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Michael Laham

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Fetch as Google



This is how Googlebot fetched the page.

URL: http://www.bullcrabbusters.com/Playground-Bully.html

Date: Thursday, January 23, 2014 at 11:16:03 AM PST

Googlebot Type: Web

Download Time (in milliseconds): 122

The page content that is displayed here may have been truncated. Please check the Help Center article about [Fetch as Google](#) for details about fetch limits.

```
HTTP/1.1 200 OK
Content-Type: text/html
Server: Microsoft-IIS/7.5
Date: Thu, 23 Jan 2014 19:16:02 GMT
Content-Length: 34164
Vary: Accept-Encoding
Content-Encoding: gzip
Connection: Keep-Alive
```

```
<!DOCTYPE html>
<html>
  <head>
    <!-- <hs:metatags> -->
    <meta http-equiv="Content-Type" content="
text/html; charset=UTF-8">
    <meta name="description" content="It amaz
es me to no end how society is so completely ineffective
at putting an end to child bullying.">
    <meta name="generator" content="Homestead
SiteBuilder">
    <!-- </hs:metatags> --><!-- <hs:headinclu
de> -->
    <link rel="stylesheet" href="/~master/mas
ter_css.css">
    <style type="text/css">
#footer
{
    font-family:Georgia;
    font-size:11px;
    color:#d0e3ff;
    padding: 20px 0 10px;
}
}
```

```

#footer a
{
    color:#d0e3ff;
    text-decoration: underline;
}
</style>
<script src="/~site/javascript/jquery-1.4
.2.min.js" type="text/javascript">
</script>
<script type="text/javascript">
    <!--

var masterBottom = 938;
if (typeof jQuery != 'undefined') {
$(document).ready(function(){
    try{var footerTop = 0;var curPageBottom
= 0;
        if (typeof nPageBottom == 'undefined'
){
            $('div[id^="element"]').each(funci
on(i){
                var top = $(this).css('top');
                var height = $(this).css('height'
);
                top = parseInt(top.substring(0,to
p.length - 2));
                height = parseInt(height.substrin
g(0,height.length - 2));
                if ((top + height) > curPageBotto
m){curPageBottom = top + height;}
                });
            }else{curPageBottom = nPageBottom;}
            footerTop = masterBottom > curPageBot
tom ? masterBottom : curPageBottom;
            $('#footer').css('top', footerTop + '
px');
        }catch (e){$('#footer').hide();}
    });
}

                                                                    //-->

</script>

<STYLE type="text/css">
    <!--

navBackgroundQuickSiteMain { background-image:url('/~medi
a/elements/LayoutClipart/undefined'); background-position
: undefined; background-repeat:no-repeat }

navBackgroundSelectedQuickSiteMain { background-image:url
('/~media/elements/LayoutClipart/undefined'); background-
position: undefined; background-repeat:no-repeat }
-->

</STYLE>
<script type="text/javascript" src="/~sit
e/Elements/HCUser_Forms_Submit/FormValidation.js">

```

```

        </script>
        <!-- </hs:headinclude> -->

        <!-- <hs:title> -->
        <title>Playground-Bully | The BullCrap Bu
sters</title>
        <!-- </hs:title> -->
        <script type="text/javascript">
            <!--
                function
reDo() {
                t
op.location.reload();
                }
                if (navig
ator.appName == 'Netscape' && parseInt(navigator.appVersi
on) < 5) {
                t
op.onresize = reDo;
                }
                dom=docum
ent.getElementById
                //-->
            </script>
            <script type="text/javascript">
                <!--

                var strRelativePagePath = "Playground-Bully.html".toLow
erCase();

                var strRelativePathToRoot = "";

                //-->
            </script>
            <link rel="stylesheet" href="/~media/elem
ents/Text/font_styles_ns4.css" type="text/css">
            <style type="text/css">
                @import url(/~media/elements/Text
/font_styles.css);
                div.lpxcenterpageouter { text-ali
gn: center; position: absolute; top: 0px; left: 0px; widt
h: 100% }
            </style>
            <script type="text/javascript">
                <!--
                v
ar unique_id = new Array();
                var form_name = new Array();
                var required = new Array();
                var req_message = new Array();

```

```

//-->

</script>

<script type="text/javascript" src="/~site/Elements/HCUser_Forms_Submit/FormValidation.js">
</script>
</head>
<body onload="" id="element1" onunload="" scroll=
"auto">
<noscript>

</noscript>
<div class="lpxcenterpageouter"><div class="lpxcenterpageinner"><!-- <hs:bodyinclude> --><!-- <hs:master23> --><div id="master23" style="position: absolute; left: 34px; width: 909px; height: 923px; z-index: 0;"><div style="overflow: hidden; height: 923px; width: 909px; border: 0px solid #52A8EC; border-radius: 0px; box-shadow: none;"></div></div><!-- </hs:master23> --><!-- <hs:master4> --><div id="master4" style="position: absolute; top: 39px; width: 985px; height: 899px; z-index: 1;"><table cellpadding="0" border="0" cellspacing="0"><tr><td height="899" bgcolor="#000000" width="985"></td></tr></table></div><!-- </hs:master4> --><!-- <hs:master18> --><div id="master18" style="position: absolute; top: 79px; left: 21px; width: 945px; height: 44px; z-index: 2;"><div style="font-size: 1px; line-height: 1px;" align="center"><font face="'Times New Roman', Times, serif" color="#d0e3ff" class="size26 TimesRoman26">THE BULLCRAP BUSTERS <br></font></div></div><!-- </hs:master18> --><!-- <hs:master19> --><div id="master19" style="position: absolute; top: 130px; left: 24px; width: 946px; height: 39px; z-index: 3;"><div style="font-size: 1px; line-height: 1px;" align="center"><font face="'Times New Roman', Times, serif" color="#B91806" class="size24 TimesRoman24">We</font><font face="'Times New Roman', Times, serif" color="#d0e3ff" class="size24 TimesRoman24">Take</font><font face="'Times New Roman', Times, serif" color="#d0e3ff" class="size24 TimesRoman24"> </font><font face="'Times New Roman', Times, serif" color="#E8B900" class="size24 TimesRoman24">The</font><font face="'Times New Roman', Times, serif" color="#e8b900" class="size24 TimesRoman24"> </font><font face="'Times New Roman', Times, serif" color="#3F9C2D" class="size24 TimesRoman24">Bullying</font><font face="'Times New Roman', Times, serif" color="#3f9c2d" class="size24 TimesRoman24"> </font><font face="'Times New Roman', Times, serif" color="#406AB0" class="size24 TimesRoman24">By</font><font face="'Times New Roman', Times, serif" color="#d0e3ff" class="size24 TimesRoman24"> </fo

