

COURSE TITLE: BULLYING BEHAVIORS: Enough is Enough

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

WA CLOCK HRS: 50
OREGON PDUs: 50

INSTRUCTOR: MIKE SEDLER, M.S.W.
509/443-1605
mike@communicationplus.net

ASSIGNMENT CHECKLIST

This assignment checklist will help you plan your work. Please check off items as you complete them.
You may send assignments as you do them, or all together when completed.

CLOCK, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS

A. Information Acquisition:

- ___ #1: Read all the enclosed materials in the packet. **Send summary to instructor**
- ___ #2: Read a chosen book, answer questions and **send answers to instructor.**
- ___ #3: Complete all worksheets (including case studies) within the manual. **Send to instructor**
- ___ #4: View a film (or television show) from the list in the back of the manual or one of your own choice.
- ___ #5: Respond to the video by answering the questions within the manual. **Send to instructor.**
- ___ #6: Observe a school setting noting areas of bullying and victimization. **Send summary to instructor.**
- ___ #7: Review a minimum of three websites on bullying behavior. **Send links to instructor.**
- ___ #8: Discuss specific course subject areas as it relates to bullying. **Send feedback to instructor.**
- ___ #9: Interview a student / child within the community regarding bullying. **Send 1-2 pgs to instructor.**

NOTE: If you are doing this course for Clock Hr or PDUs, then you are done.

400 & 500 LEVEL ASSIGNMENTS

B. Learning Application:

- ___ #10: Develop an action plan for reducing bullying within your chosen setting. **Send to instructor.**
- ___ #11: Keep a written journal for one week (7 days), focusing on bullying behaviors. **Send to instructor.**

500 LEVEL ASSIGNMENT

- ___ #12: In addition to the 400 level assignments, complete **ONE** of the following assignment options.
 - Mentor another individual in the concepts of this class. **Send 2-3 pg plan to instructor.**
 - Create a PowerPoint presentation for your staff. **Send to instructor.**
 - Another assignment of your own design, with the instructor's prior approval.

400 & 500 LEVEL ASSIGNMENT

C. Integration Paper:

- ___ #13: Complete the Integration Paper as described in the syllabus. **Send to instructor.**

NOTES:

- You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, a collection of products, letters to editor, brochure and Web pages) may be submitted as substitute assignments with the instructor's prior approval.
- To maintain privacy, please do not refer to students in your paper by their actual name, but rather use an alias or designation such as "Student A."

COURSE TITLE: BULLYING BEHAVIORS: Enough is Enough

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

WA CLOCK HRS: 50
OREGON PDUs: 50

INSTRUCTOR: MIKE SEDLER, M.S.W.
509/443-1605
mike@communicationplus.net

COURSE DESCRIPTION:

Is bullying a part of our culture and therefore an expected part of our educational system? Is it possible to make the school environment a place without fear? Will our classrooms ever be safe places without concern of being teased and picked on? This class will help educators develop proactive strategies to minimize and prevent bullying and teasing behaviors. We will discuss victims, rescuers, bystanders, and bullies and how they are intertwined in life. Empowering victims, strategies for bystanders, alternative approaches for rescuers, and re-direction in behaviors for bullies will be shared with all participants.

Research based approaches will be presented to help each person feel more confident and qualified at intervening during the bullying cycle of behavior. We will focus on facilitating the change of attitude in each student's life. Name calling, tattling, threats, and physical attacks will all be addressed. Checklists and resources will be shared to support each person. This course will benefit all educators, K-12.

\$10 Material fee is payable to the instructor after registration.

