

Literature Review on Bullying

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INTRODUCTION TO BULLYING

Bullying is a widespread problem in our schools and communities and has a negative impact on school climate and on students' right to learn in a safe and secure environment without fear. Once thought of as a rite of passage or harmless behavior that helps build character, bullying is now known to have long-term academic, physical, and emotional effects on both the victim and the bully.

A student is being bullied when he or she is "exposed, repeatedly and over time," to abuse or harassment by one or more other students (Olweus, 1996). The goal of the bully is to gain power over and dominate other individuals. There are three forms of bullying: physical (including hitting, kicking, spitting, pushing, stealing, and destruction of property), verbal (such as taunting, malicious teasing, name calling, and making threats), and psychological (including spreading rumors, manipulating social relationships, exclusion from a peer group, extortion, and intimidation) (Cohn and Canter, 2003; Office of Juvenile Justice and Delinquency Prevention, 2001; Koki, 1999; National Resource Center for Safe Schools, 1999).

Bullying has two key components: physical or psychological intimidation occurring repeatedly over time and an imbalance of power. Taunting, teasing, and fighting don't constitute bullying when two persons are of approximately the same physical or psychological strength. Bullies engage in hurtful behavior against those who can't defend themselves because of size or strength, or because the victim is outnumbered or less psychologically resilient (U.S. Department of Justice, 2004; Northwest Regional Educational Laboratory, 2001; Olweus, 1993).

FACTS ABOUT BULLYING

Bullying is the most common form of violence in our society. Studies have found that approximately 30 percent of students in grades 6-10 are involved in bullying, as a perpetrator, victim, or both (Fight Crime: Invest in Kids, 2003; Harris and Willoughby, 2003; Cohn and Canter, 2003; Bowman, 2001; Northwest Regional Educational Laboratory, 2001). Of the 30% of students involved in bullying, researchers from the National Institute of Child Health and Human Development (NICHD) report that 13 percent say they bully other students, 11 percent report being bullied, and 6 percent say they are both bullies and victims (Fight Crime: Invest in Kids, 2003). Eight percent of students say they are victimized at least once a week (Northwest Regional Educational Laboratory, 2001).

Bullying tends to increase through the elementary grades, peak in middle school, and drop off by grades 11 and 12 (Northwest Regional Educational Laboratory, 2001; Olweus, 1993). The most common form of bullying is verbal abuse and harassment, followed by social isolation and derogatory comments about physical appearance (Shellard, 2002). At middle and high school, bullying most frequently involves teasing and social exclusion, but may also include physical violence, threats, theft, sexual and racial harassment, public humiliation, and

destruction of property. At the elementary grades, bullying is more likely to involve physical aggression, but is also characterized by teasing, intimidation, and social exclusion (Banks, 1997). Bullying often occurs in areas with less adult supervision (hallways, locker rooms, restrooms, cafeterias, and bus stops), although the classroom is not immune (Shellard, 2002).

Both boys and girls are involved in bullying. Most research indicates that boys are more likely to be both bullies and victims (Cohn and Canter, 2003; Nansel et al., 2001; Northwest Regional Educational Laboratory, 2001); however, the frequency with which boys and girls are involved in bullying may have to do with how bullying is defined or identified (overt physical aggression only or the inclusion of more subtle forms of bullying) (Northwest Regional Educational Laboratory, 2001). The *Indicators of School Crime and Safety: 2004* report found no significant difference in the percent of males and females that reported being bullied (8 percent of males versus 7 percent of females) (DeVoe et al., 2004). Bullying by boys uses more physical aggression, while bullying by girls is often more subtle and takes the form of teasing and social exclusion. Girls are more likely to bully other girls and boys tend to bully both boys and girls (Nansel et al., 2001; Hoover and Oliver, 1996).

Few differences were found in involvement in bullying by race or ethnicity. The *Indicators of School Crime and Safety: 2004* report found that white students were slightly more likely than Hispanic and Black students to report being bullied (8 percent of white students versus 6 percent each of Hispanic and Black students) and that rural students were more likely than urban or suburban students to report being bullied (10 percent of rural students versus 7 percent each of urban and suburban students) (DeVoe, 2004).

