



“Eyes on Bullying...Spotlight on young children” Teleseminar

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**EDUCATION DEVELOPMENT CENTER, INC. (EDC)
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Kim Harrison: On behalf of Education Development Center, welcome to today’s Eyes of Bullying conference call. My name is Kim and I’ll be your Event Manager.

Before we get started I’d like to mention that this audio call is being recorded and you are currently in the listen only mode. I’d also like to acquaint you with some of the ways you can participate today.

We will be taking live questions over the phone throughout the presentation. You may chose to pose a question to our presenters by pressing star 1 on your telephone keypad. Again, that’s star 1 on your telephone keypad. You will then be placed into queue until you are prompted that your line is open for questioning.

Finally, if you experience any technical difficulties during today’s event, please press star 0 on your telephone touchpad and the operator will put you directly in touch with myself.

Now, without any further delay, I'd like to turn today's program over to your moderator Kim Netter. Kim, the floor is yours.

Kim Netter: Thank you very much Kim. Welcome teleseminar listeners. We're very pleased to present this first of three teleseminars on the Eyes on Bullying program. My name is Kim Netter and I will be your host for the next hour as we address the important issues of Bullying and most importantly how to prevent it.

This is the first, as I mentioned, of three teleseminars prepared by the Eyes on Bullying program at Education Development Center in Newton, Massachusetts, which is funded by the IBM Global Work Life Fund.

It is designed to prepare caregivers and parents to take a new look at Bullying and how to help prevent it for the children and youth they care for. You can find this program on the Web at www.eyesonbullying.org.

We've invited four experts today, all from the Bullying Prevention field, to discuss what Bullying is about, how to recognize it, how to stop it and, most importantly, how to prevent it.

So now, think back - what I would ask you to do is to think back to the time that you were a child. Do you remember an instance when you were bullied? How much did it hurt? How much does it still hurt? What about the time you may have bullied others? Did you watch while your classmate or friend was teased, picked on, pushed around, left out of the group or humiliated? How did you feel? What did you do? What could you have done? Do these memories still haunt you?

Has bullying changed since we were children? Has the way we understand and respond to bullying changed? Are you a parent, grandparent or caregiver who works with young children in daycare, pre-care, preschool, homecare or play groups?

We want to hear from you throughout this next hour. You have the opportunity to join us in this conversation simply by pressing star 1 on your keypad.

Today we will be looking at the issue of bullying with a spotlight on young children. It begs the question, where does bullying begin and how does it develop? And what can we, as adults, do in the early years to stop bullying?

To get us started in this discussion, I'd like to introduce Dr. Ron Slaby. Ron is a Senior Scientist at Education Development Center located in Newton, Massachusetts. He's a Developmental Psychologist, Educator and Researcher and he has investigated and taught courses on violence prevention and media affects on young children at both Harvard University and the University of Washington. He is also co-developer of the Eyes on Bullying program and author of the book, "Early Violence Prevention, Tools for Teachers of Young Children."

Welcome Ron.

Ron Slaby: Thank you Kim.

Kim Netter: So, Ron, let me ask you this. Why is it that when we think of bullying, many of us can remember incidents from 10, 20, 30 or more years ago?

Ron Slaby: Well, I think that speaks to the fact that bullying incidents are very important for young children and that they can remember them 10, 20, 30 years later because of the pain that they feel or because of the guilt that they feel about the way they dealt with that issue.

In fact, I have to tell you I was talking with my mother, who's now in her 90s and I mentioned bullying and how sometimes people remember incidents. She said, "Oh, yes, I remember the very first day of school." And this is my mother who is in rural Michigan in a one-room school house, if you can picture that, 85 years ago.

And she's sitting on a bench that they had to share with the whole first grade group and the second grader sitting right next to them. And she remembers (Martha) was bigger than she was and a second grader and she started to edge over. Every day, she would push, push, push and my mother was sitting at the end of the bench and would have to sit on the edge of the bench without - the whole day without knowing what to do. She tried to push back and (Martha) was bigger than her. And so she remembers this, 85 years later.

And I think this just speaks to the notion of that's what she remembers from the very first day of school and that's what she still remembers to this day, 85 years later.

Kim Netter: So it's interesting, bullying - from what you're saying - bullying has been around for time in memorial but yet we seem to be hearing so much more about bullying in the news. So what's changed? What's new?

Ron Slaby: Well there are a lot of new things. I think it is true that bullying has been around. In fact, we didn't really have a name for it. We didn't talk about it very much in the past. We didn't know exactly how to define it; we didn't

know what to do about it. And we didn't fully understand bullying as being different than other kinds of violence, other forms of violence.

I think one of the things - one of the reasons why it's on everybody's mind and radar screen is because not only do they see it in the news but we understand it a little bit better. We now have our antenna up to see and hear about bullying. We want to hear it - about it on behalf of our kids. And we see that some of the bullying incidents are very serious. They're not like my mother being pushed off the edge of a bench; they can be very serious and harmful to the victim and they also have an effect on the bully himself or herself and on the bystander as well as the victim.

