

MEAN GIRLS

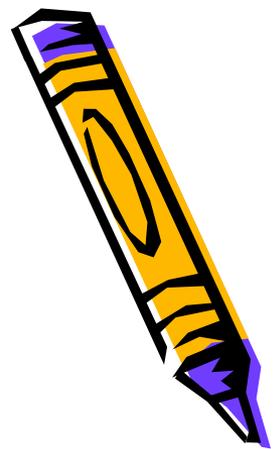
Relational Aggression

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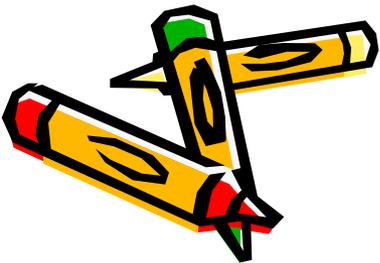
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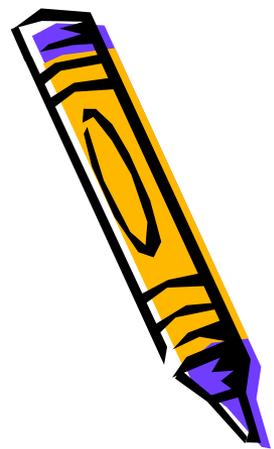
What is Bullying?



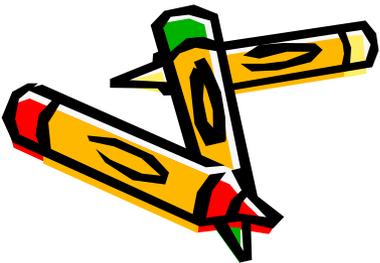
- Bullying is repeated behavior intended to harm or hurt someone physically, emotionally, or socially.
- Girl bullying can take the form of **Direct Bullying** or **Indirect Bullying**.
- **Direct Bullying** is more open and aggressive such as shoving, pushing or threatening.
- **Indirect Bullying** is more common among girls than among boys because girls use friendships as tokens of power. Indirect bullying is hidden bullying and includes behaviors such as: exclusions, teasing, gossips, rumors, bossing, controlling, manipulation, and intimidation.



RA or Relational Aggression

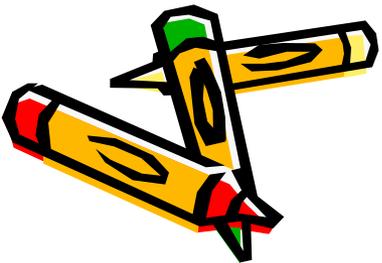
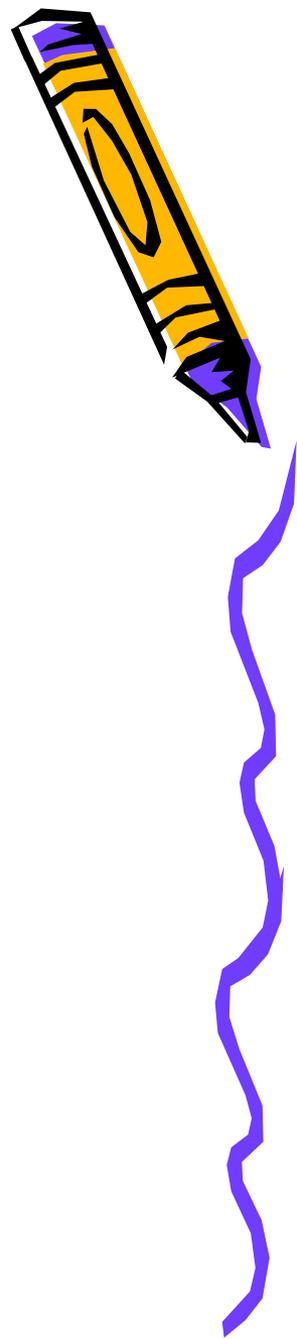
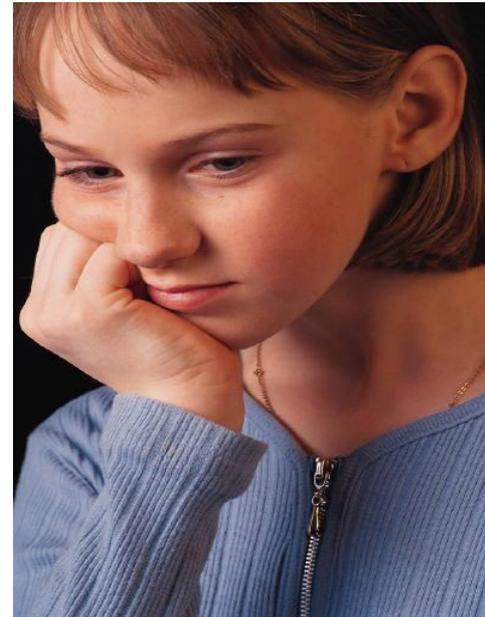