LEARNING OUTCOMES:

Upon completion of this course, participants will have:

1. The knowledge to identify bullying characteristics within people.
2. Gained additional skills and strategies to minimize bullying behaviors within school and community settings.
3. Analyzed case studies of bullies, victims, bystanders, and rescuers. Intervention approaches for each category will be addressed.
4. Observed a minimum of two settings and analyzed the bullying behavior within each.
5. Successfully developed an intervention plan for a chosen setting and implemented change strategies.
6. Evaluated several websites, films, and articles regarding bullying tactics and behaviors.
7. A greater knowledge of group dynamics and ways to help students overcome the patterns of bullying and victimization in their lives.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 60 Washington State Clock Hours or 60 Oregon PDUs. The Heritage Institute is an approved provider of Washington State Clock Hours and Oregon PDUs.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount and quality of work submitted.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

1. Complete *Section A: Information Acquisition* assignments 30%
2. Complete *Section B: Learning Application* assignments appropriate for your levels 40%
3. Complete *Section C: Integration Paper* assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle (AUS) Continuing Education (CE) Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is stated on the back of the transcript.

AUS CE quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

SUGGESTED TEXT (See the Bibliography at the end of the syllabus):

- Coloroso, Barbara (2004). *The Bully, The Bullied, and The Bystander*. Harper Collins. New York, NY. Available from Amazon.com, \$12.00 new, \$4.00 used.
- Newman, Dawn, Arthur Horne (2000). *Bully Busters*. Research Press. Champaign, IL. Available from Amazon.com, \$27.00 new, \$17.00 used.

MATERIAL FEE:

- \$10 for the manual (includes mailing). Use the Order Form provided with your registration confirmation.
- Text books may be ordered directly from the publisher (see the list/phone numbers at the back of your manual), on-line, or through bookstores.

HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:

Course Number:

Date:

Assignment #:

Instructor Name:

Course Name:

Level: Clock/ PDU/ Credit (400 or 500)

ASSIGNMENTS FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

To gain a background in the subject matter, please complete the first nine (9) assignments.

- Send all assignments as one packet. The instructor is Michael Sedler, mike@communicationplus.net or Box 30310, Spokane, WA. 99223. Email attachments must be in Microsoft Word format.
- Participants registered for the 400 & 500 Level Option will be asked to synthesize and implement strategies in your classroom, home, or community. Use this course as an opportunity for guidance and support to those around you.

Assignment #1:

Read all the materials within the manual. Write a one (1) page summary indicating what you hope to learn from this class and how it will impact your teaching, parenting, or other aspects of your life.

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #1'.**

Assignment #2:

Read your chosen text. Again, this may be one from the bibliography at the back of the manual or one of your own choosing (approved by instructor). Once you have read the book, respond to the following questions in a one page report:

- Share one specific area of learning that was new to you.
- What area of the book do you plan to implement in your teaching or life approach?
- If you were going to share this book with another person, who would that be and why?

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #2'.**

Assignment #3:

Complete all the worksheets within the manual, including the case studies. Be sure to answer each question posed within the case studies and on each individual worksheet. (Send the designated worksheets by electronically scanning and then emailing them or photocopy them and send via postal mail).

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #3'.**

Assignment #4:

View a movie (or television show) from the lists located in the back of the manual and at the end of syllabus. Be sure to take notes on what you watch as it pertains to the subject matter in this course.

Assignment #5:

Once you have completed watching the movie, respond to the following in a two (2) page paper:

- List behaviors that you would categorize as bullying tactics.
- How did people respond to the actions by the bully/bullies? Be sure to organize behaviors into the subgroups of victim, bystander, or rescuer when appropriate.
- Based upon your experiences in your school/community, in what ways were the actions and responses depicted realistic?
- Give an example of bullying behaviors in your school/community and how these actions influence the general environment.

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #5'.**

Assignment #6:

Observe a setting within your school or community noting areas of bullying and victimization as discussed in the manual. Write a one (1) page summary.

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #6'.**

Assignment #7:

Review a minimum of three websites on bullying behavior. (See list of suggested websites and at the end of syllabus.)

- What similarities did you notice between these websites?
- Choose one website and share a one (1) page summary of its' contents.

