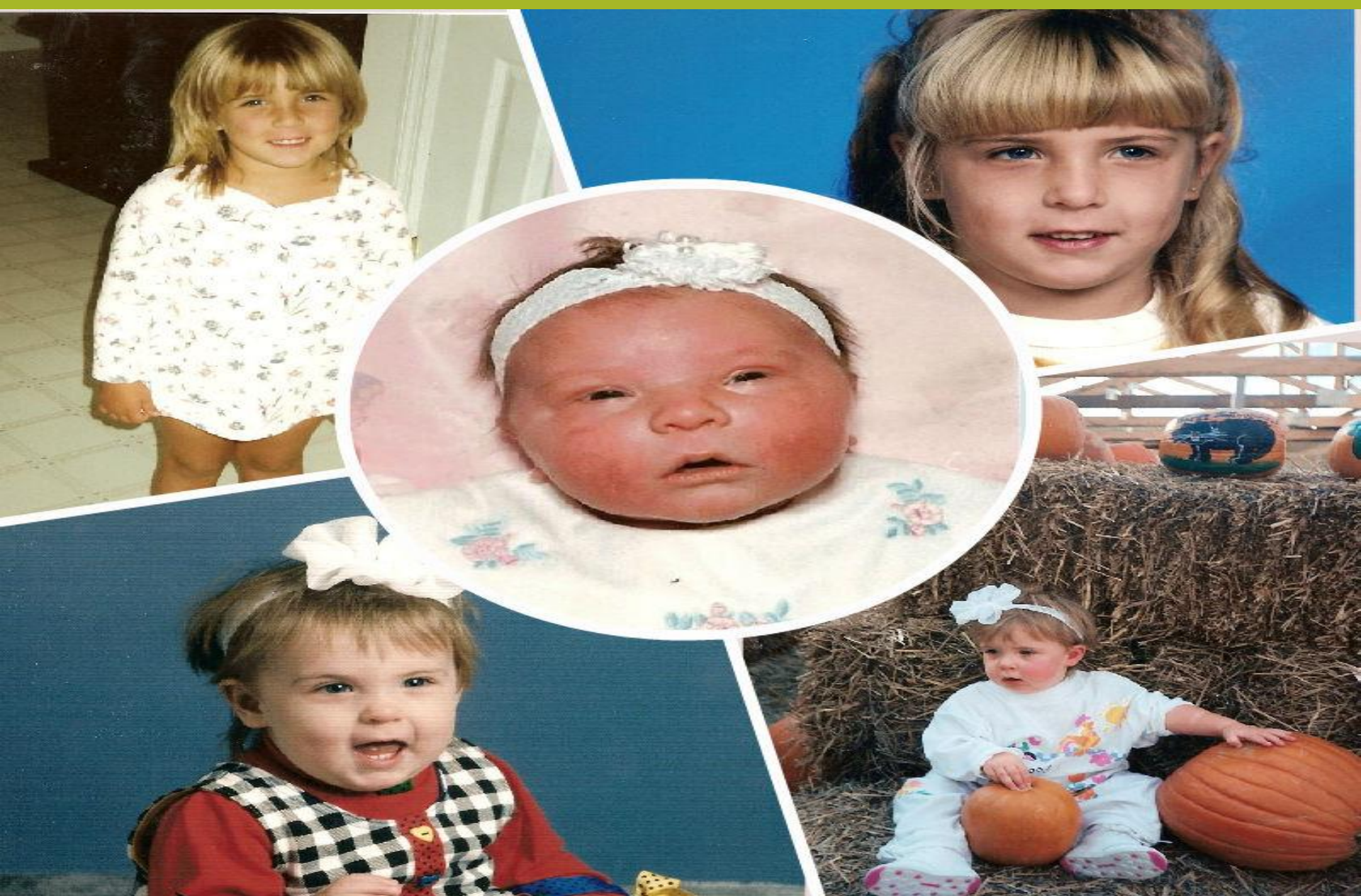


# 2017 National Conference on Bullying

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**Presented by:  
Tina Meier**

