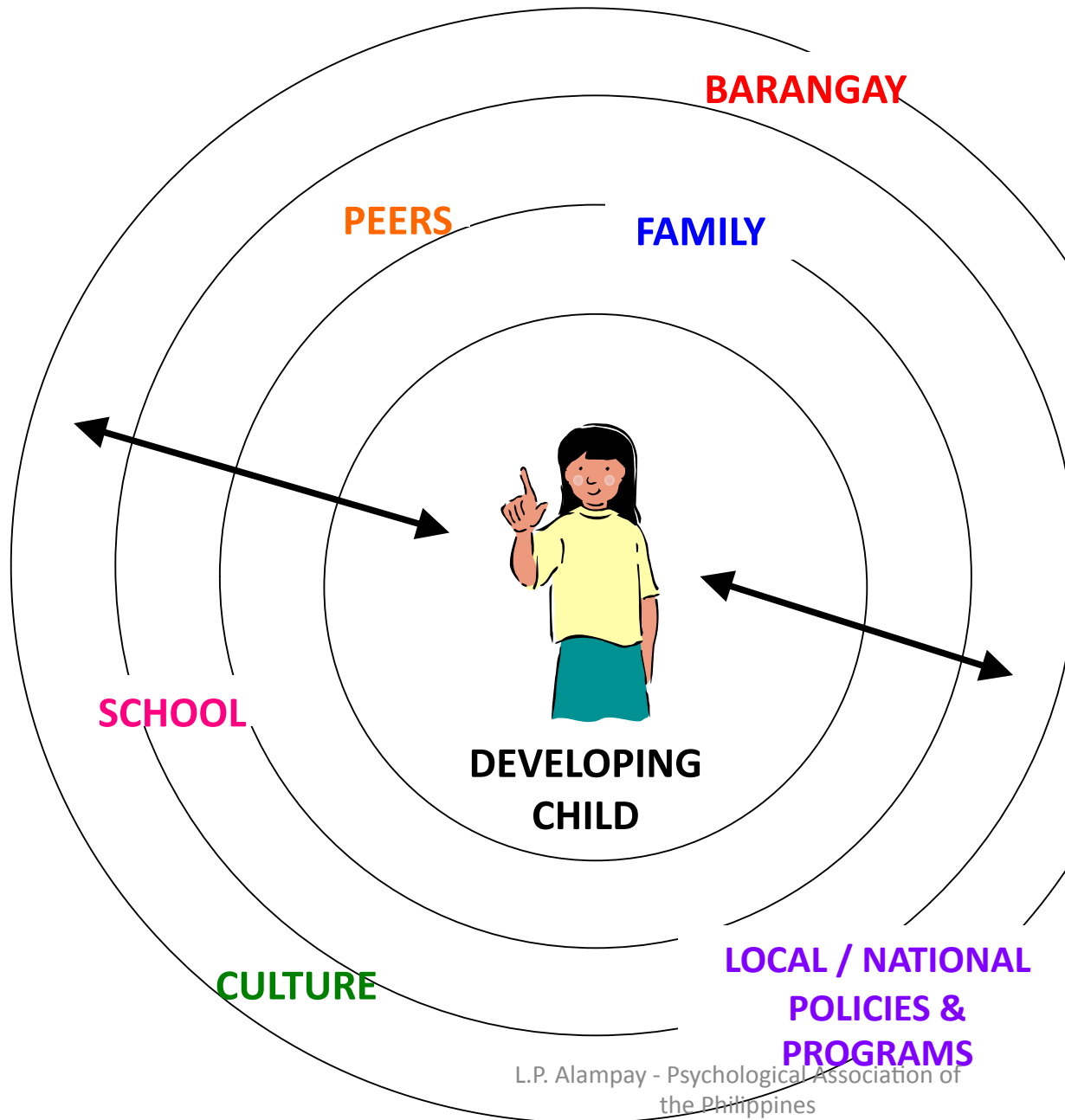# Bullying in Schools: The What, the Why, and the How (to respond)

