

Empower Yourself and Others to Implement Strategies and Tools to Stop Bullying

Presented By:

Darlene Perez, Program Manager, Instructional Support

Becky Cruz, Program Manager, Educational Liaison



Project supported by MHSA Prevention and Early Intervention grant



Jay Speck
Superintendent of Schools

Lisette Estrella-Henderson
Associate Superintendent, Educational Services
and Student Programs



Objectives



- ☞ Define Bullying
- ☞ Student Social-Emotional Risk Factors
- ☞ Bullying Policies
- ☞ Warning Signs of Bullying
- ☞ Effects of Bullying
- ☞ Responding to Bullying
- ☞ Resources from School to Home Support

What is Bullying?

- ∞ Bullying is aggressive behavior that is intentional and involves an imbalance of power or strength at an identified target and is repetitive



Question?



What are Types of Bullying

- A. Verbal
- B. Social
- C. Physical
- D. Cyber & Texting
- E. All of the above

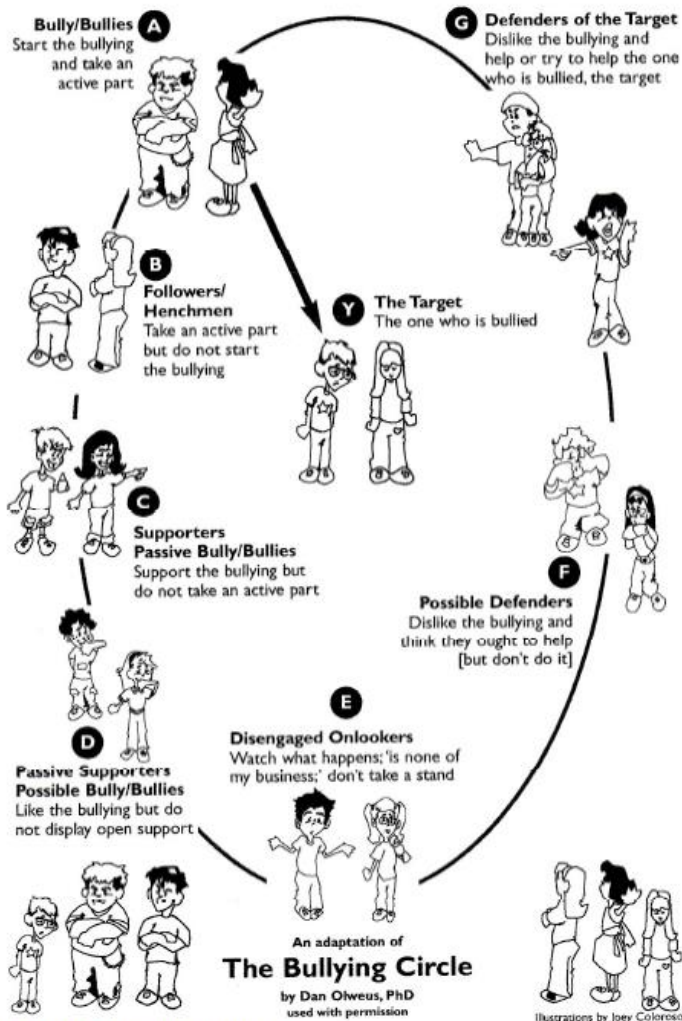
Student Social-Emotional Risk Factors

- ∞ Some adults may believe it's a part of growing up and view it as a healthy rite of passage
- ∞ Higher risk of depression and anxiety
- ∞ Bring fear and hopelessness into one's life
- ∞ Adults that were bullied as children are three times more likely to consider suicide than others
- ∞ People who bully have a higher risk and are more likely to:
 - ❖ Abuse alcohol and other drugs in adolescence and as adults
 - ❖ Drop out of school
 - ❖ Engage in early sexual activity
 - ❖ Have criminal convictions
 - ❖ Be abusive towards their partners, spouses, or children as adults

Who is At-Risk of Bullying Others?

- ∞ Well-connected to their peers, have social power, and at least one of the following:
 - Overly concerned about their popularity
 - Like to dominate or be in charge of others
- ∞ Isolated from their peers, and may have any of the following:
 - Depressed or anxious
 - Have low self-esteem
 - Less involved in school
 - Easily pressured by peers
 - Do not identify with the emotions or feelings of others
- ∞ Being aggressive, have less parent involvement, think badly of others, are impulsive, are hot-headed and easily frustrated, have difficulty following rules, view violence in a positive way

The Bully, The Bullied and The Bystander



∞ The Bully

- A conscious act that causes harm to someone else

∞ The Bullied

- The target of the harmful act

∞ The Bystander

- Those that look away, encourage harmful acts and or engage in acts

Question?



