



“Eyes on Bullying...Stop bullying in camp & youth programs” Teleseminar

June 3, 2008 at 2:00 pm ET

**EDUCATION DEVELOPMENT CENTER, INC. (EDC)
Newton, MA**

Kim Harrison: On behalf of the Education Development Center Welcome to today’s Eyes of Bullying conference call. My name is Kim Harrison and I’ll be your Host.

Before we get started I’d like to mention that this audio call is being recorded and you are currently in a 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 today’s presentation. At that time, you may chose to pose a question to our presenter by pressing star 1 on your telephone keypad. You will then be placed into queue until you’re 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 first speaker, Kim Netter.

Kim Netter: Good afternoon everyone. Welcome to the third teleseminar on Eyes on Bullying; this one entitled, "Stop Bullying in Camp and Youth Programs." My name is Kim Netter and I will be your host for the next hour as we address this important issue and how to prevent it.

This is the third teleseminars prepared by the Eyes on Bullying program at Education Development Center in Newton, Massachusetts. It was funded by the IBM Global Work Life Fund.

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

Our first teleseminar back in April focused on bullying in young children. We talked about how bullying developed and what adults can do in the early years to stop bullying.

The second teleconference was focused on cyberbullying. We talked about how to prevent it, how to stop bullying that can happen when children post hurtful and embarrassing or threatening text or images using the Internet, cell phones or other communication devices.

If you missed either one of these teleseminars, you are more than welcome to listen to either at www.eyesonbullying.org.

Today, however, we're going to be talking about bullying in camp and youth settings. It's a good time to start talking about that because in a few weeks or

so kids are going to be heading off to camp and that's when this issue, obviously, arises; although the youth settings, after school settings, etc., are another important place where this type of bullying can occur.

So I'm going to start by asking a few questions to listeners in general. Do you remember a particular bullying incident when you were in camp? Is bullying - do you think bullying is still a problem in today's camps and youth programs? Is bullying different in this setting, as another setting, such as school? How does bullying at camps and youth programs affect kids? What do adults and youths need to know and what do they need to do to prevent bullying in day camps, overnight camps and youth programs?

Today we'll be looking at the issue of bullying with a spotlight on how you can prepare yourself, your associates and the children in your care to deal effectively with bullying in camp and youth programs.

Are you a parent, grandparent or caregiver who cares for children of middle or high school age? Do you work with children in camps, after school programs, boys and girls clubs, sports teams or other youth organizations?

We want to hear from you throughout this entire hour. You have the opportunity to join us in this conversation at any time by dialing star 1 on your keypad and asking and putting yourself in queue so that we can hear from you. We look forward to your questions and your participation.

And now, without further ado, I'd like to introduce our first guest, who will give us a little bit of an introduction to bullying in camp and youth settings. Our first guest is Dr. Kim Storey. Kim is an educator, designer and producer who specialize in creating innovative educational media for children, parents and educators. Having served as the director of educational research at WGBH Educational Foundation in Boston, Kim has developed and produced

a variety of nationally broadcasted television programs and resource materials for children and family.

Kim, along with our guest, Ron Slaby, is co-developer of the Eyes on Bullying program. Welcome Kim.

Kim Storey: Thank you Kim.

Kim Netter: First Kim, I was just wondering if you could talk to us a little bit about bullying in camp settings. That is, the first question that parents might have is, "Is bullying really a problem in camp settings?"

Kim Storey: Really, what I want people to know is, yes, bullying is a problem at camp because of the nature of the social environment, frequent shortcomings in the way children are supervised at some camps and the fact that many children attend camp as middle schoolers, a key age for bullying.

Think about the nature of the social environment at camp. Kids are together all the time. They eat, play and, in the case of overnight camp, sleep together. They interact with peers all day long and often for weeks at a time. And thus there are many opportunities for bullying.

The risk of bullying increase as new campers mix with old campers and social hierarchies are created and maintained. And the risk of bullying increases because there are so many different types of kids at camp. Some of them are shy and awkward and maybe there are kids who don't fit in and they find themselves isolated and alone, becoming perfect targets for bullies.

Bullying can occur during sports activities as campers verbally talk; those less athletic peers. Sometimes campers use physical aggression to harass other

campers just fun. And we also see campers excluding their bunk mates in camping activities. Sometimes they spread rumors about kids who they feel are not as popular as they are or are perhaps less attractive than they think they are.

Add to that, at some camps, counselors may not be trained in bullying prevention. They may lack skilled supervision of the kids and may not be able to differentiate between, for example, just joking and actual bullying behavior. Or if they see a bullying incident, they may not know what to do when they see it; they may not know how to intervene.

Kim Netter: So, Kim, I know that as part of the development of this - the Eyes on Bullying program, you interviewed a number of kids - a number of youngsters and I was just wondering if you could tell us a little bit about what you learned when you interviewed them?

Kim Storey: Sure. A lot of kids have stories to tell about what's happened to them at camp; it's some good and some not so good. And I'd like to tell you a story about a boy named Will. It's a real story and it illustrates how quickly bullying can escalate in a camp setting.

Will attended an overnight camp for boys for five summers. But this summer, everything went wrong. He had just turned 13. I interviewed him five years later when he was almost 18.

Will was very reluctant to talk about his experience. At the beginning of the interview he explained, "It brings back so many bad memories. It's so hard to talk about." Then Will took a deep breath and continued. "Every year at camp, this one kid, Matt, had control over me. He chose his victims carefully, especially those who were nice. I was nice to everyone; I was an easy target."