- RA describes the type of bullying found among girls.
- RA uses aggressive or hurtful behavior to harm someone by damaging or manipulating his or her relationship with others.
- The main purpose of RA is social exclusion or damaging a person's reputation or status within a group.



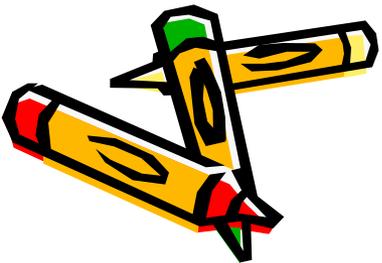
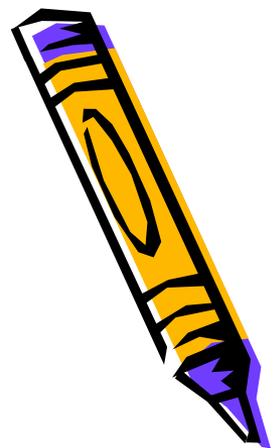
Roles

- Three roles typically emerge in the bullying situation.
- **Bully Behavior** or aggressor. In this role, the person may be motivated by insecurity or fear.
- The **Target** or **Victim** often lacks self confidence.
- The **Bystander**, or **Witness**, is afraid and may even join in the aggression to avoid being targeted.



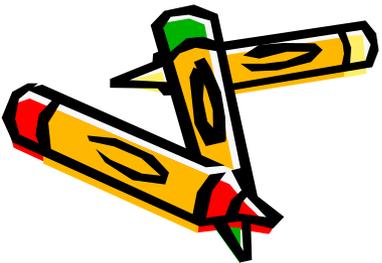
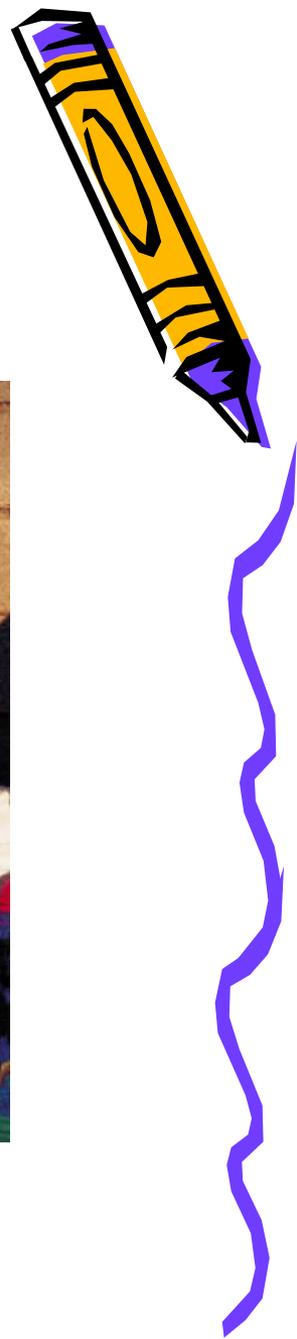
Roles in RA