CHARACTERISTICS OF BULLIES

Bullies regularly engage in hurtful teasing, name calling, or intimidation, particularly against those who are smaller or less able to defend themselves. They believe they are superior to other students, or blame others for being weak or different. Bullies frequently fight with others as a way to assert dominance and may also enlist friends to bully for them (Northwest Regional Educational Laboratory, 2001).

Bullies exhibit aggressive behavior toward their peers and often toward adults. They tend to have positive attitudes toward violence, are impulsive, like to dominate others, have little empathy with their victims, and unusually low levels of anxiety or insecurity. They may desire power and control and get satisfaction from inflicting suffering. Despite common perceptions of bullies, they generally have average to high levels of self-esteem, may be popular with both teachers and classmates, and may also do well in school (Shellard, 2002; Northwest Regional Educational Laboratory, 2001; Olweus, 1993).

Sometimes, “nice” children bully when their own inhibitions against aggression are weakened (for example, if they see a bully rewarded for his or her behavior) or if they feel a decreased sense of responsibility in a group bullying situation. Some children may bully

in an effort to fit in, even if they are uncomfortable with the behavior. Some peer groups support, or even promote, bullying (Cohn and Canter, 2003; Shellard, 2002).

Most bullying behavior develops in response to multiple factors at home, school, and within the peer group. The frequency and severity of bullying is related to a lack of adult supervision received by a child in the home. Studies indicate that bullies often come from homes where physical punishment is used, where children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are lacking (Cohn and Canter, 2003).

CHARACTERISTICS OF VICTIMS

Research does not support the assertion that certain children are bullied because of their physical appearance (for example, obesity or wearing glasses). The only physical characteristic that makes children more likely to be bullied is below average physical size and strength. Most victims are passive and tend to be more anxious, insecure, cautious, quiet, and sensitive. They often appear weak or easily dominated (Shellard, 2002; Banks, 1997; Kreidler, 1996).

Victims signal to others that they are insecure, passive, and won't retaliate if attacked. Consequently, bullies target those who appear physically or emotionally weak. Studies show victims have a higher prevalence of overprotective parents or school personnel. As a result, they often fail to develop their own coping skills. They long for approval; even after bullying, some continue to make ineffective attempts to interact with their victimizer (Cohn and Canter, 2003).

Victims have few or no close friends at school and are socially isolated. They may try to stay close to teachers or other adults during breaks, avoid restrooms and other isolated areas, or make excuses to stay home from school as much as possible (Northwest Regional Educational Laboratory, 2001; Olweus, 1993).

EFFECTS OF BULLYING

Bullying can have long-term academic, physical, and emotion consequences on bullies, their victims, and bystanders. The incidence of bullying at schools has a negative impact on students' opportunity to learn in an environment that is safe and secure and where they are treated with respect (Shellard and Turner, 2004; Lumsden, 2002).

Victims often have difficulty concentrating on their schoolwork and may experience a decline in academic performance. They have higher than normal absenteeism and dropout rates and may show signs of loneliness. They have trouble making social and emotional adjustments, difficulty making friends, and poor relationships with classmates.

They often suffer humiliation, insecurity, and loss of self-esteem and may develop a fear of going to school. The impact of frequent bullying can accompany victims into adulthood, where they appear to be at greater risk of depression and other mental health problems (Shellard, 2002; Office of Juvenile Justice and Delinquency Prevention, 2001).

Studies documenting the negative impact of bullying on students have found that fifteen percent of victims are “severely traumatized or distressed” by their encounters with bullies (Northwest Regional Educational Laboratory, 2001). Twenty-two percent of grades 4-8 students and 14 percent of grades 8-12 students report having difficulties they attribute to mistreatment by their peers and 10 percent of students who dropped out of school say they did so because of bullying (Weinhold and Weinhold, 1998; Hoover and Oliver, 1996).

Bullies also experience negative consequences. They are often less popular when they get to high school, have few friends, and are more likely to engage in criminal activity. Bullying behavior has also been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and drug and alcohol use (Office of Juvenile Justice and Delinquency Prevention, 2001).