But this summer, Matt was Will's bunk mate. The story begins a few weeks into camp when John, one of Will's bunk mates went on a trip and left his Game Boy out on his bed. Everyone took turns playing with it. The camp director came in, saw the kids playing with it and took it away. You weren't allowed to have video games at camp.

When John came back and heard that his video game was gone, Matt blamed Will. Will told me, "Matt knew it was everyone's fault but John was tough and Matt didn't want to mess with him."

Suddenly, followed Matt's lead and ganged up on Will. They said Will took it out of the drawer, played with it and caused it to be confiscated, even though that wasn't true and everyone was at fault. That was just the beginning. They called Will a thief and a stealer and yelled such things as, "Where's my hat? I bet Will took it." If Will borrowed someone's sandals, the kids would say, "Did you steal them?"

Will was constantly the target of mean jokes. His bunk mates stopped hanging out with him. His friends were afraid that if they stood up for him they would become targets. Will became isolated, afraid and very unhappy.

One of the counselors heard about the situation from some of the campers and tried to be nice but he didn't try to help or intervene. He didn't know how. And he didn't realize the seriousness of the situation. None of the campers did anything. Will said, "They didn't care."

So bullying escalated over a three-week period. Will went from having lots of friends and loving camp activities to losing all his friends, wanting to go

home, not wanting to participate in activities and crying a lot. He was afraid to tell anyone because he was embarrassed.

He thought somehow it was his fault that he should be able to figure out a way to make the bullying stop. He was afraid to tell his parents at visiting day, during phone calls or even after camp was over because he thought they would look down on him and think he should be able to deal with it.

Back home, Will was used to being socially accepted at school. He had never had to deal with a situation like this. Will did not return to that camp the following summer. At his new camp, he saw kids begin to bully other kids. But at this camp it was different; the counselors were trained to deal with bullying. They quickly spotted the bullying behaviors and stopped them before they escalated.

Will explained to me, “There’s always a hierarchy in kids’ social world. Guys especially mess around and make fun of other guys.” But there’s a difference between good humor, teasing and real bullying. It’s important to see this difference. Will continued, “It’s my worst nightmare. I’ll never forget about the feeling of being teased and put down to that extent. It will always stay with me.”

Then Will concluded the interview with his final reflection. “People don’t understand. Those three weeks hurt more than any punch in the face could hurt. It took my breath away and my whole self-confidence.”

Kim Netter: So, this was five years later after the incident.

Kim Storey: It was and he still remembered it and he had never really talked about it before.

Kim Netter: So, what can we learn from Will's story?

Kim Storey: Well, I gave it some thought and I identified seven key factors that I think are very important to pay attention to. We can see from the story that if adults and children don't step in to stop it, bullying escalates quickly, especially in camp settings.

Two, bullying hurts; it has devastating and long-term effects on children, physically and emotionally.

Three, it's important to take bullying seriously. If adults don't take it seriously neither will kids.

Don't ask or assume children will work things out for themselves; bullying is different from an argument or conflict. It involves a power imbalance that requires adult intervention.

Bystanders are very important in bullying situations. They can play very powerful roles. Will's bunk mates turned into hurtful bystanders, joining in and escalating the bullying. They could have been helpful bystanders telling the campers who were bullying to stop; getting help from an adult or just continuing to be his friend.

It's - six is critical that camps and other youth programs set clear expectations, rules and policies about respectful behavior and bullying and create an environment where everyone understands that bullying will not be tolerated and there are clear consequences for these behaviors.

And lastly, camp staff need to be trained to recognize bullying. Know how to intervene to stop it or get some help when they can't deal with it.

Kim Netter: So Kim, I have a couple of questions for you, you know, just thinking about sending a child out to camp. And I guess the two questions that I have if I were a, you know, parent of one of these kids or a counselor or somebody who's giving childcare to these kids, number one is, is it something that is pretty rampant, is it something that I should be on the watch for?

And secondly, what can I do to make sure the camp does have these types of policies in place? You know, so how common is this and what should I as a parent be doing to make sure that my kid's going to be protected?

Kim Storey: Well that's a good question and I took a look at some of the research on how much bullying does go on at camps. According to camp directors, bullying is one of the top three reasons why children don't return to camp the following year. And a study conducted by Dr. Joel Haber reported in his book, bully proof your child for life.

Over 1000 counselors from 12 camps responded to a survey about bullying. They were told to think about the bullying that happened the previous summer. Almost all the counselors said they had observed bullying behaviors between campers, such as teasing and verbal threats, rumors and exclusions.

Dr. Haber also asked friends about bullying amongst counselors and surprisingly, there was a lot of bullying going on amongst the counselors themselves. There was verbal bullying, physical bullying and indirect bullying that seems to occur regularly among those campers and counselors.

There were a few things that parents and staff at camps and youth programs should really be aware of to do even before camp begins. First, before sending a child off to a program, parents should ask questions about their bullying

policies and practices, such as, do they train staff in bullying prevention, and are there clearly stated rules of conduct and consequences for negative behaviors and what are the procedures if a bullying incident occurs?

And what's just as important is parents need to talk to the children before they go into a program. Help them understand what bullying is, what to do when it happens, what to do if they see others being bullied and encourage them to get some help from adults.

Kim Netter:

I know that we're going to be hearing from Roger Christian a little bit later and I know that he has been teaching camp counselors what to do and talking about how to put policies in place. So perhaps we can wait until that segment to really kind of talk about what the camps can do because I've heard what parents can do and I think that's really important in terms of preparing yourself and your child to go away.

