research.*
- *Children who bully may have aggression modelled by parent(s) or other significant role model (may be physical or verbal); they are often children who have lacked positive reinforcement for displaying caring, empathic behaviour.*
- *Similarly, teachers influence children's behaviours by their own use of power. It is thus absolutely crucial that teachers model calm, firm, empathic and non-judgmental behaviours.*
- *Children who bully frequently make antisocial thinking errors (i.e., "I should always get what I want"; "If someone disagrees with me, they are putting me down"; "If something goes wrong, it isn't my fault – someone else makes me act that way").*

Maines and Robinson (in Cleary 2000) describe "a victim" as someone who is harmed (physically and/or emotionally) by the behaviour of others and who lacks the resources, status or skills to counteract or stop the offending behaviour. It is important to recognize that victims of bullying are often kids who have poor social skills and who lack the confidence to seek help.

The literature identifies a number of mechanisms that may explain why certain children get picked on over a period of several years:

- *“Muggability” factor.*
- *Once a child has been identified as an easy target by a few bullies (appearing physically weak, not retaliating) there can be a form of contagion – other peers join in. The contagion may result from others’ perceptions that bullying is easy and rewarding. Also, as others join in, responsibility for the bullying is spread more widely and inhibitions against aggressiveness weaken.*
- *As a victim is repeatedly targeted, he/she becomes increasingly isolated and loses even more self-confidence, leading to even more vulnerability.*
- *A teacher can also contribute to this cycle: numerous observers have pointed out that children pick up the teacher’s attitudes toward good/favourite students and bad/loser students as early as kindergarten age. It’s not surprising that some of the schoolyard victims are those who are put down in class as well. The way a teacher responds to an anxious or irritating student sets a standard and acts as a model.*

Why Should We Care?

Long-term effects on a child bombarded with insults, taunts and physical harassment include:

- *diminished self-esteem*
- *physical symptoms (headaches, stomach aches, fatigue)*
- *disrupted academic performance, disinterest in learning*
- *anxiety, fear, sadness*
- *panic and irrational retaliation*

Research shows that victims of prolonged bullying eventually become either withdrawn or aggressive (in extreme cases – they can become either violent or suicidal).

Although it is important to take steps to eliminate bullying for the sake of protecting those who may be targets of bullying, it is just as crucial to address the issue for the sake of those who bully others. Bullying is the earliest form of aggressive violent behaviour – 30 to 40 per cent of the children who bully others will carry antisocial behaviour into adulthood. In a longitudinal study, boys who were identified as using bullying behaviour in childhood were found to have a one in four chance of having a criminal record by age 30. The odds for non-bullying peers were one in twenty.

According to a National School Safety Centre resource paper (in Bachelder & Duffell 1990) a higher than average percentage of bullies will:

- *underachieve or drop out of school (sometimes not by choice)*
- *perform below potential in the work force*

- *end up in prison for adult crimes*
- *become abusive spouses and parents raising a new generation of “bullies”*

The paper concludes that a bully as young as eight who is not taught how to behave and cope with frustration is very likely headed for a lifetime of failure, exacting a great toll on society. Our ultimate goal should be not simply to protect high-risk children from abuse, but to eliminate abusive behaviour itself. The children who learn positive social behaviours today will be the non-abusing adults of tomorrow (p. 1).

Though there is conflicting data about the percentage of children who are involved in bullying (either as target or perpetrator), it is clear that the majority of students in a given classroom neither bully nor are bullied. The majority of children are bystanders – witnesses to the bullying. This “silent majority” is the key to effective prevention and intervention. Bystanders must be recruited, not only because they can be such powerful change agents, but also because of the price they may pay for witnessing cruelty without taking action. Bystanders may:

- *experience fear and concerns that they could become a victim*
- *experience profound emotional swings (i.e., excitement, fear, sadness)*
- *experience shame or guilt over their failure to intervene on behalf of the victim*
- *“learn” that:*
 - *the strong control the weak*
 - *adults cannot be counted on*
 - *injustice exists*
- *be angry at themselves and others for their lack of compassion*

Children who are spectators to bullying typically experience great inner conflict.

If they support the bully, they feel like an accomplice to the crime; if they stand up for the victim, they know they may become the next target; if they remain silent, they may carry a burden of guilt for many years. We need to give the “silent majority” both the skills and the courage to put a stop to what some have termed the “dance macabre” of childhood.

POLICY DEVELOPMENT

The policy development sub-group was comprised of three classroom teachers, a teacher-associate, the teacher-librarian, the vice-principal, the principal and the consultant. This group was charged with the task of planning, overseeing and coordinating the process of developing a school-wide anti-bullying policy.

Each group member prepared for the initial working day by reading three articles:

- “School policy on bullying.” In Rigby, K., *Bullying in schools and what to do about it*, pp. 32-41
- “How to establish a whole-school anti-bullying policy.” In Sharp, S. and Smith, P., *Tackling bullying in your school*, pp. 23-40
- “Adoption of a school-wide program.” In Garrity, C. et al., *Bully-proofing your school: A comprehensive approach for elementary schools*, pp. 19-21

Key points in these articles included:

- An effective policy (Garrity et al., p. 21):
 - is centred around a school mission statement;
 - describes procedures used by staff to achieve consistency in supervision of common areas while allowing for flexibility at the classroom level; and
 - is systematically evaluated, and revised annually.
- An anti-bullying policy should include (Rigby, pp. 33-34):
 - a strong statement regarding the school’s stand toward the unacceptability of bullying behaviour;
 - a clear, concise definition of bullying with examples;
 - the rights and responsibilities of children with respect to bullying behaviour; and
 - procedures the school will undertake to prevent and respond to bullying behaviour.
- An effective policy should be designed by staff and written with involvement from parents and students.
- The process should involve an examination of current policies and formal and informal practices to determine if these can provide a starting point for the new policy.
- Although developing policy with input from all stakeholders is a slow process, “the resulting policy should be one that the staff as a whole can enthusiastically embrace with the positive support of students and parents. This cannot be achieved overnight” (Rigby, p. 32).

The discussion that took place around each of these principles was both a frustrating and exhilarating process. The highly task-oriented members of the group expressed some dismay that by noon of the first working day, they had “talked for three hours” but had little to show for it (in the way of a written draft). However, there was general agreement that the increased sense of understanding and consensus that had developed around the table was an intangible yet invaluable outcome.

Having shared personal memories, examples, fears and insights, the policy group members were better able to accomplish more concrete results in the afternoon:

- a draft school mission statement (revised from the existing one), and
- a draft bullying policy.

The group prepared for the subsequent working half-day by dividing into two task groups, one focussing on curricular intervention and the other focussing on methods for identifying and responding to bullying incidents. Each group read articles relating to its focus area (see Tables 3 and 4 for synopses of the articles on each topic).

TABLE 3: Curricular Intervention

Article	Synopsis
<p>“Gaining student support.” In Rigby, K., <i>Bullying in schools and what to do about it</i>, pp. 42-50.</p>	<p>Outlines various methods for teachers to bring the issue of bullying into the open, including:</p> <ul style="list-style-type: none"> • introducing bullying as a social problem (neutral, opinion-gathering approach), leading to development of a belief statement; • using videos, current events, and/or literature to prompt discussion; • role playing and follow-up discussion; • essay writing; and • having students conduct research (i.e., interviews, questionnaire). <p>Rigby cautions against regularly conducting lessons solely on the topic of bullying:</p> <p>‘Not bullying again,’ we might hear the students groan. It must be more subtle than that. It is proposed that knowledge and ideas that help children to understand bullying better and be motivated to help deal with it be continually explored – where and when the context permits (pp. 47-48).</p>

Article	Synopsis
<p>“How to tackle bullying through the curriculum.” In Sharp, S. and Smith, P., <i>Tackling bullying in your school</i>, pp. 41-78.</p>	<p>Objectives of curricular work on bullying should include:</p> <ul style="list-style-type: none"> • raising awareness of students regarding bullying behaviour (requires 2-3 hours of curricular time in a given year); and • maintaining awareness and challenging and changing attitudes and behaviour (requires more prolonged and intensive effort). <p>Curriculum-based methods discussed in detail (including lesson plans) in the article include:</p> <ul style="list-style-type: none"> • Quality Circles <ul style="list-style-type: none"> • provides a structure for students to apply to the problem of bullying • students devise their own solutions and learn more about the nature of the problem (motivates positive peer pressure); • Role-playing and Drama <ul style="list-style-type: none"> • to be most effective, drama and role-play should lead to small group or whole group discussion about issues and feelings that arise • through drama and discussion, students can examine personal experiences; motivation to bully; consequences of bullying behaviour; the impact of bullying on the family, the bullied person, the bullying person, the bystanders, the teachers; safe and effective ways to stopping bullying behaviour; and • Literature as a Stimulus for Discussion and Creative writing <ul style="list-style-type: none"> • includes ideas for individuals and groups.

