

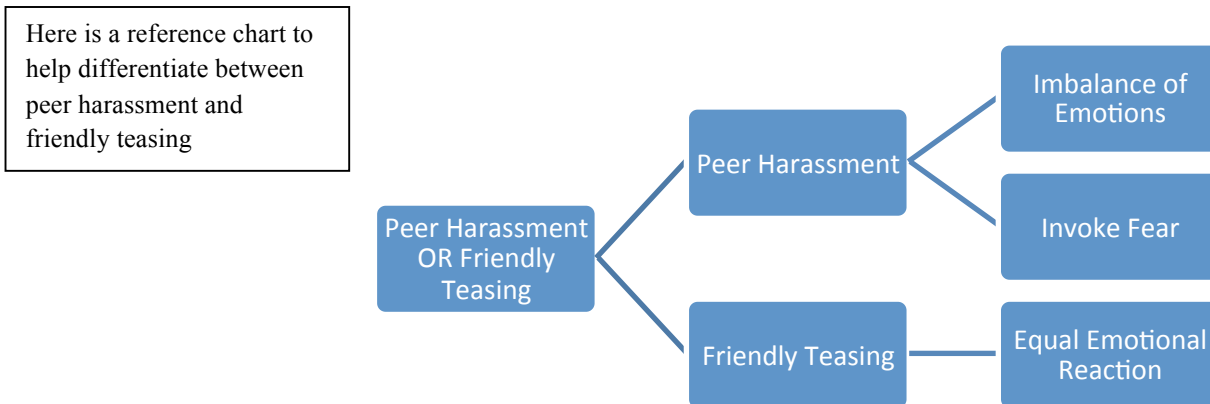
Issue: **Bullying and Sexual Harassment**

Strategies to Consider:

Along with strategies to consider, you will find some background information on bullying and sexual harassment as well as words hyperlinked to additional resources throughout the reading.

Bullying (verbal and physical) and **sexual harassment** are in the category of peer harassment. If peer harassment persistently occurs, intense and targeted interventions are necessary.

Peer harassment may be hard to distinguish from friendly teasing, so it is important observe in all situations. Peer harassment involves an imbalance of power, meaning, the bully will try to invoke fear in his/her victims. Another feature of peer harassment is an imbalance of emotional reaction. This means the victim will feel more emotional than the bully will while the harassment occurs.



Because peer harassment tends to occur in settings where teachers are absent, it is important to have supervision in areas where teachers do not normally supervise: For example, bus stops, restrooms, and stairwells.

As a teacher, it is important to know your students. Being familiar with your students and how they normally act and react will allow you to see the “red flags” when peer harassment occurs. Red flags can include missing items, few friends, sad demeanor while at school, and refusal to attend school.

Because victims of harassment tend to be passive while being harassed, it is important that bystanders intervene. It is necessary to teach other students to make an effort to stop harassment when they see it occur. It is equally important for teachers to take an active role in preventing harassment and violence among students in school. A school that emphasizes violence prevention is more likely to have teachers

that take part in monitoring student behavior and intervening when harassment occurs (Astor, Marachi, & Benbenishy, 2007).

Mapping out violent instances that have occurred in your school is another method in harassment prevention. Document the time the act occurred, who was involved in the act, and what the school's response was to the act. By using this information, it will be possible to make a specific plan for your school to help prevent acts of bullying. Knowing when, who, and where can provide helpful information in bullying and sexual harassment prevention in the future (Meyer, Astor, Benbenishy, 2004). Giving students a survey on their experience with harassment is another way to help map out peer harassment in your school district. Here is an example of a bullying survey: [Bullying survey for students at an elementary level](#)

If you believe your student is participating in peer harassment, the reminders checklist below will help remind you, as a teacher, what you can do to help the student through their school day:

Reminders Checklist for Bullying and Sexual Harassment

Also consider:

[Addressing bullying behaviors in your classroom presentation](#)

[Anti-bullying planning worksheet](#)

[Bullying survey for students at an elementary level](#)

[The scoop on bullying newsletter](#)

[Sexual harassment](#)

[The ABC'S of bullying](#)

Keywords: Anger, Aggression, Token economy, Social Cues, Social Skills, Play fighting, Aggressive behaviors, Bullying, Sexual harassment, Peer harassment, Friendly teasing

Reminders Checklist for Bullying and Sexual Harassment

- _____ Remind the student of the rules and the agreed-upon consequences.
- _____ Clarify the rules of the class and the school (ex: no fight, respect others, or no dangerous tools).
- _____ Remind the student of class expectations.
- _____ Ask the student to be the line leader so they are not paying attention to everyone else.
- _____ Make sure the student has a space where they can stand without being touched, or touch others.
- _____ Make sure the student is not around a lot of students unless there is an adult nearby.
- _____ The student enjoys being told that they are doing a good job.

- _____ Please have the same rules, consequences, and rewards for the student every day in all classes.
Follow through immediately on them.