And so what I think is different is that we now have different technology, many of us are concerned about cyber bullying, which is the kind of bullying that you get that's often anonymous and done by way of the Internet or by way of cell phones.

So bullying can be much more harmful these days. And sometimes, the victim might decide to respond in a very serious way with a gun or a knife; in ways that probably didn't happen as much in the past. But bullying has changed a great deal. But the good news is that now we know a lot more about how to prevent it.

Kim Netter: So when we think back to the fact that bullying is - does evolve over time and there are new ways to bully and there's - and victims are responding in more ways, can you just take us back a little bit and tell us what, you know, how you would define bullying? You know, what is - what constitutes it and, you know, how does it begin for the young kids because this particular teleseminar is focused on, you know, very young children - preschool kids. So where does it begin? How would you define it at that age?

Ron Slaby: Yes, well we see lots of behaviors that young children show that can be called aggressive. You know, children are trying out their skills and they're trying to sometimes defend their territory or grab or keep possession of their objects or take possession of other - the objects of others.

We sometimes see yelling happening and pushing and shoving but it really - those behaviors are important also. They hurt. They hurt the victim. They also are not good for the aggressor or the bystander. But they're not quite bullying at that point.

But we typically see, even in the preschool years, bullying beginning. And we see it beginning by way of these precursor behaviors. And it becomes bullying when it is deliberate, when it's repeated and when it's power imbalanced.

So even my mother's example, where she's sitting on the bench, (Martha) sitting next to her was deliberately pushing her off the edge of the bench every day. It was repeated; it happened every day. And it was power imbalanced. (Martha) was bigger than my mother was. And so we see that this is an example, already in first grade, in this school of bullying. And then we see these examples even in the preschool years beginning to emerge.

Kim Netter: Can you talk to us a little bit more about the power imbalance at that age? You know, can you give us some characteristics of what power imbalance might look like?

Ron Slaby: Yes, the power imbalance can take many forms. You know some children are just more naturally outgoing and active and impulsive. And they show behaviors accordingly and others are shy and retiring. And so sometimes the power imbalance is basically related to these characteristics. At other times

it's related to size. Other times it's related to, you know, who's been there the longest or who is the newcomer and or who has friends that can back them up and who think, you know, who might support a bully or find it to be even funny.

And children can be isolated and chosen as a victim for many, many reasons; there's no one way that children are isolated. In fact, I remember the situation where - in the - where young children were for the very same reason chosen as being an outsider or an insider; the cultural difference.

Some parents told me about, in the elementary years, the young child who went - who moved from the North to the South and he continually said yes ma'am and no sir. That is what he was taught to do. That's the way he was designed, you know, was taking, you know, this was the young man who came - excuse me from the South to the North and he was saying yes ma'am, no sir and he was picked on because of that.

And the very reverse thing happened where a child who moved down from the North was being told he was rude because he didn't say yes ma'am and no sir. That's a - simply a cultural difference. And children can be isolated because they are somewhat culturally different or ethnically different or different in terms of size and power or in terms of their outgoingness. And all those are reasons for power imbalance.

Kim Netter: Listeners, I want to remind you that if you'd like to ask a question at any point in time in the conversation, all you need do is press star 1 on your keypad and we welcome your calls throughout the conversation.

Ron, I gotten another question for you. If - when you're talking about preschool children and you're watching kids play in a playground, how do

you differentiate from roughhousing and bullying; as an adult watching how would you differentiate that? What is - what are the subtle differences?

Ron Slaby: Well, I think what you see as we said in the early years, there's kind of an emerging pattern. So when you see things beginning to be repeated, when you see that certain children are being picked on again and again, you begin to see a pattern emerging.

And what typically happens in a preschool or in a home care setting or during the preschool years when children are together is they're working out the ways to get along with each other. And some child will typically begin to show the precursors and then the actually bullying behavior.

Where do they get this? Well, they can get it from anyone of a variety of sources. From watching the media; bullying is sometimes played out, explicitly in the media and kind of glorified sometimes. Or from home situation or with siblings or in their other play groups they may learn this.

And once a child begins to show repeated, deliberate and power imbalance aggressive behavior or violent behavior, they choose very carefully who they believe they can prevail over. And they'll repeatedly pick that child. And if others are watching and it's allowed to continue then others may join in and others may do the same thing and pick the same victim. Or they may extend it to other people - other children that they feel they can victimize.

So it spreads if it's not attended to; it grows unless you nip it in the bud. And so that's why bullying is so important to prevent.

Kim Netter: Thank you Ron.

Operator, we have a question from Shirley from Detroit, Michigan. Shirley could you go ahead.

Shirley Berga: Ron, what interventions have you for a community and for a school when there is a parent who promotes bullying, is a model of it and encourages the kids to do it?

Ron Slaby: Well, that's an excellent question Shirley. But I think that's an example of, in this case, you're talking about a parent who is promoting bullying. And it's in some ways similar to a child who is engaging in bullying in the preschool classroom.

