

# 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

- Financial – No relevant financial relationship to disclose
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Dr. Warner-Czyz, employed by the University of Texas at Dallas, TX

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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



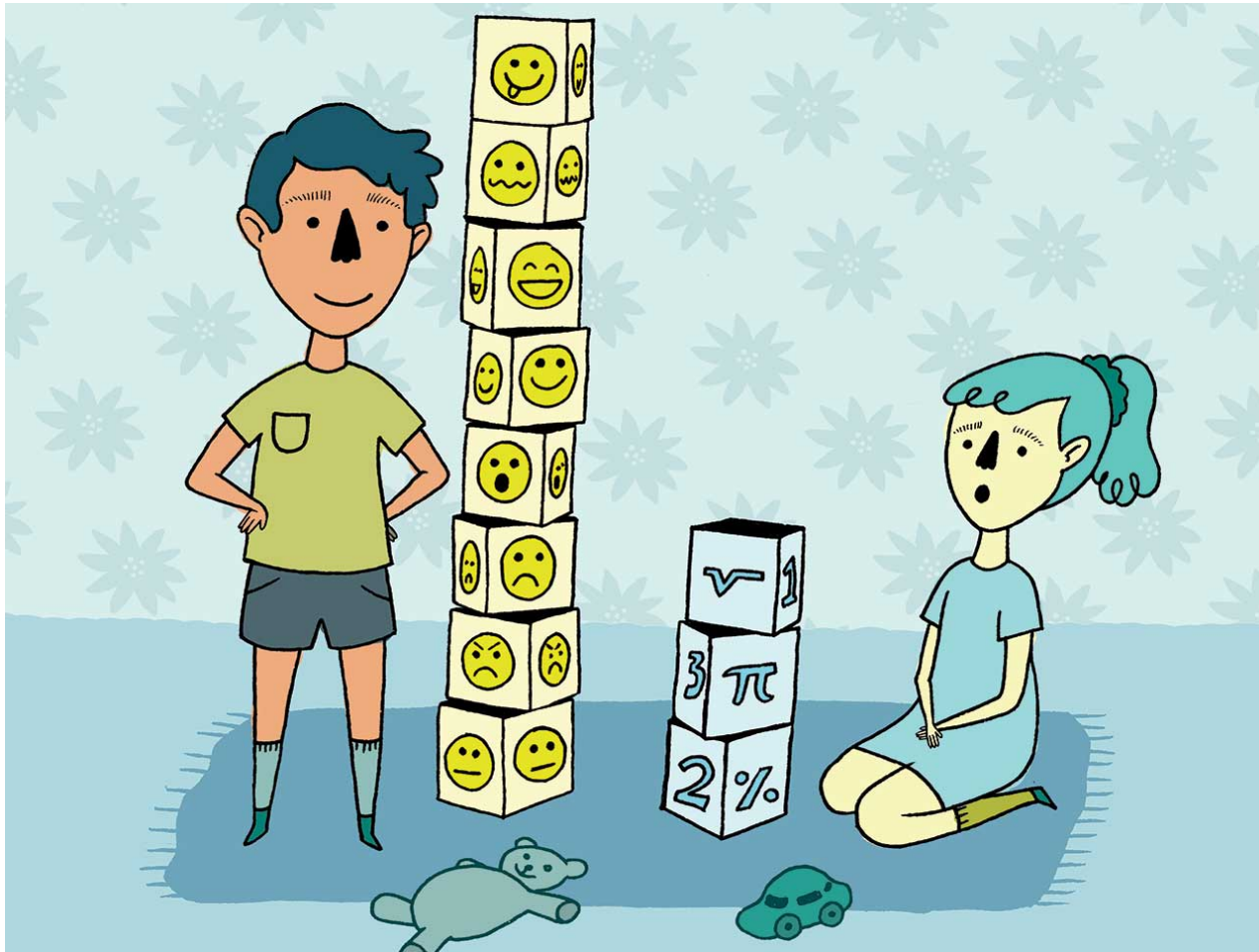
# Learning Objectives

- 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?

