

SEVENTH EDITION

*Comprehensive*  
**CLASSROOM  
MANAGEMENT**

*Creating Communities of Support and Solving Problems*



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The term *bullying* is often used interchangeably with the term *peer harassment*.

Bullying is a serious problem in many schools. Barone (1997) reports that whereas teachers in the schools he sampled believed approximately 16 percent of students were victims of bullying, nearly 60 percent of students reported they had been bullied. This general lack of awareness by staff was reported in a Canadian study in which researchers observed bullying on the playground (Craig & Pepler, 1996). These researchers reported that duty teachers on the playground were aware of only 17 percent of bullying events and responded to only 23 percent of bullying they observed. Thus, teachers responded to only 3.9 percent of actual bullying events.

Implementing the types of peer relationship activities described throughout this chapter will often help to reduce negative peer interactions, including bullying. Another approach to preventing bullying in a school setting is to implement schoolwide programs aimed at helping students develop empathy for their peers and improved skills in interacting with others. There are a number of programs available to assist students in this area. The authors have worked to reduce bullying with numerous schools, and one of the authors teaches in an elementary school that has implemented the Second Step Violence Prevention Program. The program is "organized around three areas of social-emotional competency: empathy, impulse control, and anger management" (Frey, Hirschstein, & Guzzo, 2000). Research (Grossman et al., 1997) involving observations in classroom and on playgrounds suggests this program reduces students' aggressive behaviors and increases socially desirable behaviors. The Second Step Violence Prevention Program is available for grades preschool/kindergarten, grades one through three, grades four and five, and grades six through eight.

The authors have also worked with school staff who have been impressed with the positive effects of a program called Peace Builders. This program is designed for students in kindergarten through fifth grade and includes sections entitled praise people, give up put-downs, seek wise people, notice and speak up about hurts, and right wrongs. This program incorporates a school pledge; a school song; and language emphasizing positive, peaceful behavior that is taught to students. The curriculum is provided in both English and Spanish.

An excellent curriculum for preventing harassment and bullying has been developed by the staff at the Linn-Benton-Lincoln Education Service District in Albany, Oregon. This curriculum, entitled, Harassment Prevention Curriculum: Empowerment and Skill-Building for Student Safety can be obtained by writing this organization at 905 Fourth Avenue SE, Albany, Oregon, 97321-3199. Another curriculum the authors believe is effective is PATHS: the Promoting Alternative Thinking Strategies program (Kusche & Greenberg, 2000). This program provides programs for both kindergarten and grades one through six focused on increasing students' emotional competency. If you are interested in a thorough examination of current programs, Greenberg, Domitrovich, and Bumbarger (2001) have provided an excellent review of research related to programs for improving students' social skills and mental health.

Bullying is also influenced by the manner in which adults and students respond to this type of behavior. In Chapter 8, we discuss approaches for responding to bullying behavior in ways that both protect and support the victim and provide effective skill development for the student involved in bullying behavior.