```

```

nt><font face="'Times New Roman', Times, serif" color="#6
c4687" class="size24 TimesRoman24">The</font><font face="
'Times New Roman', Times, serif" color="#d0e3ff" class="s
ize24 TimesRoman24"> Horns<br></font></div></div><!-- </h
s:master19> --><!-- <hs:master17> --><div id="master17" s
tyle="position: absolute; top: 180px; left: 758px; width:
207px; height: 518px; z-index: 4;"><div align="left"><SC
RIPT type="text/javascript">var nav_element_id="master17"
;</SCRIPT><div id="nav_version" style="display:none;">1</
div><SCRIPT TYPE="text/javascript" SRC="/~navs/QuickSiteM
ain.js"></SCRIPT><TABLE ID="ntb" CELLSPACING="0" CELLPAD
DING="0" BORDER="0" ><TR id="vNavTR_Link_QuickSiteMain1"><
TD ALIGN="left" VALIGN="MIDDLE" NOWRAP="NOWRAP" id="Quick
SiteMain_Link1" style="cursor: pointer;cursor: hand;color
:#FFFFFF;font-size: 1px; line-height: 1px;" onmouseover="
doMouseChange(nav_QuickSiteMain,this,'1',true);" onmouseo
ut="doMouseChange(nav_QuickSiteMain,this,'1',false);"><A
HREF="/index.html" TARGET="_self" STYLE="text-decoration:
none;" NAME="Home"><IMG style="display: block;" SRC="/tp.
gif" WIDTH="1" HEIGHT="5.0" BORDER="0"><FONT ID="QuickSit
eMain_f1" FACE="'Times New Roman', Times, serif" CLASS="s
ize18 TimesRoman18" STYLE="color:#FFFFFF">Home</FONT><IMG
style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="
5.0" BORDER="0"></A></TD></TR><TR id="vNavTR_Link_QuickSi
teMain2"><TD ALIGN="left" VALIGN="MIDDLE" NOWRAP="NOWRAP"
id="QuickSiteMain_Link2" style="cursor: pointer;cursor:
hand;color:#FFFFFF;font-size: 1px; line-height: 1px;" onm
ouseover="doMouseChange(nav_QuickSiteMain,this,'2',true);
" onmouseout="doMouseChange(nav_QuickSiteMain,this,'2',fa
lse);"><A HREF="/Introduction.html" TARGET="_self" STYLE=
"text-decoration:none;" NAME="Introduction"><IMG style="d
isplay: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORD
ER="0"><FONT ID="QuickSiteMain_f2" FACE="'Times New Roman
', Times, serif" CLASS="size18 TimesRoman18" STYLE="color
:#FFFFFF">Introduction</FONT><IMG style="display: block;"
SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"></A></TD
></TR><TR id="vNavTR_Link_QuickSiteMain3"><TD ALIGN="left
" VALIGN="MIDDLE" NOWRAP="NOWRAP" id="QuickSiteMain_Link3
" style="cursor: pointer;cursor: hand;color:#FFFFFF;font-
size: 1px; line-height: 1px;" onmouseover="doMouseChange(
nav_QuickSiteMain,this,'3',true);" onmouseout="doMouseCha
nge(nav_QuickSiteMain,this,'3',false);"><A HREF="/Masks--
Faces.html" TARGET="_self" STYLE="text-decoration:none;"
NAME="Masks & Faces"><IMG style="display: block;" SRC="/
tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"><FONT ID="Quick
SiteMain_f3" FACE="'Times New Roman', Times, serif" CLASS
="size18 TimesRoman18" STYLE="color:#FFFFFF">Masks&nbsp;&
amp;&nbsp;&nbsp;Faces</FONT><IMG style="display: block;" SRC="/
tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"></A></TD></TR><
TR id="vNavTR_Link_QuickSiteMain4"><TD ALIGN="left" VALIG
N="MIDDLE" NOWRAP="NOWRAP" id="QuickSiteMain_Link4" style
="cursor: pointer;cursor: hand;color:#FFFFFF;font-size: 1
px; line-height: 1px;" onmouseover="doMouseChange(nav_Qui
ckSiteMain,this,'4',true);" onmouseout="doMouseChange(nav
_QuickSiteMain,this,'4',false);"><A HREF="/Society-s-Bull
y.html" TARGET="_self" STYLE="text-decoration:none;" NAME
="Society's Bully"><IMG style="display: block;" SRC="/tp.
gif" WIDTH="1" HEIGHT="5.0" BORDER="0"><FONT ID="QuickSit

```

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eMain_f4" FACE="'Times New Roman', Times, serif" CLASS="s
ize18 TimesRoman18" STYLE="color:#FFFFFF">Society's&nbsp;
Bully</FONT><IMG style="display: block;" SRC="/tp.gif" WI
DTH="1" HEIGHT="5.0" BORDER="0"></A></TD></TR><TR id="vNa
vTR_Link_QuickSiteMain5"><TD ALIGN="left" VALIGN="MIDDLE"
NOWRAP="NOWRAP" id="QuickSiteMain_Link5" style="cursor:
pointer;cursor: hand;color:#FFFFFF;font-size: 1px; line-h
eight: 1px;" onmouseover="doMouseChange(nav_QuickSiteMain
,this,'5',true);" onmouseout="doMouseChange(nav_QuickSite
Main,this,'5',false);"><A HREF="/Playground-Bully.html" T
ARGET="_self" STYLE="text-decoration:none;" NAME="Playgro
und Bully"><IMG style="display: block;" SRC="/tp.gif" WID
TH="1" HEIGHT="5.0" BORDER="0"><FONT ID="QuickSiteMain_f5
" FACE="'Times New Roman', Times, serif" CLASS="size18 Ti
mesRoman18" STYLE="color:#FFFFFF">Playground&nbsp;Bully</
FONT><IMG style="display: block;" SRC="/tp.gif" WIDTH="1"
HEIGHT="5.0" BORDER="0"></A></TD></TR><TR id="vNavTR_Lin
k_QuickSiteMain6"><TD ALIGN="left" VALIGN="MIDDLE" NOWRAP
="NOWRAP" id="QuickSiteMain_Link6" style="cursor: pointer
;cursor: hand;color:#FFFFFF;font-size: 1px; line-height:
1px;" onmouseover="doMouseChange(nav_QuickSiteMain,this,'
6',true);" onmouseout="doMouseChange(nav_QuickSiteMain,th
is,'6',false);"><A HREF="/Enforcer-Bully.html" TARGET="_s
elf" STYLE="text-decoration:none;" NAME="Enforcer Bully">
<IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIG
HT="5.0" BORDER="0"><FONT ID="QuickSiteMain_f6" FACE="'Ti
mes New Roman', Times, serif" CLASS="size18 TimesRoman18"
STYLE="color:#FFFFFF">Enforcer&nbsp;Bully</FONT><IMG sty
le="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0"
BORDER="0"></A></TD></TR><TR id="vNavTR_Link_QuickSiteMa
in7"><TD ALIGN="left" VALIGN="MIDDLE" NOWRAP="NOWRAP" id=
"QuickSiteMain_Link7" style="cursor: pointer;cursor: hand
;color:#FFFFFF;font-size: 1px; line-height: 1px;" onmouse
over="doMouseChange(nav_QuickSiteMain,this,'7',true);" on
mouseout="doMouseChange(nav_QuickSiteMain,this,'7',false)
;"><A HREF="/Clergy-Bully.html" TARGET="_self" STYLE="tex
t-decoration:none;" NAME="Clergy Bully"><IMG style="displ
ay: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="
0"><FONT ID="QuickSiteMain_f7" FACE="'Times New Roman', T
imes, serif" CLASS="size18 TimesRoman18" STYLE="color:#FF
FFFF">Clergy&nbsp;Bully</FONT><IMG style="display: block;
" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"></A></T
D></TR><TR id="vNavTR_Link_QuickSiteMain8"><TD ALIGN="lef
t" VALIGN="MIDDLE" NOWRAP="NOWRAP" id="QuickSiteMain_Link
8" style="cursor: pointer;cursor: hand;color:#FFFFFF;font
-size: 1px; line-height: 1px;" onmouseover="doMouseChange
(nav_QuickSiteMain,this,'8',true);" onmouseout="doMouseCh
ange(nav_QuickSiteMain,this,'8',false);"><A HREF="/Corpor
ate-Elite-Bully.html" TARGET="_self" STYLE="text-decorati
on:none;" NAME="Corporate Elite Bully"><IMG style="displa
y: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0
"><FONT ID="QuickSiteMain_f8" FACE="'Times New Roman', Ti
mes, serif" CLASS="size18 TimesRoman18" STYLE="color:#FFF
FFF">Corporate&nbsp;Elite&nbsp;Bully</FONT><IMG style="di
splay: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDE
R="0"></A></TD></TR><TR id="vNavTR_Link_QuickSiteMain9"><
TD ALIGN="left" VALIGN="MIDDLE" NOWRAP="NOWRAP" id="Quick
SiteMain_Link9" style="cursor: pointer;cursor: hand;color
```

