

What If Bullying Is Ignored?

Long-term studies of bullying have shown that bullies do not learn such behavior randomly. Rather, “in all likelihood, they did not experience a fulfilling and rewarding life....” Blauvelt wrote in a document titled “Bullying: A Problem That Refuses To Go Away.”

The consequences of such a life are also long-term. “By age 24, 47 percent (of bullies) had three or more court convictions. Additionally, they became underachievers and dropouts, and they tended to become abusive parents and partners,” Blauvelt wrote.

According to Hoover, bullies are also five times more likely to end up with a serious criminal record by the age of 30.

Conversely, early, firm and consistent education and intervention can have significant positive results.

What Can Be Done?

The most effective solution to bullying, experts say, is to change the atmosphere around the action.

Children must be told early and often, clearly and consistently that such behavior will not be tolerated, is not acceptable and will in the long term do more harm than any short-term good it might seem to produce, the experts agree.

What’s more, society must stop defending and accepting bullying as “kids being kids.” Just because it has always been this way, doesn’t mean that it always has to be.

“Bullying is the absolute key to community-wide violence prevention programs,” Hoover said. “Any program that doesn’t address bullying isn’t worth anything.”

Schools Are Key

Of course schools play a critical role in the bullying problem if only because they house children for six hours, five days a week.

“Don’t we wish that social problem-solving skills were taught in the home?” Hoover said. “In times when social relationships were prescribed, we didn’t have these kinds of problems.”

“Schools do need to have a policy that says we accept people’s differences and won’t tolerate disrespect or intolerance,” Mendler said.

Perhaps even more important than policy, though, is perception. Children must understand and have faith in their school’s policies and systems of support.

Legal and Policy Perspectives on Bullying

The first and perhaps most important step to ending bullying is to make clear that it won’t be allowed.

Schools and districts must set clear policies forbidding threatening and intimidating behavior and peer harassment, said Teri Engler, an attorney with the Oak Brook firm of Sraga and Engler. She has represented school districts for 15 of her nearly 20 years in law and has taught in both the schools of law and education at Loyola University.

Such policies should also define as specifically as possible the kind of behavior that will not be allowed, without limiting the definition to just the specified examples, she said.

School districts must be careful and should seek legal counsel, Engler cautioned, so that such policies are not “unduly vague or overly broad” and compromise students’ 1st or 14th Amendment rights.

Adults should also seek out and rely on witnesses as much as possible to avoid the “he-said, she-said” arguments that can undermine effective discipline, she said.

This tactical step is particularly important because “school people often ignore bullying and they claim they don’t see it,” said Peter Blauvelt, president of the National Alliance for Safe Schools. “That has got to stop.”

School officials should refer criminal behavior to the appropriate law enforcement entities while concurrently handling the situation itself as an internal discipline procedure, Engler said.

Such an approach will both address the immediate danger, and open the door to a fuller examination of school and/or district policy, the learning and safety environment, need for intervention and similar broader concerns, Engler said.

And, if it seems social services are needed to help deal with a student’s behavior, the student’s parents should be involved at every step, Engler said, particularly if there is some thought that a formal special education assessment may be in order.

If parents refuse to be involved, school officials can still seek an administrative due process hearing to see if the child has special education issues that might explain his or her behavior and make him or her eligible for special education assistance, Engler said.

“Bullying is the absolute key to community-wide violence prevention programs. Any program that doesn’t address bullying isn’t worth anything.”

*Dr. John Hoover, author,
“Teasing and Harassment:
The Frames and Scripts Approach
for Parents and Teachers.”*

Children need to know that adults will intervene every time bullying is even suspected, Mendler said. Doing so may not immediately stop the bad behavior, but it will reaffirm to victims that they have recourse and that people do care about them.

Many school employees - including teachers - wrongly think that only administrators can intervene, Blauvelt said. Such thinking is dangerous because it tells the bully that the behavior is at least allowed if not condoned.

“It’s everyone’s responsibility,” Blauvelt said. “We have to say (bullying) is just not tolerated here.”

Intervention, Education Can Work

Surveys given to students before and after their schools engaged in Jackson County’s “Bullying Prevention Program” (BPP) show that the number of incidents of bullying have dropped measurably, said Jackson County Director of Health Education Angie Bailey. Students’ understanding and perception of bullying has increased.

“The whole program is about changing the whole school environment...so that everyone is on the same page,” Bailey said.

Jackson County piloted its program in one school in the 1997-98 school year, then expanded it to 10 other schools the following year.