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #7'.**

Assignment #8:

Discuss the course content with a non-educator. Obtain feedback from the person as to his/her perspective of schools and the community as it relates to bullying behavior. Share this person's insights and ideas in a one (1) page paper. **Send to instructor:** mike@communicationplus.net, **Subject Line to read 'Bullying #8'.**

Assignment #9:

Interview a student at your school or a child within your community regarding bullying behavior. A few areas to discuss may include:

- Have you ever seen bullying behavior? What did it look like?
- Have you ever bullied anyone? Have you ever been bullied?
- When the problem of bullying occurs, what can students do about it?
- Does your school/community attempt to minimize bullying tactics in the specific setting?

Write out the responses from the child along with your own personal thoughts in a 1-2 page paper.

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #9'.**

This completes the assignments required for Washington Hours.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER

B. LEARNING APPLICATION

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom.

Assignment #10: (Required for 400 and 500 Level)

Develop an action plan for reducing bullying within your school/district or chosen setting. Use the "sample action plan" outline found within the manual as guidance.

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #10'.**

Assignment #11: (Required for 400 and 500 Level)

Keep a one week (7 days) written journal focusing on bullying actions within the community. You may use your school setting, neighborhood, social group, or a variety of settings for your observation. Choose either a single setting or a variety of settings. Each entry should be one paragraph in length (4 to 5 sentences) minimum.

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #11'.**

500 LEVEL ASSIGNMENT

Assignment #12: (500 Level only)

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

Option A) Mentor another individual in the concepts of this class. Have them share two or three key concepts that they would like to implement within their work or social setting. Share specific the plan and how it will be evaluated for success. (2 pages).

OR

Option B) Create a PowerPoint presentation for your staff based on this course and focused on perspectives or strategies you feel would be beneficial for your school. Save this as a pdf.

OR

Option C) Another assignment of your own design, with the instructor's prior approval.

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #12'.**

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level Credit)

Write a 2-3 page Integration Paper answering these questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to instructor: mike@communicationplus.net, **Subject Line to read 'Bullying #13'.**

INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments. If you send your work via postal mail, please include a self-addressed, stamped envelope if you would like instructor comments on your written assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mike Sedler, M.S.W. brings over 25 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes. He provides consultation and seminars throughout the United States and Canada for schools, agencies and businesses. He has a graduate degree in Social Work, a Doctoral degree in Ministry, Counseling license, as well as his teaching certification. All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found success in implementing Mike's clear and concise approaches.

BULLYING BEHAVIORS: Enough is Enough BIBLIOGRAPHY

Bateman, Teresa and Urbanovic, Jackie. 2006. *The Bully Blockers Club*. Morton Grove, IL. Albert Whitman and Company. Ages: 4-8. www.awhitmanco.com 800-255-7675.

Beane, Allan. 2005. *The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8*. Minneapolis, MN. Free Spirit Publisher. www.freespirit.com 800-735-7323.

Cohen-Posey, Kate. 1995. *How to Handle Bullies, Teasers, and Other Meanies*. Lake Zurich, IL. Rainbow Books. Ages: 5-12. www.rainbowbookcompany.com 800-255-0965.

Coloroso, Barbara. 2004. *The Bully, The Bullied, and The Bystander*. New York, NY. Harper Collins. Ages: 10 – 18. www.harpercollins.com 800-242-7737.

Futterman, Susan. 2004. *When You Work for a Bully: Assessing Your Options and Taking Action*. Leonia, NJ. Croce Publishing. Ages: 15 - Adult. info@crocepublishing.com

Hinduia, Sameer and Patchin, Justin. 2008. *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*. Thousand Oaks, CA. Corwin Press. Ages: 12 - Adult. www.corwinpress.com 800-233-9936.

Newman, Dawn and Horne, Arthur. 2000. *Bully Busters*. Champaign, IL. Research Press. Ages: 5 - 18. www.researchpress.com (800) 519-2707.

Romain, Trevor and Verdick, Elizabeth. 1997. *Bullies Are A Pain in the Brain*. Free Spirit Publishers. Minneapolis, MN. Ages: 4 – 8. www.freespirit.com 800-735-7323.