Article	Synopsis
<p>“Second Step scope and sequence, Pre/K – Grade 9.” In <i>Committee for Children, Second Step Trainer’s Manual</i> (Handout #7a-7c).</p>	<p>Outlines lesson topics for each level of the Second Step Violence Prevention Curriculum. Units at Pre/K through grade 5 include Empathy, Impulse Control and Anger Management.</p> <p>Units at the Middle School level include Understanding the Problem, Training for Empathy, Anger Management, Problem Solving and Applying Skills.</p>
<p>“Student instruction.” Introduction in Garrity et al., <i>Bully-proofing your school</i>, pp. 109-110.</p>	<p>Presents the principles on which the classroom curriculum component of the “bully-proofing” approach is based:</p> <ul style="list-style-type: none"> • adults must be involved in helping children deal with bullies in order to change the power imbalance; • to stop bullying, the power must be shifted from the bully or bullying group to the silent majority of students by setting explicit rules against bullying and by teaching all students to speak out against bullying; • adults must maintain a non-punitive attitude; • caring and compassion must be valued attributes that are verbally acknowledged and reinforced by adults; and • the classroom curriculum is comprised of eight weekly sessions and one follow-up session – each session includes a lesson outline and reproducible classroom material masters to support the presentation.

TABLE 4: Identifying and Responding to Bullying Incidents

Article	Synopsis
<p>“How to prevent bullying in the playground.” In Sharp, S. and Smith, P., <i>Tackling bullying in your school</i>, pp. 120-132.</p>	<p>Outlines a “menu” of suggestions for helping reduce playground bullying, many of which may also help reduce other undesirable behaviour and/or encourage pro-social behaviour. Suggestions include:</p> <ul style="list-style-type: none">• distinguish between “rough play” and aggression/bullying;• overtly patrol “bullying hot spots”;• be aware of students who are frequently involved in bullying incidents;• avoid labeling children (think of a child as being involved in “problem behaviours” rather than as being “bully” or “victim”);• be aware of loners and help them to integrate into the play of peers whenever appropriate;• be aware of and respond positively to pro-social behaviours (adopt a “catch them being good” philosophy) – pass on information about positive behaviour to the classroom teacher; and• provide playground equipment and devote some class time to teaching students how to play specific games on the playground. <p>Suggestions for responding to aggression include:</p> <ul style="list-style-type: none">• try to keep calm (an aggressive response by an adult may actually foster further aggression and misbehaviour);• avoid rushing to conclusions – listen rather than prejudge;• use the “broken record” if necessary to keep from being side-tracked by a student who tries to steer the conversation away from the issue;• avoid sarcasm and direct personal criticism;• label the behaviour and not the child;• use a problem-solving process to attempt to find a win-win solution; and• use a yellow and red card system (based on sanctions imposed in soccer).

Article	Synopsis
<p>“Where bullying occurs.” In Rigby, K., <i>Bullying in schools and what to do about it</i>, pp. 60-67.</p>	<p>While aggression between “equals” is not bullying, fighting may help to create an ethos in which bullying may flourish – thus action must be taken against both fighting and bullying.</p> <p>Decisions need to be made about the acceptability of ambiguous behaviours, i.e., “rough and tumble” games and competitions. The show of aggression that accompanies such rough play may be seen as a precursor to more violent (and thus more clearly unacceptable) conflict.</p> <p>Ambiguity is sometimes present when a victim tries to create the impression that he/she is not being bullied (indignity of bullying is preferred to the indignity of “needing help”). Intervention under another pretext (“I need your help with something”) may allow opportunity for the victim to save face while the adult seeks more information.</p> <p>Increased quality and quantity of supervision is “the most effective single means of reducing bullying in schools” (p. 64) – often an adult presence is the only needed intervention.</p> <p>If immediate action to stop bullying is deemed necessary, try to intervene unobtrusively. Follow-up (giving advice to the victim or reprimanding the aggressor) should be done privately.</p> <p>Supervisors should not operate in isolation. Share impressions and pass on information about interactions between students. Develop a coordinated plan to deal with trouble spots.</p>
<p>“Humanistic approaches to bullying.” In Rigby, R., <i>Bullying in schools and what to do about it</i>, pp. 82-99.</p>	<p>Provides a rationale for and outline of the Method of Shared Concern, devised by Anatol Pikas, which is particularly appropriate for bullying situations where a group of students have been bullying one or more others on a regular basis for sometime. Rigby outlines four stages to the procedure:</p>

Article	Synopsis
	<ol style="list-style-type: none"> 1. Interviews with bullies (individually). 2. Meeting with the victim. 3. Preparation for a joint meeting with the victim and the group (follow-up meetings to check on progress and motivate further progress). 4. Group meeting with adult functioning as mediator. <p>Provides an appraisal of Shared Concern as compared with another humanistic approach, the No Blame approach.</p> <p>Provides suggestions for preparing teachers to use the Method of Shared Concern through role play.</p>
<p>“How to respond to bullying behaviour.” In Sharp, S. and Smith, P., <i>Tackling bullying in your school</i>, pp. 80-101.</p>	<p>Provides a detailed outline (including four essential lines of “script” for the interview process and trouble-shooting for possible problems) of the Method of Shared Concern (as outlined above).</p> <p>Outlines an alternative method, the No Blame Approach, designed by Maines and Robinson, which also emphasizes a constructive solution achieved through a participatory, non-punitive strategy. The No Blame approach, however, focuses more on the feelings and status of the students involved. It has seven steps:</p> <ol style="list-style-type: none"> 1. Interview the bullied student. 2. Set up a meeting for all who are directly or indirectly involved. 3. Explain the problem. 4. Share responsibility – focus on resolving the problem rather than blaming. 5. Gather possible solutions from the group. 6. Let the students take action themselves. 7. Meet again about a week later (individually this time) to check progress. <p>Discusses assertiveness training for groups of bullied students. It can be adapted for individual or whole class use – its aim is to provide a safe, supportive environment for bullied students to talk about their experiences and learn and practice effective responsible behaviour.</p>

Much of the second working half-day was spent in discussion of specific school-related issues and in preparation for the upcoming staff retreat. The group revisited the draft policy and determined how they would:

- present the draft policy at the retreat; and
- obtain feedback from the staff to inform revisions.

Discussion also occurred around the logistics of viewing and evaluating resources by “grade cluster” groups at the staff retreat.

BASELINE DATA COLLECTION

Baseline data were collected in late September by administering a questionnaire to grades 3-8 students and all staff members. A parent questionnaire was provided to each family. The questionnaires were adapted from the Peer Relations Assessment Questionnaires by Ken Rigby (1977). The data were processed through the Pulse Survey software at the School Division office.

The Data Analysis group met for half a day to analyse and discuss the survey results and to develop themes. Several highlighted areas concerned and surprised the committee. Gender and grade groupings revealed obvious similarities in grade clusters, and it was decided that it would be beneficial to summarize data according to those clusters.

BASELINE STUDENT SURVEY RESULTS

A large number of students reported that bullying was happening at Queen Elizabeth School. The bullying occurred most frequently on the schoolyard and in the classroom. Bullying rarely occurred on the way to school, but occasionally occurred on the way home from school.

The incidence of reported bullying was significantly higher in the middle years (grades 6-8) than in the elementary grades (grades 3-5). The most common experiences of being bullied were being teased in an unpleasant way and being called hurtful names. Students were asked how they felt after being bullied. The feelings reported in the elementary grades were feelings of sadness and general upset. In the middle years, students who were bullied reported feeling angry. The staff was surprised at the number of students (12 per cent) who admitted having stayed home from school to avoid being bullied.

Students were asked whom they had told about being bullied, and the data were analyzed to determine who was named most frequently. The results are given below:

- Friend (most frequent)
- Mother
- Teacher or other adult
- Father (least frequent)
- 10 per cent of students reported never having told anyone

These results parallel the findings described in research literature.

PARENT SURVEY RESULTS

Parents' perception of student happiness at school was significantly higher than what was reported by students. Parents underestimated the extent of bullying compared to student reports. Most parents believed that their child would confide in them after being bullied; however, more students reported confiding in a friend.

The common message from the parent community was that the issue of bullying in the school needed to be addressed. Comments from parents were categorized according to two themes: reactive responses and proactive strategies.

REACTIVE RESPONSES

- Expulsion
- Retaliation

A student acting out as a bully gets one chance. This means turn your cheek once. After that, what goes around – comes around.

Parent Comment

- Zero tolerance for violence
- Consequences (physical punishment, community service)
- Informing parents

PROACTIVE STRATEGIES

- Education at school – empathy training should be incorporated as part of the school curriculum

I believe that if material was incorporated into the curriculum regarding handicaps and disabilities (both mental and physical) students wouldn't see some people as weaker or different than themselves.

Parent Comment

Hopefully, mutual respect for all will be part of the curriculum/policy in the future.

Parent Comment

- Education at home

Bullying is an issue which must be addressed in the home first...so much of the child's behaviour is because of improper value systems taught at home and a lack of [positive] role models.

Parent Comment

- Consistency of staff response
- Increased supervision
- Opportunities for students to report incidents
- Anger management strategies

It is my belief that bullying can be a symptom of an underlying problem which the bully and his/her family may or may not be aware of. Bullying may traumatize victims and victims may need professional help with understanding and dealing with the event of bullying and its impact on them.

Parent Comment

RETREAT

In the fall of 1999, the Queen Elizabeth staff attended a two-day retreat at Brightwater-Beaver Creek Salvation Army Camp. The participants included teachers, administrators and support staff. The purposes of the retreat were:

- to build relationships between staff members in order to develop an awareness and common vocabulary for use within the project;
- to share results of baseline data;
- to review and validate the Policy and Mission Statement; and
- to select resources and write curriculum objectives for grade clusters K-2, 3-5, 6-8.

At the end of the retreat, I felt very positive and confident that we can make this project work.

