Professional Development Institute

Flex Course Syllabus

Anti-Bullying Strategies for Primary Grades (K-3)

PDI Course Number: 65T02

UCSD Course Number: EDUC41501

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you looking for ways to curb bullying behavior that you see in the classroom, in the school, and on the playground? This course will help teachers understand the myths, facts, research, and current events that surround bullying as well as the major impact bullying has on learning both in the short term and long term. Teachers will be introduced to the different types of bullying and the various roles involved including bully, victim, and bystander. Teachers will also learn the predictors and contributing factors to bullying in the primary grades. Effective strategies will be covered to help teachers assess, prevent, and reduce bullying in the classroom and school. Such strategies include creating positive relationships with students and integrating cooperative learning and character education into the curriculum. Teachers will understand how to properly intervene during incidents of bullying and learn how to create a safe learning environment for students. Importantly, teachers will also learn about their communicating and reporting responsibilities in regard to bullying events that were witnessed. Teachers will also learn how to make parents their partners in bullying prevention. By the end of this course, primary grade teachers will feel more empowered to handle bullying incidents in the classroom and school.

Educational Outcomes

1. Teachers will learn how to properly define bullying.
2. Teachers will understand the scope and types of bullying.
3. Teachers will learn the roles involved in bullying.
4. Teachers will learn how certain social factors can contribute to higher rates of bullying.
5. Teachers will understand how building positive relationships in the classroom can help prevent bullying.
6. Teachers will learn how to incorporate cooperative learning activities into their curriculum.
7. Teachers will learn how to work with students, parents, and the school to share in the responsibility of addressing and reporting bullying.
8. Teachers will understand the scope of cyber bullying.
9. Teachers will learn the immediate and long-term effects bullying has on students.
10. Teachers will read about real-life stories where bullying played a powerful role in affecting the lives of students.
11. Teachers will understand how bullying impacts learning and how to identify students who are involved in bullying.
12. Teachers will learn how to create a positive and safe learning environment.
13. Teachers will be introduced to the anti-bullying laws and policies in their state.
14. Teachers will learn how to develop plans for bullying intervention.
15. Teachers will understand the relationship between bullying and character education.
16. Teachers will learn how to work with parents to help students recover from bullying.
17. Teachers will be introduced to specific bullying management activities that can be used in the classroom.
18. Teachers will review an extensive list of online resources containing bullying information, lesson plans, and videos.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)

- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Intervention Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Bullying: Research and Facts
- A Comprehensive Definition of Bullying
- Types of Bullying
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about bullying prevention. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Predictors and Contributing Factors
- Positive Relationships as a Prevention Method
- Cooperative Learning
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Properly Identifying Bullying and Cyber Bullying
- Communicating and Reporting Responsibilities
- Roles of Bullies, Victims, and Witnesses
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to the prevention of bullying and will make a difference to other teachers in their own classrooms. Your assignment should be a

minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- The Impact Bullying has on Learning
- The Teacher's Role: Creating a Safe Learning Environment
- Legal Issues
- **Test #4**

Unit Five

- Consequences of Bullying
- Using Character Education to Combat Bullying
- When Intervention is Necessary
- **Test #5**

Unit Six

- Working with Parents
- Bullying Management Activities
- Anti-Bullying Resources
- **Assignment #4**
  Provided in the course are some hypothetical bullying situations that may arise in your classroom. Pick three situations and write a minimum one-paragraph intervention plan for each. Format your assignment by pasting your chosen situations (in its entirety) into the assignment and your intervention plans under each appropriate situation. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.
- **Assignment #5**
  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

American Psychological Association. *Improving Student's Relationships with Teachers to Provide Essential Supports for Learning*. Retrieved from http://www.apa.org/education/k12/relationships.aspx

Anderson, C.A., Berkowitz, L., Donnerstein, E., Huesmann, L.R., Johnson, J.D., Linz, D. Malamuth, N.M. & Wartella, E. (2003). The Influence of Media Violence on Youth. Association for Psychological Science Volume: 4 issue: 3, page(s): 81-110.

Bauer, N.S., Herrenkohl, T.I., Lozano, P., Rivara, F.P., Hill, K.G., Hawkins, J.D. (2006). Childhood bullying involvement and exposure to intimate partner violence. *Pediatrics*. August, 2006.

Bauman, S., & Newman, M. L. (2013). Testing assumptions about cyberbullying: Perceived distress associated with acts of conventional and cyber bullying. *Psychology of Violence*, *3*(1), 27-38. DOI: 10.1037/a0029867.