- Queen
- Sidekick
- Gossip
- Floater
- Torn Bystander
- Wannabee
- Target

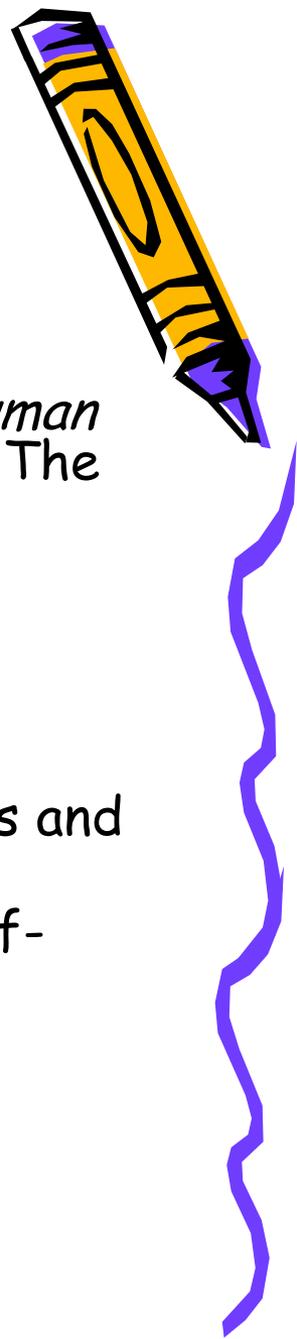


I Am Only One

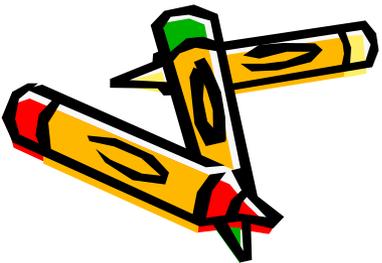
- I am only one, but still I am one. I cannot do everything, but I can do something; and because I cannot do everything I will not refuse to do the something that I can do. Edward Everett hale (1822-1909)



Some Statistics



- In 2003, the *National Institute of Child Health and Human Development* surveyed 15,686 students in grades 6-10. The survey found:
- 17% had been bullied weekly
- 19% had bullied others weekly
- Both bullies and victims were more likely to report psychological and social problems.
- Victims were more likely to report feelings of loneliness and difficulty making friends.
- Victims suffered humiliation, insecurity, and loss of self-esteem and were at greater risk of suffering from depression and other mental health problems.



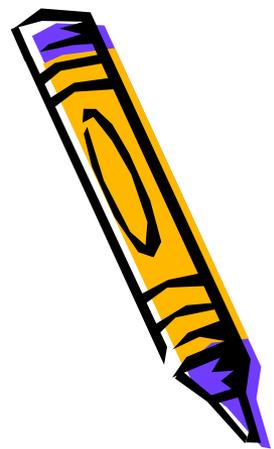
More Statistics



- Girls as young as 4 often begin using relationships to elevate themselves and hurt others by gossiping, excluding, and humiliating others.
- Rachel Simmons, the author of *Odd Girl Out*, interviewed several hundred girls in three regions of the country. She found that RA is epidemic among girls, especially ages 10 to 14, in part because, physical aggression is not very acceptable for girls. They feel as if they have no approved outlet for anger or conflict.
- Bullies identified by age 8 are six times more likely to be convicted of a crime by 24 years of age, according to a 2000 Maine Project Against Bullying report.



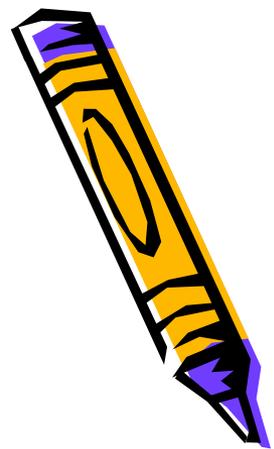
Our Goal



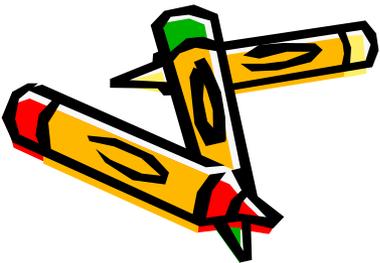
- Our goal is to help young girls become self-assured, independent, confident adults who interact with others in a healthy, helping way.
- Since relationally aggressive behavior is found in all age groups from pre-school through adulthood, it is important to break the cycle of remaining in unhealthy relationships now.