Journal

BASELINE DATA

At the retreat, the Data Analysis Group presented the results of the baseline survey. Staff members were concerned to discover that many incidents of bullying were not being reported. Staff addressed this issue by agreeing to develop a process and a form to facilitate student reporting of bullying incidents (see Incident Reporting Forms in Appendices 2 and 3).

POLICY AND MISSION STATEMENT

The Policy Group presented a draft definition of bullying and the school mission statement. Staff discussed, revised and validated the final statements. Staff brainstormed action plans for staff, students and parents to create “A Safe Place”.

QUEEN ELIZABETH SCHOOL MISSION STATEMENT

At Queen Elizabeth School, we are committed to:

- providing a safe and caring climate;
- meeting the academic and social needs of all students; and
- encouraging a partnership between school and home.

QUEEN ELIZABETH SCHOOL ANTI-BULLYING POLICY

Definition: Bullying is aggressive behaviour causing embarrassment, pain or discomfort to another.

- It is an abuse of power.
- It can be physical, verbal, nonverbal or social.
- It can involve individuals or groups.
- It includes the bullied, the bullier and the observers.

BULLYING BEHAVIOURS

- Physical examples – hitting, pushing, spitting, kicking, stealing, threatening.
- Verbal examples – put-downs, insults, name-calling, racial slurs, teasing, rumours, ridicule, swearing, lying.
- Nonverbal examples – gestures, looks.
- Social examples – notes, graffiti, exclusion, public humiliation.

STRATEGIES FOR “CREATING A SAFE PLACE”

Staff:

- Organize and implement curriculum materials so as to:
 - raise awareness amongst pupils about bullying behaviour;
 - challenge and change attitudes about bullying behaviour;
 - increase understanding for bullied persons in our school, including pupils, staff and guests; and
 - build an anti-bullying culture in school through education.
- Be observant of signs of distress or suspected incidences of bullying.
- Listen actively to student-reported incidences of bullying.
- Be a role model (through words and actions) for positive relation-building skills.
- Be prompt and visible while supervising students.
- Intervene quietly and calmly in incidences of bullying AND report bullying incidents to the homeroom teacher.
- As a homeroom teacher, keep anecdotal records of incidences of bullying.
- Develop an action plan to deal with the bully.

Students:

- Refuse to be involved in an act of bullying.
- Get help from an adult.

Parents:

- Know and support the school's project on bullying by:
 - informing the homeroom teacher of suspected incidences of bullying; and
 - working with the school to change the behaviour of the bullies.
- Encourage nonaggressive ways to resolving difficulties.
- Learn about bullying behaviours (attend parent information evenings).

October 7, 1999

We have just had an overnight staff retreat at Brightwater where we focussed on our Bullying Project. Some of our committees have already been hard at work developing policy statements, etc., which help us to see where we're going and understand better the terms and behaviours of bullying. We did some collaborative work that promoted a lot of interesting and valuable discussion. We also broke into our school committee groups (Discipline, Academic and Climate and Culture) and discussed and planned how bullying fits into our plans. Later we broke into grade alike groups and did some lesson planning and viewed some videos we are considering for purchase.

Overall, I felt the retreat was very valuable – it drew us together in our focus, and I feel now like I understand the “research” project aspect, as well as the goals for our school. I think for any school who would want to focus as we have on bullying, the retreat is essential! As teachers, we are so busy with our classroom demands that we need extended time like this to understand and properly develop such a focus.

Journal

On the Road

INTRODUCTORY LESSONS

A common language and understanding of bullying were determined to be necessary. Six lessons were developed to be taught by classroom teachers to all grade levels. These lessons had a common concept but were modified to suit levels of student maturity and experience.

LESSON ONE

Develop a class mission statement that relates to “Creating a Safe Place”.

Share the school’s mission statement: At Queen Elizabeth School, we are committed to providing a safe and caring climate, meeting the needs of all students and encouraging a partnership between school and home.

LESSON TWO

Define the characteristics of the bully, bullied and observer.

Possible strategies:

- use a web, or
- use a T-chart

Develop with students a definition of bullying.

Share the definition developed by staff: Bullying is aggressive behaviour causing embarrassment, pain or discomfort to another – it is an abuse of power; it can be physical, verbal, nonverbal or social; it can involve individuals or groups.

Compare the two definitions and elaborate on either definition as necessary

LESSON THREE

Identify and classify bullying behaviours.

Possible strategies:

- Provide students with descriptors for each of the four categories of bullying (physical, verbal, nonverbal, social). Have students categorize each descriptor as mild/moderate/severe within the four categories.
- See sample lesson in Appendix 4: Lesson Summary Samples.
- Sample of Bullying Behaviours:
 - Physical – hitting, pushing, spitting, kicking, stealing, threatening.
 - Verbal – put-downs, insults, name-calling, racial slurs, teasing, rumours, ridicule.
 - Nonverbal – gestures, looks.
 - Social – notes, graffiti, exclusion, public humiliation.

LESSON FOUR

Create an action plan.

Ask: "What can we as **students** do to create a safe place – in our room, in our school, on our playground?" (Examples of responses: refuse to be involved in an act of bullying; get help from an adult). Record responses on flip chart paper that will be posted in the classroom as a visible reminder.

LESSON FIVE

Create an action plan.

Ask: "What do you think **teachers** can do to create a safe place – in the classroom, on the playground?" Record responses on flip chart paper that will be posted in the classroom as a visible reminder.

LESSON SIX

Read *The One Hundred Dresses* by Eleanor Estes. Discuss the three main characters and their roles as bully, bystander and victim. Use a T-chart to summarize how each of the three main characters respond/ behave and feel. For example:

Maddie's Behaviour

Watches the teasing

Encourages others to tease

Etc.

How Maddie Feels

Guilty

Fearful she will be the next victim

Etc.

ONGOING INSTRUCTION

Over the course of the project, teachers met in grade alike clusters (K-2, 3-5, 6-8) to continue to review resources and plan lessons. Teachers attempted to integrate bullying concepts and lessons into various curriculum areas.

December 10, 1999

We now have been piloting this Bullying Project for 3 1/2 months. Is it working? Are our students learning what a bully is? Are the bullied talking to staff and getting help? Are the observers taking an active role or are they standing and watching?

From my experience, in the classroom the students are becoming familiar with the terms "bully", "bullied" and "observer" and in many instances using them in their day-to-day talk.

Journal

Effective Practices

- Created a Lesson Summary Sheet to facilitate collegial sharing – see Appendix 1.
- Collated Lesson Summary Sheets into a binder.
- Collected and stored resources, professional reading materials, related children’s literature and Lesson Summary Binder in a large ‘Bully Bin’ to facilitate easy access for staff (see Appendix 5: Valuable Resources).
- Purchased multiple copies of *The One Hundred Dresses* by Eleanor Estes as a basic story for all classes to read.

POTHoles AND DETOURS

As with any project, things did not always progress as planned.

Parent Information Meetings

October 28, 1999

Our school held an evening for parents in the community to come and find out about the bullying project. Our principal, the consultant and a few teachers were there to explain what we’ve done so far and what our plans and goals are. Unfortunately, it was very poorly attended. There could be many reasons for this, but I still can’t help but wonder why parents wouldn’t be more interested in our efforts!

Journal

Curriculum Overload

At our staff meeting the issues of dealing with time restraints and curriculum demands were again brought up. It is difficult to find the time to incorporate our bully lessons into the already crammed day. Teachers did agree to compile the lesson plans that they had used in regard to bullying.

Journal

One of the most common complaints I hear from teachers is how we are bombarded with new curricula, extra curricular activities, or special programs that all take away from regular, scheduled teaching times. Each year there seems to be several new ‘invaders’ into our classroom time. This year, of course, we’ve had the bullying project as one! It is often difficult to spend as much time working on a project as we would like to, or even intend to, because we are just so busy teaching the basics!

It seems that recently there has been less discussion and activity on the bullying project. It is probably important to have regular times of encouragement to help us remember to find time to focus on or incorporate bullying discussions or activities.

Journal

Time to Meet With Colleagues

There needs to be a built-in time (I think) even for 30 minutes a week, where we could all meet and just discuss what has been occurring – any concerns, beefs, bouquets, etc. – I think this would be beneficial. But it's not happening, I don't know why I haven't suggested it – are teachers going to be too busy to attend? It would have to be obligatory to attend – this needs to be part of our mandate!

Journal

Determining Appropriate Consequences

One of the most difficult aspects of dealing with students who have been labeled as bullies, or at least bullying tendencies, are consequences. Ideally, we would like to think we can do some serious communicating with the student, help them change their perspective, and raise their self-esteem. We discover however, that we are not miracle workers and many other factors (particularly home and family) have greater impact on the student's behaviour. We want to help both the bullied child, and the bully, but realize that creating a safe environment for all students is our primary goal. Sometimes, especially with repeat offenders, we need a consequence that will remove the bully from a situation (i.e. recess) for a time, and hopefully help the bully to want to modify his/her behaviour. We cannot continually suspend kids from school, especially since some homes are less than ideal places to send them; in-school suspensions put the burden on other classroom teachers; and it is difficult to come up with appropriate consequences that are meaningful to individual students.

Journal

Are We There Yet?

Although the journey toward “a safe place” will be long-term and ongoing, the actual research project did have a predetermined conclusion – the end of the school year. Accordingly, as spring approached the staff began to examine the progress that had been made. Subjective appraisals by individual staff members revealed differences of opinion as to the success of the project.