Megan Meier  
FOUNDATION 



Megan Taylor Meier 11-06-1992



# Elementary Years

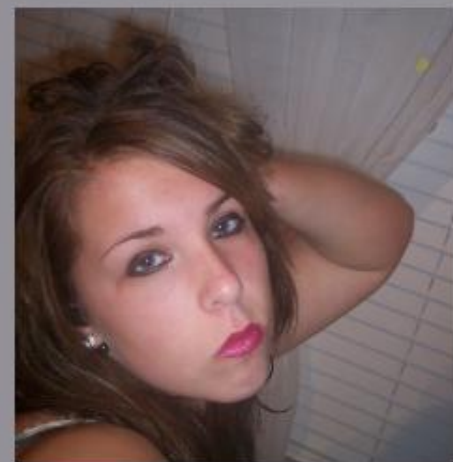
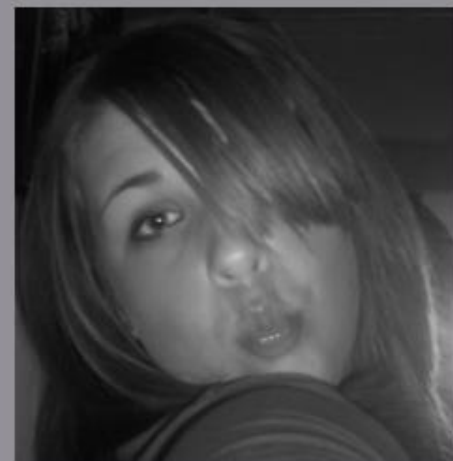
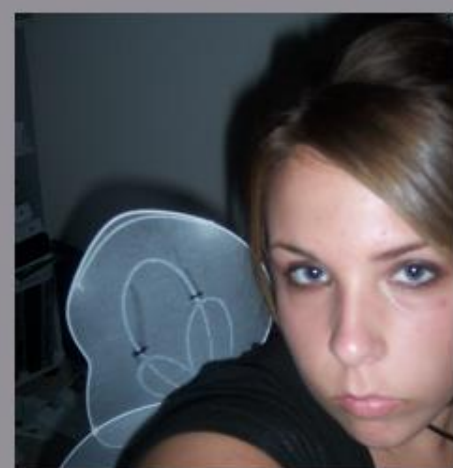


