



# TAKE A STAND AGAINST BULLYING

A PARENT PRESENTATION

GRIFFIN MEMORIAL SCHOOL

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**Fern Seiden, School Counselor**

**Elin Pelland, Social Worker**

**Kris Beckley, School Psychologist**

# WELCOME AND INTRODUCTIONS

**Fern Seiden, CAGS, MSW**

*School Counselor, Griffin Memorial School*

**Elin Pelland, LICSW**

*School Social Worker, Litchfield School District*

**Kris Beckley, NCSP**

*School Psychologist, Litchfield School District*




# WHAT ARE WE GOING TO COVER TONIGHT?

- *What is Bullying?*
- *What isn't Bullying?*
- *What does the NH Law say about Bullying?*
- *What is the Litchfield School District Policy on Bullying?*
- *How is bullying prevention addressed at Griffin?*
- *What can you do to support your child around the issue of bullying?*



# WHAT IS BULLYING?

In its *Safe Communities ~ Safe Schools* Fact Sheet, The Center for the Study and Prevention of School Violence (2008) uses three criteria to distinguish bullying from other occurrences of misbehavior or isolated cases of aggression:

1. IT IS AGGRESSIVE BEHAVIOR OR INTENTIONAL HARM-DOING.
  2. IT IS CARRIED OUT REPEATEDLY AND OVER TIME.
  3. IT OCCURS WITHIN AN INTERPERSONAL RELATIONSHIP CHARACTERIZED BY AN IMBALANCE OF POWER.
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# WHAT IS BULLYING?

- Bullying is a form of violence among young people.
- Bullying among children encompasses a variety of negative acts carried out repeatedly over time.
- Involves an imbalance of power, with the more powerful child or group attacking those who are less powerful.
- Bullying can take five forms:



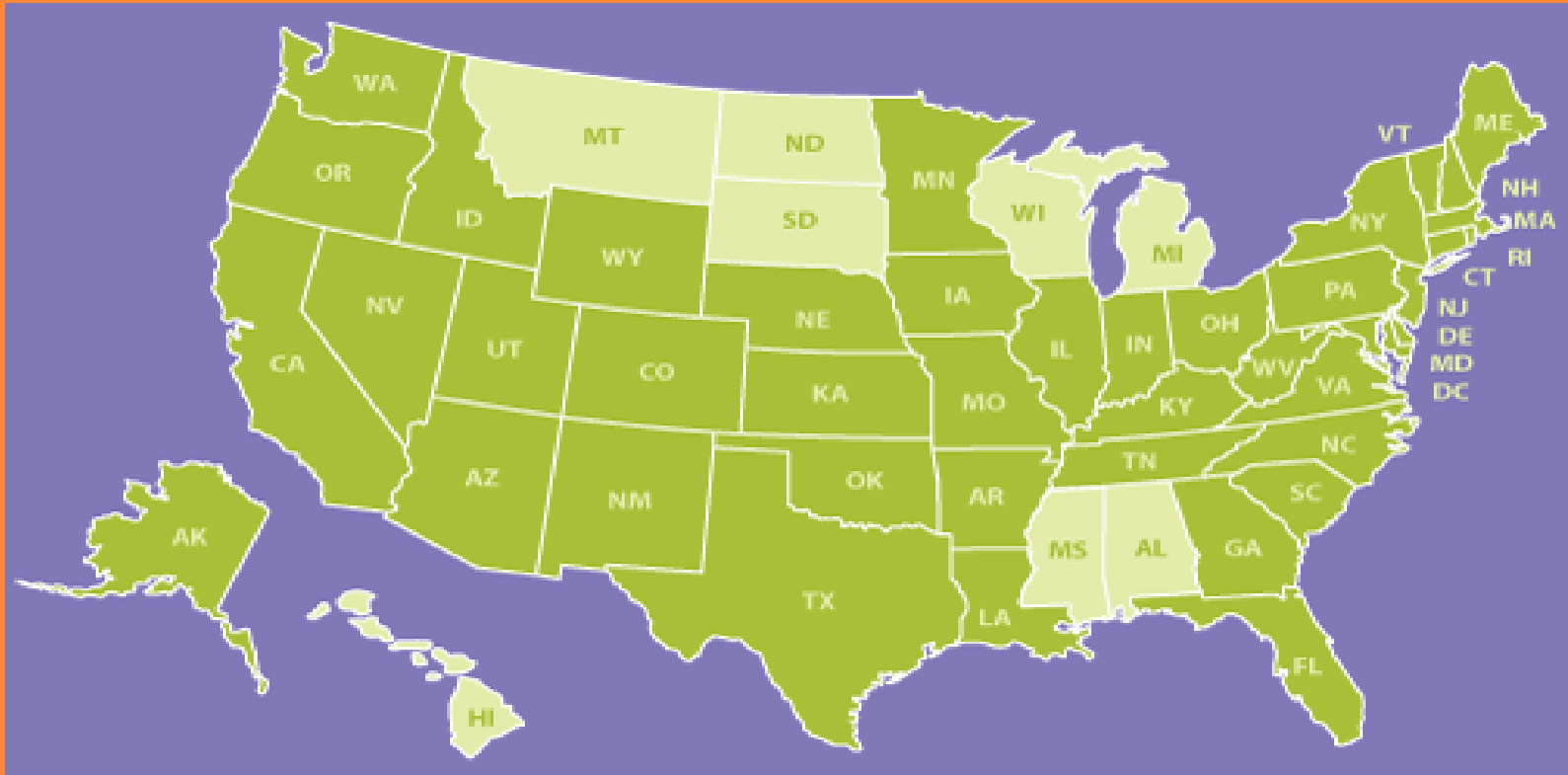
# 5 TYPES OF BULLYING

1. **Physical** – hitting, kicking, spitting, pushing, taking personal belongings
2. **Verbal** – taunting, malicious teasing, name calling, making threats
3. **Social**– spreading rumors, manipulating relationships (relational aggression), or engaging in social exclusion, extortion or intimidation
4. **Electronic-Bullying** – sending insulting messages by email or text messages
5. **Written** – sending insulting messages through notes, letters, or graffiti

# RECOGNIZING THE DIFFERENCE

<b>Normal Peer Conflict</b>	<b>Bullying</b>
Equal power or are friends	Imbalance of power; not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful / Intentional
Not serious	Serious with threat of personal or emotional harm
Not seeking power or attention	Seeking power, control, or material things
Equal emotional reaction	Strong emotional reaction from victim, not the bully
Shows remorse	No remorse – blames victim

# STATE LAWS ON BULLYING



Those states that are **dark green** have passed individual state laws on bullying.



# NH BULLYING LAW CHANGED

## JUNE 15, 2010

In January 2001, NH's first bullying law was RSA 193-F:1-5, the **Pupil Safety and Violence Prevention Act**. First law against violence and for pupil safety in the schools.

In 2004, an addition to the above law stating that school boards must come up with a “tangible remedy” to bullying. This did not work.

On June 15, 2010, thanks to parent advocacy groups, the legislature adopted a much more comprehensive law aimed at training, prevention, investigations, and remediation. **RSA 193-F:6-10**. This new law added a new right for our children.

# IMPORTANT FACTS ABOUT THE NH LAW

- While "bullying" used to mean verbal or physical insults, taunts, or challenges that were likely to intimidate or provoke a violent or disorderly response, the definition is now much broader.
- It now states that bullying is one or more incidents – verbal, written, physical or electronic in nature – directed at a student that:
  1. physically harms the student or the student's property,
  2. causes the student emotional distress,
  3. interferes with the student's educational opportunities,
  4. creates a "hostile" educational environment,
  5. substantially disrupts the orderly operation of the school, **or**
  6. is motivated by an "imbalance of power" based on a student's actual or perceived personal characteristics, behaviors or beliefs or a student's association with another person based on the same.



# How is Bullying Prevention Addressed at Griffin?



# BEYOND CLASSROOM GUIDANCE

- “...legislation alone can’t create kinder communities or teach children how to get along. That will take a much deeper rethinking of what schools should do for their students.”  
-- Susan Engle and Marlene Sandstrom,  
New York Times, July 22, 2010



# WHAT WE DO

- Character Education
- Large group school counseling (classroom guidance)
- District wide trainings
- Behavioral expectations – make them explicit and teach them
- Further development of school-wide programming to promote social emotional development, empathy



# FACING THE CHALLENGE

- How do we distinguish between “typical” social-emotional developmental challenges and “bullying?”
- How can we understand “power” differentials in childhood social structures?
- Bullying “HOPs” -- hurtful, on purpose, and persistent.



# DOCUMENTATION AND FOLLOW THROUGH

- Investigation process
- Assistant Principal and Principal
- Counseling the victim
- Counseling the “bully” or “bullies”
- Monitoring progress



**What can Parents do to  
Support their Children  
around the Issue of  
Bullying?**





# WHAT CAN YOU DO TO SUPPORT YOUR CHILD?

- **Model** good social skills and conflict resolution in your family and in your life.
- **Advocate** for safer schools and a positive school climate. Take a look at school policies about bullying behaviors. Serve on a parent committee about new policies.
- **Initiate** conversations with your child about bullying and then listen to your child.



# WHAT CAN YOU DO TO SUPPORT YOUR CHILD?

- Help your child **identify a trusted adult** at school who he/she could talk to about bullying (teacher, counselor, other school staff). **Teach** your child **how to seek help** from an adult.
- Work with your child to **practice** specific ways he or she can stop bullying. **Role play** with him/her what he/she could say or do to help someone who is being bullied, or how to help themselves.



# BUILDING A “CARING MAJORITY”

“A single school assembly on bullying won’t solve the problem. What is needed is a team effort of students, teachers, parents, staff, and administrators to change the climate of schools.” (U.S Department of Health and Human Services, 2004)



We are going to address the issue of bullying in schools with a series of lectures promoting education and awareness.

## PTA MEETING



*We thank you for attending tonight.*

*If you have further questions, feel free to call us at Griffin (424-5931), or email at the following addresses:*

Fern Seiden: [fseiden@litchfieldsd.org](mailto:fseiden@litchfieldsd.org)

Elin Pelland: [epelland@litchfieldsd.org](mailto:epelland@litchfieldsd.org)

Kris Beckley: [kbeckley@litchfieldsd.org](mailto:kbeckley@litchfieldsd.org)