The bullying program is beginning to work! Proof...today at the city bus stop some verbal aggression began between two students, one much younger than the other. Verbal soon led to physical aggression – pushing and hitting. The observer told the older student to stop by saying, “Stop! You’re being a bully.” Unfortunately, this did not work and the bully needed to be dealt with at school the next day. However, the observer knew what to do and did the right thing. The observers need to be recognized for getting involved in a positive way instead of ignoring the bullying or cheering it on.

Journal

So far I haven’t seen less bullying as a result of the project. It seems I am dealing with as much bullying as I was before the project began. I don’t believe that the project itself will accomplish what it wants to achieve in and of itself. Nevertheless, I believe the project is a necessary part in solving the puzzle.

Journal

Having gathered baseline data at the beginning of the project, follow-up data were needed for comparison purposes. The data analysis group developed follow-up surveys for staff and students, using the format of the baseline surveys as a model. The data from the follow-up surveys was compared to the baseline data to determine progress.

STAFF SURVEY

The staff survey was a rich source of qualitative data. The staff responses provided insight into how the project had an impact on the school community.

CHANGE IN BULLYING INCIDENTS

When asked if they had noticed any change in the frequency, severity and/or type of bullying, there were conflicting perceptions among staff. A number of respondents indicated that instances of bullying had decreased as the project progressed.

From my perspective at this grade level, I would say that I have noticed less bullying among students in the early grades. The students may have one or two disagreements or incidents of teasing or calling one another hurtful names, but once it has been dealt with there are very few repeats. The students in my class, for the most part, have taken to heart the need to be careful of each other’s feelings. There certainly have been very few incidents of physical intimidation amongst these young students.

Staff Survey

We have had a long period of time with very few incidents, at least that I was aware of. I do think our focus on behaviours and values, and the discussions we had with students had a direct bearing on the reduction of bullying incidents.

Staff Survey

Other staff members expressed the concern that although bullying had become less frequent during school hours, it might have moved off-campus, or taken on different forms.

I think that bullying has gone “underground”. The more noticeable types of bullying, such as physical pushing and shoving (hands on) is not happening as much on the playground. The students know that teachers are watching. Instead, I think that there is some verbal bullying still occurring.

Staff Survey

Several respondents communicated the perception that there had not been any change in bullying incidents as a result of the project.

I felt at the beginning of this project that we were making a difference, but since February I feel this is not so. We needed to still enforce procedures along with this project. I believe we felt they were in place but they still needed to be reinforced.

Staff Survey

At my [senior] grade level, the bullying continues. It is usually the same persons who have been bullying all along. I’m not convinced that there is a decrease – it will be interesting to see the students’ responses.

Staff Survey

Finally, a small number of staff members expressed the belief that incidents of bullying had actually become more frequent and severe.

I feel there is more bullying of students and staff this year. I’m not sure if that is because I’m more aware of what bullying is, or if it’s because we have brought more awareness to students.

Staff Survey

CHANGE IN STUDENT USE OF STRATEGIES

Staff members were asked to describe any change in the number and type of strategies students used to respond to bullying incidents (as the bullied person or a bystander). When discussing those who were bullied, the strategies that staff most frequently noticed students using were:

- asking an adult for help and advice;
- walking away – leaving the situation; and
- being able to recognize a bullying situation and telling an adult about the incident.

Other strategies mentioned by staff were:

- verbalizing feelings (using “I messages”);
- using project language;
- participating in discussions about how situations might be handled; and
- participating in discussions about right and wrong.

*I can only comment on what I have observed in my own classroom. Rather than coming to “tattle”, they are asking me for ways they can **personally** handle their situations. Their attempts to ward off (etc.) these situations have not always been successful, but they seem willing to attempt to positively change the situation. The favourite line that I’ve heard: “When you do that I don’t like it and I’m not going to let you continue,” whereupon the student walked away from the child who was bullying.*

Staff Survey

Most staff members indicated an increase in the positive involvement of bystanders, particularly in letting adults know about bullying incidents.

Yes! The children are better able to recognize a “bullying” situation and know to go and tell a teacher or another adult if they are not involved.

Staff Survey

Our class seems to have become better at not being bystanders. They are willing to tell the bullier to stop. They stick up for each other as a group. They are very caring towards each other. If they need adult intervention they will ask.

Staff Survey

There was, however, a dissenting opinion on this topic:

I am not so sure if there has been an improvement in bystander behaviour. The few incidents that have occurred throughout the year have involved bystanders who did nothing to stop the teasing or name-calling. They may not have been directly involved but neither have they done a great deal to help the victim or stop the bully.

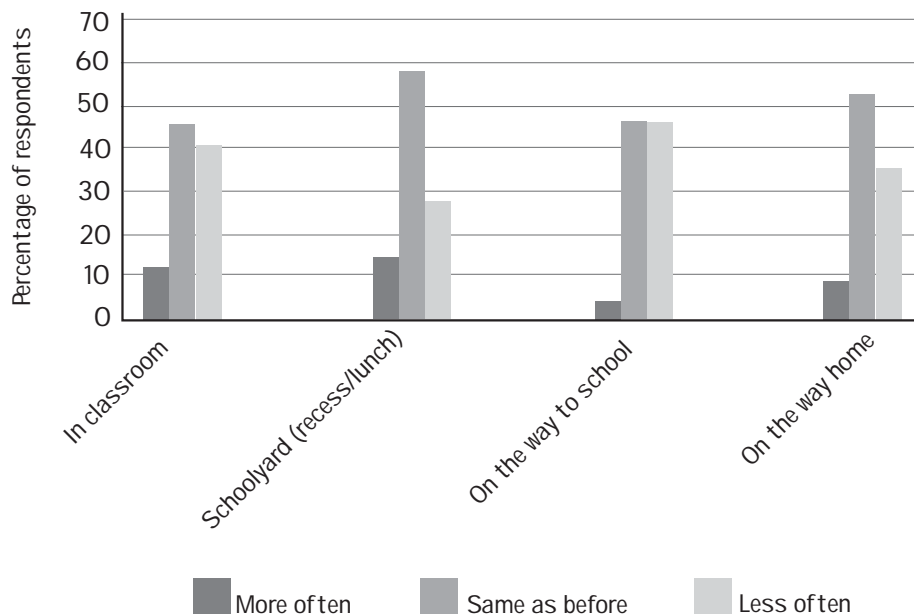
Staff Survey

STUDENT SURVEY RESULTS

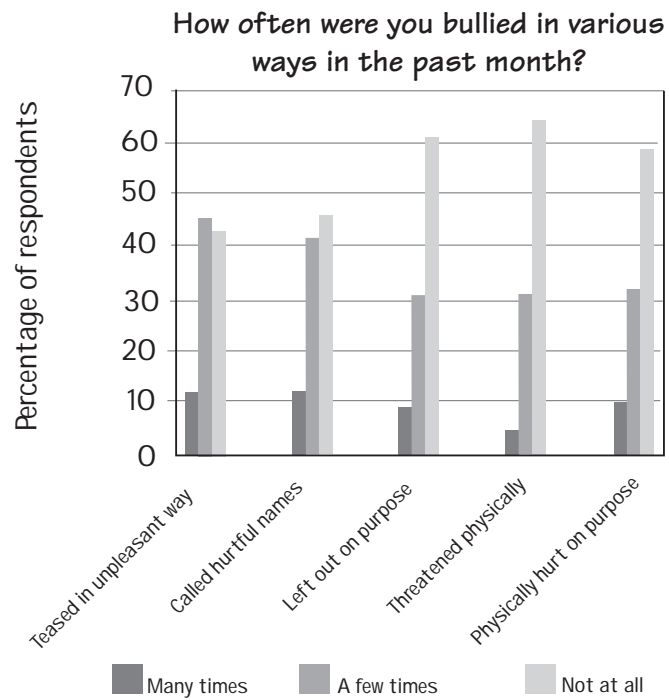
All students in grades three through eight completed a follow-up survey that asked them to think about the situation at Queen Elizabeth School “now” (May) compared to the time prior to the project. When the data were compiled, it became apparent that progress had been made, but that the destination of “a safe place” had not yet been reached. The following graphs illustrate the impact of the project from the students’ perspective.

GRAPH 1
CHANGE IN INCIDENCE OF BULLYING (BY LOCATION)

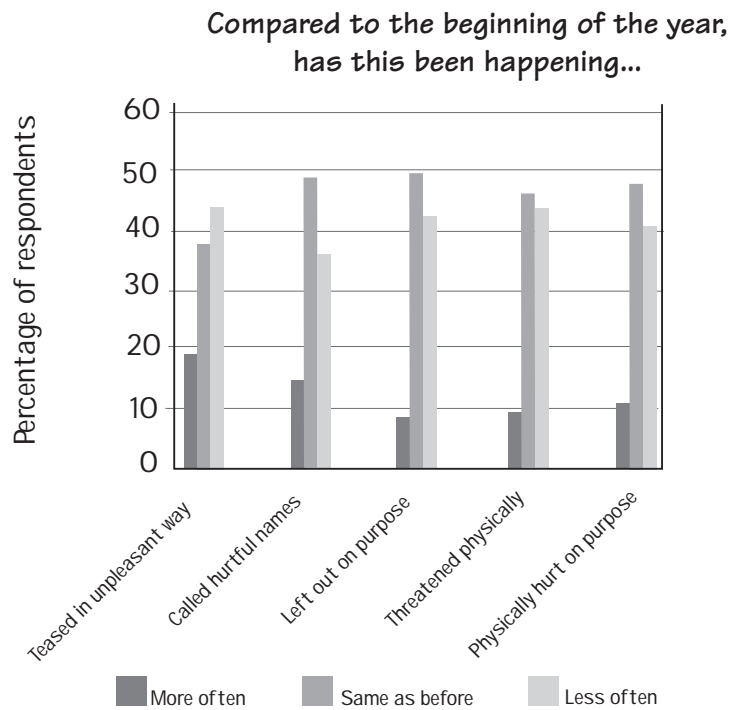
Compared to the beginning of the year, how often does bullying happen in the following places?



