

**Creating A Positive
School And Classroom Climate
Improve Behavior, Teach
Respect,
And Encourage Responsibility**

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Introduction

Many things that teachers are asked to do by local school boards or the state or federal government can be very abstract and at times confusing. Things like improving student character, or school climate are things that teachers are asked to do but don't get the support or the resources to achieve the goals of local, state, or federal governments; goals that they may have had nothing to do with setting. My goal with this resource manual is to put the feet to some of the responsibilities that teachers have been charged with and to bring the abstract to the concrete.

The Anti-Bullying Bill of Rights Act which was introduced on November 8, 2010 and signed by Governor Christie of New Jersey requires that each school district must form a school safety team in each school in the district to **foster and maintain a positive school climate within the schools**. This team should consist of the principal or a senior administrator in the school and a teacher in the school, the school anti-bullying specialist, and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

School climate is not something that should be ceremonious and end at the school house door. In reality the climate of the school is determined by family climate, societal climate, and community climate. Behaviors that develop in other areas of a person's life enter into the school and are brought in by the attitudes of students and at times teachers. We are all only a compilation of what people have said to us or done to us. The imprinting that an individual receives through upbringing or traumatic experiences create behaviors that at one point were minor youth conflicts but now being left unchecked and in most cases uncorrected have become adult conflicts. The social and emotional window to the

brain closes between four and five years of age, so any negative attitudes and behaviors begin to form at a very young age and can enter the school as early as kindergarten. This speaks volumes for developing behaviors such as respect, responsibility, and compliance early in a child's life all of which contributes to a positive home, school, and community climate.

What is the climate like in your school? Always remember that we create our own weather, and we need to help our students do the same.

What are the Characteristics of a Positive classroom/school Climate?

Some Definitions

What is a “positive school climate”?

School climate may be defined as:

A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviors and interactions.

Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.

A positive school climate is a crucial component of the prevention of inappropriate behavior.

Leadership:

The principal effectively guides the direction of the school, including creating a positive climate.

School building:

The physical appearance of the school building reflects respect for the school and community.

Sharing of resources:

All students have equal opportunity to participate in school activities, materials, and equipment.

Caring and sensitivity:

The principal shows consideration for the students, parents, and school staff.

Student interpersonal relations:

There is a high level of caring, respect, and trust among students in the school.

Student-teacher relations:

There is a high level of caring, respect and trust between students and teachers in the school.

And another link

http://www.nassp.org/Content.aspx?topic=Positive_School_Climate

These are just some of the definitions that anyone can get online by doing a search on school climate. You can also follow the link provided. But once you render the information down categorically you will find that a positive school climate has four very distinct characteristics:

A positive school or classroom climate is:

Respectful

Responsible

The Students are compliant

The teachers, students, and administrators feel emotionally safe

Why are these qualities so important? Respect deals with people, Responsibility involves a task, and Compliance is generic to society; everyone has to comply at some point as part of a family, a school, a job, or any system that they are a part of.

Further no one can function and reach their potential in an environment where they feel unsafe.

The character education movement in the early nineties was one of the programs that were ceremonious as it tried to address too many character qualities during the course of a school year, and didn't leave enough time for the qualities to be taught. In my opinion by addressing the qualities of Respect and Responsibility on a daily basis we would do far more in advancing the emotional and social development of our students and would be preparing them for lifelong success. In addition by focusing on these qualities student academic achievement would improve as an outgrowth of greater student-teacher respect, and the development of personal responsibility.

Understanding Respect

The Character Quality of Respect

“I'll give respect when I get respect.” How about if we all displayed the quality of respect regardless of if we were getting it or not? We would all receive respect. What is the definition of this important quality? **“Having a high regard for the rights and privileges of another person.”** It needs to be taught by example and through your curriculum every day. Start by just asking kids to say “please” and “thank you.” We all need to work on this, not just the bullies. Let's work to create a culture of respect in our schools.

Respect: I'll Give It When I Get It

If that's the attitude that everyone has, suppose no one is giving it. How about if everyone was giving it? I like the latter much better. Everyone has a choice, but the decision to display the

quality of respect can't be predicated on whether or not we are receiving it. This is not easy; it's hard. I know. I would highly recommend that everyone pick up a copy of "*The 7 Habits of Highly Effective People*" by Stephen Covey. The first habit is to "Be Proactive." A decision to be respectful to everyone should be made well before we are confronted with disrespect. Those

decisions are made way down deep in the chambers of our own soul. Help your students make the decision now to be respectful all the time to everyone. If we all give it, we all get it.

Teaching Respect: Correct It

The manifestation of disrespect in a child is laziness. That's right, laziness. It's not that the child won't do things; he just won't do them for you. This is why two teachers can have very different opinions of the same child. The child respects one teacher and not the other. Disrespect has to be corrected, but how we correct it can determine if the child is going to learn the quality of respect or not. When you ask a child to do something use the instruction, warning, and correction process. If the child does not comply with your instructions, offer one, and only one, warning. The warning is not a prelude to punishment, but rather an opportunity to determine if the child heard and understood you. With the warning make sure the child understands what the consequences will be if he/she does not comply the next time, and

plan to follow through with the consequence, if applicable. Too many warnings can send the wrong message, but more importantly, can frustrate you as the teacher. That frustration can cause you to react in anger. Always be sure to be strong, firm, and direct when teaching respect. At the same time, be sure you yourself are being respectful while correcting the behavior. Even bullies should be treated with respect.

Teaching Respect: It's Emotional

Think back to one of the best teachers you've ever had. What was it about this person that made you feel so special as a student? Any thoughts? It's not what they taught you. It's how you felt when you were in their presence. It's no big secret that learning is emotional, as well as mental. The diagram below explains the emotional processes that are involved in learning. But, for now what you need to know is that all incoming information has to pass through the emotions before it can be processed for higher order thinking by the neo-cortex. Any time the brain is placed under stress it will downshift and go into the brain stem for survival. There are only two ways to survive, and we all know them: fight or flight. Kids who operate in the fight mode need to develop respect, and those in the flight mode, responsibility. How much stress do we cause our students by our attitudes, or maybe our inability to discipline in a manner that balances rules and regulations with compassion and understanding? Realize that if you are causing stress, the relationship between you and your students will be the first thing to go, and disrespect will become imminent. The bully victim dynamic is impacted greatly by stress. What a bully may never think of doing to you as the teacher, he/she will take out on his/her classmates. Do an immediate assessment of your classroom climate and determine what can be done to create a more relaxed and friendly learning environment. Do it NOW.

So with this definition in mind we should all be striving to do two things. Number one teach respect, and number two correct the attitude of disrespect that we observe in our students and our children. Teaching respect is not as easy as it sounds as it has a lot to do with whether or not we like the kid and our own imprint. That's correct whether or not we like the kid: **Here is another tip from Anti Bullying 101.**

I like you but.... I like you, but I don't like your behavior. This little gem came out of the self-esteem movement of the 60's and 70's. Certain phrases or philosophies that may have worked 40 years ago may suffer from an over-use injury or are just antiquated. Students who are rude, discourteous, and disrespectful can be difficult to like. Ask yourself this: if you were treated by an adult in the same negative manner as a student treated you, how hard would it be to stand by this statement? Pretty tough. Our students do become adults, who may not be liked because of their behavior. I am not saying that you should tell kids that you don't like them. What I am saying is that they know all too well that we don't. Our body language, attitudes, and words are all indicators of how we feel about certain students. Bullies are very tough to get close to, and in reality, to like. Don't let your thoughts dictate your actions; fake it, bite the bullet, and keep your friends close and your enemies closer. Do whatever it takes to build a relationship with the student who is unlikeable and a potential bully. Once we come clean with our real emotions, our influence will be greater and we will then begin to facilitate lasting change.