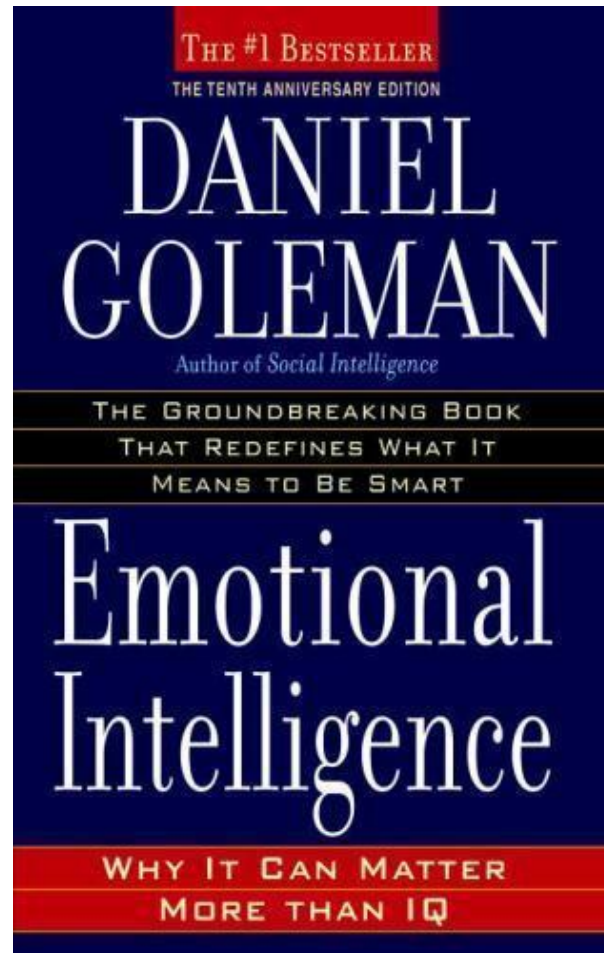




# What is social-emotional intelligence?

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





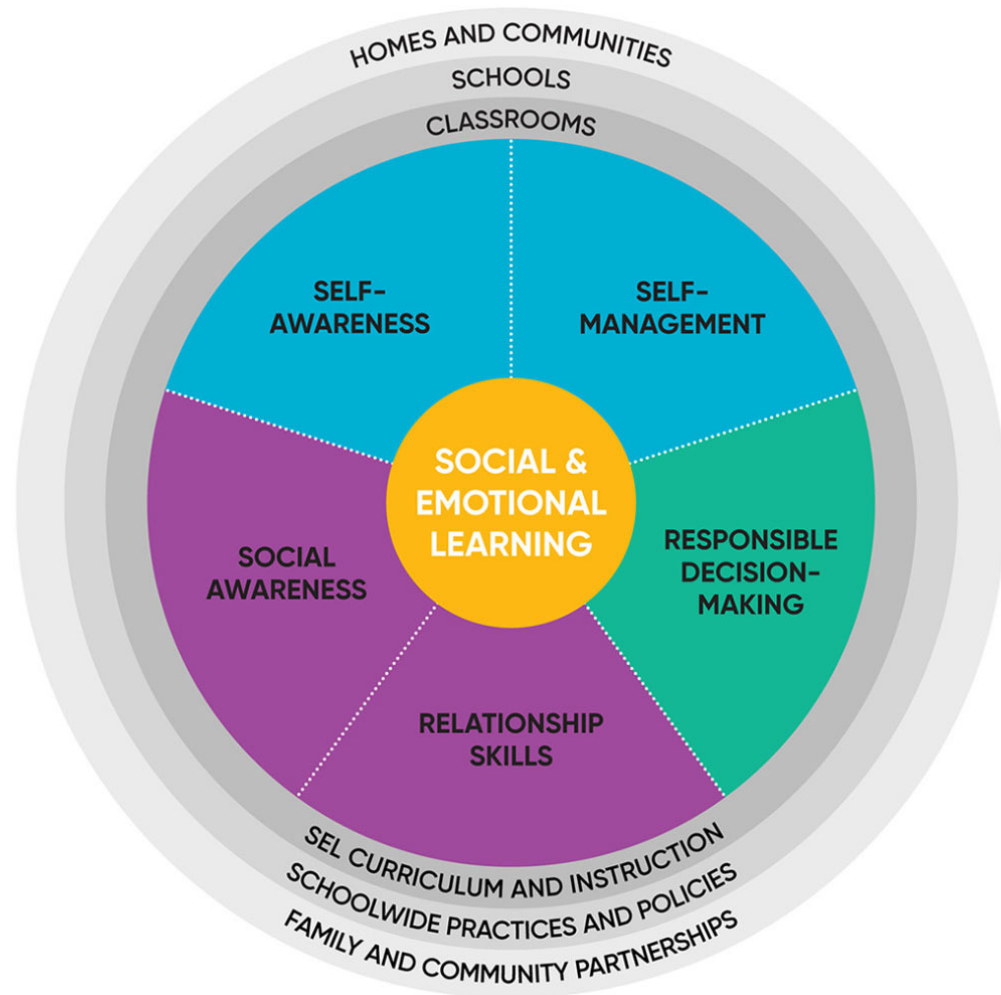
1995





Collaborative for  
Academic Social and  
Emotional Learning  
(CASEL)

<https://casel.org/>



Daniel Goleman CASEL  
