

ACAC NEWS

Promoting a greater awareness, advocacy, and understanding of children and adolescents.

Message from the President

Association of Child and Adolescent Counseling
President Gail Roaten, PH.D.,
LPC-S, CSC provides exciting updates— please see page 2.

ACAC Events at ACA

We have a number of special sessions and meetings at the joint 2016 ACA/CCPA Conference this year in Montreal—please see page 4.

Call for Articles

Please be thinking about submitting a brief article for publication in the Fall 2016 edition of the ACAC Newsletter— additional details are on page 5.

Bullying Prevention in School-Wide Positive Behavioral Supports

Melanie Burgess and Emily Goodman-Scott, both from Old Dominion University, provide insights—please see page 6.



Addressing the 2015-2016 ACA Presidential Initiative on Anti-Bullying and Interpersonal Violence

Dr. Gail Roaten, ACAC President, elected to focus this newsletter on the topic of anti-bullying and interpersonal violence to support Dr. Thelma Duffey's Presidential Initiative. Bullying and interpersonal violence are all-too-common issues in the lives of children and adolescents. We are grateful to the counselor educators and practitioners who provided articles for the newsletter. We invite all members to consider contributing an article to our next newsletter that will be published in Fall 2016. We would love to include your voice! Please contact ACAC Newsletter Editor Peggy Mayfield at mayfield.peggy@gmail.com.



Be an Upstander: A Lesson Plan for Middle Childhood

Katherine Ziff, Assistant Professor from Wake Forest University, shares ideas about how to support those in middle childhood— please see page 8.

Looking to the Past to Change the Future: An Adlerian Perspective on Bullying

Holly Thompson, Associate Professor at the University of Illinois–Springfield, shares a historical perspective on bullying. Please see page 10.

Anti-Cyberbullying: I Am a Witness

Leslie Contos from Northeastern Illinois University provides an overview of an emoji that can address bullying— see page 11.

Emotional Competence

Dr. Karie Swan describes a classroom approach to addressing bullying— see page 12.

Message from the President

I am excited to share with you the great things that are going on in ACAC! First, I would like to welcome two newly elected ACAC Board Members. Dr. Elsa Leggett will be our new ACA Governing Council Representative. Maggie Parker is our new Trustee. Thanks to all of those who ran for office!

We have heard from our members regarding your desire for more involvement in ACAC, and we are striving to provide more benefits for all of you as ACAC members. Here are a few of the things we are doing:

Final preparations are under way for our meetings in Montreal at ACA.

- This year we are hosting our very first ACAC reception at ACA for our members and their guests. It will be held on Friday evening from 6-8 p.m. Please come and join us, network, and get to know each other!
- Our membership meeting is on Saturday, April 2, from 11-12. We will be voting on some important issues – one regarding some changes in our by-laws. We will also discuss a lot of other important division business.
- We are renting a suite at the Hyatt – for use for all committees to use for meetings if they so desire. If you are a committee chair, and you would like to schedule a time to use the suite for your committee to meet, please contact me @ gail.roaten@gmail.com

Continued on Page 3



Bullying: Problem Identified, What Then?

Maura F. Roll from Argosy University in Washington, DC discusses bullying interventions. Find further details on Page 14.

Teen Dating Violence

Laura Rendon Finnell, Doctoral Student at the University of Central Florida, provides guidelines for identifying the warning signs of Teen Dating Violence. Please see page 16.

Bullying of Ethnic Minority Children in Schools: Need for Anti-Bullying Workshops

Debolina Ghosh from the University of Florida urges the use of workshops to address bullying—additional details are on page 17.

Early Childhood Roots of Bullying Behaviors

Preet Kaur from The George Washington University explores the genesis of bullying behaviors—please see page 18.

Using a Trauma-Sensitive Schools Approach to Address Bullying and Interpersonal Violence

Peggy Mayfield from the University of Illinois-Springfield discusses trauma sensitive practices— see page 20.

• We have wonderful ACAC sponsored sessions at ACA – please see the schedule in the newsletter and the ACA Conference Program!

• Our booth is in a great spot and we will have lots of great items there for our members. Please stop by! If you would like to work at the booth, please contact Dr. Mario DeLaGarza at

mario.delagarza@maine.edu.

Mark your calendars! The first ACAC Conference will be held in Washington, D.C., July 20-22, 2017. There will be much more to come regarding our inaugural conference. Dr. Catherine Tucker, our President-Elect, is spearheading conference planning.

Our journal is doing well – we are getting more submissions and the next volume will be coming out later this spring/summer. Dr. Dee Ray is the Editor.

ACAC is offering our first research grants to members – the deadline is fast approaching (March 4). I urge all of you who are searching for funding to conduct research in work with children and adolescents to apply. Please contact Dr. Emily Goodman-Scott at egscott@odu.edu for more information or to submit your application.

