



THE MENTORING
PARTNERSHIP OF
SOUTHWESTERN
PENNSYLVANIA

October 2011 MLN Meeting Recap “Bullying and How You Can Help” and The Magic of Mentoring Special Event

Facilitator: Leigh Ann Kraemer-Naser (The Ophelia Project)

Key Takeaways

- Aggression is a behavior intended to hurt or harm and can be physical, verbal, or relational.
- Repeated acts of aggression is bullying.
- In an aggressive act, there is an aggressor, target, and sometimes a bystander.
- Bystanders have the power to help targets.
- No one has to live with peer aggression.

Interesting Notes/Tips about Bullying

- 15-80-10 Rule
 - Only **15%** of bystanders intervene
 - When they do they are successful over **80%** of the time...
 - ... within the first **10** seconds of the intervention
- If someone is bullying you, or you're witnessing someone being bullied say: “Please stop - I don't like what you're doing” - or some version of that.
- You can also say “it's not acceptable here.”
- Another point to understand as a bystander is “Don't laugh - leave!”
- When talking to children about bullying, practice by having them say aloud who the 5 adults they can count on to help them. Have them list out on each of their fingers their names and include yours in the mix as part of the discussion.
- Quote by Martin Luther King, Jr. “In the end, we will not remember the words of our enemies, but the silence of our friends.”

Other News and Resources

Mark your calendars – the **2011 Magic of Mentoring event** will be held on Wednesday, November 2nd, 5:30-9:00PM.

- 2 complimentary tickets are available for each local program with a 2011 Letter of Agreement on file (additional tickets for \$100 each)
- Cocktail party event without assigned seats and tables. Program will be 30 min. max; rest of the time is for networking
- Open bar

The Mentoring Partnership of Southwestern Pennsylvania
1901-15 Centre Avenue, Pittsburgh, PA 15219
4121-281-2535 www.MentoringPittsburgh.org

- Silent Auction

For questions or more information, please contact Bridget at bridget@mentoringpittsburgh.org

The next **Elements of Effective Practice** will be held on **November 16, 2:00-4:00PM**. Look on our website for more details or contact Bridget at bridget@mentoringpittsburgh.org to register

The next meeting will be about **Mentoring Relationships: Keeping Matches Together & Preview of National Mentoring Month**, will be held on **December 13**. Look on our website for more details or contact Bridget at 412-281-2535 for any other questions.



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Bullying and How You Can Help

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Education Specialist

October 11, 2011

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How bad is bullying?



1 OUT OF 4
STUDENTS WILL
BE ABUSED BY
ANOTHER YOUTH

1 OUT OF 5
ADMIT TO BEING
A BULLY, OR DOING
SOME "BULLYING"

<http://bit.ly/studentbullyingfacts>

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Objectives

- ❖ List current myths about aggression
- ❖ Define peer aggression, specifically relational aggression and bullying
- ❖ Assess levels of aggression and bullying
- ❖ Identify the roles in peer aggression
- ❖ Discuss bystander strategies for intervention in aggression.

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Adult's Myths about Peer Aggression

- ❖ It is a part of childhood
- ❖ Children outgrow it by high school
- ❖ Girls are just mean little creatures (look at how women behave)
- ❖ Aggression toughens up boys
- ❖ We cannot do anything about it anyway
- ❖ It is a school's job to deal with it

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Youth's Myths about Peer Aggression

- ❖ Revenge is always justified
- ❖ If I confront someone she will retaliate
- ❖ It is never my business to get in the middle
- ❖ Gossip is just what people do
- ❖ I can get away with hurting others
- ❖ I just need to suck it up

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Defining Aggression

Behaviors that are intended to hurt or harm others.

(Berkowitz, 1993; Brehm & Kassin, 1990; Gormly & Brodzinsky, 1993; Myers, 1990; Vander Zanden, 1993; cited in Crick & Grotpeter, 1995)

Aggression is a deliberate choice!

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Overt vs. Covert

Overt Aggression

- ❖ Harming others through physical aggression, verbal threats, instrumental intimidation. (Crick & Grotpeter, 1995)

Covert Aggression

- ❖ Behaviors in which the perpetrator manipulates others to attack or harm the target person, instead of doing so him/herself. (Björkqvist, Österman, & Lagerspetz, 1994)

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Covert Aggression...