```
:#FFFFFF;font-size: 1px; line-height: 1px;" onmouseover="doMouseChange(nav_QuickSiteMain,this,'9',true);" onmouseout="doMouseChange(nav_QuickSiteMain,this,'9',false);"><A HREF="/Elite-Bully.html" TARGET="_self" STYLE="text-decoration:none;" NAME="Elite Bully"><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"><FONT ID="QuickSiteMain_f9" FACE="'Times New Roman', Times, serif" CLASS="sizel8 TimesRoman18" STYLE="color:#FFFFFF">Elite Bully</FONT><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"></A></TD></TR><TR id="vNavTR_Link_QuickSiteMain10"><TD ALIGN="left" VALIGN="MIDDLE" NOWRAP="NOWRAP" id="QuickSiteMain_Link10" style="cursor: pointer;cursor: hand;color:#FFFFFF;font-size: 1px; line-height: 1px;" onmouseover="doMouseChange(nav_QuickSiteMain,this,'10',true);" onmouseout="doMouseChange(nav_QuickSiteMain,this,'10',false);"><A HREF="/How-to-Fight-Back.html" TARGET="_self" STYLE="text-decoration:none;" NAME="How to Fight Back"><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"><FONT ID="QuickSiteMain_f10" FACE="'Times New Roman', Times, serif" CLASS="sizel8 TimesRoman18" STYLE="color:#FFFFFF">How to Fight Back</FONT><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"></A></TD></TR><TR id="vNavTR_Link_QuickSiteMain11"><TD ALIGN="left" VALIGN="MIDDLE" NOWRAP="NOWRAP" id="QuickSiteMain_Link11" style="cursor: pointer;cursor: hand;color:#FFFFFF;font-size: 1px; line-height: 1px;" onmouseover="doMouseChange(nav_QuickSiteMain,this,'11',true);" onmouseout="doMouseChange(nav_QuickSiteMain,this,'11',false);"><A HREF="/Physical-Bullying.html" TARGET="_self" STYLE="text-decoration:none;" NAME="Physical Bullying"><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"><FONT ID="QuickSiteMain_f11" FACE="'Times New Roman', Times, serif" CLASS="sizel8 TimesRoman18" STYLE="color:#FFFFFF">Physical Bullying</FONT><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"></A></TD></TR><TR id="vNavTR_Link_QuickSiteMain12"><TD ALIGN="left" VALIGN="MIDDLE" NOWRAP="NOWRAP" id="QuickSiteMain_Link12" style="cursor: pointer;cursor: hand;color:#FFFFFF;font-size: 1px; line-height: 1px;" onmouseover="doMouseChange(nav_QuickSiteMain,this,'12',true);" onmouseout="doMouseChange(nav_QuickSiteMain,this,'12',false);"><A HREF="/Emotional-Bullying.html" TARGET="_self" STYLE="text-decoration:none;" NAME="Emotional Bullying"><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"><FONT ID="QuickSiteMain_f12" FACE="'Times New Roman', Times, serif" CLASS="sizel8 TimesRoman18" STYLE="color:#FFFFFF">Emotional Bullying</FONT><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"></A></TD></TR><TR id="vNavTR_Link_QuickSiteMain13"><TD ALIGN="left" VALIGN="MIDDLE" NOWRAP="NOWRAP" id="QuickSiteMain_Link13" style="cursor: pointer;cursor: hand;color:#FFFFFF;font-size: 1px; line-height: 1px;" onmouseover="doMouseChange(nav_QuickSiteMain,this,'13',true);" onmouseout="doMouseChange(nav_QuickSiteMain,this,'13',false);"><A HREF="/Mental-Bullying.html" TARGET="_self" STYLE="text-decoration:none;" NAME="Mental Bullying"><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"
```

