

Bullying, Peer Victimization, and Social Emotional Development

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Disclosures

Dr. Nicholson, employed by Nova Southeastern University, Ft. Lauderdale, FL

- No relevant financial or nonfinancial relationships to disclose

Dr Glade, employed by University of Arkansas, Fayetteville, AR

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Presentation Details

Keywords

- Bullying, peer-victimization, perpetrator

Presentation Length

- 25 minutes, 5 minutes for questions

Primary TRACK

- Family Perspective, Engagement and Support



Learning Objectives

- Describe the relationship between social emotional development and peer-victimization
- Define risk factors for children who are deaf or hard of hearing
- Learn strategies to minimize the risk and impact of bullying



What is the best predictor of success?



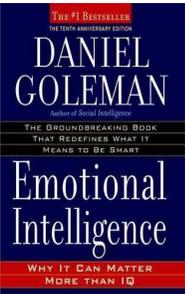


What is social-emotional intelligence?

The ability to be aware of your personal feelings as well as those of others . . .



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1995



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Collaborative for Academic Social and Emotional Learning (CASEL)
<https://casel.org/>



Daniel Goleman CASEL co-founder, 1994



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Social Emotional Competencies

First Grade	Competency Examples
Self awareness	Identify and manage one's emotions and behavior
Self management	Recognize personal qualities and external supports
Social awareness	Recognize the feelings and perspectives of others
Responsible decision-making	Consider ethical, safety, and societal factors in making decisions
Relationship Skills	Use communication and social skills to interact effectively with others



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What is bullying?

Aggressive behavior toward another individual (victim) with the following characteristics:

- Intentional
- Perceived negatively by the target
- Repeated over time
- Involves a power imbalance

Breivik & Olweus, 2015; Olweus, 1994; Rettew, & Pawlowski, 2016



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Who is at risk?

US Bullying Rates



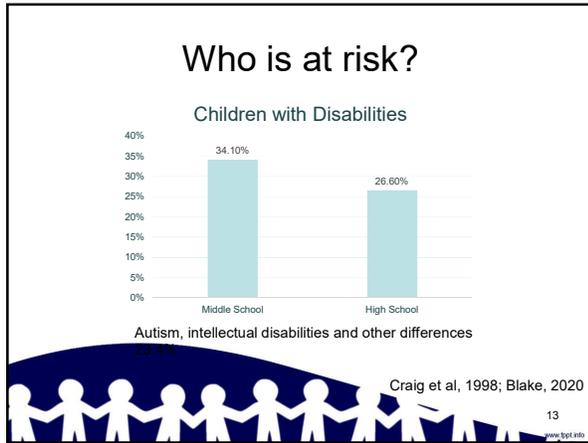
Gender	Rate
US Boys	22.20%
US Girls	16.60%

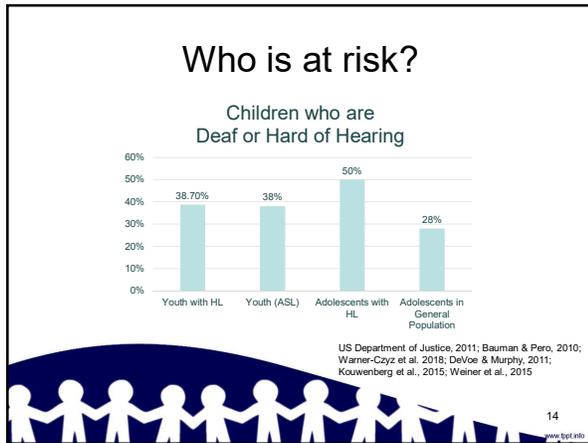
General population worldwide prevalence = 23.4%

Craig et al, 1998; Blake, 2020

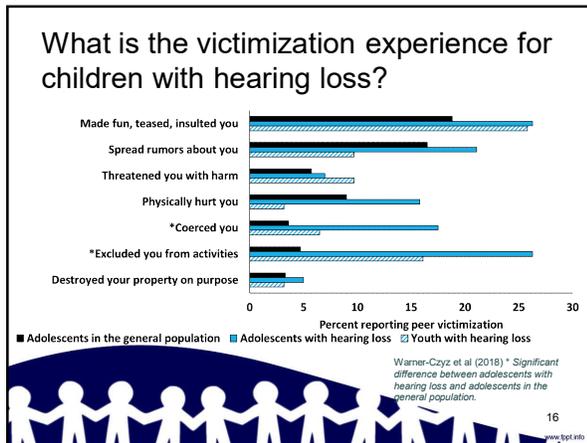


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- ### What are the types of bullying?
- Direct confrontational
 - Physical
 - Verbal
 - Indirect forms of victimization
 - Social exclusion
 - Spreading rumors
 - Cyber bullying
 - Harassment
 - Denigration
 - Impersonation, outing and trickery
 - Exclusion
- Wang et al, 2009, 2010, 2012
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- ### What is the impact of bullying?
- Emotional regulation
 - Self-esteem
 - Depression
 - Anxiety
 - Loneliness
 - Poor educational performance
 - Psychosomatic symptoms
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- ### What is the impact of bullying?
- Characteristic responses of children who are bullied . . .
- Hesitate to ask for help
 - Embarrassment
 - Fear of retribution
 - Worry that adults will make the situation worse
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How can bullying be identified?

Pediatricians
<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/resilience/Pages/Bullying-and-Cyberbullying.aspx>

Clark & English (2019) recommend audiologists use a similar approach to screen for issues



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How can bullying be identified?

Difficult conversations ?