- ❖ Happens below our radar screen
- ❖ Leads parents to act defensive/uncooperative
- ❖ Is easy to lie about or deny
- ❖ Often happens within a group
- ❖ Cannot use zero tolerance

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Why Covert Aggression?

“It makes me feel good, like I have power.”



“I can get away with it without teachers ever knowing.”

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Proactive vs. Reactive

Proactive Aggression

❖ Deliberate behavior that is controlled by external reinforcements (Crick & Dodge, 1996)

❖ *Example:* A girl is mad at another girl for being “more popular” so she spreads a sexual rumor about her to ruin her reputation.

Reactive Aggression

❖ An angry, defensive response to frustration or provocation (Crick & Dodge, 1996)

❖ *Example:* A child is being teased repeatedly in school and then becomes a teaser himself for protection.

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Some aggression we can see...

- ❖ **Physical aggression** is harm and control through physical damage or by the threat of such damage (Crick, Casas, & Ku, 1999)
- ❖ Physical aggression is easily identified. We can see one person hit another.
- ❖ Schools and law enforcement agencies have policies regarding physical attacks between people.

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Some aggression we can hear...

- ❖ **Verbal aggression** is a communication intended to cause psychological pain to another person, or a communication perceived as having that intent (Vissing, Strauss, Gelles, & Harrop, 1991)
- ❖ Verbal aggression can also be easy to identify. We can hear or read the abusive language.
- ❖ Again, there are legal ramifications for verbal aggression (libel/slander) and many schools also have policies for verbal attacks.

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But what about...

GOSSIP TAUNTING
IT'S NOT JUST
NAME CALLING
KIDS BEING KIDS."
IT HAS A NAME.
EXCLUSIONAL
AGGRESSION
CYBERBULLYING

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Relational Aggression

Harming others through purposeful manipulation and damage of their peer relationships.
(Crick & Grotpeter, 1995)

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What do we know about RA?

- ❖ Relational aggression is not linked with socioeconomic status. **Children from all social classes use relational aggression.**
- ❖ It is important not to label relational aggression as "girl bullying." **Boys are also relationally aggressive.**
- ❖ Research indicates that girls are aggressive within their social circle and boys aggress outside their circle of friends.
- ❖ Children **as young as preschool** use relational aggression. ("You can't come to my birthday party!")

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Defining Bullying

According to Olweus (2008),

- ❖ 1. Bullying is aggressive behavior that involves unwanted, negative actions.
- ❖ 2. Bullying involves a **repeated** behavior repeated over time.
- ❖ 3. Bullying involves an imbalance of power or strength.

Repeated use of aggression is bullying!

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Levels of Aggression and Bullying

Violence, Abuse, or Extreme Bullying:
 May include one or more of the following:
 1. Is a threat to the immediate safety (physical or emotional) of the target and / or others
 2. Involves weapons
 3. Target contemplates hurting self or others to end unwanted behaviors
 4. Legal consequences can be enforced upon aggressor

Bullying:
 Includes ALL of the following:
 1. Aggressive behaviors that are unsolicited by the target
 2. Aggression is repeated, often with increased intensity
 3. Imbalanced power or strength by the aggressor over the target

Aggression:
 A behavior intended to hurt or harm others.
 Can be physical, verbal, relational, or cyber. Each situation involves a target, an aggressor, and may also have bystanders.

Bummer:
 A situation that is not particularly desirable but is not aggressive in its nature.

Intensity of the aggression, the consequences, and the need to make it right.

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Bullying and Violence

- ❖ While violence and violent crimes have generally been decreasing in America, bullying has not.
- ❖ Violence is against the law, while bullying generally isn't unless it crosses the line into harassment or assault.
- ❖ Though violence is generally seen as an unacceptable type of behavior, more people accept bullying as a normal part of life.

-- BullyingStatistics.org (2009).

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Roles in Aggression

AGGRESSOR

- The person who chooses to hurt or damage a relationship
- A bully
- The aggressor starts the gears turning.

TARGET

- The person who is aggressed upon or bullied
- The object of bullying
- The target is turned and twisted by the actions of the aggressor

BYSTANDER

- The person or persons who are not aggressors or targets but are caught somewhere in between
- The bystander can stop the gears of aggression from turning, or simply be spun along as a spectator - it is their choice as to how their gear will turn.

