A Presentation by
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Awareness/Solutions

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- College level instructor for twelve years
- Former PAL teacher (three years)
- Bachelor in Business Management and Masters degree in Psychology and Human Behavior
- Life Coach certification with emphasis on spirituality, compassion, and human motivation
- Spokesperson and coordinator for the Susan G. Komen Foundation
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• Award-winning essayist with a special interest in culture

• University instructor for five years, and currently an adjunct professor at Brookhaven college

• Owner of WeCreators – a Center for Empowerment, Personal Growth & Success

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• Certified personal development coach and motivational speaker with an emphasis on the power of the mind and intention

• Trained and certified Master teacher in multiple healing modalities (Reiki, Isis Seichim, and other).

• A member of the American Association of Teachers of Slavic and Eurasian Languages (AATSEL) and the Board of Directors and the Executive Committee of the Bulgarian Cultural Center of Dallas.
OBJECTIVES

• To define bullying
• To analyze the various bullying types and behaviors
• To understand the scope of bullying-related problems and consequences
• To identify the bully
• To identify the victim
• To pinpoint the reasons behind bullying
• To recognize the warning signs of bullying
• To provide preventive and intervening strategies
WHAT IS BULLYING?
BULLYING IS REPEATED, INTENTIONAL, AND CONTINUAL HARASSMENT INVOLVING A VICTIM AND A BULLY. IT CAN BE DIRECT (E.G., PUSHING, BEATING, ETC.) OR INDIRECT (E.G., SPREADING RUMORS, CYBERBULLYING, ETC.).
"Bullying poisons the educational environment and affects the learning of every child.” Dan Olweus

• Bullying leads to generally unhealthy classroom environment
• Bullying results in poor or diminished academic performance
• Bullying can lead to deep and lasting social and psychological trauma
• Due to its severity, the actions of the bully may be considered criminal if the bully is over twelve years of age
• It is the obligation of school authorities and teachers to recognize and prevent classroom bullying
Research indicates:

• 40% of children in school fall into either the bully, victim or bystander categories

• While the other 60% of students may not take an active role in bullying, they enable the bully by simply observing

• Most students witness bullying on several occasions while in school

• 45% of bullies are usually kids who are victims of bullying at home and have parents with anger-management problems
CONSEQUENCES OF BULLYING

The consequences on the victim can vary, depending on the severity of the bullying:

• Loneliness, alienation
• Loss of self esteem
• Depression and anxiety
• Eating disorders
• Health problems
• Suicide

Bullying, however, can affect everyone involved - including the bully himself/herself and the witness!
BULLYING VENUES

Bullying can take place in and away from schools. Research indicates, however, that the majority of bullying takes place in educational institutions.

- **Elementary School Bullying**: also called “playground bullying”
- **Middle School Bullying**: occurs during transition from elementary school to middle school
- **High School Bullying**: occurs during transition from middle to high school
TYPES OF BULLYING

Physical Bullying: Harm to another’s body or property

• Hitting
• Shoving
• Teasing
• Defacing property
• Stealing
• Repeated graphic gestures
• Physical threatening and intimidation
• Weapon assault
• Blaming
TYPES OF BULLYING

Emotional Bullying: Harm to another’s self-worth or self-esteem

- Name-calling
- Teasing about looks or possessions
- Insulting family
- Insulting intelligence
- Exclusion
- Verbal taunts, threatening and intimidation
- Harassing phone calls
- Questioning hygiene
TYPES OF BULLYING

Social Bullying: Harm to another’s group-acceptance

- Gossip
- Rumors
- Teasing
- Deliberately ostracizing from group or activity
- Mean tricks
- Insulting race or gender
- Public humiliation
TYPES OF BULLYING

**Cyber Bullying**: Bullying that takes place online (social media websites, chats, blogs) or via electronic technology (phones, laptops, tablets, etc.). It aims to ruin the reputation of the victim:

- Mean texts messages or emails
- Fake profiles created in the victim’s name
- Fake emails, texts or messages sent in the victim’s name
- Rumors spread about the victim online
- Embarrassing photos or videos featuring the victim, posted online or sent by text
WHEN TEACHERS BECOME BULLIES