The program helps schools develop a plan that fits into their existing school management or discipline structure, Bailey said. Parents, community

members, professionals and students are involved at every turn, she said.

As part of an 11-component plan, Jackson County officials help schools develop strategic plans, including a vision and a time line; provide training and professional development; conduct “climate surveys” to identify key places and times when bullying is likely to occur, and develop plans to address those situations; and train students to develop healthy interpersonal relationship skills.

The only problem so far has been limited resources for the schools. “It takes time to do this program,” Bailey said. Some schools don’t have either the people or the time to fully commit to the program.

But even those schools only partially participating are reporting good results, she said.

Proof Is in the Numbers

At Carbondale’s Giant City Elementary School District 130 the number of bullying-related suspensions has dropped from six last year to only one so far this year, said school social worker Jan Farmer.

Office discipline referrals for bullying have also tumbled – from more than 100 last year to nine this year, Farmer said.

“Kids want the safe environment, they want the discipline, they want to know we care.”

*Debbie Kreutztrager, Principal,
Lincoln Elementary School,
Murphysboro*

Giant City has embraced the BPP and expanded on its principles, she said.

It has implemented numerous policy and staffing changes supporting both the BPP and the experts’ recommendations, including hiring a person certified in conflict resolution to be in charge of recess. “The most

Learning Standards Promote Anti-bullying Behavior

Illinois schools already have a good tool to help deal with bullying.

The Illinois Learning Standards for physical development and health include many of the communications and relationship skills that experts say kids need to learn to deal effectively with each other.

For example, Learning Standard #24A calls for students to “demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.”

According to Benchmark 24.A.1a, early elementary students should be able to “differentiate between positive and negative behaviors,” while Benchmark 24.A.2a says that late elementary-age children should be able to “identify causes and consequences of conflict among youth.”

Middle school/junior high students should be able to “demonstrate methods for addressing interpersonal differences without harm (e.g. avoidance, compromise, cooperation), according to Benchmark 24.A.3b.

Such skills and knowledge must be taught, required and enforced as soon as children enter school, said National Alliance for Safe Schools President Peter Blauvelt. “Don’t wait for junior high school to start talking about this problem,” he said, because bullies are born early.

Similarly, State Goal 21 focuses on developing team-building skills by working with others through physical activity. However, as any teacher knows, physical activity – no matter how well organized or supervised — can open the door to inappropriate behavior, ostracism and even violence.

Learning Standard 21.B.1 requires early elementary students to “work cooperatively with another to accomplish an assigned task.” Similar standards for older students focus such cooperation skills on both competitive and non-competitive tasks.

important thing, though, is that she is well regarded by the students," Farmer said.

The school also created a committee called PRIDE (People Respecting Individual Differences in Everyone) that sponsors and facilitates numerous student recognition activities. The BPP encourages schools to give their programs a meaningful name.

The BPP's methods have proven effective even with those schools new to the system.


Debra K. Kreutztrager, the first-year principal at Lincoln Elementary School in Murphysboro, said her new school's diverse population generated a lot of discipline problems at the start of this school year.

People didn't have a common definition of bullying, an understanding of its impact or tactics to address it. But, after only a few months following BPP's guidelines, bullying and other discipline issues have died down considerably, she said.

"Don't we wish that social problem-solving skills were taught in the home?" Hoover said. "In times when social relationships were prescribed, we didn't have these kinds of problems."

Dr. John Hoover

In the first quarter this school year, 21 percent of Lincoln's student body was sent to the principal's office for discipline problems, Kreutztrager said. The figure dropped to 12 percent in the second quarter and 10 percent in the third.

"Kids want the safe environment, they want the discipline, they want to know we care," Kreutztrager said. 

