

ADDRESSING BULLYING & CYBERBULLYING

*BUSD WELLNESS SYMPOSIUM
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Johanna Chase, Director

Wellness Programs & Services
Burbank Unified School District

johannachase@burbankusd.org



Caring Schools

“The ability to love, work, and learn.

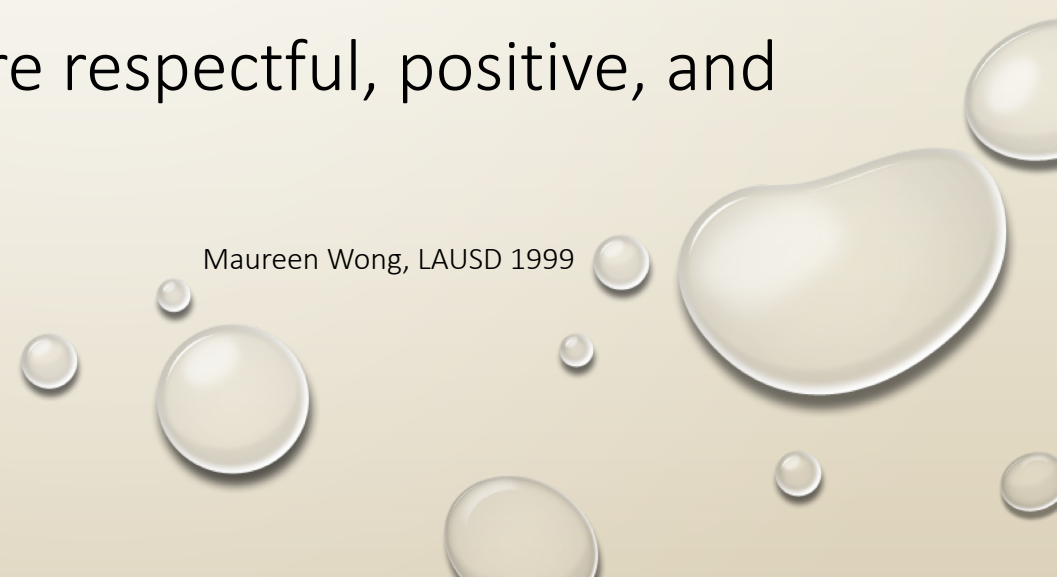
Parents and children and teachers and students

having unobstructed pathways to relationships

and friendships that are respectful, positive, and

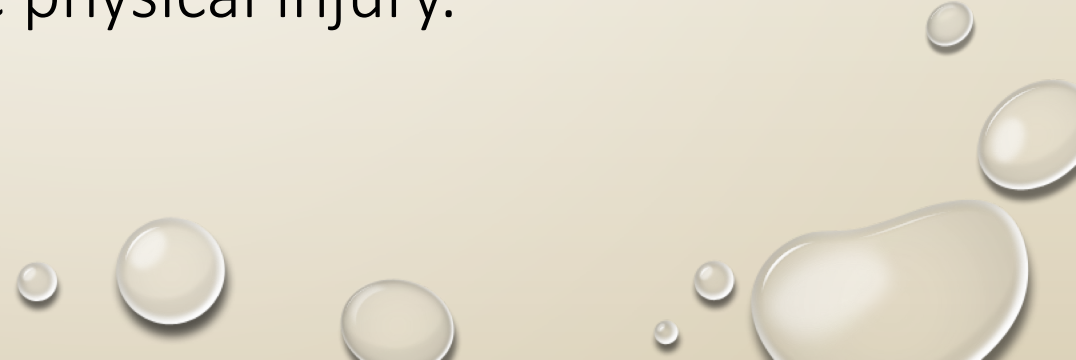
constructive.”

Maureen Wong, LAUSD 1999





EXPOSURE TO TRAUMATIC LIFE EVENTS

- An event that threatens injury, death, or physical safety;
 - May cause fear, insecurity, terror, horror, hopelessness, or helplessness and;
 - Examples may include witnessing or experience various forms of abuse, violence, disasters, suicides, traumatic physical injury.
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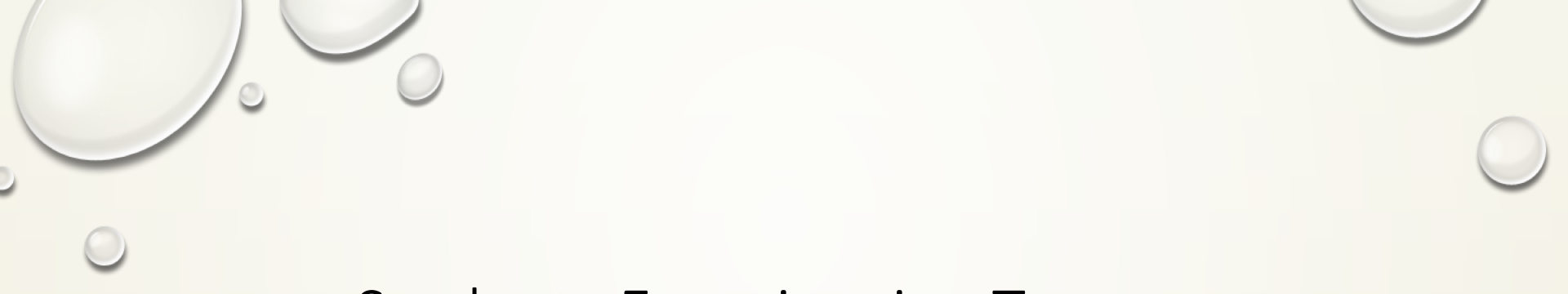
Students Experiencing Trauma