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BARANGAY

PEERS

FAMILY

SCHOOL

DEVELOPING
CHILD

CULTURE

LOCAL / NATIONAL
POLICIES &
PROGRAMS

1. Development happens in a SYSTEM of interrelated environments.

2. Child ⟷ Environment transactions are bidirectional.

3. Issues in child development are systemic; **solutions and interventions are also systemic.**

BULLYING INCIDENCE AND RISK

Defining Bullying (Olweus, 1993)

① any aggressive behavior inflicted by one or more individuals;

② repeatedly and over time;

③ the victim is in a weaker position to defend himself or herself.

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Bullying in RA 10627

"…any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that **has the effect** of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school;…"

Bullying Spectrum

Friendly Behavior
- Smile/friendly face
- Empathetic
- Helpful
- Do I feel safe w/ this person?

Having a Bad Day
- Unfriendly face in moment
- May say hurtful word(s)
- May hurt but is apologetic
- Do they take things out on others?

Pestering
- Unfriendly face, will smile
- Hurtful words
- Likes to see you get mad
- Do they want a reaction?

Bullying Behavior
- Unfriendly face
- Hurtful words over and over
- Hurts physically/verbally
- Is there a power imbalance?

©Mavis,Douglas,Tyler,DeHaan,Jorgensen, 2012

Forms of Bullying

PHYSICAL

- being hit, kicked, pushed, tied, locked indoors

"kinaladkad ako mula 1st hanggang 4th floor"

"binabato ng papel"

"sinaksak ng lapis"

"binugbog ako"

Forms of Bullying

HARASSMENT OR EXTORTION

- damaging or stealing property

- taking money

- being threatened or forced to do things

- sexual harassment

"sinisira ang mga gamit ko"

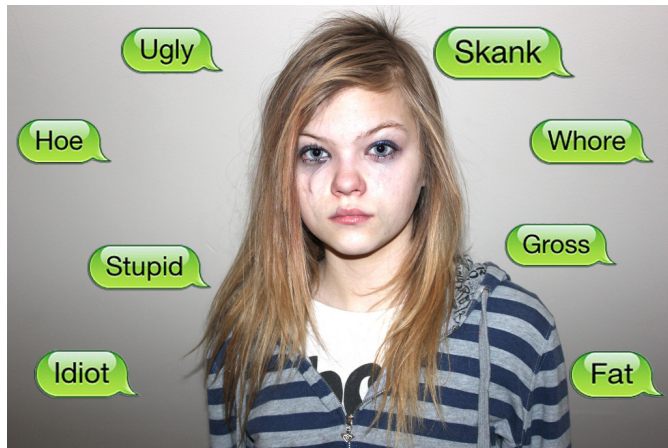*"kinissan ako sa labi at lagi akong inaasar"*

forms of bullying

VERBAL

- being called mean and hurtful names, made fun of

- being taunted with sexual names, comments

forms of bullying

SOCIAL EXCLUSION

- told lies or spread false rumors about

- being left out of things on purpose

forms of bullying

CYBERBULLYING

- bullying and/or harassment via cell phone (texts, photos), Internet (FB, Twitter, email, etc)

- context & time of bullying extends beyond the school

- anonymity & distance increase aggression

Local studies on bullying

GRADE SCHOOL

- 32% experienced name-calling, teasing, exclusion from play, and hitting or kicking (Suba, 2001)

- 21% bullied <u>often</u>; 69% bullied <u>sometimes</u>; 10% were never bullied (Bayhon, 2001)

HIGH SCHOOL

- 31 to 41% have bullied: *to have fun; retaliate against offenses; feel power; gain status among peers* (Ong Ante, 2001)