Beginning the conversation with a comment

- We have a better understanding today of the negative effects that bullying has on children and adolescents, now I talk to all my families about bullying
- I'd like to hear about how school is going, tell me about your friends at school

Framing the question

- Sometimes kids get picked on at school. Does this happen to you/your child?
- Has the child heard of or seen incidences of this?
- Have there been any problems at school with behavior?



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What can you do to reduce the likelihood of bullying?

Actions to Take (Victims)

- Help them identify people at school they can trust and who can be allies
- Know the school systems policy on bullying/share key information with families
- Encourage the child: They should not be treated this way
- Help parents know how to respond and build resiliency in their child
- Identify ways parents can monitor use of technology and prevent exposure to cyberbullying

Actions to Take (Perpetrators)

- Establish that this behavior is NOT acceptable
- Reference school policy as appropriate

(AAP, 2020)



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What can you do to reduce the likelihood of bullying?

Stop Bullying on the Spot

- Respond quickly and consistently to bullying behavior
- Send the message that it is not acceptable
- Talk about it
- Help build a safe school environment
- Create a community wide bullying prevention strategy
- Advocate for education in social-emotional intelligence
- Be an "upstander"

<https://www.stopbullying.gov/>



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What can you do to reduce the likelihood of bullying?

Watch the video "Bystander Video" (captioned)

- Teach your child what bullying is and how to be an upstander

How to be an "Upstander"

- Changing the subject
- Questioning the behavior
- Use humor
- Redirect the conversation
- Embrace your differences
- Report bullying/cyberbullying
- Protect/be kind to others
- Include others

<https://www.stopbullying.gov/prevention/bystanders-to-bullying>



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What are some strategies to reduce bullying?

1. Explore identity
 - a. Provide opportunities to meet peers with similar issues (family support e.g., AGBell, Hands & Voices, etc.)
 - b. Provide opportunities for in-depth conversations
2. Improve language and social communication
 - a. Direct services for social interaction
 - b. Pragmatic group therapy
3. Facilitate self-determined learning support
 - Set a goal
 - Take action
 - Adjust plan or goal

Spangler & DeConde Johnson, 2017



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What are the competencies for social-emotional intelligence?

Self Awareness <ul style="list-style-type: none">Identifying emotionsAccurate self-perceptionRecognizing strengthsSelf-confidenceSelf-efficacy	Social Awareness <ul style="list-style-type: none">Perspective-takingEmpathyAppreciating diversityRespect for other	Responsible Decision-Making <ul style="list-style-type: none">Identifying problemsAnalyzing situationsSolving problemsEvaluatingReflectingEthical responsibility
Social and Emotional Learning (SEL) Competencies	Self Management <ul style="list-style-type: none">Impulse controlStress managementSelf-disciplineSelf-motivationGoal settingOrganizational skills	Relationship Skills <ul style="list-style-type: none">CommunicationSocial engagementRelationship buildingTeamwork



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How can parents nurture social skills?

Involve in Social Activities



Talk about Emotions



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How can parents nurture social skills?

Engage in Open Communication



Focus on Self-Advocacy



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How can parents nurture social skills?

Explore Books!

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How can clinicians foster social skills?

Explicitly -
Teach Rules of Pragmatic Social Communication

accept respect

Team work

12 Basic Social Skills Kids Need (and how to teach them)

- Following directions
- Using manners
- Having a positive attitude
- Working with others
- Good hygiene
- Using polite words
- Taking turns
- Greetings
- Having patience
- Being a good sport
- Listening
- Personal Space

www.tgpt.edu/success.com

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How can clinicians foster social skills?

Routinely ask about peer relationships

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graph TD; A[Ask child about friends.] --> B[Ask if child feels afraid to go to school.]; B --> C[Ask child directly if they have experienced bullying.];
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English, 2013; Squires et al., 2013

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How can clinicians foster social skills?

Specifically address issues in educational plans

- Assertiveness and self-advocacy skills
- Communication repair strategies
- "Home base" or "safe person"



English, 2013; Squires et al., 2013; Tresh, 2004

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How can clinicians foster social skills?

Specifically address issues in educational plans

- "Home base" or "safe person"
- Increase supervision
- Allowing early class dismissal
- Providing periodic in-services

www.doe.mass.edu/bullying/considerations-bully.html



English, 2013; Squires et al., 2013; Tresh, 2004

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How can clinicians foster social skills?

Template letters available



Student with an Individualized Education Plan (IEP), Notifying School About Bullying



Student with a 504 Plan, Notifying School About Bullying

www.handsandvoices.org
www.pacer.org/bullying



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How can children with hearing loss improve their own social skills?



Own it!

Self-Advocacy:
Know Yourself,
Know What You
Need, Know How
to Get It

Assertive Phrases for Kids

- Friends don't treat each other that way.
- I need a friend who will treat me kindly.
- That's no way to treat a friend.
- Cut it out.
- Knock it off.
- Not cool.
- That was not funny.
- I can take a joke, but what you said was not funny. It was mean.
- I like the way I look.
- That sounds like a rumor to me.
- Friends don't do that to friends.
- That's bullying.

Gladwell, 2013

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Future Research

- Further exploration relationship between social emotional development and peer victimization
- Identification of additional potential risk factors for victimization
- Longitudinal outcomes data for children who are deaf or hard of hearing with focus on social-emotional learning



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Children and Infant Listening Lab (CHILL) website
Access to English and Spanish
versions: <https://bbs.utdallas.edu/chill/studies/>



SCAN ME

Direct link to the English survey:
https://utdallas.qualtrics.com/jfe/form/SV_9z5Jshs2WN9QvJj



SCAN ME

Direct link to the Spanish survey:
https://utdallas.qualtrics.com/jfe/form/SV_dnD2v2PiM6UnFxr



SCAN ME



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