Our own wonderful Dr. Evette Horton has guided a committee to complete work on another ACAC position statement. This one deals with work with LGBTQ children and adolescents. It is on our website – I urge our members to use this statement as a point of advocacy within the profession.

It is such a pleasure to serve ACAC as president. I love this organization and what it stands for. I hope to meet many of you at ACA, and if not then, at our conference in 2017!

My best to you all,

Gail K. Roaten, Ph.D., LPC-S, CSC; ACAC President



**ACAC Events at ACA
Montreal, Canada
3/31/16 – 4/2/16**

ACAC Meetings (all at Le Westin Montreal)

ACAC Board Meeting	3/31/16	4:00 – 5:00 p.m.
ACAC Membership Meeting	4/2/16	11:00 a.m. -12:00 noon
ACAC Reception	4/1/16	6:00 – 8:00 p.m.

ACAC has rented a suite at the Hyatt so that committees might get together and hold meetings. Please contact Gail Roaten, ACAC President, if you would like to hold a membership meeting in the suite from 3/31-4/2 (gail.roaten@gmail.com)

ACAC Featured Sessions

Friday, April 1

2:00 p.m. – 2:30 p.m.

ACAC Featured Session

Program ID #738, Room 210E, Poster 2

Engaging Children and Adolescents with Experiential and Adventure-Based Interventions

30-Minute Poster Session

Charles Crews, Janet Froeschle Hicks

Come learn about practical and useful interventions to use with children and adolescents based on experiential and adventure-based therapies.

Friday, April 1

5:30 p.m. – 6:30 p.m.

ACAC Session

Program ID #216, Room 511F

“What Do I Do Now?”: Overcoming Challenges and Problems in the Playroom

60-Minute Education Session, Advanced

Hayley L. Stulmaker, Kimberly Jayne, Katherine E. Purswell

Play therapists are sometimes caught in challenging situations with clients in play therapy. The presenters will discuss difficult issues that they have experienced in the playroom and ways that they responded effectively to those challenges. The presenters also will provide a framework for decision making in the moment when challenging situations arise. Attendees will have the opportunity to role-play scenarios to practice their new skills.

Saturday, April 2

2:00 p.m. – 3:30 p.m.

ACAC Session

Program ID #280, Room 519A

Brief Solution-Focused Counseling with Children and Adolescents: A Toolbox of Practical Techniques

90-Minute Education Session

John J. Murphy

This session demonstrates core techniques of brief solution-focused counseling (BSFC)—a culture-sensitive, research-supported approach to working with children, adolescents, and their caregivers. BSFC tailors services to young people by utilizing their strengths, wisdom, and other resources. Techniques include building alliances, using change-focused language, obtaining feedback, and using other practical strategies that can be applied the very next day on the job.

Sunday, April 3**10:00 a.m. – 10:30 a.m.***ACAC Featured Session*

Program ID #882, Room 210E, Poster 2

Incorporating Nature into the Play Therapy Process with Children

30-Minute Poster Session

Jennifer Boswell

Using the forest, the yard, or the lawn as an alternative to the playroom or office can enhance the therapeutic process by facilitating the therapeutic relationship in unique and creative ways. The presenters will explain the theoretical basis for the use of play therapy in the natural environment, discuss relevant case examples, and provide practical applications for the use of the natural environment. Handouts will be provided.

ACAC Booth

We will have a booth located in the exhibits hall with all kinds of goodies and information about ACAC!

CALL FOR ARTICLES

Fall 2016 ACAC Newsletter

Please be thinking about a brief 1-2 page article you could submit to our Fall newsletter. Submissions are due by September 30th, 2016 . Please contact Peggy Mayfield (mayfield.peggy@gmail.com) for further information. We seek articles that are focused on helping counselors support and enrich the lives of children and adolescents. Articles are submitted in Word format and meet APA guidelines.



Bullying Prevention in School-Wide Positive Behavioral Supports

Melanie Burgess, BS, Old Dominion University

Emily Goodman-Scott, PhD, LPC, NCC, NCSC, ACS, Old Dominion University

School safety is essential in providing a productive learning environment for elementary school students; however, bullying is a chronic and detrimental problem that threatens school safety. School-wide preventative measures, such as Positive Behavioral Interventions and Supports (PBIS) and the corresponding Bully Prevention in Positive Behavioral Interventions and Supports (BP-PBS), are needed to decrease bullying and behavior problems that threaten school safety (Goodman-Scott, Doyle, & Brott, 2014; Ross & Horner, 2009; Ross & Horner, 2014). School counselors are called to provide leadership in achieving a positive and safe school climate, assist in implementing school-wide programs to mitigate bullying, and utilize data-driven decision making and evaluation to maximize efforts (American School Counselor Association [ASCA], 2011).