I think there has to be preparatory ways where the class decides as a group what they're going to do about that and, in this case, how the community decides as a group to respond to it. And there can be an agreement among the adults together with the youngsters that bullying won't be permitted in that classroom. And they can even practice ways of responding to bullying if it does occur so as to nip it in the bud.

And once children learn these kinds of assertiveness skills and once the teachers can inform the parents that this is part of their policy; bullying will not be tolerated and then they can model it. And...

Kim Netter: So it almost sounds as if you're dealing with a parent who is modeling this type of behavior, it's the community as a whole or the classroom as a whole needs to establish some level of normative behavior, what is acceptable behavior, so that it can go out to the rest.

And actually that's a - we could have a whole teleseminar just telling, you know, community and how the community accepts or does not accept bullying.

But I'd like if I could to just move on to our next session which is going to be a little bit more about bullying prevention, hopefully in the broader context - I'm sorry - in a more cite specific context. And I'd like now to introduce you to Debra Pepler. And Dr. Pepler is a distinguished Research Professor of Psychology at York University in Toronto and a Senior Associate Scientist at the Hospital for Sick Children.

Dr. Pepler's research focuses on aggressive and victimization among children and youth with a particular focus on the individual and relationship processes related to these problems.

Dr. Pepler is co-leading a national network in Canada to promote safe and healthy relationships for all Canadian children and youth.

Listeners, just want to remind you one more time, if you have a question for Dr. Slaby or Dr. Pepler, please press star 1 on your keypad. And right now, I'd very much like to welcome Debra Pepler. Debra, thank you very much for joining us.

Debra Pepler: Well thank you for having me.

Kim Netter: So, if we could start, what approaches do you think are needed to prevent bullying?

Debra Pepler: Well the approaches that are needed encompass not only the children who are experiencing difficulties but also the adults around them. So the most general

approach within the school is called the whole-school approach. And the principal is the leader in it, that the teachers are very much involved, as are other school staff, and there's a lot of outreach to parents because there needs to be a close link between the family and the school to help children understand the skills and capacities they need for healthy relationships.

Kim Netter: Okay, thank you. So that kind of talks a little bit about - or answers a little bit of the question that Shirley had a couple minutes ago with respect to the whole-school approach.

Can you describe, Debra, a little bit about what typically happens in a bullying incident?

Debra Pepler: I can and based on our observations of bullying on the school playgrounds, just for your listeners, we have - we're doing a study of social skills training and another one is evaluating a bullying prevention program.

And we really wanted to find out what goes on in children's world when adults aren't there. So, we put remote microphones on children and videotaped them on the school playgrounds, just asked them to go out and play as they would and there were many surprises.

One was the frequency with which we observed bullying. We saw it about every seven to eight minutes on the school playground. We observed the situation in which there was bullying. Originally when we started I thought we would just be looking at a child who bullies and another who's being victimized. But, in fact, 85% of the time there were other children there.

And that was the biggest inside, I think, that we had from our videotape. Those children who are standing by watching and, they're often called

bystanders, are representing the power imbalance that Ron described earlier. It says that 75% of the time, they're watching a child who's doing the bullying, giving positive attention to that child and or joining in the bullying. And 25% of the time, they're watching a child who's being victimized.

So we learned a great deal about the role that the bystanders play in these bullying episodes. They're either part of the problem, if they're watching or encouraging it or they can be part of the solution. And I think for us that was one of the most exciting findings.

We found that when a child intervened in bullying, bullying stopped within 10 seconds 57% of the time. So more than every, you know, every other time a child intervened, bullying was likely to stop, at least in the short term.

That's a huge response rate and I'm sure many of your listeners are parents themselves. When I think about how often my children stopped something within 10 seconds I realized it was practically never.

So children respond at a very high rate to another child's intervention. And that may be because bullying is, again, about power. And if you realized that other children are intervening and challenging your power or calling into question the fairness of your behavior, your reputation may start to slip and that may be part of the decision as to why children stop.

Kim Netter: So what you're saying is that bystanders often play an extremely pivotal important role in stopping the progression of bullying. I'm curious as well, is there something that the victim can do at one in the same time?

Debra Pepler: Well, there is. Again, when we observed children on the school playground, we found that some reactions, such as fighting back or being highly

submissive and crying prolonged the victimization. So it prolongs the bullying. Now this is countered as some adults' notion that if you just fight back it will be over. In our observations, it lasted longer if a child fought back.

But the kinds of things like ignoring it or stating that you don't like it strongly being assertive, walking away were the types of responses on the part of the victimized child that were likely to stop the bullying.

Kim Netter: And if I'm understanding this correctly, if you have the combination of a victim standing up for themselves and a bystander who will walk alongside that victim in terms of stop - asking others to stop the behavior, you've got a pretty powerful one, two punch - sort of speak - sorry.

Debra Pepler: You do and what we find is that having one good friend is a protective factor in victimization. So, you know, encouraging children to build friendship, ensuring as parents that we engage are children in activities where they can build friends is really important for children.

Kim Netter: And that's a role that adults can do so they're not idle bystanders either. They have an active role in this.