Students

Administrative Procedure – Harassment of Students Prohibited

Actor	Action
Building Principal or Designee	Distribute and publicize Board policy 7:20, <i>Harassment of Students Prohibited</i> , and Board policy 2:260, <i>Uniform Grievance Procedure</i> using various methods, including annually publishing them in the student and staff handbooks.
Building Principal or Designee	Take measures to prevent harassment of students, including: ¹ <ol style="list-style-type: none"> 1. Conducting periodic harassment awareness training for all school staff, including administrators, teachers, and guidance counselors; 2. Conducting periodic age-appropriate harassment awareness training for students; 3. Establishing discussion groups in which students can discuss what constitutes harassment and how to respond to it in the school setting; 4. Surveying students to find out whether harassment is occurring at the school; 5. Conducting periodic harassment awareness training for parent(s)/guardian(s); and 6. Working with parent(s)/guardian(s) and students to develop and implement age-appropriate, effective measures for addressing harassment.
Nondiscrimination Coordinator or Grievance Complaint Manager	Take measures to thoroughly and promptly investigate allegations of harassment, including: <ol style="list-style-type: none"> 1. Distributing Board policy 2:260, <i>Uniform Grievance Procedure</i>, to any person upon request; 2. Following Board policy 2:260, <i>Uniform Grievance Procedure</i>; 3. Notifying a student's parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is present; and 4. Keeping a complaining parent(s)/guardian(s) informed of any investigation's progress.
All District Staff Members	Shall comply with the child abuse reporting laws. Keep the harassment investigation's progress, as well as students' oral or written statements, confidential, except that the Superintendent will be kept informed of the investigation's progress.

¹ These are suggestions are based on the U.S. Department of Education's pamphlet, "Sexual Harassment: It's Not Academic." The pamphlet also states:

Adoption of strong preventive measures is often the best way to confront the serious problem of sexual harassment. In addition, the steps described above may also be useful in responding to sexual harassment once it has occurred to ensure that it does not happen again.

Please review this policy with your school board attorney before adoption.

Students

Harassment of Students Prohibited

No person, including a District employee or agent, or student, shall harass or intimidate another student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status. The District will not tolerate harassing or intimidating conduct, whether verbal, physical, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. ¹

Complaints of harassment or intimidation are handled according to the provisions on sexual harassment below. The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate harassment, such as by including this policy in the appropriate handbooks.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. ² Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. has the purpose or effect of:
 - a. substantially interfering with a student's educational environment;
 - b. creating an intimidating, hostile, or offensive educational environment;
 - c. depriving a student of educational aid, benefits, services, or treatment; or
 - d. making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. ³ At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:

Name _____

Address _____

Telephone No. _____

Complaint Managers:

Name _____

Address _____

Telephone No. _____

Sample Policy from Illinois Association of School Boards - May 2000 (Continued)

The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate sexual harassment, such as by including this policy in the appropriate handbooks. ⁴

Any District employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: Title IX of the Educational Amendments, 20 U.S.C. § 1681 *et seq.*
34 C.F.R. Part 106.
105 ILCS 5/10-22.5 and 5/27-1.
23 Ill. Admin. Code § 200.10 *et seq.*
Davis v. Monroe County Board of Education, ___ U.S. ___ (1999).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).
West v. Derby Unified School District No. 260, 10th Cir. App, 3/21/2000.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Sexual Harassment), 7:10 (Equal Educational Opportunities)

¹ This paragraph is optional. While “hate speech” is not specifically mentioned in this paragraph, any hate speech used to harass or intimidate is banned. Hate speech without accompanying misconduct may be prohibited in response to actual incidences when hate speech interfered with the educational environment. *West v. Derby Unified School District No. 260*, 10th Cir. App, 3/21/2000. The following addition is based on Derby Unified School District; absent documentation of hate speech occurrences, this option’s inclusion will probably violate the First Amendment:

District employees and students shall not at school, on school property, or at school activities, wear or have in their possession any material, either printed or in their own handwriting, that is divisive or creates ill will or hatred based on race, religion, or sexual orientation. (Examples: clothing, articles, material, publications or any item that denotes Ku Klux Klan, Aryan Nation-White Supremacy, Black Power, Neo-nazi, or any other “hate” group. This list is not intended to be all-inclusive.)

Note that “sexual orientation” is the only included characteristic that is not a protected status, except in Cook County. Accordingly, it may be eliminated from this policy in non-Cook County districts.

² Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance (42 U.S.C. § 2000h). The sample policy’s definition of sexual harassment does not distinguish between welcome and unwelcome behaviors - each is prohibited if it has a result described in sub-paragraph 1 or 2. See *Mary M. v. North Lawrence Community School Corp.*, 131 F.3d 1220 (7th Cir. 1997) (An eighth grade student did not need to show that a school employee’s sexual advances were “unwelcome” in order to prove sexual harassment.).

School districts are liable for damage awards for an employee’s sexual harassment of a student in limited situations. Liability occurs only when a district official who, at a minimum, has authority to institute corrective action, has actual notice of and is deliberately indifferent to the employee’s misconduct. *Gebser v. Lago Vista Independent School District*, 118 S.Ct. 1989 (1998). Schools are liable in student-to-student sexual harassment cases when school agents are deliberately indifferent to sexual harassment, of which they have actual knowledge, that is so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the educational opportunities or benefits provided by the school. *Davis v. Monroe County Board of Education*, ___ U.S. ___ (1999).