So How Do We Teach Respect

I was driving in my car one day and was staring at the five bumper stickers that were on the car in front of me. One of the bumper stickers made a lot of sense, it said, "If you can read this thank a teacher." I never had to be reminded of this when I was a kid, I always thanked my teachers but, more importantly I respected my

teachers. I didn't have a choice I had to be respectful, I didn't even think twice. I found out very early on as a student that before I had a chance to be successful academically I had to stay in my seat, not talk back, and do what I was told when I was told to do it. I realized that if I made any attempt to complain about my teachers my parents weren't hearing it which really benefited me as a student. Today if a kid goes home and starts to complain about his teacher, instead of the parents saying do what you're told, they can almost begin to complain right along with their kid planting seeds of disrespect in the child's head that ultimately will interfere with the child's academic success. Kids who sense a division of authority between their parents and the school, go to school everyday with a poor attitude, and are being programmed for a lifetime of educational as well as employment related problems.

As a teacher and administrator myself I have watched the decline of respect in education today. It's almost as if society wants to muzzle the teacher from saying what needs to be said to a student that will help the student improve academically. Teachers have to measure every word and if constructive suggestion is offered to a student by a teacher it is viewed by the student and his parents as an insult that is going to damage the kids' self-esteem for a lifetime.

As a high school student I was no different than any other kid in school and I tried to get away with as much as possible and always looked to cut corners academically. I was a freshman in high school and I turned in a history assignment to my social studies teacher. This was an assignment that was assigned two weeks prior. I worked on it the night before it was due. Within a day or two the teacher handed the assignment back to the class. My assignment was not returned but, he asked to see me after class. I met with him and he said to me, "What is this, is this all you are capable of, Jimmy you can't b--- s---- a b---- s-----." I was shocked and embarrassed, and hung my head. Finally I looked at him and said, "Can I do it over?" He said, "Can you, are you capable of better work?" I worked on it again with his help and turned it in again and received a B for the assignment. I developed a tremendous relationship with this teacher, and respected him because he didn't feel as if he had to measure his

words. I had a high regard for this man's opinion, and didn't even think twice about trying this again.

Unfortunately if a teacher tries to do this today, the kid usually goes home, tell his parents and a meeting is arranged to question or berate the teacher. The sad part is that this allowed to go on, and it is very common place in education and in society today. Schools today are constantly on the hot seat to improve test scores, reduce the dropout rate, and to be in compliance with federally mandated programs that provide government funds. Every day on the news deviant behavior is reported in schools with school shootings almost becoming common place. Society wants to level the ground, and create an environment where no one is in charge and authority figures can't even offer any form of correction to students and employees to help improve their performance, and are muzzled by the same systems that judge their abilities. The only way students will be successful academically is when everyone involved in the educational process learns to respect the human delivery system, the teacher.

Teaching Respect

PRAISE – Begin a praise day and have all students write down something they like about another person in the class. It could start, “The nicest thing about you is” and have the students finish the paragraph. This encourages respect amongst students and makes it the norm in your classroom. One student gets a turn every day. The teacher becomes quality control and filters out any negative comments. One student a day leaves with a folder of nice comments made about them. Of course teachers should use praise as a tool for motivation. Remember to praise character not achievement.

KEEP PROMISES – Students will wrap their life around promises you make to them. Make them very sparingly and very carefully. Consider all the variables and make sure you can control them. Don't tell students they can bring candy to school for Halloween and

then find out administration doesn't allow it. Make promises and keep them.

SINCERITY AND HONESTY – Students can pick out a phony a mile away. Be sincere with your concerns and student abilities.

SAY HELLO – Say hello to all students this encourages communication and helps to break down any walls between you and the student and helps build a positive relationship.

CALL BY NAME – *NO NICKNAMES OR DEROGATORY REMARKS*

Don't fall into the trap of calling students a name that their friends call them. Remember "Leave it to Beaver" his teacher did not call him Beaver she called him Theodore.

AFFECTION – Because of the fear of touching teachers have shied away from touching their students. We are not talking here about inappropriateness but rather a hand on the shoulder, a high five, or a pat on the back. This not only affirms but also makes the student feel that you recognize and are aware of them.

LISTENING – There are five types of listening, ignoring, pretend listening, selective listening, attentive listening and finally empathic listening. We all want to be empathic listeners. This is when we listen with our body posture and our eyes. We reflect back content and feeling. We don't offer any advice but rather use listening as a means of strengthening the relationship. We want avoid reading our own autobiography into the conversation.

2-3-4-5 X 10 – Every day for ten days straight have 2-3-4 or 5 minute conversation with one of your students just like you would with a good friend. Have several of these going on everyday. Around day eight the students will look to you for the conversation and develop a greater sense for you as a person.

LITTLE COURTESIES – The little things are the big things. Model what you want from your students.

RECOGNIZE EFFORTS – Recognize when a student does his best and focus on what he did that was right rather than what was wrong. Be positive and value the differing abilities of your students

What Are We Responsible For?

Some Tips

Thoughts

What is the definition of the word “worry”? Any thoughts? Worry occurs when we assume a responsibility that we were never meant to have. How often do we worry about things that are just out of our control? I do it all the time. But, what responsibilities are ours and ours alone? **We are all responsible for our thoughts, words, actions, attitudes, and motives.** As teachers, we need to teach our kids about these areas. For the next five sections I will be sharing tips on how to teach these responsibilities to our students. We teach in two ways: through direct instruction and by example. How can I be an example for my students to help them to always evaluate their thoughts? **Instead of asking them “What were you thinking?” after a bullying event, ask them daily “What do you have on your mind today?”** Begin an open dialogue with your students. A technique I really like that I learned from Dr. Allen Mendler, author of **Discipline With Dignity** is called the 2X10 exercise. Take a student that is a known bully and have a 2–minute conversation with him as you would with a friend. Ask a question or two about other classes that the student is in, or maybe discuss a sports team you know that he/she is interested in. Do this for 10 days straight. What will happen around the eighth day is that the student will come to you for the conversation. You can then begin to peek into the thought life of this student. You may make a new friend.

Words

I can say what I want to when I want to. I guess that's freedom of speech. I guess we can post or text anything we want to as well. Kids have been sold this. What kids need to understand is that they can say, post, and text whatever they want, **WITH CONSEQUENCES**. Just because we are thinking something doesn't mean we have to say it. Our students need to evaluate their words and what damage those words can do to others. The tongue weighs about 2 ounces; yet, it can control the events of our life. Healthy confrontations, debates, and constructive suggestion are good qualities of communication that we all should develop. Spewing, spreading rumors, gossip, and hurtful statements will only create a school environment that is void of morals, trust, and integrity. Teach your students that if they are going to say something that could prove hurtful, to just wait 30 minutes. This wait-time will allow them to evaluate the cost of their words and avoid the guilt that they will experience for hurting another person. We are all just a compilation of what others have said and done to us. Remember, victims suffer because of verbal abuse. Words truly can cut deep into the heart of person.

Actions

Actions do speak louder than words, for sure, if you follow the pattern, thoughts lead to words and words translate into action. That is unless, of course, you are a bag of wind and never follow through on anything you say. Kids, though, get placed on the battlefield of the bully/victim dynamic through their words, and get pressured into taking action. Of course, this all starts in their thoughts. The more that gets said, the more action has to be taken. Most of the time, these actions are taken out of impulse, leading to serious problems among bullies, victims, and other students who they are friends with, creating discipline problems for teachers, administration, and the school's bullying specialist. Always keep your hand on the pulse of your classroom, and

your school, and listen for threatening words that you know could lead to a bullying event. At this point, the child's or teen's thoughts have escaped the confines of his secret life and have now become public. STOP HIM NOW, before you have a bigger problem to deal with.

Attitudes

The sources of the most painful offenses are not usually actions, but attitudes. People who offend others unintentionally are judged with less severity than those who intend to hurt. Even in law, the intent behind a crime is a factor in assessing the guilt of the one who stands before the judge. This is one area that is the most difficult to change in ourselves and in our students. We ask our students to do things all the time, and they should comply with our request. But really, it's not as much about the compliance, but more about their attitude when they comply. Are they resentful and angry, and is it like pulling teeth to get them to cooperate with even the smallest task? Character is truly what a person does when no one is looking. A bully will always act when no one is looking. They will deny their hurtful actions and blame others for their behavior. Begin correcting the attitudes of your students; by doing so, you will prepare them for a better future. But, more importantly, you will help them to evaluate the intent of their actions.