Debra Pepler: That's right. We really believe that. And they have an active role in two ways. One is that they can what we call scaffold for the child. Give that child support in whatever area that child has some, you know, has some developmental lagers, some weaknesses.

A child may not be assertive. You can role play for the child what he or she could say or do if somebody was bothering them. Or if a child has a hard time controlling his or her anger, you can teach them to take some deep breathes and role play that so they have some strategies. Or if a child, you know, is apt

to cry quite readily, you can help them take deep breathes and calm down and think of something else and slowly walk away so that they aren't seeing to be crying.

So there're things we can do at the individual level but there also things that we can do at the group level. And, you know, when I was a parent and had young children, I realized I was doing this. Sometimes some children really need help learning how to get along with others. And there are ways in which you can organize groupings or have certain children but not with another who sparks off on them.

So there are ways in which we as adults, whether we're parents or coaches on soccer team or teachers can watch the groupings that children have and ensure that we're not putting a group together that seems to, you know, in some sense, feed off itself and start this aggressive kind of behavior.

Kim Netter: Thank you. We do have a couple of questions. And operator is wondering if you could bring Kathy from Cleveland Heights, Ohio back on the phone for us. Kathy please go ahead.

Kathy Klein: Hi. I wondered - wanted to know what you felt the role of children's verbal ability is because I know in - I teach a preschool class and children are all at different levels of, you know, development in many ways. But verbally, sometimes the more advanced child can also be very intimidating to the quieter child who hasn't developed those skills.

So it seems to me that the role of teachers and parents would have to be very cognizant of, you know, being alert to the needs of the child that's unable to express him, and as you say, role playing I think would be really useful as far as the tool in this regard to giving them confidence in terms of speaking up.

Debra Pepler: Well, the point you raise is really an excellent one. Having verbal skills gives you ways of solving social problems in an advanced way; in a way where you don't have to, you know, hit out or, you know, use physical ways to solve problems. But it also gives children advanced skills in learning how to manipulate others, to say things to hurt others.

And I think as adults who work with children, whether it's at home or at school or another community context, understanding different children's strengths and weaknesses is so essential so that we can be alert to when a child might be using their strengths to hurt others or be vulnerable because of certain weaknesses.

So, it is up to us as adults to really monitor that. And I think, in so many ways we haven't focused enough on both children's social emotion development but also their peer relations because they're often outside our vision. So, yes, I think that's something that's terribly important.

Kim Netter: Thank you. Thank you very much. We have another question from Isabelle in Portland Oregon. Isabelle, please ask your question.

Operator, do we have Isabelle on the line?

Operator: Isabelle, your line is open.

Isabelle: I'm sorry; I had my mute button pushed. Hi, I wanted to go back to the scenario on the playground where the speaker was talking about how crying or fighting back kind of lengthened the bullying episode.

I'm wondering if, you know, a kid ignores the comment and walks away, what impact does that have on having the bullying episode repeated? Does, you know, if it helps to end once the first bullying episode? Does it also help prevent future bullying episodes? You know is it the dynamics?

Debra Pepler: Isabelle, again, it's a really good question and unfortunately because we were just in the playground for a short period of time on different days, we didn't see the totality of the child's life.

What we do know though is that children who bully work their way around a group to find the vulnerable child and the child who's alone. And so if a child is able to stand up in the very early stages of bullying, it's unlikely that it will continue and it's unlikely that the power imbalance that Ron was describing will increase because it tends to naturally increase the more times a bullying episode is repeated.

So stopping it early is a point in which the child who is being victimized has the most power in that relationship and it gives a very strong signal that they're not going to be standing there and accepting it.

Kim Netter: Well thank you very much Debra. I just want to remind listeners that if you do have questions for Ron and Debra as we continue to go forward, please press star 1 on your keypad. We - Ron and Debra as well as our other two speakers will be here throughout. So you can ask questions throughout.

So Debra, again, thank you very much for giving us results from the research that you did on the playground and giving us some interesting insights into the different roles that people have; adults, victims, by bystanders.

I'd like to now bring on Barbara Kaiser. And Barbara is going to take us through some real world incidents of bullying; what she's observed in her many years of experience firsthand. Barbara is a behavior specialist, trainer and consultant who have worked in child care for 35 years.

She was the founder and director of the first rural daycare center in Quebec, as well as a community base center in Montreal known for its multi-age group setting and strategy for empowering children to make meaningful choice for themselves.

She's the co-author of three different books, first being, "Challenging Behavior in Young Children, Understanding, Preventing and Responding Effectively." Another one, "Challenging Behavior in Elementary and Middle School, Understanding, Preventing, Responding Effectively in Meeting the Challenge." Oh, sorry, and the last one was "Meeting the Challenge, Effective Challenges for Challenging Behaviors in Early Childhood Environments."

And I want to thank you so much for joining us Barbara. And first question that I have for you is why is it so important to address bullying in the preschool years?

Barbara Kaiser: Well, thank you very much Kim. I think the important reasons for us to recognize it is because its early intervention is our best opportunities to help children learn other skills; other ways of asserting that power. And if we enable them to continue to use it and don't recognize it, the more they do it the more it works for them the harder it will be for us - for other people to change that behavior as they get older.