A strong correlation has been found between bullying other students during school years and experiencing legal or criminal troubles as adults. Olweus (1993) found that 60 percent of boys characterized as bullies in grades 6-9 had at least one criminal conviction by age 24, compared to 23 percent of boys not characterized as bullies. Forty percent of boy bullies, compared to 10 percent of boys not classified as bullies, had three or more convictions by age 24 (Olweus et al., 1999). As adults, bullies have increased rates of substance abuse, domestic violence, and other violent crime (Ballard et al., 1999).

The most serious bullies in grades 6-10 (those who bullied others at least once a week and continued bullying away from school) were more likely to report they’d carried a weapon to school in the prior month (43 percent versus 8 percent). They were also more likely to have been in a fight where they sustained an injury serious enough to require treatment by a nurse or doctor (46 percent versus 16 percent) (Nansel et al., 2003).

Bullying also has an effect on bystanders. Those who witness bullying are more likely to exhibit increased depression, anxiety, anger, posttraumatic stress, alcohol use, and low grades (Shellard, 2002). Students who regularly witness bullying at school suffer from a less secure learning environment, the fear that the bully may target them next, and the feeling that teachers and other adults are either unable or unwilling to control bullies’ behavior (Shellard and Turner, 2004).

A survey commissioned by the Kaiser Family Foundation found that more age 8 to 15 year old students picked teasing and bullying as “big problems” than drugs or alcohol, racism, AIDS, or pressure to have sex (Fight Crime: Invest in Kids, 2003).

BULLYING PREVENTION PROGRAMS

The goal of bullying prevention programs is to improve peer relations and make schools safe and positive places for students to learn and develop. With the incidence of school site bullying showing no signs of decline and the negative consequences of bullying on victims, bullies themselves, and bystanders well documented, schools are struggling to implement effective bullying prevention programs.

The need for these programs is further illustrated by research that points to a lack of communication between students and staff regarding bullying behavior. Harris and Willoughby (2003) found that only four percent of students told a teacher or school administrator when they had been bullied and only 25 percent of students perceived administrators as interested in stopping bullying. Harris and Isernhagan (2003) reported that 43 percent of students surveyed “did not know” if school personnel were interested in trying to stop bullying and 14 percent believed they were not interested at all. In both studies, however, most staff reported that they regarded all forms of bullying as harmful. The researchers concluded that students’ perceptions that school staff were not interested in reducing bullying were probably not accurate because staff had not conveyed their concerns to students.

McCartney (2005) discovered that victims usually don’t tell teachers or school administrators that they have been bullied because they “don’t believe adults can do anything about it; don’t want other students to know they have a problem; fear being laughed at or not believed; fear it’ll get worse if they tell; are shy and lack confidence to speak up; and don’t want to hear adults say, ‘Ignore it.’” Students want adults to ask about bullying problems, provide opportunities to speak privately with students, “keep an eye out” for bullying, and punish bullies instead of just lecturing them.

Olweus Bullying Prevention Program

The Olweus Bullying Prevention Program, developed and refined in Norway in the 1980s, is still the best known initiative for reducing bullying (U.S. Department of Health and Human Services, 2004; American Federation of Teachers, 2000; Starr, 2000; Olweus and Limber, 1999). The program is designed to raise awareness, improve peer relations, intervene to stop intimidation, develop clear rules against bullying behavior, and support and protect victims. School staff, teachers, parents, members of the community, bullies, victims, and the silent majority of students are all involved in the program.

The defining characteristics of Olweus’ program are that primary responsibility for solving problems is placed upon the adults at the school (rather than on parents or students), the entire school population is targeted (not just a few problem students) with both individual-oriented and systems-oriented components, and the program is a permanent component of the school environment, not a temporary remedial program.