Bullying in Middle School. Retrieved from https://antibullyingsoftware.com/bullying-in-middle-school/

Burns, J. (2013). "Do Bully's Have Low Self-Esteem?" Retrieved 06 Oct. 2021 from https://bullyproofclassroom.com/do-bullys-have-low-self-esteem

Center for Disease Control. (2003). *Source of Firearms Used by Students in School-Associated Violent Deaths --- United States, 1992—1999*. Retrieved from https://www.cdc.gov/mmwr/preview/mmwrhtml/mm5209a1.htm

Center for Disease Control, National Center for Injury Prevention and Control (2015). *Understanding Bullying*. Retrieved from https://www.cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf

Coloroso, B. (2008). *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence.* New York, NY: Harper Collins Publishers.

Crick, N. R. (1995). Relational aggression: The role of intent attributions, feelings of distress, and provocation type. *Development and Psychopathology*, 7, 313 – 322.

Drew, N. (2010). *No Kidding About Bullying: 125 Ready-to-Use Activities to Help Kids Manage Anger, Resolve Conflicts, Build Empathy, and Get Along.* Minneapolis, MN: Free Spirit Publishing.

Fowler, JH; Christakis, NA (2009). "The Dynamic Spread of Happiness in a Large Social Network" (PDF). *British Medical Journal*. 337 (768): a2338.

Galen BR, & Underwood MK. (1997). A developmental investigation of social aggression among children. *Developmental Psychology* 33: 589–600.

Gordon, S. (2018). Sibling bullying Effects and Consequences. Retrieved from https://www.verywellfamily.com/what-is-the-big-deal-with-sibling-bullying-460624

Huesmann, L.R. (2009). The Impact of Electronic Media Violence: Scientific Theory and Research. *Journal of Adolescent Health*, December 41 (supplement 6).

Johnson, B. (2008). Teacher–student relationships which promote resilience at school: a micro-level analysis of students' views. *British Journal of Guidance and Counseling*. Volume 6, Issue 4.

Johnson, D. W., & Johnson, F. (2009). *Joining Together: Group Theory and Group Skills*. Boston: Allyn & Bacon

Kasen, S., Johnson, J., & Cohen, P. (1989). The impact of school emotional climate on student psychopathology. *Journal of Abnormal Child Psychology*. April 1990, Volume 18, Issue 2, pp 165–177.

Kimmel, M.S., & Mahler, M. (2003). Adolescent Masculinity, Homophobia, and Violence. *American Behavioral Scientist* Volume: 46 issue: 10, page(s): 1439-1458.

Koch, R. (1998). *The 80/20 Principle: The Secret to Achieving More with Less.* New York: Crown Publishing Group.

Kochenderfer, B.J. & Ladd, G.W. (1996). Peer Victimization: Cause or Consequence of School Maladjustment? *Child Development* Vol. 67, No. 4 (Aug., 1996), pp. 1305-1317.

Lamia, M.C. (2010). "Do Bullies Really Have Low Self-Esteem?" Retrieved 06 Oct. 2021 from https://www.psychologytoday.com/us/blog/intense-emotions-and-strong-feelings/201010/do-bullies-really-have-low-self-esteem

Meehan, C. (2011). *The Right to Be Safe: Putting an End to Bullying Behavior.* Minneapolis, MN: Search Institute Press.

Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W.J., & Simons-Morton, B.G. (2001). Bullying behavior among the U.S. youth (Prevalence and association with psychological adjustment). *Journal of the American Medical Association*.

National Center for Education Statistics and Bureau of Justice Statistics. (2013). *School Crime Supplement*. Retrieved from https://nces.ed.gov/pubs2013/2013329.pdf

National Center for Educational Statistics. (2015). *Student Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey*.

Olweus, D. (1999). *Bullying at School*. Hoboken, NJ: Wiley-Blackwell.

Patterson, G.R., DeBaryshe, B. & Ramsey, E. (1989**.)** A Developmental Perspective on Antisocial Behavior. In *American Psychologist, 44*(2), pp. 329-335.

Roseth, C.J., Johnson, D.W., & Johnson, R.T. (2008). Promoting Early Adolescents' Achievement and Peer Relationships. *Psychological Bulletin*, 134(2) · April 2008.

Swearer, S. M., Espelage, D. L., & Napolitano, S. A. (2009). *Bullying Prevention & Intervention: Realistic Strategies for Schools*. New York, NY: The Guilford Press.

Thompson, F., & Smith, P., K. (2011). *The use and effectiveness of anti-bullying strategies in schools: Research report DFE-RR098*. Retrieved from https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR098.pdf

Whitney, I., & Smith, P.K. (1993). A survey of the nature and extent of bullying in primary and secondary schools. *Educational Research*, 35: 34-39.