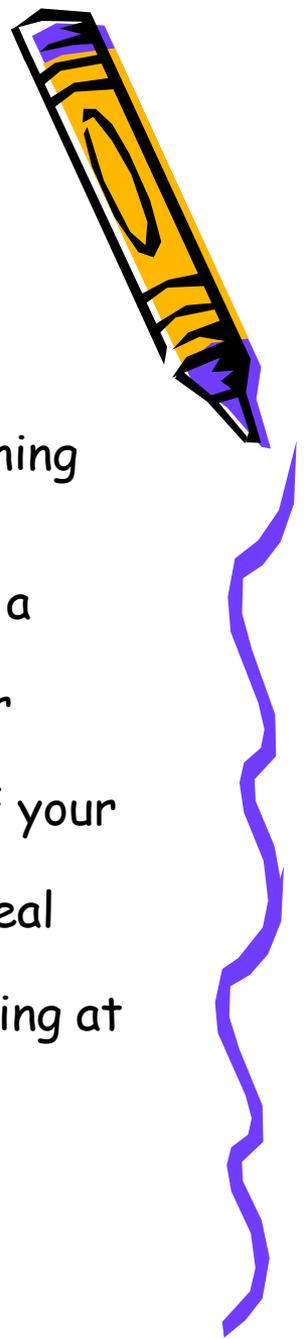
Steps to Address the Problem



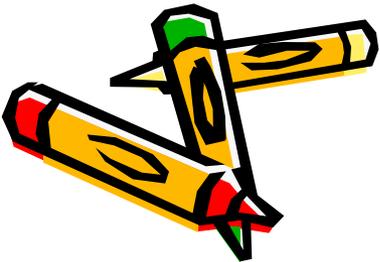
- Be aware that there is a problem.
- Let your desire to change and make a difference encourage action from all involved, through support, skill development, empowerment, education, or redirection.
- Provide specific strategies and skills needed for reducing girl bullying and its' harmful affects.



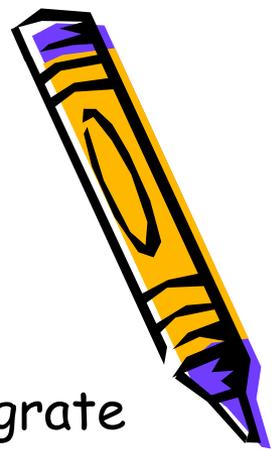
School-Wide approach to Bullying



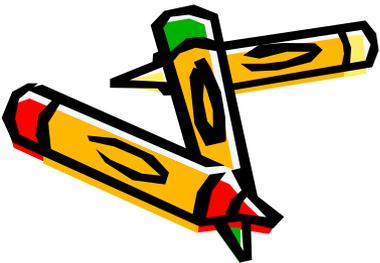
- Provide research information and handouts for your administration on how girl bullying adversely affects the learning environment.
- Scandinavian psychologist Olweus documented thousands of changed attitudes and high success when schools established a school wide climate that did not tolerate bullying.
- Promote awareness of the problem and action by training your faculty.
- Provide a school survey to better understand the specifics of your school.
- Provide strategies for teachers that will help them as they deal with preventing and dealing with girl bullying.
- Adopt a "No Bullying Pledge" that students recite every morning at school.
- Publicize and practice rules.



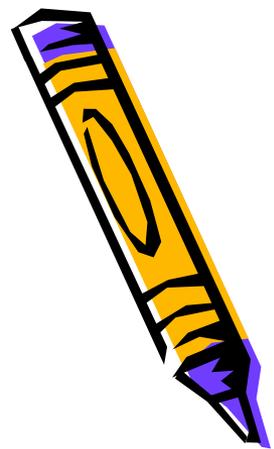
Class Lessons



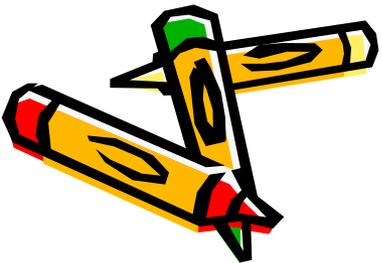
- Suggest resources to teachers that will help them integrate the school's no-bullying policy throughout the school day.
- Make sure a parent letter goes home informing the parents of the ways in which your school is promoting the safest environment possible for their children.
- Emphasize **kindness** and **caring** and specific ways in which these character traits can be practiced, recognized and rewarded by the teachers and the counselor.
- Help students understand and develop **empathy** and **compassion** for others using role plays and class discussions.
- Sometimes children can relate to having empathy for their pets before they understand empathy for other people.