But I also think we need to recognize that not all aggressive behavior in young children is bullying. So it's very important to recognize the difference between kids just trying to figure the world around them, kids acting aggressively and children who are actually using bullying as a form of gaining power over other children.

And goes back to what Ron was saying about how important it is to recognize that bullying is intentional and repeated and that there is an imbalance of power between the children.

It's also, I think, very important because as Debra indicated, all the children become involved in bullying. So the younger they are and the earlier we can explain to them the role that they play, even when they're just watching and not participating and just understand how other children feel. And teach them those social skills, especially empathy and problem solving, the more effectively they'll be able to respond to bullying so that it doesn't work.

And perhaps also, those kids who are tending to be bullies who have learned that bullying does work may find that there are other things they've learned as well so they can gain that sense of what they're looking for without using that imbalance of power to do so.

I think one of the things that Ron mentioned is that bullying is a learned behavior. Children aren't born to be bullies. And so if they're learning it from somewhere, we have to help them learn other things to unlearn it.

And I think early intervention is a wonderful opportunity for us to talk about it, to read them stories, to have them think about it in an open way because little kids are just so willing to soak in all the information that we have.

Kim Netter: And in your experience and you've observed quite a bit of behavior over the years, what are pre-bullying and bullying behaviors look like in young kids?

Barbara Kaiser: Well, I find that most of the bullying kind of starts off with them recognizing that - like Debra mentioned that they will look for - kids will look for children that when they taunt or tease them respond. So that often bullies - kids who will be bullies are looking for other children that they can gain some kind of sense of power over. They will tease them a lot they might make faces at them.

And what's key to this is how the other child responds. If the other child bursts into tears or doesn't know what to do it will probably continue. If the other children standing around just watch, it will also encourage the child who's doing the bullying to think that the other kids think that this is really cool because they might not be interpreting the bystanders' responses to his behavior quite accurately.

But they do know what they're doing; they are doing it because they want to gain that power. It's very intentional. They also may do what Ron was discussing, pushing, grabbing, and crowding other kids. And they'll kind of test the territory and when they kind of get too close to somebody and another child responds in a way in which indicates that hey, you know, if I get a little closer, I'll get an even bigger response, then often that's how it might begin.

Kim Netter: So what, you know, clearly there are ways for, as Debra mentioned before, there are ways to prolong the bullying or shorten the bullying. So I'm curious about what responses from adults or children themselves, bystanders perhaps, what responses help or hurt the situation?

Barbara Kaiser: Well, I think the most important thing we all need to recognize as teachers and as parents is that probably the most important thing that we do if we are role models and if we use our power as a way of controlling children, then children are learning that power is a means of control.

So I think it begins with us. And we need to really look at how we relate to children, how we deal with inappropriate behavior, how we discipline children. Do we teach or do we punish?

And we don't want to be those people that are letting kids learn and know from us that bullying or that power inequity is what - how you can gain control over others.

I think we also want to help the other children and the child who is the target of bullying learn how to make bullying less effective. Because as with any challenging behavior, if it works, kids will keep using it. So if the child who is being bullied can respond in such a way that the bully isn't getting the satisfaction, then the bullying will probably stop. The child might look for another child to bully but probably it will stop with that child.

And if we teach all the children how to respond assertively, how to support one another, we give them skills in building friendship. We help them learn that if they're left out or if they're teased that there are ways to respond maybe even with a sense of humor because some little kids have great senses of humor. And build on this strength so they can learn ways to respond effectively. So the bullying isn't as effective as the child whose bullying would like it to be.

When we punish the bully, as a result of what we're seeing or hearing, often what happens is, even at a young age, it becomes even more covert and we see

it less, even though it doesn't mean its stopping. And we're also using our power over the bully.

So I think what's really important for us is to look at how we can work with the children who are being bullied and the bystanders who are watching it to help the whole act of bullying become less effective rather than to focus all of our attention on the bullies and with - and to teach all the kids empathy, problem solving, self control, anger management and to respond assertively.

Kim Netter: Thank you so much Barbara. We have a few calls lined up and I'd like to bring the questioners on if I could. Lisa from Michigan, could you go ahead please?

Lisa: Yes, I have a few questions and one is how do you teach the young children like under the age of two that are showing the signs of bullying but like you say because of, you know, don't have full speech yet, don't have issues that are not bullying, how do we teach them not to have those kinds of behaviors in response to their needs?

And one - another one is how do you also teach the children that we're calling so-called bystanders to not be a bystander to bully issues?

Kim Netter: Barb, you want to start with that one and then maybe Ron? Could you comment on it?

Barbara Kaiser: Okay, well I guess I'd like to start more with the bystanders rather than the child who's two years or younger because I'm not so sure children who are two years or younger are really demonstrating bullying behavior or even pre-bullying behavior. I think they're really exploring the world as best they can with the limited amount of skills such as language skills that they're learning.

I think though that to help the bystanders understand. There are wonderful stories we can read to children about bullying situations and talk about how did it feel to the children who were watching? And to role model it.

