

Together Against Bullying

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Agenda & Objectives

1. Reflect upon your own experience of bullying/teasing
2. Defining bullying (D65 & Character Strong)
3. Research/stats
4. When to reach out
5. How to approach your students school
6. How do you support your student

Short Questionnaire

---> Questionnaire



Video



What is bullying?



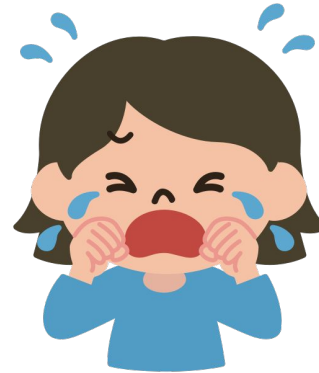
Let's continue to develop common language around bullying behaviors.

Our **definition of bullying** is:
unwanted, harmful behavior that is likely to be repeated, coming from someone who has more power.

We can focus our definition of bullying on 3 important words.

Some of the definitions we just shared may have included these concepts.

- 1 **Power**
- 2 **Pain**
- 3 **Pattern**



Bullying Criteria

Certain criteria must be met for another's actions to be considered bullying...

1. Deliberate
2. Personal/targeted
3. Frequency
4. Power dynamic

When we use a word too much it starts to lose its value- **not every peer conflict is bullying!**



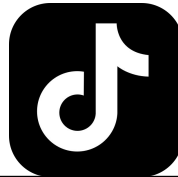
Cyberbullying



Cyberbullying is bullying that takes place over digital devices

Where does cyberbullying happen?

- Social media: Facebook, Instagram, snapchat, Tik Tok, etc.
- Text messaging or emailing
- Online gaming communities



How can you support your Middle Schooler?

- Monitor devices
- Limit time on devices
- Know the account passwords
- Follow/Friend your middle schooler on social media



Snapchat

Bullying Stats

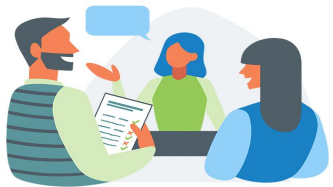
- About 1 out of 5 (19.2%) students in grades 6-12 experienced some sort of bullying in 2022
- Bullying is more common in middle school than high school
- The most common form of bullying is verbal (about 79% of all bullying incidents)
- Low socioeconomic status is a main factor in youth bullying within wealthy countries
- Research has shown that children reporting more adverse childhood experiences (ACEs) may be more likely to exhibit bullying behavior. Children who experience trauma are more likely to be bullied as well.
- Labeling a student as a victim or a bully (rather than referring to the behavior itself) can often define a youth's role in the school community and society

District 65 SEL Curriculum

- District 65 utilizes the programs PurposeFull People (PreK-5th) and Character Strong (6th-8th) as our Tier 1 instructional resource for Social-Emotional Learning.
- These programs also teach our students how to define bullying and different ways to address bullying behaviors.
- School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop.

When to reach out to your students teachers, counselors, social workers or school administrators.

1. **Repeated incidents:** If the incident happens more than once, it's time to reach out. Whether physical, verbal, or emotional, bullying can escalate quickly.
2. **Escalating behavior:** If the behavior becomes more intense or aggressive, involving the school sooner can prevent further harm.
3. **Disruptive impact on the child:** When you see a significant change in your child's well-being, school performance, or social behavior.
4. **Unresolved conflicts:** If your child has tried to resolve the issue with the other child or group without success, it's time to involve school staff.
5. **Physical harm or threats:** Any sign of physical abuse, threats, or intimidation requires immediate intervention.



[D65 Bullying Incident Report](#)

How to Approach the School

- **Document the incidents:** Keep a record of when and how the bullying occurred (dates, times, places, and names of individuals involved).
- **Request a meeting:** Contact the the admin, teacher, school counselor or social workers for a private discussion about the situation. In more serious cases, involve the school principal.
- **Work with the school:** Ask what steps they will take to ensure your child's safety. All schools have anti-bullying policies in place.
 - Once the report is received the school must conduct a bullying investigation.
- **Follow-up:** Continue to communicate with school admin, counselors , and Social Workers to ensure the situation is being addressed effectively.



How can YOU support your child

- Intervene sooner rather than later
- Monitor social media and phone usage
- Pay attention to your child's social circle
- Manage your own feelings and projections first
- Recognize that every conflict is not considered bullying, but you can still validate how people feel
- Be mindful of the fact that you're only hearing one side of the story



Possible Scenario

John comes home from school one day and tells his mother that one kid at school has been bullying him. He discloses that this peer is constantly calling him mean names and bothers him throughout the day.

As John's caregiver, what are your next steps? How do you support Jacob? How/do you contact school?



Possible Scenario



There is a group of girls in Mr. Smith's gym class who have grown to become buddies. During gym class, one of the girls, Natalie, makes a comment about another girl's new haircut, which is perceived as an insult. The other student, Ava, becomes furious about being insulted. She bands together with the rest of the group and begins to ignore and leave out Natalie. This continues, and Natalie becomes more and more withdrawn from the group. She is now finding ways to try to avoid P.E.

As Natalie's caregiver, what are your next steps? How do you support Natalie?

Next Caregiver Event

Mental Health & Mental Toughness

- What mental health is
- Provide coping skills/techniques
- Building resiliency for adult and students

Tuesday, January 21st @ Chute Middle School

Questions

