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Compiled by **Brenda High**

## **The Bully Police E-Book Part II**

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If you have an organization or school who would like to receive multiple copies of the entire “The Bully Police E-Book” on CD, please contact Brenda High, [Brenda@jaredstory.com](mailto:Brenda@jaredstory.com), for a discount list.

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# TESTIMONIALS

*"As you know I have been working on developing special programs for children using the stories and characters that I have created over the last 14 years. In the process of developing the "TRACKS" character building anti-bullying educational program, I have taken a whole year off from work to devote to research and development. I have been all over the Internet exploring educational agencies, local, state and national agencies, law enforcement agencies and governmental agencies and no where did I find more concise, comprehensive and up to date information, statistics, contacts, links and support than on your Webb site, Bully Police USA, Inc.*

*"You and Bully Police have been the main source of support documentation and validation for what I am trying to accomplish.*

*"Thank you for all the hard work you have done and your dedication and commitment to addressing the problem of bullying and its devastating effects on our society, especially our greatest asset. . . our children.*

*"With great appreciation and blessings,"*

**Susan Royse**

*"I just wanted to thank you so much for all of your help. Because of everyone's advice and help from the group (Yahoo Group) we were able to find an advocate to go to the meeting tomorrow (school board meeting) and a lawyer who is considering suing the schools for neglect and not following the IEP. I just have to say thank you to Bully Police and everyone else for their help."* **Monica Thomas, Bully Police-Pennsylvania Pittston Area S.D. Director**

*Brenda, I don't know if you remember me or not? But, my daughter used your web site to make a presentation at school. Well, she entered implied technology at the parish level and won! Went to state and won! And we are off to National's in July! Thanks so much. "National's".. She is only 14. Thought you might like to know!* **Annette**

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## **E-Book Contributors for Part II**

National Association of School Psychologists; Terry Birch; Flip Jones; Lisa Pescara-Kovach, Ph.D.; Deborah D. Landry; Brenda Morrison, Rick Lynn; Frank C. Sacco, Ph.D.; Warren Throckmorton, Ph.D; Stuart W. Twemlow, MD.

*About Brenda High*

## **ADVICE FOR PARENTS**

# When Are Schools Liable for Bullying?

*By Brenda High*

*(Note: Underlining is for emphasis)*

## The Double Standard

There is a double standard in our society about harassment and bullying. If an adult harasses or bullies an adult at work or even his/her own child in the home, then the law or social services, or even a lawyer via lawsuit, can punish the perpetrator. However, in a school setting, if an adult, or a child, harasses or bullies another child, many state laws neither protect the victim or punishes the perpetrator, bully or harasser.

### **When are schools liable for bullying?**

**Answer - When a child is consistently bullied, the school has a record of past bullying and knows about the bullying, and does nothing, AND, the parent is brave enough to take legal action.**

Under the law, a school may have breached its duty of care if it has failed to prevent its students from being bullied at school. By law, schools must “act in behalf of the parent.” **It is NOT the school’s**

**first duty to educate, but a school's first duty is to protect each student from being harmed to the best of their ability.**

Schools which fail to protect students from bullying have been forced to pay thousands of dollars in legal damages in the past.

### **Examples of Bullying Lawsuits**

#### **Government Entities Liable - DeShaney v. Winnebago County Department of Social Services**

*Judge Moore analyzed the claim under a line of cases beginning with the Supreme Court's 1989 decision in **DeShaney v. Winnebago County Department of Social Services**. In that case, a young boy, Joshua DeShaney, suffered permanent injury from a severe beating by his father after the local department of social services failed to remove him from his father's custody*

*The Supreme Court held that a government agency's failure to protect an individual from private violence generally does not violate the victim's due process rights under the 14th Amendment. Of course, the perpetrator might well be criminally or civilly liable under state law, but a government agency is not civilly liable under the Due Process Clause for failing to protect the victim.*

*However, the Supreme Court also suggested in DeShaney that the Due Process Clause might impose a duty to protect a person **if the agency either creates or increases the risk that a person will be exposed to private acts of violence.***

*After DeShaney, federal courts around the nation, including the 6th Circuit, ruled that government agencies may be found civilly liable for violating the due process rights of victims of private violence under the doctrine of state-created danger.*

**Schools are liable for not taking adequate steps & School are held responsible if they fail to take reasonable care**

*In 2001 a jury ruled in favor of a teenage boy who was awarded \$60,000 after suffering bullying over three years at a school in Ballarat, Victoria. ...One student tried to strangle the teenage boy with a cord.*

*"The school was held to not have taken adequate steps to deal with the bullying."*

*A Melbourne Australian female student was awarded \$73,000 in 2003 for the school's failure to prevent her from being bullied over a two year period of time.*

*The student was subjected to verbal and physical assaults, intimidation, harassment and threats to kill her on a daily basis.*

**If a school or teacher has no “Prior Knowledge”, the school is NOT Liable**

*On Feb, 29, 2000, a 6-year-old boy brought a .32-caliber semiautomatic pistol to school and shot and killed classmate Kayla R. in their first-grade classroom an Elementary School in Michigan. The shooting of little Kayla appalled a nation still shocked by the Columbine High School massacre less than a year earlier.*

*Kayla’s mother sued the Community Schools, Kayla’s teacher, A. J., and Principal J. H. in U.S. District Court, contending that J. H.’s decision to leave the boy in a classroom with Kayla, without supervision, violated the girl’s right to due process under the Due Process Clause of the 14th Amendment.*

*On April 23, 2004, U.S. District Judge Bernard A. Friedman dismissed the suit, and Kayla’s mother appealed to the 6th U.S. Circuit Court of Appeals.*

*On Jan. 5, 2006, the 6th Circuit affirmed Judge Friedman’s decision.*

## **School hit with \$11 MILLION RULING for failure to protect student from attacks**

*A rural school district in upstate New York has been hit with an \$11.4 million judgment for failing to protect a female high school student who was beaten by three schoolmates minutes after she asked an assistant principal for protection. The Genesee County jury found the administrator had acted with reckless disregard for the student's safety. The judgment in Shelby v. LeRoy Central School District is the latest of several tort litigation losses nationally by school districts.*

*Shelby suffered brain injuries from a May 1995 beating by three girls in the hallway of Le Roy High School, located about 25 miles from Rochester, N.Y. "The lessons here for school districts are: 'Don't disregard a student who asks for help,' and 'You have to be effective in your discipline,' " said plaintiff's counsel Terry D. Smith of Smith, Keller, Miner & O'Shea of Buffalo, N.Y.*

*"The girls who assaulted Shelby were three hard cases who had been disciplined and suspended time and again." According to attorneys on both sides, the night before the assault, Shelby had an argument with the three girls, who explicitly threatened to attack her the following day in school. The following morning Shelby told assistant principal Neil O'Brien that she had been threatened but he took no action and told the girl to proceed to her homeroom.*

*During the liability phase of the bifurcated trial the jury found O'Brien had acted with reckless disregard for Shelby's safety. The three girls attacked Shelby in the hallway, beating her head with a padlock and slamming her headfirst into a wall. She suffers hydrocephalus, a condition known in lay terms as water on the brain and characterized by dangerous pooling of fluid in the cranium. She has endured seven hospital stays and six brain surgeries to treat the condition, according to Brian Mahoney, who represented Shelby along with Smith. Shelby has two shunts in her cranium to drain fluid. She suffers persistent cognitive difficulties.*

*Defense counsel Paul Riordan of Osborn, Reed & Burke of Rochester, N.Y. district's case was hamstrung when testimony about the exchange of words the night before was excluded. Riordan declined to detail the incident but said "**fighting words**" (see "Be Aware – Excuses" in parent's section), were exchanged that would have given the jury a different view of the case. He also contended that Shelby did not tell O'Brien the reason for the threats. "Excluding that testimony hurt our defense," he said. "Without the jury hearing what was spoken the night before, the plaintiff looked like an innocent victim and our theory was **she instigated this** (see "Be Aware – Excuses" in parent's section). There is an issue of **comparative fault** because the plaintiff did not fully portray what happened the night before, so the assistant principal did not have a heightened sense of concern.'" Smith said that the three girls stated in pretrial hearings within months of the*

*assault that Shelby had made racially derogatory comments that **inflamed them** (see "Be Aware – Excuses" in parent's section).*

*Judge Kevin Dillon excluded the testimony on the grounds it was prejudicial and had been given long ago, Smith said. "The three girls could not even agree between themselves about what was said and they lied about everything else," he said.*

*Riordan contended that hallway supervision at the time of the assault was adequate, though he acknowledged that the defense was undermined by the admission that two of three teachers who should have been in the hall were not present. Witnesses testified that at least 50 students crowded around the assault before a teacher arrived. Smith said an early ruling that bifurcated the trial into separate liability and award phases complicated the plaintiff's case. "The first jury got no information about the severity of her injuries and the second jury got no information about the basis of liability," he said.*

*Riordan said that Shelby is an A student at a community college and said the district will appeal the judgment as disproportionately large for her disability. *Shelby v Le Roy Central School District, Case No. 45151 (Genesee Co., N.Y., Sup. Ct.)*.*

## BE AWARE...EXCUSES

### *What might be said to “excuse” bullying*

*By Brenda High*

#### **It was “a fight” (or “Fighting Words” were spoken)**

*Example below is from Pantagraph.com, New Baltimore Michigan, Associated Press, 6/21/06*

*“Two boys beat up a younger boy on a bus...*

*“Despite the altercation, the bus driver continued her route and yelled for the boys to stop fighting, Gala told New Baltimore police. She also asked if he was all right and handed him a paper towel for his bloody nose, he said.*

*“(A school district administrator) said he has no problem with the way the bus driver conducted herself. She told the students to stop, and they stopped the hitting immediately. This could have been a much worse situation, he said.”*

When does “fighting” and “hitting” mean the same thing? Is an altercation the same as an assault? At what point do we decide to use some common sense and take action to stop the hitting or the assault?

Clearly, if a child is distressed or does not want to be harassed or bullied, then they are being harassed, bullied, assaulted or hit.

A fight can be defined by two equal individuals of even abilities agreeing to be unintelligent; their goal is then to try to hurt the other. (It's important to keep records of threats just in case the instigator threatens the other child with an unwanted "fight".)

**"Your child wasn't particularly an innocent party to the incident either"**

Of course, this is a form of pure laziness on the behalf of the person who said this. Whoever is in charge just doesn't want to properly investigate or deal with the problem confronting them, so they blame your child for his/her own assault. It's a "they were there, so they are guilty too" lazy-butt type attitude. (If they were a police officer they would be fired.)

**Here is some bad advice - just for an example of the hypocrisy of adult vs adult and kid vs kid assault.**

If someone says, "Your child wasn't particularly an innocent party..." say, "Yes, and if someone came up and hit you in the face would you say that you were at fault too?" If they said "Yes" then

hit them in the face. NO, don't do this, even if you wish you could! Yes, that would be an assault, and you are not a kid. You would be put in jail.

### **Better advice**

Okay, if someone says to you, "Your child wasn't particularly an innocent party..." than you can say, "I hope you aren't really admitting that you are too lazy to find out what really happened and deal with this, right?" Then see what excuses they make. Their character is showing...

### **It (bullying) is a part of growing up...**

Comment from a student upon hearing about the bus "altercation" above -

*"Kids fight and gang up on each other everyday. Its part of growing up, so get over it."*

The scary part is that kids could really believe this, let alone adults. So, would it be different if adults were fighting and ganging up on each other every day?

This is purely **an attitude problem**. Adults are the ones portraying this attitude problem and their example bleeds off to the kids. Adults need to decide to change their attitudes about bullying and verbally counter such unthinking words when they hear it.

But, if you hear someone say, "It's a part of growing up", say, "Yes, just like drinking and driving, rape, murder, and all that type of stuff, right?" Let them try to justify the "degree" of pain people experience with bullying and that of a drunk driver hitting someone. What is wrong is wrong, and it can't be justified with the process of getting older and growing up.

## Short List - What Parents Can Do

*Source: National Association of School Psychologists*

- Listen and validate your children's feelings when they say someone is calling them names.
- Try not to evaluate how well your children handled teasing; instead, praise them for trying to handle this difficult situation.
- Help them develop strategies to cope with stress.
- Help your children develop a repertoire of confident comebacks, using previous name calling situations as examples for practice.
- Help your children practice hiding their emotions when they are called names or teased. Role playing can provide safe practice opportunities.
- Have your children practice looking right at the teaser and maintaining eye contact. This shows confidence and strength.
- Teaching your children to remain calm and in control during stressful situations is an effective skill they can use throughout life.

# Suggestions for Parents When Dealing With Bullying

*By Brenda High, with commentaries from Ken & Judy Kuczynski (Judy is the President of Bully Police USA)*

I know how parents feel when they realize their child has been bullied at school. In your mind, you want to immediately run down to your child's school, grab some Administrator or Teacher by the throat, and yell at him/her. However, stay calm and think about how your child is feeling. They probably did not want to come to you and tell you about the bullying because they believe that if you say or do something about it, the bullying might get worse.

Sometimes they are right in their fears, but if your complaint process is handled right, more often than not, the bullying will stop.

## **Get the story of the bullying as correct as possible from your child**

Listen to your child with your heart and with your mind. Let your child know they have done the right thing by coming to talk to you and that you will find a way to help solve this problem. Get your child's ideas on what they think is the best action to take. Your child is feeling like they have lost control of their school life and that someone else, the bully, is controlling them. Let them know that you will be on their side, (their "lawyer") and will find a solution. Ask

for their cooperation if there needs to be minor changes on their part, (i.e. a few changes in behavior, dress, or social skills).

### **Think about how you will approach the school**

If the school has no knowledge that your child being bullied, then it is fair to give the school a reasonable amount of time to work out minor problems to your child's and your satisfaction as a parent.

Request a daily update from your school, and from the teacher, if the bullying happened in his/her classroom. A “fair” amount of time is about one school week. Remind your school that every day your child is being bullied is like an eternity to him/her and your child wants the bullying to stop.

Give the school a reasonable amount of time to work out minor problems to your child's satisfaction and your satisfaction as a parent, no more than one school week. (Every day that a child is being bullied at school is like an eternity.)

In cases of a major harassment situation such as a physical or sexual assault, call the police immediately. These types of serious offenses must be handled by the police and entered on the abuser or perpetrator's police record or Juvenile Record. School Administrators can take some actions against the perpetrator(s) but they are not police officers.

*"Act quickly at the first sign of trouble. Do not settle for "we'll look into it" answers. We trusted the system to fix the problem and it failed our daughter and us miserably."*

**Ken and Judy Kuczynski**

### **Document everything!**

Pretend you are a lawyer and put EVERYTHING in writing. Tape record statements, type them up and have witnesses sign the statements. Take pictures of injuries, places (buildings), people, etc.

Enough can't be said about documentation. Getting the dates, times, locations, and names of not only the bullying incidents, but also whom you talked within the school system is very important. Write down any information that you feel will be important to reference later, especially any comments made by the principal, superintendent, teachers, etc.

After communicating with an administrator, write a recap of what was said. Fax a copy to the administrator and ask them to correct or change anything that is incorrect or any misunderstandings. Let the administrator know that you will be doing this so that he/she is clear about your desire to solve the bullying. This will assure all parties involved that solutions to the bullying of your child are what you want for an outcome.

Try hard to control the anger you may be having over the bullying. The “poison pen” document full of anger will not accomplish anything and administrator and teachers may have the natural reaction to become angry back. Administrators will be more willing to help if you act and write statements about your child’s bullying situation in a mature and diplomatic way. Keeping and sharing detailed documents will help the school admit that they have a problem with bullying and that they must take responsibility.

If your child is being bullied, either online, through written notes, phone, or in person, document EVERYTHING.

Be sure and make copies of your journal of bullying - give a copy your parents, witnesses, the school principal, each member of the school board and the school district superintendent. If you feel your story needs to be told publicly, present it at the next school board meeting. If you are really brave, send a letter to the editor of your local newspaper, without mentioning specific names of course.

### **Be Prepared for Online Bullying - Cyberbullying**

If your child is being bullied online, copy EVERYTHING. Save all emails or instant-message conversations.

You may feel that you cannot do anything about online bullying because you cannot find the cyberbully. This may not always be true. Computer specialists can track down internet provider addresses of offending websites, and there are computer whizzes that are making a living off fines collected from email spammers. Some police departments have hired these specialists to work in their criminal investigation departments and a good computer and internet investigator is in high demand. If your son or daughter is getting threatening email, your local police department may be able to help or lead you to a private investigator with computer skills. If the emails are terrorist type threats, report this immediately to the police, who will then report it to the F.B.I.

