

Bullying Prevention Awareness

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Program Overview

- Relationship with mental health, stress, resilience, and bullying.
- Types of bullying and studies.
- Story discussion.
- What we can do as prevention or intervention?

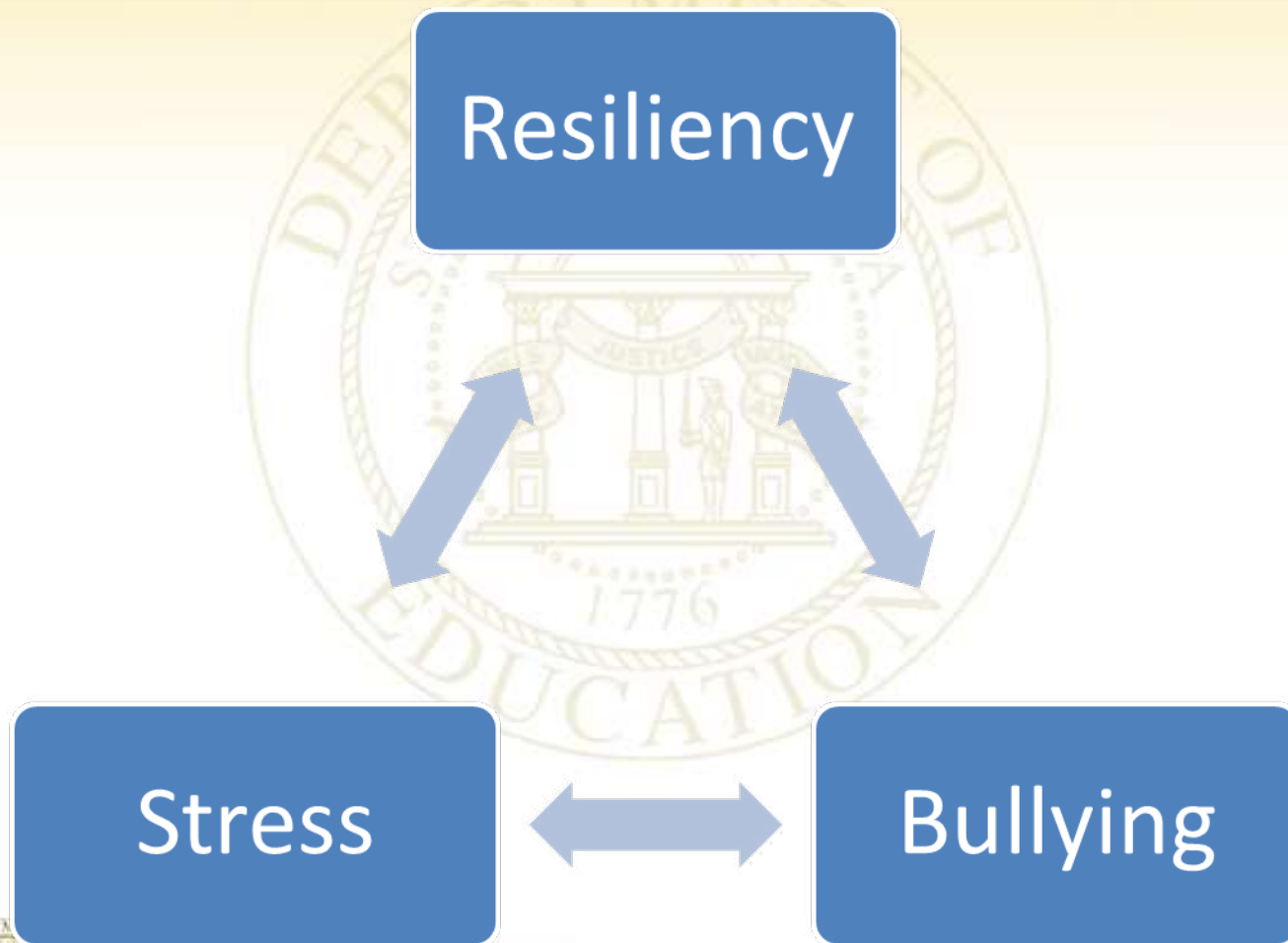


What is Mental Health?

