



Bullying:

Student, Teacher, Parent
Matters

Matthew 25:35-40 New International Version (NIV)

- o 35 For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, 36 I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.'
- o 37 "Then the righteous will answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? 38 When did we see you a stranger and invite you in, or needing clothes and clothe you? 39 When did we see you sick or in prison and go to visit you?'
- o 40 "The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'

Purpose, Goal & Objectives

- o Purpose- To create a dialogue, here at St. Philip's about bullying.
- o Goal- To have a better understanding of bullying and how we can prevent and handle it here at St. Philips. Also, to create some tools to pass to our students as they grow and leave St. Philips.
- o Objectives;
 - o Come up with a working definition of bullying.
 - o Come up with ways that we can prevent bullying here at St. Philip's.
 - o Have a collaborative effort (teachers & parents) that will help St. Philip's put policies and procedures into place that will help us effectively deal with bullying in the future.

Activity # 1

- o Look at your number.
- o Find that number on the wall and go there.
- o Your group will discuss and come up with a working definition of what is bullying.
- o Selected groups will share their definition.



What is Bullying?

- o Activity #1
- o Discuss with your group and come up with a working definition of what bullying is.
- o What does bullying look like?
- o What does bullying sound like?

Bullying is...

- In 2014, the Centers for Disease Control and Department of Education released the first federal uniform definition of bullying for research and surveillance. The core elements of the definition include: unwanted aggressive behavior; observed or perceived power imbalance; and repetition of behaviors or high likelihood of repetition. There are many different modes and types of bullying.

Bullying is...

- o The current definition acknowledges two modes and four types by which youth can be bullied or can bully others. The two modes of bullying include **direct** (e.g., bullying that occurs in the presence of a targeted youth) and **indirect** (e.g., bullying not directly communicated to a targeted youth such as spreading rumors). In addition to these two modes, the four types of bullying include broad categories of **physical, verbal, relational** (e.g., efforts to harm the reputation or relationships of the targeted youth), and **damage to property**.

Bullying is...

- o Bullying can happen in any number of places, contexts, or locations. Sometimes that place is online or through a cellphone. Bullying that occurs using technology (including but not limited to phones, email, chat rooms, instant messaging, and online posts) is considered electronic bullying and is viewed as a context or location.

Bullying is...

- o Electronic bullying or cyberbullying involves primarily verbal aggression (e.g., threatening or harassing electronic communications) and relational aggression (e.g., spreading rumors electronically). Electronic bullying or cyberbullying can also involve property damage resulting from electronic attacks that lead to the modification, dissemination, damage, or destruction of a youth's privately stored electronic information.
- o Some bullying actions can fall into criminal categories, such as harassment, hazing, or assault.

St. Philip's definition...



- o Bullying is...
- o repeated aggressive behavior in order to intentionally hurt another, negative and aggressive behavior, whether by a single incident or multiple incidents, directed at a student by one or more other students and in which there is a real or perceived imbalance of power. An imbalance of power can result from multiple factors, including but not limited to physical strength, popularity, access to embarrassing information, or because the bully is not acting alone. Bullying can be face to face or through other forms of written or online communications, and includes, but is not limited to the following actions:

St. Philip's definition...



- o Verbal refers to threatening, taunting, teasing or ridiculing a student by saying (verbal or nonverbal) mean and derogatory things, such as calling her hurtful names
- o Physical refers to hitting, kicking, shoving, pushing, restraining, or making obscene gestures to another student or destroying or damaging another's property
- o Relational/Social refers to gossiping, spreading or starting rumors, defaming, rejecting, and encouraging others not to be someone's friend or to bully another person, harming one's group acceptance by excluding them from a school group or activity.

What we know about bullying...