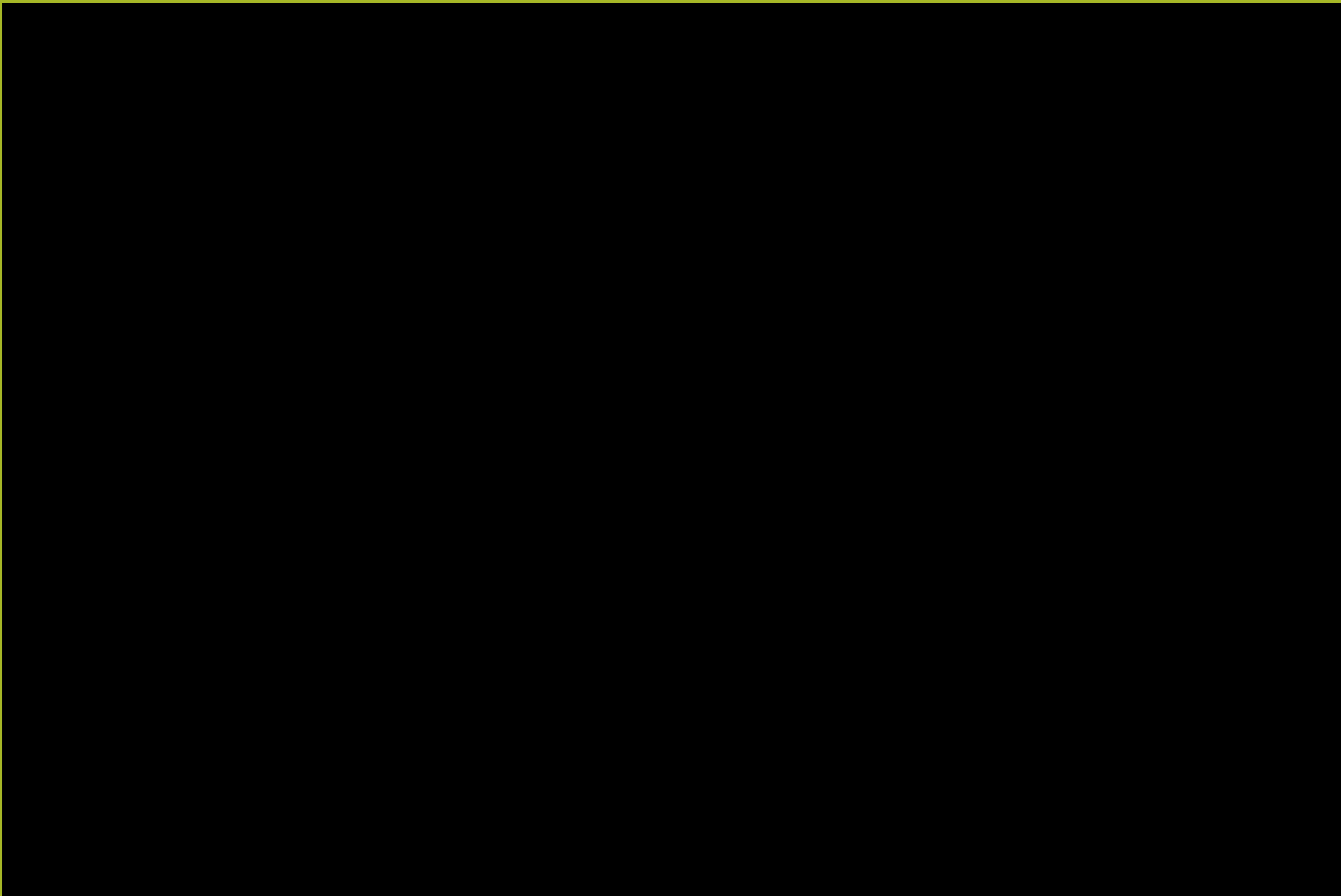


6<sup>th</sup> & 7<sup>th</sup> Grade



8<sup>th</sup> Grade



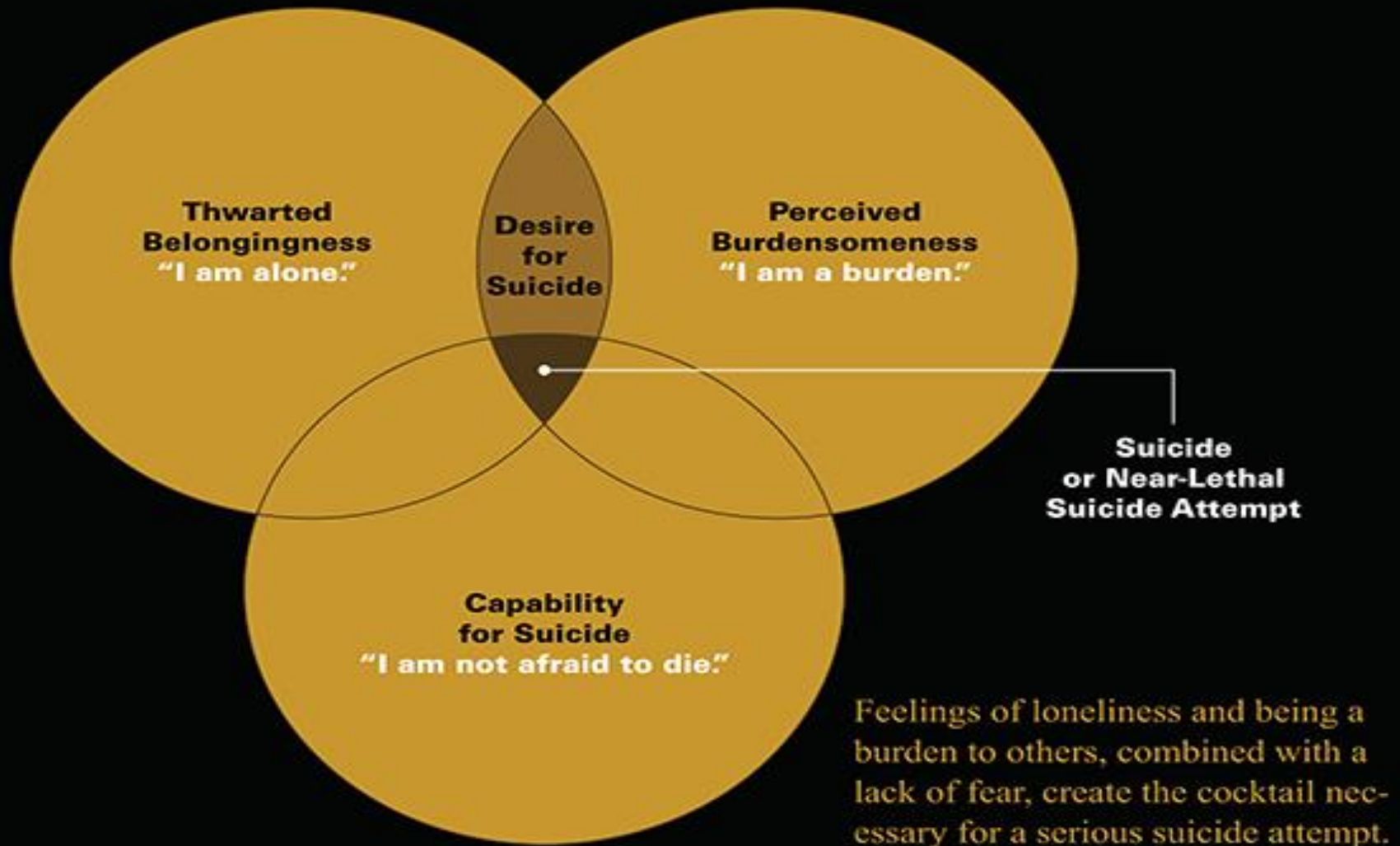


# Bullying – Suicide Correlation

- Children who have been bullied have reported a variety of **behavioral, emotional,** and **social problems**
- Suicide is the ...
  - **3<sup>rd</sup> leading cause of death for youth ages 10-14**
  - **2<sup>nd</sup> leading cause of death for youth ages 12-24**
- Most of the studies reported positive associations between all bullying types and suicidal risks