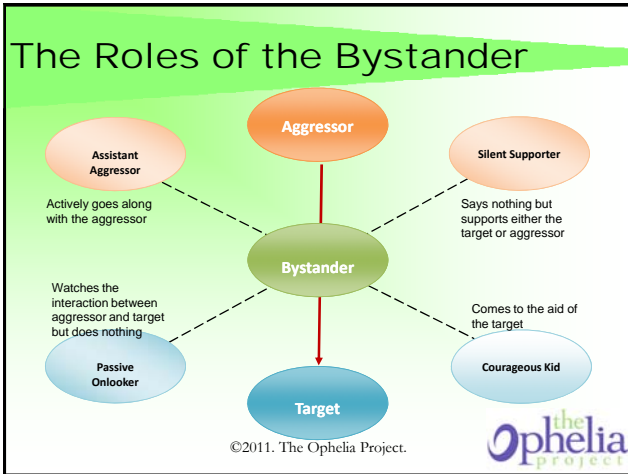
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The Power of the Bystander

“In the end, we will not remember the words of our enemies, but the silence of our friends.”

- Martin Luther King, Jr.

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Why do Bystanders Choose These Roles?

- ❖ Assistant Aggressors:
 - Want to look cool or tough
 - Think it is funny to hurt others
 - Can avoid being a target if they are an aggressor
- ❖ Silent Supporters:
 - Do not want to say anything to get themselves in trouble
 - Often speak up after the aggressive act
 - Are uncomfortable talking about aggression.

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Why do Bystanders Choose These Roles?

- ❖ Passive Onlookers:
 - Say, "It's none of my business."
 - Do not want to get themselves in trouble
 - Afraid of being a target themselves
- ❖ Courageous Kids:
 - Will not allow others to be targets
 - Believe in safety and right action

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Interventions for Courageous Kids

During the Aggressive Act:		
Publicly support the target.	Publicly stand up to the aggressor.	Get help.
<ul style="list-style-type: none"> • Change the topic of conversation. • Say something nice about the target. • Don't laugh; leave! • Walk away from the aggressor with the target. • Use humor to diffuse the situation. 	<ul style="list-style-type: none"> • Tell the aggressor to "Make it Right." • Say you do not like the actions of the aggressor and ask the aggressor to stop. • Say, "That's not funny." • Remind the aggressor of possible consequences. • Distract the aggressor from the target. 	<ul style="list-style-type: none"> • Yell for help. • Quickly get an adult. • Bring attention of other bystanders to what is going on.

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Interventions for Courageous Kids

After the Aggressive Act:		
Privately support the target after the incident.	Privately talk to the aggressor after the incident.	Get help.
<ul style="list-style-type: none"> • Say: "I'm sorry that happened to you." • Walk beside the target. • Ask the target to discuss their feelings and empathize with the target. • Role play with the target to practice how you could handle the situation next time. • Do not glorify or pass along details of the incident. 	<ul style="list-style-type: none"> • Say: "I really don't like what you did there." • Ask the aggressor why they behaved like they did. • Tell the aggressor to "Make it Right." 	<ul style="list-style-type: none"> • Talk to an adult. • Anonymously report the incident. • Talk to other bystanders who chose not to intervene.

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The 15-80-10 Rule

Only **15%** of bystanders intervene.

When they do, they are successful over **80%** of the time...

... within the first **10** seconds of the intervention.

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Encouraging Bystanders

Do

- Urge them to be courageous kids.
- Remind them that seeking help and TELLING (not tattling) is courageous.
- Ask them to come up with several options and choose one they are most comfortable with.
- Offer to role play a solution with them.
- Ask them to list people they can go to for help.
- Share the 15-80-10 rule. When courageous kids help, they are effectively quickly!
- Be a cheerleader. Give positive support, but be realistic.

Don't

- Ask, "How would you feel if you were the target?"
- Ask, "Wouldn't you want someone to help you?"
- Lecture about an obligation to help everyone.
- Admonish or shame assistant aggressors, silent supporters, or passive onlookers.
- Encourage interest in seeing aggressors get punished or embarrassed.

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Summing it up:

- Aggression is a behavior intended to hurt or harm and can be physical, verbal, or relational.
- Repeated acts of aggression is bullying.
- In an aggressive act, there is an aggressor, target, and bystander.
- Bystanders have power to help targets.
- No one has to live with peer aggression.

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What can you do today?

- ❖ Talk about aggression with your children and friends
- ❖ Debunk the myths – aggression does not have to be a part of life!
- ❖ Use the language of peer aggression
- ❖ Share your stories and listen to the stories of others

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Questions?

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