

Knowledge Search

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(From the Bullying Prevention Program)

1. In 1996, the **Center for the Study of Prevention of Violence** at the University of Colorado at Boulder initiated a project to identify ten violence prevention programs that met with very high scientific standards.
2. The Bullying Prevention Program was identified as a **Blueprint** program because of a set of evaluation standards.
3. The Advisory Board for CSPV established the following set of standards: an experimental design; evidence of a marginal deterrent effect for at least one year post-treatment and **multiple site replication**.
4. The anti-bullying program has as its goal the reduction of **victim/bully** problems among primary and secondary school children.
5. Intervention occurs at the **school, class** and **individual** levels.
6. The frequency of bully/victim problems decreased by **50%** or more in the two years following the implementation.
7. In the 1970's, the efforts to systematically study the bully/victim problem were largely confined to **Scandinavian** countries.
8. In late 1982, a newspaper reported that three boys had **committed suicide**, in all probability, as a consequence of severe bullying by peers.
9. The Bullying Prevention Program was developed, refined and systematically evaluated in an intervention project involving **2,500** children in 42 schools from the city of **Bergen**, Norway during the two-year period from **1983** through **1985**.
10. The author of *Bullying At School* is **Dan Olweus**.
11. The word used in Scandinavia for bullying is **mobbing**.
12. Another word for bullying is **victimization**.
13. According to the definition for bullying, a student is being bullied when he or she is exposed, **repeatedly** and over time, to **negative** actions on the part of one or more students.

14. It is a negative action when someone **intentionally** inflicts or attempts to inflict injury or discomfort upon another.
15. Negative action can be carried out with or without **words** or without physical contact.
16. Negative actions can be making faces/gestures, refusing to comply with another person's wishes or **intentionally excluding someone from a group**.
17. Bullying can be carried out by a single individual, the bully, or by a **group**.
18. Data from the Bergen study indicate that in the majority of cases, the victim is harassed by a group of **two-three** students.
19. In order to use the term bullying, there should be an **imbalance of strength**, an asymmetric power relationship.
20. On the basis of nationwide surveys, **fifteen** percent of Norwegian elementary and junior high students were involved in bully/victim problems. This represents one student out of **seven**.
21. About **nine** percent were victims and **seven** percent bullied other students with some regularity.
22. From the Bergen study, it can also be reported that **older** students carried out a considerable part of the bullying.
23. **Boys** carried out a large part of the bullying to which girls were subjected.
24. Boys were more often victims and in particular perpetrators of **direct** bullying.
25. **Forty** percent of bullied students in the elementary grades and almost **sixty** percent in junior high school reported that teachers tried to *put a stop to it* only *once in a while* or *almost never*.
26. The **school** is without doubt where most of bullying occurs.
27. The size of the class or school appears to be of **negligible** importance for the relative frequency or level of bully/victim problems than generally assumed.
28. **External deviations** play a much smaller role in the origin of bully/victim problems than generally assumed.
29. There are two types of victims: **passive** and **provocative** victims.

30. The typical bully is described as having an aggressive reaction pattern combined with **physical strength**.
31. Four factors have been found to be particularly important in creating aggressive children: emotional attitude of the parents, permissiveness of the caretaker, temperament of the child, and **power-assertive child-rearing methods**.
32. In principle, the target group at the school level is the **entire student population** of the school.
33. Teachers and other adults must be prepared to intervene **quickly and decidedly** in bullying situation.
34. There is less bullying at schools that have a relatively high **teacher density** during recess and lunch-time.
35. To counteract bullying, provide a well-equipped and a ttractive **outdoor environment**.
36. Social milieu development groups can also promote a **common ground** among teachers against bullying at school.
37. Preparatory discussions suggesting a set of rules aimed specifically at bullying could be held in **class meetings** within each classroom.
38. The following three rules posted in classrooms consist of the following: we shall not **bully** other students; we shall try to **help** students who are bullied; and we shall make a point to **include** students who become easily left out.
39. Simple **role playing** about bullying can also be an engaging and effective teaching method.
40. Schools that have **cooperative learning** and **class meetings** are more likely to be successful when implementing the BPP.
41. Use of the **Bully/Victim Questionnaire** as an anonymous survey is an important step in obtaining more specific knowledge about the **frequency** and **nature** of the problems in a particular school.
42. **Active involvement** implies among other things that the adults, both teachers and parents, must recognize that it is their responsibility to control to a certain degree what goes on among the children and youngsters at school.
43. An additional goal of the BPP is to provide support and protection for the **victims**.

44. When the program is to be started, it is advisable to set up a small group, called the BPP **Coordinating Committee**, to carry out certain practical arrangements involving implementation of the components.
45. There have been several recent duplications of the BPP both within Norway and in several other countries including the **United States, England** and **Germany**.
46. In a large scale study of more than 6,000 middle school students from grades four through six in rural South Carolina, **twenty-three** percent reported that they had been bullied by several students during the past three months and **twenty** percent reported that they had bullied other students with the same frequency.
47. Students who bully others are especially likely to engage in other antisocial/delinquent behaviors such as **vandalism, shoplifting, truancy** and frequent **drug use**.
48. About **sixty** percent of boys who were characterized as bullies in grades six through nine had been convicted of at least one crime by the age of twenty four compared to **twenty-three** percent of boys who were not characterized as bullies.
49. The various roles and related attitudes that bystanders in the class or school may adopt regarding bully/victim problems are portrayed in the **bullying circle**.