co-founder, 1994

# 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



# What is bullying?

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

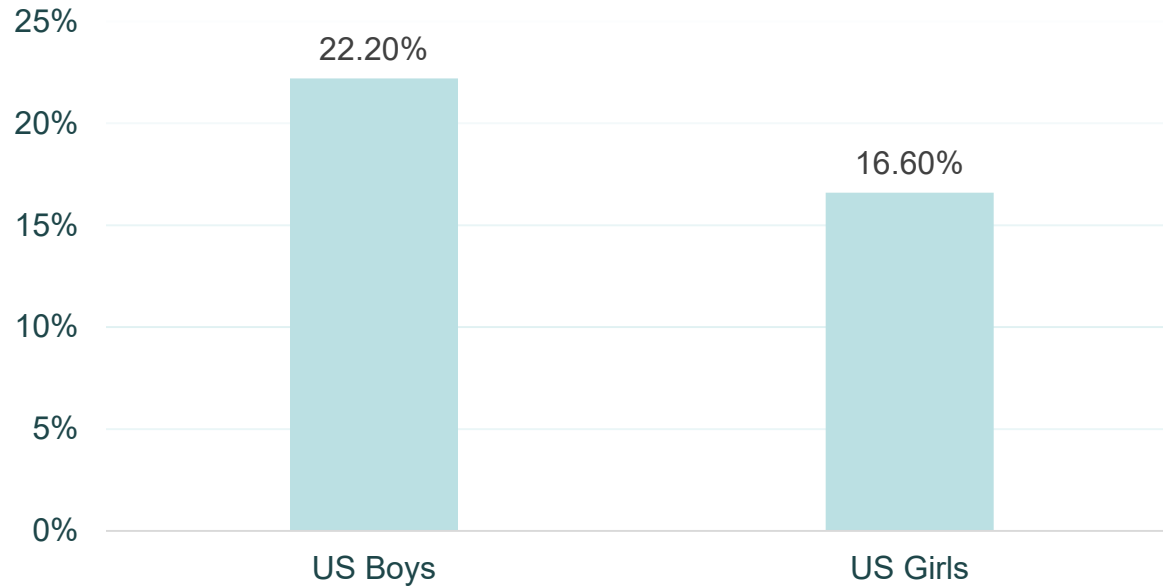
- **Intentional**
- **Perceived negatively by the target**
- **Repeated over time**
- **Involves a power imbalance**