- Refers to the psychological well-being
- Includes feelings and quality of relationships,
- Ability to manage feelings and difficulties



A Mental Health Cycle



Psychological Definitions: Stress

- **Stress** The pattern of specific and nonspecific responses an organism makes to stimulus events that disturb its equilibrium and tax or exceed its ability to cope.
- **Stressor** An internal or external event or stimulus that induces stress.



Types of Stress

- Acute (short- term) is the body's instant response to any situation that seems demanding or dangerous.
- Chronic (long-term) is caused by stressful situations or events that last over a long period of time.



When Does Stress Occurs?

- Stress is what you feel when you have to handle more than you are used to.
- Negative stress can be linked to headaches, upset stomachs, back pain, and trouble sleeping.
- Can weaken the immune system, cause mood swings and depression.



Resilience

- Resilience is the ability to become personally and professionally successful despite severe adversity
- Resilience is a normal trait that comes from inborn tendencies to adapt
- Resilience can be fostered in the right environment

(Paine, 2002)



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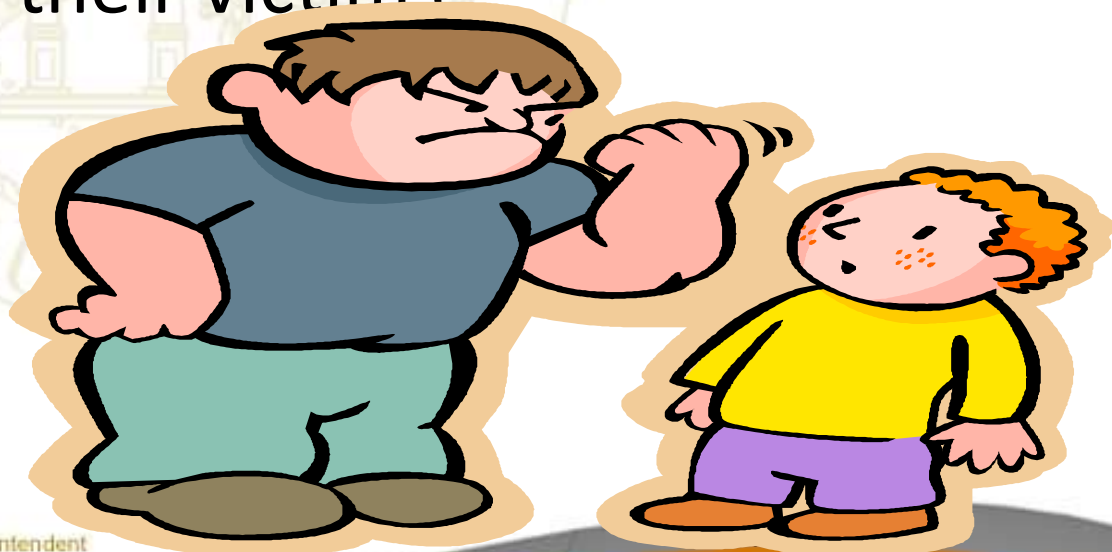
Why Resilience is important

- Resilience is essential to success in life
- Adults can help children become more resilient
- Fostering resilience in improves personal outcomes and reduces risk behaviors



A Bully

- Someone who engages in such acts fairly often, it becomes a habit.
- Often claim they were provoked
- Lack empathy for their victims



Why should we care about bullying?

Almost **30%** of youth in the United States (or over **5.7 million**) are estimated to be involved in bullying as either a bully, a target of bullying, or both.



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Students Who Bully

- Get into frequent fights
- Be injured in a fight
- Steal, vandalize property
- Drink alcohol
- Smoke
- Be truant, drop out of school
- Perceive a negative school climate
- Carry a weapon



School Sentiment

Peer Ratings

- ✗ Who do children most want to avoid?
bully/victims

Teacher Ratings

- ✗ Who is least popular? **bully/victims**
- ✗ Who has the most conduct problems?
bully/victims
- ✗ Who is seen as the most disengaged from school? **bully/victims**



Impact of Bullying!