SAMHSA, 2017



67% before
age 16

APA & SAMHSA, 2017



Students Experiencing Trauma

- Often demonstrate either externalized or internalized behaviors.
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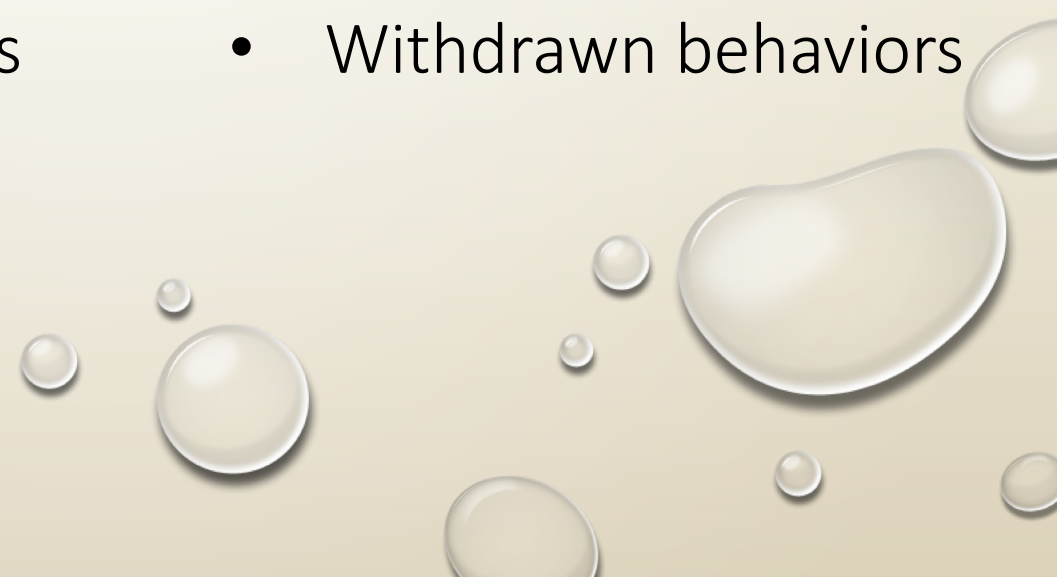


Student Disengagement

EXTERNALIZED

- Undercontrolled behaviors
- Disruptive behaviors
- Acting out

INTERNALIZED

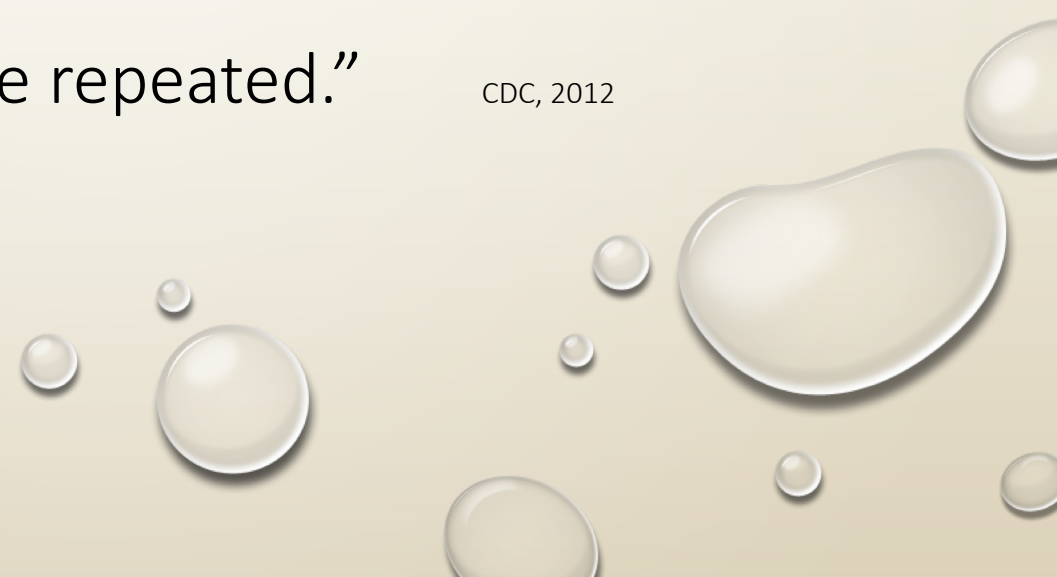
- Overcontrolled behaviors
 - Withdrawn behaviors
- 



Bullying Defined

“Unwanted or aggressive behavior(s) involving perceived or observed power imbalance that is repeated or likely to be repeated.”

CDC, 2012

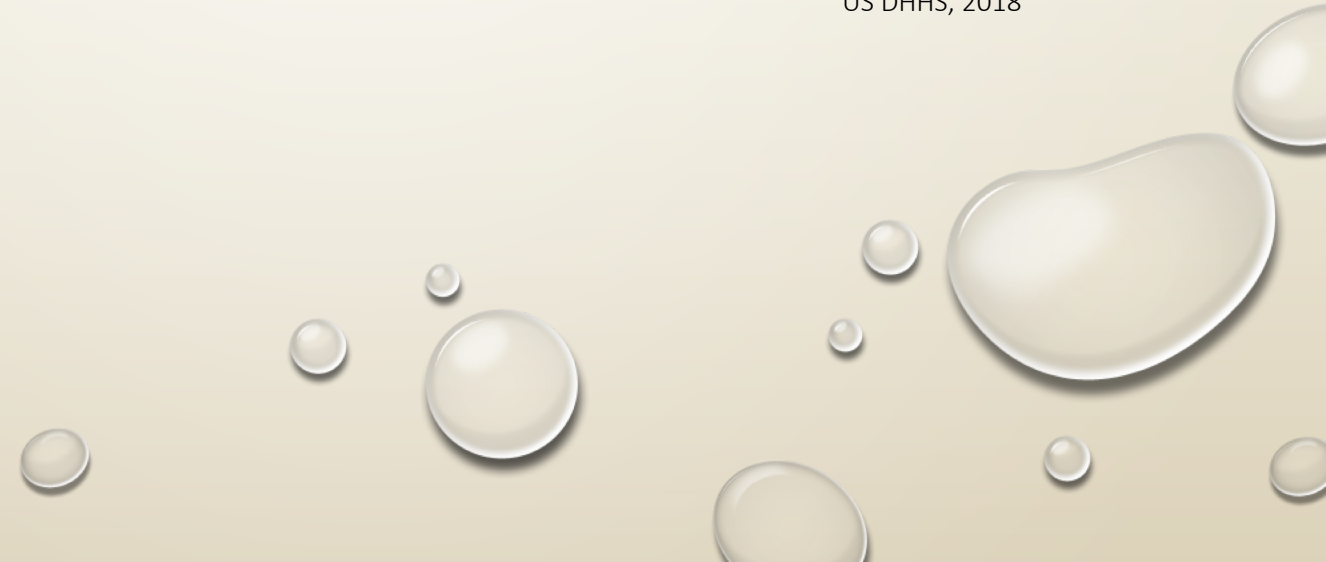




Cyberbullying Defined

“Bullying that occurs over digital devices.”