And if you do create little role plays with the children, it's really important not to pick the child who's doing the bullying to be the bully or the child who is the target of the bullying to be the target but to use other children and to have play act and talk about it. Kids love to talk about things. And sometimes you might need to use a photograph or a story or a starting point.

But I think that adults don't really spend enough time trying to understand how kids perceive this issue; what their feelings. And they want to know what to do. They don't feel good watching but they don't know what else they're supposed to do.

Kim Netter: Interesting.

Ron Slaby: And I think you can get very specific examples in - when you're working with children in groups, as many of you have to do if you're working in a group setting. Specific examples, for example, a child who's just learning speech, you can - instead of saying - you can say - you can tell that child not to hit. What the child is likely to say is "not to hit." Instead if you say, you know, you can say no hitting and allow them to practice that and feel that they're confident and that's the rule that's going to be agreed upon, that they've practiced and that will be supported by the adults.

Then a simple phrase like that can be learned by even a child who's just learning words and can be able to stand up in an assertive way to a bully by say, "No hitting." As simple as that.

There are also postural things that you can teach too as part of the role play. Because part of it is whether you are submitting to someone by slumping away, by - with your posture, by crying, by looking away, by becoming smaller. And you can practice with children how you stand up to someone assertively, proud and tall and looking them in the eye. And those are the kind of precursor skills to assertiveness that help sometimes a victim stand up to a bully.

Kim Netter: Great. Thank you both. Gloria from Littleton, Massachusetts, could you - you have a question?

Gloria Rios: Yes, I have a question. I am a Girl Scout Leader and in my group I have 14 girls and I have two that are bullies. And I have tried, believe me, everything that I can from all the things that you have done. My problem is that the learning is from home and I feel powerless to help these two girls that are really wonderful girls but they don't know how to behave, how to react, how to call attention. Do you have any recommendations?

Kim Netter: Well it...

Debra Pepler: It's all right. Debra speaking if I can jump in at some point I'd appreciate it.

Kim Netter: Sure. Absolutely Debra. I just wanted to make one comment Gloria and that is there will be an upcoming teleseminar that's specific to solving bullying in Camp and Youth programs, which is going to be happening on June 3. So while we're happy to take your question right now, I just wanted you to be aware of that teleseminar, which will be focused on, you know, after school programs, etc.

Gloria Rios: Thank you.

Kim Netter: And also - but in the meantime, Debra.

Debra Pepler: It's interesting that you raised this because we have been working with the Girl Guides, which is equivalent to the Girl Scouts in Canada and they identified this is a very major problem. Not understanding girls' aggression and not understanding what to do about. And so we've been working on a training program to help them with that and also a badge so that girls can be more positive.

And I think what you have an opportunity to do with these girls is have some discussions about this but also help them find positive ways of getting attention. Bullying is about power and wanting power and status in the group. And sometimes children find the wrong ways of getting power. They find ways of using, you know, of getting negative power rather than positive power. So finding ways to turn that around.

And also, there's a wonderful resource if you want to maybe have a meeting with parents. It's a video called "It's a Girl's World." And a woman film maker stepped into a girl's world and there's some filming in the Girl Guides troop actually. And just demonstrates what this looks like in such a real way and you can see the parents struggling with it. And once people become aware of what it is, it's a little easier to deal with it.

Gloria Rios: Thank you.

Kim Netter: Thank you Debra.

We have another question from Vernuell from Mount Pleasant, Michigan.

Vernuell Brown: Yes, I work with young children that are four and five years old and when you were talking about educating them, I was wondering do you use the term bully and bullying when you do the education?

Kim Netter: You're talking about four and five year olds - would you use those particular terms or would you use other terms?

Barbara Kaiser: Well, I know, I really - this is Barbara speaking - I really don't like those terms. I think though that to - bullying is how it referred to and often when you look at some of the books that are written about bullying for young children, they talk about the school bully.

I think that I - I'm not as offended, so to speak or concerned about the term bully as I am the term victim or because that really immediately implies that the other child is weaker, when the other child really just has to learn how to become stronger.

So, I think words are really important and maybe when you are teaching young children to have them talk about what those words mean to them, what they associate it with, what other words they can come up with.

Kim Netter: Okay.

Vernuell Brown: Okay. Thank you.

Kim Netter: Great. Thank you.

Oh, sorry, Ron.

Ron Slaby: There's - there are different types of bullying too and there are simple ways to explain it to children I think without using necessarily the word bullying.

We all think of physical and verbal bullying but really physical bullying is actions and verbal bullying is words. And there's a third type of bullying and that's behind your back bullying.

And young children will understand that also. We call it indirect bullying or sometimes relational bullying or sometimes social bullying and this is the type of bullying that the previous caller may have been alluding to that is somewhat more prevalent in girls.

Kim Netter: But is it as prevalent in little girls or is it more prevalent in the, you know, seven, eight, nine, pre-adolescent?

Ron Slaby: Like the other types of bullying; it starts in the early years. And you can even see examples of indirect bullying among five year olds. I don't know, Barbara, you recall that incident you were telling me about that is a classic incident of indirect bullying that you can see in a five year old. Do you recall (Vickie) the story?