PBIS is an evidence-based, data-driven, multi-tiered, preventative framework based in applied behavior analysis that provides students behavioral supports (Sugai & Horner, 2009). Further, PBIS is flexible, as each school can adapt the framework to the unique needs and culture of their school. When fully implemented, PBIS has been shown to decrease discipline referrals and teacher-reported bullying incidents (Waasdorp, Bradshaw, & Leaf, 2012), as well as foster a more positive, collaborative school climate (Ross & Horner, 2009; Waasdorp et al., 2012). PBIS is widely implemented in over 21,000 schools (Sugai, 2016) in 50 states (Horner, 2013). The implementation of PBIS includes tier one prevention for all students (i.e., school-wide expectations, an acknowledgement system for positive reinforcement, consistent discipline procedures, etc.) and incrementally more individualized tier two and three prevention for students with elevated needs, based on data (i.e., office discipline referrals, universal screening, etc.).

On its own, PBIS strategies and school-wide expectations will address bullying-related behaviors (i.e., respecting others) and reduce bullying incidents; however, BP-PBS was designed to complement the existing structure of PBIS to specifically decrease bullying, focusing on teaching positive behaviors and emphasizing the role of the bystander (Waasdorp et al., 2010). The social context of bullying reveals that the bystander plays a critical role; peers may support bullying or even imitate it if there are no clear expectations or consequences (Ross & Horner, 2014). BP-PBS was designed to address the peer context for bullying through the three-step response of Stop/Walk/Talk (Goodman-Scott et al., 2014; Ross & Horner, 2009; Ross & Horner, 2014). The steps of BP-PBS include the following: if students are experiencing or observing bullying, they ask the offending student to “stop,” possibly using a “stop signal” if needed. Next, if the bullying behavior continues, students are asked to “walk.” They should exit the situation or help others leave the bullying situation. Lastly, students are taught to “talk” to an adult if the situation has not resolved. Staff members are asked to positively reinforce the use of Stop/Walk/Talk when approached about bullying incidents. All students are taught to respect peers’ Stop/Walk/Talk requests. These steps address bullying and prevent the peer attention from fueling bullying behaviors. Also, these steps provide the opportunity for students to resolve minor problems on their own before approaching a staff member. Since this program fits within PBIS, incidents of bullying that are reported in this manner will be handled with the agreed-upon universal set of procedures and consequences, ensuring consistency.

School counselors can act as leaders in PBIS implementation (ASCA, 2014; Goodman-Scott, Betters-Bubon, Donohue, 2016), including BP-PBS (Goodman-Scott et al., 2014). BP-PBS has been shown to reduce the number of bullying incidents in elementary students (Ross & Horner, 2009; Ross & Horner, 2014) and better prepare students to respond appropriately to bullying (Goodman-Scott et al., 2014; Ross & Horner, 2014). Thus, school counselors, particularly at the

elementary level may consider PB-PBS and PBIS efforts within their schools to decrease bullying. The BP-PBS curriculum with sample lessons can be found online (Ross, Horner, & Stiller, 2008).

References

- American School Counseling Association. (2011). The professional school counselor and the promotion of safe schools through conflict resolution and bullying/harassment prevention. *American School Counselor Association Position Statement*. Retrieved from http://www.schoolcounselor.org/files/PS_Bullying.pdf
- American School Counselor Association. (2014). The professional school counselor and multi-tiered systems of support. *American School Counselor Association Position Statement*. Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_MultitieredSupportSystems.pdf
- Goodman-Scott, E., Betters-Bubon, J., & Donohue, M. (2016). Aligning comprehensive school counseling programs and positive behavioral interventions and supports to maximize school counselors' efforts. *Professional School Counseling, 19*(1), 57-67. doi: 10.5330/1096-2409-19.1.57
- Goodman-Scott, E., Doyle, B., & Brott, P. (2014). An action research project to determine the utility of bully prevention in positive behavior support for elementary school bullying prevention. *Professional School Counseling, 17*(1), 120-129.
- Horner, R. (2013). *Leadership in implementing school-wide PBIS in California*. Presentation retrieved from http://www.pbis.org/pbis_resource_detail_page.aspx?PBIS_ResourceID=907
- Ross, S. W., & Horner, R. H. (2009). Bully prevention in positive behavior support. *Journal of Applied Behavior Analysis, 42*, 747-759.
- Ross, S. W., & Horner, R. H. (2014). Bully prevention in positive behavior support: Preliminary evaluation of third-, fourth-, and fifth-grade attitudes towards bullying. *Journal of Emotional and Behavioral Disorders, 22*(4), 225-236. doi: 10.1177/1063426613491429
- Ross, S. W., Horner, R. H., & Stiller, B. (2008). *Bully prevention in positive behavior support*. Eugene, OR: Educational and Community Supports, University of Oregon.
- Sugai, G. (2016). Positive behavioral interventions and supports [Powerpoint slides]. Retrieved from <http://www.pbis.org/Common/Cms/files/pbisresources/3%20Feb%202016%20Africa%20PBIS%20HAND%20gsugai.pdf>
- Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality, 17*(4), 223-237. doi: 10.1080/09362830903235375
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of schoolwide positive behavioral interventions and supports on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine, 166*, 149-156. doi: 10.1001.archpediatrics.2011.755