US DHHS, 2018



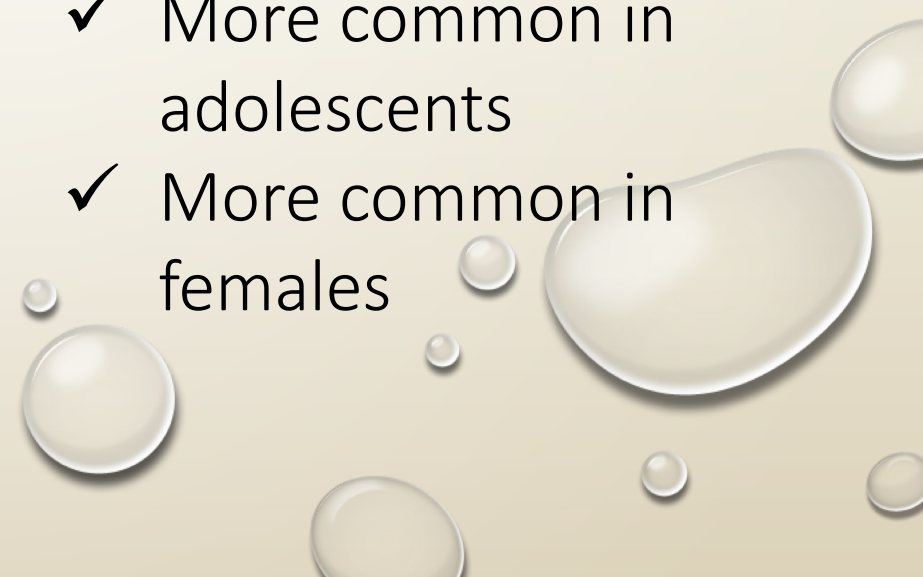


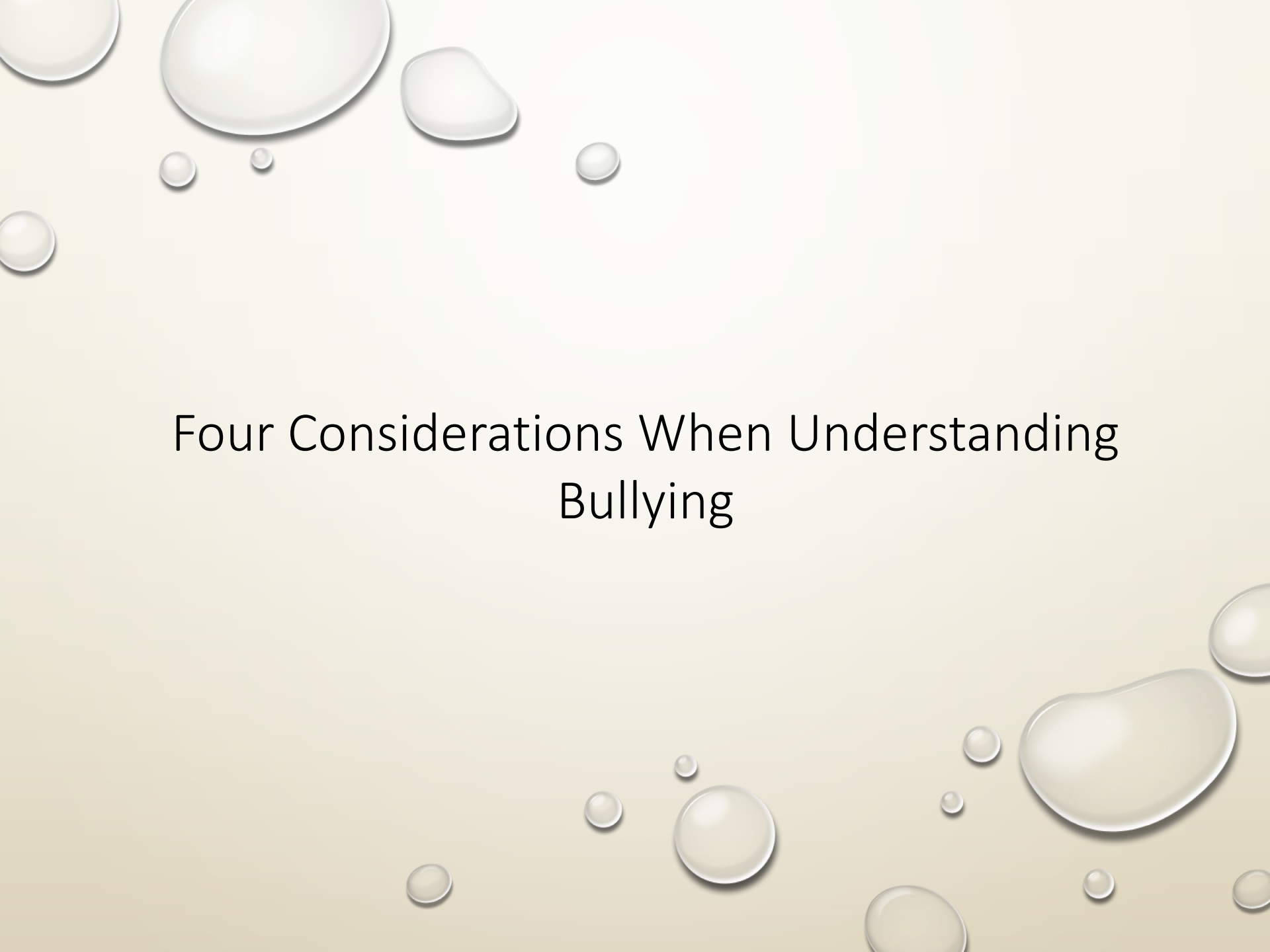
Forms of Bullying

DIRECT

- ✓ Obvious
- ✓ Aggression
 - ✓ Verbal
 - ✓ Actions
- ✓ More common in children
- ✓ More common in males

INDIRECT

- ✓ Social isolation
 - ✓ Exclusion
 - ✓ Not as obvious
 - ✓ More common in adolescents
 - ✓ More common in females
- 

The background of the slide is a light beige color with a subtle gradient. In the top-left corner, there are several realistic-looking water droplets of various sizes, some overlapping. Similarly, in the bottom-right corner, there are more water droplets, including a large, prominent one. The droplets have highlights and shadows, giving them a three-dimensional appearance.