### **Parents sign a service agreement when they sign up for internet services**

Here are some examples of service agreements with internet providers and/or hosts to websites, (i.e. AOL, MSN, XO, Earthlink, etc.)

*WebPages – “By applying to register a domain name, or by asking us to maintain or renew a domain name registration, you hereby represent and warrant to us that (a) the statements that you made in connection with such application for registration, maintenance, or renewal are complete and accurate; (b) to your knowledge, the registration of the domain name will not infringe upon or otherwise*

*violate the rights of any third party; (c) you are not registering the domain name for an unlawful purpose; and (d) you will not knowingly use the domain name **in violation of any applicable laws or regulations**. You agree and acknowledge that it is your responsibility to determine whether your domain name registration infringes or violates someone else's rights..."*

*"YOU REPRESENT THAT, TO THE BEST OF YOUR KNOWLEDGE AND BELIEF, NEITHER THE REGISTRATION OF THE DOMAIN NAME YOU HAVE APPLIED FOR NOR THE MANNER IN WHICH IT IS INTENDED TO BE OR IS DIRECTLY OR INDIRECTLY USED INFRINGES THE LEGAL RIGHTS OF A THIRD PARTY."*

### **How law enforcement can get your information –**

*"...may disclose personal information about Visitors or Members, or information regarding your use of the Services or Web sites accessible through our Services, for any reason if, in our sole discretion, we believe that it is reasonable to do so, including: **to satisfy laws, such as the Electronic Communications Privacy Act, regulations, or governmental or legal requests for such information; to disclose information that is necessary to identify, contact, or bring legal action against someone who may be violating our***

*Acceptable Use Policy or other user policies; to operate the Services properly; or to protect our Members."*

The parents of students who are doing the bullying may be liable for the emotional damages caused by their child to another child. If the cyberbullies' parents know what is going on (or had received a letter of complaint), they have "knowledge and notice" of harmful activity. The parents are paying for the telephone bill and internet charges into their home - they are legally responsible for the acts of their children while on the computer and in their care. Parents can be sued for damages.

Inform your school administrators about the Cyberbullying your child is experiencing. If Cyberbullying happens on school time or with school computers, schools come under the "knowledge and notice" rule. If, while a child is being cyberbullied, he/she is threatened to be "beat up" or assaulted while they are in school, the schools must take responsibility for activities that follow a child from their home to their school.

**Written notes or threats** - Save all written notes, even if they are not technically bullying. Do NOT throw them away as they can be used to identify a bullying pattern or possibly identify handwriting.

**Phone** - If your child is being bullied in phone conversations, try to get the verbal bullying on your answering machine or on tape. Make it a habit not to answer the telephone right away. Wait for the answering machine to pick up a message. If it is for someone else, the family member can just pick up the phone. Get caller ID and take a picture of the number that the call is coming from. This will document the phone number, date the call came in, and time of day. Taping someone's conversation without his or her consent (in most cases) cannot be used in court but using a recorded message left on a message machine CAN be used in court. Also, have your child record in a notebook everything the bully said. Written notes can also be used in court. Always try to have someone with you when you encounter any type of bullying to back up what is being done or said.

You can also call the telephone company and get their advice on handling threatening phone calls. If the phone company feels you have basis (and your written record will help), they can trace and record threatening calls for you.

### **Some bullying requires immediate and swift action**

If your child is hurt badly, demand that the school call an ambulance. If you feel that you can drive your child to the doctor or hospital, do so immediately. It is not the job of school administrators or teachers to act as medical professionals.

Don't let a school administrator diagnose an injury. They didn't attend medical school and have no clue about what is serious and what is not. Even a school nurse may not be able to diagnose an injury properly. Why take a chance on your child's physical well-being? Remember, school nurses are on the school district's payroll. Yes, they do care about your child, but clearly, they must also act as an employee in behalf of their employer (the school district) or their job may be threatened. *(Note: School nurses do not have advanced degrees in psychiatric disorders and many times have no clue how to handle children who have been emotionally traumatized by bullies/terrorists.)*

It is not the job of school administrators or teachers to act as police officers when a serious bullying incident occurs. In cases of a major harassment situation such as a physical or sexual assault, call the police immediately. Age is not an issue, as 6-year-olds have been known to bring guns to school and/or violently bully. (A 6-year-old boy shot and killed a young girl/classmate a few years ago in Florida.)

Serious offenses must be handled by the police and entered on the abuser or perpetrator's police record or Juvenile Record. School Administrators can take some actions against bullies and perpetrator(s) but they are not police officers and they open

themselves up to lawsuits when they fail to report this type of violent bullying.

There are assault and battery laws that pertain to juvenile offenders. Do not wait. Tell the police right away and have a report written up.

With the proof you have collected, especially when there has been physical violence, obtain a restraining order.

### **It's time to spill the beans**

A child may feel that if a parent intervenes the bullying will get worse. Some people think they can endure bullying/abuse for the short run thinking things will change. Doing nothing ensures that nothing will change. Do not choose to suffer in silence. Become proactive and work for a positive solution to your bullying problem.

You are not Gossiping or ratting on when you report a crime. The activity of reporting a crime would be considered heroism by most law enforcement authorities. Assault, discrimination, harassment, and stalking are crimes. Tell a policemen, parent, teacher, adult friend ...ANYONE.

*Many times the kids will say to the parent, "Don't tell anyone, it will get worse." Well, it guaranteed not to get better if nothing is done at all. There are countless stories of life-threatening injuries bullied*

*children and teens have suffered without the parent or school even knowing that bullying had been going on at all.*     **Ken & Judy**

**Kuczynski**

There is a feeling of empowerment, and healing, that comes to people who tell their stories. The same is true for bullied kids. Encourage your child to write their stories and begin to talk about what they are going through. They can tell a parent, counselor, teacher, administrator, a lawmaker, and the news media. They can do a film documentary of their experiences, do a webpage, blog or write a book. Help your son or daughter make decisions that will be proactive and work towards a positive solution to their bullying problem. If there isn't an outlet for their anger, they will become withdrawn, bitter, vengeful and self-destructive.

### **What to do when the administrators or teachers will not help**

Once in awhile, sadly, administrators and/or teachers will not stop the bullying. They may give many excuses for their inaction, but the number one excuse is that they lack time and resources to deal with just one child, that they have too many students to worry about than deal with one child being bullying. "Let them figure it out by themselves," "It's part of growing up," or "Boys will be boys" is still the attitude of many uneducated school personnel.

Now the parent has to go on a “mission” to save their child. Here are some things a parent can do to bring awareness to the school.

- Write a letter to the Principal of the school. Write a letter to the Principal after each incident of harassment. (Keep a copy in your file)
- Write letters to School Board Members. Write letters to Board members separately and after each incident of harassment. (Keep a copy in your file)
- Write a letter to the Superintendent. Write a letter to the Superintendent after each incident of harassment. (Keep a copy in your file)
- Go to School Board meeting and speak out. It is not just your child that you are thinking about, but also all the other children who are harassed and have parents who will not, or do not know how, to speak for them.
- Write multiple letters to your State Representatives (The State Senate and House Education Committee). Tell them what is happening in your school and how your Administrators are handling your child's case.
- Write a letter to each member of the Education Committee separately and after each incident of harassment. (See the BullyPolice.org website to see if your laws, policies or codes are listed)

- Write a letter to the Editor of your local newspaper. Do not embarrass your child with details, but write instead about your schools lack of response for harassed students in general.
- Consider going to the television stations. Bullying can be very dangerous and taxpayers have a RIGHT to know what is going on in their local schools. Voters have a right to know what their candidates for the school board believe and if they will support and vote for good common sense anti bullying policies.
- Volunteer to do an expose' for your local television station. They can wire a small, hidden, video camera and recording device to capture the bullying on film.

*"Don't be afraid to tell your story, including the press, influential people in your community, elected officials, and school board members. Also, there is strength in numbers. Try to find out the names of other families within your child's school who are experiencing similar bullying and harassment issues. As a group, you can have even a stronger voice for change and action. **Ken & Judy Kuczynski***

Speaking about strength in numbers, why not send a letter to all your friends (in state and out-of-state), the ones you send out Christmas letters to, and tell them your child's story and what the school is not doing. Ask your friends to do you a favor and send a short letter to all the members of your school board and superintendent, (give addresses in your letter), asking them to do something for your child.

That will certainly get the attention of school officials and put some needed pressure on them to do something about all the bullying in their schools.

### **Bullying is an adult problem**

Do not let anyone, (Administrators, teachers, etc), try to put the blame of bullying on your child, a victim of the bully. The blame is always on the bully and the reason for the bullying is that adults allow it to happen. Bullies bully because they can, and because they can get away with it. Adults let bullies get away with bullying and when adults choose to do something to stop the bullying, it will stop.

Tell administrators that you will discuss your child's problems when they have resolved the bullying.

### **When to call an attorney**

If you have not been satisfied with the response you have received from School Administrators within a reasonable period, then hire an Attorney. If this is a case of a major harassment situation, such as a physical or sexual assault, call an Attorney within 24 hours. DO NOT let your school become your attorney! They have already proven that they do not have your child's best interest in mind or they would have solved the bullying problem. They are not the parents of your child and they do not love your child as you do. Armed with your documented evidence, and your repeated requests for help, you will

find that the schools will take responsibility for their actions, or they will pay for their incompetence in court.

*"Don't be afraid to take legal action if necessary. There are assault laws that pertain to juvenile offenders. In our situation, we had a bomb placed in our mailbox that detonated. Do not wait. Tell the legal authorities right away. Chances are good that this will not be the first time the offending child's name has crossed their desks. With the proof you have collected, especially when there has been physical violence, obtain a restraining order.*

**Ken & Judy Kuczynski**

### **Going to the top for help**

Check out [www.bullypolice.org](http://www.bullypolice.org) to see if your state has an anti bullying law. If your state needs improvement or has no law, contact your local State Representative or State Senator and get something started. Ask them to support State laws that will protect children from bullies, students who are whistle blowers, give counselors to victims, and make stronger laws to force bullies to take responsibility for their actions. If your State has a law, than insist that your school districts obey the law.

Be sure and read up on how to get a good anti bullying law at the [www.bullypolice.org](http://www.bullypolice.org) website. It only takes one voice to make a difference.

If your school does not have a policy, insist that they get one and volunteer to get on the committee to write it.

*"Do your homework. Obtain copies of your State, school district, and your child's school policies regarding bullying, harassment, and your child's right to a safe learning environment. Judging from the violent acts that have been written about, the schools and the districts are failing to follow established policies. BE PERSISTENT!"*

**Ken & Judy Kuczynski**

Its time that every school in America has a clear direction, by common sense laws, to stop the hurt and pain that goes on every day in a place where our children should feel safe and secure.

### **In the aftermath – how to help your child heal**

Keep listening and communicating with your child. Ask them questions about how they are doing in school, like, “Did you play with anyone on the playground today?” or “Did you sit with anyone at lunch today”. You are checking to see if your child is spending any time with friends. A lonely child is at great risk for depression. Continue to ask your child about the bullying and whether the situation has improved.

Consider getting your child in to see a Counselor or Therapist. Check with the school district to see if they have any qualified counselors, who have dealt with bullying and the conditions it may cause, like depression, anxiety and post traumatic stress disorders. Follow up frequently with the school

See who else in your area has children going through bullying or have children who have dealt with bullying. A positive and proactive approach would be to work with your school district to get a quality anti bullying program into your local schools. This can also be a “healing” activity, to take away the anger that victims of bullying harbor inside. Get creative - Bullying decreases when students, parents and child activists show their numbers, demanding positive changes inside their schools.

**Find some healing extracurricular activity.** There are Boy Scouts, Girl Scouts, self-defense classes, volunteer organizations in the community, church activities, or community events. Do something as a family or perhaps develop a family hobby, i.e., fishing, panning for gold, hiking, treasure hunting.

*"Stay united as a family. Remember that you are not alone. There are a good number of us out there experiencing the same thing. Have a game plan in mind including removing your child from the school, home schooling, requesting that the school provide a tutor, etc. These*

*are often hard decisions to make, but they may be the only options available as you work at resolving the problem.*

*"Be strong. Turn your anger and disgust into something positive. You owe it to yourself and your child's academic success and happiness." **Ken Kuczynski***

# Some questions parents ask about school bullies.

By Stuart W. Twemlow, MD and Frank C. Sacco, Ph.D

<http://www.backoffbully.com/>

*"At every quarterly examination a gold medal was given to the best writer. When the first medal was offered, it produced rather a general contention than an emulation and diffused a spirit of envy, jealousy, and discord through the whole school; boys who were bosom friends before became fierce contentious rivals, and when the prize was adjudged became implacable enemies. Those who were advanced decried the weaker performances; each wished his opponent's abilities less than his own, and they used all their little arts to misrepresent and abuse each other's performances."*

—Robert Coram, *Political Inquiries* (1791)

## **Introduction:**

School safety has been burned into our minds by the haunting images of Columbine's students running from their school with their hands clasped behind their heads and the image of a six-year-old Michigan student who fatally shot a classmate. Modern teachers do not enjoy the respect or the safety which existed even a decade ago. The idea of assaulting a teacher or mass murders in schools was so unreal as to make for a short story by Stephen King (1997), that unfortunately

became the template for a multiple homicide of a teacher and several students in Moses Lake.

Violence has plagued inner city schools for decades, and drugs, crime, and gangs have been a part of inner city public education culture for some time. Now, a new type of suburban violence is emerging in the form of school shooters who take out their retaliatory rage on students and teachers at their schools, in spite of affluence, opportunity, and relative freedom from child abuse, drug and alcohol abuse, and academic limitations. Parents and teachers are drifting apart around the issue of violence. Parents often protect their children and attack the school's apparent victimization of their child. Gone are the days of a parent standing solidly behind the teacher in disciplining a child who is disruptive at school. Litigation has replaced cooperation between home and the school.

What do all these things have in common? Power struggles are at the root of these violent conflicts beginning in kindergarten, running a course throughout the educational lifecycle and extending into the world of work. We define power struggles as the conscious and unconscious use of power by one person or group to dominate another. Coercive power dynamics refers to the process by which the various social roles of those trapped in the power struggles are structured and how they shift, or become fixed over time.

Teachers and parents often lack information and act towards these power struggles in ways that can worsen the situation; in West Jordan, Utah a 6<sup>th</sup> grader drafted a hit list of 12 students after enduring months of taunting from classmates, including beatings and having dog manure thrown in his face! The boy was indefinitely suspended after one of his victimizers grabbed the list from him and gave it to a teacher. The school spokesman said the boy and his teachers were equally at fault for "just regular kid stuff". Needless to say, police, the boy's parents, and the school are in an uproar. Overreaction and suspension of one culprit has continued the circle of bullying, hurt school administrators' credibility, and worst of all, created a climate for a worsening of the power dynamics.

Educators and counselors are outnumbered by the sheer number and diversity of problems that are now being carried from the home into schools by trouble children from public schools and the elite private schools on a daily basis. Solutions require that large groups be impacted within the existing resource allocation since medical referral is too expensive an alternative. Teachers need to be able to teach rather than be made into victims or bystanders by the sheer weight of the non-creative and ultimately violent group climate within the school. How power dynamics are handled within a school sets the tone for the quality of the overall learning environment.

There are many emerging programs and ideas about bullying, but few concise answers to specific questions asked by parents and teachers alike. This article collects the most commonly asked questions about bullying and offers answers for teachers to use for their own information as well as a resource for answering questions from parents about this topic.

A school is a complex mini-community. Like all communities, it has its leaders, followers, and troublemakers, as well as all those who have defined roles to keep the school functioning in a useful way. In our previous work in schools (Twemlow, Sacco, Williams 1996, Twemlow, Fonagy, Sacco, Gies, Evans, Ewbank in press) we have found that within the school community these power struggles between children very much interfere with the degree to which a child feels safe and happy, looks forward to coming to school and progresses academically.

Even peaceful schools have covert power struggles. We consulted with a parochial school without serious disciplinary problems and with very high academic achievement, but where the young children in the school didn't like going to school. Eventually, disgruntled parents forcefully brought the matter to the attention of the principal. It turned out that small children were being bullied by older children, who would exclude them from games on the playground and make them feel small and unappreciated. A peer mentor approach

sponsored by the older student council students remedied the problem quite quickly.

The final common path for this cataclysm results from a long developmental process of build up of rigid coercive power dynamics in the school environment. To make a school a place where you child can learn, teachers and students must be able to get along with each other with mutual respect, not merely comply with school rules. We have found that these power dynamics evolve from attention-getting struggles which appear first in kindergarten, as children make a transition from being at home with a parent or caretaker they relate largely to teachers as if they are parental figures. Thus power struggles in kindergarten through third grade are usually to get the attention of the teacher. By about the fourth and fifth grade, peer leaders emerge and these unique leaders themselves often have great power and control over the body of their peers.