Motives

Do you ever watch CSI (Crime Scene Investigation)? I do, occasionally. I am amazed how all of the evidence that is collected can point directly at the suspect in question, but they just can't seem to figure out a motive. They need the motive to convict the person of the crime. We all know what the motive of a bully is, right? Power. They want to have power and control over a smaller or weaker person. How do you change the motive of a bully? By being the strongest and most influential person in the

classroom. That's right, you, the teacher have this ability. You don't need to use power; you need to use your influence. When your students realize that you are in charge their motives change from wanting to hurt others, to wanting to help. They have met their match. Remember, it is not about the influence of your power, but rather the power of your influence.

Encouraging Responsibility

BE PROACTIVE NOT REACTIVE - Understanding you own values and expectations is critical if students are going to learn responsible behavior. Too often teachers react to students who fail to follow procedures, and the student may not even be aware of what the procedures are. Proactively teach students the behaviors you expect in your classroom.

AWARENESS - Try to get students to focus their attention on their own behavior and how it affects others. Never, never, ask why did you do that? Always ask, what did you do? Too often when a student is asked why they did something it gives them an opportunity to alibi their actions and use circumstances or another person as a reason for their irresponsibility. Asking what rather than why forces the student to focus on his own actions.

BALANCE RULES AND REGULATIONS WITH COMPASSION AND UNDERSTANDING - Influencing the choices that students make can be accomplished when a teacher balances rules and regulations and compassion and understanding. Too often teachers believe that a giving the student a good talking to takes the place of a meaningful consequence. The talking to needs to take place after the consequences has been imposed. The student should at this point be given instructions on how to be more responsible.

ASSUME NOTHING – TEACH EVERYTHING - When a teacher gives instruction he/she should never assume that all students heard the instruction, and more importantly that the students understood the instructions. Teach and re-teach procedures, behaviors, and courtesies that you want students to exhibit in your classroom.

MAKE A PLAN - Develop a plan with the student that encourages responsibility. Present the problem to the student and ask him/her what are we going to do about it?

Instruction, Warning and Correction

Compliance - When we give instructions to a student, we make two very important assumptions that may or may not be true. We assume that (1) they heard us, and (2) they understood us. Dealing with student behavior requires as much instruction as does the academic curriculum. What do you do if you ask a student to do something and they don't do it? The assumption is that they were being uncooperative or maybe even willfully disobedient. That may not be the case at all. Before imposing a consequence question the student to determine if they did, in fact, hear and understand; leave the child with a warning. The warning is not a prelude to correction, but rather an opportunity to determine if your instructions were clear. If the behavior continues even after the warning, then you can be sure the student is being uncooperative. The trick though is to only give the student one warning. Too many warnings will only frustrate you as the teacher and send an inconsistent message to the student. A student who is a bully may need continued instruction about his behavior. Don't let his/her behavior stop the process. Lastly, always be sure to impose the consequence after the warning. Never give up, and always be consistent.

Feeling Emotionally Safe

Learning is as much emotional as it is mental. Our emotions sit right in the middle of our brain, and all incoming information has to be filtered by our emotions before it can reach the neocortex for processing. When fear hits our emotions, we become overwhelmed and stressed out, causing us to go into survival mode with the fight or flight mechanism taking over. In classrooms where bullies have control and power struggles are common, the students in the room are always under stress and learning becomes more and more difficult. Often, the teacher can be as stressed as the students, causing continuous negative interaction. Always be aware that when bullies and power struggles are handled correctly, and fair, firm, and consistent consequences are imposed, the classroom remains a place of learning and not a battlefield where everyone has to fight for emotional survival. Remember, as teachers we have to assure our students that they will not only be physically safe in our care, but also emotionally safe. **(See Illustration in the back of the book)**

Try and determine the stress level in your classroom or in your school

12 Strategies You Can Use Right Away

1. Cooperation Through Disagreements

Does this tip have anything to do with bullying? The answer might surprise you. Kids who have not been taught that they have a responsibility to comply with the rules of a family, a school, or society believe that they can say and do what they want. **One of the highest forms of maturity is the ability to cooperate even though you might disagree.** Bullies lack empathy and are never in tune with the expectations of others. Begin to hold kids accountable for non-compliance, and start to discipline for poor attitudes and insist on cooperation. Remember, kids don't always have to agree, just cooperate.

2. Disagreements With The Right attitude

Hmm. Now it's OK to disagree. Well kids are going to whether we like it or not. Giving your students a voice helps to reduce anger. **The idea here is that "attitude is everything."** Too often kids, when they disagree, will personalize the disagreement, resulting in name-calling or the berating of others. Often bullies will use their power to force their victim into submission. Teaching students the right way to disagree with each other builds confidence, boundaries, and maturity. It helps both the bully and the victim.

3. Rumors, Gossip and Complaining

Complaining about students in the faculty room does nothing to support the educational environment. Once you find other teachers who enjoy complaining about students, it becomes much easier to get into a routine of complaining to each other. This then makes it easier for other teachers to join right in. What usually goes along with this is a great deal of talk about how the student's lack of achievement or bullying and behavioral

problems in the classroom are caused by outside circumstances such as family or the child's intergenerational tendencies (e.g. "I had his father as a student and I am not surprised. He is just like him"). The problem is that you take the focus off of yourself and the things you can do to be part of the solution. Plus, if you're badmouthing your students, and other teachers are feeding right into it, you will walk back into your classroom with a greater dislike and additional reasons for having a negative attitude toward those students.

4. Stop Asking and Start Telling

Asking a student questions is a good thing. It gives you, the teacher, an idea of the student's knowledge base and, at the high school level, what his or her views might be on different topics. So questions are good unless you are asking for something that has an obvious answer. Then you are not asking questions, but you are telling the student to do something and giving him-her a command. Often we can fall into the trap of asking some "where," "when," and "why" questions to students. Things like, "Why are you late?" "Where is your pencil?" or, "When are you going to sit down?" either don't matter or require a consequence for being tardy, unprepared, or non compliant. It can be as innocent as stating, "We are going to do math now, okay?" When we should be saying; "Take out your math book and turn to page seven." Bullies love to do what they want when they want to. So, stop asking and start telling.

5. Be a Good Listener

Be a good listener; this is easier said than done, because most people listen to respond, not to understand. There are 5 different types of listening. The first is Ignoring. We don't mean to do this; it is really done mentally. Our minds are in another world when someone is speaking to us. The second is Pretend Listening. This, we do when

we want to get off the phone with someone and they don't. You know the drill — “yeah right, right, sure,” and on and on. The third is Selective Listening. This, we do with a three year old. I mean if we listened to everything a three year old said, we would go out of our mind. The fourth is Attentive Listening; this is when we listen with our ears, our eyes, and sometimes our mind. The fifth type of listening, and the most important, is Empathic Listening. This is when we listen with our ears, our eyes, our body, our soul, and our spirit. We listen so well that we can mentally place ourselves in the conversation with the person we are speaking with. Victims of bullying need us not only to hear and listen to them, but also to understand them and feel their pain. Victims can, at times, believe that they are not taken seriously and then refuse to report to adults when they are bullied. They then start taking matters into their own hands, which can have devastating results. We all make time to listen to students when they want to speak with us. The question remains though, what type of listeners are we? Begin to practice empathic listening today. Do it with your own kids, your spouse, and of course, your students. It's a habit we all need to get into.