Four Considerations When Understanding Bullying

PEOPLE WHO
BULLY CAN
FEEL

- Acceptance
- Aggression
- Anxiety
- Confusion
- Control
- Embarrassment
- Hostility
- Power
- Prestige
- Prejudice
- Satisfaction

PEOPLE WHO BULLY
& ARE TARGETS OF
BULLYING CAN FEEL

- Acceptance
- Aggression
- Confusion
- Control
- Devalued
- Embarrassment
- Fear
- Isolation
- Hostility
- Power
- Rejection
- Satisfaction

PEOPLE WHO ARE
TARGETS OF
BULLYING CAN FEEL

- Anxiety
- Devalued
- Embarrassment
- Fear
- Frustration
- Helplessness
- Hopelessness
- Humiliation
- Intimidation
- Isolation
- Loneliness
- Persecution
- Rejection

PEOPLE WHO
WITNESS BULLYING
CAN FEEL

- Confusion
 - Embarrassment
 - Fear
 - Helplessness
 - Shame
 - Sadness
- 



Contributing Factors

Under controlled
behavior

Negative
beliefs/attitudes
about others

Negative
beliefs/attitudes
about self

Over controlled
behavior

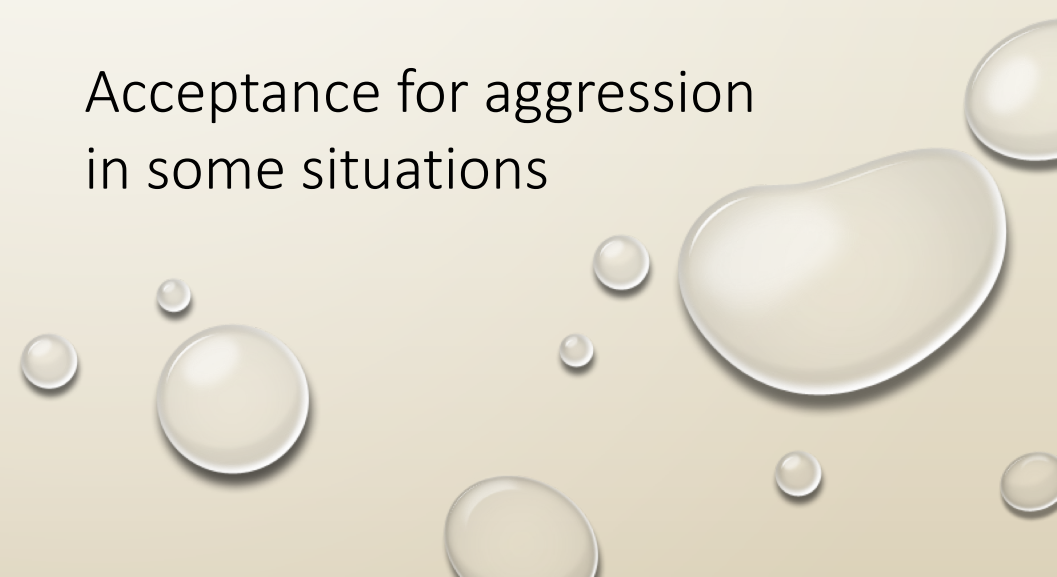
Lacking empathy

Poor impulse
control

Tolerance for
aggression by
adults

Acceptance for aggression
in some situations

Conflicts with
adults



The image features a light beige background with a subtle gradient. In the corners, there are several realistic-looking water droplets of various sizes. Some are large and prominent, while others are small and delicate. They have highlights and shadows that give them a three-dimensional appearance.

LET'S LISTEN...

Don't be fooled by the face I wear
For I wear a mask,
That I am afraid to take off.



Beneath is the real me, in confusion,
aloneness, and fear but I hide this;

Please listen carefully to what I am
NOT saying;

I really want to be me, who I truly am
But I don't know how;

I fight against the very thing I cry out
for;

I need your help, your hand to hold,
your guidance but when you reach out I
may strike back;

Who am I? I am every man, woman,
and child you meet who wears a mask;

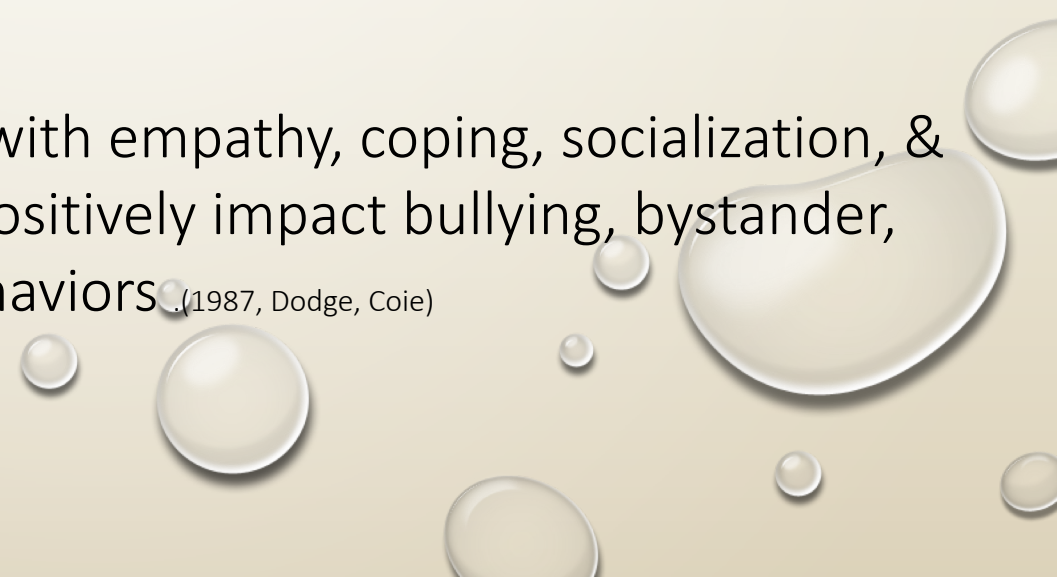
Don't be fooled, at least not by
the face I wear.



