

EDI 611 THE BULLYING PHENOMENON IN SCHOOLS: HOW CAN WE CREATE HEALTHY SCHOOL COMMUNITIES?

Eastern Mennonite University (1 – 3 SH)

Lancaster, Pennsylvania

October 5 & 6, October 19 - 20, November 9 & 10, December 7 & 8

(F 5-9; Sat 8:30-5:00)

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Course Description:

This course focuses on analyzing the bully-victim-bystander dynamic that perpetuates both overt (physical & verbal) and covert (relational) bullying in schools and cyberbullying in the community. Viewed from a socio-ecological framework, participants will explore research-based strategies for developing healthy school climates and patterns of relating to others that discourage harmful behaviors among students and educators. The course presents a restorative approach to discipline when bullying occurs in schools.

EMU Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes:

M.A. in Education Program Outcomes:

1. **Scholarship:** to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.
2. **Inquiry:** to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.
3. **Professional Knowledge:** to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.
4. **Communication:** to develop communication strategies (verbal, nonverbal, and technological) that support collaboration and resourcefulness to empower self and others.
5. **Caring:** to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.
6. **Leadership:** to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes:

As a result of this class, students will:

1. recognize the bully-victim-observer dynamic that perpetuates both overt and covert bullying in schools. (Knowledge Level: Professional Knowledge, Caring)
2. identify elements for creating a caring community where students support each other, and restoration becomes an impetus for positive behavior change. (Knowledge: Caring, Professional Knowledge, Leadership)
3. develop research based measures or plans for working with persons who bully others, persons who are bullied, and/or bystanders who witness bullying at the school, classroom, or individual level. (Professional Knowledge, Inquiry, Caring, Communication, Leadership)
4. Recognize the bully within us and challenge harmful ways of thinking that perpetuate physical, verbal and relational bullying. (Knowledge: Caring, Inquiry)

Required Reading:

1. Swearer, S.M., Espelage, D.L., & Napolitano, S.A. (2009). *Bullying prevention and intervention: Realistic strategies for schools*. NY: Guilford Press.
2. Mullet, J.H. (2006). The bully within us...as teachers. *Academic Exchange Quarterly*, 10(3), 95-99.
3. Morrison, B. (2003). *Bullying and victimization in schools: A restorative justice approach*. Australian Institute of Criminology (Available on Moodle)
4. Winslade, J. & Williams M (2012). Undercover anti-bullying teams In *Safe and peaceful schools: Addressing conflict and eliminating violence*. Thousand Oaks, CA: Corwin. (**Chapter 9, pp. 121-138**, available on Moodle)

Course Requirements:

1. Attendance & Participation:
Attendance is required for the full two days of activities. Participants are expected to read the handbook and required readings, and to engage in course activities.
2. Written Plan:
Write a classroom or school plan (first steps) to create a healthier school community that discourages bullying among students and educators by teaching and motivating alternative-to-harm attitudes behavior, encourages responsibility among observers to take action, and supports those who are harmed by bullying. (9+ pages). (DUE December 7).
AND
3. Brochures:
Develop three professional brochures for your school: for students, for educators, and for families. These brochures should provide helpful information for creating bully-free school environments that address pertinent issues in a particular context. (DUE November 9)
AND
4. Restorative Conversation Report:
Use the restorative conversation process with at least two students, follow-up as necessary, and write a written report regarding its effectiveness. (5+ pages) (DUE December 7)
OR
5. Personal Project:

Design your own project to address a current need in your school or classroom. Check with Judy Mullet for project approval and joint rubric development. (DUE December 7)

If you are taking the course for 1 semester hour of credit, then you'll choose one project from 3-5 above.

Course Evaluation:

A: Evidence of careful reading and exemplary participation in course activities. The projects and assignments are especially eloquent or creative/original and communicates quite well with the intended audience. The purpose of each project is clearly met and the content is accurate, research based and supports current best practice. Sources are properly referenced, where appropriate, and there are no mechanical errors. The work is very neat and presentable. Exemplary participation and full attendance were evidenced in the course.

B: The elements in "A" above are evident, but one or two elements are less polished or developed. Few mechanical errors are made in the projects/assignments.

C: One element in "A" may be missing, or the projects shows uneven development among several elements.

D: Two or three elements in "A" are missing and/or there is significant uneven development among elements.

Attendance Expectations: Students are required to attend class meetings of all courses for which they are enrolled except in unusual and emergency circumstances. In the case of absence, the student is responsible for the material presented in class. Students should not absent themselves from class without advanced notification if possible. Because classes are offered in nontraditional format, absence from one class session can result in a lower grade. Please review your graduate catalogue for further details.

Special Accommodations:

If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

Academic Integrity:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students will be asked to meet with the instructor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan. Please review the academic integrity policy in your graduate catalogue for further details.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style:

Students are expected to use the *Publication Manual of the American Psychological Association 6th Edition* for in-text references and annotated bibliographies. Within the curriculum project, you do not need to use APA style for personal narratives, lesson plans, or activity descriptions.