6. The Three Types of Liars

Kids lie, adults lie, and we all bend the truth, fabricate, and embellish. We are all innocent until proven guilty; right? Sometimes when kids do things, that we didn't see but the evidence is so strong and points to them as the guilty party, well they might be guilty until proven innocent. Tough to swallow, I know. Parents will always tell you that their son/daughter would never lie to them. Righttttt! Well kids do lie sometimes they lie when it is just as easy to tell the truth. These kids are what I call **situational reactive liars**. They fear a reaction on the part of an adult and will poke around to try and find out what the person wants to hear. The next type of liar is the **con artist**. This kid will tell you exactly what you want to hear and never ever deliver. As an adult we may be married or in a relationship with a person like this. Promise the moon and the rocket never leaves the ground. Their need to be liked is so strong, and they assume so many

responsibilities that they can't keep up and ultimately give up. The final type of liar and the one that we deal with frequently is the **withholder**. When you question this kid he will provide you all the information related to a situation but will leave out about 10%. This 10% is the information that will incriminate him/her. Why is it so important to understand these types of kids? Because we will as a teacher or administrator spend large parts of our day trying to disentangle situations that these kids were/are involved in and it will disrupt the climate of your classroom or your school.

7. Begin To Understand What Freedom of Speech Really Is

I can say what I want to say, when I want to say it. I guess that is true. I will add one additional line: **“with a consequence.”** Let's face it you can't scream “fire” in Macy's unless there is a fire. Otherwise, you will probably get arrested. **Freedom of speech is not the freedom to say what you want, but the wisdom to say what you ought.** Chasten a student about his language or negative attitude when he talks to someone, and his/her response will probably be “I don't care.” Rest assured he will. Get him/her to break this bad habit now, or one day it will cost him his job or maybe his marriage. Words need to be fitly spoken; even the truth needs to be delivered in a kind, caring way with the desire to help, not to hurt. Only a fool will utter his whole mind, burning bridges and leaving once positive relationships in a wake of turmoil and pain. Teach your students to say what is on their mind with the right attitude and the right motive. You will be improving the school climate and gearing them for lifelong success as adults.

8. Learn How To Defuse Power Struggles

Linda Albert (Cooperative Discipline) and Alan Mendler (Discipline with Dignity) both agree that the best way to handle a power struggle of crisis proportion is to use the correct language. Linda Albert refers to the language as **fogging**, and Allen Mendler suggests that teachers practice, **Listening, Acknowledging, Agreeing, and Deferring**

(L.A.A.D). Both are reasonably the same, and can bring about the same desired result, a graceful exit for the teacher and the student while both parties save face in front of a classroom full of students.

Some Statements That Diffuse Power Struggles

Listening

“You must really be upset right now Joe, and you are in no mood to listen, I’ll respect that.”

Acknowledging

“Tom if I understand you correctly, you are telling me that you are not planning to do what I asked. Did I get that right?”

Agreeing

“Sarah you are right about that, I can’t make you do things. The real question is can you make yourself do it and be proud of your work”

Deferring

“John I have no idea why you would say that right in front of the class and I am embarrassed. Let’s talk later to avoid a fight.”

Fogging

Perhaps the best technique that Cooperative Discipline suggests is something that is called a **fogging technique**. Fogging involves responding to inflammatory statement as if they are of little or no importance. It is the opposite of active listening and communicates to the student that you are not going to be manipulated by insults. Cooperative Discipline suggests many effective fogging techniques.

Agreement with the Student

Change the Subject

State Both Viewpoints

Refuse Responsibility

Dodge Irrelevant Issues

Deliver a Closing Statement

Call the Student's Bluff

Take a Teacher Time-Out

If The Student Says:

I don't know why I have to be in the dumb class anyway?

State Both Viewpoints – “This class may be dumb for you but, it is very important for me and for the rest of the class, now open your book”

You're the meanest math teacher I've ever had.

Agreement: “I will admit I am tough on you, but you will learn a lot in this class.” Or ignore the statement completely and move on.

Who ever told you that you know how to coach?

Tip – Anytime a student starts to question you about something understand that you don’t have to answer the question. Answering the question starts to put you on the defensive. I have always found that the best way to answer questions from students that are designed to start a power struggle is to ask the student a question in return.

The response from the teacher in this scenario should be: Who have been some of your other coaches? Or you can also **change the subject**, by telling a joke or asking the student if he saw the game last night.

I can’t learn anything the way you teach.

Refuse Responsibility: “It’s not my teaching that I am worried about, it’s whether or not you are learning anything, let’s look at what we can do together.”

This class sucks.

Agreement: “You’re right it does, this is a tough subject.”

I sure wish I didn’t have to be doing this stupid science experiment right now.

State Both Viewpoints: It may be stupid to you but it is very important to me to make sure you learn this material, and then
Refuse Responsibility: You will do fine if you put your mind to it.

I can’t wait for the bell to ring. This class is driving me nuts.

Tip: Most students believe that once the bell rings that they can just get up and walk out of class. Let them know that the bell is for me not for you, and that I (the teacher) will dismiss you. Too often students believe that when the bell rings that that means they can walk out of the classroom. The teacher is the one that grants permission for the students to be dismissed

You're not fair – nobody else gives us weekend assignments

Dodge Irrelevant Issues: Don't bite, ignore if possible. If you choose to start justifying why you give weekend assignments you will lose and probably give in. Fairness has nothing to do with the work that has to be completed.

You can't make me redo this report just because the paper got messed up on the bus.

Agreement: “You are right I can't make you redo the assignment. The question is can you make yourself redo it and be proud of your work?”

Who needs to learn this dumb stuff anyway?

State Both Viewpoints: “It may be dumb to you but it is important to me and to the rest of the class. Take out your book.”

I told you that I'm not staying after class just because I was ten minutes late.

Tip: This type of scenario usually occurs in high school during the last period of the day. Now, you can call the students bluff and say, “So what you are saying is you don't want to make up the 10 minutes and get it over with now, you would rather spend 1 hour in central detention? I've observed many teachers who try to block the door when the student decides to leave the room to stop the student from leaving when they were told that they had to stay after class. The teacher stands in the doorway and

the student brushes by the teacher, the teacher then ended up in my office stating that the student pushed him/her and want to file a police report. Do yourself a favor and let the kid leave and then write a discipline referral on the student. Don't be foolish and believe that you can stop the student from leaving the room. The story will get twisted when the student speaks to his parents and they will accuse you of grabbing the student.

It's your fault I did so bad on the science test. You didn't give us enough time to review.

Tip: Use the redo retake principal here. Most students who blame the teacher for doing poorly never really review or study the material anyway. What I have used over the years is what I call redo retake. Tell the student that you will let them retake the test. Give them a copy of the test and have them do it at home. Sometime within a day or two the student should retake the test. The same test that he was told to complete at home.

Unfortunately what I have discovered is that most kids do poorly on the retake also. It's not that they didn't have time to review; they never made the time to review. What has happened here is the responsibility for the student's poor grade lands squarely on his lap.

Delivering Closing Statement

A closing statement is delivered to make the student aware that the conversation is over, and that there will no further discussion.

Some Closing Statement Might Be

“Open your book and turn to page.....”

“Are you finished?”

“You’ve mistaken me for someone who wants to fight.”

“We can continue this discussion after class if you like.”

“Unless you have something else to add, this conversation is over.”

9. Use Praise Effectively

Research suggests that praise is supposed to be given to children on a 1–9 ratio, for every one constructive suggestion, there should be nine words or statements of praise. But, those nine must be specific and communicate exactly what the student did. Often, teachers go overboard giving general, rather than specific, praise. An example of general praise would be when a teacher tells students, “nice job.” Specific praise would be, “Excellent opening and closing of essay,” or “Excellent use of figurative language, and transitional words and phrases,” or “Nice job addressing all elements of the question.” You are praising for something specific because you want the student to be aware of what it is you want them to continue doing. Plus, the praise is much more meaningful and believable when something specific is attached to it. Praise given at the right time and for the right thing will build a respectful and responsible classroom environment.

Tip – No amount of praise will work if respect is not present in the relationship. Use the 2x10 approach in the section on teaching respect along with praise to foster a strong and more relaxed school/classroom climate.

10. Rules First Then Compassion and Understanding

We talk too much in the discipline process. Often a child or even a young adult will believe that the good talking to was the consequence attached to his/her behavior. In reality we were trying to soften the kid up so we could lower the boom with the consequence. It usually doesn't work and a situational reaction occurs and then we have to start all over only now we have a power struggle on our hands. Do yourself a favor; impose the consequence and then show the compassion by asking pertinent question about the kid's behavior. By doing this we will get the kids attention with the consequence and we will be in a better position to practice empathic listening.

