

THEMISTOKLIS HIGH SCHOOL PIRAEUS, GREECE



B.A.M

BULLYING A MATTER OF SELF ESTEEM

MOBILITY IN GERMANY

Presentation of psychological tools and opportunities to diagnose bullying in process ... with the necessary psychological tools...

Psychological effects of bullying

The effects of bullying



- Create Trauma to children.



- Afraid of going to school, afraid of socializing, have few friends.



- To be an inferiority complex, become a child who talks less and to be repressed.

- Have a risk to be depressed, antisocial behavior or may have self-injurious behavior.



- the act of bullying in school grounds, can be extremely harmful to the mentality of a child or a teenager that has not yet developed social skills.
- bullying harms every member of this vicious cycle, the bully, the victim and the audience.

psychological effects of bullying

- Fear, anxiety and loneliness
- Sadness and depression
- Losing interest in activities previously enjoyed
- Trouble sleeping
- Difficulty concentrating
- Use of drugs or alcohol
- Increased risk of suicidal thoughts and behaviours.
(<https://myonlinetherapy.com/psychological-impact-of-bullying/>)



Bullying in process...



- It is important teachers to identify victims and intervene at an early stage
- It is often difficult because teachers cannot always recognize victimization or the underlying social dynamics that determine what kind of interventions are necessary.
- It is important parents to realise that their child has issues with bullying either if they are bullies or victims.
- It is often difficult, because sometimes children are not sharing things happen at school

Bullying in process...



- It is important for society to discover ways to diagnose bullying at schools...
- It is difficult because society "exist" far away from the youth... does not even include youth voices.
- It is important scientists to give the school community tools
- It is difficult because sometimes scientists cannot find the path from the theory to practice.

Risk factors

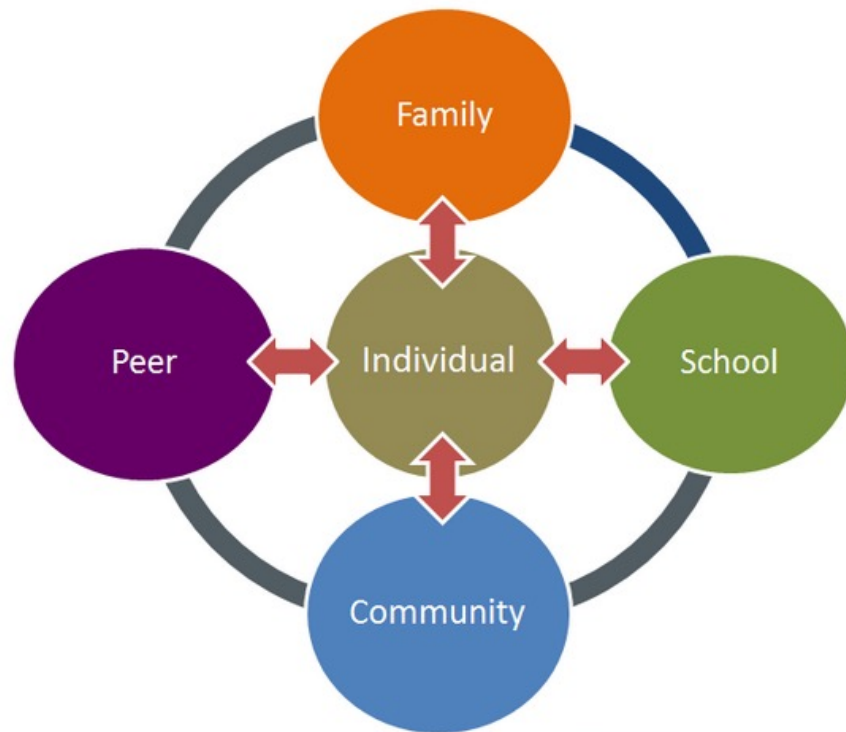


Risk factors for bullying exist at the levels of the family, the social environment, and the individual.

- Exposure to violence and emotional trauma may contribute to violent and aggressive behavior.
- associated with key violence-related behaviors including weapon carrying and fighting injuries.
- There are certain risk factors that represent the characteristic qualities that may attract bullies to their victims.

Risk factors...