Physical bullying peaks in middle schools. It is thought that by about the tenth or eleventh grade of high school, the bully loses social power as children's discriminatory and symbolic abilities develop, and children become more independent as they begin to plan their adult life beyond the intense social dynamics of the school environment. Instead, in high schools, powerful social group bullying can lead to lethal violence. In the Columbine school shootings, a favored social group, the athletes, seemed to contribute

to the build up of the killing spree of Klebold and Harris. In spite of the multiple and complex factors involved in these school shootings, we have no doubt that school power dynamics play a major role in the lethal outcome (Twemlow in press, Twemlow 1999).

### **The Triangle of Power Dynamics**

The bully, victim, and bystander social roles form a dangerous triangle.

**A bully** repeatedly uses force, either physical or non-physical to shame, humiliate and dominate a victim. Thus **a victim** is the target for the bully's force and can become depressed, hopeless and enraged at the mockery. The **bystander** is the audience for the bully-victim drama. It should be noted that these are dialectically determined roles, not people, and can switch around often very rapidly. Like an audience for a play, the bully needs applause, since it increases the humiliation of the victim and makes the bully feel more powerful. In this way, the more the bystander enhances the bullying. The bystander role is an important and often unrecognized part of the problem and also the solution. The Bully-Bystander gets a vicarious thrill by watching the bullying.

Our research has shown that 10-20% of all children in grades 3 through 9 have admitted Bully-Bystander qualities. The less common Victim-Bystander is often an abused child, who is too frightened to

resist the bullies' demands for help. Avoidant bystanders are sometimes teachers who deny the existence of the problem, while ambivalent bystanders can be recruited to interrupt the power dynamic.

As children get older, the intensity of the power dynamics and the degree of humiliation, shame and rage become much greater as groups of children adopt the bully-victim-bystander roles.

Competition for leadership of groups and later on as the child grows up and becomes sexually mature, gender and ethnic battles and games, all add fuel to this fire. Thus being humiliated in front of a girlfriend or being rejected by a boyfriend has very intense emotional implications, leading often to despair and humiliation and sometimes suicide, or revenge and retaliation and sometimes homicide, as the recent spate of school shootings so dramatically illustrates.

**Here are some commonly asked questions about bullying at school:**

**Is all fighting bullying?**

No, it is not. If two individuals of equal skill get into a fight, either verbal or physical, where humiliation and harm is not an important part of the process, then that is fighting, not bullying.

In young children, especially boys in the first grade, aggressiveness is sometimes a way that psychological growth is facilitated so that not

all fighting and not all bad behavior in children is due to bullying. Thus fighting or disruptive classroom behavior does not mean that your child will necessarily become a bully.

Remember, the "goal" of bullying is to draw attention to one's power by a process of putting somebody else down. Didactically, it might also be helpful to further distinguish a violent act from bullying or fighting. Violence implies the intent to harm, thus bullying is violent, but a playground fight is not necessarily violent.

### **Is all fighting and anger abnormal?**

The answer to this is unequivocally "no". Anger is a normal emotion. It is not a pleasant emotion, it is not an emotion we enjoy, but it is perfectly normal, as is sadness or happiness, for that matter. Thus, fighting between children is not necessarily abnormal; it could be a normal outlet for children's aggressiveness. An environment that is entirely too quiet is in many ways also abnormal. Physical contact is a way children often sublimate their energy, and anger is a way of communicating a very important mental state. Anger can be quite constructive, if people are willing to examine themselves, and the emotion is not too extreme.

### **Who are the bullies?**

In elementary and middle school, typically, the schoolyard bully is a boy, usually much bigger and physically stronger than other

children, although a little kid can also be a bully if motivated. In high school, bullying goes underground, is expressed more subtly, and is perpetrated equally by either gender. It should be remembered that teachers also bully students and students bully teachers, and that administrative staff, secretaries, custodians, lunchroom aides and coaches can all be part of the power dynamics triangle with each sometimes occupying Bully, Victim, or Bystander roles. It's only by self-observation and self-awareness that such troublesome and misery-producing interactions can be stopped.

It's our opinion that if the total social climate of the school is not addressed, including not only children, but also all others working in the school, then any programs to reduce violence in schools will fail.

Girls bully more indirectly by verbal attack, ostracizing and rumor mongering. In recent years, girl gang leaders have become much more physical in their desire to dominate, even in middle and elementary schools.

### **What are the major forms of bullying?**

Young children tend to bully physically, but usually the physical component is not serious. If, for example, a bully seriously injures a victim, he will get blamed and the victim gets the sympathy. Most physical bullying is repeated poking, slapping, pushing, groping and

shoving, to embarrass and humiliate the victim, but not cause serious injury.

In elementary schools, repeated name calling, tattling, butting in line, rumors, and leaving someone out of a group are the most common bullying behaviors. Bullying incidents might last for only a few seconds and tend to occur in unstructured settings; hallways, bathrooms, lunchrooms, playgrounds.

As children get more verbal and more skilled symbolically, then the forms of bullying become more subtle; although in many ways can be even more destructive. Verbal bullying involves the public humiliation of a victim by name calling, poking fun at a physical characteristic or disability such as stuttering, limping, blinking, or other oddity of movement, speech, or appearance. Verbal bullying can also involve racial slurs, attacks on parents, "your mother is a . . . .", or mean comments about styles of dress, hygiene, or other "styles" of dressing or acting. There is nothing more miserable than a young teenage girl crying in her bedroom because she has been excluded from a clique by her so-called friends, or the child who becomes anorexic and bulimic because of fears of exclusion from the group of thin popular girls who are the model of attractiveness to boys.

Ostracism, excommunication and blackballing are all ways that adults humiliate and bully each other and many adults are

unfortunately institutionalized for this behavior in many of our communities. We perhaps do not need to make the obvious point that children are not born bullies, but learn the pattern. Who they learn from includes parents, teachers, media and many other social influences.

### **Are bullies mentally ill?**

Coercive power dynamics, or bullying tendencies, can be present in many different forms of mental illness, so bullying is not a diagnosis as such, anymore than a headache is, but instead is an expression of a dysfunctional mental state. If the bullying continues into adult life, and the individual continues to humiliate and mock others, all sorts of interpersonal problems will result that might lead them into psychiatric care, or even prison.

It is our opinion that frequently, children who kill themselves or others often may have mental illness with a predisposition to loss of impulse control, but the straw that breaks the camel's back frequently is to be the object of significant bullying and feeling of being excluded or rejected by the group to which the child by nature and right belongs. There is nothing more devastating to the human mind than being shamed and mocked by others in front of a peer group and there is no other assault that can produce homicidal or suicidal rage as easily as shaming and mockery, since being mocked is much more enraging than serious physical injury.

### **Is competing to be number one a form of bullying?**

It is true that we live in a dog eat dog, highly competitive free market society. Schools can help reinforce an obsession with competitive sports. Horror stories have been told more than once about the impact of sports failures on the peace of mind and happiness and education of the child. Some of us believe that extreme competitiveness is not at all desirable for the growth of children, although balanced non-bullying competitiveness can lead to excellence.

It is our view that it's not desirable to encourage children to win at all costs, since all costs may invoke bullying, humiliation and attendant possibilities of serious violence, or at the very least unhappiness and academic failure. A child who learns to achieve their goals by vicious competition will likely end up unempathic and friendless. It is long known that the master/slave relationship (as in the bully/victim relationship) may involve compliance on the part of the slave, but not willingly and certainly not happily. Much is missing from the life of a child who only knows how to win at all costs.

### **How do children learn to bully?**

Children are not born to bully. Modern psychological theory suggests that human beings are not born with instincts, unlike animals, but loss of control over impulses comes mainly from responses learned

during upbringing counterpoised with certain genetic predispositions. Parents that express anger physically will likely produce children who tend to express anger physically. Children from homes where there is domestic violence tend to over or underestimate violence, thus very much affecting their later relationships with others and their own children. Unfortunately, significant adults are often inadvertently a bad example to our children; we frequently ostracize those whose customs and patterns we do not like.

The senior author was subjected to ostracism in a small community. Dr. Twemlow's first job out of medical school was to work in a small coal-mining town where he diagnosed several cases of tuberculosis due to contaminated milk. When he asked the health department to pasteurize the milk, he did not realize it would shut out local milk suppliers. The town acted against him rather viciously, by avoiding his medical practice and by refusing to serve him and his family in local shops. He and his family were pretty miserable. Anybody who's been blackballed by a union for crossing a picket line experiences institutionalized bullying, not to speak of excommunication by religions and many other exclusion rituals, including country clubs and special groups that maintain themselves a cut above everybody else. This form of institutionalized bullying conveys the idea to children that it is alright to establish a hierarchy of "good people" and "less good outsiders" and to humiliate and enslave others. Yes,

unfortunately, children learn to bully, but they can also unlearn bullying. It all depends on us, the significant adults.

About one percent of all bullies have a serious sadistic nature, in that they enjoy the pain of others. Such children tend to be rather unfeeling when they bully and are not anxious, nor is their self-esteem low. Such children often have serious problems with criminal behavior later, and can become quite abusive. Obviously, most bullies do not necessarily grow up to commit crimes or abuse other people, since we all have been bullies, victims, and bystanders!

**Are children who complain about bullying just whining and don't they ask for it anyway?**

There are a variety of types of bullies and victims. The bully-victim is a child who tends to provoke trouble and then begins to feel very sorry for themselves when they are attacked. Such provocative children can become despairing very quickly, especially if their peers and teachers and those in charge do not pay attention to the extent of the humiliation. Sometimes people just don't pay attention to it because it isn't very physically serious. There probably never was a statement less true than, "Sticks and stones will break my bones, but words will never hurt me."

Girl victims sometimes in high school develop a pattern of dating that often paradoxically attaches them to bullying boys. They

sometimes feel as though they have to rescue their macho bullying boyfriends, who are seen as "a really good boy underneath".

Sometimes, children may even become martyrs, as if it is a greater cause to support the boy against all who do not like or understand him. These complex relationships are part of forms of lovesickness or crush. Whether or not children "ask for it" in the sense of acting to encourage it makes no more sense as a justification for bullying than it does to say that because a victim of sexual harassment, including rape, is sexually aroused or even seductive, that they asked for it.

### **What makes a child a target for bullying?**

The key behavioral ingredient for being a victim is SUBMISSIVENESS. A bully quickly picks small, shy, frail, or whiny children who are loners. A bully needs to feel in control and requires that the victim provide the bystanders a show of shame or humiliation. Victims are made to feel like fools and often try to submit to the bully in an attempt to stop the bullying. The net effect is that the victim's submission fuels the bully and increases the entertainment for the bystanders.

### **What is the harm in being a bystander?**

Many parents teach their children to "not get involved", to "stay out of it", "to mind your own business." When a child becomes an audience to bullying, a process of being part of the "Triangle of

Power Dynamics" begins. Watching someone squeal in shame as a bully humiliates can create a thrill in the bystander, who becomes vicariously identified with the bully, i.e., a bully-bystander. Eventually, this child might identify with the bully and passively feel empowered by the negative actions of the bully, being ensnared into the pathological power play without even realizing it.

The bystander may also identify with the victim and become afraid of the bully or support the bully so they do not become a victim (victim-bystander). The practiced bully will always be on the look out for new targets, and the victim-bystander is an excellent recruit.

Bystanders can also deny any bullying is going on and become avoidant-bystanders. Many adults fill this role. Bystanders may also be confused and not know what to do. This ambivalent-bystander is distracted because they are trying to figure out what part to play in the unfolding destructive power dynamic. This is the group of potential achievers who will not achieve potential because they are distracted by the ongoing power plays.

### **Do movies, video games and the Internet depicting violence encourage bullying?**

The answer to that is complex, but in summary, is yes. Why wouldn't it? It is amazing when one looks at the research which shows that children view an average of 10,000 acts of violence yearly on television alone, including South Park, Beavis & Butthead, and the

Simpsons! Children spend 16-20 hours a week playing video games, and 4-8 hours watching movies. In general, 57 percent of all TV programs have violence in them, 73 percent of which goes unpunished, and for 58 percent no pain is registered at the violence. Research at the Menninger Clinic shows that children who have conduct problems show responses to violent movie clips that indicate a type of numbing out of violence. Sometimes a smile indicates that responses to the violence have been suppressed. Whereas this could be a survival tactic of some value when conscious, if it becomes too much of a habit, it creates an apparent remorseless and lack of empathy in the child.

Overall, the evidence is that repeated, merciless violence in the media; newspapers, movies, television, or Internet, may predispose a child to violent thoughts and acts both in their current and perhaps even later life.

### **What can be done to stop bullying?**

The first step is developing an awareness of the bully-victim-bystander power dynamic and how it is being played out. It does little good to label any one child as the one who needs help or discipline. Bullying is a complex social dynamic that requires a combination of large group interventions that target improving the school and home social climate by having a zero tolerance for the bully-victim-bystander behaviors. Interventions need to target the

school climate because the problem is caused by children who are not mentally ill and provide ways to encourage positive alternatives to negative power struggles.

Bullying needs to be exposed as destructive behavior rather than glorified, modeled, and ignored by adults. Just like tobacco or AIDS, bullying is a health and educational epidemic that threatens the minds and education of our children.

Children need to learn how to cope with bullies. Simply bullying back will not work. Parents often advise their children to fight back against the bully. Again, victims are often no match for the bullies. Productive responses to bullies are based on teaching children verbal and mental techniques that lead to assertive, not provocative responses to bullying. The child needs to learn how to use assertive stances, language, postures, and some verbal and physical escapes from bullying.

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Twemlow, SW, Sacco, FC, Williams, P: A Clinical and Interactionist Perspective on the Bully-Victim-Bystander Relationship. Bulletin of the Menninger Clinic 1996; 60 (3):296-313

### **Recommended Resource Materials for Teachers**

Early Warning, Timely Response: A Guide to Safe Schools. United States Department of Education,

<http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>

Federal Bureau of Investigation: School and Juvenile Violence: A View of the Literature. National Center for the Analysis of Violent Crime, FBI, US Department of Justice, January 1999, First Edition.

Olweus, D: Bullying at School – What We Know and What We Can Do. Blackwell, MA, 1993

Randall, P: Adult Bullying: Perpetrators and Victims. Routledge, NY, 1997

Twemlow, S, Sacco, F, Twemlow, S: Creating a Peaceful School Learning Environment: A Training Program for Elementary Schools. 77 Reed Street, Agawam, MA: T & S Publishing Group, 1999.

# Important INFO for parents-- PASS IT ON

By Terry Birch

The US **Office of Civil Rights** dept has the ability to step in and investigate school districts for alleged violation of civil rights and discrimination under 504 and IDEA and one can file formal complaints with this governmental agency. Here is the link: <http://www.ed.gov/about/offices/list/ocr/index.html> - then click on the link that says 'how to file complaints' on the right.

If you live in any Georgia public school district, and suspect you have been discriminated against, or retaliated against or have had a child mistreated, and attempted to rectify the problem with no resolution - please, please consider contacting your US Congressman and file a simultaneous complaint with the US Dept of Education Office of Civil Rights as well. You can ask your US congressman to assist with complaints filed with the US government. I would also recommend you take your child to your physician as early as possible, if you suspect any possibility of child abuse while in school as well as filing appropriate complaints with your law enforcement agency and child protective services.

All children are protected under CIVIL RIGHTS LAWS which is supposed to protect the rights of children for equal opportunity of education, regardless of race, creed, religion or ability.

You also have the ability to file complaints with the US Justice Department as well if you suspect disability discrimination, harassment, or retaliation. Here is the link:

<http://www.ada.gov/cguide.htm>

Parents also have the right to investigate where and how their tax dollars are being spent by learning how to do open records requests of school districts and looking at the school budget and expenditures. In addition, parents have the right to examine their child's school records. The Georgia First Amendment foundation website has guidelines to assist with Georgia Open Records laws and statutes. For more information, check out [www.gfaf.org](http://www.gfaf.org).

The Attorney General of Georgia is another resource that will assist with access to open records. If a school system is not cooperative or reluctant to cooperate with open records requests, one can contact the Office of Attorney General of Georgia at the following link:

<http://law.ga.gov/02/ago/home/0,2705,87670814,00.html>

The main point of this information is that if you persist, you will get results by contacting various government agencies and building an

accumulation of data and information. I have found also that using an attorney that is not connected to your hometown is also best, if you choose to seek legal action against a district. It is imperative to keep every shred of communication, emails, and records so that your attorney of your choice would best be able to assist you. Using local newspapers and press is also very valuable. I have written several articles on local blogsites and have sent in opinion letters to my local papers as well as have spoken out at school board meetings. Going as a group or with a group of parents is most beneficial when dealing with any issue that is occurring in your school district. In Georgia, you also have your local school council meetings. These are open meetings held on a regular basis at each public school. You also have the right to attend school board meetings too. I encourage people to get involved actively with raising issues directly to your school board and if they cannot acknowledge the issue, work to vote them out of office. I have found that giving 'face time' with school officials and school board members is most beneficial of all.