11. Handle Confrontations Wisely

Confrontations—no one likes them. As a matter of fact, most people avoid them at all cost. The reason is because as children, we were never taught how to deal with them and never developed the ability to disagree with the right attitude. (See Tip: January 3, 2012). Dr. Robyn Odegaard, author of *Stop The Drama! The Ultimate Guide To Female Teams*, really hits the nail on the head when it comes down to conflict and confrontations. She defines a term that all of us need to be familiar with. Productive Conflict. This is the act of addressing and handling a disagreement or misunderstanding using an established set of healthy communication guidelines, which lead to resolution. Dr. Odegaard states that when we are involved in a disagreement, we have to create enough space in the conversation to allow for disagreement. This is wise guidance, and I support her research and findings. Conflicts that are left only partially resolved can lead to passive aggressive behavior and avoidance. Our students need to learn this term and work on developing the ability to resolve conflicts in a productive and respectful manner and disagree with the right attitude. You can order Dr. Odegaard's book here: <http://stopthedramanow.com/>

12. Take Care of Yourself

With the onset of the Anti Bullying Bill of Rights Act in New Jersey, and the potential for anti-bullying laws to go nationwide, teachers are required now, more than ever, to hold students accountable for harassment, intimidation, and bullying. Are teachers the only ones responsible to quell this epidemic plaguing our country? Sometimes, you might feel that way. The problem has been around since Cain and Abel, and our society and culture has allowed the problem to grow to the monstrous proportions seen today. Schools provide the venue for those who bully to carry out their dirty work. Schools are no longer just a place to teach basic skills and to prepare students academically; they are now required to teach character, ethics, and to a degree, morals. With this added responsibility and accountability, teachers can become drained of their physical and emotional energy. They lose sight of the fact that the quality of their performance is based upon their own wellness and how secure they feel in their position. We strive to provide a safe learning environment for our students, and we as teachers deserve the same. The children of this country have been placed in our hands from 6–12 hours per day and may spend more time with teachers than they spend with their parents. As exhausting as it might be, this is what we signed up for. So, we have to strike a balance and take care of the golden goose (ourselves), because we are the ones who are laying the golden eggs. If we kill the goose as the farmer did in Aesop’s Fables, we will lose the riches that go along with the good life.

I have written about the dimensions of life before in *The New 3Rs in Education: Respect, Responsibility, and Relationships*, and it is worth repeating here. I reference Stephen Covey’s book *The 7 Habits of Highly Effective People*. In his book, Covey describes seven habits that, if incorporated into a person’s life, will motivate and inspire him/her to achieve balance. The habits are “Be Proactive,” “Begin with the End in Mind,” “Put First

Things First,” “Think Win-Win,” “Seek First to Understand then to be Understood,” “Synergize,” and “Sharpen the Saw.” The seventh habit, “Sharpen the Saw,” is particularly relevant here.

The following is an excerpt from *The Seven Habits of Highly Effective People*:

“Suppose you were to come upon someone in the woods working feverishly to saw down a tree. ‘What are you doing?’ you ask. ‘Can’t you see?’ comes the impatient reply. ‘I’m sawing down this tree.’ ‘You look exhausted!’ you exclaim. ‘How long have you been going at it?’ ‘Over Five hours,’ he returns, ‘and I’m beat! This is hard work.’ ‘Well, why don’t you take a break for a few minutes and sharpen the saw?’ you inquire. ‘I’m sure it would go a lot faster.’ ‘I don’t have time to sharpen the saw,’ the man says emphatically. ‘I’m too busy sawing.’

Sometimes we are so busy working that we just don’t take the time for ourselves and our family. In his book, Stephen Covey explains that people should spend time in what he calls “renewal.” Renewal is when we preserve and enhance the greatest asset we have, which is ourselves. Unfortunately, sometimes our family may just think that we are taking time away from them, when in essence, what we are trying to do is make ourselves stronger for them. By practicing Covey’s four dimensions that are explained below, a person will become more liberated emotionally and will be able to fight the stresses of life to become a better parent, spouse, son, daughter, and yes, even teacher.

The Physical Dimension

The physical dimension involves caring for our physical body including eating right and getting enough rest and exercise. If we think that we don’t have enough time to exercise, understand that we don’t have the time not to. Often, we will think that in order to get the right exercise we have to join a gym and hire a trainer. In reality, can just take a walk or do a few calisthenics, and we will

start to see results. Better yet, we can take a walk with our children and enjoy a good conversation along the way.

The Mental Dimension

We don't read enough for pleasure or for enrichment. For some reason, when we graduate from college we stop doing any serious reading or research. Too often, our time is spent watching television and not enough time is spent in our mental development. I know some folks who get cranky and despondent if they don't see their favorite shows on certain nights. With the advent of DVR, and other devices, we can record just about anything we want for future viewing. We can get so caught up in television that we lose sight of other things we can do with our minds. Our minds are like muscles and have to be developed and worked or they will atrophy. We need to find things that we like to read and that inspire and encourage us. Then, we should make a commitment to try and read a book per month. Keep in mind that books on tape are in the public library as well.

The Social / Emotional Dimension

If we come home worn out from the day, we may not have the energy to devote to the key people in our lives. Often, these key people (husband, wife, son, daughter) can feel short-changed by the lack of time and attention that we give to them. Too often, we come home and want to talk about some "snot-nosed kid" who gave us a hard time that day. That is not the conversation our loved ones want to have with us. Yes, they do want to hear about our day, but they also have a desire for us to have an equal interest in their day. Remember one thing: the school we are working in can run with us or without us. We may believe that we are indispensable at work, but that is an absolute fallacy. We can be replaced, and we may not even be missed. But can our family run without us? You know the answer. Your family needs you, and you need them. There isn't a person alive who on their death bed stated that they wished they had spent more time at work. We must focus on giving the people we love the time they deserve. Then, they will give us their blessing when we go off to work.

The Spiritual Dimension

The Spiritual Dimension is a very private area for most people. Many people have their own method of feeding their soul. Some folks communicate with nature, read inspirational literature, or spend quiet time alone in prayerful meditation. The great reformer Martin Luther said, "I have so much to do today that I will have to spend three hours praying instead of two." I have come to realize that there is a spiritual connection that all people want, but that many people do not do enough to develop it. The spiritual dimension often gets ignored, and that can leave a large void in a person's life.

Some Thoughts on Parents

Parents Can Be Bully's Too

Please go to <http://bullyproofclassroom.com/parents-can-bebullies-too-2> and read this article. What do you do when parents are bullies? The real reason why parents argue with teachers and administration is because they will never win the argument at home with their own child who they, as the parent, never corrected. They are, in many ways bullied at home and react out of fear; this fear is taken out on the teacher in the form of anger and rage. They are not doing their child any favors because their child is going to have a difficult time in life when Mom and Dad are not around. What's the answer? **When dealing with a parent who is a known bully, never go at it alone. Always meet with them when you have the support of your colleagues or the administration. Parents who are bullies will usually believe what their son or daughter tells them. Things like "the teacher doesn't like me," or "the teacher is always picking on me" are common cries from students who are bullies. When you meet with these parents, they go on the attack and become accusatory, putting you as the teacher on the defensive. Chances are, if their son or daughter is a bully, they are a school-wide problem as well, and other teachers and administration have observed their behavior. Having the support of your team when meeting with a parent avoids the idea that you are picking on their child.**

Kids Can Intimidate Their Parent's

When kids are unhappy about something that happens in school and they believe that the teacher was the culprit, they will usually go home and complain to mom or dad. If the parents are weak, and are in a position of being intimidated by their own children, they will usually go to the school and argue for their child. Why? Because they can win the argument with the school, but they will always lose the argument with their own kid. I experienced this once: a child bullying his

mother in my office. My response to the kid was, “don’t bully your mother in my office.” When this was said, the mom felt she now had an ally and became more assertive with her son. Husbands and wives may disrespect each other in the home in front of the children. Sometimes children will become one of the parents’ confidants and will have to listen to complaints about one parent or the other. Anytime you have an opportunity to stick up for or defend a parent when they are being bullied by their own child in your presence, do it. You will make a new friend, and your disciplining of that child will be easier going forward.