# JOINER'S THEORY OF SUICIDE

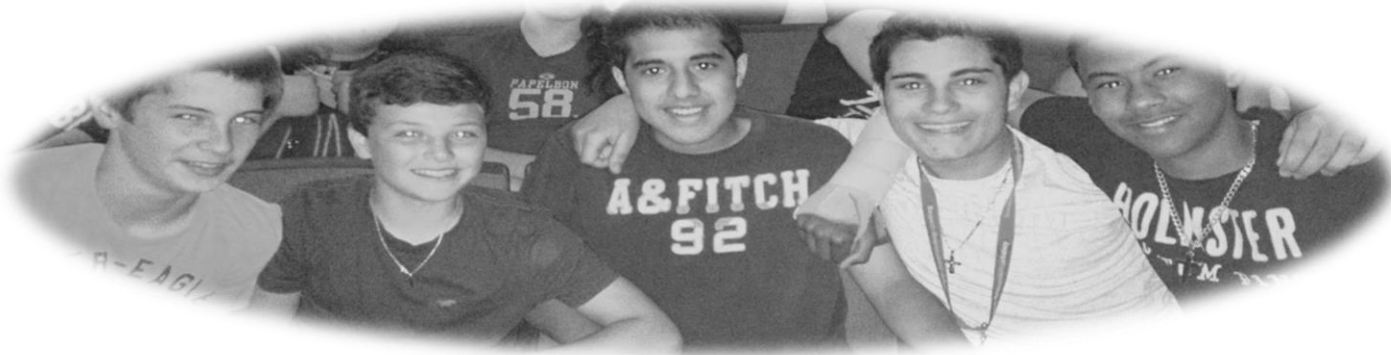




# Bullying & Suicide Prevention: Common Strategies

1. School environment is the key
2. Family outreach when necessary
3. Education of parents and educators about warning signs and importance of their involvement
4. Building relationships with all students
5. Identification of students and families in need of services and obtaining services for them





ARE KIDS TIRED OF  
HEARING ABOUT

**Bullying & Cyberbullying?**

**YES**



# Bullying

*In 2014, the CDC and a panel of experts published an updated and uniform definition of bullying.*

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Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or **perceived power imbalance** and is **repeated multiple times** or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including **physical, psychological, social, or educational harm.**

**Physical Bullying** involves hurting a person's body or possession and includes:

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- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures



**Verbal Bullying** is saying or writing mean things and includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm



**Social Bullying**, sometimes referred to as **Relational Bullying**, involves hurting someone's reputation or relationships and includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public



It is **willful** and **repeated** harm inflicted through the use of computers, cell phones and other electronic devices to harass, threaten, humiliate others.



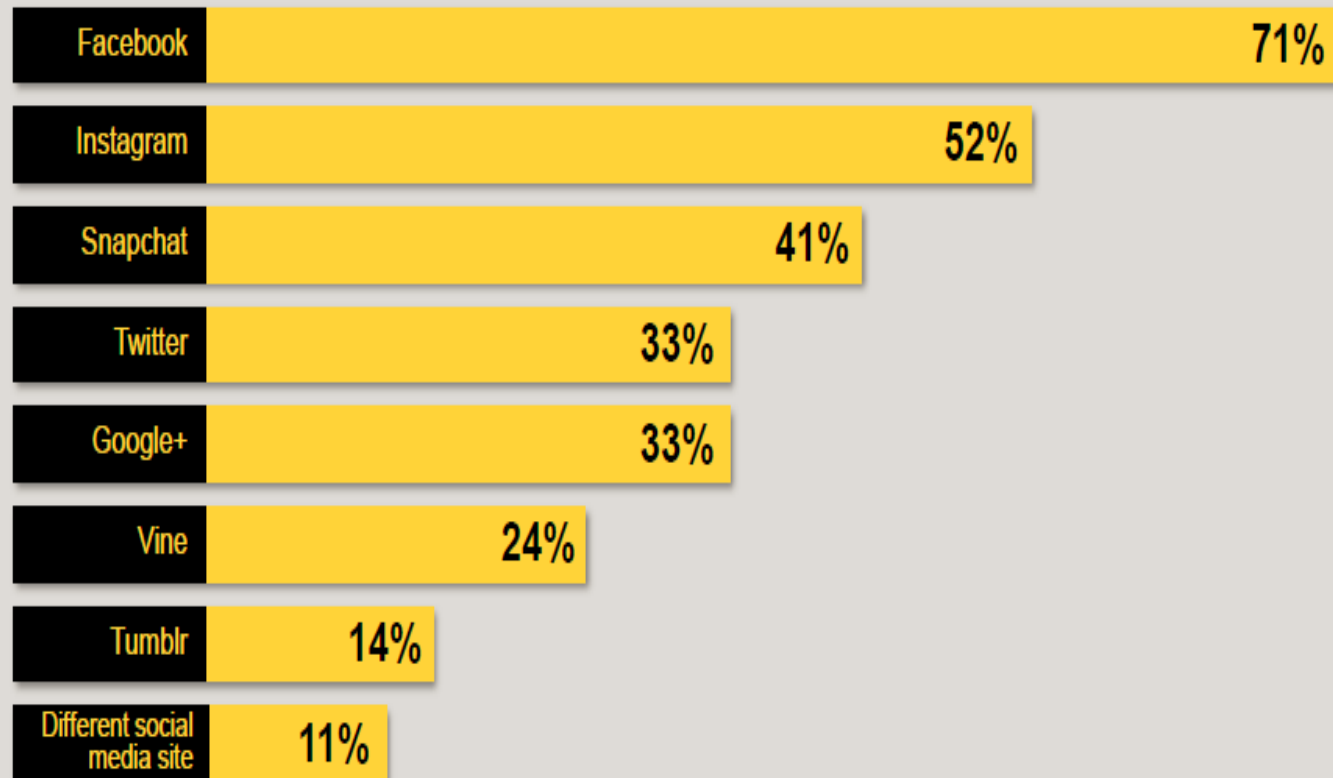
# What is Cyberbullying?