*Contact Terry Birch at 404 966 8986*

# The Parent & Student Bill of Rights

*Submitted by Brenda Morrison*

*Pass this out to your school if you fear bullying, discrimination, verbal or physical abuse, retaliation or any rights of your child might be violated.*

To:

Re:

To Whom It May Concern,

This letter is to request immediately that my son/daughter, \_\_\_\_\_, be afforded all the protections under state and federal law to protect him from physical or emotional harassment, discrimination, retaliation, or verbal abuse. As schools legally acts in behalf of the parent while in their care, it is my understanding that he/she has a right to learn in a safe and harm-free educational environment. It is also my understanding that school personnel have a duty to facilitate his protection and fully investigate all allegations he reports. I am now requesting that you protect my child from the various forms of abuse he has suffered at your school.

Because my child is a minor, he/she has been informed that he/she is not to discuss any allegations of such abuse without myself/parent/legal guardian present during these discussions. I expect to be immediately called to attend to these discussions if my child makes a complaint.

I am requesting that this protection begin immediately. I will assume you are taking the appropriate action from this date forward. If I am incorrect, I request you immediately notify me, and my advocate at the following address:

Advocate/Parent name

address

city, state, zip

phone #

Sincerely,

Parent's name

*Pass this out to your children if you fear your child will be challenge because of bullying, discrimination, verbal or physical abuse or retaliation.*

**STUDENTS RIGHT to REMAIN SILENT with PARENTAL CONSENT**

\_\_\_\_\_ has the right to remain silent with parental consent in the event he/she is questioned by a teacher, principal, social worker, psychologist or police officer about any non-academic matter related to information about said student or another student. He/she requests that the school immediately contact a parent or legal guardian and inform them of the situation.

The student does not consent to his/her search of person, car locker, purse, backpack or books and will not sign any documentation without first obtaining permission from a parent or legal guardian.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Sample Letters - To School

**Note:** This is just a sample of the FORM and language that could be used in defense of your child.

This is only a sample of some wording that can be used in a follow-up letter to be sent to an administrator or teacher. For an example, this type of letter could be drafted after every phone conversation or meeting concerning a bullying incident or upon answering a false allegation. Obviously, if you are going to use this form, you must make it your own and change what necessary language would accomplish that objective.

## SAMPLE LETTER TO SCHOOL

[Attorney's Letterhead, Bully Police USA Letterhead, or Your Own]

[Principal's Name]

Name of School

[Address]

CERTIFIED MAIL RECEIPT # \_\_\_\_\_

Re: [Name of Child]

Dear \_\_\_\_\_:

This letter is to confirm our phone conversation of [Date]. I am the attorney [or parent of] for [Name of Client]. As we discussed, [Fill in a synopsis of any phone conversations]. *OR* At the meeting we to discussed a false allegation made against [Name of Child or Client] involving his daughter/son, [name].... [Fill in as noted]

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I am confident an unbiased investigation would come to the conclusion that [Name of Child or Client] is the actual victim as an innocent target of a vicious false allegation. Such an investigation would reveal no evidence of [activity] by [Name of Child or Client]. This allegation was made by [Name of Mother or Reporter, if known], the mother of the subject child. [Name of reporter, if known]'s underlying motive and agenda in making this fabrication is rather transparent and ludicrous.

-----

Pursuant to our telephone conversation, you have indicated the inability to share details of the allegation at this time. Until you are able to convey the allegation in detail, I have instructed my [Name of Child or Client] not to make any statement or answer any questions regarding any possible investigation, or submit to any form of testing. Therefore, please do not subject my [Name of Child or Client] to any interrogation; questioning; physical, psychological, or any form of testing. Please do not contact my [Name of Child or Client] directly in any manner and direct all communication to me.

-----

My [Name of Child or Client] was not informed of his/her right to consult with an attorney prior to coming to your office on [Date]. [Name of Child or Client ] was informed that he was required to meet with you immediately and had no discretion in the

scheduling of the meeting. This demand to appear immediately could be perceived as a tactic to inhibit [Name of Child or Client]'s right to consult with an attorney prior to the meeting.

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[Name of Child or Client] signed [Document] under duress and without any explanation of their legal right to refuse. [Name of Child or Client] was led to believe that signing this [Document] was mandatory. [Name of Child or Client] is now rescinding the signature on this [Document], and [Name of Child or Client] proclaims his/her innocence.

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My [Name of Child or Client] is facing a false allegation. I have advised my [Name of Child or Client] to withhold providing any further information pending disclosure of the alleged factual details by your office.

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In addition, [Name of Child or Client] has been contacted by [Name of Person], concerning the bullying incident. In speaking with [Name of Person], she has informed me that [fill in contents of conversation] and that she/he is required to [fill in what was asked to do]. The request for a [fill in request] of [Name of Child or Client]

is unnecessary, unmerited, and groundless. I have instructed my [Name of Child or Client] to deny the [request] absent court order.

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We would appreciate the courtesy, in the event that [Name of School or School District] believes it necessary to take any action regarding [Name of Child or Client] be it a request to enter into services, or any other procedure to be notified in advance of such action.

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The names and addresses of those involved in this bullying incident (if known) are attached to this letter for your convenience and official notice. Your cooperation in this matter is appreciated.

=====

Please inform me within forty-eight hours of receipt of this letter if there are any disagreements or discrepancies concerning our conversations in this matter.

Sincerely,

\_\_\_\_\_

[Attorney or Parent] for/of [Name of Client or Child]

## **ADVICE FOR KIDS**

## Poet's Corner

Today at school it was nearly time

Nearly time to go home

I ran to my locker but they were there

Sitting and staring with an evil glare

They stood up all three of them

Came up to me and said

"You're not going, you're staying instead"

They picked me up and carried me away

Where were they taking me? They would not say

We were heading for a closet with lots of things inside

I hoped we weren't going there but I bet that was in their minds

We got to the door and they pushed me in

They locked the door so no one would get in

I was left alone with nobody there

My heart was pounding I wanted my mom

I need the key to be able to escape this horrible tragedy

*By Lisa A. Kovach Ph.D*

# What Kids can do – trying to become invisible

*By Brenda High*

Once a child is being bullied they can be a continual target. If the school refuses to do anything to help, it's important that the child learns some techniques to make "the target on his back" smaller.

Here are a few ideas:

- Avoid bullies and where they hang out – don't go where the snakes might be sunnin'.
- Act and look confident – Walking and standing confident, with the shoulders back, discourages bullies because it makes them believe you might fight back. They want to bully someone who will be easy and "take it".
- Be observant – don't get blindsided
- Tell your friends – Create a Heroes Group ([www.HeroesInTheCrowd.com](http://www.HeroesInTheCrowd.com)), where everyone helps to watch each other's backs.
- Tell many adults – Ask your school to create a Heroes Classroom where the kids are assigned the duties of a Heroes Group.
- Be assertive – kids who are verbally outspoken, even loud, won't get bullied as much as quiet and timid students.

- Stay calm. If you are nervous and it shows, bullies tend to push the bullying even further.
- Keep a safe distance - If you see a bully heading in your direction, go stand by a teacher or adult. In fact, stay near an adult as much as possible if there is more than one bully harassing you.
- Walk away. Why put up with the abuse when it's just as easy to walk away. Don't be embarrassed about not "taking it" like a man or "handling it". Remember these are bullies and abusers. They are the ones with behavior dysfunctions, not you. What do you care what abusers, thugs, criminals or future jail-birds think?
- Say "Stop it!", and say it loud. Get everyone's attention so that that people turn their heads and take notice.
- Say "Leave me alone!" and say it loud. Again, get everyone's attention so that that people turn their heads and take notice. You want people to know that you are being harassed. (If you fight back before getting everyone's attention, people will "notice" you fighting back and think you started it, so you must get attention verbally before defending yourself.)
- Say "Whatever!" - You can do this with a smile, or you can say it loudly, whatever you feel is appropriate for the situation.

- Use humor – You can start to quote Shakespeare or loudly tell a short joke, but the trick is to get attention and then defuse the bullying with humor.
- Use “I messages” – “I do not like to be treated this way.”  
Again, be LOUD and clear so that there is no doubt about how you feel.
- Travel in a group...the bigger the group and the bigger the kids, the better.
- If you’re in danger, RUN. Listen to your common sense, if you feel you are in danger of getting really hurt, or there is more than one bully, RUN!

# Being Bullied? Here are some tips...

*By Warren Throckmorton, PhD*

- **Teach others how to treat you.** We all deserve to be treated well. We teach others how to treat us by our reactions to them. If bullies insult someone who doesn't care what they think, they've wasted their time.
- **Keep a record of events.** It can help to express your feelings by writing them down, and if things get too bad, showing someone the diary is a good way to help someone understand what you are going through. It can also be good evidence if ever needed to support your case.
- **Talk to someone.** As well as asking for help, just sharing your feelings and knowing that you are not alone is very important. Ideally, this should be a trusted friend you feel comfortable with. If you don't have any friends you feel you can trust, go to an adult in a position of responsibility such as a parent, teacher, spiritual leader or school counselor.
- **Ask for help, and keep asking until you get it.** If you are being bullied at school, tell a teacher, counselor, school nurse or

administrator. You could also get your parents to write to them. Educators have a legal responsibility to look after you while you are at school, and all schools should have an anti-bullying policy. This isn't just for your own sake. It's very rare that a bully only has one victim, and by demanding that the people in charge deal with the situation, you may be able to save others from going through what you've had to suffer. You can even call the media or a lawyer if all else fails.

- **Leave.** If the school won't stop you being bullied, ask about changing schools. It doesn't mean that the bullies have won. Getting away from them and from schools which tolerate their bad behavior makes you the winner.
- **Treat others the way you want to be treated.** Model for all how relationships should go. Being the victim of a bully is rarely, if ever, something that you can control, but you can control your own responses to others.

# CHOICES: When Someone Hurts You

*By Brenda High*

When someone hurts you, it's normal to want to get even with them. Sometimes you feel anger enough to want to hurt them back, but **YOU CAN CHOOSE** not to do that. Remember that being angry is also a choice. You can choose not to be angry. Revenge is never a good answer to any problem in life and especially not a good choice when it comes to bullying and harassment. Here are some choices that you can choose instead:

- **CHOOSE TO THINK.** Don't do anything right away. Consider your options. Think about what might happen if you choose to hurt the other person.
- **IT IS YOUR CHOICE.** You can decide how to handle bullying and harassment. You are in charge of your actions and reactions.
- **CHOOSE TO TELL YOURSELF,** "I'm okay and it's okay to feel anger. It's not okay to hurt someone else because I am angry, even if that person hurt me first."
- **BE BOLD AND CHOOSE TO SAY;** "Stop that! I don't like that!" Yell very loudly so everyone within hearing distance can hear. It might be embarrassing to you, but the bully is

embarrassed too. It also might be wise to back up with your hands down (or in back of you) when you say this so that a teacher will know that you are the one being harassed or bullied and that you are not the instigator.

- Keep your hands to yourself. It's okay to make a fist, but put them in your pockets so only you know how upset you are.
- Walk away or run away, especially if there is more than one bully. There is no dishonor in saving yourself from injury – or saving the bully from injury if you fight back.
- Tell the person how you feel and try to talk about what they are doing to you or themselves. Use the “I” message. Example: “I feel angry when you hit me because it hurts. I want you to stop hitting me” or “I thought you were really cool (or whatever term teens use), but now my opinion has changed.”
- Take a deep breath, and then blow it out. Blow your angry feelings out of your body.
- Find an adult. Tell the adult what happened and how you feel.
- Count slowly from 1 to 10. Count backward from 10 to 1. Keep counting until you feel your anger getting smaller.
- Think “cool” thoughts. Imagine that you're sitting on an iceberg. Cool down your hot, angry feelings.
- Think of something you like to do and imagine yourself doing it.

- Treat the other person with kindness and respect. It won't be easy, but give it a try. This will totally surprise the other person and it might end the conflict between you. (Believe it or not, sometimes boys will harass girls they like, or girls will harass boys they like. This is usually a sign of immaturity and not knowing how to get attention anyway else.)
- Draw a picture ("Art Therapy") of what you are feeling.
- Write your feelings down about what you are going through in a journal. Do poetry.
- Sing. Sing an angry song, a loud song, an emotional song. Put your anger into something constructive and make something good out of it.
- Take time-out. Go somewhere that you feel safe until you feel better.
- Find another person to be with you, even if it's a little brother or sister.
- Know that you can get through this and that the bullying won't go on forever. Live your life from day to day and choose not to hurt someone else.

It's up to you. Remember that getting back at someone never makes conflict better. It only makes it worse.

Choose Well.

# What can you do to make yourself less of a target?

*By Brenda High*

First of all, no one deserves to be bullied, no matter what they look or act like. The victim is never at fault. A victim can be anybody, any color, short, tall, overweight, skinny, gay, straight, pretty, not so pretty, very young, very old, anybody! Everyone's a target – we all wear invisible targets on our back. But not everyone is a victim – not everyone will have that invisible target shot at. However, there are some things you can do to become less of a target from immature and abusive bullies.

Here are some of my “rules” concerning bullying:

The first rule of bullying: Bullies bully because they can.

The second rule of bullying: Bullies bully because they can, and because they get away with it.

The third rule of bullying: Bullies bully because they can, and because they get away with it. Adults decide which bullies will get away with bullying.

The fourth rule of bullying: Bullies bully because they can, and because some of them get away with it, some also become victims, in the sense that bullies that are not stopped from being bullies have a 75% chance of jail-time before they are 24 years old. (*Secret Service study*)

So, how does one become less of a target to bullies?

## **How to become less of a target**

### **How do you dress?**

What you wear to school might make you a target of bullies. If you choose to dress “differently” than other students, than you are choosing to take a chance to be targeted by bullies. It’s okay to dress differently but be aware of “what to do when someone hurts you.” If you are brave enough to dress differently, than you must be brave enough to go to your administrator and complain that your rights are being violated.

Take a look around you and see how the average student dresses. Do not choose to “overdress” or “under dress.” Overdressing might be putting on layers of clothes and wearing a coat all the time. If you are cold then wear a sweater, but don’t wear a coat all the time.

Under dressing might be wearing shorts or low cut blouses for girls and open shirts or thin t-shirts for guys. You might look great this way, but it will bring unwanted attention from bullies, (and sometimes-jealous bullies).

### **If you are overweight**

Stop talking about being overweight. Look around you. Over half the population is overweight. You are not being bullied because of your weight; you are being bullied because of the way you react when you are teased about your weight.

Do not wear tight clothing if you are overweight. Wear clothing that fits well and is comfortable. Loose clothing will not only feel better but it will give others the idea that you are relaxed and okay with yourself. (Don't wear pants that come down low on your rear end – this is a guarantee that you will be teased about your “Dari-air”.)

If you are trying to lose weight, keep it secret until you have lost a large amount of weight – which people will begin to notice without you saying anything. (Even bullies might say something positive when this happens.) The easiest way to lose weight is to eat slowly, chew 25 times with every bite and drink water between bites. Your brain will have time to tell you that you are full and you will fill up faster on less food. Cut down on sugar, starchy and fried foods and

drink water instead of soft drinks. Start taking walks, especially after eating, for exercise.

### **The way you talk about yourself**

Don't bring out the negative about yourself and expect that bullies won't use it against you. Bullies love to find out what's bothering you and make you feel worse about it. They feel power when they can "yank your chain" and upset you.

You've heard the old saying, "If you don't have anything good to say about someone, don't say it at all." Well, if you don't have anything good to say about **yourself**, don't say it!

If you are a negative talker, try a little conditioning trick. Put 10 dimes in your right pocket and every time you say something negative, put a dime in your left pocket. At the end of the day, assess how you are doing and make a goal to have fewer coins in your left pocket the next day. Start over fresh each day. Each day is a new day to make changes that develop good habits.

### **Keep a clean appearance**

Bullies love to pick on kids who are unkempt. They will find every flaw they can to hurt their target. If you are a girl you are especially vulnerable to gossip from other girls who want to boost their own

egos. The teenage years are vain times – don't follow the crowd, but be sure you take care of your clothes and your body.