Parents Need Parenting

The young parents of today need parenting. Parents who have left home with a rebellious attitude may not even be speaking with their own parents. They have lost their perception of right and wrong behaviors, and sometimes even simple decisions are tough. It’s these parents that will try to bully the teacher and the school. They do not have the ability to cooperate when they disagree and can wreak havoc in an educational setting. These parents need to be agreed with immediately. You heard right. Agreed with. But, agree in principal, not with the content. Let them know that you can see things from their perspective, but work with them to see things from your perspective. Instead of a tug of war, move to their side of the rope. Or better yet, let go of the rope. Ease into conversations with these parents and lose your fear of being yelled at. Be an empathic listener, and don’t argue. They need to be taught, and you are going to do it.

Don't Be An Easy Target

At times victims of bullying can be like a magnet and attract bullies. They can become easy targets based upon how they walk, what they say, or because they are just awkward in social situations. This is not to say that victims are to blame for their treatment. Rather I am offering an approach to help the victim develop resiliency and confidence. This requires coaching. We can't just say to a victim to take action on their own. They have to practice, pick and choose their battles, and know when to walk away. This all comes with the help of a teacher, a parent, or a coach who has their best interest at heart. Here are eleven easy strategies that you can teach your students or your children to help them develop confidence and avoid becoming or remaining a target.

1. Only you know if you are being bullied. The warning signs are the knot in your stomach and the fear in your heart.
2. Bullies don't have to know about the knot or the fear.
3. Learn to stay **“Stop Knock It Off.”** Realize that when you say it that the behavior may not stop. After you say it, **walk away.**
4. If what you say doesn't work it doesn't mean that you are a failure. You failed that time. You just haven't gotten there yet.
5. If a bully confronts you simply state “You have mistaken me for someone who wants to fight.” And Walk Away.
6. Walk with your head up and your shoulders back. Walk at a moderate pace between classes. Don't give the impression that you are looking over your shoulder.

7. Hold your books under your right arm with a firm grip. Don't clench them like you are thinking that someone is going to knock them out of your hands.
8. Pay attention to your surroundings. When you are walking almost take a panoramic view of where you are going.
9. Listen to your classmates and only respond when you believe that it is absolutely necessary.
10. Don't disclose any information to anyone that you believe that they will use to bully you.
11. Know who your friends are. Keep your friends close and your enemies (the bully closer). Don't try to be friends with the bully or be his sidekick. It won't stop him from bullying you. By keeping the bully closer you are merely trying to understand his motives and how to manage his words and actions.

DEFINITIONS OF CHARACTER QUALITIES

Alertness vs. Unawareness – Being aware of that which is going on around me so I can have the right responses.

Attentiveness vs. Unconcern – Showing the worth of a person by giving my full concentration to his/her words.

Availability vs. Self-centeredness – Making my own schedule and priorities secondary to the wishes of others.

Boldness vs. Fearfulness – Confidence that what I do or say is true, right, and just.

Caring vs. Selfishness – Giving to others basic needs without having as my motive personal reward.

Cautiousness vs. Rashness – Knowing how important right timing is in accomplishing right actions.

Compassion vs. Indifference – Investing whatever is necessary to help heal the emotional hurts of others.

Compliance vs. Willfulness – Doing what I am told, when I am told to do it, with a good attitude.

Contentment vs. Envy – Realizing that I already have everything I need for my present happiness.

Creativity vs. Underachievement – Approaching a need, a task, or an idea from an original perspective.

Decisiveness vs. Indecisiveness – The ability to finalize difficult decisions based on what will make me and others successful.

Deference vs. Rudeness – Limiting my freedom in order not to offend the tastes of those around me.

Dependability vs. Unreliability – Fulfilling what I consented to do even if it means unexpected sacrifice.

Determination vs. Faintheartedness – The inward strength to accomplish my goals regardless of any opposition or adversity that stands in my way.

Diligence vs. Laziness – Investing all my energy to complete the tasks that are assigned to me.

Discernment vs. Shortsightedness – The ability to have acute judgment and understanding.

Discretion vs. *Simple-mindedness* – The ability to avoid words, actions, and attitudes, which could result in undesirable consequences.

Endurance vs. *Giving up* – The inward strength to withstand stress to accomplish my goals or the goals of others.

Enthusiasm vs. *Apathy* – Exhibiting a sense of excitement and maintaining a high energy level in my daily activities.

Faith vs. *Presumption* – Picturing what the person in charge wants to do and acting in harmony with it.

Flexibility vs. *Rigidity* – The ability to adapt to new, different, or changing situations or requirements.

Forgiveness vs. *Resentment* – Ceasing to feel bitterness toward one's offender and not holding a grudge against him/her.

Generosity vs. *Stinginess* – Realizing I am a steward of all I have and using it for the best purposes.

Gentleness vs. *Harshness* – Showing personal care and concern in meeting the needs of others.

Gratefulness vs. *Unthankfulness* – Letting others know by my words and actions how they have benefited my life.

Honesty vs. *Deception* – A refusal to lie, steal, or deceive in any way.

Hospitality vs. *Loneliness* – Cheerfully sharing food, shelter, and emotional refreshment with those in need.

Humility vs. *Pride* – Recognizing that others are actually responsible for the achievement in my life.

Initiative vs. *Unresponsiveness* – Recognizing and doing what needs to be done before I am asked to do it.

Joyfulness vs. *Discontentment* – The spontaneous enthusiasm that is based on the condition of my mind and my emotions and not based on circumstance.

Justice vs. *Injustice* – Personal responsibility to all the laws governing my actions.

Loyalty vs. *Unfaithfulness* – Demonstrating commitment to a person, cause, ideal, or custom.

Maturity vs. *Immaturity* – Having the ability to subordinate my impulses to a value.

Meekness vs. *Anger* – Yielding my rights and utilizing my influence rather than power.

Orderliness vs. *Disorganization* – Arranging myself and my surroundings to achieve the greatest efficiency.

Patience vs. *Impatience* – The ability to suppress restlessness or annoyance in waiting.

Proactivity vs. *Reactivity* – Knowing my responses and acting upon them before I am faced with a problem.

Punctuality vs. *Tardiness* – Being ready to begin each task at the appointed time.

Resourcefulness vs. *Wastefulness* – Finding practical use for that which others would overlook or discard.

Respect vs. *Disrespect* – Having a high regard for the rights, privileges, or worth of another person.

Responsibility vs. *Unreliability* – Holding myself accountable for my thoughts, words, actions, attitudes, and motives.

Security vs. *Anxiety* – Structuring my life around that which is not temporal and cannot be taken away.

Self – Control vs. *Self – Indulgence* – Exercising restraint over my thoughts, words, actions, attitudes, and motives.

Sensitivity vs. *Callousness* – Exercising my senses so I can perceive the true attitudes and emotions of those around me.

Sincerity vs. *Falseness* – The desire to do what is right with no motives of my own.

Thoroughness vs. *Incompleteness* – Knowing what factors will diminish the effectiveness of my work or words if neglected.

Thriftiness vs. *Extravagance* – Not letting others or myself spend that which is not necessary.

Tolerance vs. *Prejudice* – Having an understanding or acceptance of the beliefs or practices differing from one's own.

Trustworthiness vs. *Unreliability* – The quality of being reliable and deserving of trust.

Wisdom vs. *Foolishness* – The ability to discern inner qualities and the ability to use good judgment.

