



# BULLYING IDENTIFICATION: A DEVELOPMENTALLY APPROPRIATE APPROACH

Successful Solutions Professional Development LLC

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**ECE Virtual Classroom**  
Online Courses for Early Childhood Educators



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# Bullying Identification: A Developmentally Appropriate Approach

## *2 clock hours early childhood education*

### Course Description

Bullying is a word that we often hear along with a sad or sometimes tragic ending. Programs with children of all ages incur bullying behaviors and educators should be developing tools and strategies to help prevent and manage these behaviors. This course will explain the definition of bullying behavior, provide some real-world examples to be analyzed, and recommend many tools and strategies that are simple and effective to work through bullying behaviors and support victims of bullying.

**Washington STARS credit:** Ongoing Measurement of Child Progress (2 hours)

**CDA Content Area:** Observing and Recording Children's Behavior (2 hours)

### CDA Settings

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

### Learning Outcomes

- ✓ Identify types of bullying
- ✓ Distinguish between bullying behavior and typical childhood development
- ✓ Discuss experiences reacting to bullying behavior in a peer discussion
- ✓ Analyze lesson plan examples to teach positive social supports
- ✓ Identify the educator's role in identifying bullying behaviors
- ✓ Analyze a video for positive teacher supports to encourage positive social interactions

### Course Content

1. Course Agenda
2. What is Bullying?
3. Types of Bullying
4. When and Where Does Bullying Occur?
5. What Makes a Bully?
6. Identifying Bullying
7. Discussion: Share Your Experiences (1/7)
8. Bullying and Childhood Development
9. Bullying or Development? (2/7)
10. Gender and Bullying



11. Observation is the Key
  12. Positive Supports for Bullies 0-3 Years
  13. Discussion: Difficult Temperaments (3/7)
  14. Positive Supports for Bullies 3-5 Years
  15. Support Positive Social Interactions (4/7)
  16. Positive Supports for Victims of Bullying
  17. Bullying Prevention, Identification, and Support
  18. Lesson Plan: Soothe the Baby (5/7)
  19. Lesson Plan: Friendship Charades (6/7)
  20. End of Course Quiz (7/7)
  21. Course Evaluation Form
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## Sources

- M. Fekkes F. I. M. Pijpers S. P. Verloove-Vanhorick. Health Education Research, Volume 20, Issue 1, 1 February 2005, Pages 81–91, <https://doi.org/10.1093/her/cyg100>
  - Facts about Bullying published by Stop Bullying, a Federal Campaign. Accessed via <https://www.stopbullying.gov/media/facts/index.html>
  - Resources on Bullying Identification, Reporting, Support, and Prevention by The SONET-BULL project commissioned by the European Union. Accessed via <http://www.sonetbull-platform.eu/>
  - Resources on Preventing Bullying In Early Childhood by Education Development Center, Inc. Accessed via <http://preventingbullying.promoteprevent.org/preventing-bullying-in-early-childhood>
  - K. Snow. NAEYC Resource Blog. Bullying in Early Childhood. October 27, 2014. Accessed via <https://www.naeyc.org/resources/blog/bullying-early-childhood>
  - D. Espelage, E. Gutgsell, J. Gutgsell, S. Swearer. Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention. Chapter 8: Bullying Among Children: The Influence of Peers and Teachers. Routledge, 2004.
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## Glossary of Terms

### Childhood Development

Child development entails the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy.

### Behavior

The way in which one acts or conducts oneself, especially toward others.



## **Developmentally appropriate**

Developmentally Appropriate are activities which are suitable for the age and stage of development of individual child.

## **Gender**

The state of being male or female (typically used with reference to social and cultural differences rather than biological ones).

## **Guidance**

Ongoing direction, counseling, teaching, or modeling of generally accepted social behavior through which a child learns to develop and maintain the self-control, self-reliance, and self-esteem necessary to assume responsibilities, make daily living decisions, and live according to generally accepted social behavior.

## **Positive guidance**

Positive guidance methods are based on the children's development and are focused on maintaining the child's self-esteem and dignity.