- 41% experienced at least 1 form of bullying once a week or more often; only 9% never experienced (Ateneo Psych, 2013)
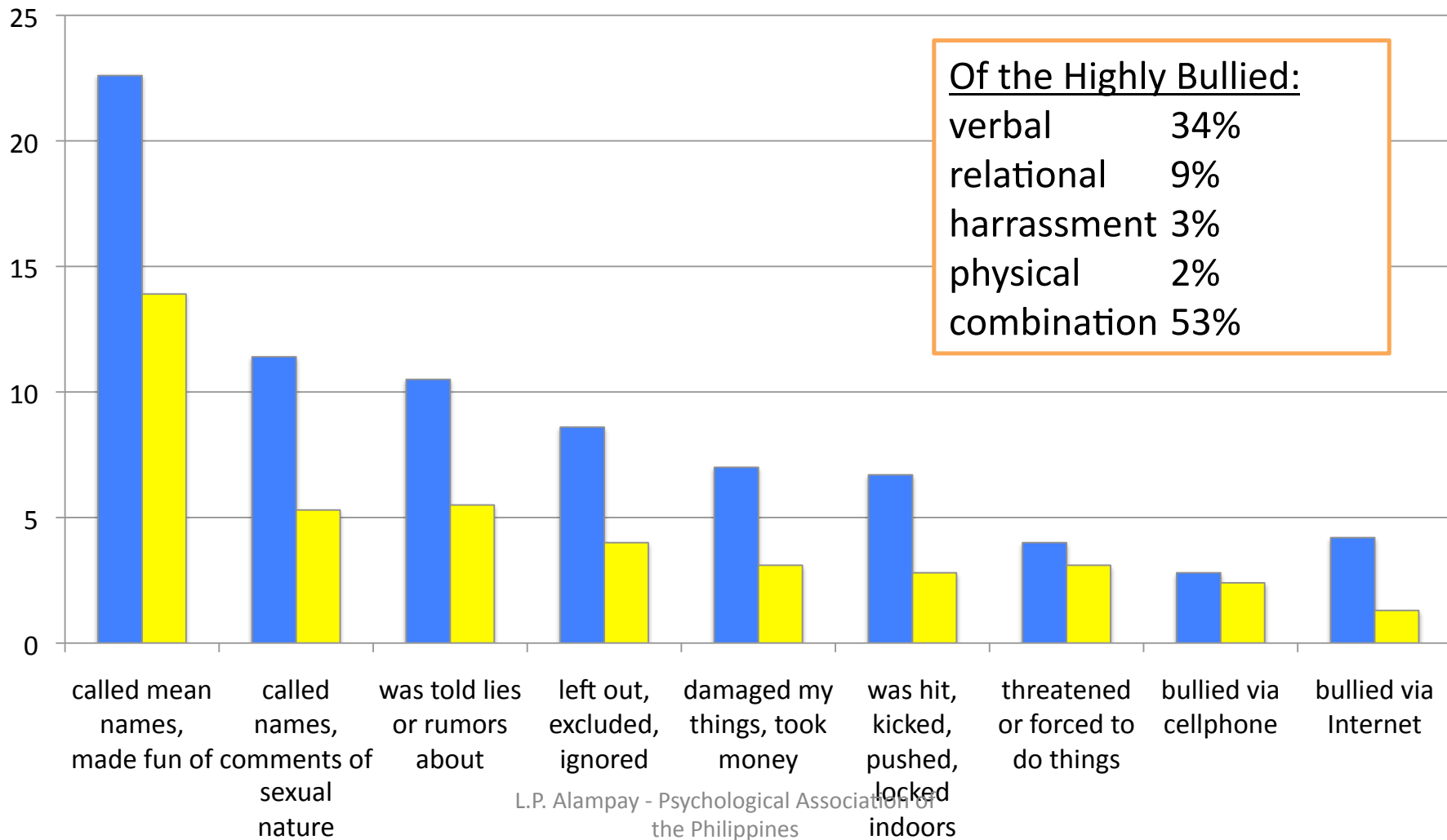
Incidence of Bullying: Percent of Victims
(Alampay & Macapagal, 2011; N=1,278)