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



# Who is at risk?

## US Bullying Rates

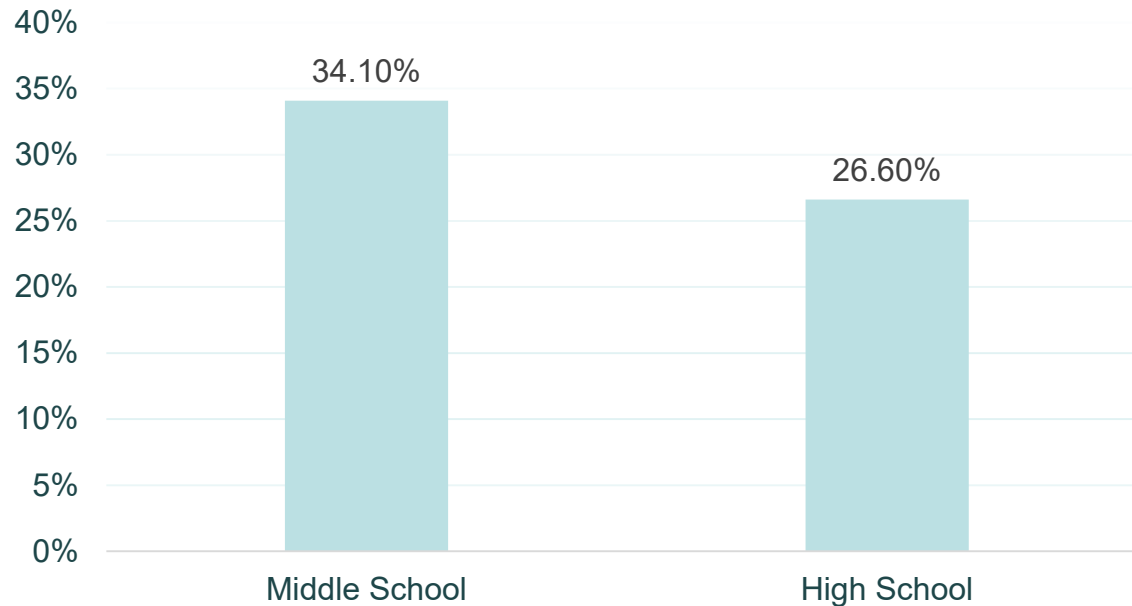


General population worldwide prevalence = 23.4%

Craig et al, 1998; Blake, 2020

# Who is at risk?

## Children with Disabilities



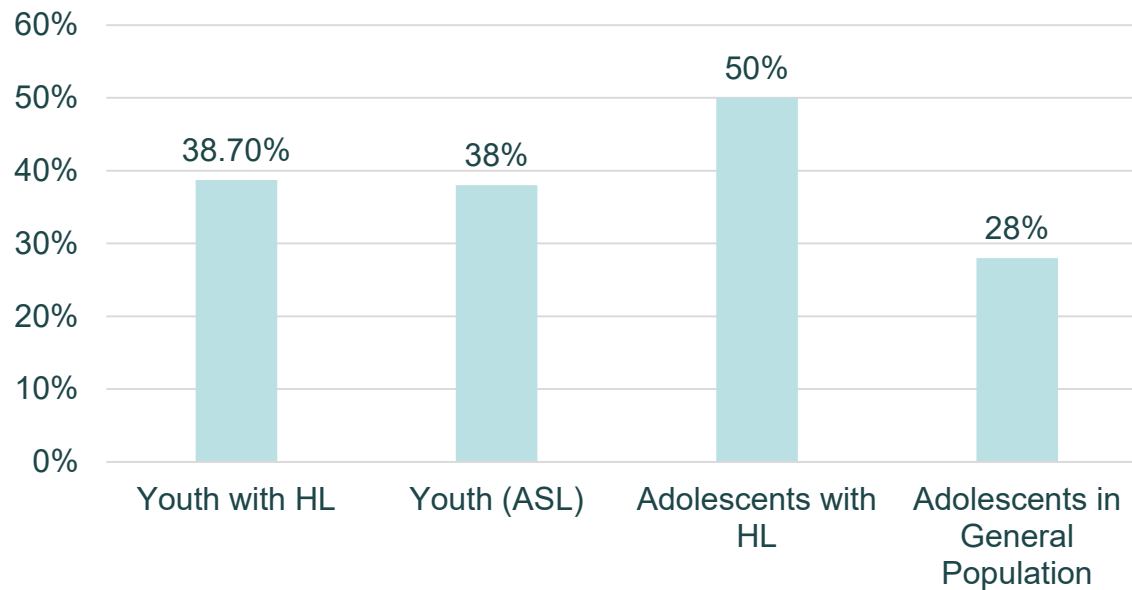
Autism, intellectual disabilities and other differences