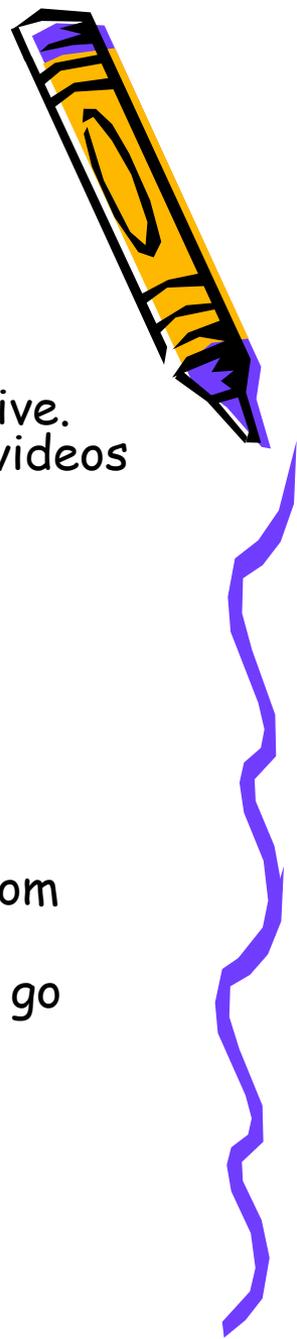
Small Group Counseling



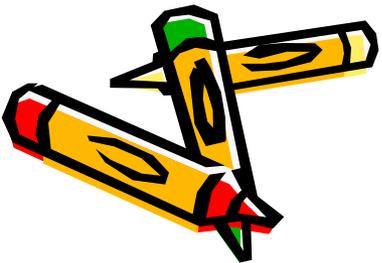
- Girls become aware of the different roles they may play in friendship groups.
- Parent permission is necessary before a girl can be a part of the group.
- Post group guidelines that must be followed at all times, such as: mutual respect, no put-downs, and the right to pass.
- Role-play various social situations in which the girls may find themselves. .



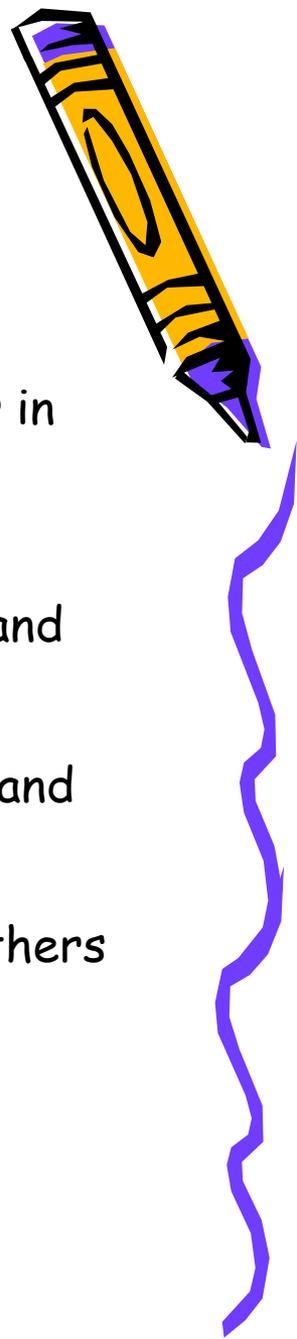
Helpful Tools for Students



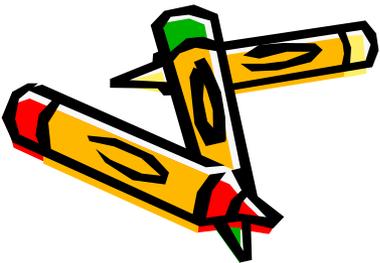
- Discuss the difference between being Assertive and Aggressive. Use books, current events, role-plays, positive self-talk, and videos to help illustrate the difference.
- Teach students how to be assertive by using "I" statements, walking tall and making eye contact with others.
- For ex. " I feel _____when you_____"
- "Because_____"
- "I want you to_____"
- Emphasize the power of kindness.
- Emphasize Safety First not only at school but going to and from school.
- Walk with friends, stay away from bullies, and know where to go for help.



