Commonalities of Bullying, Teasing, and Inappropriate Social Behaviors:
• A child states or acts in a negative way towards another child. These statements/actions are often hurtful.
• The statements or actions can happen on a repeated basis.
• The statements or actions are unprovoked

Characteristics Unique to Bullying:
• The actions are intentional.
• Bullying involves an imbalance of physical or psychological power.
• The bully is working to influence/develop a relationship with a group of spectators. This creates a situation in which who the victim is can be “irrelevant” to the bully. Simply they need a victim and will find one regardless of who the person is.
• Victim does not need to be present for bullying to occur.
• The behavior is persistent and ongoing.

Characteristics Unique to Teasing:
• The child wants to have a relationship with the victim.
• The child doesn’t know, doesn’t understand how to, or is embarrassed to create an appropriate relationship with the victim.

Characteristics Unique to Inappropriate Behavior:
• The child doesn’t understand or is incapable of following the norms of the situation.
• The child possibly acted impulsively.
• The child could have a biological issue that impacts their ability to function appropriately within the environment.
• The child may not be interested in having any type of relationship with the victim or the spectators.
• The child may not know the event happened or be able to explain why the event happened.
• The behavior may be attention seeking but not relationship seeking

Strategies for Supporting Children in Bully-Spectator-Victim Relationships
If your child is the victim:
• Identify a variety of friend groups to be with that will be supportive
• Identify alternative activities
• Work on calming strategies so that the child does not over react to the situation
• Work on turn the table and questioning strategies
• Alert the teacher/principal/social worker

If your child is the bystander:
• Identify exit strategies from the social interaction
• Practice talk that encourages bullies to act in a more appropriate way such as, “Dude, leave the kid alone” or “______, why do you always need to pick on him”
• Practice diversion talk “hey, lets go over here and do _____”
• Practice not reinforcing the bullying behavior (don’t just go along with it)
• Alert the teacher/principal/social worker

If your child is the bully:
• Discuss what makes good friendships
• Correct behavior in which the child is making negative comments to other children (i.e. siblings, friends, etc.)
• Seek support from outside professionals (i.e. School Social Worker)
• Alert the teacher/principal/social worker

Strategies for Supporting Children in Teasing Relationship
If your child is the victim:
• Identify activities that can be done in a structured situation
• Practice positive interactions between the students
• Practice not responding to the teasing behavior
• Alert the teacher/principal/social worker

If your child is the teaser:
• Discuss what makes good friendships
• Correct behavior in which the child is making teasing comments and actions to other children (i.e. siblings, friends, etc.)
• Role play friendship making skills such as how to start a conversation, how to make eye contact, and how to listen
• Brainstorm activities that can be done together
• Identify and practice activities that can be done in a structured situation
• Practice positive interactions between the children
• Alert the teacher/principal/social worker

Strategies for Supporting Children in Inappropriate Social Behavior Relationship
If your child is the victim:
• Identify a variety of friend groups to be with that will be supportive
• Identify and practice exit strategies - how to move away from the inappropriate child
• Work on calming strategies so that the child does not over react to the situation
• Alert the teacher/principal/social worker

If your child is demonstrating the Inappropriate Social Behavior:
• Identify and reinforce clear rules for social situations
• Implement Behavior Modification Plan (i.e. token economy or chart) for recognizing and celebrating not doing inappropriate behaviors and doing appropriate behaviors
• Role play social situations
• Identify and practice structured social interactions
• Seek support from professionals (Social Workers, Teachers, Psychologists, Pediatricians)
Alert the teacher/principal/social worker