³ Title IX regulations require districts to identify the person, address, and telephone number of the individual responsible for coordinating the district’s compliance efforts.

⁴ In addition to notifying students of the Uniform Grievance Procedure, a district must notify them of the person(s) designated to coordinate the district’s compliance with Title IX (34 C.F.R. Part 106.8(a)). A comprehensive student handbook can provide required notices, along with other important information to recipients. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board.

Please review this policy with your school board attorney before adoption.

Each and Every Student: Sexual Orientation and School Policy

Creating classroom environments where all students can learn is essential to the mission of the Illinois State Board of Education. Positive attitudes and behaviors demonstrated by adults towards students with differences are critical to creating safe and nurturing environments for all students.

As administrators and educators we have an obligation to challenge our own, as well as our colleagues', preconceived notions about student differences and to create school environments where students with such differences are affirmed and nurtured.

Differences in sexual orientation, as with those of race and gender, impact teaching and learning in a variety of ways. They become important when a parent speaks to a principal or teacher about their gay child; when we overhear, and do nothing to deter, student comments demeaning homosexuals; or when a student and/or a teacher approaches the principal about starting a gay-straight alliance.

Tragically, anti-gay harassment has been documented as a serious problem in a number of the nation's schools and has been associated with youth suicide and violence. We can not expect schools to be safe environments if we withhold protections from any student.

Many states, including Alaska, California, Connecticut, Florida, Massachusetts, Pennsylvania, Rhode Island, Utah, Vermont, and Wisconsin, have adopted legislation or regulations prohibiting sexual orientation discrimination in elementary and secondary education. Interest in such policies has increased markedly since 1996 when the 7th U.S. Circuit Court of Appeals ruled against a Wisconsin school district for violating a student's rights to equal protection under the Fourteenth

Amendment. The school had to pay \$900,000 in damages to the student.


Some Illinois districts have policies or union contracts prohibiting discrimination based on sexual orientation; however, in most instances students with different sexual orientations are not specifically mentioned. Such omissions hurt not only the gay, lesbian, or bisexual student, but potentially a much broader group of individuals.

Research into harassment and violence towards individuals with different sexual orientation indicates that students *perceived* to have orientation differences are targeted nearly as often as those who actually have such differences. Moreover, environments that permit the harassment of students with different sexual orientations contribute to harassment based on other differences.

In reflecting on the patterns of school gun violence from 1996-1999, it is significant that six of the eight perpetrators were regularly teased by their peers--four of whom were specifically called "gay" or more homophobic epithets.

Schools are not just places for learning. Schools are places for the transmission of culture, prejudices and myths. Recognizing behaviors that encourage or allow harassment is a first step toward creating inclusive school environments. Fostering an environment of mutual respect where differences can be affirmed and individuals can develop to their full potential is a further step. Each step requires careful planning, sound policies and thoughtful interventions based on reason and research rather than myths and fear.

Many resources are available to districts and school boards struggling with this issue from a number of professional associations including the American Academy of Pediatrics; the American Psychological Association; the National Association of School Boards; Parents and Friends of Lesbians and Gays; the Gay, Lesbian, and Straight Education Network; and the National Education Association.

Additional resources are available from the Illinois State Board of Education by calling Dr. Christopher Koch at (312) 814-8498 or via email at ckoch@isbe.net. 

RESOURCES

Web Sites

The Internet includes many resources to help schools and districts plan for, address and respond to school violence, including bullying. Although we offer these web sites as resources the State Board does not necessarily endorse them or their content.

These Illinois web sites may prove particularly useful.

Lee/Ogle County Regional Office of Education 47: Developed with a Regional Safe Schools Professional Development/Technical Assistance Grant, this web site has resources and materials including professional development providers and established programs/presentations dealing with bullying, some of which are available to Regional Safe Schools programs through a lending library. The web page can be accessed www.leeogle.org/rssp or through the State Board's web page at www.isbe.state.il.us/alps/rsspweb.htm.