```

><FONT ID="QuickSiteMain_f13" FACE="'Times New Roman', Times, serif" CLASS="size18 TimesRoman18" STYLE="color:#FFFFFF FFF">Mental&nbsp;Bullying</FONT><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"></A></TD></TR><TR id="vNavTR_Link_QuickSiteMain14"><TD ALIGN="left" VALIGN="MIDDLE" NOWRAP="NOWRAP" id="QuickSiteMain_Link14" style="cursor: pointer;cursor: hand;color:#FFFFFF;font-size: 1px; line-height: 1px;" onmouseover="doMouseChange(nav_QuickSiteMain,this,'14',true);" onmouseout="doMouseChange(nav_QuickSiteMain,this,'14',false);"><A HREF="/Conclusion.html" TARGET="_self" STYLE="text-decoration:none;" NAME="Conclusion"><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"><FONT ID="QuickSiteMain_f14" FACE="'Times New Roman', Times, serif" CLASS="size18 TimesRoman18" STYLE="color:#FFFFFF">Conclusion</FONT><IMG style="display: block;" SRC="/tp.gif" WIDTH="1" HEIGHT="5.0" BORDER="0"></A></TD></TR></TABLE><BR/><script type="text/javascript">
    if(typeof(addMouseAndStyleSupportQuickSiteMain) =
    = 'undefined' && typeof(nav_element_id) != 'undefined'){
        var elementDefnDiv = document.getElementById(nav_element_id);
        var tbWasIdentified = 'false';
        for(var i=0;i<elementDefnDiv.childNodes.length;i++){
            if(elementDefnDiv.childNodes[i].tagName == 'DIV') {
                var childDiv = elementDefnDiv.childNodes[i];
                for(var j=0;j<childDiv.childNodes.length;j++){
                    if(childDiv.childNodes[j].tagName == 'TABLE' && childDiv.childNodes[j].id == 'ntb'){
                        childDiv.childNodes[j].style.display='none';
                        tbWasIdentified = 'true';
                    }
                }
                if(tbWasIdentified == 'true'){
                    break;
                }
            }
        }
        if(tbWasIdentified == 'true'){
            break;
        }
    }
    } else {
        addMouseAndStyleSupportQuickSiteMain(nav_QuickSiteMain);
    }
</script></div></div><!-- </hs:master17> --><!-- <hs:footer> --><div id="footer" style="position:absolute; top: 1500px; left: 0px; width: 980px; text-align: center;"><span>Website Designed<script src="/-globals/footer.js" type="text/javascript"></script> at Homestead&#153; <a target="

```