# THE PROBLEM



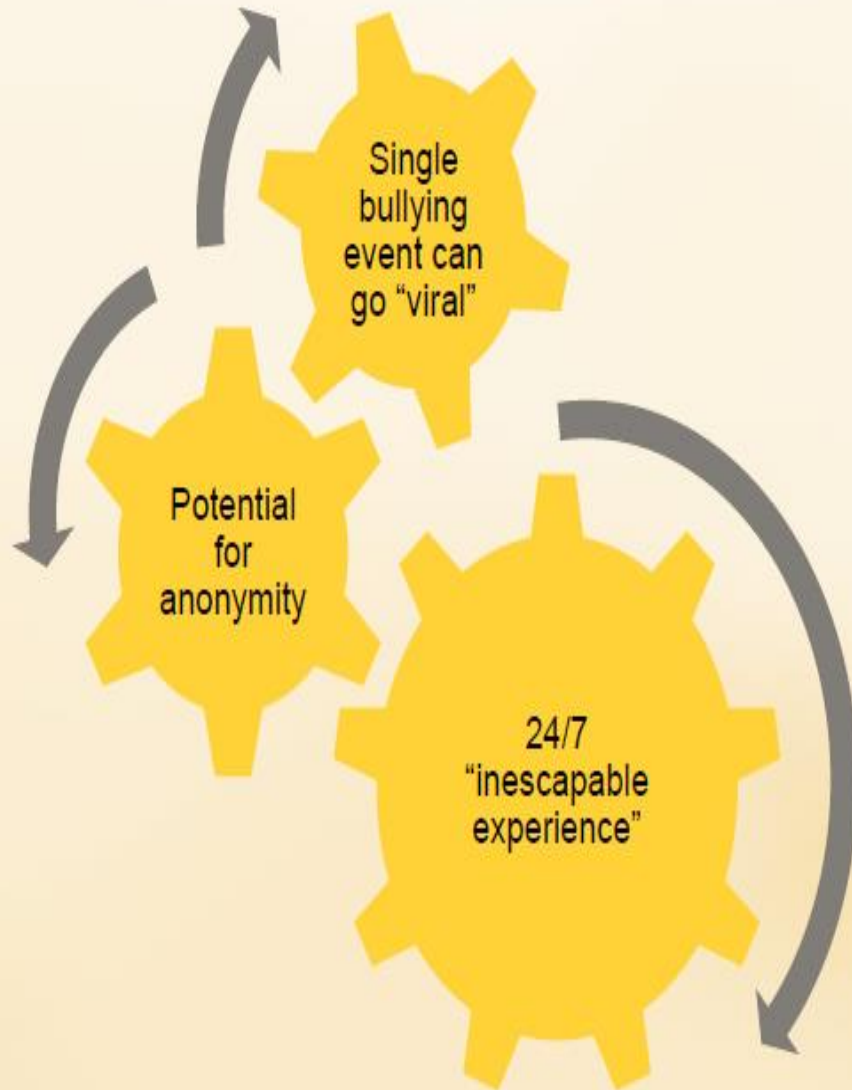
New communal avenues for bullying — chat rooms, instant messaging, social media sites — are near universally accessed by youth

Percentage of all teens 13 to 17 who use ...