Teachers too can be bullies, sometimes without realizing it. Common signs of a teacher who is a bully are:

• Raising of voice to the student
• Making physical contact with the student (laying of hands on the shoulder, grabbing an arm, etc.)
• Using sarcasm to belittle the student
• Embarrassing the student in front of other students
• Throwing objects at the student (books, papers, pens, pencils)
• Laughing at the expense of the student
• Encouraging other students to bully the student
TEACHERS AS VICTIMS

A 2011 study, *Understanding and Preventing Violence Directed at Teachers*, reported 80% of about 3,000 K-12 teachers surveyed felt victimized by students, students’ parents or colleagues in the past year. Teachers who are bullied repeatedly experience:

- Verbal intimidation
- Obscene gestures
- Cyberbullying
- Physical offenses
- Theft or damage to personal property

37% of teachers who reported student abuse, stated that it was because of a student's parent.
THE PROFILE OF A BULLY

• Most children learn anger management as they grow older, the bully does not

• Parents sometimes encourage these traits. Often children who bully do so because this is what they see and experience at home

• Studies indicate that children who bully are generally quick-tempered, have difficulty conforming to rules, and react positively towards violence

• Can come from any economic, cultural, and religious background
THE PROFILE OF A BULLY, cont.

• Aggressive behavior patterns
• Desire to dominate others
• Need to feel in control
• Little remorse for hurting others
• Refusal to take responsibility for actions
• Usually average students
• Are not anxious or insecure
• Do not suffer from low self-esteem
• Normally have a small group of friends
• Successful in hiding behavior
• Get very excited by reaction of victim
WHO IS THE VICTIM?

Children who are bullied share certain common characteristics and are often bullied for one or more of the following:

• Appearance: These are children who stand out in terms of their style of dress, make-up, hair, etc. These individuals are often artistic

• Intellect: Can be low or high according to average standards

• Socio-economic background

• Cultural or religious background

• Sexual orientation
TYPES OF VICTIM:

Passive Victims:
• Hold feelings inside, tells nobody
• May carry a weapon for self-defense
• Try to avoid attacks
• Very sensitive, cry easily
• Easily pushed around
• Lack social skills
• Chosen last for activities
TYPES OF VICTIM:

Reactive victims:
- Pester and irritate others
- Quick-tempered
- Look like a bully, but really are victims
- Clumsy, immature, restless
- Provoke attacks
- Isolated, few or no friends
- Overly dependent on adults
- Frequently distressed
INDICATORS THAT A CHILD IS BEING BULLIED

• Physical: unexplained bruises and injuries. Exhibits signs of physical distress such as frequent headaches, stomach-aches, or nausea

• Emotional: sadness, anger, depression, anxiety

• Social: withdrawing from group activities and frequently wants to be left alone. Alienation

• Academic: performance (grades, homework, participation, attendance) suddenly declines
WHAT TO DO
WHEN YOU WITNESS BULLYING
PREVENTION

As teachers we have a moral and ethical obligation not only to educate and protect our students, but to guide and nurture them into becoming healthy and succeeding adults!

- Develop a curriculum that promotes kindness, cooperation, and friendship and includes lessons and activities promoting empathy, anger management, and conflict resolution skills.
PREVENTION, cont.

• **Communicate**: Incorporate into your lesson plans anti-bullying discussions. Help your students build an understanding of what is bullying and how to prevent it.

• **Involve**: Plan anti-bullying events or an outdoors activity to reach out to more students, as well as their parents.

• **Inspire**: Invite annually special guest speakers (football player, local respected celebrity, radio or TV host, psychologist, motivational speaker, etc.) and have them deliver an inspiring lecture.

• **Engage creatively**: Studies show that children are more willing to become involved when they are engaged creatively. Have your students do anti-bullying artwork, music, video, or creative presentation.

• **Be persistent**: Have clear and strict class rules against bullying.

• **Be informed**: Know your campus policy on bullying and share it with your students and their parents.
INTERVENTION

• If you witness bullying immediately approach the scene and intervene

• First, always speak to the child being bullied, and then to the bully. Try to speak with both parties privately.

• Be aware that bullies are often skilled at talking away their violation: “No harm done,” “I was just kidding,” etc.