```
_blank" href="http://www.homestead.com/">Design a Website
</a> and <a target="_blank" href="http://listings.homeste
ad.com">List Your Business</a></span></div><!-- </hs:foot
er> --><!-- </hs:bodyinclude> --><!-- <hs:element51> --><
div id="element51" style="position: absolute; top: 209px;
left: 44px; width: 703px; height: 29230px; z-index: 1000
;"><div style="height: 29230px; padding: 0px; border-widt
h: 0px; border-color: #000000; border-style: solid; backg
round-color: #D36100;"><div style="font-size: 1px; line-h
eight: 1px;" align="center"><font face="'Times New Roman'
, Times, serif" color="#ffffff" class="size18 TimesRoman1
8"><b></b><br></font></div><div style="font-size: 1px; li
ne-height: 1px;" align="center"><font face="'Times New Ro
man', Times, serif" color="#ffffff" class="size18 TimesRo
man18"><b></b><br></font></div><div style="font-size: 1px
; line-height: 1px;" align="center"><font face="'Times Ne
w Roman', Times, serif" color="#ffffff" class="size18 Tim
esRoman18"><b></b><br></font></div><div style="font-size:
1px; line-height: 1px;" align="center"><font face="'Time
s New Roman', Times, serif" color="#ffffff" class="size18
TimesRoman18"><b></b><br></font></div><div style="font-s
ize: 1px; line-height: 1px;" align="center"><font face="'
Times New Roman', Times, serif" color="#ffffff" class="si
ze18 TimesRoman18"><b></b><br></font></div><div style="fo
nt-size: 1px; line-height: 1px;" align="center"><font fac
e="'Times New Roman', Times, serif" color="#ffffff" class
="size18 TimesRoman18"><b></b><br></font></div><div style
="font-size: 1px; line-height: 1px;" align="center"><font
face="'Times New Roman', Times, serif" color="#ffffff" c
lass="size18 TimesRoman18"><b></b><br></font></div><div s
tyle="font-size: 1px; line-height: 1px;" align="center"><
font face="'Times New Roman', Times, serif" color="#fffff
f" class="size18 TimesRoman18"><b></b><br></font></div><d
iv style="font-size: 1px; line-height: 1px;" align="cente
r"><font face="'Times New Roman', Times, serif" color="#f
ffffff" class="size18 TimesRoman18"><b></b><br></font></di
v><div style="font-size: 1px; line-height: 1px;" align="c
enter"><font face="'Times New Roman', Times, serif" color
="#ffffff" class="size18 TimesRoman18"><b></b><br></font>
</div><div style="font-size: 1px; line-height: 1px;"
align="center"><font face="'Times New Roman', Times, seri
f" color="#ffffff" class="size18 TimesRoman18"><b></b><br
></font></div><div style="font-size: 1px; line-height: 1p
x;" align="center"><font face="'Times New Roman', Times,
serif" color="#ffffff" class="size18 TimesRoman18"><b></b
><br></font></div><div style="font-size: 1px; line-height
: 1px;" align="center"><font face="'Times New Roman', Tim
es, serif" color="#ffffff" class="size18 TimesRoman18"><b
></b><br></font></div><div style="font-size: 1px; line-he
ight: 1px;" align="center"><font face="'Times New Roman',
Times, serif" color="#ffffff" class="size18 TimesRoman18
"><b></b><br></font></div><div style="font-size: 1px; lin
e-height: 1px;" align="center"><font face="'Times New Rom
an', Times, serif" color="#ffffff" class="size18 TimesRom
an18"><b></b><br></font></div><div style="font-size: 1px;
```

line-height: 1px;" align="center">THE PLAYGROUND BULLY
</div><div style="font-size: 1px; line-height: 1px;" align="center">By Elana Laham © 2013 Elana Laham
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> It amazes me to no end how society is so completely ineffective at putting an end to child bullying. It goes out of its way to avoid dealing with the root of the problem – the child bully, himself. Either out of plain ignorance or deliberately evasive indifference educational institutions are going about it in the wrong way by focusing on what the VICTIM or BYSTANDER instead of what the BULLY ought to be doing to STOP BULLYING.
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</div><div style="font-size: 1px; line-height: 1px;"> Let's take a look at the following popular options for remedying playground bullying that do NOT work:
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</div><div style="font-size: 1px; line-height: 1px;">OPTION #1 – NOTIFY THE SCHOOL
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</div><div style="font-size: 1px; line-height: 1px;"> If you notify the school that your child is being bullied on the playground, or on the school grounds, the chances are great that the school will do nothing to alleviate the bully-victim conflict other than to blame the victim for being bullied by insisting that the victim deal with the bullying.
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</div><div style="font-size: 1px; line-height: 1px;"> The following is a real life scenario involving a parent who tried this option:
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</div><div style="font-size: 1px; line-height: 1px;"> Due to an ongoing problem of playground bullying, the mother drove every day to school to pick up her ten year old daughter after school was let out. But she was al

ready too late. As her car approached the school grounds she saw a mob of kids beating up her little girl. After the mother managed to rescue her daughter from the throng of flying fists and kicking feet that were pummeling her body, she went to the school principals office and reported to him what had just happened. The principal of the school's reply to the parents cry for help to put a stop to the daily beatings that her child was going through was, "Your child has to learn to get along with her peers".

OPTION #2 – BECOME A PARENT VOLUNTEER

Becoming a parent volunteer at your child's school to stop bullying is futile since the bully(s) have plenty of places outside of the classroom such as the playground, the bathroom, the lunch area, the auditorium, etc, etc, etc, to victimize the victim without being noticed.

The following is a real life scenario illustrating what happened to two parents who tried this option:

Their child committed suicide after being relentlessly bullied throughout elementary school even though his mother and father got involved in the parent teachers association and assisted the teacher in the classroom as teacher aids in the hope of stopping their child from being bullied. A bully is a bully because he knows how to get away with bullying. Thusly, the bully is not going to bully a victim in any place or at any time where there are people around who might act as witnesses to the bullying.

OPTION #3 – TAKE THE VIGILANTE APPROACH

ff" class="size18 TimesRoman18"> Another reason is because use the moment your child beats up the bully with his new found fighting skills, the bully coward will run away only to return with reinforcements. No matter how great your kid is at self defense he will most probably end up in the hospital having been ganged up upon by the bully and an overwhelming number of kids, of which a few might even be much older than your kid. Most grown up black belt martial artists or "well seasoned" kick boxers yet even they cannot prevail against such odds as twenty or more opponents coming at them all at once. That is why even in the movies the scriptwriter only allows one opponent of the many to attack the martial artist at any given time. Not to mention that the bully or his followers may bring knives or guns to the fighting scene. Remember this and do not forget it. The bully does not fight fair because he is a coward. I met a male Japanese martial artist who had a third degree black belt in three different martial art forms. His advice to me was that one must always avoid a fight even if it means having to flee from it. The bully and his gang of too many is the reason why.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> A third reason why using physical self defense on the bully is not a great idea is that, even if your kid is so proficient at karate or so efficient at kickboxing that he beats up the bully and scares the bully's buddies away, the bully's father might be a local police officer, or the judge of the town, or the mayor of the city. You don't want or need an unwarranted arrest or unfair lawsuit that you cannot win against your family. Never mind that the bully always starts the fight. And never mind that the bully beats up innocents for no reason. The bully will not get into any trouble for doing so. You can thank the Bully Culture for its double standards of social conduct for this. After all, the rulers of the Bully Culture are all bullies themselves!
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</div><div style="font-size: 1px; line-height: 1px;">OPTION #9 – HAVE THE KID TELL A TRUSTED ADULT
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</div><div style="font-size: 1px; line-height: 1px;"> The authority bully will give kids bad advice regarding bullying. They will say such things like, "tell a trusted adult that you are being bullied." First of all, how is a victim child supposed to know who a trusted adult is when we live in a Bully Culture, which breeds all sorts of grown up bullies? The so called trusted adult is the one who makes excuses for the bully child's bullying behavior

ior by perpetuating the myth that, “Kids are cruel by nature.” Kids are cruel by nurture. They learn what they live. Infants are not biased against their playmates for being a different race, believing in a different religion, having a different sexual orientation, being a different age, being a different size and shape, etc. There are parents who teach their children that it is okay to pick on another child just because he is different in some way. There are parents who don’t instruct their children to be kind. That alone is what makes children mean.

Second of all, if the victim child makes a mistake, and the odds are very high that he will error, the victim child’s pain will be invalidated by either getting ignored, belittled, or ridiculed by the so called trusted adult.

Third of all, the child victim will get bullied ever the more so for telling a so-called trusted adult that he is being bullied. This is because the child bully will retaliate against the child victim by getting the entire school to pick on the child victim for having been a “Tattletale”, “Snitch”, or “Nark”.

The following is an example of what I mean:

Who is fat and so gets bullied by his peers? Yes, he is overweight. But no, he is not bothering others. The elite bully – the leaders of our civilization – do not focus on educating the bully to respect others by teaching the bully anger management techniques, and by instructing the bully to accept other peoples’ differences. Instead they concern themselves with making the victim accountable for the bully’s actions by for instance insisting that he go on a diet.

This is not for health reasons, otherwise most of the food at the grocery store

that momma has to buy for her family woulda, shoulda, coulda not be contaminated with all sorts of junky ingredients. Not to mention the junk food that the school cafeteria sells to the kids. It has to do with giving society the message that the fat child ought to no longer be a so-called eye sore for the other children to have to look at.

This resounds and reverberates the message to us ALL that the victim is at fault for the suffering that the bully causes him.

Moreover, any caring parent who prevents his victim child from attending government mandated school in order to protect him from being physically harmed or emotionally hurt by a child bully is at risk for being arrested and/or put into jail. Thusly, those who dare to intervene on the victim's behalf are to be punished.

What ought to be happening is that the blame for bullying be put where it belongs – square upon the bully child's shoulders who is in desperate need of counseling because he does not know how to or does not want to socialize. Furthermore, if the

bully child continues to be a threat to the safety of other innocent children, then the bully's parents ought to be incarcerated for raising such a monster.

As an educator, I, myself, had my share of dealings with the playground bully child. However, instead of looking the other way or blaming the victim for being a

victim of bullying, I dealt with the bully-victim conflict.

OPTION #10 – TEACH THE CHILDREN TO BE POLITE

While watching the NEWS on television I observed how Elementary, Junior High, High Schools, and Colleges are advocating that schools put an end to the bully-victim conflict by instructing its students to be polite. Being polite will only make the child victim more of a victim than he already is. Now he will

"#ffffff" class="size18 TimesRoman18"> The bully child has an antisocial psychopathic personality. So the only thing he comprehends, understands, and knows is his own pain. He does not care about the pain of others. Therefore, educational institutions are going to have to give up the popular belief and convenient notion that, "The victim child is to blame", or that it's the bystander child's fault for not pitching in to help the victim. Educational institutions are going to have to start putting the burden of BULLYING right where it belongs - square upon the shoulders of the bully child. There is only one way to accomplish the task of doing away with the bully of the playground, locker room, and campus, and that is by way of the NO NONSENSE Approach to bullying. The No Nonsense Approach to bullying makes the bully not the victim or the bystander accountable for the bully's actions. For it to be implemented successfully it must be based upon the premise that no one has the right to physically harm or psychologically hurt another, unless it is out of SELF DEFENSE

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"#ffffff" class="size18 TimesRoman18"> The playground bully is an emotionally disturbed child. Due to the neglect and/or abuse that occur in the home, this includes homes that spoil their kids with materialism; the playground bully has trouble communicating his wants and needs and difficulty articulating his feelings. Thusly, he resorts to becoming physically violent and/or verbally abusive with others. CHILDREN ARE NOT MEAN BY NATURE. CHILDREN LEARN WHAT THEY LIVE. Since the child is being subjected to cruelty by significant others, and because the Bully Culture teaches a child that being ruthless is the only way he will get what he wants and needs; the child models bullying behaviors as a way to cope with the hostile environment that he has to live in.

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"#ffffff" class="size18 TimesRoman18"> Being that the playground bully is an emotionally disturbed child, he has special needs. The No Nonsense Approach to bullying will require that, like any other emotionally disturbed child, the playground bully be enrolled in a special education program. In order to help the child overcome his bullying behavior, special education classes for the playground bully will emphasize a Behavior Modification approach, which implements both positive and negative reinforcements.

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"#ffffff" class="size18 TimesRoman18"> Positive and negative reinforcements will aid in assisting the bully child in doing away with

h his bullying behaviors by letting the playground bully experience life the way it was meant to be experienced before the Bully Culture came into being and interfered with the natural order of things – the natural causes and the natural effects that follow the bully's own actions. For instance, a natural cause and effect would be, should a child put his hand on a hot stove the child will burn his hand. Following the burn is the PAIN that will teach the child not to put his hand on a hot stove again. In a functional humane society parents nurture their child according to the natural order of cause and effect. And so the parents warn their child to stay away from a stove's flame. However, being that we live in a dysfunctional society, there are those parents who nurture their child in an unnatural manner. As a hypothetical example, if the child puts his hand on the hot stove and it gets burned the parents will blame an older sibling for leaving the stove on instead of admonishing their child for putting his hand in a fire.

Both positive and negative reinforcements must be meaningful to the playground bully. Meaningful reinforcements are consequences and rewards that the playground bully cares about that immediately affect him. They are the only types of reinforcements that the bully child will take seriously enough to change his bullying behavior. So for example, if the child victimizes another child with bullying, the child bully, not the child victim, will be SOCIALLY ISOLATED from the rest of the group.

NEGATIVE REINFORCEMENTS

Meaningful negative reinforcements for the playground bully are consequences that require that the bully child receive the same type of discomfort that he gives his victim. This will teach the playground bully to, not only sympathize with his own pain, but to empathize with the pain that he causes others, as well.

The following is an example of a MEANINGFUL negative consequence for bullying behavior:

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Roman18"><b>The Three Strikes Rule</b><br></font></div><div style="font-size: 1px; line-height: 1px;"><font face="
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">
If the playground bully's bullying of another child
makes the child victim unable or unwilling to attend scho
ol, then the child bully must undergo what I call the THR
EE STRIKES RULE. The three strikes rule gives the playgro
und bully three chances to stop bullying other children.
After the first victimization of another child, the playg
round bully is temporarily suspended from school. After t
he second victimization of another child, the playground
bully is suspended long term from school. After the third
victimization of another child, the playground bully is p
ermanently suspended from school. <br></font></div><div s
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The following are three examples of how the three strike
s rule may impact the bully child: <br></font></div><div style="font-size: 1px; line-height: 1px;"><font face="
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Strike One: If the playground bully's bullying traumati
zes another child in such a way as to make the child vict
im have to seek counseling, then the child bully must und
ergo counseling as well . School counselors ought to be
required to intervene on behalf of both the bully child a
nd the victim child. <br></font></div><div style="font-si
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lor="#ffffff" class="size18 TimesRoman18"> Strike Two:
If the playground bully steals or vandalizes the victim
child's property, then the school ought to be required to
act as an advocate for the child victim. One way the sch
ool board can do this is by assisting the child victim's
parents in getting restitution for monetary damages from
the child bully's family. This means that, if the child v
ictim's parents pursue legal action against the child bul
ly's parents for property loss or damage, the school will
obligingly provide any evidence against the child bully
that will help the child victim's family win their case i
n court, such as surveillance cameras or witnesses.<br></
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px;"><i>POSITIVE REINFORCEMENTS</i>
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</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;">The Bully Who Craves Attention
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</div><div style="font-size: 1px; line-height: 1px;"> The bully who craves attention is the child bully who displays bullying behavior in order to get attention. The purpose of meaningful reward incentives for the child bully who craves attention is to help him reform by replacing his negative attention getting bullying behavior with leadership skills and personal recognition so that he can get positive attention.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> The bully who craves attention will be given positive reinforcement as a reward for eliminating negative attention getting behavior.
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</div><div style="font-size: 1px; line-height: 1px;"> Positive incentives are to be given to the child bully who craves attention on a scaffolding basis. We take baby steps since we are working with children. Therefore, positive reinforcements will be given for low, moderate, and high levels of improvement in eliminating bully behavior. In addition, with each higher level of improvement towards bully reform, the child bully is to be given leadership privil

eges and/or recognition for personal achievement in front of larger and larger groups of people.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> The following are some positive reinforcements for low levels of improvement in eliminating bullying behavior for the bully who craves attention:
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> For Grades K – 6, the child bully can be given the leadership role of being hallway pass, bathroom, or playground monitor to reinforce school rules. He can even keep an eye out for the playground bully on the playground.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> For Grades 7 – 9, the child bully can be given the leadership role of assisting the school janitor in repainting over graffiti defacement of school property.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> For Grades 10 – 12, the child bully can be given the leadership role of being allowed to make announcements over the school's loudspeaker.
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</div><div style="font-size: 1px; line-height: 1px;"> The following are some positive reinforcements for moderate levels of improvement in eliminating bullying behavior for the bully who craves attention:
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> For Grades K –6, the child bully can be given the opportunity to participate in the making of bulletin boards for the classroom.
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</div><div style="font-size: 1px; line-height: 1px;"> For Grades 7 –9, the child bully can be given the opportunity to participate in the making of a mural for

the school's auditorium.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> For Grades 10 – 12, the child bully can be given the opportunity to participate in the making of the school's banner for the school's athletic games.
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</div><div style="font-size: 1px; line-height: 1px;"> The following are some positive reinforcements for high levels of improvement in eliminating bullying behavior for the bully who craves attention:
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> For Grades K – 6, the child bully will receive the student of the week award, which will be given to him/her in front of the entire class.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> For Grades 7 – 9, the child bully will receive the student of the month award, which will be given to him/her in front of the entire school of students and teachers during assembly.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> For Grades 10-12, the child bully will receive the student of the year award, which will be given to him/her in the auditorium in front of the entire community of students, teachers, and parents. This award will be presented for outstanding citizenship and academia.
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</div><div style="font-size: 1px; line-height: 1px;"><i>BEHAVIORAL MODIFICATION ROLE MODELING</i>
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</div><div style="font-size: 1px; line-height: 1px;"> Besides the use of negative and positive reinforcements to reform the bully child, the following real life scenario behavior modification approach is one example of how to change the bullying b

ehavior of the bully child who craves attention:
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> Kenneth was a precocious, inquisitive, gifted, sixth grader who constantly interrupted his teachers from teaching and his fellow students from learning. Kenneth was so disruptive that he was assigned to my Resource Specialist Program for behavioral intervention. My plan was to us reverse psychology on Kenneth by giving him positive attention to get him to stop doing his negative attention getting behavior.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> The next day, I began my class as usual. But when I started to introduce my lesson plan, as predicted, Kenneth yelled out, "Miss M. I have a question!" Instead of answering Kenneth's question, I asked him, "How would you like to be the teacher for today?" Without reservation Kenneth jumped half way out of his seat and exclaimed excitedly, "Okay!" "Here you go Kenneth", and I handed him the chalk and directed him to the front of the class with a brief explanation of what we were going to learn that day. To my surprise Kenneth executed my instructions quite well.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> But that did not last long because, suddenly and without warning, I jumped up half way out of my seat, and blurted out, "Kenneth I have a question!" Surprised and bewildered by my disruption, Kenneth slowly turned around towards me and said, "Now Ms. M. You have to be quiet. If you want to speak you have to raise your hand". I was positively amazed at how professional Kenneth was at playing the teacher role. But I had to keep up my ruse so I said, "Okay teacher". Then, just like Kenneth would do, a few minutes later I raised my hand, and without waiting to be called on I blurted out, "Kenneth I have a question!" Again Kenneth turned around and said, "Ms. M. You have to wait for me to call on you". "Okay teacher" I said. But a few moments later, just as Kenneth would do, I interrupted his lesson, yet again and so on and so forth.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> A little while later I dismissed the class. Then, I asked Kenneth, "How did you like your first day as teacher?" He smiled a sheepish smile and said, "It was hard since you were always interrupting me." I

nodded and said, "Now you know how your teachers feel when you interrupt them". Kenneth got to experience what it was like to have to put up with his own behavior. Soon after Kenneth no longer disrupted his class or my class.

Instead, if he desired to say something he raised his hand and waited to be called upon.

The Aggressive Bully

The aggressive bully is the child bully who displays bullying behavior in order to express hostility. The purpose of meaningful reward incentives for the aggressive bully is to help him reform by having him engage in creative hands on activities that interest him. Creative outlets will help the aggressive bully develop communication skills so that he can channel his destructive aggression into the constructive language of creative expression that will build his self confidence by giving him opportunities to communicate his needs and wants in a positive way to others.

The aggressive bully will be given positive reinforcement as a reward for eliminating hostile bullying behavior.

There are many modalities of communication. There is verbal communication, which consists of the usage of one's voice to relay both thought and feelings by way of sound. There is also non verbal communication which consists of the usage of facial expressions and body language to convey thoughts and feelings by way of images. There are many creative channels by which to communicate. There is art, music, drama, dance, and writing modalities for instance. Also one can tell a story through a song, or a poem, for example. For the purpose of simplicity I will refer to the word "art" to represent all possible subject areas that can teach communication skills in a creative way to the aggressive bully.

Positive incentives are to be given

ven on a scaffolding basis to the aggressive bully. We take baby steps since we are working with children. Therefore, positive reinforcements will be given for low, moderate, and high levels of improvement in eliminating bullying behavior. In addition, with each higher level of improvement towards bully reform, the child bully is to be given creative tasks that allow him to develop communication skills in front of larger and larger groups of people.
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</div><div style="font-size: 1px; line-height: 1px; color: #ffffff" class="size18 TimesRoman18"> Positive incentives that will facilitate low levels of improvement in eliminating bullying behavior for the aggressive bully are:
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</div><div style="font-size: 1px; line-height: 1px; color: #ffffff" class="size18 TimesRoman18"> The aggressive child bully will be given free time to participate in art assignments that he is interested in. His art projects will be displayed within the school, not for its excellence per se, but to give the aggressive child bully the opportunity to express himself to his peers in a constructive way. One example might be for the aggressive bully to read a poem that he wrote in front of his class.
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</div><div style="font-size: 1px; line-height: 1px; color: #ffffff" class="size18 TimesRoman18"> Positive incentives that will facilitate moderate levels of improvement in eliminating bullying behavior for the aggressive bully are:
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</div><div style="font-size: 1px; line-height: 1px; color: #ffffff" class="size18 TimesRoman18"> The aggressive child bully will be allowed to participate in group art projects that he is interested in that will be displayed within the community, not for its excellence per se, but to give the aggressive child the opportunity to express himself to his family and friends in a constructive way. One example might be for the aggressive bully to put on a play that he wrote that he has an acting part in before students, teachers, and parents within his neighborhood at the school auditorium.
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</div><div style="font-size: 1px; line-height: 1px; color: #ffffff" class="size18 TimesRoman18"> Positive incentives that will facilitate high levels of improvement in eliminating bullying behavior for the aggressive bully are:
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<div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> The aggressive child bully will be permitted to regularly attend art classes that he is interested in that will be displayed before the public, not for their excellence per se, but to give the aggressive bully the opportunity to express himself to others in a constructive way. One example might be, attending a magnet school that specializes in the performing arts so that he can have the opportunity to explore career possibilities within the entertainment industry.
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</div><div style="font-size: 1px; line-height: 1px;"><i>BEHAVIORAL MODIFICATION ROLE MODELING</i>