17%

32%

51%
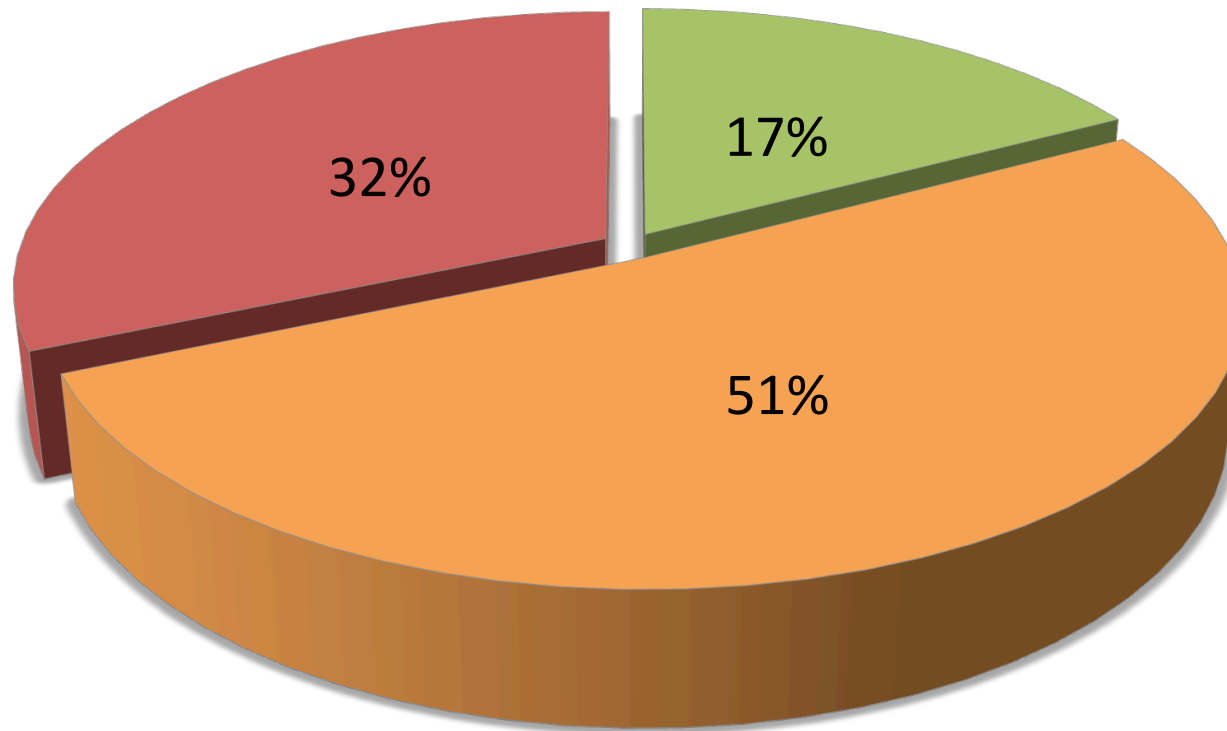
- Never Bullied
- Ever Bullied (once or twice; 2 or 3 times a month)