Be an Upstander: A Lesson Plan for Middle Childhood

Katherine Ziff
Assistant Professor

Wake Forest University

Background: Bystanders are silent partners with bullying. A bystander is anyone present during a bullying episode other than the person bullying or being bullied. As many as eight in ten bullying incidents involve bystanders, and in schools peers make up the majority of bystanders, most of whom would like to help victims but lack the skills and confidence to intervene (Jones, Mitchel, & Turner, 2015; Twemlow & Sacco, 2013). Recent research also suggests that being a bystander can be distressing (Barhight, Hubbard, & Hyde, 2012; Carney, Hazler, Oh, Hibel & Granger, 2010). However, bystanders have the power to help victims: bullying is more likely to end within 10 seconds or fewer when bystanders become upstanders by intervening (Goodstein, 2013).

Age group and setting: This lesson, designed for children age 6-11, may be used by school counselors, teachers, and anyone working with children in community settings. It is designed to illustrate for children one way they can become upstanders if they are witnessing a bullying incident.

Materials needed: A copy of the storybook *One*, by Kathryn Otoshi.

Preparation: Begin the lesson by reading aloud *One*, pausing to show the illustrations. Lead a brief discussion of the story either at the end or throughout the reading. Here are suggestions for discussion prompts:

- What did you see and observe that happened here?
- Why did the other colors not speak up when Red said something mean?

Follow this up with a discussion of bullying. Explain what a bystander is, and ask the children if they have ever witnessed bullying. Discussion prompts include asking children what it is like and how it makes them feel to be a bystander.

Announce that you are going to teach them one simple way to help someone who is being bullied.

Role Play Part 1: *+You will need 1) three child-volunteers to play bystanders, 2) someone to play the part of the bully, and 3) someone to play the part of the person being bullied. I suggest never asking or allowing children to model bullying or to be a victim of bullying, even in a role-play. Instead I recruit an adult to help role play, and between us we take the roles of victim and bully, deciding together the direction and content of the bullying episode that we enact.

In an aside to the bystanders, ask them to stand near or next to the bully and remain silent. Now, role-play a bullying incident, with bystanders standing next to the bully, thus aligning themselves with the bully.

Process: Ask each person (bully, victim, and bystanders) to describe how she or he felt during the bullying incident.



Take the bystanders aside and let them know that they are going to teach the whole group how to be upstanders. Instruct them to, *one by one*, move beside and cluster close to the victim as she/he is being bullied. Ask them to stand in solidarity with the victim, showing with their body language and faces their support for the victim. Check their understanding of their role and ask if they have any questions or ideas.

Role Play Part 2: Re-enact the role-play with the students playing upstanders this time. End the role-play a few moments after all the upstanders have taken their places next to the victim to show their support.

Process Prompts and Follow-Up

1. Ask each person to describe how she or he felt. Discuss differences.
2. Thank the adult who helped with the role play and invite the students to thank the adult as well.
3. Remind children to decide whether it is safe (for them and for the victim) to stay and help the person who is being bullied or if they should get help from an adult. Ask for instances of when it might not be safe.
4. Process questions and comments. Ask students what else they might do to show support as a bystander.

References

- Barhight, L. R., Hubbard, J. A., & Hyde, C. T. (2012). Children's psychological and emotional reactions to witnessing bullying predict bystander intervention. *Child Development, 84*, 375-390.
- Carney, J. V., Hazler, R. J., Oh, I., Hibbel, L.C., & Granger, D. A. (2010). The relations between bullying exposures in middle childhood, anxiety, and adrenocortical activity. *Journal of School Violence, 9*, 194-211.
- Goodstein, P. K. (2013). *How to stop bullying in classrooms and schools: Using social architecture to prevent, lessen, and end bullying*. New York, NY: Routledge.
- Jones, L.M., Mitchell, K. J. & Turner, H. A. (2015). Victim reports of bystander reactions to in-person and online peer harassment: A national survey of adolescents. *Journal of Youth and Adolescence, 44*, 2308-20.
- Otoshi, K. (2008). *One*. San Rafael, CA: Ko Kids Books.
- Twemlow, S. W. & Sacco, F. C. (2013). How & why does bystanding have such a startling impact on the architecture of school bullying and violence? *International Journal of Applied Psychoanalytic Studies, 10*, 289-306.