• Be firm but fair. Remember that most bullies have become such because they do not know any better

• Report the incident to the school authorities

• Involve the parents

• In confronting children or parents involved in bullying, remain objective and always adhere to the anti-bullying school and classroom policy
REPORTING

Always report incidents of bullying! You are ethically bound to do so.

**Important contact information (enter this into your phone address books!)**

**Report Child Abuse:**
Texas Department of Family and Protective Services
1-800-252-5400
https://www.txabusehotline.org/

**Suicide Concerns:**
Texas Suicide Prevention
1-800-273-8255
http://www.texassuicideprevention.org/
CASE STUDY # 1: Megan Meier
(Source: NoBullying.Com
http://nobullying.com/six-unforgettable-cyber-bullying-cases/)

• 13 year-old Megan struggled with attention deficit order and depression in addition to issues with her weight. About five weeks before her death, a 16-year-old boy named Josh Evans asked Megan to be friends on the social networking website MySpace. The two began communicating online regularly, although they never met in person or spoke on the phone. “Megan had a lifelong struggle with weight and self-esteem,” Tina said on the Foundation website. “And now she finally had a boy who she thought really thought she was pretty.”

• In mid-October, Josh began saying he didn’t want to be friends anymore, and the messages became more cruel on October 16, 2006, when Josh concluded by telling Megan, “The world would be a better place without you.” The cyberbullying escalated when additional classmates and friends on MySpace began writing disturbing messages and bulletins. Tina said on the Foundation website that it was about 20 minutes after Megan went to her room after leaving the computer that the mother found her daughter hanged herself in her bedroom closet. Megan died the following day, three weeks before what would have been her 14th birthday.

• Aftermath: According to the Associated Press, it was later that fall when a neighbor informed Megan’s parents that Josh was not a real person. Instead, the account was created by another neighbor, Lori Drew, her 18-year-old temporary employee Ashley Grills, and Drew’s teenage daughter, who used to be friends with Megan. One year later, the case began receiving national attention. While the county prosecutor declined to file any criminal charges in the case, federal prosecuted charged her with one count of conspiracy and three violations of the Computer Fraud and Abuse Act for accessing protected computers without authorization. A federal grand jury indicted Drew on all four counts in 2008, but U.S. District Judge George Wu acquitted Drew in August 2009 and vacated the conviction.
CASE STUDY # 2: Jack

(Source: Beat Bullying

• Jack’s ordeal started when he moved school and became popular amongst new friends. One of the group, however, disliked Jack’s new popularity, and began to bully him, pushing him in the corridor, insulting him and threatening him. As the bullying increased, and feeling that no one at the school understood his situation, Jack began to self-exclude. He would pretend to be ill so that he could stay home, and when he did attend registration, he would then leave school to wander the streets or go home. Jack: “The bullying got so bad that I wanted to hit back, but I knew that I could end up being excluded for fighting. I wanted to go to school but I didn’t want to get into trouble and upset my mum.”

• Almost immediately, Jack’s school addressed the problem of his absence. Without understanding his reasons for self-excluding, the head teacher automatically assumed that the problem was behavioral and that Jack was to blame. Jack’s mother Julie: “The Head teacher told me that Jack has a problem with anger, implying that there could be no other reason for the bullying. It seemed as though the school were taking the easy way out by blaming Jack, for then they didn’t have to deal with the problem.”

• Aftermath: Eventually, the school grudgingly accepted the situation and arranged a meeting between Jack, the bully, and the school, in order to implement a strategy to resolve the problem.
THE BOTTOM LINE
BULLYING

• It is not limited to age, gender, race, ethnicity, or level of education
• It is not a phase
• It is not a game
• Can cause lasting harm for all parties involved
• Can be prevented
Be Aware! Have a Solution!

AWARENESS/SOLUTIONS

THE INFORMATION PRESENTED IS BASED ON YEARS OF PERSONAL RESEARCH AND CLASSROOM OBSERVATION BY BOTH AUTHORS
Blackboard Bullying
Questions & Answers
In the last two pages of your AIE Quick Reference booklet, write...

**HOW**...

will this session help you further YOUR school improvement?

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