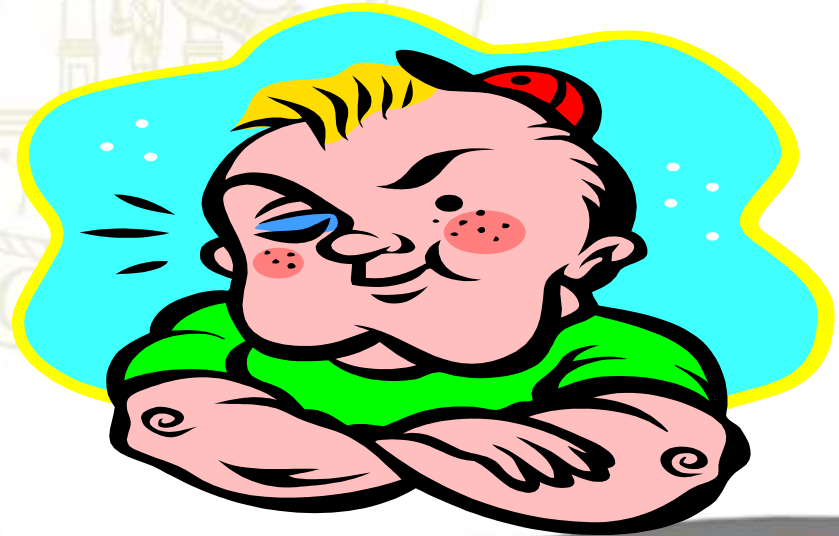
Longitudinal study of bullies reveal that:

- × 60% of boys who were bullies in middle school had at least one conviction by age 24.
- × 40% had three or more convictions.
- × **Bullies** were 4 times as likely as peers to have multiple convictions.



Nuisance Bullying

- ✗ Nuisance Bullying provokes peers by teasing or repeated pestering.
- ✗ They often start by bullying but end up being bullied.



Non-Verbal Bullying

- ✗ Messages are conveyed using body language, gestures, looks and stares.
- ✗ Social isolation



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Verbal Bullying

- 70% of bullying is verbal with both boys and girls.
- Makes it appear that the victim deserves the abuse.
- The language typically emasculates boys and either refers to girls' sexuality or attempts to make them "babyish".



Direct Bullying

- ✗ Hitting, kicking, shoving, spitting
- ✗ Taunting, teasing, degrading racial or sexual comments
- ✗ Threatening, obscene gestures



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Indirect Bullying

- ✗ Getting another person to assault someone
- ✗ Spreading rumors
- ✗ Deliberate exclusion from a group or activity
- ✗ Cyber-Bullying



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Cyber Bullying



- ✖ **42%** of kids have been bullied or threatened online.
- ✖ **21%** of kids have received mean or threatening e-mail or other messages.
- ✖ **58%** of kids admit someone has said mean or hurtful things to them online.
- ✖ **53%** of kids admit having said mean or hurtful things to others online.
- ✖ **58%** have not told their parents or an adult about something mean or hurtful that happened to them online.



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The “New” Bullying: Cyber Bullying

- ✗ Through email, instant messaging and text messaging on cell phones or pagers.
- ✗ Since contact and emotions are masked, verbal assaults are harsher (i.e., assault or death threats) and messages are likely to have sexual overtones.



What About the Victims?

They have:

- ✗ Lower self esteem
- ✗ Higher rates of depression
- ✗ Higher absenteeism rates
- ✗ More suicidal ideation



Think About This!

- Over **80%** of the calls to the Georgia Department of Education and GBI hotline are related to bullying incidents in schools.
- **1-877-SAY STOP**



Revised Georgia Anti Bullying Law

- Any written, verbal or physical act that threatens, harasses or intimidates a student.
- Acts that cause “substantial physical harm”
- Anything that creates ‘an intimidating or threatening educational environment’.



We Can't Afford To Do Nothing

- Shortage of productive workers
- Increase in school drop-out rates
- Increase in student on student violence
- Waste of young lives!



How Do We stop Bullying?

- ✗ What is required to reduce bullying in schools is nothing less than a change in the school climate and in norms for behavior.
- ✗ This requires a comprehensive, school-wide effort involving the entire school community.