The program intervenes on three levels:

- School. The faculty surveys students anonymously to determine the nature and prevalence of the school's bullying problem. Supervision of students is increased during breaks, and school wide assemblies are conducted to discuss bullying issues. A conference is held to educate teachers, administrators, students, parents, and community members about bullying, response strategies, and available resources. Teachers receive additional training on how to implement the program. A coordinating committee is formed to manage the program, typically comprised of an administrator, teacher from each grade level, guidance counselor, psychologist, and parent and student representatives. Ongoing meetings and discussions about bullying issues take place at regularly scheduled staff meetings and between parents and school staff.
- Classroom. Teachers introduce and enforce classroom rules against bullying, hold regular classroom meetings with students to discuss bullying, and meet with parents to encourage their participation. There are immediate consequences for aggressive behavior and immediate rewards for inclusive behavior.
- Individual. School staff intervene with bullies, victims, and their parents to stop bullying through role-playing activities and serious discussions.

Evaluations have found the program to be highly effective at the elementary and middle school levels, with bullying dropping by 50 percent or more during the first two years of program implementation (although most applications of the program achieve improvements in the 20 to 30 percent range). The program has been shown to improve school climate and lead to a decrease in the rate of antisocial behavior. Some studies found that behavioral changes became more pronounced the longer the program was in effect (Office of Juvenile Justice and Delinquency Prevention, 2001; American Federation of Teachers, 2000; Olweus and Limber, 1999).

Strategies for Developing a Bullying Prevention Program

The frequency with which bullying occurs can be reduced by creating a positive school climate that fosters respect and sets high standards for interpersonal behavior (Cohn and Canter, 2003; Banks, 1997). Effective bullying prevention programs must restructure the learning environment to create a climate characterized by supportive adult involvement, positive adult role models, firm limits, and consistent sanctions for bullying behavior (Cohn and Canter, 2003; Starr, 2000). A further review of the literature on successful bullying programs has identified the following general strategies as essential components of effective programs:

- Implement a comprehensive school wide program. All members of the school community must participate and be committed to a comprehensive approach to promoting a positive school climate. The program should build an environment

where children feel cared for and respected and adults model appropriate behavior. School administration, from the School Board to the principal, must promote and fund the program (Cohn and Canter, 2003; Shellard, 2002; Northwest Regional Educational Laboratory, 2001).

The most effective programs are ongoing throughout the school year and integrated with the curriculum, school's discipline policies, and other violence prevention efforts. A handful of isolated lessons are unlikely to produce significant behavioral improvement (Pirozzi, 2001). A renewed effort is needed each year to reinforce established anti-bullying policies with returning students, their parents, and school staff (U.S. Department of Justice, 2004). The Northwest Regional Educational Laboratory (2001) cautions that change doesn't occur immediately and that it will require the sustained effort of the entire school community to change the overall culture of the school.

- Intervene early. Although research shows that significant decreases in bullying incidents can be achieved in middle and high schools (Stevens et al., 2000), experts suggest that bullying prevention programs be implemented in elementary schools. Studies have found that programs are especially effective at the early grade levels, since bullying tends to increase through the elementary grades (Cohn and Canter, 2003; Ballard et al., 1999). Interventions are also easier to implement in elementary schools, due to their size and structure. Since students interact with fewer teachers each year, it is more likely that they will receive consistent anti-bullying messages (Stevens et al., 2000).
- Assess the extent of the problem. During the initial phases of program development, students, teachers, and parents should be surveyed about the occurrence of bullying in the school. Surveys provide information on where, when, and between whom bullying occurs and also allow school staff to examine disparities between student, teacher, and parent perceptions. Program administrators can then discuss which of the issues identified in the survey are most urgent and how to address them, given available staff, funding, resources, and time (Shellard, 2002; Northwest Regional Educational Laboratory, 2001; American Federation of Teachers, 2000; Olweus, 1996).
- Principal provides leadership. Some research suggests that the principal's commitment and involvement in preventing and controlling bullying contributes to lower rates of bullying (Farrington, 1993). As the building leader, the principal should take the initiative in actively promoting anti-bullying behaviors. He or she must educate staff about the characteristics of bullies and victims, as well as the immediate and long-term consequences of bullying. The principal must also communicate to staff and students that aggressive behavior is not a normal part of development and that being bullied does not help victims "toughen up" (Shellard, 2002; Ballard et al., 1999; Garrity et al., 1996).
- Conduct staff training. Training should be provided for teachers, administrators, and other school staff so they can recognize and respond to bullying and learn intervention

strategies. Staff members who are likely to be present in places bullying tends to occur (such as cafeteria workers, custodial staff, bus drivers, and playground monitors) should be included. Topics to be covered in training sessions include (U.S. Department of Justice, 2004; Cohn and Canter, 2003; Shellard, 2002; Northwest Regional Educational Laboratory, 2001):

- the definition of bullying;
- the difference between normal peer conflict and bullying;
- indicators of bullying behavior;
- characteristics of bullies and victims;
- the long-term effects of non-intervention on both bullies and victims;
- ways to integrate anti-bullying materials into the curriculum; and
- strategies for addressing bullying behavior, including specific actions to be taken when bullying occurs.