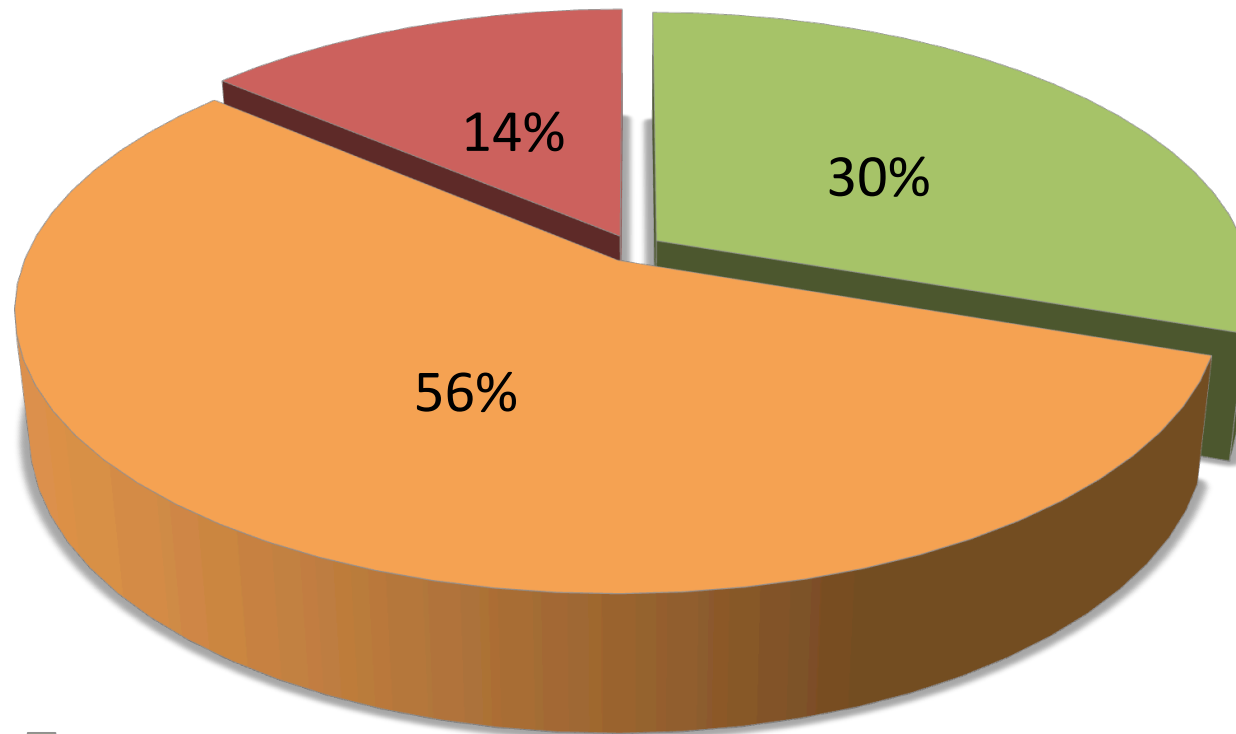- Highly Bullied (about once a week; several times a week)

