

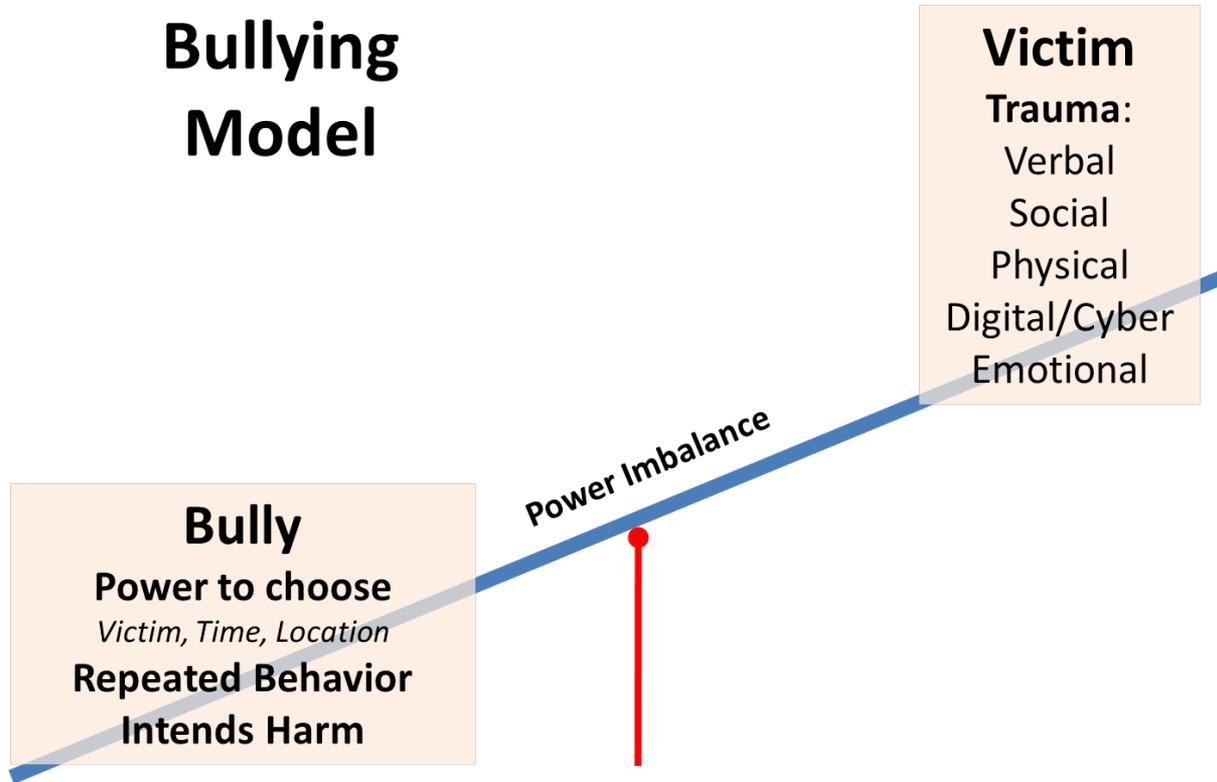


Bullying Prevention and Social/Emotional Learning

Joy Hermansen, M.Ed. CPS
Coordinator/Prevention Specialist
Oklahoma State Department of Education
Joy.hermansen@sde.ok.gov
(405) 521-2106

Steve Hahn, M.S.
Director: Anti-Bullying Collaboration (Tulsa)
(918) 699-0537

Bullying Model



Color Code

Red Card: Clear example of bullying behavior.

Green Card: Behavior would concern me, but it doesn't rise to the level of bullying.

Yellow Card: No clear indication based on the scenario - I would need to get more information.

Prevent Through Integrating Social/Emotional Competencies



The Impact of Social Emotional Learning on Immediate and Life Long Achievement

Research focused on social and emotional learning (SEL) shows that a systematic process for promoting students' social and emotional development is the common element among schools that report:

1. *An increase in academic success*
2. *Improved quality of relationships between teachers and students*
3. *A decrease in problem behavior*

Efforts to promote SEL in schools align with the views of leading economists who have been calling for a greater focus on what have been traditionally referred to as **“soft” skills**.

Transforming Students' Lives with Social and Emotional Learning, Marc A. Brackett & Susan E. Rivers, Yale Center for Emotional Intelligence, Yale University

Self-Awareness and Self-Management Skills

Recognize and manage emotions in order to respond to conflict in calm and assertive ways.

- Recognize when they are getting angry, and learn to calm themselves before reacting.
 - Children who frequently bully others tend to have trouble managing anger and to strike out aggressively.
 - Children who are the angriest are the most likely to bully others.
 - Children report that the need to relieve stress and having a bad day are the primary reasons they bully others.

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Self-Awareness and Self-Management Skills

- Students expressing higher levels of sadness and emotional instability are more likely to be bullied.
- Hyperactivity and emotional outbursts are the two factors most likely to annoy and provoke peers. Such provocation increases the likelihood of being victimized and not supported by peers over time.
- Many victims (43 percent) respond to being bullied in an aggressive, retaliatory, or emotionally reactive manner that both prolongs and escalates the bullying episode.
- These victims lack effective emotional regulation skills and may yell, scream, or cry in response (the least effective ways to stop bullying), thereby rewarding the aggressor and making themselves more vulnerable to further victimization.

Social Awareness

Be tolerant and appreciative of differences, and interact empathetically with peers.

- Children often lack empathy for the victims of bullying, and that they view being different from the social ideal, or social norm, as the cause of bullying.
- When active bystanders were asked why they chose to intervene, they were likely to attribute feelings of empathy for the victim and a general concern for the well-being of others as motivating factors.
- Bystanders are also more likely to intervene when they have positive feelings and attitudes toward the victim.

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Relationship Skills

Initiate and sustain friendships and other relationships.

- Victimized children tend to have fewer friends, to only have friends who are also victimized, and to have more enemies than non-victimized children.
- Many are socially withdrawn and lack confidence and skills in effectively interacting with peers.
- Because of their lack of peer support, children are less likely to have other children come to their defense when they are bullied.

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Responsible Decision Making

Think through and resolve social problems effectively and ethically.

- Research indicates that children who frequently bully tend to misinterpret social interactions as being more hostile, adversarial, or provocative than their peers do.
- These children also tend to hold more supportive beliefs about using violence and are less confident about using nonviolent strategies to resolve conflict.
- Not surprisingly, these students' relationships with friends and family members tend to be fraught with conflict.

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Responsible Decision Making

- Victims also often lack effective social problem-solving skills.
- Problem-solving strategies are 13 times more effective at de-escalating conflicts than are the aggressive, retaliatory, or emotionally reactive responses most frequently used by targeted children.
- Even among victims who use a problem solving strategy in response to bullying, the vast majority employ a passive strategy, such as avoiding, acquiescing to, or ignoring the bully, instead of a more effective assertive strategy, such as talking with others to find a solution or asking others for help.

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<http://ok.gov/sde/bullying-prevention>

www.preventbullyingtulsa.org