Charles C. Finn



Impacting Bullying

- ✓ Shift the focus in learning from acquiring knowledge and facts to developing skills that redirect compromising behaviors and reinforce healthy appropriate behaviors. (2004, Smith, Schneider)
 - ✓ Empower children with alternatives to bullying behavior including teaching empathy skills and healthy-appropriate communication skills. (2004, Smith, Schneider)
 - ✓ Developing understanding with empathy, coping, socialization, & problem solving skills can positively impact bullying, bystander, target, and bully-target behaviors. (1987, Dodge, Coie)
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How Learning Happens

- ✓ Modeling attitudes, beliefs, actions, and behaviors in self and in others;
- ✓ Explicit instruction in higher order critical thinking skills with guided and independent practice and;
- ✓ Sincere acknowledgement of accomplishments.

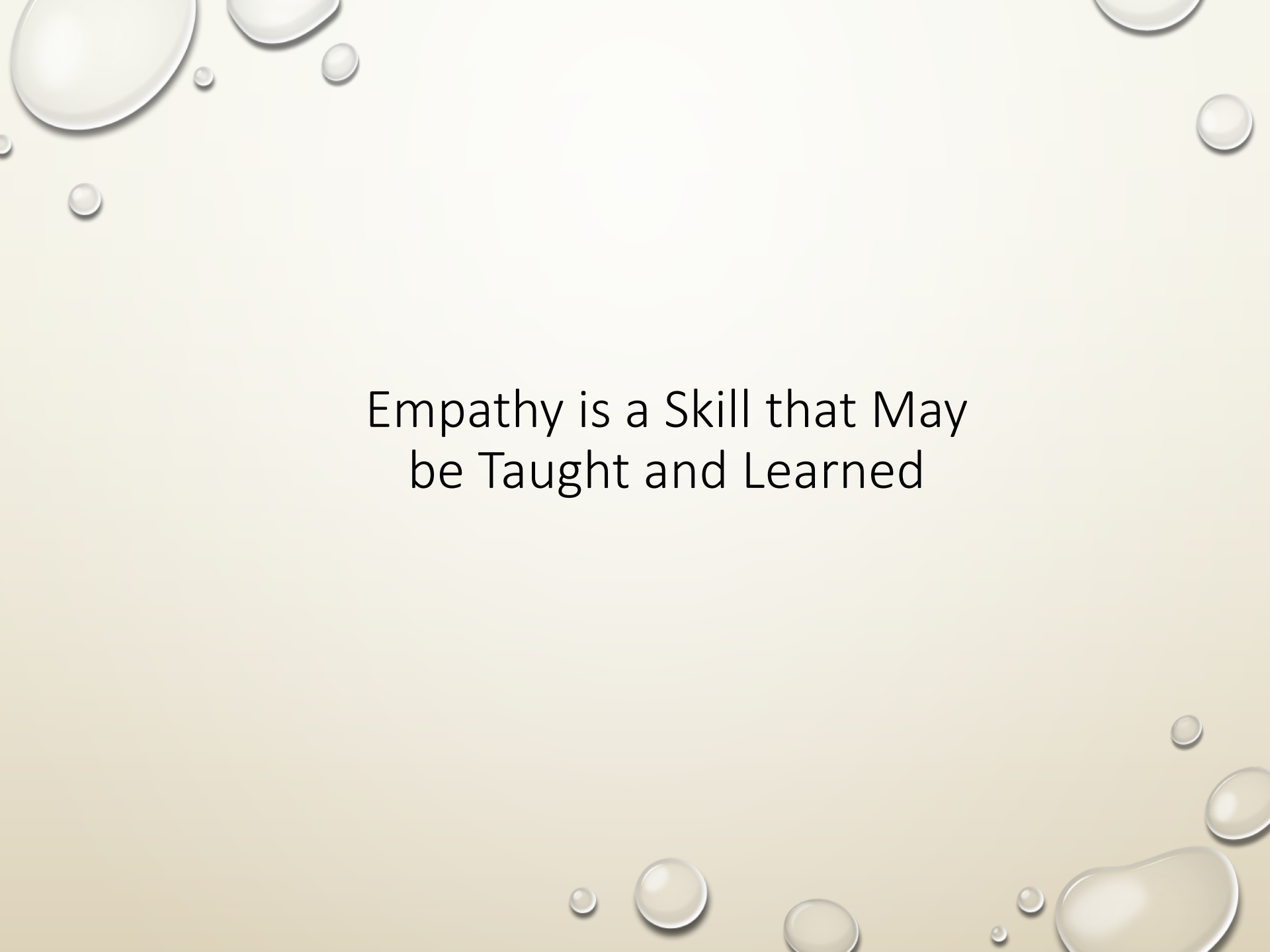
The background is a light beige color with several realistic water droplets of various sizes scattered around the edges. The droplets have highlights and shadows, giving them a three-dimensional appearance.

words unspoken
no judgements **power off**
focus on feelings
acceptance don't speak
Listen **observe**



Be Mindful

words of yourself
of others **actions**
feelings

The background is a light beige gradient. In the top-left and bottom-right corners, there are several realistic-looking water droplets of various sizes, some with highlights and shadows, giving them a 3D effect.