## **Positive Social Interactions**

Positive social interactions are interactions that take place between peers that are positive in nature and successful for both children involved. These peer interactions are important because they lead to positive social and emotional development in children.

## **Preschool-age**

Preschool age child means a child 3 through five years of age.

## **Temperament**

Temperament broadly refers to consistent individual differences in behavior that are biologically based and are relatively independent of learning, system of values and attitudes.

## **Toddler**

Toddler means a child twelve months through thirty-six months of age.

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## **Optional Resources for Further Study**

- Stop Bullying, a Federal Campaign, <https://www.stopbullying.gov/>



- Bully Prevention in Early Childhood Education: Collaboration between Teachers and Families, By Nancy W. Sager, M.A. and Carla Garrity, Ph.D.  
[http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=736](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=736)
- Bullying in the early years by Karen Weeks for Early Childhood Australia,  
<http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-16-4-2010/bullying-early-years-free-article/>
- Bullying Report Describes Effects On Child Development, Need For Cyberbullying Monitoring by Hanady Kader for Seattle Children’s Hospital, <http://pulse.seattlechildrens.org/bullying-report-describes-affect-on-child-development-need-for-better-cyberbullying-management/>
- Bullying in Early Childhood by Kyle Snow for NAEYC,  
<https://www.naeyc.org/resources/blog/bullying-early-childhood>
- Effects of Bullying by StopBullying.gov, <https://www.stopbullying.gov/at-risk/effects/index.html>
- The Roles Kids Play in Bullying by StopBullying.gov , <https://www.stopbullying.gov/what-is-bullying/roles-kids-play/index.html#involvement>
- Respond to Bullying by StopBullying.gov, <https://www.stopbullying.gov/respond/on-the-spot/index.html>
- Build a Safe Environment by StopBullying.gov , <https://www.stopbullying.gov/prevention/at-school/build-safe-environment/index.html>
- Support the Kids Involved by StopBullying.gov ,  
<https://www.stopbullying.gov/respond/support-kids-involved/index.html>

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## Course Author

**A special thank you to Aurora Tollestrup, BS Ed for developing the curriculum for this topic.**

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## ECE Virtual Classroom Academic Coach

The Virtual Classroom Academic Coach’s role is to support the ECE students through the training process. The Virtual Classroom Academic Coach reviews assignment per directions, monitors discussion threads, answers inquiries/emails, monitors student engagement, provides online student support, and regularly collaborates with team members on development. The Virtual Classroom Academic Coach serves as the facilitator and grader, while the Online Educators are the official state approved trainers.

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## Student Support



The best way to reach us is through live student support chat. Look for the Chat with Us bubble on the bottom left corner of the website.

Website: [www.myececlass-observe.com](http://www.myececlass-observe.com)

E-mail: [info@myececlass.com](mailto:info@myececlass.com)

Phone: (360) 602-0960

## Student Support Hours

### Chat & Email Support

Monday - Friday	7 am – 6 pm
Saturday & Sunday	9 am – 6 pm
Holidays (Email Only)	10 am – 4 pm

### Phone Support

Monday - Friday	7 am – 6 pm
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## Required Assignments

### Reading

The text on each page should be read. When you submit the worksheets, discussion boards, and click on the NEXT PAGE button, it will create a record of your progress moving through each page.

### Videos

Watch the videos as you encounter them. If you have trouble with the videos playing, this may require that you update flash player on your computer. Optionally, some students find that if they are having difficulties playing the videos on their computer, they can view them on their phone. There is a link above the videos to view them on YouTube directly. You may wish to save the Youtube link for the video to refer to in the future, or in order to use another device for viewing.

### Discussion

The discussion questions are a required part of the course. You may either post on the discussion board where you are contributing to the thread with other students. Alternately, you have the option of clicking on the link above the discussion board and submitting your response on a worksheet form. The ECE Virtual Classroom Coach will be tracking your submission of the discussion board assignments as part of meeting the learning outcomes for the course.