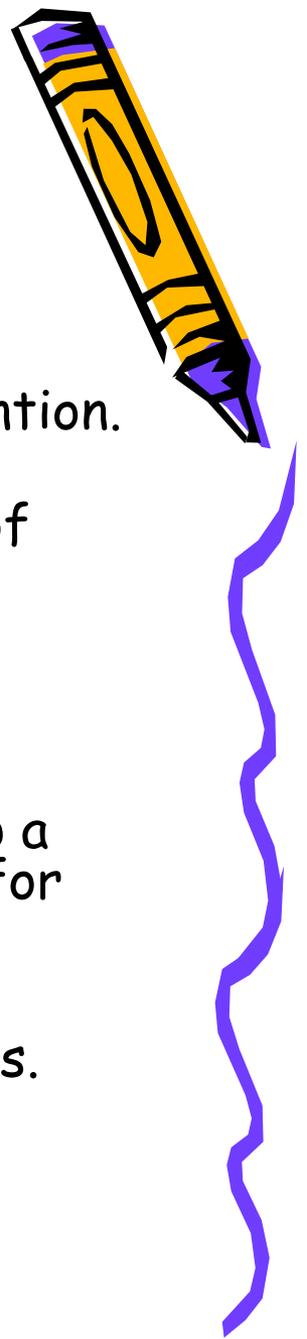
Helping the Victim



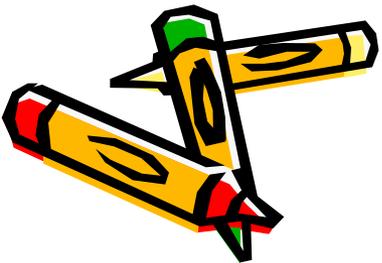
- Help the student feel a part of the class by involving him/her in group work, and/or making her a teacher helper.
- Provide **assertiveness** training. Tell the bully to stop.
- Instruct students on **safety** skills.
- Help students deal with their feelings of anger, frustration, and humiliation.
- Look at situations with **humor**, when possible.
- Provide **social skills** training for students who are withdrawn and afraid of social interaction.
- Teach **problem solving skills**.
- Conduct classes on **friendship**, making friends and treating others with respect.
- Help students recognize their **strengths** and build on them.



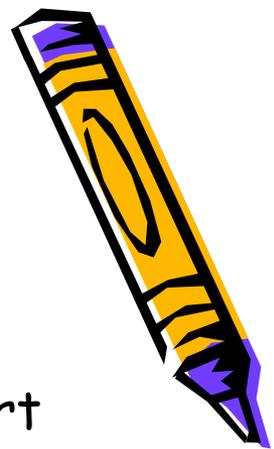
Helping the students who exhibit Bullying Behaviors



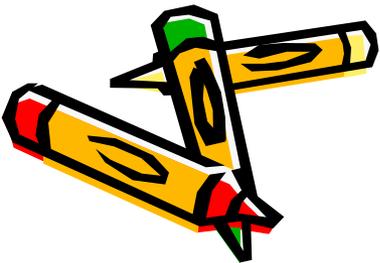
- Offer the offender positive ways in which to gain attention. Ask her for suggestions about what can help.
- Teach that bullying is a poor decision through the use of literature, videos, and role-plays.
- Model appropriate behavior.
- Agree on a time to check on the student's progress.
- Never bully the bully.
- A clear, consistent discipline policy is necessary to help a student learn acceptable behavior, and be responsible for his/her actions.
- Always recognize kindness.
- Teach conflict management and anger management skills.