Looking to the Past to Change the Future: An Adlerian Perspective on Bullying

Holly Thompson, Ph.D.

Associate Professor of Human Development Counseling

University of Illinois—Springfield

Bullying is not a new phenomenon. In fact, Alfred Adler wrote prolifically about bullying throughout his career. From an Adlerian perspective, we can understand bullying as a symptom arising from inferiority feelings. According to Adler (1927), we all struggle with feelings of inferiority from time to time, but have a tremendous capacity to overcome inferiorities as we creatively engage with others and cultivate a sense of social interest. Children often express inferiority feelings by trying to achieve a sense of superiority over others, which often results in bullying behaviors.

Bullying continues to be an issue of great concern for schools and communities. According to the National Bullying Prevention Center (2015), bullying is characterized by behaviors, physical and verbal, that hurt, humiliate, or harm another, emotionally or physically. In an effort to address school bullying, many schools began to implement zero tolerance policies to address school violence. Over the past twenty-five years, zero tolerance initiatives have continued to evolve to address non-violent bullying behaviors, as well. As the name implies, zero tolerance policies operate from a punitive perspective and treat all bullying behaviors with harsh punishment, including police interventions, suspensions, and expulsions. While this type of intervention may thwart the threat of harm in schools, it does nothing to assist the children and adolescents who are labeled as perpetrators to develop a sense of social connectedness and empathy for others. So what are we teaching the “bullies”?

From an Adlerian perspective (1936/1964), engaging in strict and harsh punishments further isolates kids from peers and important role models. By removing kids from classrooms and schools, we are sending strong messages to children, who make mistakes that result in bullying behaviors, that they are un-teachable and incapable of change. Involving law enforcement and judicial processes can further enhance inferiority feelings by creating public records that sometimes stay with children into adulthood and sometimes throughout the course of their lives.

Utilizing an Adlerian perspective allows us to rethink the ways in which we work with children and adolescents who are engaging in bullying behaviors. Largely, kids who act out are looking for a sense of superiority in their own lives and have not yet learned the power of social interest and cooperation. If we want to end bullying, we must find a way to provide encouragement, rather than discouragement to kids struggling with inferiority issues. This means creating opportunities to learn from mistakes instead of reinforcing private logic that they are incapable of caring or being cared for by others.

References

- Adler, A. (1927). *Understanding human nature*. Garden City, NY: Greenburg.
- Adler, A. (1936/1964). *Social interest: A challenge to mankind*. New York: Capricorn.
(Originally published in 1936).
- Guzick, D., Dorman, W, Groff, T., Altermatt, E., & Forsyth, G. (2004). Fostering social interest in schools for long-term and short-term outcomes. *Journal of Individual Psychology, 60* (4), 361-378.
- Pacer's National Bullying Prevention Center (2015). Retrieved from:
<http://www.pacer.org/bullying/resources/info-facts.asp>

Anti-Cyberbullying: I Am a Witness

Leslie Contos

Northeastern Illinois University

Many schools around the country have implemented anti-bullying campaigns, but in recent years bullying has moved online through social media and gaming. Research indicates that 20% of students from 11-18 years old have reported that they have been bullied online at some point in their life (Johnson, 2011). Cyberbullying frequently involves texts and instant messages that are mean or threatening, posts of private information or pictures about another person, or lies or rumors. Cyberbullying during videogame play through IM, chat, and voice chat is called “griefing.” All 50 states have anti-bullying laws that include applications to cyberbullying. Inform yourself about the laws in your own state at this government site: <http://www.stopbullying.gov/laws/>

Counselors working with children are in position to share information about cyberbullying with other counselors, school personnel, parents, and youth. Warning signs of cyberbullying include standard signs of bullying such as withdrawal, school avoidance, negative feelings, declining grades, and disruption of normal sleeping and eating patterns; and in addition there may also be avoidance of the computer or phone, and avoidance of conversations about computer or phone use (Snakenborg, Van Acker, and Gable, 2011). Counselors can share informational resources with parents, such as the following free e-book from the American Association of School Administrators (2009) which includes information on what to do when a child is being cyberbullied, how to prevent it, and how to start a discussion at home. <http://www.islandtrees.org/main/technology/bullying-ebook.pdf>.

Counselors can evaluate school policies to make sure that there is awareness of the problem, and that there are clear policies and reporting procedures (Chibbaro, 2007). Counselors can teach youth to utilize social media tools such as the anti-cyberbullying emoji recently launched as part of the Ad Council’s anti-bullying campaign, to stand up when witnessing cyberbullying.