What statistic is TRUE

- A. 1 in 7 students in grades K-12 is either a bully or a victim of a bully
- B. Students intervene within 2 minutes of witnessing their peer being bullied
- C. About 42 % of kids have been bullied while online with 1 in 4 being verbally attacked more than once
- D. A and C are correct
- E. All of the above are correct

Bullying Policies

California Law

- ☞ (1) Right to Safe Schools.
- ☞ AB 1156
- ☞ B 9 – Seth’s Law

CA Teachers Association

- ☞ Hate Crimes: Violence
- ☞ Abusive Behavior and Criminal Activities in Schools

Education Code

- ☞ 201
- ☞ 48900
- ☞ 32261
- ☞ 35294.21
- ☞ 48900.4



California Education Codes at a Glance

☞ Bullying/Harassment

- Education Code 48900
- Education Code 48900.4
- Education Code 48900.2

☞ Cyber Bullying

- Education Code 48900
- Education Code 32261

☞ Hazing

- Education Code 48900.2

☞ Sexting

- A.B. 321
- S.B. 916
- S.B. 919

☞ <http://www.cde.ca.gov/ls/ss/sebullyingprev.asp>



How to recognize if a child is being bullied
or is bullying?

Warning Signs



How to Recognize if a Child is Being Bullied?

- ❑ Damaged clothing, missing personal belongings
- ❑ Unexplained cuts, bruises, and scratches
- ❑ Seems afraid of going to school
- ❑ Begins to receive truancy reports for getting to school late or to a selective class
- ❑ Lost interest in school work or suddenly begins to do poorly
- ❑ Appears sad, moody, teary or depressed
- ❑ Complains frequently of headaches, stomachaches or other physical ailments
- ❑ Appears anxious and suffers from low self-esteem



Question?



Why Do Kids Bully?

- A. To control resources (play space, social interactions, attention from others)
- B. To keep others away if they are anxious or insecure about interacting
- C. To make themselves popular, to escape their own problems, because they may be bullied themselves
- D. All of the above



Responding to Bullying



Respond to Bullying

- ∞ Be a caring adult - Talk with the child, discuss and validate the child's feelings, attitudes and concerns
- ∞ Don't REACT without knowledge
- ∞ Empathize with the child
- ∞ Work together to find a solution
- ∞ Document ongoing bullying
- ∞ Help the child develop strategies and skills for handling bullying
- ∞ Be persistent as it may not be resolved overnight
- ∞ Stay vigilant to other possible problems that the child may be having
- ∞ Provide bullying professional development to school staff
- ∞ Integrate bullying free policies into school and classroom climate practice
- ∞ Look at areas of campus that are "identified" bullying hotspots

De-Escalation

- ∞ Don't ATTACK but REACT by giving time to hear from the student
- ∞ Breathe, focus on the student, active listening, repeat what was heard to check in with student (reflection), ask student what their needs are, check in with the student to see what other things are going on in their life.
- ∞ Check your body language
- ∞ Reduce stimulation
- ∞ An agitated student is sensitive
- ∞ Look for small (+) behaviors and reinforce them with acknowledgement
 - ∞ Roll play case scenario from toolkit
 - ∞ 3 Students (bully, bullied, bystander)

Phrases to Remember

- ☞ It seems like....
- ☞ What if...
- ☞ Let's try...
- ☞ It feels like...

- ☞ I appreciate your situation...
- ☞ It sounds hard for you...
- ☞ I can see how upset you are...

Things to Consider

- ☞ Talk to find out what happened
- ☞ Encourage empathy
- ☞ Clear and consistent rules
- ☞ Supervise activities - get to root of bullying behavior
- ☞ Build on talents and positive attributes
- ☞ What they may interpret is that you are going to ignore it
- ☞ Never tell the child to ignore the bully
- ☞ Do not assume that the child did something to provoke the bully
- ☞ Do not encourage the child to harm the person who is bullying them
- ☞ Check in with your child regularly to see how they are doing
- ☞ Be aware that the law limits the ability of the school personnel from revealing disciplinary actions taken against other students

Resources from School to Home



Connecting Social Emotional Well-Being with Classroom to Home Support Toolkit

Clinical Work in the Schools

- ∞ Develop joint partnerships
- ∞ Prevention & Early Intervention (PEI): Direct services (individual and small group counseling) to students in grades K-12 and case management through the Youth Engagement Program (YEP) for grades 9th – 12th
- ∞ Clinicians can be a member of your school team
- ∞ Develop a comprehensive community strategy to address bullying
- ∞ Look at integrating therapeutic activities in the classroom and have it supported in the home