Some research suggests that classes of students with behavioral, emotional, or learning problems contain more bullies and victims, so teachers in these classes may require additional training to identify and handle bullying situations (U.S. Department of Justice, 2004).

- Establish clear anti-bullying rules and policies. The formulation of an anti-bullying policy will help to ensure that bullying incidents are handled consistently by all school staff. Studies have found that schools with easily understood rules of conduct and fair disciplinary practices report less violence (Cohn and Canter, 2003). Schools can use the findings from their needs assessment to guide discussions when developing their anti-bullying policies. Policies should include a clear definition of bullying and a description of how staff will respond to bullying incidents. School staff must enforce anti-bullying rules consistently and ensure that all students are fully informed of the consequences of breaking the rules (U.S. Department of Justice, 2004).

To stress the importance the school places on countering bullying behavior, signs prohibiting bullying and listing the consequences of bullying can be posted in every classroom. Additionally, late-enrolling students should be informed by school administration of the school's anti-bullying policy to remove any excuse new students may have for bullying (U.S. Department of Justice, 2004).

- Integrate anti-bullying themes into the curriculum. Teachers play a central role in the way bullying policies and programs are presented and delivered to students. Research has found curriculum intervention to be a critical component of anti-bullying programs because students learn how to stand up to bullies and assist victims (Shellard, 2002). Anti-bullying themes should be integrated into the curriculum through activities and discussions that are related to bullying. The anti-bullying curriculum should include (Shellard, 2002; Pirozzi, 2001; Fried and Fried, 1996; Kreidler, 1996):

- the definition of bullying;
 - discussions of how bullying affects everyone;
 - materials that encourage students to explore differences, promote friendships across lines of difference, and facilitate conversations about bullying;
 - discussions of the ways students can help victims;
 - strategy sessions for students to discuss the harm bullying causes and how it can be reduced;
 - development of a classroom action plan to ensure students know what to do when they observe bullying;
 - training in social skills, anger management, and character education; and
 - teaching cooperation by assigning projects that require collaboration.
- Work individually with students. Children can't solve the bullying problem alone. School site staff must create an atmosphere of trust where students have the courage to report bullying, either of themselves or others (Northwest Regional Educational Laboratory, 2001). Teachers must build trusting relationships with students and know how and be willing to help students (Harris and Willoughby, 2003).
 - Staff can demonstrate to students that everyone is valued and respected by creating opportunities for students to learn to work together, such as the completion of assignments that require sharing and collaboration (Hoover and Oliver, 1996; Kreidler, 1996; Rigby, 1995).
 - Since many students are too embarrassed or scared to talk about bullying, staff should initiate these conversations instead of waiting for students to bring the topic up (Fried and Fried, 1996).
 - Staff must be prepared to intervene and act immediately when they observe bullying and should express strong disapproval of bullying when it occurs or comes up in conversation (Northwest Regional Educational Laboratory, 2001).
 - Teachers and administrators must make sure students know they don't condone harassment or mistreatment of others (Kreidler, 1996).
 - Anti-bullying programs should not result in students being stigmatized either as a bully or a victim. Placing a label on a student may ensure that he or she gets help, but it may also make it harder for the student to escape that role (Northwest Regional Educational Laboratory, 2001).

Bullies often flourish in a positive way when they are placed in leadership roles that allow them to rechannel their need for power. Guidance counselors or other skilled school personnel can provide students with activities that will enhance their self-esteem, academic success, and peer relationship skills (Shellard, 2002). Bullies can be assigned to a particular location or particular chore during release times. This approach not only separates bullies and victims, but also provides bullies with the opportunity to perform constructive tasks (U.S. Department of Justice, 2004). Additionally, individual counseling and anger management classes should be provided to bullies by trained school personnel (Shellard, 2002; Northwest Regional Educational Laboratory, 2001; Fried and Fried, 1996).

