



Bullying may be physical or verbal. Teasing, ignoring, or intentionally hurting another child are all types of bullying. Harassment and sexual harassment are also considered forms of bullying. Bullies may be large and aggressive, but they also could be small and cunning. Victims of bullying have poor self-confidence and typically react to threats by avoiding the bully. Both bullies and their victims make up a fringe group within schools. Those children who bully want power over others. Both bullies and their victims feel insecure in school. Boys typically bully by using physical intimidation. Girls bully in a less obvious manner by using social intimidation to exclude others from peer interactions.

Why is this important?

When compared to their developmental peers, students who bully their peers are:

- More likely to react aggressively to conflict in the classroom.
- More likely to engage in disruptive behavior.
- More likely to display signs of depression.
- Less likely to gain acceptance by classmates.
- More likely to bring a weapon with them to school.

What can educators do about it?

- Model prosocial behavior that asserts the self-worth of each individual student. Explain to students the balance between appearing too passive and acting too aggressive towards others.
- Actively observe student behavior in the classroom. Do certain people always sit on the fringes of the classroom? What students almost never participate in class discussion?
- Speak with parents to see if additional stressors at home contribute to the bullying dynamic. Is the child the victim of abuse or neglect? If you think this could be a possibility, follow your school procedures.
- Include discussions of conflict-resolution in your lesson plan. Find creative ways to engage all students in group work during class time.
- Ask school clinicians to present on consequences of bullying. Explain to students the negative cycle of bullying and how it can have fatal consequences.
- Become familiar with the bullying prevention curriculum in your school. In Maryland, state law requires that all public schools include a bullying prevention component within their curriculum. See Maryland State Department of Education website for more information.
<http://marylandpublicschools.org/about/Pages/DSFSS/SSSP/Bullying/index.aspx>

Resource Links

American Academy of Child & Adolescent Psychiatry - Facts for Families: Bullying

http://www.aacap.org/App_Themes/AACAP/docs/facts_for_families/80_bullying.pdf

Bullies & Victims: A Primer for Parents

<http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/bullying-prevention>

Bullying and Cyberbullying

Advice for parents and carers to help keep children safe from bullying, wherever it happens

<http://www.childline.org.uk/pdfs/info-bullying-parents.pdf>

Netsafe's Cyberbullying

<https://www.netsafe.org.nz/advice/harmfuldigitalcommunications/>

National Association of School Psychologists

Bullying Prevention & Intervention: Information for Educators

<http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/bullying-prevention>

Stop Bullying - Prevention at School

<https://www.stopbullying.gov/prevention/at-school/index.html>

Technical Assistance Bulletin for Implementing Maryland's Model Policy to Address Bullying, Harassment, or Intimidation

Division of Student, Family, and School Support Division of Special Education/Early Intervention Services. November 2013

<http://marylandpublicschools.org/about/Documents/DSFSS/SSSP/BullyingPreventionTAB.pdf>

Adapted from Resources found on: www.schoolmentalhealth.org March 2009



an initiative of



The Children's Mental Health Matters Campaign, an initiative of the Mental Health Association of Maryland (MHAMD), receives funding from the Maryland Department of Health – Behavioral Health Administration, the Maryland Family Network, and community sponsors. Together with the Maryland Coalition of Families, National Center for School Mental Health, MANSEF, and hundreds of community champions, we work to raise public awareness and acceptance of the importance of children's mental health to overall child and family wellbeing. We are grateful to the National Center for School Mental Health for their collaboration in creating these resources for families.