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work together

Responding to Crises

- Communication- clarifying addition steps
- Immediate aftermath- direction and coordination
- Prevention- what must be done to avoid a repeat



Crisis Response Principles

- Be calm, authoritative, nurturing, informative, and problem-solving oriented
- Encourage students to deal with facts
- Connect student with immediate social support
- Take care of caregivers
- Provide aftermath interventions



Responsive School

- Focus on academic achievement
- Involve families in meaningful ways
- Develop links to the community
- Emphasize positive relationships among students and staff
- Discuss safety issues
- Review crisis response plans
- Treat students with equal respect



Effective Communication

- Requires the understanding the emotion behind the information by deepening the connection to others and improving teamwork and decision-making
- Is a learned skill that combines a set of skills including nonverbal communication, attentive listening, and the ability to manage stress in the moment



Effective Communication

- Listening
- Nonverbal communication
- Managing stress
- Emotional awareness
- Patience



Ethical, Legal and Confidentiality Issues

- Doing What Is Right!



Stress, Resiliency, and Culture

- People react in different ways.
- Culture can have an impact on communicating feelings, and reaction to adversity.



Why Consider Culture?

- Provides people with a design for living
- Shapes how people see their world and structure community and family.
- A person's cultural affiliation often determines the person's values, norms, and way of living.



Helping Children Cope: Tips for Parents and Teachers

- Identify vulnerable students and populations
- Be reassuring
- Acknowledge and normalizes students feelings
- Maintain a normal routine
- Adults: take care of your needs
- Increase positive family time
- Be a good listener



Helping Children Cope: Tips for Students

- Be aware of feelings
- Avoid worse case scenarios
- Maintain normal routines
- Take care of your health, etc.
- Discover and focus on strengths
- Do something to help others
- Use all available resources



Georgia Suicide Facts

- Suicide is the fourth leading cause of death for 11-18 year olds.
- 1999-2005, a total of 6,433 suicide attempts resulted in death.
- 7.9% attempt suicide.
- 12.4% make a plan for suicide.
- 15.5% seriously think about suicide.



Teen Suicide Overview

- CDC reports that suicide is the third leading cause of death of people aged 15-24.
- Most common cause of suicide is depression.
- Feelings of hopelessness, anxiety, and being trapped also contribute.

www.teensuicidestatistics.com



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Other Factors of Teen Suicide

- Divorce of parents
- Violence in home
- School issues
- Rejection
- Substance abuse
- Financial
- Suicide of friend



Pyramid of Intervention

- **Specially Designed Intervention**: Meeting the needs of students with specifically identified needs
- **Student Support Team**: Systematic analysis of individual student needs/problems and specific interventions
- **Needs Based**: Students start becoming disengaged; intervention protocols
- **Standards Based**: What should be taking place in every classroom; monitor academic, behavioral and social development; school-wide discipline



School-Wide Student Mgt. Plan

“Positive Behavior for Effective Schools”

- Teaches students about good behavior, uses data analysis, and becomes part of the curriculum
- In 700+ schools in 179 school districts:
 - Reduction in discipline problems
 - Increased academic achievement
 - Improved school safety and security



Strategies

- Local school developed Positive Behavior System
- Peer Mediation
- Conflict Resolution
- Positive Recognition Programs
- Anti-Bullying Programs
- Mentoring Programs
- Parenting Programs



ASCA Ethical Standards

- Responsibility to Students
- Responsibility To Parents
- Responsibility To Parents
- Responsibility To Colleagues
- Responsibility to Self
- Responsibility To School and Community

ASCA



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Confidentiality

- Is a professional's promise or contract to respect client's privacy by not disclosing anything revealed during counseling.
- School counselors are expected to adhere to the principles of nonmaleficence.
- These principles must be applied in developmentally appropriate ways.

ASCA



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Limits of Confidentiality

- Student behavior that presents a danger to self or others.
- Can't disobey a court order to disclose information relevant to legal proceedings.
- Very few school counselors have 'Privileged Communication'



Suggestions

- Know the applicable ethical codes.
- Know the applicable jurisdiction laws.
- Know the school system and building policies and procedures.
- Keep professionally updated.
- Involve parents and other stakeholders with regular communication.



Comments?

Thank You



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