Empathy is a Skill that May
be Taught and Learned

Teaching Empathy as a Skill

- Non-judgmental observations of others
- Recognize the feelings of others
- Reflect on body language as methods of expression
- Listen without commentary
- Acknowledge feelings, thoughts, insights of others
- Appreciate varying points of view and perspectives
- Recognize the perspective of others
- Reflect upon self and others as members of shared community

Practice Recognizing & Expressing Feelings in Healthy & Appropriate Ways

- Identify the feelings;
- Understand the source of the feelings;
- Recognize healthy-appropriate strategies for expressing the feelings;
- Appreciate that not everyone will have healthy-appropriate communication skills and;
- Teach and model healthy-appropriate expression of feelings and emotions.

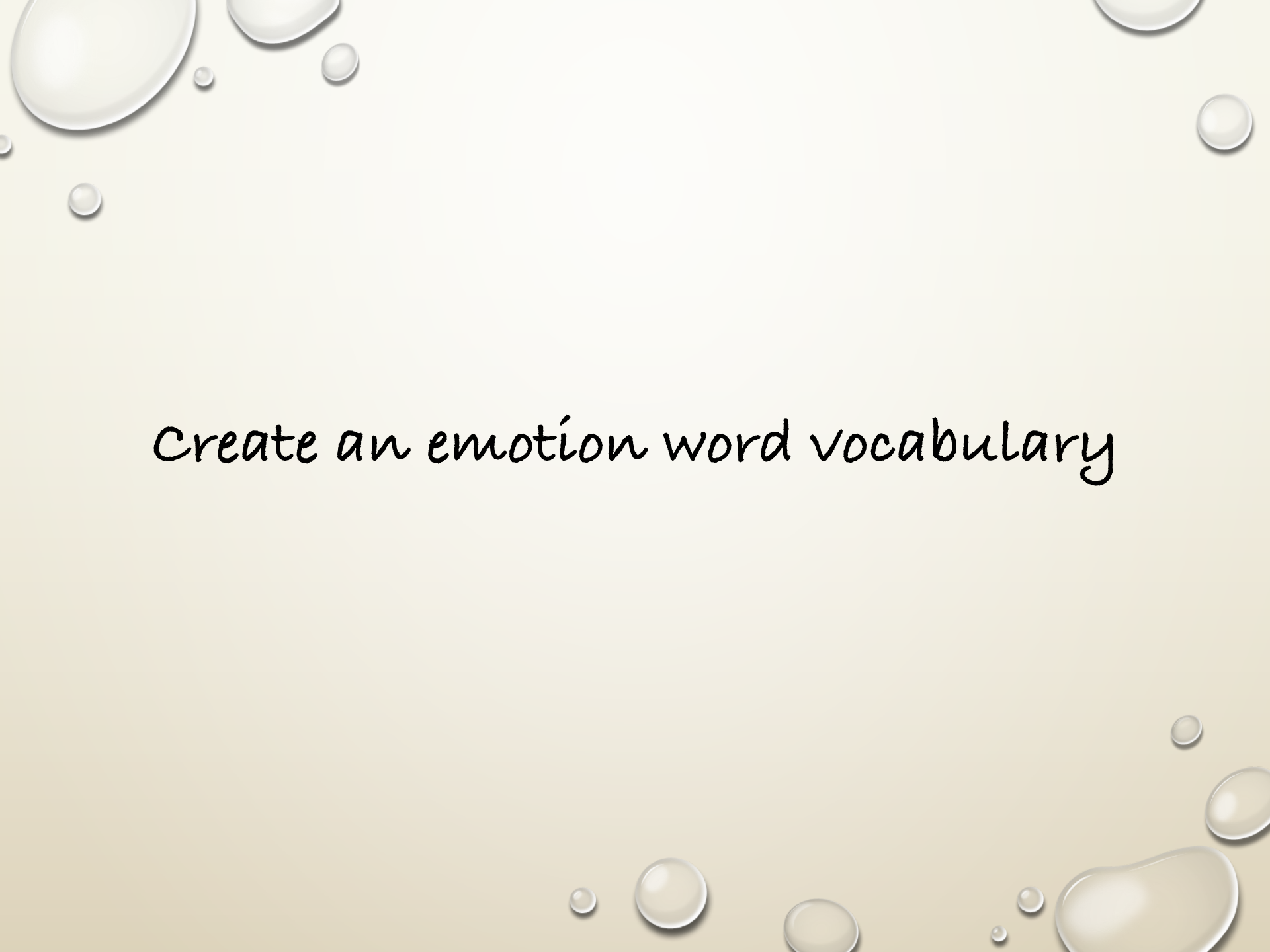
The image features a light beige background with a subtle gradient. In the corners, there are several realistic water droplets of varying sizes. These droplets have highlights and shadows, giving them a three-dimensional appearance. They are clustered in the top-left, top-right, and bottom-right areas, leaving the center of the image clear for text.