Wash your clothes, including socks, when they are dirty. If you aren't sure your clothes are dirty, get a second opinion. (If they fall over and pass out on the floor, take those clothes to the washing machine immediately!). Take a shower every day, even if it's just to rinse off. Use deodorant. Wash your hair regularly. Dirty hair never looks good on anyone, nor does hair that is uncombed. Finally, brush your teeth. You can't help having crooked or uneven teeth but you can help having dirty, crud filled teeth. It's easier to smile when your teeth are clean.

### **Choosing to come out as gay**

This is a very sensitive subject to write about, but I'm going to be "straight" with you about this and hope that those of you who are feeling the need to tell others that you are gay will understand. You have two basic choices – don't tell anyone about your sexual preference, or, be prepared when you do tell about your sexual preference.

If you don't tell anyone that you feel you are gay, you may still be accused by a bully of being gay as this is the most used tactic of bullies. They like to accuse everyone of being gay. This bothers both straight and gay students. **The word "faggot" is the most often used**

**word that bullies use** to push the victim into a defensive mode. (*A smaller bully will not say this word to a big target because the big target will usually get very angry and the sparks fly.*)

If you do decide to tell everyone you are gay, (or “come out of the closet”), then be prepared for possible bullying. You may or may not be bullied depending on whether *The Third Rule of Bullying* applies in your school. If your school will not allow bullies to get away with bullying, being gay will not make you a target.

### **The way you walk and talk**

Bullies pick on kids who they believe are weaker than them. Bullies observe someone, (sometimes for days), before deciding to make them their target. How you walk and talk might be the determining factor on whether you will be their target.

Do you walk with confidence? Are your shoulders back and is your head held high? Do you appear relaxed or do you appear to be a “nervous wreck” all the time? What others perceive when they watch you will determine how they react to you. First impressions really do make a difference.

Do you talk with confidence? If your voice is low and quiet, practice talking louder – bring your voice up a few decibels. Sound more confident about what you are saying and look the other person in the

eye. Smile and practice moving your voice up and down like a disc-jockey, when you talk. This makes you sound more interesting to others, especially when you accentuate the points you want others to take note of. Have you noticed speakers that have “monotone” voice and how boring they sound? Don’t be a bore when you talk, be enthusiastic; be a radio announcer!

## **Verbal Strategies**

Practice some verbal strategies with a family member or good friend to combat the bullies in a friendly and non-confronted way. (You never want the bully to see that you are scared.) It’s better to get the bully laughing if you can put on a great act. I’m sure if a bully approached you and you started tap dancing and singing, the bully would leave the room...along with a few other people, but then maybe you will have found a few new friends who think you did a pretty good job.

A couple other verbal strategies might include

- Complimenting the bully
- Asking questions to the bully - this puts them off guard
- Agreeing with the bully, at least in a roundabout way

For instance, when a bully says, "I don't like you. I can't stand you," the victim can disarm the bully by replying, "You MUST like me! You like talking to me!" ...Or, "I can't stand on me too!"

When a bully makes a negative comment, like, "You're ugly," you can say, "That, of course, depends on one's definition of ugly" or "Like REALLY ugly, or just a little ugly?" (Say that with a smile)

...Here is the favorite bully comment, "Hey Faggot!" Just say, "I'm a Real Boyyyyyy!" Say it like Pinocchio did in the movie *Shrek*. If you do this just right, everyone will laugh and it will defuse the bully's remark.

Using some of the same principles above, when questions yield details like, "Your hair is ugly. It's too short. You look almost bald," etc., you can say, "Why thank you, I like the bald look - you can't have hair and brains on the same head." ...Stupid but disarming.

As for agreeing with the bully, do it boldly or don't do it at all. For example, a bully tells you that you are a geek because you play the violin. You can agree and then add, "I'll be playing in orchestras with smart people in middle school, high school and college."

Practice role-playing and skits, taking turns as the bully, the victim, the passive bystander who doesn't help and the active bystander who

comes to the aid of the victim. Maybe you will find that you have a great sense of humor and a talent for stand up comedy, acting and theater.

Finally, don't give up on yourself or your ability to get through the bullying you are enduring. Keep trying different ideas until you have defused the bullying. And, don't try to solve the bullying alone. Ask your parents, your brothers, your sisters, your friends, your church friends, your clergyman, your teacher, your principal, or anyone else with a kind heart, to help you solve the bullying.

## HELPFUL WEBSITES

*These websites and links were active November 2008. If you find a link/website that is not active, please email [Brenda@JaredStory.com](mailto:Brenda@JaredStory.com) to report the inactive link so we can keep an updated list of helpful website. Likewise, if you know of a good, helpful website, please email that link to me.*

<http://www.afsp.org> - Suicide Awareness/Prevention

<http://www.aftab.com> - Parry Aftab's website - One of the leading experts, worldwide, on cybercrime, Internet privacy and cyber-abuse issues.

[http://www.alfred.edu/hs\\_hazing](http://www.alfred.edu/hs_hazing) - The full report of the *Alfred University survey*

<http://www.annilynn.net> - Annie Lynn's song, "Stop That!"

<http://www.backoffbully.com> - Anti-violence programs designed by Dr's. Twemlow & Sacco - This approach relies heavily on traditional martial arts philosophy, applied psychoanalysis, and large group psychology.

<http://www.beginningover.org> - The Beginning Over Foundation - Keeping the subject of Domestic Abuse (adult bullying) high in the public's consciousness - Was founded in memory of Robin D. Shaffer, murdered sister of Heidi Markow.

<http://www.bestfriendsfoundation.org/BFWhatIsBF.html> - Best Friends Foundation - Best Friends is a school based character-building program for girls that begins in the sixth grade and continues until high school graduation. Best Friends provides a developmentally sound curriculum in an educational setting which promotes fun, companionship, and caring.

<http://www.boot-camp-boot-camps.com> - Boot Camps for Struggling Teens - This site is dedicated to helping [troubled teens](#) and providing information to parents with [troubled teens](#) about juvenile boot camps and other alternatives.

[www.bullybeware.us](http://www.bullybeware.us) - *Bully Beware! How to Fight Back with Florida Law on Your Side* - A book that focuses upon using criminal and civil laws as tools to prevent and deal with bullies.

<http://www.bullycide.org> - *Bullycide in America: Moms Speak Out about the Bullying/Suicide Connection* - A book of real stories, about real kids, who took their own lives because they thought it was their only way out of a hopeless situation.

<http://www.bullyfree.com> - We are committed to preventing and stopping bullying in all environments (i.e., schools, workplaces, etc.). Our goal is to promote the Golden Rule (treat others the way you want to be treated) everywhere.

<http://www.bullying.co.uk> - (UK) - Many of the young people affected by bullying believe they have nowhere else to turn; they are scared to speak out and often blame themselves. At Bullying UK, we aim to change this by providing a service which will enable victims of bullying to break their silence, assure them that there are ways to stop the bullying and then offer them the help they need to find it.

<http://www.bullying.org> - Where You are NOT Alone

<http://www.bullyingcanada.ca> - (Canada) - Young people speaking out about bullying and victimization.

<http://www.BullyPolice.org> - What this E-Book is all about - Stopping bullying by every possible means - by law, policies, procedures, rules, programs, providing speakers, training and using common sense, (group or one-on-one), approaches to dealing with the bullying problem.

<http://www.bullysafeusa.com> - SuEllen Fried's website with "Train the Trainer" resources.

<http://www.bullystoppers.com> - The Free Bully Reporting Site - This site offers a free reporting tool that can be used immediately to stop bullying at school. Kids report confidently as names are never used!

<http://www.caabi.org> - Children and Adults Against Bullying/for Intervention

[www.centerforloss.com](http://www.centerforloss.com) - A website dealing with grief (just thought I'd throw this in)

<http://www.championsagainstbullying.com> - Champions Against Bullying is passionately committed to working with individuals, schools and communities where every child can live, work, learn and thrive in an environment without fear, without violence and without limitation.

<http://www.ChristinaInternationalHS.com> - A high school and middle school curriculum, including AP, language, and technology classes - a totally **online** school.

<http://www.community-matters.org> - A nonprofit organization that provides training, facilitation, and consultation in the areas of violence prevention, youth development, strengthening and sustaining school and community partnerships, and involving all youth in service and leadership through service-learning and peer helping.

<http://www.corinnewilson.com> - Rochelle Side's memorial website for her daughter Corinne.

<http://www.easel-arttherapy.com> – E.A.S.E.L. stands for *Expressive Arts Studio for Empowerment in Living* – Easel is an outreach arts studio dedicated to preventative healing and transformation through the arts.

<http://www.ed.gov> – The U.S. Department of Education website – Type in “bullying” in the search box and get 500 results.

<http://edlabor.house.gov> – Committee on Education and Labor – House of Representatives

<http://www.fightcrime.org> - America must cut the pipeline that funnels young people into lives of crime and violence. Fight Crime: Invest in Kids, takes a hard-nosed look at research on what keeps kids from becoming criminals and puts that information in the hands of policy-makers and the public.

<http://www.focusas.com> - Focus Adolescent Services - Children do not always want to talk to their parents or other adults about being bullied. Call us and we will listen to you, answer your questions, and direct you to helping resources.

<http://www.heroesinthecrowd.com> - A technique that shows kids how to work together as a group to solve their schools' bullying problem by becoming "Heroes in the Crowd".

<http://staff.howard.k12.md.us/~gwynethj/internetsafety/internetsafety.html> - A comprehensive education on internet safety for Parents and Teens.

[www.iSafe.org](http://www.iSafe.org) - iSAFE Inc. is the leader in Internet safety education - Founded in 1998 and endorsed by the U.S. Congress, i-SAFE is a non-profit foundation dedicated to protecting the online experiences of youth everywhere.

<http://www.JaredStory.com> - Brenda High's healing website in honor of her son Jared.

<http://homepage.eircom.net/~justinmorahan/bullying> - (Ireland) - The Box and Interview Method

<http://kathynoll.com> - TAKING THE BULLY BY THE HORNS -  
Self-help books giving educators, parents & kids the skills needed to deal with bullies and school violence as well as maintain good, strong, healthy self-esteem.

<http://www.keepschoolssafe.org> - Keep Schools Safe – School Safety, Security and Violence Prevention Resource.

<http://www.kidscape.org.uk> - (UK) - Helping to Prevent Bullying and Child and Abuse

<http://learningtheory.homestead.com/Theory.html> - The learning theory of Rick Lynn – Environment and mental/emotional stability and mental/emotional growth.

<http://www.makeadifferenceforkids.org> – Make a Difference for Kids, Inc -is non-profit organization promoting awareness and prevention of cyberbullying and suicide through education. The organization was created in memory of Rachael Neblett, and Kristin Settles.

<http://www.namesdohurt.com> - Names Do Hurt - Have you ever been teased and made fun of? Have you ever been excluded from a group? Then you have been a victim of emotional abuse or what many people call RELATIONAL AGGRESSION or RA. Don't be a victim!

<http://www.nasponline.org> - National Association of School Psychologists

<http://www.nationalsave.org> - SAVE is a student driven organization. Students learn about alternatives to violence and practice what they learn through school and community service projects. As they participate in SAVE activities, students learn crime prevention and conflict management skills and the virtues of good citizenship, civility, and nonviolence.

<http://www.ncdjjdp.org/cpsv> - Center for the Prevention of School Violence - The North Carolina Department of Juvenile Justice and Delinquency Prevention

<http://nces.ed.gov> - The National Center for Education Statistics (NCES), located within the U.S. Department of Education and the Institute of Education Sciences, is the primary federal entity for collecting and analyzing data related to education.

<http://www.pathway-pals.com> - Great counselor resources to help reach students - Exciting posters, easy-to-use career guidance programs, computer interest surveys, career exploration programs and more. These guidance materials really work.

<http://www.peerabuse.info> - Peer Abuse Know More! Bullying From A Psychological Perspective - The Abuse Stops Now!

<http://www.respectu.com> - Coaching services by [Joel Haber, Ph.D.](#), (*Bullyproof Your Child for Life*), for both schools and workplace bullying.

<http://www.the-revealers.com> - *The Revealers* – a novel for young readers about bullying and self-discovery.

<http://www.ryanpatrickhalligan.com> - John's website in honor of his son Ryan Halligan - Teaching tools about suicide prevention, cyberbullying and school bullying.

<http://www.safeschoolambassadors.org> - Safe School Ambassadors® - A youth-centered, violence-prevention program that has been implemented in over 500 public and private schools across the U.S. and Canada.

<http://www.safeschools.msu.edu> - Michigan Safe School Initiatives

<http://www.safeyouth.com> - The Center for Safe Youth - Dealing with at-risk adolescents

<http://www.safeyouth.org> - A resource created by the National Youth Violence Prevention Resource Center

<http://www.schoolsantibullying.com> - Schools Anti Bullying Web Gateway - This Schools Anti Bullying Web Gateway was born out of the "[Transatlantic Schools Anti Bullying Initiative](#)" that was created in 2005 by Sullivan EurAsia with the support and financial backing of [Sullivan University System](#) in Kentucky USA.

<http://www.schooltipline.com> - The award winning program that empowers students with anonymous communication through web and text messaging.

<http://www.stampoutbullying.co.uk> - Stamp Out Bullying (UK) - "If everyone believed they had a voice, imagine how loud it would be!"

<http://www.stopbullyingnow.com> - Stop Bullying Now! - Presenting practical research-based strategies to reduce bullying in schools.

[www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov) - Take a Stand. Lend a Hand. Stop Bullying Now!

<http://www.strandsoftruth.com> - Strands of Truth is a multi-dimensional program that meets ALL your bully prevention needs, including Interactive [Assemblies](#), training for all adults who work with your students and follow-up materials.

<http://www.teachersagainstprejudice.org> - TAP's mission is to increase awareness of prejudice and discrimination and examine its causes and roots; open dialogue with and between students and educators from elementary school through college; and promote understanding and respect for all through the critical exploration and analysis of films, television, and other media.

<http://www.thespiritdesk.com> - *The Spirit Desk LLC*, is in over 500 schools nationwide. The HERO IN THE HALLWAY ACTION PLAN is simple to implement and focuses on promoting positive behavior as well as keeping everyone involved preventing negative behavior.

<http://www.thewoundedchild.org> - The Wounded Child - Bullying is a social disgrace that communities and schools are just now coming to terms with. Telling the traumatic and sad stories of others has always helped people understand the need for change, whether it is changing the life of one individual or a society in general.

[www.Thinking-Forward.com](http://www.Thinking-Forward.com) - The online resource for middle school parents.

[http://www.ustreas.gov/uss/ntac\\_ssi.shtml](http://www.ustreas.gov/uss/ntac_ssi.shtml) - *Threat Assessment in Schools: a guide to managing threatening situations and to creating safe school climates*

[http://www.ustreas.gov/uss/ntac/ntac\\_ssi\\_report.pdf](http://www.ustreas.gov/uss/ntac/ntac_ssi_report.pdf) -  
(PDF) *Safe School Initiative: An Interim Report on the Prevention of Targeted Violence in Schools*

[http://www.ustreas.gov/uss/ntac/ntac\\_threat\\_postpress.pdf](http://www.ustreas.gov/uss/ntac/ntac_threat_postpress.pdf)  
- (PDF) *Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches*

<http://www.verbalabuse.com> - Take an online interactive test; Are you an abuser or are you abused? Take a stand against verbal abuse!

<http://www.waveamerica.com> - Wave America - Working Against Violence Everywhere is a proactive safe schools initiative to help prevent violence in middle and senior high schools.

<http://www.wiredsafety.org> - Wired Safety - Tracks bullying incidents and offers parents resources for identifying and reporting abuse.