Forms of Bullying Experienced in Past 7-8 Months
(about once a week to several times a week, in % of respondents)

■ URBAN (n=823)   ■ RURAL (n=460)

Of the Highly Bullied:
verbal	34%
relational	9%
harrassment	3%
physical	2%
combination	53%

Chart categories (left to right):
- called mean names, made fun of
- called names, comments of sexual nature
- was told lies or rumors about
- left out, excluded, ignored
- damaged my things, took money
- was hit, kicked, pushed, locked indoors
- threatened or forced to do things
- bullied via cellphone
- bullied via Internet

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Incidence of Bullying: Percent of Students Who Bully
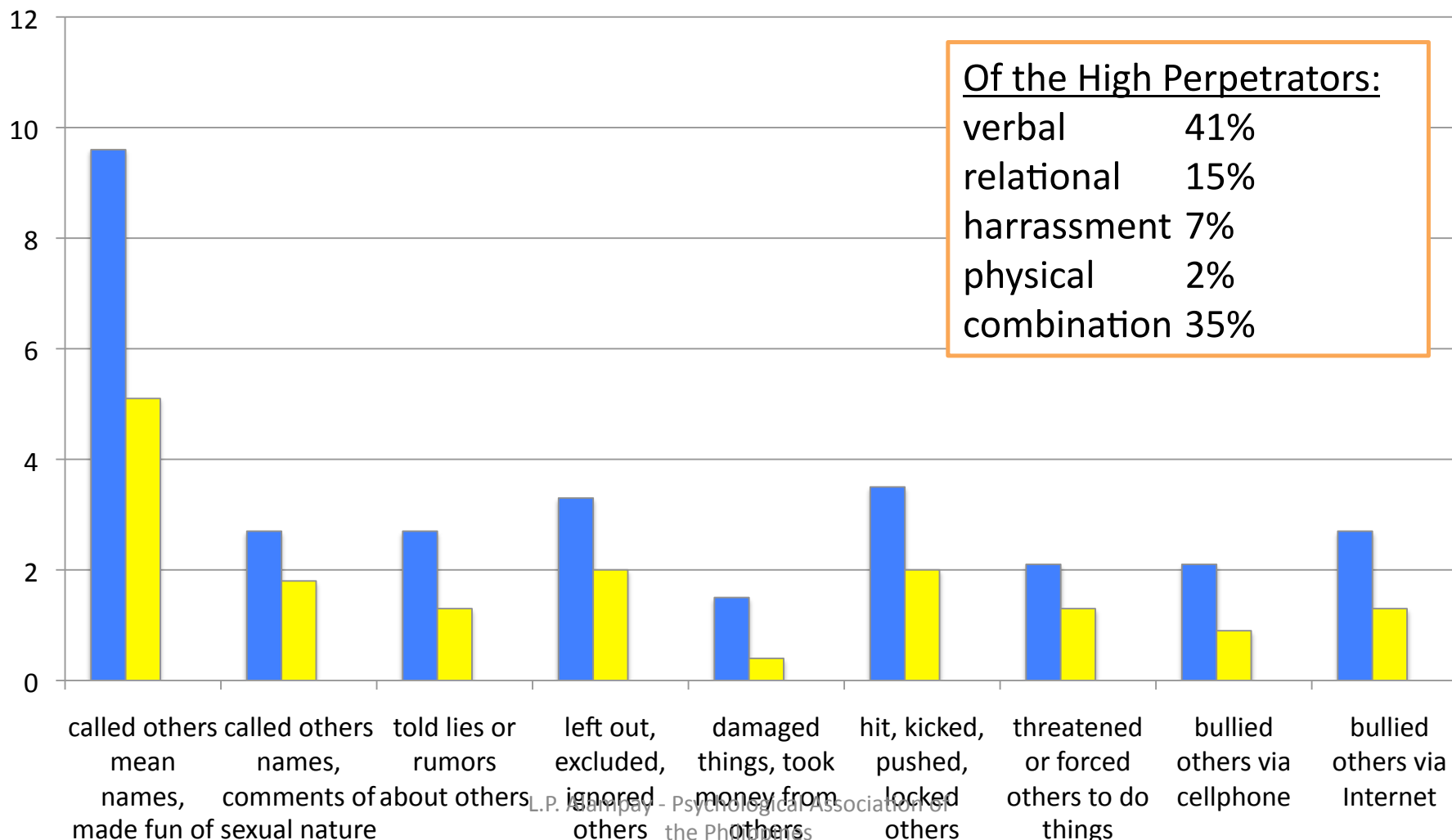## (Alampay & Macapagal, 2011; N=1,178)

30%

14%

56%

- Never Perpetrator
- Ever Perpetrator (once or twice; 2 or 3 times a month)
- High Perpetrator (about once a week; several times a week)

Forms of Bullying Engaged In in the Past 7-8 Months
(about once a week to several times a week, in % of respondents)

URBAN (n=823)   RURAL (n=460)

Of the High Perpetrators:
verbal   41%
relational   15%
harrassment 7%
physical   2%
combination 35%

called others mean names, made fun of | called others names, comments of sexual nature | told lies or rumors about others | left out, excluded, ignored others | damaged things, took money from others | hit, kicked, pushed, locked others | threatened or forced others to do things | bullied others via cellphone | bullied others via Internet

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The context of bullying: when & where?

	URBAN	RURAL
in classroom	52%	58%
school entrances/exits	16%	37%
when teacher is not in classroom	30%	42%
during breaks between classes	27%	31%
after classes	14%	33%
duration 1-2 weeks	27%	31%

less than 10% indicated bullying that lasted longer than a month or two

The context of bullying: Who is the bully?

	URBAN	RURAL
classmate (same section)	47%	54%
both boys & girls	31%	37%
several boys	20%	25%

- more girls bullied by girls; more boys bullied by boys
- in general: more boys were perpetrators, more girls are victims
-- BUT: no gender difference in HIGH perpetrators

group of 2-3 students	28%	40%
mainly 1 student	27%	20%

Who is the student who bullies?