Barbara Kaiser: Yes, I mean I was amazed to discover at lunch time there were a group of girls sitting together at the table and this one little girl started talking and I was just listening, I had no idea where the conversation was going. And she's saying, "Who likes spaghetti?" because everybody was having spaghetti for lunch and everybody raised their hand. And then "Who likes chocolate?" And everybody raised their hand. And then "Who likes to go to the beach?" And everybody raised their hand. And she was raising her hand first as though she was giving them kind of this is, you know, the response I'm expecting. And then she said, "And who likes (Emma)?" And she put her hand down very

decisively. At which point, nobody raised their hand. And poor (Emma) just sat there and burst into tears.

And I was amazed at the level of sophistication of that form of bullying at such a young age. And the other kids had no idea this was coming. And I think that afterwards, it was really important to talk to them about and to help all of them understand how this made them feel but not only (Emma) but the other kids at the table who really needed to be able to say, "I like (Emma)." And it would have had a very different outcome.

And that's why early intervention is so important because just something that simple and that clear, if they can do that when they're 4 and 5 years old, when they're 12 and 13 and 14 years old when this really becomes a big issue with humongous outcomes both for the target of the bullying and bully - the child who's doing the bullying and everyone else, it can make a big difference just by learning how to say, "I like (Emma)." So that was a very good example.

Kim Netter: Great. Barbara, thank you so much for that example. That was really a wonderful, wonderful example.

You know, it's - I really want to thank Ron and Debra and Barbara for really setting the stage and talking about what bullying is, what it looks like and giving us a, you know, some tips on how to prevent or how to stop it.

And what I'd like to do next is have are next guest, Dr. Kim Storey. Talk us through, what really - what kinds of tools are available, what can be done and how - the toolkit called "Eyes on Bullying" can really help parents and caregivers in this all important topic.

So I'd like to introduce Kim Storey and Kim is an educator, designer and producer who specialize in creating innovative educational media for children, parents and educators. And if any of you have already been to the Eyes on Bullying Web site, you will have seen Kim's handy work. She with Ron are the co-developers of the Eyes on Bullying program. So welcome Kim.

Kim Storey: Thank you Kim. Well as Kim mentioned, the Eyes on Bullying includes a toolkit, a Web site and three teleseminars, of which this is the first. You can download the toolkit from your Web site and you can also use this Web site to get to different parts to the toolkit if you have specific questions.

You'll find also useful information about bullying in different settings, such as child care programs with young kids and after school programs.

One way that Eyes on Bullying differs from some of the other programs is that you'll sometimes see on other Web sites lots of information about what bullying is, definitions, how much it occurs, where it happens.

We've tried to organize information in a way that tells a story about bullying and why you should care about bullying with the kids that you work with or the kids in your home.

And we also try to emphasize solutions and strategies; how to apply it to your particular setting and most important of all, how to think about prevention.

Kim Netter: So Kim, first question that I would have for you is why it is called "Eyes on Bullying?"

Kim Storey: Good question. We struggled a while for a title and "Eyes on Bullying" rose to the surface because we were thinking about a new way to approach

bullying, a new way to see bullying. And we thought; well let's help see bullying through new eyes.

The program was designed around the concept that to prevent bullying we must see bullying differently. It can be difficult to see it if you don't know what you're looking for. But if you understand that bullying can take many forms, which it can be verbal, that it can be indirect, behind your back, which Ron was talking about, and then we're more likely to see it when it happens.

And if we understand that bullying can really hurt people, we're more likely to take action to stop it before it escalates or try to prevent it from happening in the first place.

Kim Netter: Great. I'm just curious; within the toolkit does it kind of talk us through how we can create a bully-free environment?

Kim Storey: Well that's a good question because we've talked some in this teleseminar about specific skills we can develop - we can think about empathy, we can think about assertiveness skills. And there's a lot that we can do as individuals. But thinking about a group together in an environment in a group setting, it's really important to develop bully-free environment.

The first step in doing that would be to understand what are the beliefs of the kids that you work with or the kids in your home? Do they have misconceptions about bullying behaviors? Do they think bullying is just going to happen anyway?

So if you take a look in our toolkit, you'll find some questions that will get discussions going so you can understand what do kids think about, what do adults think about and how can we address it?

There are also some important things to take into consideration if you look around at your own setting.

One would be make sure you have established good connections with the kids in your care. Make sure that every child has a trust adult that they can turn to if they have a problem. So if a child is being bullied, no child should feel alone in that situation.

Another thing to think about is prepare yourself. It's one thing to say stand up and be assertive and act against bullying but if you haven't prepared yourself, really thought ahead about what is it that you're going to say, how is - what are you going to act.

And we had some activities from the toolkit that will help you practice these assertiveness skills.

Also, another important thing to think about is if a child is being bullied, don't just get the two kids together and say you guys work this out by yourself. As we talked about, bullying involves a power imbalance and no two children should be made to work it out for themselves without some adult intervening.