# ONLINE CONTEXT FOR BULLYING



# Why Do Girls Bully?

**Boys**

**Jealousy/  
Insecurity**

**Rumors**

**Just  
for  
Fun**



# Why Do Boys Bully?

Learned  
Behavior

Insecurity

Seeking  
Power

Seeking  
Attention

# When Can Schools Intervene?

Certain expressions are not protected by the First Amendment Right and allow for intervention/discipline, including those that:

*Substantially or materially disrupts learning*

*Interferes with the educational process or school discipline*

*Utilizes school-owned technology to harass*

*Threatens other students or infringes on their civil rights*

# PSYCHOLOGICAL IMPLICATIONS



The Bullied Brain

# Laurence Steinberg, a developmental psychologist specializing in adolescence at Temple University states:

- Peer relations are not a sideshow . . . but the main show.
- Some brain-scan studies, in fact, suggest that our brains react to peer exclusion much as they respond to threats to physical health or food supply.
- At a neural level, they perceive social rejection as a threat to existence.



- ✓ ***Knowing this might make it easier to abide the hysteria of a 13-year-old deceived by a friend or the gloom of a 15-year-old not invited to a party.***
- ✓ ***They react to social ups and downs as if their fates depended upon them! They're right. They do.***

# NEUROLOGICAL CONSIDERATIONS



## Prefrontal Cortex (PFC)

- "CEO" or executive of the brain
- Setting priorities, organizing plans and ideas, forming strategies, controlling impulses, and allocating attention.
- New research suggests that the PFC is one of the last areas of the brain to fully mature and is not completely developed in humans until mid to late 20's.

# WHAT DOES THAT MEAN?

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## **Kids Brains:**

- Look like children who have been sexually or severely physically abused;
- Respond to everyday stress like combat soldiers with Post Traumatic Stress Disorder;
- Lifelong problems with cortisol and adrenals leading to chronic health problems;
- Show signs of dysfunctional thought processing, chronic depression and anxiety into adulthood.



# **PREVENTION & INTERVENTION METHODS**

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Strategies for a Positive School Climate

# PREVENTION PROGRAMS AND POLICIES: SCHOOL BASED



- Vast majority of bullying prevention research has focused on universal school-based programs



- Effects of these programs appear to be modest



- Multi-component programs are most effective at reducing bullying



- Positive relationships with teachers, parents and peers appear to be a protective factor against bullying

# PREVENTION PROGRAMS AND POLICIES: SCHOOL BASED



Limited research on selective and indicated models for bullying prevention programming

There are relatively few developed and tested programs for subgroups of youth who are at risk for involvement in bullying

Suspension and “zero tolerance” policies appear to be ineffective

Further research is needed to determine the extent to which peer-led programs are effective

School climate, positive behavior support, social and emotional learning, and youth violence prevention programming may also be effective

# **In a positive school climate, students:**

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- Do better academically.
- Attend school more regularly.
- Feel better about themselves.
- Engage in fewer risky behaviors like drinking alcohol or using drugs.
- Engage less in bullying and other problem behaviors.

# Five Ways You Can Validate A Child/Adolescent's Feelings:

- **Communicating** your intent to listen without judging or blaming and calling yourself out if you stray from this empathetic stance.
- **Being sensitive** to, and acknowledging how difficult and even embarrassing it is to be “different” when he/she wants to be like everyone else.
- **Acknowledging** the problems in his/her life and that they matter.
- **Reflecting** about how upsetting it feels when his/her emotions seem to spin out of control.
- **Understanding** how deep shame (often non-detectable to frustrated parents) can keep influencing the child to behave in ways that he/she may regret later.



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