23.4%

Craig et al, 1998; Blake, 2020

# Who is at risk?

## Children who are Deaf or Hard of Hearing



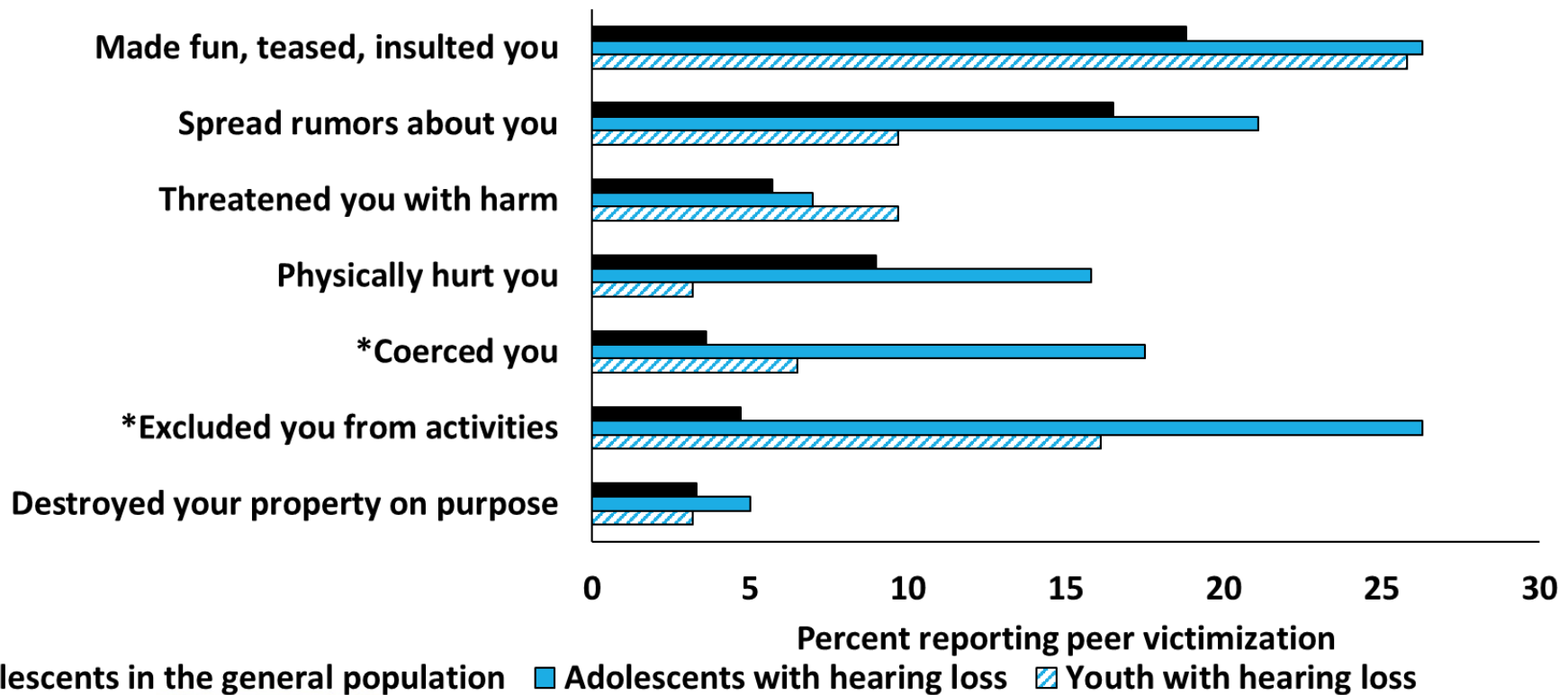
US Department of Justice, 2011; Bauman & Pero, 2010; Warner-Czyz et al. 2018; DeVoe & Murphy, 2011; Kouwenberg et al., 2015; Weiner et al., 2015