## **RECOMMENDED BOOKS**

*The listings of **Recommended Books, CD's DVD's & Videos** in this e-book does not constitute an endorsement, however, I have reviewed most of these materials personally and I believe that these books, CD's, DVD's/Videos can be helpful to students, parents, teachers and administrators as they work to create a civil and safe environment inside our schools. ~Brenda*

*Allan Beane*

**The Bully Free Classroom  
Protect Your Child From Bullying**

*Elizabeth Bennett*

**Peer Abuse Know More! Bullying From A Psychological  
Perspective**

*Joe Bruzzese*

**DVD - Confident, Connected, Challenged, The 3 C's to  
Thriving During the Middle School Years.**

*Michelle Calco*

**Bullicide in America (Kristina's Story)**

*Jay Carter*

**Taking the Bully by the Horns**

*Rhonda Denny*

**DVD - Strings of Fear  
Strands of Truth**

*Kevin & Epling Epling*

**Bullycide in America (Matt's Story)**

*SuEllen Fried*

**Bullies and Victims**

**Bullies, Targets & Witnesses**

**30 Activities for Getting Better at Getting Along**

*Joel Haber*

**Bullyproof Your Child for Life**

*Brenda High*

**Bullycide in America (Jared's Story)**

**The Bully Police E-Book**

*Margaret M. Holmes*

**A Terrible Thing Happened: A Story for Children Who Have  
Witnessed Violence or Trauma**

*Debbie Johnston*

**Bullycide in America (Jeffrey's Story)**

*Lisa Pescara-Kovach*

**School Shootings and Suicides: Why We Must Stop the Bullies**

*Judy Kuczynski*

**Bullicide in America (Shame and Blame)**

*Deb Landry*

**Sticks, Stones and Stumped  
Yankee Go Home  
The Comfort Zone**

*Rande W. Matteson*

**Bully Beware! How to Fight Back with Florida Law on Your Side**

*Jay McGraw*

**Life Strategies for Dealing with Bullies**

*Cathy Swartwood Mitchell*

**Bullicide in America (Brandon's Story)**

*Kathy Noll*

**Taking the Bully by the Horns**

*Rick Phillips*

**Safe School Ambassadors: Harnessing Student Power To  
Stop Bullying And Violence**

*Russell Sabella*

**GuardingKids.com**

*Frank C. Sacco*

**Video - Back Off Bully  
Why School Anti-Bullying Programs Don't Work**

*Adrianna Sgarlata*

**Bullicide in America (A Warning about Cyberbullying)**

*Rochelle Sides*

**Bullicide in America (Corinne's Story)**

*Robert J Skye*

**Mary Finds a Friend**

*Douglas Stratemeyer*

**The Truth About Alcohol and Drugs**

*Robin Todd*

**Bullicide in America (The Proclamation)**

*Stuart W. Twemlow*

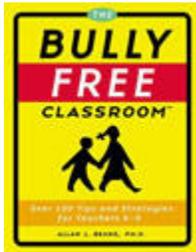
**Video - Back Off Bully**

**Why School Anti-Bullying Programs Don't Work**

# Allan L. Beane, Ph.D.

*Author*

Dr. Beane's son was bullied in seventh grade and high school. Bullying contributed to his son's dying at the age of 23. His son's life inspired him to write his first book, *The Bully Free Classroom*<sup>™</sup>, and to develop the [Bully Free<sup>™</sup> Program](#). This book won the 2001 Teacher's Choice Award given by Learning Magazine and is available in other languages.



## **The Bully Free Classroom<sup>™</sup>**

Over 100 Tips and Strategies for Teachers K-8

by Allan L. Beane, Ph.D.

**\$24.95**



## **Protect Your Child From Bullying: Expert Advice to Help You Recognize, Prevent, and Stop Bullying Before Your Child Gets Hurt**

by Allan L. Beane, Ph.D.

**\$14.95**

From cyberbullying to "mean girls" to school shootings, bullying is a complex and frightening problem confronting parents and children of all ages. This invaluable guide explains the many ways that bullying can present itself, the harm it can do to your child if ignored, and most importantly, what you can do to protect your child.



## Elizabeth Bennett, M. Ed.

*Author*

*Peer Abuse Know More! Bullying From A Psychological Perspective*, takes the problem of bullying to a whole other dimension. The different types of bullying in adults and children are discussed along with stories shared by those

who have lived this nightmare. We learn of the term "Peer Abuse." And, for the first time **ever**, the Adult Survivor Of Peer Abuse is introduced and we learn of what these survivors live with on a daily basis. To learn more about Elizabeth's book, please visit

<http://www.peerabuse.info>.

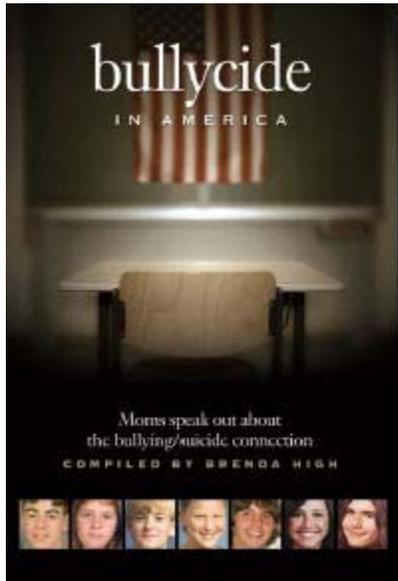
## Joe Bruzzese, M.A.

*Author & DVD Developer*

Joe Bruzzese, MA, is a leading parent expert for the middle school years, author of *A Parent's Guide to the Middle School Years* and co-founder of [Thinking-Forward.com](http://Thinking-Forward.com), the online resource for middle school parents. Joe has recently produced "*Confident, Connected, Challenged*," *The 3 C's to Thriving During the Middle School Years*. This new **DVD Presentation** has a running time of 58 minutes. Visit [http://thinking-forward.typepad.com/my\\_weblog/dvd-confident-connected-a.html](http://thinking-forward.typepad.com/my_weblog/dvd-confident-connected-a.html) for more information.

## Michelle Calco

*Writer*

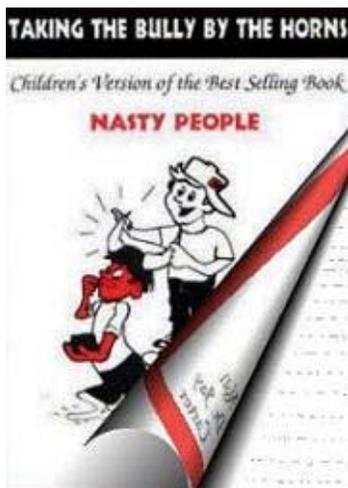


Since that tragic day when Michelle experienced the loss of her eldest daughter, Kristina, on Dec. 4th, 2005, to “bullycide”, she has become actively involved in Suicide and Bullycide Awareness. She has recently written about Kristina in the book, *Bullycide*

*in America: Moms speak out about the bullying/suicide connection.* Go to [www.bullycide.org](http://www.bullycide.org) to order.

## Jay Carter, Ph.D.

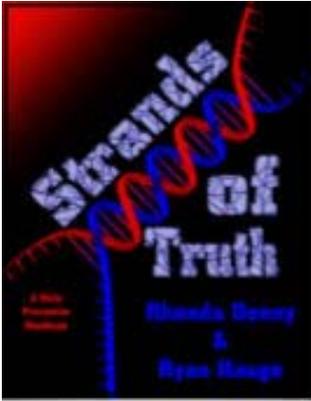
*Author*



Dr. Carter is the best selling author of "Nasty People," "Nasty Men," "Nasty Women," and "Nasty Bosses," addressing issues of conflict, difficult personalities, and Adult Bullying. He is also the Co-Author, with Kathy Noll, of

"Taking the Bully by the Horns." To order this book go to

<http://kathynoll.com>.

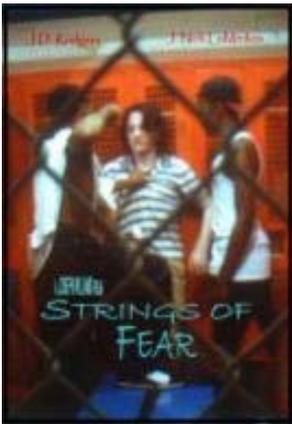


## Rhonda Denny, Esq.

*Author and DVD Developer*

*Strands of Truth* helps youth and all those who work with them to weave together academics, research, law and the arts to create a tapestry of responsible thinking patterns. This Handbook is best used with High School and Middle School Students.

Everything you need all woven into ONE BOOK and includes enough lessons for one class meeting every week for a year. Also, Activities, Role-plays and Handouts

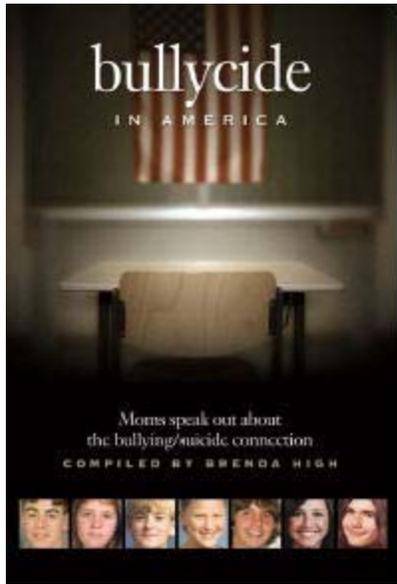


*Strings of Fear* is a narrative feature film which focuses on bystanders and the choices they make in school bullying situations. Popular and athletic, Scott and his henchmen seem to control the school. They manipulate their way out of any situation and get away with terrorizing provocative Dan and passive Josh...until a surprising twist occurs. Realistic but also filled with symbolism, the movie raises many questions about power and bullying for both youth and adults to consider. Although the plot and characters are completely fictional, the incidents are based on real situations in schools.

To purchase the book and/or DVD visit [www.StrandsofTruth.com](http://www.StrandsofTruth.com).

## Tammy & Kevin Epling

*Writers*

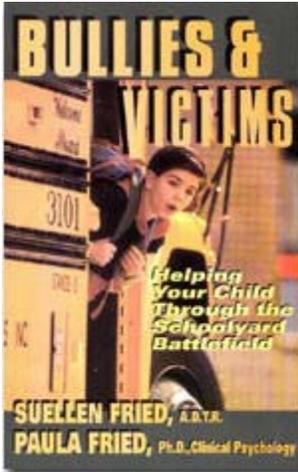


The loss of their son Matthew in the summer of 2002, forty days after a hazing incident has charged Kevin and Tammy with making sure other children are safe from bullying, hazing and harassment in Michigan's schools. Tammy has recently written about Matt in the book, *Bullycide in*

*America: Moms speak out about the bullying/suicide connection.* Go to [www.bullycide.org](http://www.bullycide.org) to order.

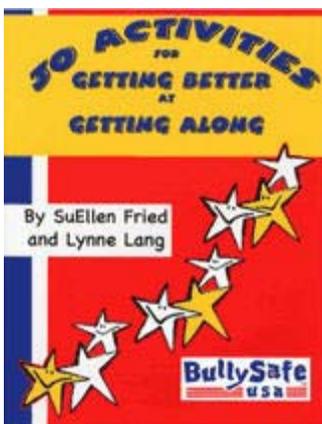
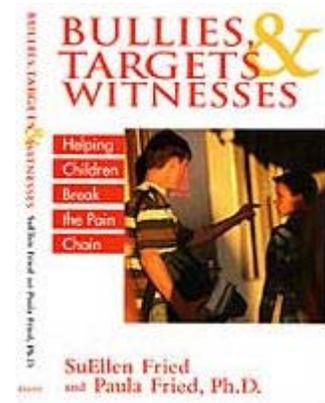
# SuEllen Fried

*Author*



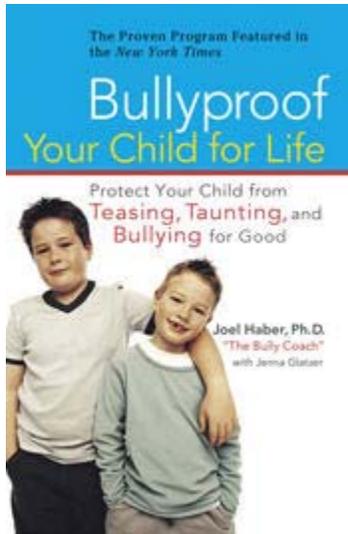
**"Bullies and Victims"**, co-authored with her daughter, Paula Fried, Ph.D., is a basic handbook about bullying prevention and intervention. The book delves into the four kinds of bullying, strategies for adults and children and outlines challenges for prevention.

**"Bullies, Targets & Witnesses"** charts the course of bullying following the tragic multiple school shootings in the late 90's. The book examines the impact of bullying on truancy, suicides, homicides, academic achievement and teacher shortages.



**"30 Activities for Getting Better at Getting Along"**, co-authored with Lynne Lang, is an interactive, timely, adaptable workbook to deal with bullying issues. The workbook consisting of 86 pages has been designed for students in grades 4-8.

SuEllen's books are available through major book retailers and online booksellers, or on her website at <http://www.bullysafeusa.com>.



## Joel Haber Ph.D.

*Author*

This just-published book, *Bullyproof Your Child for Life*, from the nationally-renowned "Bully Coach" is one of the first books of its kind to help parents and educators deal with the ever growing problem of bullying among kids.

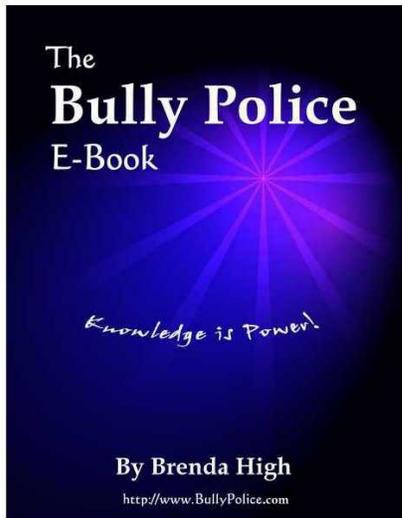
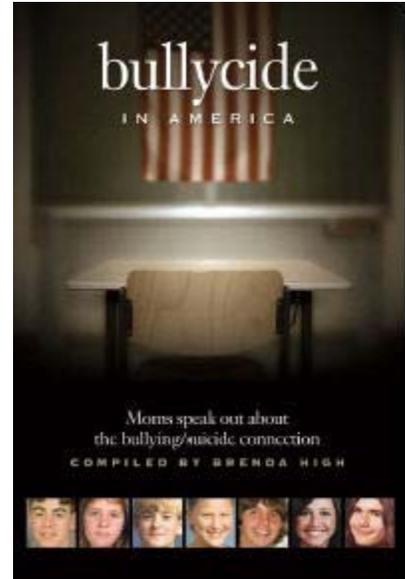
Bullying isn't just happening in the playground; There's instant messaging, online communities, *and* cell phones, all creating new outlets for childhood aggressors. How can you stay on top of bullying and prevent it? Go to <http://www.bullyproofchild.com>, to find out more.

# Brenda High

*Writer & Author*

Brenda High is a passionate crusader, a mom on a mission, to stop school bullying in school. After her son Jared High died by “bullycide”, a suicide attributed to the effects of bullying, she found other parents who had also lost children to bullycide.

After a year of gathering stories she was able to compile “*Bullycide in America: Moms speak out about the bullying/suicide connection.*” Go to [www.bullycide.org](http://www.bullycide.org) to order.

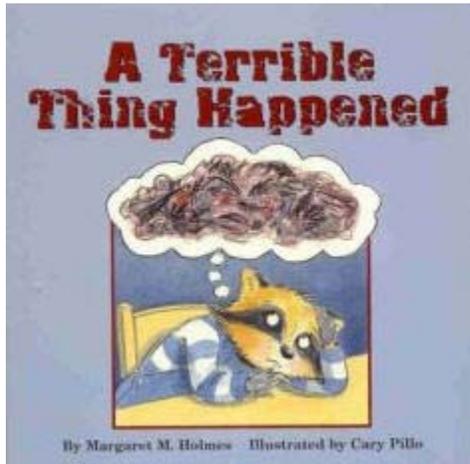


This E-Book

**The Bully Police E-Book**

*Knowledge is Power!*

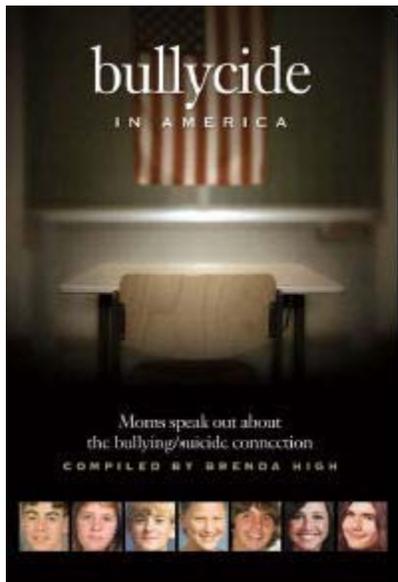
[www.BullyPolice.com](http://www.BullyPolice.com)



**Margaret M. Holmes**

**Cary Pillo (Illustrator)**

*A Terrible Thing Happened: A Story for Children Who Have Witnessed Violence or Trauma* - - Magination Press - Early Childhood/Elementary



**Debbie Johnston**

*Writer*

After the bullycide of her son, Jeffrey Johnston, Debbie worked with Governor Jeb Bush and Representative Ellyn Bogdanoff to create the “Jeffrey Johnston Stand Up For All Students Act”. After several years of hard work and dedication to Florida’s children, the law passed in

2008. Go to [www.bullycide.org](http://www.bullycide.org) to order “*Bullycide in America: Moms speak out about the bullying/suicide connection*” with Jeffrey’s story.