Illinois Regional Offices of Education Online Safety Assessment: created to help schools determine what tools they had in place and what they might need to do to contemplate, address, prevent and respond to school violence. www.schoolsafetyonline.org/

A quick Internet search under the term “bullying” will generate dozens more websites that may also help school officials recognize and address bullying. Here are only a few:

The Illinois Association of Chiefs of Police “Guide for Preventing and Responding to School Violence”

www.theiacp.org/pubinfo/pubs/pslc/svindex.htm

“Early Warning, Timely Response: A Guide To Safe Schools”: www.ed.gov/offices/OSERS/OSEP/earlywrn.html

The Safe and Drug-Free Schools Program:

State Grants for Drug and Violence Prevention Programs, and National Programs.

<http://www.ed.gov/legislation/ESEA/sec4011.html>, and National Programs

<http://www.ed.gov/legislation/ESEA/sec4121.html>.

“Bullying.org—Where You Are Not Alone”

<http://www.bullying.org/>

“Take Action Against Bullying”

<http://www.bullybeware.com/>

Bullying in Schools—Documents

<http://www.uncg.edu/edu/ericcass/bullying/DOCS/tableoc.htm>

“What Parents and Teachers Should Know About Bullying”

<http://www.accesseric.org:81/resources/parent/bullying.html>

Information on Bullying for Parents and Teachers

<http://www.lfcc.on.ca/bully.htm>

“Maine Project Against Bullying”

<http://lincoln.midcoast.com/~wps/against/bullying.html>

Anti-Bullying Network

<http://www.antibullying.net/>

ERIC DIGEST: “Bullying in Schools”

<http://ericps.crc.uiuc.edu/eece/pubs/digests/1997/banks97.html>

“Bullying and Sexual Harassment in Schools”

<http://www.cfchildren.org/PUbully.html>

Bullying at School Information

<http://www.scre.ac.uk/bully/>

“Bullying in Schools—Are Short Pupils at Risk?”

http://www.findarticles.com/m0999/7235_320/61025574/p1/article.jhtml

Related Web Sites

Centers for Disease Control (1998). Facts about violence among youth and violence in schools.

www.cdc.gov

National Association of Elementary School principals

<http://www.naesp.org/whatsnew.html>.

National Association of Secondary School principals.

<http://www.nassp.org>.

National Education Association. Safe Schools.

<http://www.nea.org/issues/safescho>.

National School Safety Center:

<http://www.nssc1.org>.

Parent Teacher Association. Community Violence Prevention.

<http://www.pta.org/events/violprev>.

Talking With Kids About Tough Issues.

<http://www.talkingwithkids.org>.

We noted a site dedicated to the issue of shyness, which contained an informative essay about teasing. It is located at the following address:

<http://members.aol.com/cybernettr/shysite/assert.html/5.5.1stuttease.html>

Two Conflict Resolution Videos Now Available from ISBE

Illinois schools can now obtain two video series through the State Board of Education that help students develop the knowledge, attitudes, skills and behavior to prevent, defuse and resolve conflict.

“Getting Along” contains seven, 15-minute programs targeted to students in pre-kindergarten through second grade.

Each program focuses on a cluster of conflicts from the daily experiences of children and examines the nature of the conflicts by asking several basic analytical questions.

The videos then demonstrate conflict resolution procedures and model personal or social strategies for dealing with conflicts. Children’s books and original songs related to each situation are woven into each video.

“Working Together” contains six, 15-minute videos for students in grades 3 through 6. Programs in this series mirror the design of the primary level series. The videos include segments that are appropriate for elementary aged students.

All programs are closed captioned for the hearing impaired and teacher guides accompany each series.

Illinois schools are invited to borrow VHS tapes from the State Board of Education, make copies and send the original tapes back to the State Board. Illinois use rights have been purchased through 2007.

Tape requests should be directed through school or district library/media personnel, so all school staff may have access to these materials.

Requests may be sent to:
fax: 217-782-9324
e-mail: kstratto@isbe.net
mail: Illinois State Board
of Education
Video Library – C-021
100 N. First St.
Springfield, IL 62777-0001

Bullying and Classroom Climate Materials

Books

Risk in Our Midst: Empowering Teenagers to Love the Unlovable
By Dr. Scott Larson with contributions
by Dr. John Hoover
Group Publishing
ISBN 0-7644-2248-0 \$14.99

Bullies are a Pain in the Brain
By Trevor Romain
Free Spirit Publishing
400 First Ave. N.
Minneapolis, MN 55401
(612) 338-2068
ISBN = 1-57542-023-6

Bullying: A Community Approach
Brendan Byrne (From Dublin)
The Columba Press
Twenty-Third Publications
PO Box 180
Mystic CT 06355
(800) 321-0411
ISBN = 1 85607 103 0