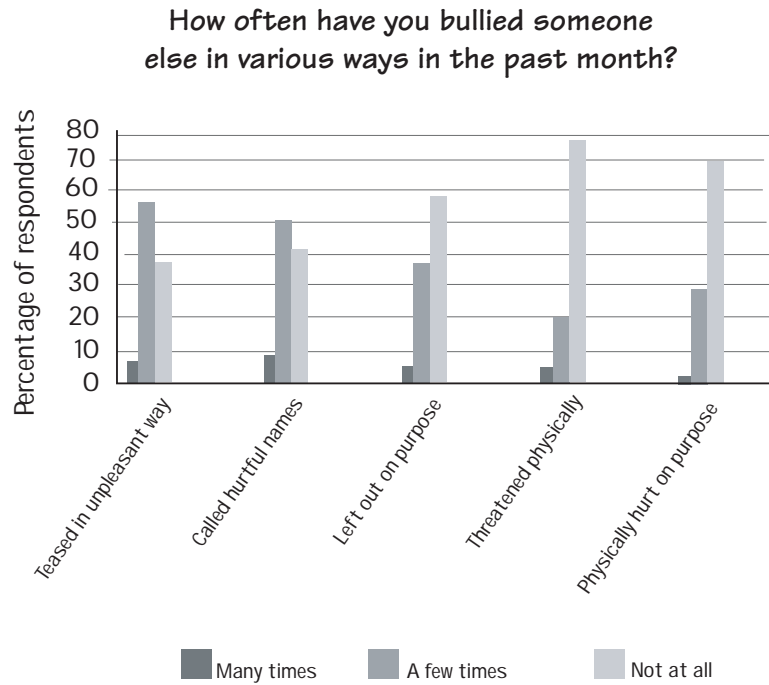
GRAPH 2
EXPERIENCES OF BEING BULLIED IN PAST MONTH
(BY TYPE OF BEHAVIOUR)



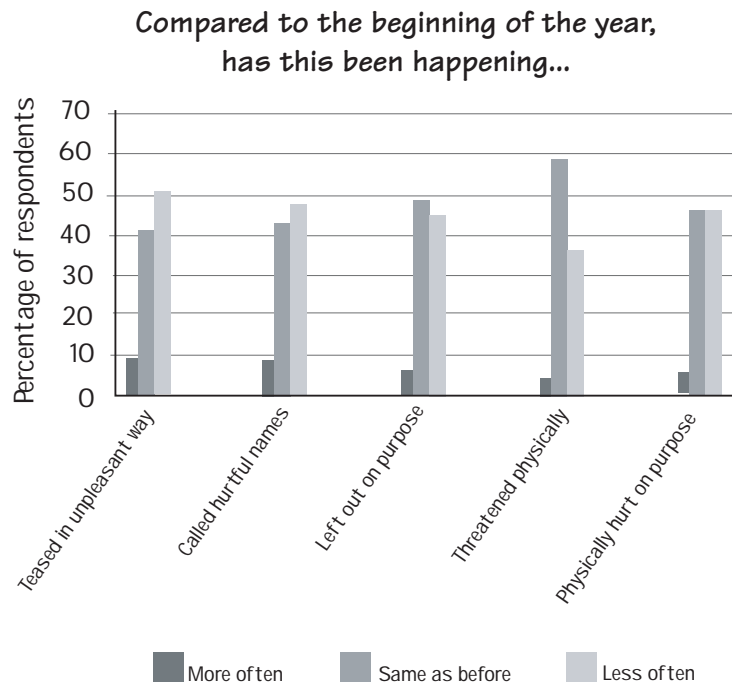
GRAPH 3
CHANGE IN INCIDENCE OF BEING BULLIED
(BY TYPE OF BEHAVIOUR)



GRAPH 4
EXPERIENCES OF BULLYING OTHERS IN PAST MONTH
(BY TYPE OF BEHAVIOUR)



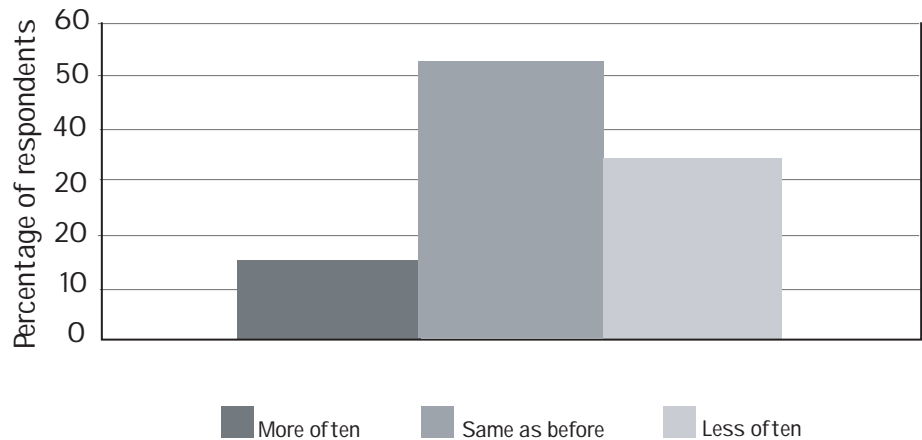
GRAPH 5
CHANGE IN INCIDENCE OF BULLYING OTHERS
(BY TYPE OF BEHAVIOUR)



Graph 5 indicates that 34 per cent of the students perceived that there was less bullying at Queen Elizabeth School toward the end of the year than at the time the project began. When the data are split by grade cluster (grades 3-5 and grades 6-8), there are clear differences. Almost half (49 per cent) of the grade 3-5 students believed bullying was happening less often toward the end of the year, more than double the number of grade 6-8 students (24 per cent) who chose that response. This suggests that the greatest improvement as a result of the project was noted by the younger students, a promising finding in terms of the potential for long-term, ongoing improvement.

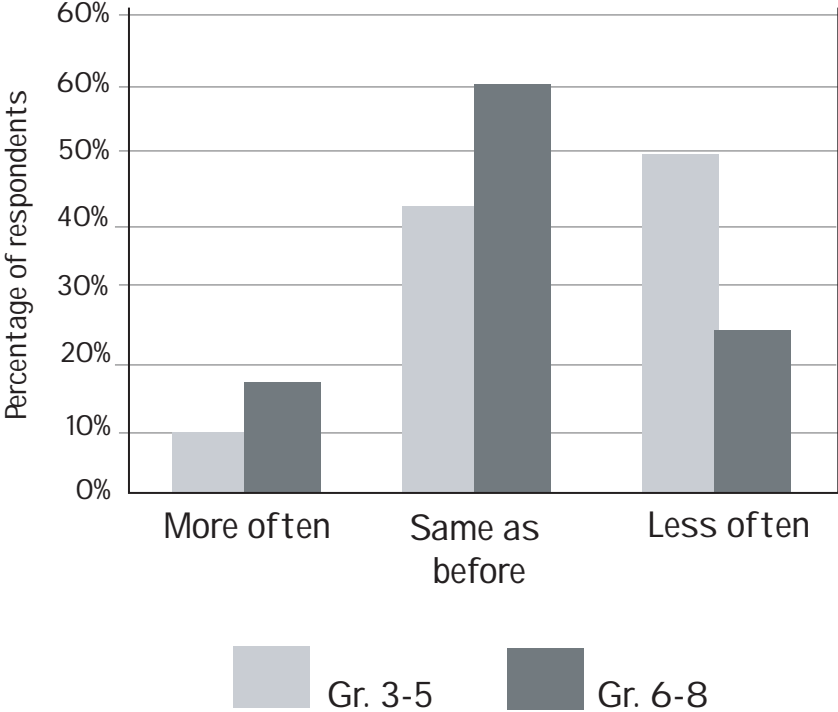
GRAPH 6 CHANGE IN OVERALL INCIDENCE OF BULLYING

Sometimes a student or group of students deliberately picks on someone else, giving that person a bad time. How often does this happen at Queen Elizabeth School NOW compared to the beginning of the year before we started our study on bullying?



GRAPH 7
CHANGE IN OVERALL INCIDENCE OF BULLYING BY
GRADE CLUSTER

Sometimes a student or group of students deliberately picks on someone else, giving that person a bad time. How often does this happen at Queen Elizabeth School NOW compared to the beginning of the year before we started our study on bullying?



Looking Back

In any journey, hindsight is often so much clearer than foresight. We found that we used the phrase “I wish I had....” often. What follows are some thoughts on things that, if we were to do this project again, we would consider.

We should have:

- included an initial student survey question about the number of friends each child thought they had;
- had individual students from grades 3-8 keep journals that would reflect students’ thoughts about our project;
- obtained feedback from the students on the lessons taught;
- provided sentence stems for the journal group so that they would have a clearer focus for their thoughts and observations;
- had the inservice about the three approaches (legalistic, humanistic, moralistic) at the beginning of our endeavour so these ideas could have been incorporated into our teaching more quickly;
- created a time line at the beginning to document the chronological order of our work; and
- created the baseline questionnaire together with the follow-up questionnaire in order to ensure that the data we received were comparable. (We did not do this because time was of the essence and we did not have a clear picture in September of where we were headed.)