Beyond awareness and education, counselors are in position to promote prevention by making sure educators and parents establish rules on expected pro-social internet behavior, build up anti-bullying habits, and help students understand responsible internet use and how to react to and report cyberbullying. Finally, even with education and prevention emphasis, there will be incidents of cyberbullying for which counselors may need to provide interventions for either the bully or the bullied. Negative effects arising from being cyberbullied can include depression, poor self-esteem, anxiety, suicidal ideation, and somatic complaints such as stomach and headaches (Cassidy, Faucher, Jackson, 2013). Research shows a correlation between cyberbully victims and aggressive behaviors and substance abuse; while bullies who were previous victims evidenced a correlation with low self-esteem and attempted suicide. Counseling and support should be given to both victim and cyberbully, which includes sharing legal and personal consequences, developing self-esteem and problem solving and anger management skills, and increasing the ability to empathize, and reduce social isolation. More useful information can be found at the government site: <http://www.stopbullying.gov/cyberbullying/index.html>.

References

- Cassidy, W., Faucher, C., Jackson, M. (2013). Cyberbullying among youth: A comprehensive review of current international research and its implications and application to policy and practice. *School Psychology International*, 34(6).
- Chibbaro, J. (2007). School counselors and the cyberbully: Interventions and implications. *Professional School Counseling*, 11(1), 65-68.
- Gonzalez, R. (2015). The Story Behind that Mysterious Eye Emoji in IOS. Retrieved from <http://www.wired.com/2015/10/i-am-a-witness-emoji-ios-9/>
- Johnson, L. (2011). Counselors and cyberbullying: Guidelines for prevention, intervention, and counseling. Retrieved from http://counselingoutfitters.com/vistas/vistas11/Article_63.pdf
- Snakenborg, J, Van Acker, R, Gable, R. (2011). Cyberbullying: Prevention and Intervention to Protect our Children and Youth. *Preventing School Failure*, 55(2), 88-95.



Emotional Competence for Bullies and Victims: A Classroom Approach

Karie L. Swan
Assistant Professor
Eastern Washington University

Conflictual peer relationships are commonly experienced during childhood. Researchers indicate that 50% of elementary aged children report being victims of occasional bullying and approximately 5% to 15% report being frequent targets of severe forms of bullying (Olweus, 1993, Rigby, 2007). There is general agreement that children identified as either bully, victim, or bully-victim experience an array of psychological problems. Long-term effects of victimization and bullying lead to decreases in self-concept and increases in depression, anxiety, and academic failure (Prinstein, Boergers, & Vernberg, 2001). Studies also show that both parties involved in the bullying experience tend to have impaired social functioning and maladjusted emotional competence. Support for the bully and victim is important and school counselors are in a position to help children understand and process cues that affect emotional reactions. In this article, I present a brief overview of how emotional competence is related to bullying experiences and discuss how school counselors can foster emotional competence in classroom settings.

Emotional competence is a key component to wellness and includes understanding emotional display rules and regulating emotional expression. Through social interactions, children learn unspoken rules about when to express or conceal emotions and how to display affect. Children also learn how to cope with negative emotions and how to manage behaviors.

The process of developing emotional competence is complex and some children have difficulty learning to accurately perceive and appropriately respond to social and emotional contexts.

Children that engage in bullying behaviors have difficulty managing and controlling negative emotions including anger, frustration, and sadness. Bullies also tend to experience high levels of negative emotions and have difficulty expressing positive emotion (Gini, 2006; Miller & Olson, 2000). On the other hand, victimized children tend to misinterpret social and emotional display rules, have difficulty managing negative emotions, and tend to display intense emotional arousal and reactivity (Gini, 2006). In stressful peer interactions, children identified as either bully or victim display emotional dysregulation, leading both groups with an inability to utilize effective coping strategies for handling negative experiences. Because emotional competence is an important developmental task, children need to learn emotion-based skills and adaptive coping responses. In school settings, counselors can foster emotion display knowledge and self-regulation skills by helping children RELATE to their environmental context. The RELATE model was created to provide school counselors with a snapshot of best practices for helping children engage in successful peer interactions that lead to decreased bullying and victimization.

Reflect affect. In classroom settings, school counselors can reflect the emotional states displayed by children in the classroom, particularly focusing on non-verbal expressions of emotion. For example, the counselor may state, “John you are frustrated, I see you are frowning.”

Engage in discussions. Counselors can elicit dialogue that pertains to emotion-related physiological responses and emotional display rules. Questions may be posed help children identify how their body feels when they feel certain emotions. For example, “Where do you feel anger in your body? What do you notice about your chest when you are mad?” “When do you believe it is helpful to conceal your feelings of anger?”

Label emotions. School counselors can help children to identify and label their own feelings as well as other’s feelings. In addition, counselors can help children identify the cause of their feelings. The counselor might state, “John, I am noticing that you are wringing your hands and I am wondering if you can identify how you are feeling.” After the child attempts to identify his or her feelings, the counselor may try to discern the cause of the feeling. The counselor might state, “John, I am guessing you are anxious because Sarah brought the tarantula container to your desk and you are afraid of the tarantula.”