## Lisa Pescara-Kovach, Ph.D.

*Author*

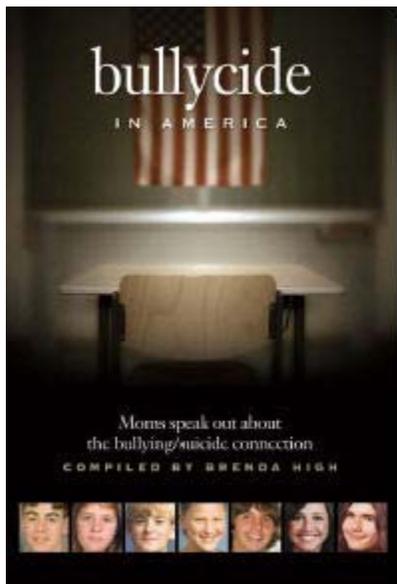
Dr. Lisa Pescara-Kovach has recently written a book, *School Shootings and Suicides: Why We Must Stop the Bullies*.

To order the book go to:

[http://utnews.utoledo.edu/publish/Research\\_12/Stopping\\_bullies\\_is\\_subject\\_of\\_new\\_book\\_2334.shtml](http://utnews.utoledo.edu/publish/Research_12/Stopping_bullies_is_subject_of_new_book_2334.shtml).



Dr. Lisa Kovach posed for a photo with her new book, *School Shootings and Suicides: Why We Must Stop the Bullies*, with Dr. Dale Snauwaert, who co-wrote a chapter.



## Judy Kuczynski M. Ed

*Writer*

Judy's youngest child, Tina, was a victim of severe harassment in middle and high school. After a bomb exploded in the family mailbox, Tina agreed to start over in a new school. A year later she died in a car accident. Soon afterwards Judy agreed to become the President of Bully Police USA.

She wrote the Foreword, and a chapter, "*Shame and Blame*", in *Bullycide in America: Moms speak out about the Bullying/Suicide Connection*. To order the book go to [www.bullycide.org](http://www.bullycide.org).

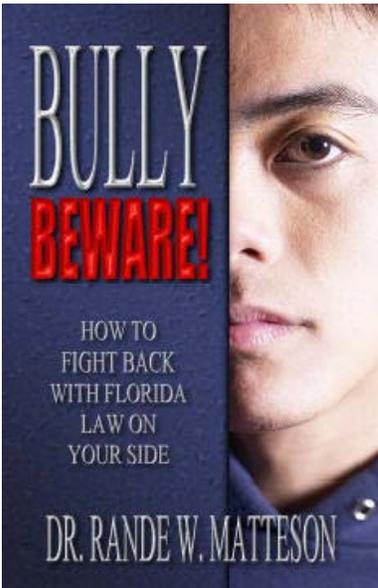


## Deb Landry

*Author*



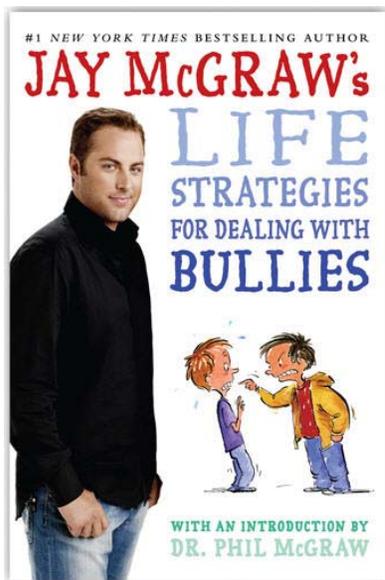
Deb Landry is the author of the best selling children's book, **Sticks, Stones and Stumped**, **Yankee Go Home**, and the co author of **The Comfort Zone** with Meline Kevorkian Ed.D., and Robin D'Antona, Ed.D. She has also authored several interactive children's mentoring plays on character education, social awareness, and bullying prevention. To Learn more about Deb's books and plays go to [www.deblandry.com](http://www.deblandry.com)



## Rande W. Matteson, Ph.D.

*Author*

Dr. Matteson has recently published a book titled *Bully Beware! How to Fight Back with Florida Law on Your Side* that focuses upon using criminal and civil laws as tools to prevent and deal with bullies. For additional information on Dr. Matteson's book go to [www.bullybeware.us](http://www.bullybeware.us)



## Jay McGraw

*Author*

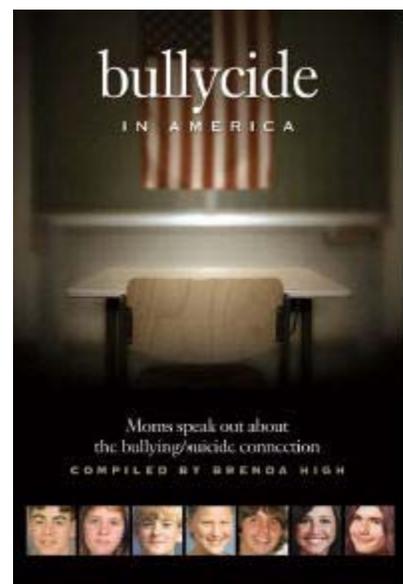
Jay McGraw's, "*Life Strategies for Dealing with Bullies*," helps kids identify potentially harmful situations and deal with bullies through tips, techniques, and examples that apply to real-life situations. Jay doesn't just speak about the bullies -- he also speaks to the bullies themselves to help them change their ways. Jay takes a no-nonsense approach to bullying and the ways readers can handle it. This timely and much-needed book will be the tool kids across the country can use to stop being victims -- and take back the power in their lives. For more information visit

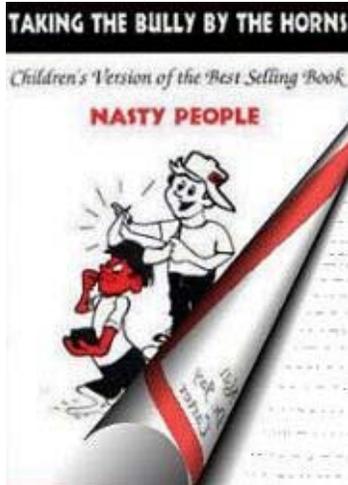
[www.simonsays.com/extras/html/JayMcGraw/JayMcGraw.html?&CID=BAC-DrPhilDealingwithBullies](http://www.simonsays.com/extras/html/JayMcGraw/JayMcGraw.html?&CID=BAC-DrPhilDealingwithBullies).

## Cathy Swartwood Mitchell

*Writer*

Cathy has found her place in the anti bullying movement through telling Brandon's Story and bringing awareness. Her son's story can be found in the new book, "*Bullycide in America*" at [www.bullycide.org](http://www.bullycide.org).

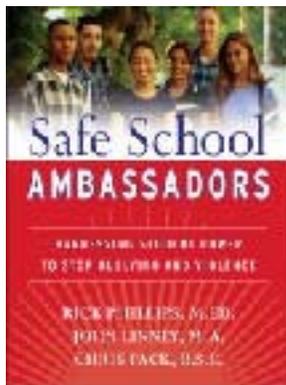




## Kathy Noll

*Author*

Kathy has spoken on various radio and television shows discussing the topics of school violence and self-esteem, including an appearance with Dr. Jay Carter (“Nasty People”) on the Montel Williams show where they talked to kids about bullying, and promoted their book, "*Taking the Bully by the Horns.*" To order Kathy’s books go to <http://Kathynoll.com>.



## Rick Phillips

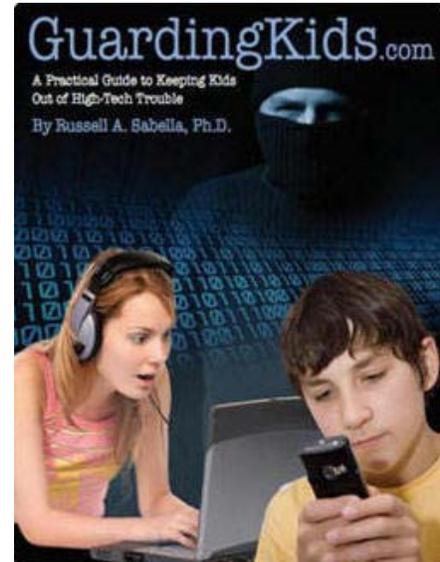
*Author*

Rick Phillips is the Executive Director and founder of *Community Matters*, a nonprofit organization that provides training, facilitation, and consultation in the areas of violence prevention, youth development, strengthening and sustaining school and community partnerships. Rick has co-authored, with John Linney and Chris Pack, *Safe School Ambassadors: Harnessing Student Power To Stop Bullying And Violence*. For more information visit [www.community-matters.org](http://www.community-matters.org).

## Russell A. Sabella, Ph.D.

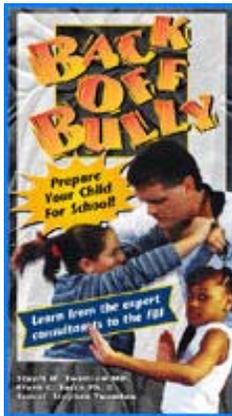
*Author*

Dr. Sabella's new book, "*GuardingKids.com*" ([www.GuardingKids.com](http://www.GuardingKids.com)) empowers parents, educators, and other care takers to better understand the electronic terrain. Readers will be better able to help children safely and securely navigate a minefield of inappropriate and risky situations.

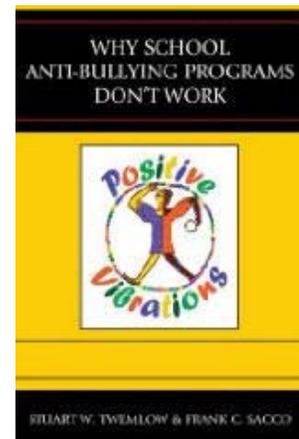


## Frank C. Sacco, Ph.D

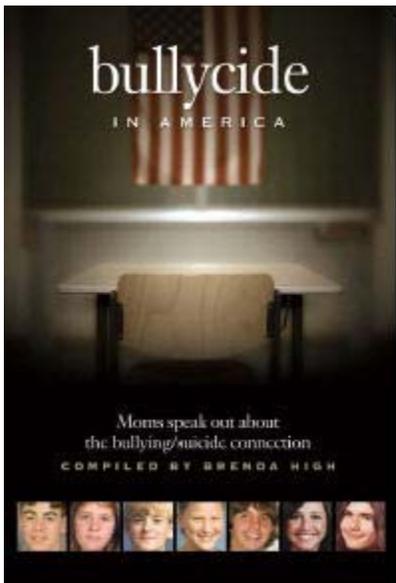
*Video Writer/Producer*



Dr. Sacco pioneered the use of home-based interventions with hard-to-reach, often violent and resistant families. He has published



over a dozen papers and books chapters on family therapy and community violence. Besides, "*Back Off Bully*," Dr. Sacco has written with Dr. Twemlow, "*Why School Anti bullying Programs Don't Work*". To learn more about Dr. Sacco's books and videos, visit <http://www.backoffbully.com>.



## Adrianna Sgarlata

*Writer*

At 9 years old, Adrianna felt the pain of bullying and it almost cost her life. It hurt her self confidence, taking years to regain it. *"I don't want to ever forget those feelings, but I want to use them to help others"*,

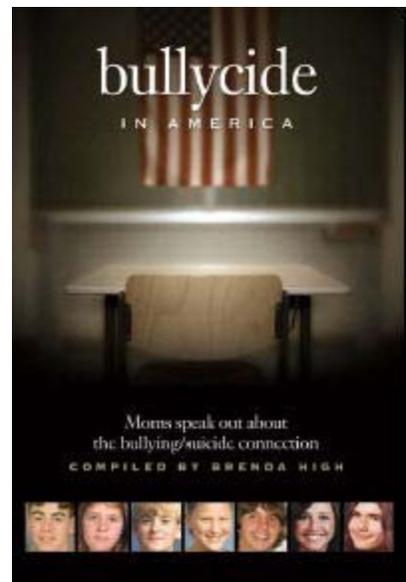
Adrianna says. When asked to write a chapter on cyberbullying for the *Bullycide in*

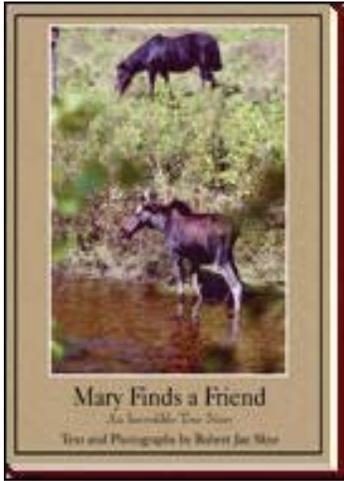
*America* book, Adrianna jumped to the challenge and wrote a well researched article that will help families fight online bullying. Her chapter can be found at [www.bullycide.org](http://www.bullycide.org).

## Rochelle Sides

*Writer*

When Rochelle's daughter Corinne took her life on October 6th, 2004 after being bullied, Rochelle began her fight against bullies and the lack of education and programs that protect them. Corinne's story can be found in the new book, *"Bullycide in America"* at [www.bullycide.org](http://www.bullycide.org).

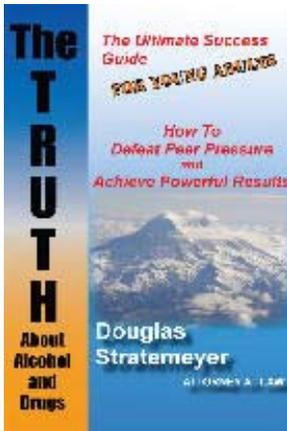




## Robert J Skye

*Author*

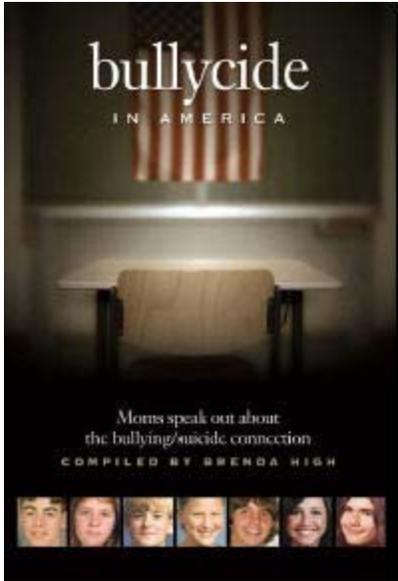
*Mary Finds a Friend* – A wonderful teaching aid that is making a difference at the elementary school level. The experts agree that this is the opportune time to reverse the bullying mentality before it worsens with age. The book can be found at [www.maryfindsafriend.com](http://www.maryfindsafriend.com).



## Douglas Stratemeyer

*Author*

A criminal defense lawyer for over 16 years and former Judge, Doug is the Author of the highly acclaimed book, “*The Truth About Alcohol and Drugs; The Ultimate Success Guide for Young Adults: How To Defeat Peer Pressure and Achieve Powerful Results*”. To find out more about Doug’s book as well as his other books go to [www.DougStratemeyer.com](http://www.DougStratemeyer.com).



## Robin Todd

*Writer*

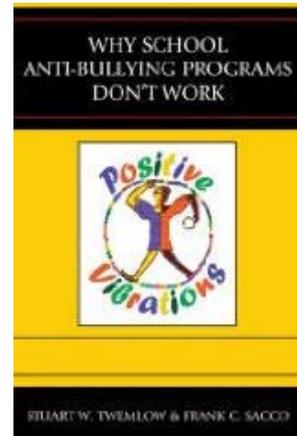
Robin Todd is the mother of a child who was bullied. Her mission is to raise awareness on the serious issue of bullying that goes on in our nation's schools; and to educate about the importance of a bully prevention program. Most recently, Robin has served as an advisor and contributor for the book –

*Bullycide in America: Moms speak out about the bullying/suicide connection, [www.bullycide.org](http://www.bullycide.org).*

# Stuart W. Twemlow, MD.

*Author & Video Producer*

Stuart W. Twemlow, MD has published numerous scientific articles, books, and book chapters, including many on social and psychological aspects of individual and community violence. He is the Editor-In Chief of The International Journal of Applied Psychoanalytic Studies. Dr. Twemlow has an equally absorbing commitment to the martial and meditative arts. Besides, “*Back Off Bully*,” Dr. Twemlow has written with Dr. Sacco, “*Why School Anti bullying Programs Don’t Work*”. To order these books and videos go to <http://www.backoffbully.com>.