May 17, 2000

The students in our school have learned a good deal about bullying and creating a safe place.

The ongoing challenge will be for the staff and administration to provide a safe place for students. This includes students feeling that bullying will be dealt with consistently. Students need to feel comfortable attending school. Parents and students need to feel that the school is a safe place for students to attend. Bullies, who do so on a regular basis and their parents, need to be held accountable. This might mean a bully does not return to school until they have had professional help outside the school.

The school needs to involve families more in dealing with the anger and feelings their child manifests in bullying behaviour.

Schools are and will need to continue to provide Good Citizen and Courtesy programs. Students need to be taught patience toward others, being patient when things do not go as we want, being patient with ourselves and not giving up, and the like. Our students have and are learning about many strategies they can use, whether they are the bully, bullied or observer/bystander.

It is important to have bullies verbalize feelings and school expectations. Those that can, who continue to be bullies, need to be dealt with in a firm, consistent manner. This may necessitate their getting professional help before they can return to a school setting. Schools need to do the necessary paperwork and follow-up to ensure that they are creating and maintaining a safe place for students.

I have done outdoor supervision during morning and recesses. I have not had to deal with many bullying incidents. The question I keep asking myself is whether or not students are successfully dealing with the subtle, less blatant bullying, which still goes on? Are students using the skills and strategies they've been taught or are they allowing themselves to be bullied?

We did have a serious knife incident one day while I was on supervision. The bullied individual came to inform me that a knife had been pulled on him. While he was scared, he was still able to assert himself, and tell me what happened. He could have kept this incident to himself and lived in fear.

Since the incident the bully has not been, nor will be returning to this school. The bully is receiving help for his behaviour.

The bully did return 'to get even' with the bullied individual. Fortunately, the school was tipped off and able to deal with the bully when he arrived on school property...the police were informed of this bully's actions including the advanced verbal threats he had made before coming to the school.

The fact that the school heard about this before the fact says that someone was willing to identify a possible bullying situation.

Journal

ADVICE

The Queen Elizabeth staff would like to share the following advice with school personnel that would like to create a safe place:

- As a staff, you must believe in what you are doing and work together to diminish bullying. Brief new staff on the project and how the school is working toward stopping bullying.
- Preparatory work, including establishing school rules and procedures, needs to be in place prior to program implementation.
- Consequences need to be in place at the onset of the project and they need to be implemented consistently.
- Resources to support the project need to be available.
- Be prepared for additional planning and workshops.

- Continually teach lessons on bullying in order to reinforce the basic principles about bullying (teach the types of bullying and the strategies to use if you are bullied or an observer). Talk to the students about bullying and role play situations. Keep communications open.
- When an incident occurs, talk to the bully, the bullied and any observers, and record details.
- Make sure all staff are aware of any students with specific behavioural problems.
- Approach bullying situations from a positive, caring perspective.
- Choose specific behaviours you want to reinforce in the students (compassion, reporting).
- Follow a specific program, e.g., *Second Step*, as well as engage in direct teaching about bullying.
- Do not call it a “Bullying” project as this leaves the impression that your school is a school with many bullies.
- Long range planning is essential – one year is not enough time for this type of project.

It seems to me that it is imperative that teachers, myself included, follow up incidents to find out how the bullied is feeling after a situation has been dealt with; in other words has the bullying stopped? Such a meeting need not necessarily be long. It would reinforce our commitment to those who are bullied. They would hopefully see that we sincerely care about their well being. Bullies would learn that we have a policy of follow-up...that they will be held accountable for future bullying infractions with those they have bullied and continue to bully.

Journal

In teaching my “Values Ed”, I’m thinking that it would be ideal, but maybe not possible, to have some kind of a manual-lesson guide very similar to the Values Ed, for teachers to use. This would be particularly helpful for all of those schools who will not have had the inservice and sub-days that we, as a pilot project school have had, as well as our day at camp in the fall. I think they will need something very concrete and user friendly with which to start. Then their professional development time can be used for their further education on bullying.

Journal

I have been filing FYI forms in my binder that I have with a section for each of my students. I made use of these just as a reference during the Three-Way Conferences with parents and students. The parents could see that other teachers had been involved with their child because of inappropriate behaviour. It was a reminder to the student that now the parents and myself are both aware of behaviour problems that the student may not have shared with the parents.

Journal

May 15, 2000

Bullying at school will diminish if the 85 per cent who are bystanders can buy into helping those they see being bullied. Students need to be taught the differences between ratting/squealing and being responsible. They need to know that bullying, stealing and vandalism are behaviours that need to be reported. Bullies need to know there is a critical mass of students who will not let their actions go unreported.

Barbara Coloroso spoke years ago about the benefits of empowering students by having them resolve their differences by doing a "face to face". While this can be a somewhat time consuming process, it is a process schools should perhaps implement more often with bullies and those bullied. It probably wouldn't work with bullies who have done "face to faces" in the past, especially if the bullies continue to bully. A face to face would work with those who can be reached by moralistic and humanistic approaches. Those who prove to be unempathetic would eventually have to be treated with legalistic approaches or a combination of all three.

During a "face to face" the bully and bullied would be supervised by a teacher, teacher associate, vice-principal or principal. Neither the bully or bullied would be allowed to forget the issue until it was dealt with satisfactorily...both parties would give the other party permission to leave, indicating the issue had been resolved.

The adult supervising would review initially the issue (bullying incident) with both parties so as to initiate the "face to face" process. Both parties would be expected to verbally share their feelings in a civilized manner. The adult might want to draw out from both parties how the other person was feeling before, during and after the bullying incident.

Both parties would be expected to speak directly to the opposite party, expressing their feelings, concerns and needs. The bully would be expected to respond to feelings, concerns and needs of the bullied individual. The bully would need to express what he/she is prepared to do to meet the bullied's needs. The bullied would be expected to do the same in a vice-versa manner.

The bullying issue is considered to be resolved when both parties have negotiated an agreement. Giving each other permission to leave and get on with their lives would be the equivalent of a handshake to an agreement – the bully agreeing to change his/her

ways and the bullied indicating that they feel the issue has been resolved satisfactorily to their benefit.

Journal

From the very beginning staff felt that the project would require more than a one-year commitment. Staff responses from the follow-up questionnaire:

I feel very strongly that this should only be year one of this project. We will only get our feet wet this year. Next year I think we will begin to get to the meat and bones of the issues. We really need to have a 2-5 year plan. To that end, it is important that we have as few staff changes as possible next year. In my mind the Admin. Team is crucial and should definitely remain intact over this and at least next year.

Staff Survey

...they [the students] need to know that it was not just a one year thing – that we will continue to devote a large part of our time and effort to making this a safe place to be.

Staff Survey

We need to continue what we are doing well and reinforce the areas we need to improve on.

Staff Survey

I would not like to see us leave this project when we've only just begun but we need to do some fine-tuning...

Staff Survey

Looking Ahead

Three areas have been identified for the school to pursue in the future: student education, parent communication and staff suggestions.

STUDENT EDUCATION

- Daily reflections on good deeds and behaviour.
- Assemblies that provide reinforcement of principles and school values.
- School-wide focus on positive and pro-social behaviours.
- Literature-based class projects on bullying.
- Life style classes and Olympic values.
- Care partner activities.
- *Second Step* program.

PARENT COMMUNICATION

- Sponsor another information night.
- Inform parents whose children are involved in a bullying incident by letter or phone call.
- Involve parents in the continuing project.
- Continue sharing in the school newsletter information about the bullying program.

STAFF SUGGESTIONS

- Provide professional development time. Time is needed for teachers to meet, share ideas and talk about bullying, develop lessons and do further reading.
- Provide more current resources with easier access.
- Remember to *keep telling the students that it is not okay to be bullied...*
- *...[C]ontinue to monitor the students' behaviours very carefully and make sure that students know that we are always willing to listen and help them solve their problems.*
- *...[M]onitor and gauge student feelings and perceptions about bullying.*

- Consider several comments about consequences: *...consequences for actions... ... teachers agree to handle bully situations the same way... ...make students aware of the consequences... ...get together once a month to talk about consequences for actions... ...set up a list of consequences... ...set up a list of consequences that each teacher will follow...*

Creating a safe place is a priority at Queen Elizabeth School. As a staff we are committed to continuing this project. With these ideas, concerns and needs, the staff has provided some direction for the fall. We feel that what we have started will help other schools and have some effect on the greater community.

May 16, 2000

Our purpose for this project is "to develop and implement a school-wide approach to bullying in order to create a school culture where all members feel emotionally and physically safe".

I believe that through our bullying project we have made our students more aware of their behaviour and what bullying is. However, I do not feel that we have had much success in cutting down the number of bullying incidents. The students know the right answers to the bullying questions but do not always take that information to the playground, the waiting rooms, the hallways, the gym and/or the classrooms.

We must continue to work with the bullies, talk to them, teach them empathy, use logical consequences. Unless someone can find the reason/purpose for their bullying behaviour and teach them to get their power, love/belonging, freedom and fun in positive ways they will continue to bully. We, as teachers, administrators, counsellors, teacher associates, can aid in this process. All behaviours have a purpose; we must help them reach their goal appropriately.