Appraise cues. School counselors can model how to appraise emotional and social cues by reflecting children’s feelings, intentions, and motives. School counselors can also talk about how to respond to other’s emotional states. other’s emotional and social cues, example and how.

Teach strategies. Counselors can teach children specific coping strategies for handling negative emotions, encouraging children to seek advice from an adult, engage in conflict resolution, or by ignoring the person that has elicited negative emotions.

Execute response. Counselors can encourage children to use adaptive coping responses and to help children evaluate whether the emotional and behavioral strategy was successful. Counselors may ask children about how selected strategies led to peer conflict resolutions and to positive display of emotions.

Conclusion

The development of emotional regulation is particularly important for children identified as bullies and victims, therefore strategies aimed at increasing self-regulation of emotions and emotion display rule knowledge may prove useful for children that face conflictual peer relationships. The RELATE model may help children identify their own as well as other's affect, understand emotional causes, and increase knowledge about display rules and adaptive responses, all of which leads to increased social and emotional competency.

References

- Gini, G. (2006). Social cognition and moral cognition in bullying: What's wrong? *Aggressive Behavior*, 32, 528–539.
- Miller, A. L., & Olson, S. (2000). Emotional expressiveness during peer conflicts: A predictor of social maladjustment among high-risk preschoolers. *Journal of Abnormal Child Psychology*, 28, 339–352.
- Olewus, D. (1993) *Bullying at school: What we know and what we can do*. New York: Blackwell.
- Rigby, K. (2007). *Bullying in schools: What to do about it*. Camberwell, Australia: Acer Press.
- Prinstein, M. J., Boergers, J., & Vernberg, E. M. (2001). Overt and relational aggression in adolescents: Social-psychological adjustment of aggressors and victims. *Journal of Clinical Child Psychology*, 30, 479–491.

Bullying: Problem Identified, What Then?

Maura F. Roll

Argosy University—Washington, DC

Practitioners of counseling for adolescents are not strangers to bullying in its many forms. The language found in the research on bullying includes trauma, humiliation, psychological stress, aggression, harassment, and maladjustment, among many others. This is not a pleasant menu of adjectives, nouns or verbs. The problem of bullying in schools may be difficult to understate, and the challenge to counselors inside and outside of the school setting is to support and rely on systemic efforts to mitigate the occurrences and severity of bullying and to intervene with individuals in a way that is long lasting and preventative of future victimization. The problem is taken seriously enough that at least 40 states have adopted laws requiring some kind of bullying education (Sacco, et al. 2012).

No amount of counseling can overcome an environment within a school that is tolerant of bullying or not prepared to address the problem across its many facets. Current anti-bullying efforts in school systems include a wide array of initiatives to educate students, beginning in kindergarten, on what constitutes bullying and how to recognize it, and what to do when they see bullying occur. These programs include readings for appropriate grade levels on socially responsible behavior, assertive responding to hostility, empathy, bystander intervention, and even practicing friendship skills.

The role of teachers and administrators is also key to the success of these efforts. School staffs are educated on delivery of these curricula and trained on recognizing bullying and creating an environment that dissuades bullying behavior. Most importantly, according to Tennenbaum, Varjas, Meyers and Parris (2011), and perhaps the most difficult and important objective of a comprehensive school-wide approach, is to provide safe avenues for victims to report bullying and establish the trust of the students that a positive result can be achieved by speaking up at all. Reporting bullying for a victim can be perceived as very risky. Self-reported fears of victims that have reported bullying to an adult in a school setting include fear that the adult will not act on the report, the adult will not know how to handle the problem, the bullying won't stop after the reporting, and that as retaliation, the bullying may worsen after the reporting (Donoghue, Almeida, Brandwein, Rocha, & Callahan, 2014). Overcoming these fears requires strong and supported comprehensive plans to battle the bullying problem.

Current research in successful counseling of victims of bullying consistently suggests the following themes:

- Approach strategies; either self-reliance or reliance on family or social support are adaptive and therefore far more effective than avoidance/internalizing emotions/externalizing emotions.
- Students that envision themselves reacting to bullying with internalizing/externalizing are more likely to be bullied than their peers.
- Problem solving strategies, including assertiveness coaching, is a practiced and effective method of successfully addressing a bully.
- Group counseling using Problem-Based Learning (PBL) where students do independent learning and report back to the group their own reactions to literature-based lesson material tended to reduce both bullying behavior and incidences of victimization.
- Victims of recent bullying (up to 4 weeks) were more likely to be bullied again.