Scaglione, Joanne. 2006. *Bully-Proofing Children: A Practical, Hands-On Guide to Stop Bullying*. Lanham, MD. Rowman and Littlefield Education. Ages: 5-13. www.rlpgbooks.com 800-462-6420

Schraff, Anne and Langan, Paul. 2007. *The Bully (Bluford High Series #5)*. Scholastic Paperbacks. Ages: Young adults. www.scholastic.com 800-724-6527.

Shariff, Shaheen. 2008. *Cyber-Bullying: Issues and Solutions for the School, the Classroom, and the Home*. New York, NY. Routledge Publishers. Ages: 10 – 18. www.routledge.com 800-634-7064.

Smith, Peter and Peple, Debra. 2004. *Bullying in Schools: How Successful Can Interventions Be?* New York, NY. Cambridge University Press. Ages: 15 – Adult. www.cambridge.org 845-353-7500.

Sprague, Susan. 2008. *Coping with Cliques: A Workbook to Help Girls Deal With Gossip, Put-Downs, Bullying, and Other Mean Behavior*. Oakland, CA. New Harbinger Publications. Ages: 10 – 18. www.newharbinger.com 800-748-6273.

Tassell, Brad. 2006. *Don't Feed The Bully*. Llessat Publishing. Ages: 7 – 12. www.dontfeedthebully.com

Willard, Nancy. 2007. *Cyber-Safe Kids, Cyber-Savvy Teens: Helping Young People Learn To Use the Internet Safely and Responsibly*. Indianapolis, IN. Jossey-Bass. Ages: 12 – 18. www.josseybass.com 800-434-3422.

Possible Movies for Assignment #4

The following list of movies includes only a few possibilities. They are not rated by the instructor, so please investigate the movie prior to watching it. There are a variety of movies to choose from. In addition, you may substitute a television show (The Simpsons, Gossip Girls, Home Improvement, for example) for a movie.

A Christmas Story	Mean Girls	
Back to the Future	Never Back Down	
Big Bully	Odd Girl Out	
Billy Madison	Rats and Bullies	
Carrie	Revenge of the Nerds	
D2: The Mighty Ducks	The Ant Bully	
DrillBit Taylor	The Benchwarmers	
First Kid	The Karate Kid	
How to Eat Fried Worms	The Never Ending Story	Lucas

A reminder ☺, these movies are not endorsed for their cinematic credentials or excellent story lines. They are examples of movies that show bullying. Please review the ratings and the description prior to watching (for your own viewing pleasure).

Website Suggestions for Assignment #7

<http://stopbullyingnow.hrsa.gov>

US Department of Health and Human Services offers flash movies, games, and information about bullying and how to prevent it.

<http://www.pacerkidsagainstabullying.org/>

Website for kids against bullying. Many videos, games, and activities

<http://www.mcgruff.org>

How can you help stop bullies? Speak up and be a friend. Follows patterns of the "Take a bite out of crime" format from McGruff. Ideas, books, guidelines for children.

<http://www.pacer.org/bullying/mhs/index.asp>

New bullying website for children.

<http://www.deafbullyingprevention.com>

Website for deaf and hard of hearing individuals. Strategies for bullying prevention.

<http://www.cyberbullyingprevention.com>

Helping children and teenagers avoid bullying over the internet.

<http://www.stopbullyingnow.com>

The links on this site will lead you through an exploration of interventions that work to reduce bullying in schools.

<http://www.cyberbully.org>

Set up to help identify bullying over the internet and how to handle situations.

<http://www.eyesonbullying.org>

Strategies from teachers, parents, and care givers in reducing bullying.

<http://www.bullypolice.org>

Provides books, websites and psychologist/clinics that can help because schools can't do it all.

<http://www.bullyfrog.com>

The Bully Frog Program is a Bullying Character Education program for both Elementary and Middle School, that finally gives educators, students and parents ideas for helping children.