

ANTI-BULLYING PRESENTATION

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Slides for parents/guardians

Scenario 1

Version A:

One weekend, Tommy invited 3 friends to sleepover. The following Monday morning at school, his friends were talking about how much fun they had. Some boys that weren't invited overheard and told Tommy it was rude to leave people out. Tommy shrugged and said his parents only allowed him 3 friends so he chose his favorites.

Bullying?

WHY??

Version B:

One weekend, Tommy invited 3 friends to sleepover. The following Monday morning at school, he bragged about all the things they did together. He did the same thing the next 2 Mondays, this time telling the other boys that if they were cooler maybe they would get invited, too. Eventually, Tommy's friends joined in with him.

Bullying?

WHY??

Scenario 2

Version A:

At a pool party, you took a bunch of pictures of your friends. You got a super embarrassing one of your friend jumping off the diving board. You decided it was so hilarious that you posted it on social media. On Monday morning everyone was talking about it. Your friend was out sick that day.

Bullying?

WHY??

Version B:

At a pool party, you take a picture of your friend jumping off the diving board. It comes out super funny, so you start laughing and show her. She walks away, looking a bit annoyed, but it's so hilarious that you just can't stop laughing. Some other friends walk over and they are laughing too.

Bullying?

WHY??

Scenario 3

Version A:

Your friend Sally just returned from sleepaway summer camp. She went with your other friend Jane. Sally called you when she got home to tell you that she got in a huge fight with Jane. Sally says that when school starts she plans to ignore Jane, and thinks you should do the same. The next time you see Sally, you contact Jane on a video call and tell her she's out of the group for good.

Bullying?

WHY??

Version B:

Your friend Sally just returned from sleepaway summer camp. She went with your other friend, Jane. Sally called you when she got home to tell you that she got in a huge fight with Jane. Sally says that when school starts she plans to ignore Jane and thinks you should do the same. Sally posts on social media about what happened at camp. All the girls are commenting that they will also ignore Jane in September.

Bullying?

WHY??

Scenario 4

Version A:

In science class, Kevin's lab partner made a mistake that cost him an A on the assignment. He got frustrated and called his partner an idiot, and said that if they're ever partners again, he better not touch anything. Kevin's lab partner yelled back at Kevin until the teacher intervened.

Bullying?

Version B:

In science class, Kevin's lab partner (John) made a mistake that cost him an A on the assignment. Kevin got frustrated and told everyone at lunch that John is an idiot, and if they ever get partnered with him not to let him touch anything. For the next few weeks, when science class starts, Kevin and the other boys call John stupid.

Bullying?

Scenario 5

Version A:

Hannah approaches 4 girls at recess and asks to join their game. The girls tell Hannah they only need 4 players and the spots are filled for today.

Bullying?

WHY??

Version B:

Hannah approaches 4 girls at recess and asks to join their game. The girls tell Hannah that they are in a “special group”, and if she answers their questions correctly maybe she can join. Hannah tries everyday for the next 3 weeks to answer the girls questions, however they always tell her she’s wrong.

Bullying?

WHY??

Bullying.....as defined by NJ

N.J.S.A. 18A:37-14 defines "Harassment, intimidation or bullying" as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

1. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
2. has the effect of insulting or demeaning any student or group of students; or
3. creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student. (NJ.Gov)

There is an ABR- Anti-Bullying Bill of Rights

Bullying...as defined by NJ continued

Conflict vs. Bullying – Bullying is not a phase young people must endure or outgrow. Bullying is not a conflict between students or among groups of students. Conflict is a mutually competitive or opposing action or engagement, including a disagreement, an argument or a fight which is a normal part of human development. Bullying is one-sided, where one or more students are victims of one or more person's aggression, which is intended to physically or emotionally hurt the victim(s).

There generally are four types of bullying behaviors. These behaviors and some examples are identified by the Dept of Justice (2011) as:

Verbal – Includes taunting, name calling, malicious teasing or making threats

Psychological – Includes spreading rumors, purposefully excluding people from activities, breaking up friendships

Physical – Includes hitting, punching, shoving, spitting or taking personal belongings

Cyberbullying – Includes using the Internet, mobile phone or other digital technologies to harm others. (DuPage County Anti-Bullying Model Policy and Best Practices, 2011).

INTENT vs IMPACT

What is Bullying??

Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once- *there are caveats to this, based upon the severity of the single incident, how far reaching it is, such as the use of cyberbullying, and the history between the students.*

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

To be defined as bullying, three components must be present: (1) repeated actions or threats (noting caveat above), (2) a power imbalance and (3) intention to cause harm.

A mean act, such as calling someone a name, being rude, or having a physical altercation , should be addressed and is not appropriate, however does not necessarily meet the definition of bullying.

Students often describe bullying as when “someone makes you feel less about who you are as a person.”

Harassment or Bullying??

...harassment is different from bullying

Bullying and harassment are often used interchangeably when talking about hurtful or harmful behavior. They are very similar, but bullying behavior is considered harassment when it is directed at a ***protected class*** – such as a group identified by race, religion, sex, age, disability, or national origin. ...

The Internet is changing how youth experience bullying (Pacer.org)

The Statistics Say...

Types of Bullying

- Students ages 12-18 in grades 6-12 experienced various types of bullying, including:
- Having rumors spread about them (13%)
- Being made fun of, called names, or insulted (11.9%)
- Pushed, shoved, tripped, or spit on (4.9%)
- Being excluded from activities, social media, or communications (3.7%)
- Threatened with harm (3.3%)
- Having private information, photos, or videos purposely shared in a hurtful way (2.5%)
- Others tried to make them do things they did not want to do (2.5%)
- Property was destroyed on purpose (1.4%)

The Roles....

Kids who Bully: These kids engage in acts of bullying against their peers.

Kids who are the Victim: These kids are the main targets of the bullying.

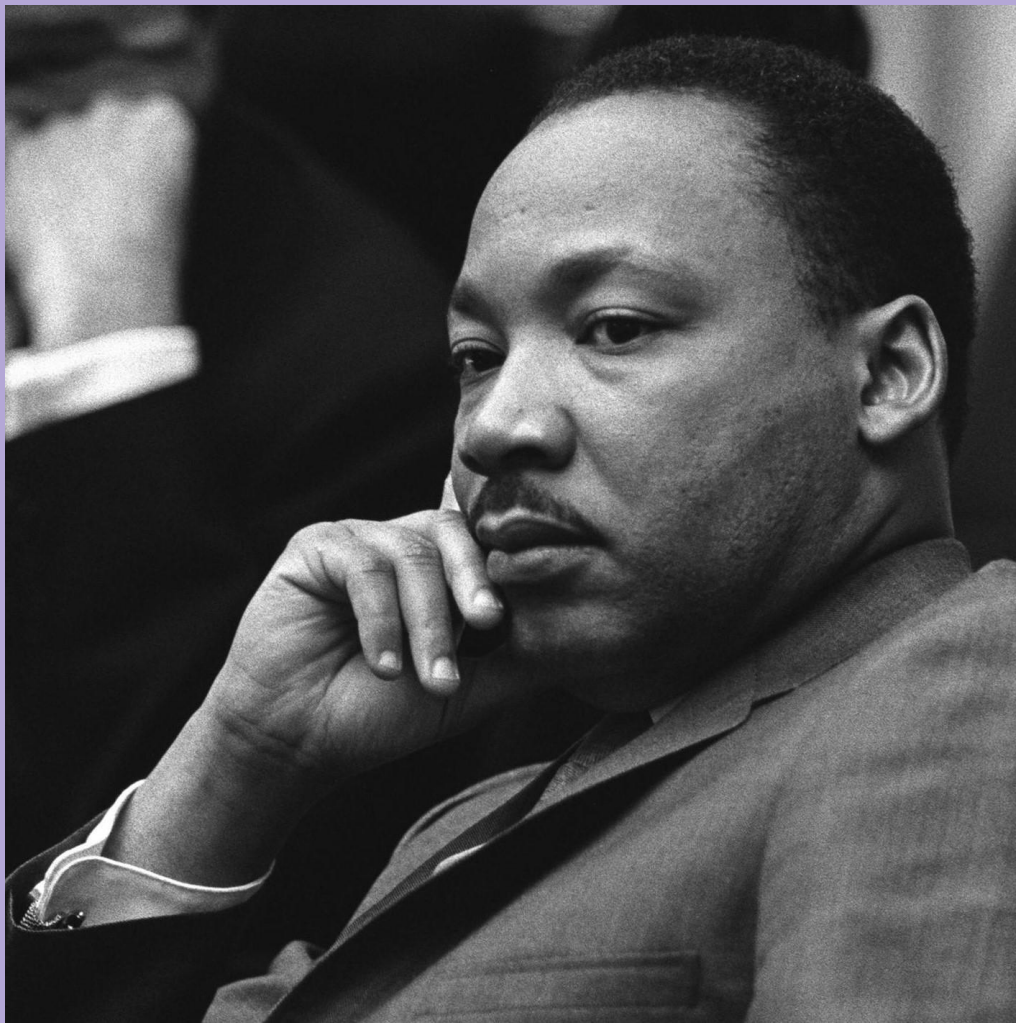
Kids who Reinforce: These children are not directly involved in the bullying behavior but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.