## Worksheets

Check for Understanding worksheets are provided throughout each course. The worksheets allow opportunities to reflect on the course materials as you are progressing through the training. Watch your email in-box for trainer feedback. You may not receive feedback for every single assignment, depending on how quickly you are moving through the course. Instead, you may receive an email letting you know that your work was done well, with a certificate attached. If you need guidance, the trainer or the academic coach will be sending you emails with feedback with instructions for resubmission. Certificates will not be issued if worksheets are skipped, incomplete, or filled in with inappropriate responses. If you need assistance, we have student support available via Live Student Support Chat 7 days a week (Mon.-Fri. 7 am-8 pm and Sat.-Sun. 9am-6pm PST).

## Quizzes

The end of course quizzes are primarily multiple choice and true or false questions, with occasional open-ended questions. 70% or better is required to pass the quiz. You can review the course materials and retake the quiz as many times as needed to pass. Automated emails are sent to you confirming that you have submitted the worksheets and quizzes and provide you with a link to resume at the next page.

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## Optional Course Items

The items below are offered in each course as options. Optional means that you have the choice to utilize them, or not.

## Optional Resources for Further Study

We have included a wealth of resource links for you to explore and further your knowledge about each topic.

*The resource links provided in our website are provided solely for your convenience and may assist you in locating other useful information on the Internet. When you click on these links you will leave our website and will be redirected to another website. These websites are not under the control of Successful Solutions Training in Child Development. Successful Solutions Training in Child Development is not responsible for the content of linked third party websites. We are not affiliated with these third parties nor do we endorse or guarantee their products, services, website content, etc. We make no representation or warranty regarding the accuracy of the information contained in the linked websites. We suggest that you always verify the information obtained from linked websites before acting upon this information.*



## Parking Lot

The Parking Lot is offered as an optional opportunity to interact with the trainer about a question that you may have about the course topic. If you do not have a question, it is not necessary to fill out this form, it is not required. If you choose to submit a question to the trainer, she will respond to you by email. Be sure to watch your email in-box.

You can always leave a message for student support on our Live Chat on the bottom left corner of the website, any time of day or night. If we are not available, we will respond by email as soon as possible.

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## Certificates

When you submit the evaluation form, that prompts the academic coach to review all of your work. We will evaluate your work to assure that you have met the learning outcomes. Once that assessment is complete, you will receive your certificate by email. [Click Here](#) for a sample certificate. (This certificate is an example. The student certificate may vary slightly). Certificates are prepared 7 days a week between 7 am and 7 pm PST. In most cases, you should receive your certificate by email within a few hours after you submit the evaluation form, or first thing the next morning.

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## State Training Approval

This training may, or may not, meet annual training requirements in your state. Please provide us with your state, and any State registry ID number on the evaluation form, and if we are able to record your completed training with your state, we will. In some cases, for annual state credit, you will need to submit the certificate to the appropriate registry and they may or may not award annual credit. Providing a State Registry number to us does not guarantee that your state will approve the training for annual continuing education credit.

### **The following states have *pre-approved* our courses:**

- Washington State DEL MERIT Trainer: Kimberlee Turner, MS Ed #4062747253
- Texas Approved Master Trainer: Kimberlee Turner, MS Ed #34928
- Illinois Organization Approval Number B102312
- Ohio (Entity OIN # 21084413) *Does not meet the requirements for Step-Up-to-Quality*
- North Carolina Organization Approval
- Utah Organization Approval for Online Career Ladder Courses
- Vermont Organization Approval

Our courses may be accepted many states that do not require pre-approval.



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## Technical Requirements

- Laptop or PC
- Most students are able to use mobile devices such as tablets to complete courses. However, each device is different, and an individual's skill level with the device may determine their success with using a mobile device.
- Recommended web browser: Google Chrome
  - Microsoft Edge, Safari and Firefox are other acceptable browsers.
  - Internet Explorer is no longer supported by Microsoft, and you may have issues if you use it to take training.
- Operating System
  - Make sure you're using a current operating system (for example, Windows 10).
  - Outdated operating systems may cause technical difficulties.
- Internet Speed
  - Slow internet speed may impact loading time.
- Videos may require Adobe Flash Player.

Adobe Reader is required to open PDF files. Download Adobe Reader can be downloaded free <https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html>