Have we helped the bullied? I feel we have made our biggest gain with this group of students. We have taught them that it is not okay to be bullied time after time; day after day. We have given them permission to seek out an adult to talk about their issues and their feelings. I have noticed on the playground and in our classroom that students will come up and say, "I'm being bullied."

What about the observer? Are students more willing to get involved and apply peer pressure to bullies and support to the bullied? I have dealt with some incidences where a student has come forward and said so and so is bullying so and so. However, these incidences have been few and far between. Are the observers becoming involved directly? I have not witnessed any of these but a teacher has related to me an after school incident whereby the observer stepped in and helped a bullied child.

Let's not give up on this project yet. We need to continue to teach, talk about and deal with the bullies, the bullied and the observer. There will always be the bullied, the bullies and the observer in our classrooms, on our playgrounds and in our community but we can now more effectively deal with the whole bullying issue. It's been a year of learning and hopefully we will put into practice the many things we have talked about.

Staff Survey

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Appendices

1. Lesson Summary Sheet
2. Incident Reporting Form (for Staff)
3. Incident Reporting Form (for Students)
4. Lesson Summary Samples
5. Valuable Resources

APPENDIX 1

CREATING A SAFE PLACE LESSON SUMMARY

Grade level: _____

Topic/objective/concept: _____

METHOD(S):

- class discussion
- guided viewing
- guided small group discussion
- simulation
- brainstorming
- lecture
- role play
- concept attainment
- journals
- debate
- essay/report
- research project
- guided reading
- mind mapping
- art _____
- music _____
- other: _____
- attached: student work samples or more complete details of lesson

RESOURCE(S):

- Second Step (level):__ Lesson #: ____
- BullyProofing Your School pp. ____
- Helping Kids Handle Put-Downs pp. ____
- Values Unit title: _____ Level: _____ Lesson #: _____
- Other: _____ pp. _____
- Children's literature Title: _____
Author: _____
- Audio Visual Title: _____
SOURCE: _____

BRIEF LESSON SUMMARY/COMMENTS:

APPENDIX 2

INCIDENT REPORTING FORM (FOR STAFF)

Student Name: _____ Date: _____

Classroom Teacher: _____

PROBLEM?

Physical...

- hitting
- kicking
- pushing
- stealing
- spitting
- threatening

Social...

- gossiping
- note writing
- excluding
- public humiliation

BULLYING SITUATION: YES/NO

Verbal...

- put downs
- swearing
- name calling
- rumors
- teasing
- threats
- lying
- harassing phone calls

Non verbal...

- threatening gestures
- vandalism

- Did not respond respectfully to the request of an adult.

Details: _____

ACTION PLAN:

- Dealt with the problem
- Altered recess
- Restitution plan
- Phoned parents
- Involved administration
- Education program

Reported By: _____

APPENDIX 3

INCIDENT REPORTING FORM (FOR STUDENTS)

Student Name: _____ Date: _____

Classroom Teacher: _____

Were you bullied? yes no Did you see bullying happen? yes no

Physical...	
<input type="checkbox"/> hitting	<input type="checkbox"/> kicking
<input type="checkbox"/> pushing	<input type="checkbox"/> stealing
<input type="checkbox"/> spitting	<input type="checkbox"/> threatening

Verbal...	
<input type="checkbox"/> put downs	<input type="checkbox"/> swearing
<input type="checkbox"/> name calling	<input type="checkbox"/> rumors
<input type="checkbox"/> teasing	<input type="checkbox"/> threats
<input type="checkbox"/> lying	<input type="checkbox"/> harassing phone calls

Social...
<input type="checkbox"/> gossiping
<input type="checkbox"/> note writing
<input type="checkbox"/> excluding
<input type="checkbox"/> public humiliation

Non verbal...
<input type="checkbox"/> threatening gestures
<input type="checkbox"/> vandalism

Details: _____

Who was involved? _____

Do you want teacher assistance with this? _____

Reported By: _____

APPENDIX 4

APPENDIX: Lesson Summary Samples

Creating a Safe Place Lesson Summary

Grade level: 4

Topic/objective/concept: Categorizing Bullying Behaviors

Method(s):

- | | |
|---|---|
| <input type="checkbox"/> class discussion | <input type="checkbox"/> guided viewing |
| <input checked="" type="checkbox"/> guided small group discussion | <input type="checkbox"/> simulation |
| <input type="checkbox"/> brainstorming | <input type="checkbox"/> lecture |
| <input type="checkbox"/> role play | <input type="checkbox"/> concept attainment |
| <input type="checkbox"/> journals | <input type="checkbox"/> debate |
| <input type="checkbox"/> essay/report | <input type="checkbox"/> research project |
| <input type="checkbox"/> guided reading | <input type="checkbox"/> mind mapping |
| <input type="checkbox"/> art _____ | <input type="checkbox"/> music _____ |
| <input type="checkbox"/> other: _____ | |

attached: student work samples or more complete details of lesson

Resource(s):

- | | |
|--|--|
| <input type="checkbox"/> <i>Helping Kids Handle Put-Downs</i> pp. _____ | <input type="checkbox"/> <i>Second Step</i> (level): _____ Lesson #: _____ |
| <input type="checkbox"/> <i>Values</i> Unit title: _____
Level: _____ Lesson #: _____ | <input type="checkbox"/> <i>BullyProofing Your School</i> pp. _____ |
| <input type="checkbox"/> Other: _____ pp. _____ | |
| <input type="checkbox"/> Children's literature Title: _____
Author: _____ | |
| <input type="checkbox"/> Audio Visual Title: _____
Source: _____ | |

Brief lesson summary/comments:

Students were given an envelope of bullying behaviors typed on small slips of behavior (see attached sheets). In small groups the students discussed, defined & categorized these behaviors as MILD - MODERATE - SEVERE. This activity at this grade level required _____ periods.

(Medium) (Really serious)

<p>Pushing</p>	<p>Shoving</p>	<p>Spitting</p>
<p>Kicking</p>	<p>Hitting</p>	<p>Defacing property</p>
<p>Stealing</p>	<p>Demeaning and humiliating physical acts (e.g. “panting”)</p>	<p>Locking in a closed/confined space</p>

<p>Physical violence against family or friends</p>	<p>Threatening with a weapon</p>	<p>Inflicting bodily harm</p>
<p>Gossiping (verbal)</p>	<p>Embarrassing</p>	<p>Setting up to look foolish</p>
<p>Spreading rumors about</p>	<p>Ethnic slurs</p>	<p>Setting up to take the blame ("framing")</p>

<p>Mocking/Mimicking</p>	<p>Name-calling</p>	<p>Dirty looks</p>
<p>Publicly humiliating (e.g. revealing personal information)</p>	<p>Excluding from group</p>	<p>Social rejection</p>
<p>Maliciously excluding</p>	<p>Manipulating social dynamic to achieve rejection</p>	<p>Spreading malicious rumours</p>

<p>Threatening total isolation by peer group</p>	<p>Taunting</p>	<p>Teasing about clothing or possessions</p>
<p>Teasing about appearance</p>	<p>Intimidating telephone calls</p>	<p>Verbally threatening aggression against property or possessions</p>

<p>Verbally threatening to inflict bodily harm</p>	<p>Threatening to reveal personal information</p>	<p>Malicious graffiti about person</p>
<p>Publicly challenging to do something</p>	<p>Playing a dirty trick</p>	<p>Taking possessions by force (e.g. lunch, clothing, toys)</p>

<p>Extortion</p>	<p>Threatening to use coercion against family or friends</p>	<p>Coercion</p>
<p>Insulting family members</p>	<p>Refusing to use or touch belongings</p>	<p>Making sexually suggestive comments</p>

	<p><i>Passing notes containing gossip</i></p>	<p><i>Making sexually suggestive gestures</i></p>
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APPENDIX 5

VALUABLE RESOURCES

TITLE	FORMAT	AVAILABLE FROM	NOTES
<i>The Broken Toy</i>	Video w/ teacher's guide	Purchase from www.brokentoy.org	A 25-minute video for grades 4 and up. Despite poor production values, this is a powerful story, well told. It is a deeply moving story that deals with the life-threatening consequences of a bullying episode. The goal of this video is to build awareness and compassion in those who bully by showing them how much emotional damage their behaviour can cause. PREVIEW BEFORE USING. Young people seeing this video need to be given a chance to talk about the emotional issues it raises (guided by the teacher).
<i>Bully Proof: A Teacher's Guide on Teasing and Bullying for Use with 4th & 5th Grade Students</i> by Nan Stein	Teacher guide: instructional program	Borrow from STF Stewart Resources Centre. Purchase from BCTF Lesson Aids Service, #100 B 550 W 6th Ave., Vancouver, BC V5Z 4P2 (Cost: approx. \$28)	User-friendly teachers' guide; includes sexual harassment as bullying behaviour. Corresponding unit for Grades K-3 is called <i>Quit It!</i>
<i>Bullying in Schools and What to Do About It</i> by Ken Rigby	Teacher/Admin reference book	Borrow from Saskatoon Public Library v(371.782 RIG) Pembroke Publishers, Markham, ON (1-800-997-9807)	Teachers can learn how to diffuse potentially troublesome situations by identifying bullies and victims beforehand. <i>Bullying in Schools and What To Do About It</i> offers tips on how to handle bullying and provides helpful ideas to empower students to deal with such situations themselves.