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> Besides the use of negative and positive reinforcements to reform the bully child, the following real life scenario behavior modification approach is one example of how to change the bullying behavior of the aggressive bully child:
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</div><div style="font-size: 1px; line-height: 1px;"> John looked like a high school kid. He had a muscular build and stood six feet tall. He was old enough to be in the ninth grade. But because he had been held back in school numerous times he was in sixth grade. John hung out with the wrong crowd. He was a bad boy and it was rumored that he was a member of an inter city gang. John went on a rampage if a teacher told him that he was wrong. He could be outright dangerous and so none of the teachers were willing to have anything to do with John. And so he was sent to my Resource Specialist Program for behavioral intervention.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> When John came to my class I sat him down and asked him, "Why do you get mad at your teachers and refuse to do your work?" , John told me, "It's because I don't like being told that I am wrong!" "Okay" I said. "If I never tell you that you are wrong will you do the work in my class and not get angry?" I asked. After a moment of silence John said, "Yes". So our day began. I was giving a spelling test to my class that day. I instructed all of the students to

write down the correct spelling of the words that I was going to give them. But for John I had a different instruction. "John" I said "I want you to spell all of the words that I am going to say out loud to you wrong". Unsure if he had heard me correctly he asked me to repeat at myself. I repeated my directions to him. After that he asked me in a shocked tone of voice, "You want me to spell them wrong?" "Yes. Every single word must be spelled wrong" I said. A befuddled expression befell John's face. He shifted nervously in his seat. He then leaned over to the boy sitting next to him and whispered, "Did she say that she wanted me to spell all of the words wrong?" "Yes", the other boy told him. I gave John the same ten words to misspell that I was giving the rest of the class to spell correctly. At the end of the spelling test I sat down next to John and we looked over his spelling paper together.

"John" I said "You did not follow my directions. You did not spell any of these words wrong." He looked over at me nervously. Then, one word at a time I explained why. "This word is spelled only half wrong. "This word is only partially incorrect. And this word is barely wrong at all", I told him. After that, I looked over at John and asked him, "Do you know why you failed to spell any of these words wrong?" Dumbfounded, he shook his head "no". "Here, let me show you why. "Your brain must have remembered the rule for spelling this word because it spelled its ending completely right. "And this word you spelled most of it correctly because you sounded it out. "And you must have seen this word before because it has only one letter that does not belong to it. "You see. Look how smart you are John. "You were unable to spell the words wrong because you are too intelligent to.

After saying that to John, I asked John, "If I ask you to answer a question and you give me an answer that I am not looking for, is it okay with you if I tell you that you are partially right, or half right or mostly right, instead of wrong?" John looked at me a little frightened but with a grin on his face he said, "Yes". I had conveyed to John in an innovative manner that there is no such thing as being completely wrong about anything. Hence, John will always be somewhat right about everything. After that, John was never ever again hostile towards any teacher who told him that he was wrong.

The Inadequate Bully

Through neglect, abuse, or overindulgence a child is taught to feel inadequate. Such insecurity manifests itself as an overwhelming FEAR of both failure and success. Thusly, the inadequate child bully will lie, cheat, and steal to overcompensate for his false belief that he is unworthy.

There are numerous things that the inadequate bully child may feel insecure about. He may be worried that he does not measure up physically. He is afraid that if he does not push other children around, his peers will perceive him as a weakling and push him around. Thusly, he compensates for his anxiety by picking on a child who is weaker and smaller than he is.

The inadequate bully child might also be concerned that he does not measure up emotionally. He is afraid that if he does not act cruel his peers will perceive him as being vulnerable and pick on him. And so he attempts to alleviate his anxiety by mocking a child who is handicapped or sick.

The inadequate bully child may also be agitated that he does not measure up mentally. He is afraid that if he does not criticize others his peers will not take him seriously. So, he makes an effort to cover up his anxiety by ridiculing whomever he thinks is stupider or smarter than he is.

Yet another thing the inadequate bully child might become bothered by is that he does not measure up spiritually. He is afraid that if he does not insist that everyone be like him his peers will believe that he is not likable. Thusly, he ostracizes anyone and/or any thing that is different than he.

nt-size: 1px; line-height: 1px;"><i>BEHAVIORIAL MODIFICATION ROLE MODELING</i>
</div><div style="font-size: 1px; line-height: 1px;"><i></i>
</div><div style="font-size: 1px; line-height: 1px;"> The following real life scenario illustrates how to change the bullying behavior of the inadequate bully:
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> Bruce was a gifted child who happened to have Dyslexia. This meant that he had trouble tracking objects with his eyes, and so academic activities like reading was difficult for him. Bruce also had a violent temper. Once he lost it there was no turning back.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;"> One day during P.E. while my class was playing handball, all of the children started laughing at Bruce because he kept missing the ball. Every time that he tried to hit the ball, he would either hit it into the wrong direction, or his hand would completely miss it altogether. Bullying that the other children were doing was caused Bruce to start displaying a temper tantrum. But before it was able to reach a volatile level, I stopped the game, and told the entire class that the next child who laughed at Bruce will go to the end of the line to wait for his turn. Then, I explained to the class and to Bruce that he kept missing the ball because his eyes had difficulty watching it when it moved. After that, I told Bruce to concentrate on keeping his eyes on the ball at all times. Then, aim his fist at the ball where he wanted the ball to go. Then, hit the ball while still watching it with his eyes. I also instructed the class in unison to clap for Bruce after he successfully hit the ball instead of laugh at him if he didn't. That day Bruce learned that the reason why it was hard for him to hit the ball had nothing to do with him as a person and so he no longer got angry about it.
</div><div style="font-size: 1px; line-height: 1px;">
</div><div style="font-size: 1px; line-height: 1px;" align="center">"I BE ME"
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The Intermittent Behavior Modification Experience

The inadequate child bully is obviously not getting from his significant others the guidance and love that he must have in order to be the person that he is meant to be. The educational system has surely failed him also. If he has trouble learning by the time he gets any intervention for his learning difficulties he has already experienced failure more than any child has a right to. Having given up on himself, he is afraid of both failure and success. A specialized behavior modification program will help him reform. And there is no better time to start him on one than when he is still an impressionable youngster. I developed what I call the Intermittent Behavior Modification Experience or I.B.M.E. (I Be Me). It offers a fail-safe learning environment for the inadequate child bully. It shows him that he no longer has to fail for success is no longer a risky process.

The I.B.M.E. method requires an adult such as a teacher or parent to make a personalized contract with the inadequate child bully. The contract is a cooperative effort. Therefore, before it can be drawn up the teacher or parent must have a one on one interview with the child. The purpose of the interview is for both the teacher or parent and the child to decide and agree upon what will be in the I.B.M.E. contract. By asking the student what his interests and hobbies are, and by discussing with the child what disruptive behaviors he has to stop, the teacher or parent will be able to assess what undesirable behaviors and meaningful reward incentives will be in the I.B.M.E. contract.

At the start of the program, the I.B.M.E. contract will have the number of undesirable behaviors and reward incentives within it that are age appropriate. When working with the inadequate child bully age appropriate refers to stage of development. That means that it does not matter how physiologically old the child is. What does matter is how psychologically old the child is.

As a for instance, if the inadequate child bull

y is stage developmentally K-3rd grade then start the I.B.M.E. contract with only one undesirable bully behavior to work on. If the inadequate child bully is stage developmentally 3-6th grade then start the I.B.M.E. contract with two undesirable bully behaviors to uproot, and so on and so forth. No matter what age the playground bully is maturity wise do not exceed four undesirable behaviors to rectify at one time. You do not want to overwhelm the child.

Though the teacher or parent must pay attention to stage versus age level of appropriateness, where behavior modification is concerned, the most important thing to keep in mind is to base how many undesirable behaviors BOTH you and the inadequate child bully AGREE to correct. Some children may not be able to handle trying to change the amount of undesirable behaviors that are deemed stage level appropriate or that they desire to alter, so use discretion. If this happens begin by modifying one inappropriate behavior at a time.

Meaningful Reward Incentives for the I.B.M.E. Contract