breathe

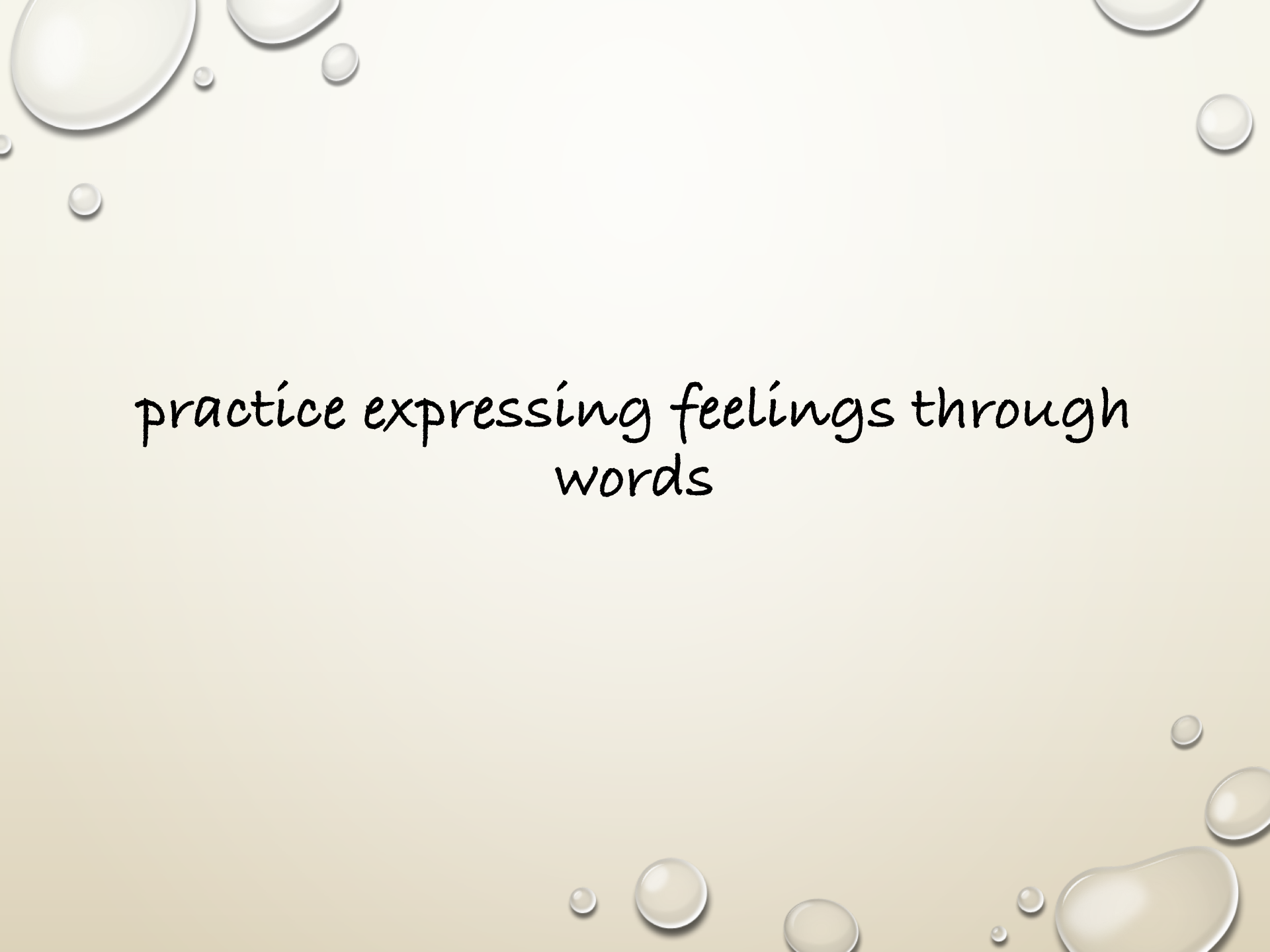
tactile senses

The image features a light beige background with a subtle gradient. In the corners, there are several realistic-looking water droplets of various sizes, some with highlights and shadows, giving them a three-dimensional appearance. The droplets are clustered in the top-left, top-right, and bottom-right corners, while the bottom-left corner is relatively empty.

