Bullying, Peer Victimization, and Social Emotional Development

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Early Hearing Detection and Intervention (EHDI) Conference, 2020
Kansas City, MO

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

Relationship Between Social Emotional Development and Peer Victimization

A growing body of research illustrates a significant relationship between bullying and emotional intelligence or what is known as social emotional learning. Social emotional intelligence can be defined as the ability to be aware of your personal feelings as well as those of others.

The Collaborative for Academic Social and Emotional Learning (CASEL) https://casel.org is the leader in social-emotional learning and has identified five competency areas; a school curriculum, recommendations about policies and practices, and has a strong family and community research network. The five competency areas are (a) self-awareness, (b) self-management, (c) social awareness, (d) relationship skills, and € responsible decision-making.

Risk Factors for Children who are Deaf or Hard of Hearing

Bullying can be defined as aggressive behavior toward another individual (victim) that is intentional, perceived negatively by the target, repeated over time, and involves a power imbalance (Breivik & Olweus, 2015; Olweus, 1994a; Rettew, & Pawlowski, 2016).

In the general population worldwide, the prevalence is 25.4% while in the US the prevalence for boys is 22.20% and for girls is 16.6% (Craig et al., 1998; Blake, 2020). For children with disabilities, the prevalence is higher at 34.1% for middle schoolers and 26.6 for high schoolers (Craig et al., 1998; Blake, 2020). Data for children who are deaf or hard of hearing was collected from a number of sources. For youth with hearing loss, the prevalence was 38.7% (US Department of Justice, 2011), for youth at a residential schools using American Sign Language, it was 38% (Bauman & Pero, 2010), for adolescents with hearing loss, it was 50% (Warner-Czyz et al., 2018); whereas for adolescents in the general population, the prevalence was 28% (DeVoe & Murphy, 2011). Kouwkenberg et al (2015) suggests that language differences and the use of technology play a role while Weiner et al. (2015) suggests that victimization is more prevalent in residential schools.

Types of bullying can be described as direct (physical and verbal) and indirect (social exclusion, spreading rumors, and cyber bullying (Wang et al., 2009, 2010, 2012). The negative consequences of bullying include emotional regulation, compromised self-esteem, depression, anxiety, loneliness, poor educational performance, and psychosomatic symptoms.

Strategies to Minimize Risk and Impact of Bullying

The American Academy of Pediatrics has a webpage about The Resilience Project and measures to stop toxic stress https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/resilience/Pages/Bullying-and-Cyberbullying.aspx. Stop bullying on the spot is a government sponsored website with suggestions for stopping bullying https://www.stopbullying.gov. Additional resources and suggestions are provided during the presentation.