Prevalence

- o Between 1 in 4 and 1 in 3 U.S. students say they have been bullied at school. Many fewer have been cyberbullied. See more prevalence statistics
- o Most bullying happens in middle school. The most common types are verbal and social bullying.
- o There is growing awareness of the problem of bullying, which may lead some to believe that bullying is increasing. However, studies suggest that rates of bullying may be declining. It still remains a prevalent and serious problem in today's schools.

National Center for Education Statistics and Bureau of Justice Statistics, School Crime Supplement - PDF, 2011.

What we know about bullying...

Risk Factors

- ❖ Young people who are perceived as different from their peers are often at risk for being bullied. See more on who is at risk.

Effects

- ❖ Bullying affects all youth, including those who are bullied, those who bully others, and those who see bullying going on. Some effects may last into adulthood. See more on the effects of bullying.



Bradshaw, C.P., Sawyer, A.L., & O'Brennan, L.M. (2007). Bullying and peer victimization at school: Perceptual differences between students and school staff. School Psychology Review, 36(3), 361-382.

What we know about bullying...

Group Phenomenon

- ❖ Bullying is not usually a simple interaction between a student who bullies and a student who is bullied. Instead, it often involves groups of students who support each other in bullying other students.



Espelage, D. L., Holt, M. K., & Henkel, R. R. (2003). Examination of peer-group contextual effects on aggression during early adolescence. Child Development, 74, 205-220.

What we know about bullying...

Changing Roles



- ❖ There is not a single profile of a young person involved in bullying. Youth who bully can be either well connected socially or marginalized, and may be bullied by others as well. Similarly, those who are bullied sometimes bully others. Youth who both bully others and are bullied are at greatest risk for subsequent behavioral, mental health, and academic problems.

Bradshaw, C.P., O'Brennan, L. & Sawyer, A.L. (2008). Examining variation in attitudes toward aggressive retaliation and perceptions of safety among bullies, victims, and bully/victims. Professional School Counseling, 12(1), 10-21.

What we know about bullying...

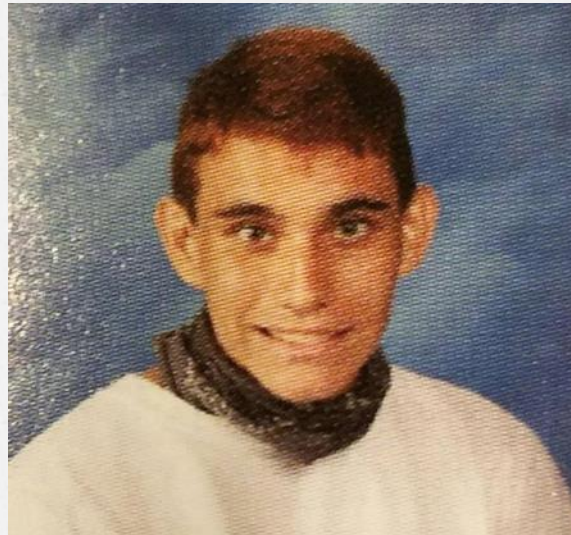
Disconnect Between Adults and Youth

- ❖ There is often a disconnect between young people's experience of bullying and what the adults see.
Also, adults often don't know how to respond when they do recognize bullying.

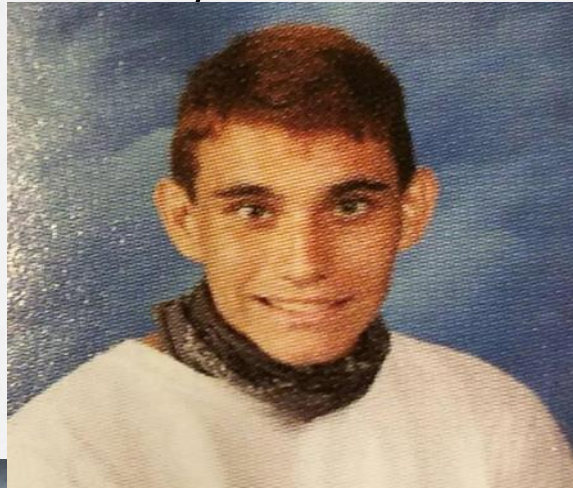
Bradshaw, C.P., Sawyer, A.L., & O'Brennan, L.M. (2007). Bullying and peer victimization at school: Perceptual differences between students and school staff. School Psychology Review, 36(3), 361-382.