# 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

# What is the victimization experience for children with hearing loss?



Warner-Czyz et al (2018) \* Significant difference between adolescents with hearing loss and adolescents in the general population.



# What is the impact of bullying?

- Emotional regulation
- Self-esteem
- Depression
- Anxiety
- Loneliness
- Poor educational performance
- Psychosomatic symptoms



# 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



# 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



# 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?



# 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)



# 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/>



# 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>



# 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 indepth 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





# What are the competencies for social-emotional intelligence?

## Self Awareness

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

## Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for other

## Responsible Decision-Making

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

## Social and Emotional Learning (SEL) Competencies

### Self Management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

### Relationship Skills

- Communication
- Social engagement
- Relationship building
- Teamwork

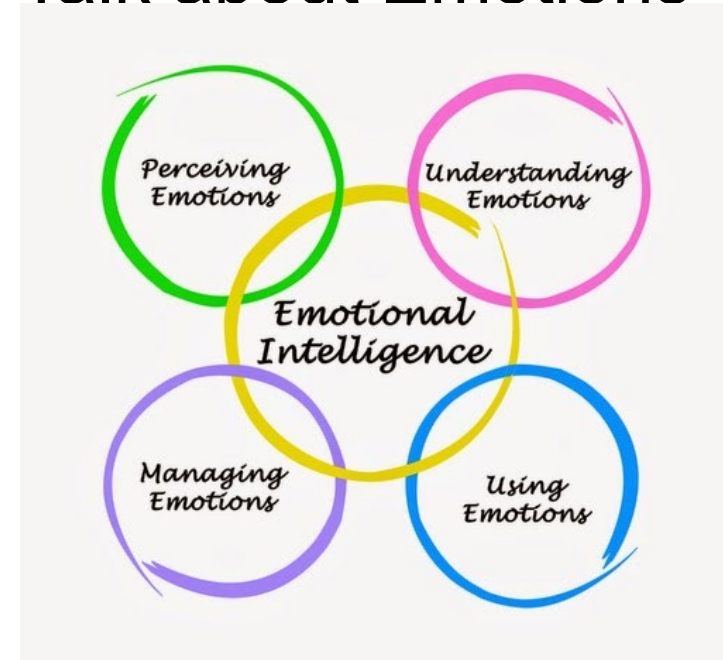


# How can parents nurture social skills?

## Involve in Social Activities



## Talk about Emotions

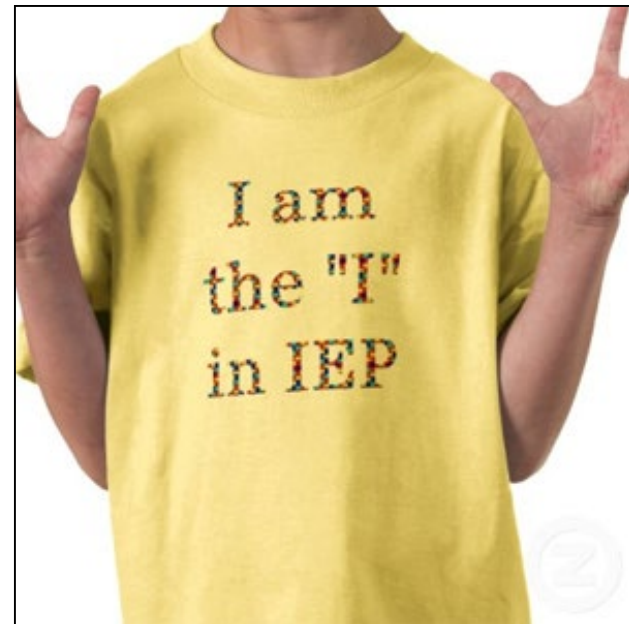


# How can parents nurture social skills?

## Engage in Open Communication

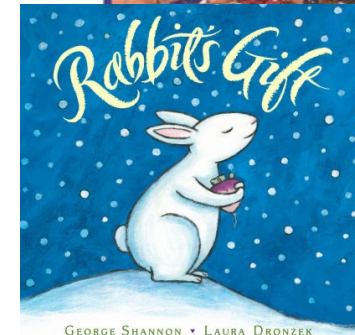
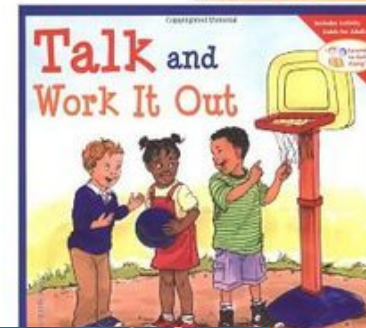
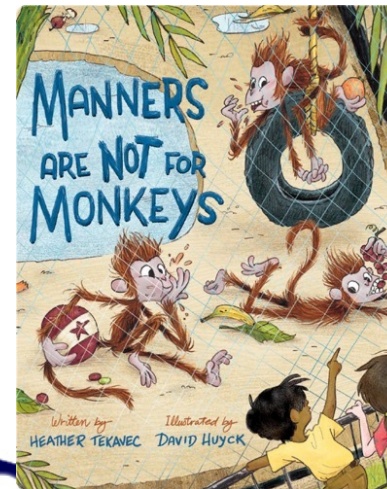
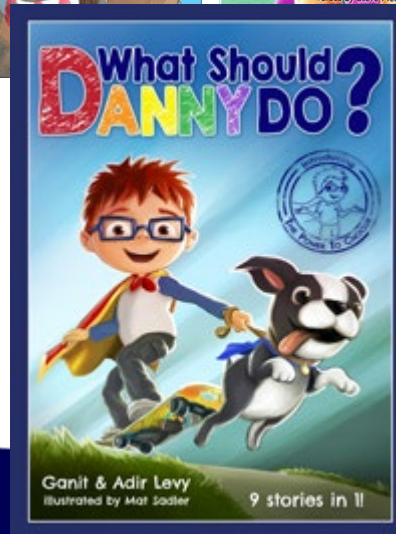
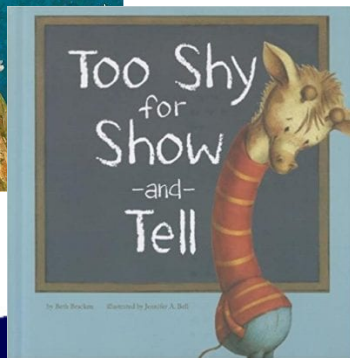
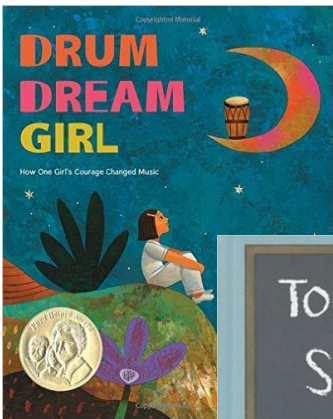
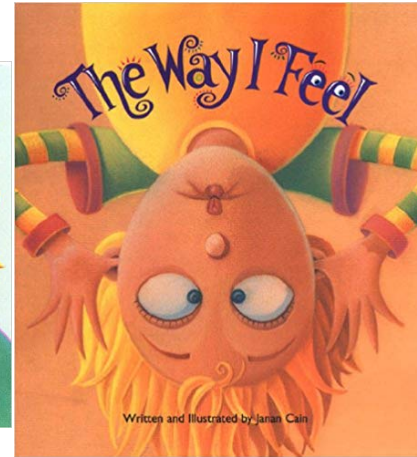
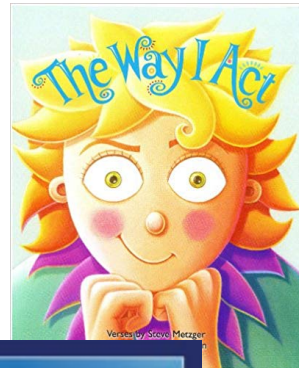
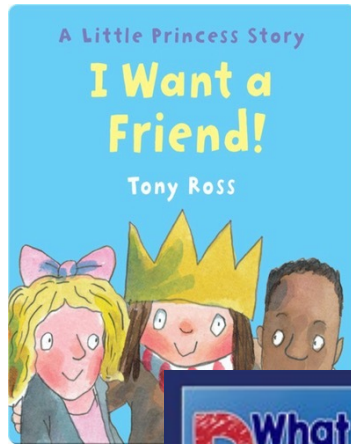