## Miscellaneous Links to Reports, Initiatives, etc.

[http://www.alfred.edu/hs\\_hazing/](http://www.alfred.edu/hs_hazing/) - The full report of the *Alfred University survey*

*Threat Assessment in Schools: a guide to managing threatening situations and to creating safe school climates* - United State Secret Service and United States Department of Education 2002 -

[http://www.ustreas.gov/usss/ntac\\_ssi.shtml](http://www.ustreas.gov/usss/ntac_ssi.shtml)

[http://www.ustreas.gov/usss/ntac/ntac\\_ssi\\_report.pdf](http://www.ustreas.gov/usss/ntac/ntac_ssi_report.pdf) -  
(PDF) *Safe School Initiative: An Interim Report on the Prevention of Targeted Violence in Schools*

[http://www.ustreas.gov/usss/ntac/ntac\\_threat\\_postpress.pdf](http://www.ustreas.gov/usss/ntac/ntac_threat_postpress.pdf)  
- (PDF) *Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches*

*A Bully Grows Up, Erik Meets The Wizard* - A Powerful Therapeutic Tool in the form of a Children's Fantasy Story for Dealing with Bullies - Caryn Sabes Hacker - [www.carynsolutions.com](http://www.carynsolutions.com) - Parents, Teachers, Counselors, and Therapists

*Bullies, Targets, and Witnesses: Helping Children Break the Pain Chain - Bullies & Victims: Helping Your Children Through the Schoolyard Battlefield - 30 Activities for Getting Better at Getting Along* - SuEllen Fried - M. Evans and Company, Inc.,  
[http://www.bullysafeusa.com/suellen\\_fried/](http://www.bullysafeusa.com/suellen_fried/) - For Parents, Teachers, Counselors, and Therapists - Possibly the best book ever written for teaching empathy.

Coloroso, B. (2003). *The bully, the bullied, and the bystander*. New York: HarperCollins.

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<http://www.nea.org/series/safescho/bullying>

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Simmons, R. (2002). *Odd girl out: the hidden culture of aggression in girls*. New York: Harcourt, Inc.

Sprague, J. & Walker, H. (2002, September). *Guide 1: Creating schoolwide prevention and intervention strategies*. Portland, OR: Northwest Regional Educational Laboratory.

*Dancing in the Wings* by Debbie Allen. It is about an African American little girl with long legs and big feet who wants to be a dancer.

*A study done by Illinois Wesleyan University* - Shows that relational aggression in America affects 1 in every 20 boys and 1 in every 4 girls, <http://www.iwu.edu/iwunews/newsrlse/jgh94.html>

[www.schwablearning.org](http://www.schwablearning.org) - An excellent site that offers tons of information on a variety of topics related to children. A search can be done through the site to find bullying, harassment, and school related topics/articles.

[\*Bullies & Victims: Helping Your Children through the Schoolyard\*](#)

[\*Battlefield\*](#) by Suellen Fried - This book offers intervention & advice for parents, children, school personnel, educators and therapists.

[www.TeenHelp.org](http://www.TeenHelp.org) - Support and advice site for anyone with a problem or questions.

*Stop It Now!* 1-800-773-8368 - Help or answer questions for victims, family members, friends, anyone noticing problems around them about child sexual abuse.

# **Bully Police E-Book Part II**

## **CONTRIBUTORS**

National Association of School Psychologists

Terry Birch

Flip Jones

Lisa Pescara-Kovach, Ph.D.

Deborah D. Landry

Rick Lynn

Brenda Morrison

Frank C. Sacco, Ph.D.

Warren Throckmorton, Ph.D

Stuart W. Twemlow, MD.

# **National Association of School Psychologists**

The NASP website can be found at <http://www.nasponline.org/>

## **Terry Birch**

I am a parent of three children, living in Georgia. I have worked on several issues in the Georgia Public education system. These include bullying prevention, corporal punishment, (Georgia Public Schools are still allowed to paddle children), and the use of restraint and seclusion on special education children.

I am a retired RN.

I, with a network of disability advocates, am currently researching the issue of restraint and seclusion used on special education students in Georgia Public Schools. With additional information, I believe my research will be helpful in changing the way special education students are treated in our schools.

I would be happy to talk to parents or teachers who have my same interests. I am also willing to assist anyone who has experienced discrimination, retaliation, etc. My phone number is 404-966-8986

## **Flip Jones**

*Ideas for Teachers to use in their Classroom - Right NOW!*

Flip Jones is a Science Teacher from South Carolina. His suggestions are tried and tested techniques that have worked for him personally.

If you are a teacher and you have more ideas that have worked for you personally, feel free to email Flip at [plummerj@charter.net](mailto:plummerj@charter.net) with your ideas.



Dr. Lisa Kovach posed for a photo with her new book, *School Shootings and Suicides: Why We Must Stop the Bullies*, with Dr. Dale Snauwaert, who co-wrote a chapter.

*Stop the Bullies* -

[http://utnews.utoledo.edu/publish/Research\\_12/Stopping\\_bullies\\_is\\_subject\\_of\\_new\\_book\\_2334.shtml](http://utnews.utoledo.edu/publish/Research_12/Stopping_bullies_is_subject_of_new_book_2334.shtml).

Lisa was one of the University of Toledo, 2006 Winners - Outstanding Teachers

(<http://www.utoledo.edu/offices/provost/outstandingteacher/2006.html>), and has received grants to implement anti bullying programs,

[http://utnews.utoledo.edu/publish/Research\\_12/Assistant\\_Professor\\_Hopes\\_Grant\\_Will\\_Help\\_Eliminate\\_470.shtml](http://utnews.utoledo.edu/publish/Research_12/Assistant_Professor_Hopes_Grant_Will_Help_Eliminate_470.shtml)).

To contact Dr Lisa Pescara-Kovach, go to her UofT homepage at <http://www.utoledo.edu/education/faculty/kovach/index.html>.

## **Lisa Pescara-Kovach, Ph.D.**

**Dr. Lisa Pescara-Kovach is the Bully Police-Ohio Director and has recently written a book, *School Shootings and Suicides: Why We Must***



## Deb Landry

Deb Landry is the author of the best selling children's book, **Sticks Stones and Stumped, Yankee Go Home**, and the co author of **The Comfort Zone** with Meline Kevorkian Ed.D., and Robin D'Antona, Ed.D. She is a parenting coach specializing in social awareness behaviors and character



education and has authored several interactive children's mentoring plays on character education, social

awareness, and bullying prevention.

Deb is the founder, President/CEO and former Executive Director of Crossroads Youth Center, a non profit performing art based after school program and is an international speaker and trainer in bullying prevention.

Deb passionately shares her expertise through lectures, workshops, books, author visits, and her parent coaching practice.

To read more about Deb, her programs, or speaking schedule, visit [www.deblandry.com](http://www.deblandry.com) or email her at [deb@brysonaylor.com](mailto:deb@brysonaylor.com).

## Rick Lynn

It was around 1987 when Rick developed his learning theory (<http://learningtheory.homestead.com/Theory.html>), to help approximate stability in more stable environments for students and adults who were living in more unstable environments. By creating a stable environment for everyone, we can do much more to help improve our mental/emotional stability and in turn, mental/emotional growth.

Rick is a graduate of the University of North Florida.

In the early development of his learning theory, regarding “cognitive tools to improve personal growth,” his ideas were not well received by students and professors, but he continues to work on and develop other applications for his learning theories. Rick is currently working on a detailed analysis and explanation of the growing international “Male Crisis”.



Rick can be contacted by email at

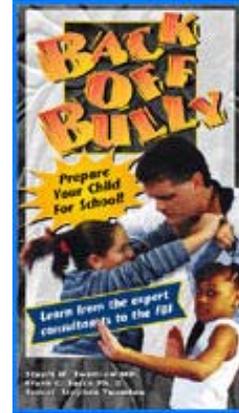
[mayfieldga@bellsouth.net](mailto:mayfieldga@bellsouth.net).

## **Brenda Morrison**

*Biography currently unavailable*

## Frank C. Sacco, Ph.D

Dr. Frank Sacco began his professional career working at the University of Massachusetts in the late Sixties in a drop-in center dealing with runaways, transient addicts, and psychedelic emergencies. This work led Dr. Sacco into



Massachusetts deinstitutionalization of state-operated facilities for delinquents, chronically mentally ill, and the mentally deficient.

Dr. Sacco is a graduate of the University of Massachusetts and has a Ph. D. in Psychology from the Humanistic Psychology Institute.

Besides, "Back Off Bully" Dr. Sacco has Written and Directed 3 other videos: PERSONAL SAFETY FOR WOMAN (Grant from the Continental Cable Endowment), GET HOME ALIVE: COMMON SENSE AND PEPPER SPRAY, and PREVENTING TEEN SEXUAL HARASSMENT.

Dr. Sacco is a Second Degree Black Belt in Han-Pul Martial arts.

Dr. Sacco can be contacted through Twemlow & Sacco Consulting, <http://www.backoffbully.com>, 413-739-5572, or by email at [fcsacco@aol.com](mailto:fcsacco@aol.com).

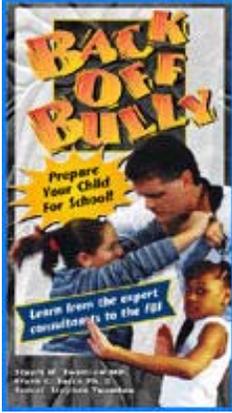


## **Warren Throckmorton, Ph.D.**

Warren Throckmorton, PhD is an Associate Professor of Psychology and Fellow for Psychology and Public Policy at Grove City (PA) College. His academic work has been published by journals of the American Psychological Association, the American Mental Health Counseling Association and the Christian Association for Psychological Studies. Dr. Throckmorton is past-president of the American Mental Health Counselors Association and is past-chair of the Ethics Committee. For six years, he served on the National Provider Advisory Board of Magellan Behavioral Healthcare, the largest behavioral healthcare company in the world. In 2004, he wrote and produced the documentary, "I Do Exist," about sexual identity formation.

Dr. Throckmorton has appeared on the O'Reilly Factor, FOX News Live, CNN and numerous other TV and radio talk shows. His columns have been published by over 100 newspapers nationwide.

Dr. Throckmorton can be contacted at [ewthrockmorton@gcc.edu](mailto:ewthrockmorton@gcc.edu).



## **Stuart W. Twemlow, MD.**

Stuart W. Twemlow, MD began his professional career as a High School teacher in New Zealand, his country of birth, and teaching has been a part of his life ever since. Currently, he is Professor of Psychiatry and Behavioral Sciences at Baylor College of Medicine Houston, Texas.

Besides directing the Peaceful Schools and Communities project, he has engaged in wide ranging consultation on conflict and peace to cities and governments in the United States and Jamaica about creating healthy communities and resolving labor disputes, including consulting to the F.B.I. on school shootings.

He has an equally absorbing commitment to the martial and meditative arts. He is ranked 7th Dan in the Okinawa Weapons system, and 6th Dan in Okinawa and Hawaii Kenpo Karate, with a master teacher's license (Renshi). He also holds a black belt rank in Shinko Kaiten Aikido (1st Dan) and Eagle Claw Kung Fu (2nd level).

Dr. Twemlow can be contacted through Twemlow & Sacco Consulting, <http://www.backoffbully.com>, 413-739-5572, or by email at [Stuart.Twemlow@gmail.com](mailto:Stuart.Twemlow@gmail.com).

## About Brenda High

**Founder, Co-Director,  
Bully Police USA, Inc.**



### Jared's Story

Jared High was 12 years old when older students bullied him in his middle school. The bullying came to a head when a well-known bully assaulted Jared inside his middle school gym. Because of the bullying and the assault, Jared began to show signs of depression, which included lack of sleep and emotional outbursts.

On the morning of September 29, 1998, just six days after his 13th birthday, Jared called his father at work to say good-bye. While on the phone with him, Jared shot himself, dying instantly.

**As a healing project**, Brenda began to write Jared's story, which is now published as [www.jaredstory.com](http://www.jaredstory.com). Since 1999, JaredStory.com has attracted over a million visitors looking for information on bullying, depression, suicide and needing healing from the loss of a loved one.

Brenda has now become a passionate crusader, a mom on a mission to stop school bullying and peer-abuse. It is not uncommon to see

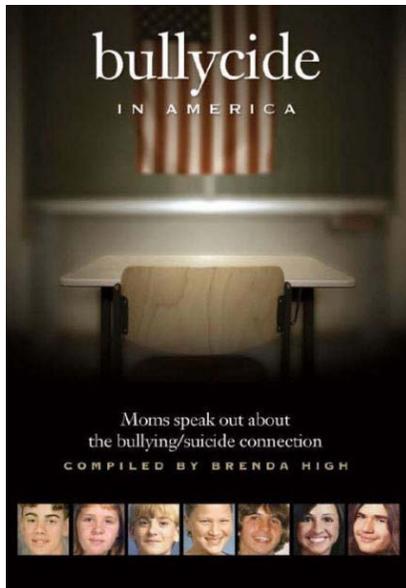
Brenda doing email or on the phone talking about bullying as well as advising parents, students, teachers, state and federal lawmakers, media and community members about the emotional and physical dangers of bullying, which can lead to bullycide, (a suicide attributed to bullying).

Producers and/or writers from Good Morning America, Dr. Phil Show, The John Walsh Show, The Larry Elders Show, Video Production Companies, Inside Edition, Jenny Jones Show, Black Entertainment Television, CNN, ABCnews.com, News Documentaries, and Newspapers all over the United States, are just some of the media who have interviewed Brenda for opinions and advice concerning bullying, depression, suicide and the new tragedy, "Bullycide."

Jared's story has been told on the radio, in magazines, including California's Beach Cities Health District, Arizona Parenting, The American Association of Suicidology, Desert Paradise, and in numerous news articles. Brenda has also published Internet Short Stories about JaredStory.com on several websites.

Brenda has designed several websites and continues to work on JaredStory.com and BullyPolice.org in her spare time.

- <http://www.JaredStory.com>, which deals with bullying, depression, suicide and other issues. JaredStory is very popular with teens who are looking for direction and advice for living as well as media research, as example, The Dr Phil Show, who found two quests to talk on bullying and suicide.
- <http://www.BullyPolice.org> - Reports and grades States on their anti bullying laws. Bully Police USA posts current anti bullying laws, research, news, and support information for parents and/or anti bullying activists who are dealing with bullying in schools
- <http://www.TheWoundedChild.org> - Tells the stories of students, parents and survivors of bullying.
- <http://www.Bullycide.org> - A new expose' book, *Bullycide in America: Moms speak out about the bullying/suicide connection*. The *Bullycide in America* book can be purchased at [www.bullycide.org](http://www.bullycide.org).
- <http://www.HeroesInTheCrowd.html> - Is Brenda's current book project with Robin Todd. *Heroes in the Crowd* teaches a method that will develop "Heroes in the Crowd" and solve bullying problems using a win-win approach. It is expected to be released in September 2009.



Brenda is proud to be the lead writer of, "*Bullycide in America: Moms Speak Out About the Bullying/Suicide Connection.*"

*Bullycide in America* is a wake up call to all parents of school-aged children – are your children being bullied and how can you stop it?

### **Getting anti bullying laws**

Having been involved in politics for over 20 years, Brenda leads by example.

Brenda's specialty is working to get anti bullying laws passed or revised. She is proud of contributing to the passage of the Washington State Anti Bullying Law ([www.bullypolice.org/wa\\_law.html](http://www.bullypolice.org/wa_law.html)) as well as influencing passage of laws in Oklahoma, Vermont, Alaska, Arizona, Delaware, Iowa, Illinois, Indiana, Kansas, Kentucky, Maryland, Maine, Nebraska, Ohio, South Carolina, Tennessee, Texas, Utah, Virginia and a most special law, "Jared's Law" in Idaho, named after her son Jared. She continues to work aggressively for passage of laws in all 50 states. Brenda is proud of her state Bully Police volunteers who faithfully do what it takes to get laws passed.

As the Founder and Co-Director of the national organization, **Bully Police USA, Inc.**, Brenda has written, "[The Perfect Anti Bullying Law](#)," which is an excellent model for lawmakers to follow when they write their State anti bullying laws. She teaches the importance of anti bullying laws and how to lobby, in teleconferences to educators, media, program directors and parents, many who have children suffering from bullying.

### **A philosophy to live by**

Brenda lives her philosophy, which is; a woman filled with love is not content with blessing her family alone, but is anxious to bless the whole human race.

Brenda lives in Pasco Washington with her husband Bill. They have three grown children, Sonja, Jacob and Tara, and two grandchildren. She has a Bachelors Degree in Psychology from B.Y.U.

For a more, lighthearted look, about Brenda, go to [www.jaredstory.com/brenda\\_author.html](http://www.jaredstory.com/brenda_author.html).

Brenda can be reached by phone at 509-547-1052 (Pacific Time) or by email at [Brenda@jaredstory.com](mailto:Brenda@jaredstory.com).