So, Kim, thank you so very much for kind of giving us the background on what happens in camps.

And I want to remind listeners that if you do have a question for Kim or any of our speakers this afternoon, please press star 1 on your keypad and you'll be put in the queue to ask a question.

So thank you very much and now I'd like to introduce our second guest, Ron Slaby. Ron is a Senior Scientist at Education Development Center in Newton. He's a developmental psychologist, educator and researcher. He's investigated and taught courses on violence prevention and media effects on young children at Harvard University. Along with Kim Storey, he's co-developer of the Eyes on Bullying program. Ron also is co-author of a Middle School curriculum that first introduced us to the important role of bystanders and

preventing and stopping bullying entitled, “Aggressors, Victims and Bystanders.”

Welcome Ron.

Ron Slaby: Thank you.

Kim Netter: First I was just wondering if you can - if you could relate what goes on in camp to basically the fundamental features of bullying, you know, what defines bullying, how do we know it when we see it? And can you just give us a little bit of context in terms of what bullying might look like no matter where it is; playgrounds, schools, camps?

Ron Slaby: Yes, I think Kim painted a very vivid picture in Will’s story of what can go on in camps and that was clearly an illustration of different kinds of bullying that were going on.

We have to remember what constitutes bullying. It has - there are lots of harmful types of behavior but bullying has specific features to it. Bullying is harm-doing behavior that is deliberate, repeated and power imbalance. And we see all three of those features in Will’s story.

There is deliberate making fun of, labeling, isolating of Will. It was repeated and it was also power imbalanced. In this case, one of the ways that the power was terrifically imbalanced was that the original youngster who started this got others to join in and pile on. And before you know it, it was spreading so that Will was being more and more isolated and overwhelmed by the number of people who were involved in the bullying.

And bullying also takes three different main types of forms; direct verbal bullying is one kind, name calling, we saw that happening; direct physical bullying - it didn't come to blows but it very well could have and it was a set up for that and that's a second type, there may have been pushing, shoving or other kinds of grabbing behavior that went on; and then there's the indirect kind like the behind your back kind of bullying that includes - it's sometimes referred to as relational or emotional bullying, spreading rumors, giving labels - and that was clearly going on as well.

So we see examples of indirect, verbal, direct, physical and behind your back or indirect types of bullying.

And - now, how do you know it when you see it? Well, I think adults have to be attuned and alert to seeing it. And there's lots of reasons why. One of the main reasons is that adults really miss a lot of the bullying that's going on because it's done intentionally, deliberately behind their back or in places where adults are not supervising and are not attentive and watching.

There's a second way that adults miss it and that's that they see it - they see signs of it but they overlook it, simply thinking that it's harmless teasing or roughhousing and not knowing how to differentiate friendly joking around from bullying behavior.

And then there's a third way that they don't attend to it and that's that adults may see the full blown bullying and - but they might look the other way actually because they don't know how to deal with it, they don't know what to do or because they don't want to deal with it.

So adults need to be prepared to see the bullying that happens. But the good news is that when they see it, they can prevent it.

Kim Netter: So Ron, what you're saying is that I think that's where Eyes on Bullying, you know, the title came from really...

Ron Slaby: Yes, in a way it is.

Kim Netter: ...is to ask adults to look for and recognize the signs so that they can do something about it and not to assume that it's just kids' play?

Ron Slaby: That's the first step.

Kim Netter: And that kids will outgrow it somehow?

Ron Slaby: Right.

Kim Netter: So talking about kids outgrowing it, can you talk to us a little bit about how bullying progresses, you know, in terms of starting in preschool, elementary school and then moving on to middle and high school?

Ron Slaby: Yes, it does take different forms at different age levels. And this time, we're focusing on the older youngsters, the middle school and high school age kids. But it - just to contrast it, in the preschool years, we often see early forms of bullying emerging and where one child typically picks on another child by intimidating them, grabbing objects, and then other young children are watching. So it's basically a me you kind of thing where one child is dominating over another and it tends to be individual.

And then in the elementary years, there are wider variety of forms bullying where one or two children deliberately and repeatedly and in a power imbalanced way make fun of other children; call them names, socially exclude them from other activities.

By the time they reach middle or high school years, they often develop more sophisticated and more intense ways of bullying and they often do their bullying in front of an audience of bystanders. Sometimes, they carefully choose an audience or call people to become an audience. And the types of bullying - so they really gang on and they bully the victim in gangs or in groups where there's usually one person leading and there's others following in what they're doing.

They may play tricks, they may set up the victim to look silly, they may publicly humiliate the victim rather than just stealing their lunch money or whatever, there's a different goal in some cases too to the bullying.

And then there's the phenomenon of cyberbullying, which also greatly extends the opportunity for groups of people to gang on and bully individuals by sending or posting hurtful texts or image messages on the Internet or cell phones or other digital communication devices. So, cyberbullying is a way of, particularly, at this age that kids often bully in groups.

Yes, go ahead

Kim Netter: No, I was just wondering, so that, you know, from what you're describing in terms of the middle or high school age, you know, there's these groups that form in camps and, you know, other areas, sports, teens youth organizations; it's almost right for this type of behavior.

So what can, you know, what can you tell us about how to prevent bullying in this age group with this kind of dynamic that's going on around, you know, groups forming in camps, there's less supervision, it's not a school setting, you know, there's hierarchies that are being developed, there's, you know, perhaps hazing rituals, etc. that are going on? What can be done to prevent it?