Class Format:

The following learning strategies will be used throughout the class sessions:

- | | |
|---------------------------|--------------------------------|
| a. lecture-discussion | g. observational analysis |
| b. role play & simulation | h. case development & analysis |

- c. structured dialogue
- d. circle gatherings & closings
- e. analytical writing
- f. conflict dialogues

- i. brainstorming
- j. shared inquiry
- k. cooperative learning

Content Outline:

Oct. 5 (5:00-9:00): Introduction to The Bully-Victim-Observer Dynamic in Schools

1. Who are we and what will we do in this course together?
2. What is bullying?
3. What does peer victimization look and feel like in your schools?
4. How serious is bullying in our country and in our communities?
5. What is the nature of covert (relational) and overt (physical) bullying?
6. How have we experienced the peer-victimization phenomenon in our lives?
7. What does a socio-ecological view of the bullying phenomenon look like?

Oct. 6 (8:30 – 5:00) - Mapping the Socio-Ecological Milieu in Bullying

1. What can eco-mapping tell us about an socio-ecological view of bullying?
2. How do children learn to bully others? Why do we get caught in the V-B-O cycle?
3. What are the characteristics of children who bully? are victimized? are witnesses?
4. What discipline strategies work best to discourage bullies and encourage more life-giving behavior?
5. How does restorative justice inform school practices?
6. What “errors in thinking” shape bullying behavior?
7. What developmental issues are unique to the bully-victim dynamic in elementary, middle and high schools?
8. What does the “teacher-as-bully” effect look like in your schools?

**October 20 Olweus Model for Bullying Intervention & Prevention
Workshop by Wanda Suarez, school administrator, and Mary Dolan PDE.**

Nov. 9 (5:00 – 9:00 – Individual, Classroom & School-Wide Program Development for Healthy School Communities

1. What are the elements of effective intervention programs? How do caring communities discourage bullying?
2. What do researchers say about creating bullying-free schools? What is “old thinking” and “new thinking” about bullying?
3. What do no-blame methods look like in schools?
4. What’s the nature of cyberbullying in our schools and communities?
5. What do successful cyberbullying intervention programs look like?

Nov. 10 (8:30-5:00) Planning for System Change

1. What policies encourage safe schools?
2. What research-based models are available for educators, administrators and counselors to prevent bullying in classrooms and schools?
3. What resources are available for preventing and intervening in the bully-victim-bystander dynamic?
4. What components are needed in a school awareness workshop for teachers?
5. What do you plan to do?

Dec. 7 (5:00 – 9:00) Creating Community Buy-In

1. How can schools mobilize a caring majority?
2. What hooks (for parents, educators and students) promote buy-in to bully-free schools?
3. What can be modeled by educators to support bully-free communities?

Dec. 8 (8:30 – 5:00) Presentation of Written Plans & Restorative Conversation Reports or Projects

Bibliography

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- Winslade, J. & Williams M (2012). Undercover anti-bullying teams In *Safe and peaceful schools: Addressing conflict and eliminating violence*. Thousand Oaks, CA: Corwin.

Selected Web Sites

www.cyberbullying.us

www.cyberbullying.ca

www.seattleschools.org/area/prevention/cbms.html

www.adl.org/education/curriculum_connections/cyberbullying/

www.netsmartz.org

www.isafe.org

www.ikeepsafe.org

www.kenrigby.net

www.education.unisa.edu.au/bullying/sidebar.htm

www.nichd.nih.gov/new/releases/bullying.htm

<http://www.indigenet.net/education/bullying/educators.html>

www.wiredsafety.org

www.naspcenter.org/factsheets/bullying_fs.html

www.teachersatrisk.com/2007/04/01/cyber-bullying-part=1/

www.hazelden.org

www.OpheliaProject.org

stopcyberbullying.org

www.mcgruff.org

www.pacerkidsagainstbullying.org

www.safeyouth.org

www.kidshealth.org

www.stopbullyingnow.hrsa.org

www.pta.org

cyberbullyingforum.org

www.bullybeware.com

<http://www.pta.org/programs/sycsch.htm>

www.rebirth.biz/antibully

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www.cfchildren.org/cfc/strf/str/strindex/

<http://nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>

www.cops.usdoj.gov

www.Bullies2Buddies.com

www.girlscouts.org (search under “bullying”)

http://mywebmd.com/hw/raising_a_family/uf4876.asp

www.naspcenter.org/factsheets/bullying_fs.html

www.teachersatrisk.com/2007/04/01/cyber-bullying-part=1/

www.hazelden.org

www.OpheliaPRoject.org

stopcyberbullying.org

www.mcgruff.org

www.pacerkidsagainstbullying.org

www.pta.org