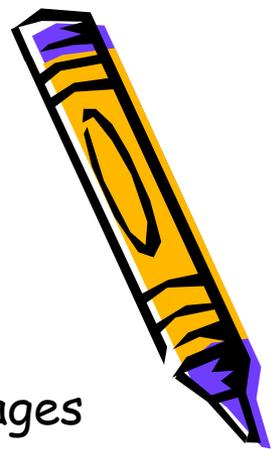
Skills for Bystanders



- Students need to know that the school staff will support them if they take action to help someone.
- Train students in **assertiveness** and **intervention** skills. Be a friend to the victim.
- Refuse to be an audience for the bully.
- Make sure students know how and when to report bullying to the staff.
- Encourage students to develop their own character through helping someone else.
- Acknowledge all acts of kindness.
- Teach conflict resolution strategies.



Cyberbullying

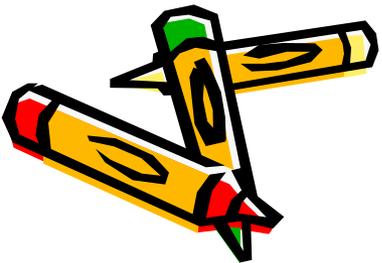
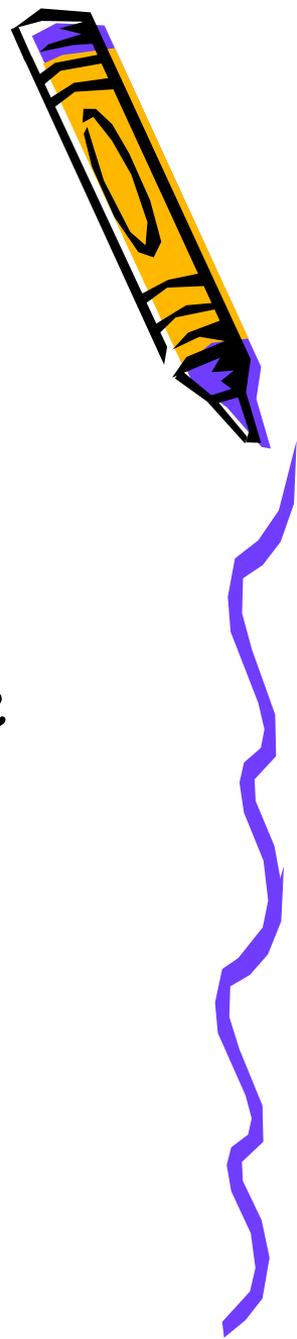


- **Cyberbullying:** sending or posting harmful or cruel text or images using the Internet or other digital communication devices.
- **Outing or Trickery:** sending or posting material about a person that contains sensitive, private or embarrassing information.
- In this age, girl bullying has taken on a new dimension: girls sometimes send fake and harassing e-mails and text messages, evidently from other senders.
- As schools enforce zero tolerance for physical aggression, bad behavior is now covert, under the radar.
- Teach your students to protect themselves by never giving out their e-mail passwords and by never sharing any personal information on the computer.

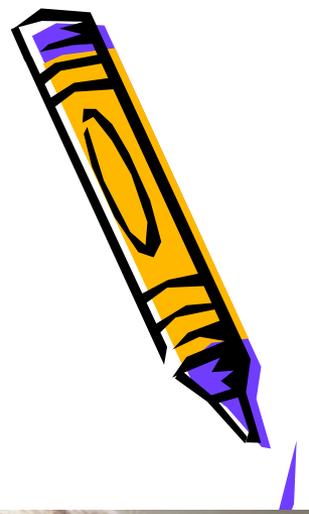


Legislation

- Currently, 23 states have laws that address bullying. In August 2004, the Safe and Drug Free Schools Act was presented with legislation to amend the act to include bullying and harassment.
- Know your school district's policy on bullying.



Quotes that Aid Classroom Discussion



- "Sticks and stones will break my bones, but words will break my heart." by Robert Fulghum
- "The strong man is the man who can stand up for his rights and not hit back." by Dr. Martin Luther King Jr.
- "In the end, we will not remember the words of our enemies, but the silence of our friends." by Dr. Martin Luther King Jr.