Ron Slaby: Well, what we really have to understand better is the way groups form and the way groups interact when we're thinking of kids at this age level. And so I'd like to describe, if I might, one classic study that really illustrates a number of different points. This is a study that was done with 22 boys who were about 12 years of age in 5th grade. It's the classic study called the Robber's Cave Experiment. And this is where a social scientists in Oklahoma decided to investigate and look very carefully at what happens in group formation and within groups and between groups and how hostility might form and how hostility might be undone.

What they did was they brought these 22 boys into the woods in the Robber's Cave State Park in Oklahoma and they had divided them into two groups ahead of time and they were pretty balanced groups and none of the boys knew each other. But what they found in the first step of their experiment was that there was group cohesion that developed within the groups.

One group decided to call themselves The Rattlers and the others decided to call themselves The Eagles. And they began to hear about the other group and that maybe even strengthened their within group cohesion. They had a leader, they had followers, they had the division of labor and so, they had an intact group that was taking on a life of its own you might say.

When they began in the second phase to put these two groups together, when they became aware of each other, they set them up with an activity of - and these were activities that were mildly frustrating and competitive and they had no rules of conduct to guide them.

So these were games of tug-of-war and like competitive games where there was only going to be one loser, one big winner and the other one was a dramatic loser. And where they didn't have any consolation prizes and they

also allowed them to start bad mouthing each other to talk about dissing the flag that the other group had and to start to putting down - putting them down in various ways.

And what they found was that in the second stage, the hostilities developed and before you know it, they were ready to fight.

So the experimenters went on to a third stage and they decided there ought to be ways to introduce activities that could reduce this hostility between the two groups. And the first way they tried was simply bringing them together. Get them to know each other, bring them into close contact. And the idea was that there would be get to know you opportunities for reconciliation, such as seeing a film together.

What happened, it got worse. Because there - again there was no way in which - no common goal that they had in this activity and they got - they were hostile with each other. So finally, they introduced the magic formula which was to get them together but with a common subordinate goal; that is, a goal that is - that exceeds any one group.

And they got them to, you know, to decide to solve their water problem when the water system went out by finding the cause of the problem. And they were all thirsty; they all needed to work together. They all needed to get the truck out of the ditch to go to the town to get their food or else they'd be hungry. So they had this common subordinate goal and by working together under a common set of goals that were relevant to them, you know, this is an important way that the hostility was reduced.

But there's really some important lessons that we can draw from this to apply to the way in which activities influenced kids in camp but, more than that, the

way we adults work in the arms race, the way we may pull together perhaps around environmental protection, hopefully, with a subordinate goal. But all too easy, groups can begin to label each other and work in a hostile and adversarial way.

Kim Netter: Thank you Ron. You've done a very nice job of showing us, you know, the - what theory and research tells us about bullying and then the camp environment or after-school sports or youth organizations, etc.

I do want to remind listeners that if you have a question for either Kim or Ron to please press star 1 on your touchpad, then the operator will put you in queue.

What I'd like to do now is switch from the theoretical and research, if you will, and kind of the - what was learned in that context and bring on our third speaker, Roger Christian, who can actually talk to us a little bit about what it's like on the ground and in a camp.

So, I'd like you to welcome our third speaker and special guest, Roger Christian. Roger is Director of Camp Laurel South in Casco, Maine. He's also adjunct Professor for Camp Management and Camp Counseling in the University of Florida's College of Recreation Parks and Tourism. He's motivated campers, staff and parents with his warmth, skill, patience and enthusiasm for over 25 years. Mr. Christian has developed innovative strategies for establishing bullying free camp environments.

As we've heard, camps differ dramatically in way they deal with bullying. Some camps are quite good at it others lack the skills. Some don't address it at all; some camps address it very effectively.

By the way, Roger's camp, Laurel South, is actually the second camp that Will attended, the one where folks knew what they were supposed to be doing.

So, Roger, please welcome and just if you wouldn't mind just giving us the benefit of your experience and letting us know from, you know, from what you've seen and what you've experienced and what you teach, what are the best ways to prevent bullying in a camp or youth setting?

Roger Christian: Well it's funny, I think everybody's kind of implied it but the reality is you have to address it. And first and foremost camps need to set the culture of this low tolerance for bullying. Communication is key. You have to establish communication from the campers to the counselors. You have to encourage that communication to go from counselors to the administration. You have to encourage the administration to go right to the directors and then right back down to the bullies. So it's kind of like a, you know, this circle that you go with.

Talking about it, you know, there's the old adage, you know, we all have had as parents and we've seen it in ads on television and what not that if you speak with your own children - or at least, the more you speak with them about drugs and alcohol or bullying, there's - that less chance they will participate in those things.

I do believe in that. I believe the more that we address bullying at camps the less that we will deal with it. Establishing cabin rules are very important, teaching our counselors to not let bullying go; they need to address it and they certainly need to communicate when it happens.

Kim Netter: So just in terms of how you prepare your staff, can you take us through that? And, I guess there's a two-part to that question is, how do you prepare your staff with each new year and each new group of campers that come in? And then, do you also prepare parents for what they - for how they should be preparing kids?

Roger Christian: Well, you know, when we talk about staff, orientation is going to be our biggest venue for helping our counselors understand what bullying is and we do talk a lot about it during orientation and in many different ways. We have a whole seminar on bullying. This summer we're actually kind of - had made the decision earlier in the year to kind of go to the next step of dealing with bullies.