Kids who Assist: These children may not start the bullying or lead in the bullying behavior, but serve as an "assistant" to children who are bullying. These children may encourage the bullying behavior and occasionally join in.

Kids who are Bystanders/Outsiders: These children remain separate from the bullying situation. They neither reinforce the bullying behavior nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behavior.

- these kids often want to help, but don't know how. Learn how to be "more than a bystander."

Kids who are an Ally: Kids who Defend: These children actively comfort the child being bullied and may come to the child's defense when bullying occurs.



*“In the end, we will not
remember the words of
our enemies, but the
silence of our friends.”*

*-Martin Luther King,
Jr.*

How Can You Be an Ally?

- When deciding to become an ally, ALWAYS consider your own safety first. If acting as an ally might place your safety at risk, consult with a trusted adult first!
- Show support and compassion for the target of bullying. Let them know they are not alone. Help them reach out for help.
- Do not participate in bullying- this includes laughing, cheering, joining in, and staring. Remember: a bully needs followers. If others do not laugh or support the bully, he/she will not gain power.
- If it feels safe, let the bully know what they're doing is wrong and hurtful. You can do this in the moment, or find another time when you can speak to the person privately.
- Inform a trusted adult- this can be a parent, teacher, guidance counselor, or coach- anyone who can offer support and that can intervene
- Get to know people instead of judging them- don't make assumptions about other kids based on their appearance
- Be an ally online- bullying happens via text messages and other social media platforms. If you see mean or embarrassing messages on line do not forward the messages, and do not respond in a way that shows support. Even when you can't see the target, you are still harming them when cyber bullying occurs

Qualities of an upstander

Courageous - Telling a friend who is bullying to stop is hard.

Action-oriented - Doing something that does not support the bullying behavior can be a really small intervention with big results! Three words - "That is bullying" - can cause others to recognize the problem.

Assertive - Telling a friend how their behavior makes you feel and how it affects others requires being able to use your voice.

Compassionate - Upstanders have the gift of compassion. They recognize when someone is hurt and take steps to help.

Leader - Upstanders are leaders in their social group, helping others to recognize ways to get along and be supportive to others.

HOW DO WE IDENTIFY AND SUPPORT STUDENTS WHO POSSESS THE QUALITIES OF AN UPSTANDER??

Discussion Point: What gets in the way of being an ally?

Consider what role you would most likely play if confronted with an incident of bullying.

What makes telling an adult hard at times?

What might worry you about getting involved in reporting bullying, or supporting a target?

In your opinion, is it OK to stay a bystander or an outsider, as long as you don't support the bully or encourage the behavior?

<https://youtu.be/StPGbbBBrI0>

Who Might Become A Bully?

Some youth bully:

- to attain or maintain social power or to elevate their status in their peer group.
- to show their allegiance to and fit in with their peer group.
- to exclude others from their peer group, to show who is and is not part of the group.
- to control the behavior of their peers.
- may have been bullied in the past or currently.
- have feelings of insecurity and low self-esteem, so they bully to make themselves feel more powerful.
- do not understand other's emotions.
- don't know how to control their emotions, so they take out their feelings on other people.
- may not have skills for handling social situations in healthy, positive ways.
- may experience being excluded, not accepted, or stigmatized at school.
- some lack support, communication, or supervision from parents or caregivers, or may experience aggression at home

It is important to remember that kids who bully also need help and support, and may likely be experiencing their own pain or problems. Kids who bully can change, with the right help and support.

Who Becomes a Bully cont....