1 "thug"-in-training
2 "clueless"
3 bully+victim
4 popular

* kids say: "stronger" or has "power"

* teachers say: "problematic" – with behavioral and academic problems

* externalizing problems - aggressive, impulsive, delinquent

* poor social competence

* low empathy

* poor academic performance

* prior victimization

* have status or power issues (can have high but *insecure* self-esteem)

Bullies are victims, too…

Percent who are Victims (%)	Frequency of Bullying			Total
	Never	**Ever**	**High**	**Total**
Never	86 (65.2)	41 (31.1)	5 (3.8)	132
Ever	195 (30.2)	408 (63.2)	43 (6.7)	646
High	73 (18.4)	210 (52.9)	114 (28.7)	397

Alampay & Macapagal, 2011

Who is the student who is bullied?

- kids say: "weaker"
- "different" or possess some form of disadvantage

- low self-esteem or negative self-perceptions
- vulnerable to or experience anxiety, depression
- poor social competence
- low status among peers

The Costs of Bullying

For the VICTIM

– absenteeism, poor school performance

– negative self-concept and identity

– poorer mental health and well-being: depression, isolation, suicide risk, anxiety… *unto adulthood*

For the BULLY

– persistence of aggression/antisocial behavior and poor social relationships… *unto adulthood*

For the SCHOOL

– negative school climate; disruption of the learning experience for everyone!

Bullying is a <u>systemic</u> problem, not just the problem of individuals!

- Home environment
  - poor/maladaptive parenting
  - endorsement of or tolerance for aggression

- Youth/Adolescent Culture
  - cliques and the achievement or maintenance of "power" and status – complex group dynamics
  - normative beliefs ("it's what kids do")
  - peer influence

The School CLIMATE –
A risk and protective factor

- do students experience belongingness and support from peers <u>and</u> teachers?

- does the school promote <u>social-emotional</u> <u>and</u> academic competence?

- do the values, norms, and rules of the school sustain a positive learning environment?

- do students feel safe & secure?

STOP BULLYING SAFE SCHOOL ZONE

IS THIS YOUR SCHOOL?

RESPONDING TO BULLYING

Responses to being bullied
(Alampay & Macapagal, 2011)

	URBAN	RURAL
Ignored it	46%	48%
Told my friend	15%	31%
Told my parent	9%	15%
Told my teacher	8%	14%

… WHY DIDN'T YOU DO ANYTHING?

	URBAN	RURAL
Don't want to get in trouble	19%	23%
Didn't know what to do/who to tell	14%	23%
I was afraid	13%	28%
Bullying might get worse	13%	15%

Responses to witnessing bullying
(Alampay & Macapagal, 2011)

	URBAN	RURAL
Tried to help	33%	46%
Did nothing	30%	24%
Told my teacher	21%	31%
Told my friends	15%	27%

… WHY DIDN'T YOU DO ANYTHING?

	URBAN	RURAL
Don't want to get involved	43%	49%
I was afraid	15%	27%
Didn't know what to do/who to tell	14%	17%
Didn't want to get into trouble	14%	18%

The **Whole School** approach to bullying intervention

Changing the various aspects of the school environment (recall: *systemic*) **so as to change the attitudes & norms, incidence, and responding to bullying.**

- School policies and mechanisms

- Classroom curricula and activities

- Peer programs

- Individual intervention

- Parent and community involvement

anti-bullying
works

INDICATED – interventions for those at high risk and who have engaged in or experienced the problem. Focus on more individual treatment to lessen or ameliorate further harm.

SELECTIVE – interventions for subgroups at heightened risk. Include more focused/targeted programs for those who show early signs of the problem.