What do you think...

- o When Nikolas was 5, he was in the den with his father. His mom was in the kitchen, the friend said.
- o "Nikolas came down the hallway and he went to his room, and he was crying. She said, 'What's the matter, did Daddy punish you?' Just as clear as day, he said, 'Nope. Daddy's dead.' "



- o He had been diagnosed with a string of disorders and conditions: depression, attention deficit hyperactivity disorder, emotional behavioral disability and autism, records from the state Department of Children and Families show.
- o At 5 foot 7 and 120 pounds, the slight Nikolas Cruz was bullied, records indicate.
- o Nikolas was a peculiar boy. He was particular about food. He was socially awkward.



What do you think...

- o The young man has been described as “lost,” “lonely” — and violent. In eighth grade, he was assigned to a school for students with emotional problems.



Activity #2

How should we as adults, be it parents and educators, respond to bullying? Discuss it from various perspectives; if your child is being bullied, or if your child is the bully. How should you handle it as an educator?

Selected group will briefly share...



Prevention

- Solutions to bullying are not simple. Bullying prevention approaches that show the most promise confront the problem from many angles. They involve the entire school community—students, families, administrators, teachers, and staff such as bus drivers, nurses, cafeteria and front office staff—in creating a culture of respect. Zero tolerance and expulsion are not effective approaches.
- Bystanders who intervene on behalf of young people being bullied make a huge difference.

American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. American Psychologist, 63(9), 852-862.

Espelage, D.L., Green, H.D., & Polanin, J. (2012). Willingness to intervene in bullying episodes among middle school students: Individual and peer-group influences. Journal of Early Adolescence, 32(6), 776-801.

Farrington, D. P. & Ttofi, M. M. (2009). School-based programs to reduce bullying and victimization. Campbell Systematic Reviews, 6.

Prevention

- Studies also have shown that adults, including parents, can help prevent bullying by keeping the lines of communication open, talking to their children about bullying, encouraging them to do what they love, modeling kindness and respect, and encouraging them to get help when they are involved in bullying or know others who need help.

Boccanfuso C. & Kuhfeld M. (2011). Multiple responses, promising results: evidence-based nonpunitive alternatives to zero tolerance. Child Trends. http://www.childtrends.org/Files//Child_Trends-2011_03_01_RB_AltToZeroTolerance.pdf. Published 2011. Last accessed September 2012.

Waasdorp, T. E., Bradshaw, C. P. & Duong, J. (2011). The link between parents' perceptions of the school and their responses to school bullying: Variation by child characteristics and the forms of victimization. Journal of Educational Psychology, 103(2), 324-335.

Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of School-wide Positive Behavioral Interventions and Supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. Archives of Pediatrics and Adolescent Medicine, 116(2), 149-156.

Activity #3

- o Look at your seat number and go to that area in the chapel.
- o Your group will take a look at the type of Bully prevention programs and give some feed back; is it something you would or would not want to see? What are some of the advantages or disadvantages? Should St. Philip's implement this type of program? Use your devises to research some of these prevention programs.
- o We will briefly discuss the feedback that your group provided.

In Conclusion

- We here at St. Philip's will continue to keep the lines of communication open when it comes to bullying. Even if it is not prevalent here, we still want to provide our students and families with the necessary tools to handle bullying, in all aspects.
- St. Philips will take all this information and use it to come up with a more comprehensive bullying program that if the situation should happen to arise, we will be more than ready to handle this situation.
- Please fill out the survey and return it...Thank you!

thank
you!