Curriculum to Address Bullying Classroom and Home Supports

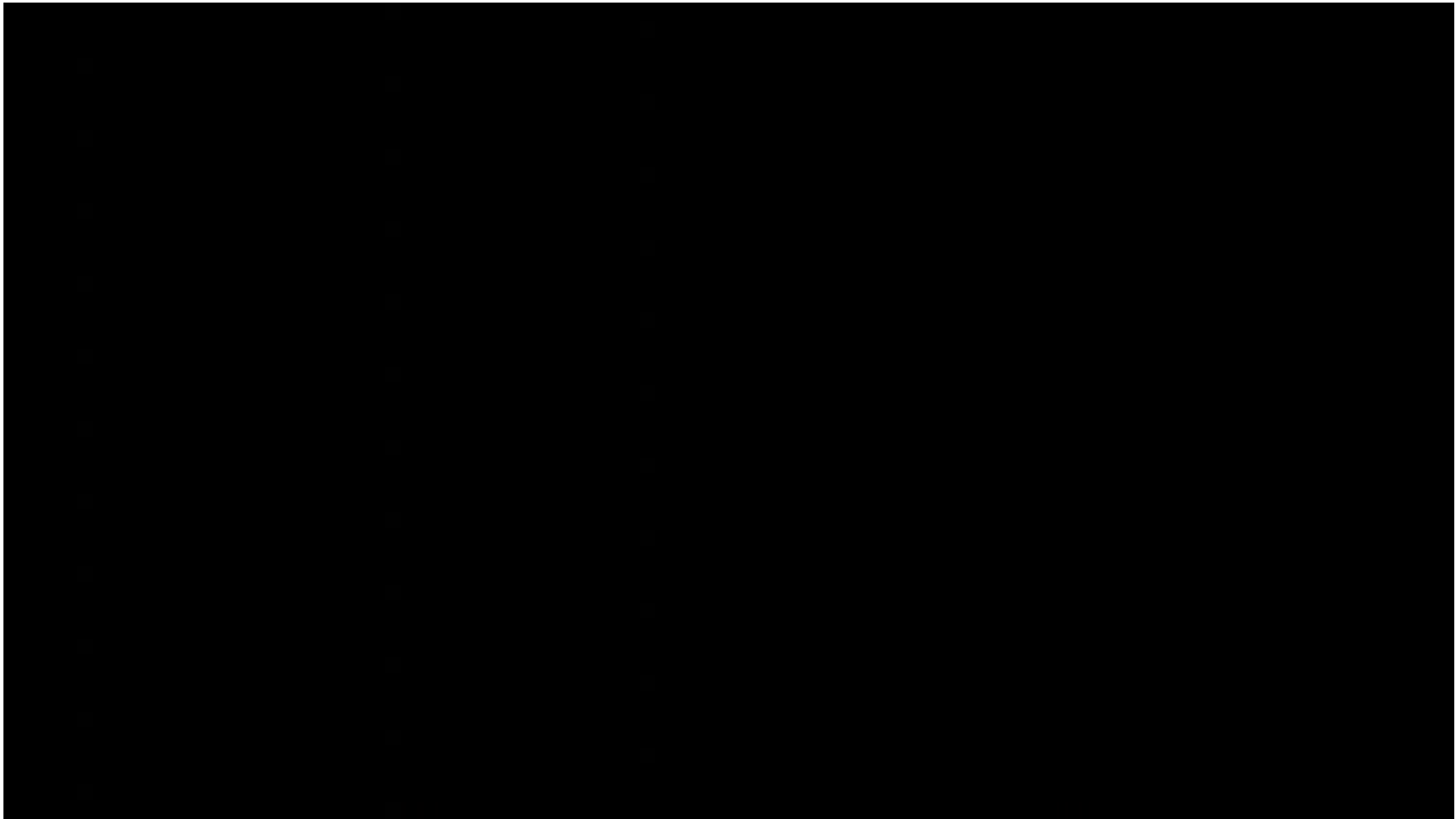
Curriculum resources and choosing which is best for your school

- ☞ SCOE developed a Bullying Curriculum Resource Guide to assist with this task
- ☞ Curriculum Designation: evidence based, clinical and therapeutic based, grade level appropriate, and continued use from therapy to classroom to home activities re-enforcement
- ☞ Broken down by Primary- Core Curriculum
- ☞ Supplemental Curriculum Activities
- ☞ Collection of Games and Activities
- ☞ CDE

Curriculum to Address Bullying Classroom and Home Supports

- ∞ Sample activities
- ∞ Share “We Never, Ever Tease About...” signs and purpose for school and home use
- ∞ Share resource sheet for Parent, Teacher, and Administrator Tips on Bullying and de-escalation

Generation Text = ' - (...OMG



Thank You



What can I take away from this workshop?