## Focus on Self-Advocacy



# How can parents nurture social skills?

Explore  
Books!



# How can clinicians foster social skills?

Explicitly -

Teach Rules of Pragmatic Social Communication

accept respect



**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.thepathway2success.com](http://www.thepathway2success.com)

# How can clinicians foster social skills?

## Routinely ask about peer relationships

**Ask child about friends.**

**Ask if child feels afraid to go to school.**

**Ask child directly if they have experienced bullying.**

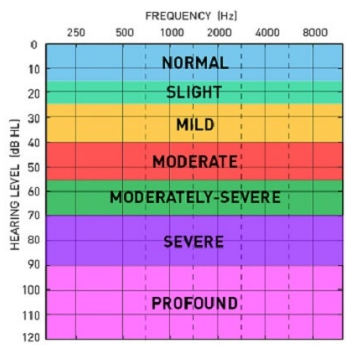
English, 2013;  
Squires et al., 2013



# 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



# 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](http://www.doe.mass.edu/bullying/considerations-bully.html)

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





# 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](http://www.handsandvoices.org)  
[www.pacer.org/bullying](http://www.pacer.org/bullying)



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



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

# 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



# Children and Infant Listening Lab (CHILL) website

Access to English and Spanish

versions: <https://bbs.utdallas.edu/chill/studies/>



Direct link to the English survey:

[https://utdallas.qualtrics.com/jfe/form/SV\\_9z5Jshs2WN9QvJj](https://utdallas.qualtrics.com/jfe/form/SV_9z5Jshs2WN9QvJj)



Direct link to the Spanish survey:

[https://utdallas.qualtrics.com/jfe/form/SV\\_dnD2v2PiM6UnFxr](https://utdallas.qualtrics.com/jfe/form/SV_dnD2v2PiM6UnFxr)



# Contact Information

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- Andrea Warner-Czyz, PhD, CCC/A, University of Texas at Dallas, [warnerczyk@utdallas.edu](mailto:warnerczyk@utdallas.edu)



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