Resources

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AWARENESS OF ANGER – LESSON PLAN

<http://www.teachablemoment.org/elementary/anger.html>

A lesson plan for grades 3-6 on anger management. *"Students will describe the ways people communicate and physically react when they have strong feelings, especially anger. Students will recall and describe a time they got angry."* Excellent

A BAD CASE OF BULLYING: USING LITERATURE RESPONSE GROUPS – LESSON PLAN

<http://www.readwritethink.org/classroom-resources/lesson-plans/case-bullying-using-literature-77.html#resources>

A lesson plan on bullying for grades 3-5. *"This lesson provides an opportunity for students to reflect upon and personally relate to a teacher read-aloud of a narrative story. The lesson could be used with other stories; however, A Bad Case of Stripes allows for a personal connection by having students reflect on similar situations or emotions in their own lives. Acceptable behaviors and ways to prevent bullying in the classroom and school are also discussed."* Excellent

BE STRONG, BE MEAN OR GIVE IN? – LESSON PLANS

http://www.teachablemoment.org/elementary/strong_mean_giving_in.html

Two lesson plans on assertiveness and bullying for grades 3-5. *"In the following two lessons, we apply ideas of assertiveness to the kinds of situations children face daily, and give them a chance to practice skills in standing up for themselves and being strong."*

Excellent

BUILDING A CLASSROOM COMMUNITY AND "BULLY-FREE ZONE" – LESSON PLAN

http://www.pbs.org/parents/itsmylife/lesson_plans/bullies_classroom_community.html

A lesson plan for grades 3-7 on establishing a classroom community free of bullying. *"Almost all children, at some point in their childhood, will experience or be affected by bullying behaviors. For the safety and welfare of ALL children in a positive learning environment, it is essential for teachers to establish a learning community void of bullying behaviors and to facilitate a sense of community in the classroom. This includes teaching children skills to deal with bullies, as well as promoting positive social skills such as cooperation, communication, and conflict resolution."* Requires internet access to video clips on the site. Excellent

BULLYING PREVENTION LESSON PLANS

<http://www.peelregion.ca/health/bullying/howtouse.htm>

A collection of lessons plans, arranged for monthly use on preventing bullying. *"These lesson plans are intended to be used in schools as part of a comprehensive approach to bullying prevention. Experience has shown that the most effective and consistent use of these lessons occurs in schools where the in-class lessons were introduced 6-12 months after the launch of a comprehensive bullying prevention initiative."*

At this point, staff stated they felt like the lessons were part of a larger vision, and not just another 'download' to teachers.

Consistency and sustainability have been the main goals of the Peel Health Bullying Prevention Initiative and, therefore, of the classroom sessions. The lessons are meant to be used as an entire school. The goal is to have every teacher address the issue of bullying by using the lesson plans with their class. Relying on support staff to teach all the lessons simply results in a lack of consistency and undermines sustainability.

Ten Lesson Plans: There are 10 lesson plans - one for each month of the school year. The order of the lesson plans was based on logical progression, teacher experience and evaluation. Because the activity of one month is often based on knowledge or resources from a previous month, it is recommended to follow the lessons in order. The lessons are identified by month, so schools starting to use the lessons in September simply use the corresponding months. Schools starting at another time of year are encouraged to begin with September as month one, and continue through the lessons until year end." Excellent

BULLYING REALITY QUIZ

http://www.educationworld.com/a_lesson/00-2/lp2064.shtml

A lesson plan for grades 6-12 on bullying. *"Students take a quiz about school violence and create their own quiz on bullying."* Very Good

CONFLICT AND WIN-WIN SITUATIONS – LESSON PLANS

<http://www.teachablemoment.org/elementary/conflict%20and%20win-win.html>

Two lesson plans for grades 3-6 on conflict and win-win situations. *"The first lesson introduces students to the concept of conflict, helps them consider that conflict is a normal part of life and does not have to lead to violence, and asks them to consider examples of conflict in their own lives. In the second lesson, students practice coming up with "win-win solutions" to conflict."* Excellent

CONFLICT RESOLUTION LESSON PLANS

<http://www.teachervision.fen.com/classroom-discipline/resource/3038.html>

Fifteen lesson plans for grades K-12 on conflict resolution. Use in association with bullying lessons. Excellent

YBERBULLYING: WHAT IS IT? WHAT CAN WE DO ABOUT IT? – LESSON PLAN

<http://www.teachablemoment.org/high/cyberbullying.html>

A lesson plan for high school students on cyberbullying. *"In the past month, six gay teenagers have committed suicide after being tormented by bullying or cyberbullying. To help teachers address this issue, Morningside Center for Teaching Social Responsibility has posted several new classroom lesson plans on TeachableMoment.Org. The lesson below aims to raise students' awareness about how to make their school and community a safe and welcoming place for everyone."* Excellent

CYBERSPIES IN CYBERSPACE – LESSON PLAN

<http://learning.blogs.nytimes.com/2008/03/17/cyberspies-in-cyberspace/>

A lesson plan for high school students on teen use of the Internet. *"Overview of Lesson Plan: In this lesson, students will explore their parents' and/or guardians' concerns about safety in cyberspace and draft individually prepared parent/guardian-teen contracts about Internet usage."* Excellent

DO SOMETHING ABOUT...SCHOOL VIOLENCE UNIT – CURRICULUM UNIT

<http://www.lessonplanspage.com/SSODoSomethingAboutSchoolViolenceUnitDay1Bullying912.htm>

A unit on bullying and school violence for grades 9-12. *"The following lesson is the first lesson of a 10-day School Violence Unit from Do Something, Inc."* Excellent

HALL MONITORS: SCHOOL REPORTERS PROBE THE HEART OF SCHOOL VIOLENCE – LESSON PLAN

<http://learning.blogs.nytimes.com/2003/03/13/hall-monitors/>

A lesson plan for grades 6-12 on school violence. *"In this lesson, students will investigate the incidence of different types of violence that occurs in their schools, and question local authorities about the best ways to reduce violence in school."* Excellent

A HIGH-INTEREST NOVEL HELPS STRUGGLING READERS CONFRONT BULLYING IN SCHOOLS – LESSON PLAN

<http://www.readwritethink.org/classroom-resources/lesson-plans/high-interest-novel-helps-390.html>

A lesson plan covering several sessions for grades 9-12 using a realistic, high-interest novel as a basis for discussion. Excellent

NO PLACE FOR BULLIES – LESSON PLAN

<http://learning.blogs.nytimes.com/2007/12/18/no-place-for-bullies/>

A lesson plan for high school students on bullying. *"Overview of Lesson Plan: In this lesson, students reflect on the bullying in their community, hold an anonymous discussion about bullying and suggest solutions to the problem."* Excellent

PHOEBE PRINCE'S SUICIDE HIGHLIGHTS THE PRESSING ISSUE OF BULLYING – LESSON PLAN

<http://www.teachablemoment.org/high/prince.html>

A lesson plan for high school classes on the issue of bullying. Includes student readings and discussions. Excellent

PLAYGROUND BULLYING – JUDICIAL FAIRNESS – LESSON PLAN

<http://www.mnciviced.org/vertical/Sites/%7B3F0B4D55-996C-4AB9-841A-ACA00304CEE0%7D/uploads/%7BBBD5D7D2C-B697-4C40-98F7-B99E2E650586%7D.PDF>

A lesson plan for grades 4-6 on bullying and fairness. *"Students will discuss the idea of "fairness" and "fair" decision-making, and how things judges say or their behavior in the past might affect*

both the judge's ability to be fair and a person's perception of the judge's fairness." Excellent

RESOURCES ON BULLYING AND CYBERBULLYING – TEACHING RESOURCE

<http://learning.blogs.nytimes.com/2010/06/28/resources-on-bullying-and-cyberbullying/>

A teaching resource from the NY Times. Includes a list of lesson plans and articles as well as links "*Bullying, hazing, harassment:*

Whatever you want to call it, educators and parents are focusing on it more and more. A particularly thorny issue is how best to get involved when kids use digital devices and social networking sites to torment their peers. In the past few months, Times reporters have looked at the pros and cons of antagonistic relationships and close friendships and the role of such relationships in bullying, as well as teens' use of social networking sites to insult one another. You likely also remember coverage of the Phoebe Prince case."