I feel, over the last 16 years of operating the Laurel South we've done a good job in dealing with bullies and I don't think we have a real problem with it but as somebody who works with children and cares about children, we want to try to provide the best possible environment.

So, orientation is going to be key. One of the things that my wife, Dagni and I do is we meet a lot with counselors in small groups to talk about it. During orientation we sit down with each group of counselors and we talk about the children that are in their cabins. Sometimes we address some of the dynamics from the previous year. We don't want to label children, we don't want to target children, but we do want to prepare them for some of the things that they may come up with.

Ironically, it's not even - we're not even really talking about physical bullying. You know, we actually see very, very little physical bullying, at least at our camp. It's really more of an emotional and verbal bullying. In fact, physical bullying just isn't that big of an issue.

You know, we also - at every meal, you know, during lunch time, my wife and I meet with staff throughout the session and we talk about cabin dynamics. It helps keep us up.

I mean, one of the common themes that I talk about a lot and I'm going to keep referring to on this program is communication. Communication to me is the single biggest key in, you know, to say prevent bullying. I don't think we'll ever prevent bullying as long as we have children and adults, for that matter, we're going to have bullies. But the more we communicate with each other and the more that Dagni and I are made aware of what's happening in those cabins, the more we can kind of lessen the blow of children having to deal with it; it's not going to ever be a perfect environment but we do the best we can.

As far as preparing parents, you know, I can't say that we spend a tremendous amount of time in the off-season, you know, preparing parents necessarily for bullying. I've never even really, quite frankly, that I think I've thought much about it. We do involve them during the summertime. In fact, that, you know, we're not a big punishing camp; I don't, you know, I don't really believe in punishing children here at the camp necessarily. We don't take things away and sit them in a, you know, a corner for hours at a time.

But we do communicate with parents. And I expect this summer, some of those calls to go up because, again, we're kind of going into the summer with this anti-bullying campaign. You know, we're not going to have neon signs up about it but we're certainly going to make it very clear to the campers that we're going to the next level. You know, we want all children to be successful at this camp and to do that we've got to create the safest possible environment.

And I'll tell you this too. And one of my biggest barriers in the summer in dealing with bullies can be the parents because so many times parents will defend their children or, you know, try to take the monkey off of their child's back and they don't trust us that, you know, that we're seeing what we're seeing. And that quite frankly is one of our biggest barriers.

Kim Netter: So Roger, you have I assuming - I'm just thinking back to my camp days and I'm thinking back that some of the counselors aren't - weren't much older than I was. So I guess my...

Roger Christian: Funny you say that. I was telling a parent the other day, I mean, we have to be realistic, and we're talking about 19, 20s and 21 year old taking care of these children. If we didn't have a great administration, it's not really going to work because some of them are still kids themselves and I say that, you know, in jest. But, you know, they're in many ways children themselves. They require a tremendous amount of support to really make this thing happen.

Kim Netter: So what do you tell somebody of that age who may be feeling perhaps a little insecure because, you know, this is a, you know, this is their first time in authority so to speak? So how do you walk them through what to do if they see or hear bullying?

Roger Christian: First and foremost not to just let it go; to address the children. We're real big on being positive around here. I mean, I tell my counselors all the time, you know, don't ever speak to child in a way that you wouldn't want me as the employer speaking to you and to always, you know, to try to speak to children in a way that if their parent were behind a tree listening they wouldn't, you know, be embarrassed about how they were speaking to them. But to not let things go and to address them and to address them as positively as possible

and, quite frankly, if they're not getting the results that's creating a safe environment, to communicate it to our head counselors.

We actually have six head counselors in camp. Each group of campers, then we group them by second through fourth graders, fifth and sixth graders and seventh through ninth graders on the boys' and girls' side and each of those groups has a head counselor. That head counselor's role - their whole duty at camp is to be going in those cabins through those cabins and, you know, at every point that all of our folks are back in their cabin areas. And they are on top of it.

Every morning before breakfast, my wife and I meet with all of the head counselors at 7:15 am before we even, you know, ring the wake up bell. And that morning meeting every single morning of the week is to talk about cabin dynamics. It keeps us up on what's going on in those cabins and then they ask us, they'll say, "Roger, Dagni, we're having a tough time dealing with this situation can you guys get involved?" And we do get involved and that is one of the bigger keys to, you know, at least lessening the whole bully syndrome.

Kim Netter: And I'm just curious when - what do you say to the kids who are victims or bullying? You know what kind of conversations go on around once bullying is seen or once a child has become a victim?

Roger Christian: What we try to do is get them to communicate and, of course, one of their biggest fears is if they communicate they're being bullied and then we go and, you know, with our barrels cocked ready to jump all over a child and then they get it worse the next time around because they've quote "tattled." So, what we try and do is encourage them in the off-season.

Listen, I've been dealing with a few situations this winter of children who are hesitant about coming back to camp, unfortunately, because of some situations that they may have dealt with that made them uncomfortable. And what I tell them is communicate then I can, you know, have my ears and eyes open, I can have my head counselors ears and eyes open and if a child is bullying, we're going to catch them bullying.

And so now we're dealing with the bully being caught not with somebody telling on the bully. That's one of my biggest things. You know, to try and keep a victim out of being more victimized because they did communicate. You know, we try to do it very quietly.

Kim Netter: And what do you say to the bully?