UNIVERSAL – prevention programs for the population, regardless of risk level. Include school-wide/policy/system interventions; capacity-building for personnel & students; social-emotional learning programs (SEL)

Gordon (1983); National Institute of Medicine; National Institute of Mental Health

School (and classroom) Systems

Adoption of clear policies, procedures, and practices about bullying and how to respond to bullying

❑ Participatory. Well- and strategically-disseminated.

❑ Consistent messages from all sectors. Constant reminder & reinforcement (e.g., reward systems).

– policy to include prohibitions & consequences, reporting, referral, and monitoring system

❑ For example, reporting protocols and forms.

❑ *ok lang ba mang-"sumbong"?* must be FOR BETTER, not worse

# "WE DON'T DO THAT HERE."

the Philippines

School (and classroom) Processes

- Procedures for addressing bullying cases that respect the rights of <u>both</u> the students who bully & were bullied

  - one-off, or an emerging pattern?
  - gather information…and gather some more
  - to involve parents?
  - to involve bystanders; classmates and friends?
  - peer mediation or other means of confrontation between the parties is <u>not</u> a recommended approach for cases that clearly involve power differential
  - use labels ("bully" ka; nambu-bully) with <u>caution</u>

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School (and classroom) Processes

- Appropriate sanctions: logical and fair; emphasis on remediation NOT punishment

  - Logical and restorative (accountability vs mere apology)

  - Consistency

  - Suspension? – levels of disciplinary/administrative action

- For all policies and procedures, developmental considerations

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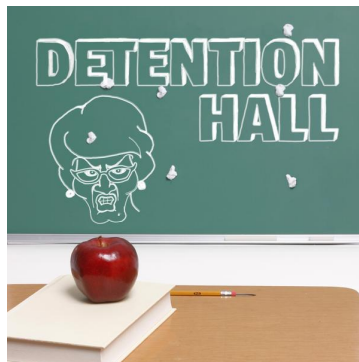
Teachers and School Personnel

The powerful combo of
WARMTH & SUPPORT
+ DEMANDINGNESS

Ensure that every child feels:
Connected
Capable
Counted
Courageous

TRUST - Kids need to <u>believe</u> that they can count on adults in school for help and support, that they are respected and taken seriously!

KNOW their students and their lives

…But know when to step back:

Support does not mean swooping in to solve all of students' problems!

Experiences of (normative) stress – such as peer conflicts - that do not overtax the resources of the person can develop resilience and social skills.

Teachers and School Personnel

- Positive discipline and classroom management
- Anger management
- Identifying, reporting/referral, and "first aid" for potential cases of abuse, bullying, etc.
- Aid with special needs & other at risk students

Students: Skills for Everyone

- Social-Emotional Learning (SEL) programs teach children valuable life skills that prevent a variety of behavioral and social problems
    - emotional awareness and regulation
    - social skills, communication, assertiveness
    - problem-solving and conflict resolution

emphasis on **EMPATHY** and **KINDNESS**

Students: Skills for Everyone

- Building students' skills <u>specific to bullying & peer conflict</u>
  - what to do when you ARE bullied
  - what to do when you SEE bullying
  - what to do when you FEEL LIKE bullying
- Teaching safe and respectful behavior on the Internet

ZIP IT
Keep your personal stuff private and think about what you say and do online.

BLOCK IT
Block people who send nasty messages and don't open unknown links and attachments.

FLAG IT
Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Peer programs

- Peer mentoring / "big brother/sister" / peer guidance programs

Individual Intervention

- More targeted to students who have been identified as persistent bullies and/or victims

- Case conferences – parents, teachers, professional

- Counseling and referral to professionals

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Parent & Community Involvement

- Awareness & advocacy campaigns

- Promoting positive parenting and child protection in all sectors

- Involving parents in resolving bullying cases… *but with care*

notes on program development

1. gather school data
2. based on the data, what are priority concerns and areas

    –   strive for whole school approach

3. develop systemic prevention/intervention plan

    –   evidence-based programs as models

    –   integration in existing acad & non-acad programs

    –   build capacity of relevant groups

    –   connect with helpful resources & partners!

4. implement, monitor, evaluate

Thank you!