Excellent

SHOULD HATE BE OUTLAWED? – LESSON PLAN

<http://www.crf-usa.org/school-violence/should-hate-be-outlawed.html>

A lesson plan for junior/senior high students on hate and hate crimes. It discusses specific hate crimes and the reaction of the community including attempts to legislate against this. Excellent

STUDENT VIOLENCE IN AMERICA'S SCHOOLS – A NEW YORK TIMES ISSUE IN DEPTH – LESSON PLANS

<http://www.nytimes.com/learning/general/specials/schoolviolence/index.html>

An in-depth examination of school violence from the New York Times includes News Summaries, a Web Guide (links), and Lesson Plans. Excellent - Also in the Websites section.

TEACHING "THE LORD OF THE FLIES" WITH THE NEW YORK TIMES – LESSON PLANS

<http://learning.blogs.nytimes.com/2010/08/05/teaching-the-lord-of-the-flies-with-the-new-york-times/>

A lesson plan for high school students on the relevance today of Golding's "Lord of the Flies". *"Earlier this year, we asked students and teachers to name the books they love to read and teach. Books like "The Catcher in the Rye" and "To Kill a Mockingbird" were favorites among teachers and students alike. Teachers also weighed in on the books they least enjoyed teaching. And "The Lord of the Flies" made the short list. Yet William Golding's 1954 novel, which has been published in 26 languages and inspired two films, endures as required reading on high school and college campuses. So, here are some resources to complement your reading of this classic text that we hope will help move it off of your, and your students', "least favorite" lists. And teachers, we would love to hear how you teach "Lord of the Flies." What works well? Please share your ideas and experiences!"* Includes several lesson plans, crossword puzzles and links. Excellent

‘A TROUBLING TREND’: DISCUSSING BULLYING AND ANTIGAY ATTITUDES – LESSON PLAN

<http://learning.blogs.nytimes.com/2010/10/05/a-troubling-trend-discussing-bullying-and-antigay-attitudes/>

A lesson plan from the NY Times on bullying and student suicide for high school students. *"Overview / What is the societal climate for antigay bullying in schools and a recent rash of related student suicides? What, if anything, can be done to make schools safer and more inclusive? In this lesson, students examine and discuss responses to the recent suicides that have occurred amid antigay bullying and complete an optional campaign to foster safety and acceptance at their own school."* Excellent

WEB LESSONS ON SCHOOL VIOLENCE

<http://www.crf-usa.org/school-violence/school-violence.html>

A collection of lesson plans on school violence from the Constitutional Rights Foundation. Excellent

CLIQUEs, FRIENDSHIP GROUPS OR BOXES? – LESSON PLANS

<http://www.pbs.org/inthemix/educators/lessons/schoolviol2/index.html>

A two-lesson unit on school friendships. *"For grades 9-12. As with*

all social beings, adolescents need a peer group that they feel comfortable with. However, they often then feel trapped by their social group or clique or feel shunned by another group. This lesson helps students explore the social "boxes" that they place themselves in or are put in by others, and focus on how they judge one another. The lesson can also serve as a training session for students who wish to be Big Brothers and Sisters to incoming freshmen, or student facilitators of Human Relations groups-- two programs that promote a greater sense of community within schools." The link to the video is broken. Very Good

EXPLORING THE NATURE OF CONFLICT – LESSON PLAN

<http://www.teachervision.fen.com/page/2919.html>

A lesson plan for elementary/middle school students on conflict. *Students will construct •" Students will distinguish •definitions of conflict and violence Students will identify what is •between conflict and violence. Students will analyze a conflict they •positive about conflict have experienced."* Very Good

I-MESSAGES AND THE ASSERTIVENESS LINE – LESSON PLAN

<http://www.teachablemoment.org/elementary/imessages.html>

A lesson plan for grades 3-6 on assertiveness. *"This is a strategy that is sometimes useful in dealing with problems that come up with friends and family, people who are likely to care about our feelings."* Very Good

THE IMPACT OF VANDALISM – LESSON PLAN

<http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVs bHZpZXc%3D&resourceId=12321>

A lesson plan from England easily adaptable to U.S. primary classrooms evaluates the impact of vandalism. *"Two lesson plans, photographs and a children's activity sheet for Year 2. In the first lesson children identify the different ways in which vandalism can damage the natural and built environment. In the second lesson the children work in pairs to order acts of vandalism by severity."* Very Good

MANAGING ANGER – LESSON PLANS

<http://www.pbs.org/inthemix/educators/lessons/schoolviol3/index.html>

A two-lesson unit on anger management. *"For grades 9-12. This lesson plan is designed to teach anger management and conflict resolution through the "I-Message" communication technique and other group activities."* The link to the video is broken. Very Good

A PRIMER ON PEER MEDIATION – LESSON PLANS

<http://www.pbs.org/inthemix/educators/lessons/schoolviol1/index.html>

A two-lesson unit on peer mediation. *"For grades 9-12. This lesson has been designed to introduce students to the process of mediation. If Peer Mediation is an ongoing program at your school, this lesson can be used to inform students of what they can expect if they choose to solve a problem through mediation. It can also be used to encourage students to train to become mediators. If Peer Mediation is new to your school, this lesson can be the jumping-off point to bringing a training program into your building. If possible, the PBS In the Mix episode "School Violence: Answers from the Inside" should be used because it shows an actual mediation (re-enacted) and shares viewpoints from both the participants and the student mediators."* Includes a video clip from another source if the video is not available. Very Good

TV BULLIES – INTERACTIVE

http://www.sciencenetlinks.com/sci_update.php?DocID=266

An interactive lesson on the correlation for TV watching among young children and later bullying behavior. *"Childhood bullying is an age-old problem that's drawing more and more concern from parents. A recent study identified several factors that influence a child's chance of becoming a bully."* Very Good

BULLYING REALITY QUIZ – LESSON PLAN

http://www.education-world.com/a_lesson/00-2/lp2064.shtml

A lesson plan for grades 6-12 on bullying. *"Students take a quiz about school violence and create their own quiz on bullying."*

Good

KIDS BULLYING KIDS – LESSON PLANNING

http://www.education-world.com/a_lesson/00-2/lp2055.shtml

An article for planning a lesson on bullying. Good

PUPPET SKIT: DEALING WITH A BULLY – LESSON PLAN

http://www.teachablemoment.org/elementary/bully_puppet%20skit.html

A puppet skit and lesson for grades K-1 on dealing with a bully. You need to provide hand puppets. Good

TEACHING GUIDE: BULLYING FOR GRADES K-5

<http://www.goodcharacter.com/GROARK/Bullying.html>

Includes information, class discussion starters, home assignments and more. A companion to a video but includes good general information. Good

WHAT ABOUT FIGHTING? – LESSON PLAN

<http://www.teachervision.fen.com/page/2962.html>

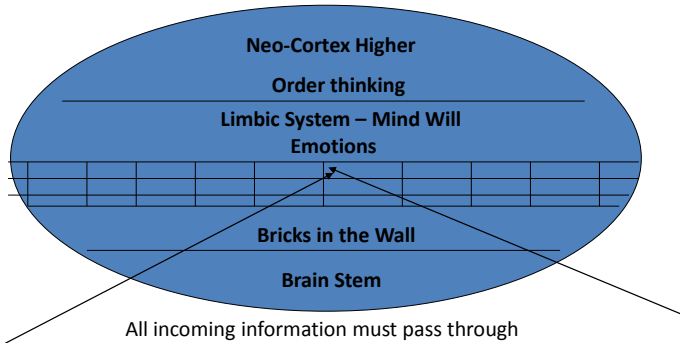
A lesson plan for grades 3-8 on fighting to resolve conflicts. Good

WHERE MONSTERS CAN GROW – LESSON PLAN

<http://teachers.net/lessons/posts/780.html>

Illustration of the Brain

BRICKS IN THE WALL



All incoming information must pass through the emotions before it can reach the neo-cortex for processing.

As the brain is placed under stress the need for survival becomes greater. It then downshifts into the stem. There are only two ways it can survive ----- FIGHT OR FLIGHT. A person with the FIGHT mentality will develop conduct problems. A person with the FLIGHT mentality develops clinical problems. Conduct problems require respect, Clinical problems require responsibility