Roger Christian: Knock it off. That's as blunt as I can be. Knock it off. And we, you know, so much of this, by the way, is creating and building relationships. You know, I have to believe that the majority of my campers know in their hearts that my wife, Dagni and I care deeply about them and we role model that from the time we wake up until the time we go to bed. And we're out there with them and we're a building relation - I call it building chips in the bank.

So that, you know, we spend the majority of our day and the majority of our time dealing with pleasant things and talking positively and making them feel good about themselves so that when we do have to deal with them for things like being a bully, they listen to us better because there's that respect; we have that relationship with them.

And I tell them that, you know, and there are going to be some children that here - this summer, unfortunately, if they cannot, you know, if their behavior is not appropriate for this atmosphere, then they may have to go home and

I've had to send children home in the past, unfortunately; it breaks my heart. But the bottom line is it's important to create an environment that's positive for all children.

And it's not perfect, I mean, listen, one of the biggest problems with dealing with bullying is the he said she said, you know, syndrome. You know, you call a parent and you address things that you're hearing and seeing and then that parent talks to the child and that child shares things that the other child is saying or doing and then they come back and, you know, you have to look in to everything. Well they're only here almost four weeks. You know, our whole day can sometimes be tied up in dealing with some of these things. I mean, it's not but, you know, you get the gist of it. You know, it could be if we let it.

Kim Netter: Well, thank you very much Roger. We do have a question. And I also want to remind other folks that if you have a question, please press star 1. And we have a question from Judith Raynoso from Fresno, California. Judith, please go ahead with your question.

Judith Raynoso: Hi, I'm very excited. Can you hear me?

Kim Netter: Absolutely.

Judith Raynoso: Okay, my question is he just mentioned a little bit about how he's dealing with the ones that are being bullied. But how about the ones that they are, you know, the ones that they're targeting, some students? How would you recommend the school to deal with them?

Kim Netter: So instead of the...

Judith Raynoso: The high school level.

Kim Netter: So instead of the - instead of dealing with the camping situation, you're talking about a high school situation?

Judith Raynoso: Yes.

Kim Netter: Wow, that's a session for a whole other teleseminar. Ron, I'm just wondering if you can briefly give, you know, just the tip of the iceberg and then maybe we could contact you after the call and spend a little bit more time?

Judith Raynoso: Yes, I would love to do that. My phone number is 5..

Kim Netter: Whoa, whoa, Judith. Sorry, I'm going to ask you to hold your phone number and then at the - and then once Ron has spoken a little bit, the operator will take your phone number. That way, the world doesn't have to know it.

Judith Raynoso: Okay, that sounds good.

Kim Netter: Okay good. Ron, you want to just give us the tip of the iceberg?

Ron Slaby: Well yes, connecting. So the question is really connecting camp - what we're learning about camps and applying it in school settings. And I think that first and foremost as Roger was saying, lots of these things apply that there should be good communication and that the directors need to take responsibility for setting up the proper climate and having the proper climate be carried out by the teachers and by the students.

So you really need three different levels of buy-in to the idea that bullying prevention is everyone's issue and that everyone has a role to play; school

administration, the teachers and the students. And then there are also many programs that have been developed. Often, many of them are evidence-based, that is to say that they are based on having been carried out and been - and they have been show to work as much as the reducing bullying by one-half in the first year often and then only improving after that.

So the key to preventing bullying in schools I think is the climate that is set by all three levels; the administration, the teachers and the students. And the most important, probably, is the connection between the teachers and the students. But it has to be supported by the administration.

Kim Netter: Ron, thank you very much. And actually, that's an excellent segway to our fourth guest, Debra Pepler. And she just going to be talking to us about bullying in another arena but how it has these connections to what Ron, you've just been describing, Roger, what you've described and Kim, how you laid the basis for all of this.

And so I'd like to introduce Dr. Debra Pepler. She's a distinguished Research Professor of Psychology at York University in Canada. Dr. Pepler is co-leading a national network called PREVNet, Promoting Relationships and Eliminating Violence Network. To prevent bullying throughout Canada, she's working with 42 national non-governmental organizations and 45 Canadian research partners to promote safe and healthy relationships for all kids and youth. And you can find this program at <http://prevnet.ca>.

Welcome Debra.

Debra Pepler: Thank you so much.

Kim Netter: Debra, you've heard a little bit about, you know, the - what's happening in camps, you've heard, you know, Ron kind of parlaying that into what's happening in high schools and I know what a lot of your research on children's bullying behavior has been in and around playgrounds.

So, I'm just wondering if you can talk to us a little bit about the research on bystanders in these playground interactions and what we can learn from that and how that might apply to older children and in other environments? That's a big question.

Debra Pepler: No, I'm pleased to do that. In our research we video tape children on the school playground and in that way we were able to step into their world without actually being there. And we could see things that adults don't normally see. And it's great that you're talking about this in camp and recreational settings because whenever we'd bring children together there's potential for bullying, such as we've been discussing.

So, we were very surprised in our research to learn that it's not just about the child who's bullying and the child who's being victimized but bullying unfolds in the context of a peer group. So 85% of the time, we see children bullying others on the school playground, there's an audience. And we've heard about the power differential between the child who bullies and the child who's victimized. That same power differential is reflected in the audience or the audience or the bystanders in bullying.

So 75% of the time, those children are watching giving positive attention to or joining the child who's bullying and 25% of the time they are supporting or watching the child who's being victimized.

It's interesting that children have - are really the eyes and ears for adults on bullying and this is probably more true in a recreation or camp setting than it even is in school. Often children are alone or at a distance and adults don't see whereas other children will always be there watching.