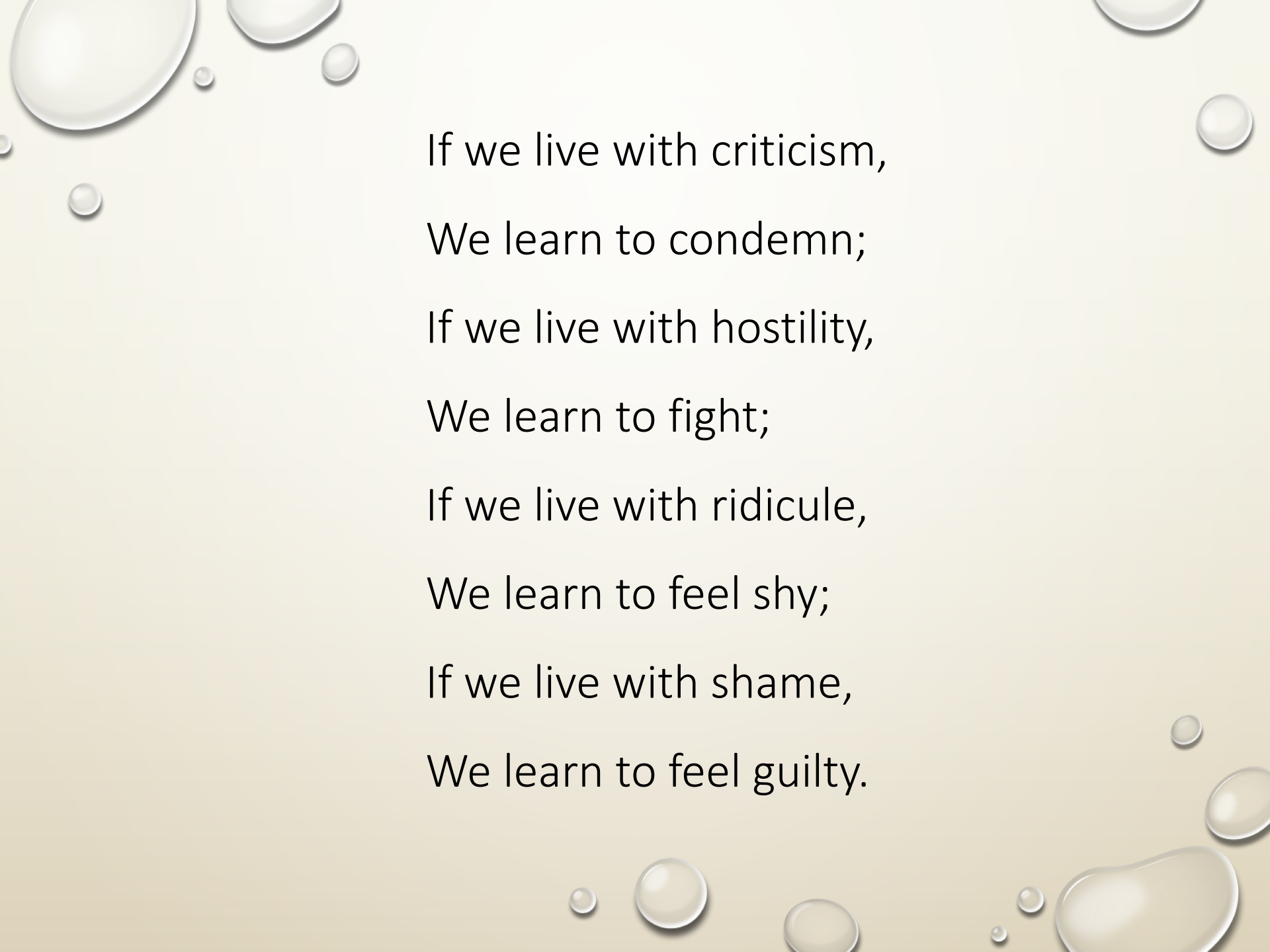
visualize emotions

The image features a light beige background with a subtle gradient. In the top-left and bottom-right corners, there are several realistic-looking water droplets of various sizes, rendered with soft shadows and highlights to give them a three-dimensional appearance. The text "Create an emotion word vocabulary" is centered in the middle of the page in a black, handwritten-style font.

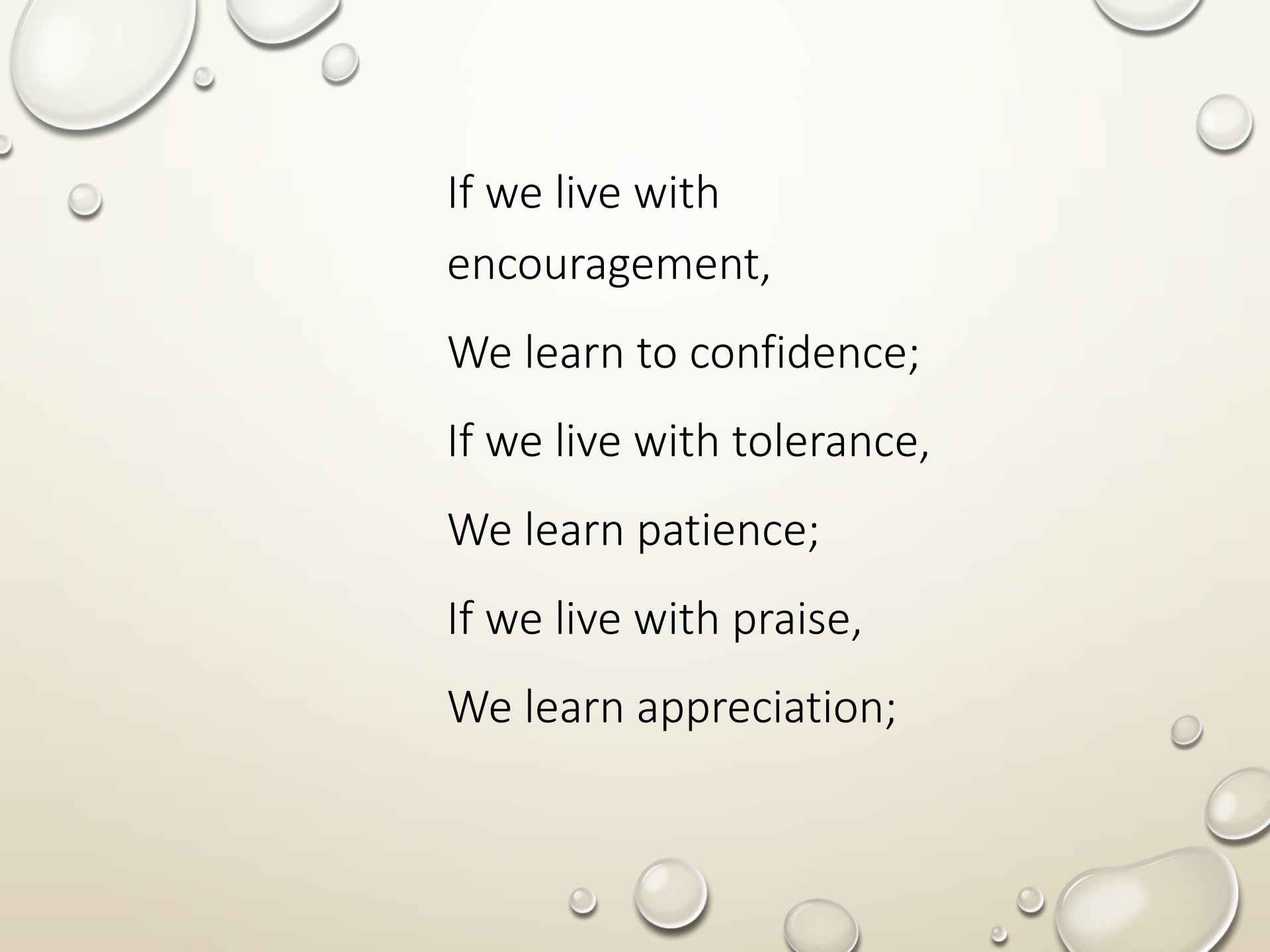
Create an emotion word vocabulary

The image features a light beige background with several realistic water droplets of varying sizes. These droplets are positioned in the corners: top-left, top-right, and bottom-right. The central text is written in a black, casual script font.

practice expressing feelings through
words

The image features a light beige background with several realistic water droplets of varying sizes. These droplets are positioned in the corners: top-left, top-right, and bottom-right. The droplets have highlights and shadows, giving them a three-dimensional appearance.

If we live with criticism,
We learn to condemn;
If we live with hostility,
We learn to fight;
If we live with ridicule,
We learn to feel shy;
If we live with shame,
We learn to feel guilty.

The image features a light beige background with several realistic water droplets of varying sizes. These droplets are positioned in the corners: top-left, top-right, and bottom-right. The droplets have highlights and shadows, giving them a three-dimensional appearance.

If we live with
encouragement,
We learn to confidence;
If we live with tolerance,
We learn patience;
If we live with praise,
We learn appreciation;



If we live with acceptance,
We learn to love;
If we live with approval,
We learn to like ourselves;
If we live with consideration,
We learn respect;
If we live with security,
We learn to have faith in
ourselves;
If we live kindness,
We learn to find our place in
this world.

Dorothy Law Nolte