My final thought on that would be that changing beliefs and changing behaviors takes time. It isn't something that you should expect to happen overnight so to take a look at your environment and make sure that you build in regular discussions with both children and adults about ways to prevent bullying.

Make sure that you establish rules, regulations and consequences if aggressive behaviors happen. Make sure that you get parents involved in thinking about

solutions within a bully-free environment in a school setting or a daycare or a preschool.

Kim Netter: Great. Thank you.

And if we go to the site and we use the toolkit and we bring this through - into our daycare, etc., how do we know its working? How do we know that - or what's our litmus test? How do we know that what we're trying to do is actually making an impact?

Kim Storey: Well, that's a good question because one reason that we developed this toolkit was we really wanted to make a difference in children's lives. We really wanted to say, "Hey, there is a way to prevent bullying; bullying doesn't have to happen."

And we hoped that by going through these activities kids will develop these skills and assertiveness that they need to stand up to bullying, that victims will realize that they don't have to bully - they don't have to be bullied, that bullies will realize that it hurts them, it hurts other people and there are alternative ways to dealing with problems.

One way that I thought about looking for change would be try these out - activities out with the children in your setting. Get their initial answers. See, for example, if you have some, tell me some stories about bullying. They may tell you, "Oh, yes, I remember a time that I was really hurt by this person or so and so made me do something."

Once you've collected all these stories about how badly they feel about being hurt by bullying, pull back and try out some of the activities. Come back and

ask them, “Okay, can you tell me some stories now about bullying and bullying behaviors?”

I would hope in that instance that you would start to hear stories about how they were bystanders to bullying, that they decided to act and intervene to prevent bullying, that it wasn't just a two-person interaction between a bully and a victim but there was a third party standing out there looking in and saying, “Hey, bullying is not okay; I'm not going to let it happen here.”

Kim Netter: Thank you so much Kim. We have one last question from (Ann) in Grand Rapids, Michigan. (Ann), please go ahead.

(Ann): Oh, okay. I was just wondering like what you feel the role of the parent should be. Now let's say, you know, a child is bullied and the parent finds out and they're very upset and talk to the child, should they then contact the other child's parent and maybe talk with them about it or how do you feel about that?

Debra Pepler: It's Debra speaking. I'm glad to sort of pick up on this and start it as an answer. I - being a parent and having a child who's victimized is the most emotionally arousing and upsetting situation. And so I encourage parents to go and talk to a teacher or somebody else at the school or the setting where the bullying is occurring first, rather than calling the other parent because it's very, very hard to stay calm and speak in a reasoned way when your child is being hurt by another child.

Kim Netter: Thank you Debra.

Barbara Kaiser: And if I can just add -- this is Barbara speaking -- that as someone working with young children, when we had a bullying incident occur that one of the

things that was hardest was that the parent came - it was the child who was being targeted - and she came to talk to me and she was very upset that I had done nothing about it. And it turned out we didn't even realize that her child - her daughter was being bullied by another girl. And so she was even angrier because we didn't know about.

So, what's our job, why aren't we watching the kids, why don't we see these things happen? And I think a big issue is that often it's a covert activity that takes place just so adults are not seeing it. So just when a parent comes to talk to you about it, I think that you need to really take a few first steps about understanding what the behavior is and helping the parent to see that you're both on the same page and that you want to teach all the children, especially the child who was targeting their child that it's not okay to behave this way.

But I found that the first thing that did happen was often the parents blaming us for not protecting their child because it is, as Debra mentioned, so incredibly emotional when your child is being targeted. So I think that's important to think about.

Kim Netter: Thank you so much. I wish we had another hour. Excellent, excellent questions. Thank you so much.

Just once again, this has been a teleseminar called "Eyes on Bullying, Spotlight on Young Children."

I'd really like to thank our special guests today, Ron Slaby, Debra Pepler, Barbara Kaiser and Kim Storey. And just to remind everyone this is the first of three teleseminars prepared by the Eyes on Bullying program at Education Development Center in Newton, Massachusetts. It is being funded by the IBM Global Work Life Fund.

If you have friends and associates who missed this teleseminar, they can certainly listen to and download the audio track by going to the Web site at www.eyesonbullying.org (all one word). It will be posted within the next several weeks.

If you have further questions or want more information about bullying prevention, please go to that same Web site, again, www.eyesonbullying.org and you'll find more information on that Web site.

We have two more teleseminars coming up. The next one will be on Tuesday, May 6, from 2 pm to 3 pm Eastern time and it will focus on The Growing Problem of Cyber Bullying. This teleseminar will help you prepare children to deal effectively with cyber bullying and after school in child care programs.

The last teleseminar in the series will be held on Tuesday, June 3 from 2 pm to 3 pm - again that's Eastern time and will focus on Stopping Bullying in Camp and Youth Programs. And it will help you prepare children and staff to become active agents of bullying prevention in day camp, overnight camp and youth programs.

You can sign up for either of these next - either or both of these next two teleseminars on the Web at www.eyesonbullying.org.

And I want to thank you so much for participating for this particular teleseminar and I wish you all a good afternoon. Thank you very much.

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