The encouraging news from our observations on the school playground is that children intervene more frequently than adults. Presumably because they see it more often and are there and know what's going on. And when a child intervenes, bullying stops within 10 seconds 57% of the time.

So more than every other time when a child has the courage to step in and say, "that's not fair, you can't do that, that's bullying, leave him alone, let me take her away," bullying is apt to stop.

So, part of the solution in a different - in addition to the communication and establishing positive relationships from the climate is to engage the young people and understanding what this is and giving them scripts or strategies for what they can say or do to intervene in the problem.

Kim Netter: Thank you Debra. It's - what you're clearly describing is how important the bystander is and how they can escalate or de-escalate a situation. I think we heard that with Will's story early on when Kim was describing it.

I'm just wondering, you know, we've talked a lot about camps and I believe that you've had a lot of experience working with youth organizations and I guess one of the questions I have are what some of the, you know, common issues with youth organizations might be? And what are some of the policies and practices that youth organizations can use to prevent bullying?

And I guess when we're talking about youth organizations, maybe you can kind of give us a little bit of definition about what we mean by youth organizations?

Debra Pepler: Well, a youth organization can be any organization that has children and youth as a focus and is working toward improving the quality of their lives. And many of the organizations, the boys and girls clubs, the, you know, the scouts, Guides in Canada, you know, these organizations that bring children together. And whenever you bring children together, again, there's the potential for bullying and these organizations recognize that.

I think with today's call, as well as, you know, with the work that we're doing, there's a growing recognition that bullying is not a school problem. It's a societal problem or a community problem where all of the organizations that deal with children and youth. In fact, all of the places where children live, learn, work and play need to attune - be attuned to potential for bullying.

And what that means at an organizational level is several things. First, that there needs to be a clear policy that defines bullying, that defines the expectations in a situation and the strategies that will be used if bullying arises. So that not only the children understand that but the leaders understand it also.

And then there needs to be effective training. It's been mentioned several times that this is difficult. Bullying is sometimes very difficult to detect. And even when you do detect it there is smoke in mirrors that children throw up to try to, you know, hide the core of the problem; who's doing it to whom and why.

And so it requires some effective strategies; that's communicating with children, ensuring that children have a trusted caring adult to whom they can go so that if bullying arises or if they're a bystander in bullying they have someone they can trust and go to and start that communication that Roger was talking about being so important.

So training is absolutely essential. And I like the notion that Roger meets with his staff every morning to keep those lines of communication open. These problems arise; there's no simple answer to complex social relationship problems as in bullying. And so, it requires some creative and ongoing effective problem solving to address these problems.

Kim Netter: Thank you so much Debra.

Roger Christian: Can I throw something in there?

Kim Netter: Well, Roger, I'm just wondering if we've got - we do have a couple of callers on the line - so, sure.

Roger Christian: All I wanted to say was I 100% agree with the defining bullying and the training. Those are two of the most - two of the three most important things. But that third element is for every youth organization to also create that positive environment if children are only hearing, "here's what a bully is" and we're going to train ourselves and to deal with you as a bully, it doesn't stop it as much as creating an environment where children feel that there's a lot of positive interaction.

Debra Pepler: It's Debra speaking. And we call bullying a relationship problem that requires relationships at the school climate or a camp climate is really some of the

relationships in that context. So, I like that focus and I think it really moves us forward to some positive solutions.

Kim Netter: Thank you so much both of you. I think that - I like the way you framed that Roger.

We do have two questions - two folks on the line. I'd like to first bring Shirley Lee on the line from Santa Fe Springs. You have a question for the speakers? Shirley?

All right, let's go to Kate - I hope I'm pronouncing your last name properly...

Shirley Lee: Can you hear me?

Kim Netter: Sorry, was that Shirley?

Shirley Lee: Yes.

Kim Netter: I'm Sorry. Sorry, I messed up; I didn't hear Shirley at first. So Shirley, we'll take your question first and then Kate, we'll take yours.

Shirley Lee: Okay, thank you. I was wondering if it's appropriate to find out the parent's stand on bullying. And I say this because of neighborhood parties and things like that, bullying also occurs there. At one party that I was at, one child hit another child and the child came to her mother and said, you know, this child just hit me and the mother of the other child responded well, " You should teach your child how to respond back by hitting the child back."

So the parent's view about bullying was that it was basically okay if the response of the child who's being bullied to respond back.

Kim Netter: Well Shirley, it's very interesting that you bring up that question because I think that proves what Debra has been telling us for quite some time in that life is one giant playground. So Debra, I'm wondering you might want to take that one?

Debra Pepler: Yes I would, I agree so much with what Shirley's saying. We need every adult who's interacting with children and responsible for them to understand why it is that you shouldn't use power and aggression in relationships. How destructive it is for the child who's at the receiving end of it but also for the child who's at the, you know, who's perpetrating or doing the aggression because they're learning how to be effective at controlling others through aggression.

And Shirley, just in response to that mother's recommendation, we find in our playground observations that children who fight back actually prolong the bullying. So if a child responds by fighting back, the bullying is more likely to continue rather than to end. So, you know, this is not a tried and true strategy even if some people think it is.

Kim Netter: Thank you. Kate Fedoruk, would you like to ask your question now?