TITLE	FORMAT	AVAILABLE FROM	NOTES
<i>Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors</i> by John H. Hoover and Ronald Oliver	Teacher/ Admin reference book	Borrow from STF Stewart Resources Centre (371.58 H789) ISBN 1-879639-44-0	Highly accessible resource includes: overview of bullying; Q & A about bullying; an Intervention Model and suggested Schoolwide Anti-Bullying Education Program; information about individual and small-group intervention methods; information about using bibliotherapy (literature) to reduce bullying, etc. Appendices are very helpful: blackline masters of evaluation tools (e.g., student surveys); role play scenarios; list of resources; teasing discussion questions; teasing DOs and DONTs.
<i>Bully No More: Stopping the Abuse</i>	Video with Teacher Study Guide		Designed for use in grades 4-6 but may be appropriate for a wider range (e.g., 3-8). Preview before using. Goals include: helping students understand those who bully; encouraging students to “tell” encouraging bystanders to get involved (suggests strategies); and, teaching students strategies for stopping bullying.
<i>BullySmart Journey</i> components	Teacher Resource Package, Student Workbook; etc.	Purchase (fax inquiries 1-250-642-3648) e-mail bullysmart@home.com	Designed for use in intermediate classrooms to create awareness about bullying and teach prevention skills; includes lesson plans, activity sheets, and teacher background information.
<i>Childhood Bullying and Teasing: What School Personnel, other Professionals and Parents can Do</i> by Dorothea Ross	Teacher/ Admin reference book	Borrow from U of S library	Provides excellent research-based information. Focuses on matching any attempted intervention (with bully or victim) to the particular circumstances/needs of the individual.

TITLE	FORMAT	AVAILABLE FROM	NOTES
<i>Creating a Caring Classroom</i> by Pat Huggins	Book for educators (ASSIST series)	Purchase from Teachers' Book Depository (1-800-661-1959)	Collection of strategies designed to promote mutual support and strength connections in the classroom. Designed for use with both primary and intermediate students.
<i>Helping Kids Find their Strengths</i> by Pat Huggins	Book for educators (ASSIST series)	Purchase from Teachers' Book Depository (1-800-661-1959)	Students build self-esteem by analysing their experiences for clues regarding their core strengths. They share their good experiences, then utilize teacher and peer input to "tease out" the strengths that helped them create those experiences. In helping one another find their strengths, students develop a strength for diversity. (I'm strong and you're strong rather than I'm strong and you're weak.)
<i>Helping Kids Handle Put-Downs</i> by Pat Huggins	Book for educators (ASSIST series)	Purchase from Teachers' Book Depository (1-800-661-1959)	Students gain a repertoire of assertive, nonaggressive responses to teasing including (1) the art of ignoring; (2) surprising aggressors by agreeing with them; (3) disarming aggressors with humour; and (4) deflecting aggressions with "crazy compliments". Students also learn to use self-encouragement to dispel the hurt of put-downs and maintain their self-esteem. Includes both a primary and intermediate section.
<i>Making a Difference in Bullying</i> by Debra Pepler and Wendy Craig	Teacher/Admin resource: pdf file (Acrobat Reader required)	Website – see notes	www.yorku.ca/research/lamarsh/articles.htm

TITLE	FORMAT	AVAILABLE FROM	NOTES
<i>Multiple Intelligences: Helping Kids Discover the Many Ways to be Smart</i> by Pat Huggins	Book for educators (ASSIST series)	Purchase from Teachers' Book Depository (1-800-661-1959)	The lessons in the manual are designed to help students understand the theory of multiple intelligences and that they are multifaceted intellectually. They begin the search for awareness of their strongest intelligences using the construct of "good experiences". They learn that each intelligence is as valuable as the others and gain respect for their particular strengths and for the particular strengths of their peers.
<i>Quit It! A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3</i> by M. Froschl, B. Sprung and N. Mullin-Rindler	Teacher guide: instructional program	Borrow from STF Stewart Resource Centre (371.58 F938)	User-friendly teachers' guide; includes sexual harassment as bullying behaviour. Corresponding unit for Grades 4-6 is called Bully Proof.
Saskatchewan Roughriders B outreach program	Motivational speaker for school assemblies	Fax written request to Tony Player (306-566-4224)	No charge Discusses bullying and how to take negative energy and refocus into positive power.
<i>Schoolyard Bully: How to cope with conflict and raise an assertive child</i> by Kim Zarzour	Teacher reference	Borrow from Saskatoon Public Library (371.58 ZAR)	A Canadian-authored book which provides accessible information (for parents and teachers) about current research on topics such as: the nature of bullying, understanding and helping the bully, understanding and helping the victim (parent's role and school's role) and the bully in society.

TITLE	FORMAT	AVAILABLE FROM	NOTES
<i>Tackling Bullying in Your School</i> by S. Sharp & P. Smith	Teacher/Admin reference book	Purchase from Odin Books, 1110 W. Broadway, Vancouver, BC V6H 1G5 Fax 604-739-8874 Cost: approx. \$49	Topics include: Understanding bullying; How to measure bullying in your school; How to establish a whole-school anti-bullying policy; How to tackle bullying through the curriculum; How to prevent and respond to bullying behaviour in the junior/middle school playground; How to improve the school ground environment as an anti-bullying strategy.
<i>Teaching Cooperation Skills</i> by Pat Huggins	Book for educators (ASSIST series)	Purchase from Teachers' Book Depository (1-800-661-1959)	Includes a series of lessons and experiential activities designed to teach both primary and intermediate students the skills necessary for co-operative learning to take place. Lessons focus on the skills of self-management, listening, collaborative problem solving, and leadership. Students learn to resolve conflicts through negotiation and compromise.
<i>Teaching Friendship Skills</i> by Pat Huggins	Book for educators (ASSIST series) – Primary version and Intermediate Version	Purchase from Teachers' Book Depository (1-800-661-1959)	Activities in both the primary and intermediate versions help students identify behaviours in others which attract them and behaviours which alienate them. They then examine their own behaviour and determine changes they need to make in order to gain friends. They learn how to curb physical and verbal aggression.

ADDITIONAL RESOURCES

Materials in the Bully Bin:

0-525-46216-3	A to Z: Do You Ever Feel Like Me A Bad Case of Stripes
0679848053 (pbk) 0679948058	The Berenstain Bears and the Bully Berenstain Bears Get in a Fight
0-679-87706-1	Berenstain Bears and Too Much Teasing
0000822776	Best Friends
0-7636-0667-7	Blackboard Bear
0859533557 (pbk)	Bully For You
0340714832 (pbk)	Bullying, by Michele Elliott
9781551380971	Bullying in Schools and What to Do About It, by Ken Rigby Bullyproof: A Teacher's Guide on Teasing and Bullying
0944584993	Bully Proofing Your School
09683589-1-8	The BullySmart Student Workbook
00118913	The Bully of Barkham Street
0060213671	Camp Big Paw
0064441660 (pbk)	Dealing With Anger
1568382669 (pbk)	Dealing With Bullying, by Marianne Johnston The Story of Ferdinand
0000824249	Thank You, Mr. Falkner
0590414720	Tyrone the Horrible Violence Hurts Us All
0000822801	We Can Get Along
0-590-18979-4	When Sophie Gets Angry, Really Angry
9780876288658	Social Skills (Lessons & Activities): 4-6
9780876288634	Social Skills (Lessons & Activities): K-3
0000374414	The Witch of Blackbird Pond, by Elizabeth Speare

00248690	The Girl Who Knew It all
0-15-237374-8	The Hundred Dresses, by Eleanor Estes
0-307-13200-5	Just A Bully
00117894	Bridge to Terabithia, by Katherine Paterson
0-7868-0395-9	Yoko
0-8167-2363-x	Little Fingerling
0-316-54654-2	Cinderella
0-933849-38-9	Don't Feed the Monster on Tuesday
155138017x	Don't Pick on Me, by Rosemary Stones Freak the Mighty
0-14-056440-3	Goggles
0-06-443197-5	The Hating Book
0395923921	Hooway for Wodney
0-439-10431-9	How Are You Feeling
0-316-10913-4	How To Be a Friend
0000816055	I Want It Leon and Albertine Marvin and the Mean Words Max the Mighty Media Violence
0-15-668140-4	Oliver Button Is a Sissy
9780340695197101	Ways To Deal With Bullying, by Michele Elliott
9781895411683	Peace In the Classroom
0-14-055563-3	Revenge of the Small Small One Rotten Ralph
1-55041-514-x	A Screaming Kind of Day
0915811235	Secret of the Peaceful Warrior, by Dan Millman
0-8075-7545-3	Somewhere Today: A Book of Peace Stick Up For Yourself

1-55858-913-9 How Leo Learned To Be King

0-19-540675-3 The Loon's Necklace

 The Children's Book of Virtues, by William J. Bennett

 The 18th Emergency, by Betsy Byars

 What a Wimp, by Carol Carrick

 The Girl Who Knew IT ALL, by P.R. Giff

 Horrible Harry, by Suzy Kline

 Awful Evelina, by Susan Pfeffer

 Peace Begins With You, by Katherine Scholes

 Where the Wild Things Are, by Maurice Sendak

 Wringer, by Jerry Spinelli

 The Bully of Barkham Street, by Mary Stolz

 The Dog on Barkham Street, by Mary Stolz

 Roll of Thunder, Hear My Cry, by Mildred Taylor

 The Sandwich, by Ian Wallace

 Tyrone, the Double Dirty Rotten, by Hans Wilhem

 Crow Boy, by Taro Yashima

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