Risk Factors for Bullying



stopbullying.gov



Disability



Gender



Poverty or
social status



Ethnic, linguistic
or cultural differences
(including migrant or refugee status)



Physical
Appearance



Sexual orientation,
gender identity
and expression

Diagnosis and prevention in process...

- the school climate should be based on shared values and boundaries
- every school activity should happen with tolerance and respect
- It is necessary to develop in all schools a set of approaches that will effectively protect members of the school community from violence and bullying
- ways to manage incidents of bullying.



Diagnosis and Intervention

- Some interventions need to be aimed at improving the general school climate or the safety of the school community
- Some interventions need to aim at forming peaceful attitudes, opinions and motivations among the members that make up the school community and at learning coping strategies.
- the management of incidents of school bullying does not only concern those directly involved.
- There are two areas of developing practices against school violence and bullying, the prevention of the phenomenon and the management of incidents.

Options of diagnostic in process...

- In any incident of school bullying, both the victim and the bully need help to develop and restore a peaceful relationship and communication between them
- The *role of the teacher* is clearly a catalyst for defusing the phenomenon
- In order to deal with the phenomenon, we need to keep in mind that the school community is made up of people with different socio-cultural, family or individual backgrounds.

Teachers in diagnostic process

- network diagnostics of the social structure of the classroom can help teachers to recognize and reduce victimization more systematically.
- significant effects of the use of network diagnostics to reduce health problems.
- how these diagnostics (for bullying and victimization, social position, and school well-being) can help in recognizing victimization and tailoring interventions to the most relevant students
- systematic stepwise approach for teachers to interpret the diagnostics and translate them into structural actions.

Teachers in diagnostic process



Teachers in diagnostic process...

- raise awareness of the potential of network information
- facilitate the daily practice of reducing bullying
- give researchers directions for further empirical research on teachers' role in tackling bullying and on the situations that may affect whether their approaches are effective.
- discuss potential barriers to teachers' use of network diagnostics, such as a lack of time and resources at school.



Educational programmes

- educational programs that help students build their emotional capacity undoubtedly have beneficial effects such as increasing cooperative behavior and decreasing antisocial activities
1. Social Group Method – No Blame
 2. Method of Shared Concern
 3. Restorative Justice