A quote from the ABR (Anti-Bullying Bill of Rights)

o Social theorists, such as Adler (1956) and Dreikurs (1982), maintained that:

- Humans are social beings, and their main desire (basic motivation) is to belong
- All behavior is purposeful; the behavior of another person cannot be understood unless one knows which goal it is directed towards, and it is always directed towards finding one's place in the world
- Human beings are decision-making organisms
- Human beings do not see reality as it is, but only as they perceive it, and their perceptions may be mistaken or biased.

ABR also makes a distinction between punishment and consequences, that suspensions alone do not have a significant impact on behavior change.

TEACH EMPATHY

Empathy is the ability to understand the thoughts, feelings and perspectives of others. Brené Brown, research professor at the University of Houston, author and podcast host, explains that empathy is cultivated by courage, compassion and connection. She says that expressing empathy or being empathic is not easy. It requires us to be able to see the world as others see it, to be non-judgmental, to understand another person's feelings and to communicate your understanding of that person's feelings (Wiseman, 1996). Therefore, it is essential that students have time and space in school to understand themselves and at the same time, build empathy for others, including those who identify in different ways. One example is to read and discuss books that feature people from diverse backgrounds and that unpack current issues of bias and discrimination.

<https://www.youtube.com/watch?v=cTOhzcSYMIM>

The Importance of Resiliency

“Bullies to Buddies”- criticism for current anti-bullying policies, and perceived lack of efficacy

10 Ways Parents and Caregivers Can Help Kids Build Resilience

Here are ways that parents and caregivers can help their children and family become more resilient. Some of these may take some effort but are worth it in the long run. If you are a parent or caregiver, you can:

1. Set family goals and have children play an important role in working towards them.
2. When your child is defensive or aggressive, help them reflect on the situation to understand what is causing their behavior. Children may lack the skills to handle what's happening. They may need support. Help them build the skills they lack so they can respond in better ways in the future.
3. Practice role playing how to handle different problems. This helps children develop ways of handling challenges.
4. Model an attitude of grit and optimism in the face of family challenges.
5. Work on solving problems together.
6. Teach your child how to manage stress. Participating in wellness activities together, like exercise or healthy cooking, can be helpful.
7. Find someone (like a tutor, mentor, or school counselor) to help your child improve specific academic or life skills.
8. Volunteer together to help others in need.
9. Talk to your child about past challenges and how they helped you grow.
10. Help your child find practical solutions to problems as they come up.
11. Boost self esteem with extra curricular activities

With parent and caregiver support, a child's resilience can develop and help them cope when they are faced with difficult experiences, like bullying.

What Impacts Resiliency?

ACES

ADVERSE CHILDHOOD EXPERIENCES (ACEs)

Adverse Childhood Experiences (ACEs) refer to potentially traumatic events in childhood, such as:

- Abuse (physical, emotional, or sexual)
- Neglect (physical or emotional)
- Household dysfunction (e.g., substance abuse, incarceration, divorce)

Key Fact: Over 60% of adults report experiencing at least one ACE (CDC, 2021)

- Relationships with caring adults
- Cognitive development/problem-solving skills
- Self-regulation

How ACES Impact Behavior

Challenges managing distressing feelings, such as sadness, shame, and anger

Chronic irritability, anxiety

Interferes with problem-solving

Limits empathizing with others, or appreciating others points of view

Low frustration tolerance

Challenges expressing concerns, needs, and thoughts in words

Also...ACES impacts the effect bullying has on an individual

What If Your Child Bullies?

- What was going on for you when you did this?
- What were you thinking and feeling at the time?
- How do you feel about it now?
- How do you think the child you bullied felt?
- Looking back, are there other ways you could have handled this?
- Here are some other ways you could've handled it...
- Is this the first time you did this?
- Bullying is not ok. It's important that we address this. If you were the one who had been bullied, what would you want to happen to make things better?
- I'll help you deal with this to make things right.
- Thank you for talking to me about this. What I've learned is that you could use some help with... I will work on helping you/getting you help.

Lunch Everyday

<https://www.youtube.com/watch?v=uWMCw3WgFKw>

Information in this presentation came from:

- Stopbullying.gov
- [ADL.org](https://www.adl.org)
- [NJ.Gov](https://www.nj.gov)
- SAMHSA
- Pacer.org