School administrators should establish networks to support and protect victims of bullying. Victims need to know that they are not to blame for being mistreated. Anti-bullying programs should include assertiveness and social skills training for victims, as well as individual counseling sessions to help them deal with anxiety or depression. Cooperative learning activities in the classroom can also help reduce victims' sense of social isolation (Shellard, 2002; Northwest Regional Educational Laboratory, 2001; Fried and Fried, 1996).

Programs that teach students to recognize bullying and strategies for intervening in bullying situations can have an impact on reducing incidents of bullying. For example, inviting a child who is standing alone to join a game or conversation will make that child a less likely target for bullying (Shellard, 2002; Northwest Regional Educational Laboratory, 2001). Garrity et al. (1996) found that the key to the success of anti-bullying programs is to shift the balance of power from bullies to the silent majority of students. The silent majority must be able to intervene on behalf of victims. Bullies need to be confronted and told clearly that their behavior will not be tolerated.

Finally, school site staff must remember that their efforts to address the problem are not over when the bully is caught and disciplined. Victims may need support dealing with anxiety or depression and bullies may benefit from anger management classes or individual counseling. School and community resources must also be identified for bullies, victims, and their families (Northwest Regional Educational Laboratory, 2001; Fried and Fried, 1996).

- Create a safe physical environment. Schools can enhance physical safety and reduce bullying by implementing the following strategies:
 - Providing increased adult supervision in areas where bullying tends to occur. Staff should identify these locations and work with school staff to ensure there is adequate adult supervision in these areas. Playgrounds, bus stops, hallways, and bathrooms provide easy opportunities for bullies to isolate their victims (Shellard and Turner, 2004; U.S. Department of Justice, 2004; Shellard, 2002; Northwest Regional Educational Laboratory, 2001).
 - Reducing the amount of time students spend in activities with minimal supervision. Since much bullying occurs during less supervised time (such as recesses, lunch breaks, and class changes), reducing the amount of time available to students can reduce the amount of bullying. Staggering recesses, lunch breaks, and class release times minimizes the number of bullies and victims present at one time, making it easier to identify bullying (U.S. Department of Justice, 2004).
 - Establishing a confidential reporting system that allows students to report bullying and that records the details of bullying incidents. Students must be

encouraged to report bullying and be reminded of the difference between tattling and helping another person (U.S. Department of Justice, 2004; Shellard, 2002; Fried and Fried, 1996; Kreidler, 1996). To address students' resistance to report bullying, some schools have set up a bully telephone hot line or a "bully box," where students drop a note in a box to alert school staff of bullying incidents (U.S. Department of Justice, 2004).

- Keeping a log of all bullying incidents in the school, including who was involved, where it occurred, how often, and what strategies were used to address the problem. Over time, the log can be used to identify any patterns in bullying behavior and what types of interventions worked best to stop them (U.S. Department of Justice, 2004; Northwest Regional Educational Laboratory, 2001; Kreidler, 1996).
- Involve and educate parents. School staff must educate and involve parents so they understand the bullying problem, recognize its signs, and intervene appropriately. Research has shown that anti-bullying programs are more effective when parents understand its underlying principles and know that the school will not tolerate bullying (U.S. Department of Justice, 2004). Parents should be involved in both program planning and implementation and should be educated about the seriousness of bullying and the detrimental effect it can have on children's self-esteem and academic performance. Many parents think bullying is a rite of passage and don't take it seriously (Shellard, 2002). Parents must learn to reinforce their children's positive behavior patterns and model appropriate interpersonal interactions. School psychologists, social workers, and counselors can help parents recognize bullying behaviors that require intervention and support children who tend to become victims (Cohn and Canter, 2003).
- Be aware of bullying prevention approaches that don't work. Schoolwide programs are more likely to succeed if staff don't see them as a burden. Schools that have struggled to implement anti-bullying programs frequently cite lack of time, lack of support, and inadequate training as the main obstacles to building an effective program (Northwest Regional Educational Laboratory, 2001). In addition, research has found that the following responses to bullying are not effective in reducing the incidence of bullying behaviors:
 - Training students in conflict resolution and peer mediation. Conflict resolution is usually not effective in reducing bullying, since bullying is not a conflict between peers of equal status, but continued abuse of power. Peer mediation often further victimizes students who have been bullied (U.S. Department of Justice, 2004; Nansel et al., 2001).
 - Adopting a "zero tolerance" policy. These policies rely on exclusionary measures (such as suspension and expulsion) that can have long-term negative consequences. They don't solve the problem of the bully, who typically spends