All methods are aimed at stopping bullying without accusing the perpetrators

Diagnosis and psychological tools

How To Develop a
No-Blame, No-Shame
Culture



Culture

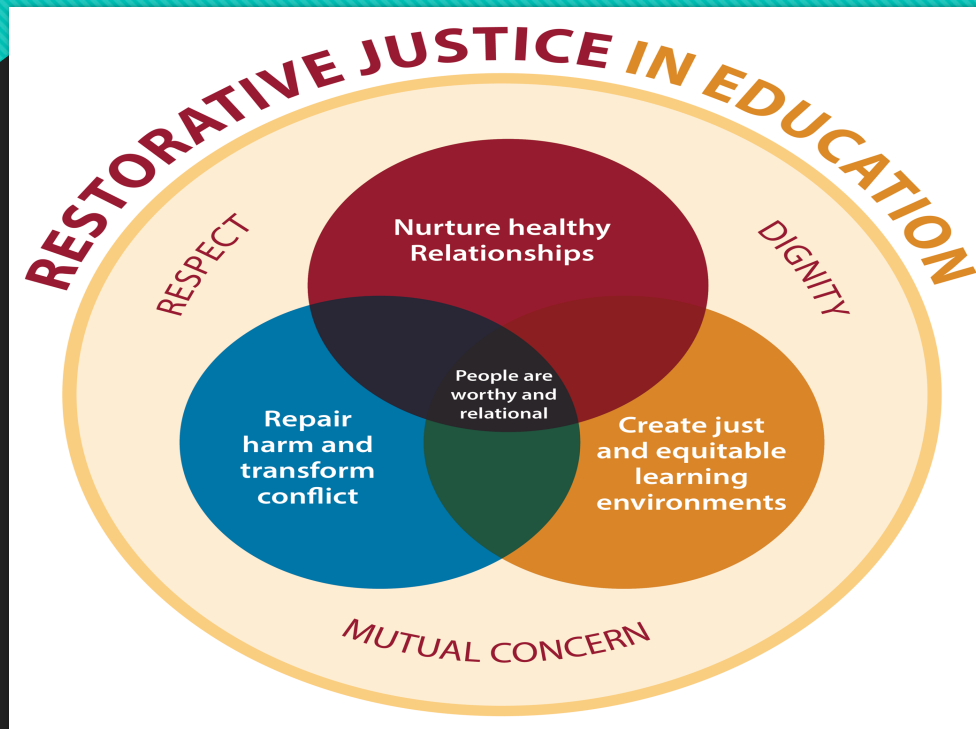
Diagnosis and psychological tools

The Method of Shared Concern

- Begin by identifying the suspected bullies and interview them **individually**
- Share your concern for the victim. Obtain recognition by the bully of the victim's distress. **Avoid any suggestion of blame.** Then request help from each interviewee
- Once there is evidence of positive action, convene a meeting of the **group** of bullies and help them to work out a plan for when they meet with the victim
- Convene a final meeting with the **bullies plus the victim** and help them to work through and resolve the problem

Developed for  Queensland Government

Diagnosis and psychological tools



Classmates, friends and peers in diagnostic process...

- Peer support schemes should not be expected to tackle bullying at schools in isolation. They should be part of a whole school approach to where everyone in the school community is involved in creating an anti-bullying culture
- Students should not be expected to put themselves in potentially dangerous or hostile situations
- Peer supporters should be well trained in being able to identify when a child might be at risk or there is a problem within the school. They must know how to escalate this to school staff
- Peer supporters must be supervised regularly

Classmates, friends and peers in diagnostic process...

- peer supporters should not be 'the usual suspects', but from across the school population.
- peer supporters should be representative of the school population and include disabled children/those with SEN, those from race and faith minority groups, etc.
- Peer supporters should express what they think of the peer support scheme.
- peer supporters could involve other students in anti-bullying activity. Ensure that these are inclusive.
- the boundaries should be clear for the peer supporters.
- Confidentiality is very important for peer supporters.

Family in diagnostic process

- If your child is being bullied at school, signs to watch out for include seeming withdrawn at home, falling grades or wanting to avoid school. Bullying has short-term and long-term effects. Therefore:
 - Talk with your child and listen to them
 - Decide on the best schooling option for your child
 - Work as a team to address underlying causes of your child's school reluctance or refusal
 - Check if your child is struggling academically
 - Make a plan to work towards your child's attendance goals

Psychological tools

Emotional education

- refers to the abilities that make up emotional intelligence in the context of children's emotional interactions in the family and at school.
- Gives the participants the ability to perceive, express and handle emotions such as anger, frustration, jealousy, sadness, low self-esteem, and more.
- Numerous studies have shown that SEL can have a positive impact on school, academic performances, as well as, in our case, prevent bullying from reaching school grounds.

Here's also an [video](#) going into depth about the impact of SEL!

Emotional education

- self-control
- empathy
- conflict
- problem solving process
- communication
- personal responsibility
- self-esteem
- self-discipline

When one learns to manage their emotions correctly, equality takes front and center and impulsive behaviors such as bullying are easier to confront.

Time to interact... Let' make our back pack full of positive self



- Props (hard paper, paper, markers)
- split into groups of four (or three)
- Each group has a large piece of cardboard
- The cardboard is divided according to the people in the group
- Each student draws a backpack
- each student writes on pieces of paper positive ideas, positive characteristics about himself/herself.
- He/she sticks them next to his backpack
- We talk about the "confidence" backpack
- Reflection

Psychological tools

- Team sports can also help both the bullies and the victims, since they enable the former to express their frustration and the latter to gain confidence and create friendships. The sports coaches should also be well trained to de-escalate any bullying incidents.
- Events of the school community such as friendly competitions, plays and meetings students can do their own research on the topic and come to their own conclusions , while gaining a deeper understanding of bullying.

Conclusions

- Some interventions need to aim at improving the general school climate or the safety of the school community
- others aim at forming peaceful attitudes, opinions and motivations among members of the school community and at learning coping strategies.
- The existence of several interventions and the possibility of combining them, is more likely to have higher success rates compared to the application of individual practices against the phenomenon.
- The following approaches that we will analyze form the basis for the development of appropriate strategies to eliminate the phenomenon.

B.A.M DIAGNOSIS AND INTERVENTION



- Let' s hope that Europe can play important role in diagnosis of bullying and give opportunities to find ways through Erasmus projects!!!

Thank you!!!