A Children's Book about Teasing
Joy Berry
"Help Me Be Good" Series
Paperbacks for Educators
426 West Front Street
Washington, Missouri 63090
(800) 227-2591
No ISBN number

The Ugly Duckling
It is the ultimate book about bullying:
Many fine versions are available

Dealing with Teasing
From The Conflict Resolution Library
Lisa K. Adams
The Rosen Publishing Group's
Powerkids Press 29 E 21st St. New
York ISBN = 0-8239-5070-0
(1997)

Dealing with Bullying
Hazledon/Rosen
Powerkids Press
Marianne Johnston 29 E 21st St.
New York
ISBN = 1-56838-266-9
(1996)

How to Handle Bullies, Teasers and Other Meanies: A Book That Takes the Nuisance Out of Name Calling and Other Nonsense
Kate Cohen-Posey
Rainbow Books, Inc.
P.O. Box 430
Highland, City FL 33846-0430
(813) 648-4420
ISBN = 56825-029-0
(1995)

Childhood Bullying and Teasing: What School Personnel, Other Professionals and Parents Can Do
Dorothea M. Ross
American Counseling Association
5999 Stevenson, Ave.
Alexandria, VA 22304-33001
ISBN = 1-55620-157-5

Bullying: A Practical Guide to Coping for Schools
Edited by Michele Elliot
Published in Association with
Kidscape
Pitman Publishing
128 Long Acre London WC2E 9AN
44 (0) 171 447-2000
(1997)
Available from Amazon.com
ISBN = 0-273-62692-2

Discipline with Dignity
Richard L. Curwin
Allen N. Mendler
ASCD
ISBN = 0-87120-154-2
NES carries this and a smaller
companion piece
Bullying: What We Know and What We Can Do
Dan Olweus

The Bully-Free Classroom
Allan L. Beane
Free Spirit Publishing
400 First Ave N. Suite 616
Minneapolis Minnesota, 55401-1724
(612) 338-2068

Books for Children

Adams, L. (1991). *Dealing With Teasing*. New York. Rosen Publishing Group.

Baynton, M. (1988). *Jane and the dragon*. Martinez, CA. Discovery.
Berry, J. (1988). A children's book about teasing: Help me Be good. Danbury CT. Grolier.

Romain, T. (1997). *Bullies are a pain in the brain*. Minneapolis, MN. Free Spirit.

Programs and Curriculum Guides on Bullying and Teasing

Beane, A., (1999). *The Bully Free Classroom*. Minneapolis MN. Free Spirit Publishing.

Byrne, B., (1994). *Bullying: A Community Approach*. Dublin. The Columbia Press.

Cohn-Posey, K. (1995). *How to Handle Bullies, Teasers, and Other Meanies*. Highland City, FL. Rainbow Books.

Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. (1995). *Bully proofing your school: A comprehensive approach for elementary schools*. Longmont, CO: Sopris West.

Elliott, M., (1997). *Bullying: A Practical Guide to Coping for Schools*. London. Pittman Publishing. (This is a description of the Kidscape program used in the London schools).
Fried, S. & Fried, P., (1996). *Bullies and Victims*. New York. M. Evans and Company.

Hoover, J.H., & Oliver, R.O. (1996). *The bullying prevention handbook: A guide for principals, teachers, and counselors*. Bloomington, IN: National Educational Service.

Johnson Institute (1996). *Respect and protect: Violence prevention and intervention program*. Minneapolis, MN: QVS, Inc.

Johnston, M. (1998). *Dealing with bullying*. New York: Rosen Publishing Group.

Luvmour, S., & Luvmour, J. (Undated). *Everyone wins: Cooperative games and activities*. Gabriola Island, BC, Canada: New Society Publishers.

Olweus, D. (1993). *Bullying at school*. Oxford, UK: Blackwell Publishers, Inc.

Ross, D. M. (1996). *Childhood bullying and teasing: What school personnel, other professionals, and parents can do*. Alexandria, VA: American Counseling Association.

Sonnes-Feinberg, L. (1996). *Teasing: Innocent Fun or Sadistic Malice?* Far Hills, NJ: New Horizon Press.

Articles and Books of Interest

American Association of University Women and Lewis Harris Associates (1993). *Hostile hallways: The AAUW survey on sexual harassment in America's schools*. Annapolis Junction, MD: Author (Eric Document Reproduction Service No. ED 356 186)

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