Kate Fedoruk: Yes, I would. I was just wondering - there was a mention of the need for consequences when you're dealing with bullies and that someone said that you should punish but not - you don't punish but you get the parents involved. And I'm just wondering if there's going to be consequences, what type of practical examples could there be that don't use that taking something away - taking away free time or something like this, but, practically, like some creative alternative to that solution?

Kim Netter: Roger, do you want to give that one a go?

Roger Christian: Yes, I mean, I'll give it a go - it's not, you know, this is where it gets so complicated because it's - I just really believe it's not so much about consequences. I mean, I can punish a bully until the day is done around here. It's just not going to - it's going to keep the bullying from being a bully during, you know, the time of the consequence. I can tell them they can't go to the social and I can tell them that they're going to miss out on their canteen and I can tell them they're not going to go on the next great trip out of camp; I just don't believe for one minute that those are the things that stop bullying.

When I tell my camp that we are a, you know, again, and I have to be careful. Children are going to be children. We also have to remember as adults if we, you know, jump on everything as though it's this major issue, we're as much of the problem as the children. So there's a fine line between bullying and kids being kids.

But if I've got a true bully on my hand, I guess the thing that I'm trying to say, at least in my setting, I have the advantage, fortunately, more so than a public school that I can remove a bully from my environment for the - just because they're being a bully and say that it's just not appropriate for this atmosphere.

I would just much rather, on my end at my camp, say to a child who's being a bully, you know, in simple terms, if you cannot refrain from being a bully I'm going to have to get your parents involved. Many times that stops the bullying from being, you know, so terrible.

Some other child doesn't stop, we then call the parents, parents get onto the child or speak with the child, whatever they - however they want to do it. That many times will then stop the bullying.

And then if there's a child who's parents get on the - who gets on the phone with their parents and they still will not stop the bullying, I guess my attitude is that we're not the right venue for them, we're not the right place, we're a recreational community, they're interfering with other children having a great time.

Keep in mind this all sounds great but in practicality it's very complicated for the summer camp and we don't ever want to, you know, mismanage the situation.

Kate Fedoruk: No, but that's helpful. Thank you.

Kim Netter: Thank you Roger. We have another caller, Megan Saraco. Would you like to ask your question?

(Ian): I'm actually filling in for Megan. My name is (Ian).

Kim Netter: Hi (Ian).

(Ian): Hi. What I was going to ask you about was we have a summer camp here in Carson City and we're going to be giving somewhat of a smaller seminar on bullying for our staff, which is in between the ages of 15 to 18. Now what's the best way to address this towards them?

Kim Netter: Wow, that's a large question. You mean in terms of how should you start addressing the subject of bullying?

(Ian): Yes.

Kim Netter: I think I'm going to have Ron - do you want to start and then Roger, perhaps you want to pick up?

Ron Slaby: One of the things that we might recommend is to begin working with the kids with the Eyes of Bullying program. If you'll notice if you go to the Web site eyesonbullying.org, you'll find a toolkit and in it we've put in six activities. And these activities are designed to be able to be used with kids of any age with a slight modification, and kids in groups or individually.

But, for example, one thing that might - one activity that might be helpful is to begin with a story swap. A story swap is where the adults share first some incidents that they have experienced with regard to bullying. It could be a long time ago; it could have been just a few years ago. And to talk about how it made them feel about what they wish would have happened and to open up the conversation about bullying with others not by pulling it out of them but by instead first sharing and then what you'll find is that others will be willing to talk about this.

And then the other activities go into being a little bit more directive and helping them to understand the differences between an assertive response to someone versus being aggressive back to that person or being submissive to that person.

Kim Netter: So, and I think what (Ian)'s other question was that these type of skills - these type of activities, etc., will they also work with training counselors. And maybe, Roger, do you want to speak to that?

Roger Christian: Yes, I think for me it's as much - it's not so much about what you say it's who says it. You know, so many times adults, you know, get in front of children or get in front of young adults and they think that the words that they say are

going to be what makes a difference. I stand on the idea it's who is doing the talking, do they have a relationship, are they building chips in the bank. You know, the reality is people don't really listen to people that they don't have a relationship with. They just become another adult who's talking at them.

So I guess long and short of it is, I think one of the biggest keys for every youth organization and every camps out there is to pay close attention to who is going to deliver the message that you want delivered and make sure it's delivered with enthusiasm and with passion and make sure that it's viewed with - relayed with conviction and that you stand by everything and that you never stop the idea of building relationships with kids so they want to listen to your message and they don't want to disappoint you.

Kim Netter: Great. Roger, thank you. Thank you so much.

And we are running of time so I just wanted to say that this has been a teleseminar entitled, "Eyes on Bullying...Stopping Bullying in Camp and Youth Programs."

I'd really like to thank our special guests today, Kim Storey, Ron Slaby, Roger Christian and Debra Pepler.

This has been the third seminar presented by the Eyes on Bullying program at Education Development Center in Newton, Massachusetts. And it was funded by the IBM Global Work Life Fund.

If you have friends and associates who missed this teleseminar on bullying in camps and youth programs or the previous teleseminars, they can listen to and download the audio track and transcripts on our Web site at www.eyesonbullying.org.

The recording of today's event will be posted by next week.

If you would like to receive a certificate confirming that you have registered for and listened to this teleseminar, write a note to us at our email address:

eyesonbullying@edc.org.

For more information on the Eyes on Bullying program and other resources on bullying prevention, please visit www.eyesonbullying.org

Thank you very much.

Operator: This does conclude today's conference call. You may now disconnect.
Presenters, please stay online.

Kim Netter: Thank you.

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