more unsupervised time at home or in the community if he or she is suspended or expelled. Furthermore, this approach can result in a high level of suspensions without full comprehension of how the behavior needs to and can be changed (U.S. Department of Justice, 2004; Cohn and Canter, 2003).

- Implementing reactive measures. Reactive measures, such as increased security presence in the hallways or installation of metal detectors or surveillance cameras, have not been shown to produce any tangible positive results (Cohn and Canter, 2003).
- Providing self-esteem training for bullies. Since research suggests most bullies don't lack self-esteem, providing them with self-esteem training may be a misdirected approach (U.S. Department of Justice, 2004).
- Encouraging victims to simply "stand up" to bullies. Without adequate support or adult involvement, this strategy may be harmful and physically dangerous for victims (U.S. Department of Justice, 2004).

ONLINE RESOURCES

Much information on anti-bullying programs and models can be found online. Following are some selected resources (Shellard, 2002; Northwest Regional Educational Laboratory, 2001):

- Bullying.org (www.bullying.org): Bullying.org is a non-profit Internet resource that was created to help people around the world deal with the issue of bullying. The website offers a forum for students to share their personal experiences with bullying, presentations, an online course, and useful resources.
- Colorado Anti-bullying Project (www.no-bully.com): The Colorado Anti-Bullying Project is a statewide public education effort to increase awareness of the bullying issue, its consequences, and effective solutions. The website provides resources and helpful links for teachers, students, and parents.
- Anti-Bullying Network (www.antibullying.net): This website is maintained by the University of Edinburgh and provides databases of anti-bullying materials and initiatives, tips for dealing with a variety of difficult situations, and testimonials from famous people who overcame bullying.
- Maine Project Against Bullying (www.lincoln.midcoast.com~wps/against/bullying.html): This organization is funded through the Maine Department of Education. The website contains bullying links, materials and bibliography databases, and a bullying survey that can be used with third grade students.
- Center for the Prevention of School Violence (www.cpsv.org): Established in 1993 as part of North Carolina's Department of Juvenile Justice and Delinquency Prevention, the center serves as a resource for information, programs, and research about preventing school violence.

- Olweus Bullying Prevention Program (www.clemson.edu/olweus): This website includes information about the program's content, materials, and cost, as well as a suggested program timeline and training information. Evidence of the program's effectiveness is also provided.
- The Safety Zone (www.safetyzone.org): The Safety Zone is a project of the Northwest Regional Educational Laboratory, operated under a cooperative agreement with the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, and the Safe and Drug Free School Program of the U.S. Department of Education. The website provides answers to frequently asked questions about school safety, descriptions of promising and effective programs, information about topics such as bullying, and news about funding opportunities to assist with planning and program implementation.

CONCLUSION

Bullying is a serious problem facing many schools across the country. Approximately 30 percent of students in grades 6-10 are involved in bullying, as a perpetrator, victim, or both. Numerous studies have documented the long-term negative academic, physical, and emotional effects of bullying on bullies, their victims, and bystanders. Effective bullying prevention programs help to make schools safe and positive places for students to learn and interact with their peers. Research has consistently found the Olweus Bullying Prevention Program to be successful in reducing the number of bullying incidents in elementary and middle schools. A further review of the research on successful bullying prevention programs has identified general strategies that are essential components of effective programs, including implementation of a comprehensive school wide program, staff training, establishment of clear rules, integration of anti-bullying themes into the

curriculum, and involvement of parents.

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