There is an ample amount of quantitative research on many subtopics in the realm of bullying, including the prevalence of the problem, efficacy of anti-bullying programs, and the role of school climate, or the mostly passive and unintentional tolerance for bullying. This is disproportionate to the amount of good research available to the counselor who is actually treating those involved in a bullying situation and seeking proven and working approaches to therapy. An incidence of bullying touches many; the victim, the bully (ies), and the stakeholders involved, like teachers, administrators, classmates, and families. Fortunately, those who seek statistics generally tell a good story. Anti-bullying efforts, if comprehensive and well crafted, well organized, and implemented with buy-in from all levels of a school environment do reduce the incidence of bullying. None show the elimination of bullying altogether, as counselors working today can attest. What is missing are volumes of good qualitative research on therapies, approaches, and techniques that practitioners can use with their clients.

References

- Donoghue, C., Almeida, A., Brandwein, D., Rocha, G., & Callahan, I. (2014). Coping with verbal and social Bullying in middle school. *The International Journal of Emotional Education*, 6(2), 40-53.
- Sacco, D.T., Silbaugh, K., Corredor, F. Casey, J., & Doherty, D. (2012). *An overview of state anti-bullying legislation and other related laws*. Cambridge, MA: Born This Way Foundation, Harvard University.
- Tennenbaum, L.S., Varjas, K., Meyers, J., & Parris, L. (2011). Coping strategies and perceived effectiveness In fourth through eighth grade victims of bullying. *School Psychology International*, 32(3), 263-287.

Teen Dating Violence: What Is It and What are Some of the Warning Signs?

Laura Rendon Finnell
Doctoral Student, Counselor Education

University of Central Florida

Interpersonal Violence (IPV) affects one in every three females and one in every four males, with females ages 16-24 experiencing the highest rate (ncadv.org). The teenage years are a time when dating and entering romantic relationships can begin. It is estimated that one in three adolescents in the U.S. is a victim of physical, sexual, emotional or verbal abuse from a dating partner (loveisrespect.org). Teen Dating Violence (TDV) is a form of IPV that affects teenagers in romantic relationships and can be defined as the intentional use of emotional, verbal, physical, or sexual abuse by a person to harm, threaten, intimidate or control another person with whom that person has or has had a relationship of a romantic or intimate nature (dontletyourself.org). Additionally, one in four teens experience TDV through the use of technology, such as text messages and social media (thatsnotcool.com). This form of TDV can also be known as digital dating abuse.

Although the prevalence rates for TDV is high, it is not often discussed or properly identified. Only about a third of teens that have experienced TDV have ever told anyone about the abuse and about 80% of parents do not know or believe that TDV is an issue (loveisrespect.org). As counselors working with adolescents, we have a responsibility to assess whether a client's/student's presenting issues are symptomatic of TDV. The following are warning signs that could indicate a teen is experiencing TDV:

- Changes in appetite
- Difficulty focusing or paying attention
- Declining grades, or turning assignments in late (especially if not previously an issue)
- Asking to change class or work schedule (if dating partner attends school or works at the same place)
- Spending less time with friends, and/or at extracurricular or other enjoyable activities
- Wanting to disconnect from devices (not answering texts, calls, or avoiding social media)
- Increasing absences from classes, school days, or calling out of work
- Wearing bulky clothes or clothes that are out of season (long sleeves when the temperature is hot)
- Wearing excessive make-up or covering face with hair (to hide any signs of physical abuse such as bruises)
- Changes in nonverbal behavior such as avoiding eye contact, keeping head down, and speaking softer than usual

If we are working with a client/student that is reporting these warning signs, it is vital that we respond by expressing concern, being supportive and patient, and letting him/her know that he/she is not at fault for what is happening. The following websites are age-appropriate resources that can be provided to help educate and safety plan with the client/student:

- El Paso County Attorney & District Attorney's Domestic Abuse & Teen Dating Awareness Initiative <http://www.dontletyourself.org/>
- National Dating Violence Hotline (Unlimited Resources) <http://www.loveisrespect.org/>
- National Dating Violence Hotline (Safety Planning) <http://www.loveisrespect.org/get-help/safety-planning>
- That's Not Cool (Middle School) <http://www.thatsnotcool.com/>
- A Thin Line (High School/College) <http://www.athinline.org/>
- <http://startstrong.futureswithoutviolence.org/> Start Strong (Peer Led Initiative for Middle School)
- Dating Matters (Training for Providers) http://www.cdc.gov/ViolencePrevention/DatingMatters/index.html?s_cid=fb_vv508
<http://vetoviolence.cdc.gov/datingmatters/>

References

- Don't Let Yourself. (n.d.). Get educated. Retrieved from <http://www.dontletyourself.org/get-educated/what-is-abuse.html>
- Love Is Respect. (n.d.). Dating violence statistics. Retrieved from <http://www.loveisrespect.org/resources/dating-violence-statistics/>
- Love Is Respect. (n.d.). Warning signs of abuse. Retrieved from <http://www.loveisrespect.org/is-this-abuse/>
- National Coalition Against Domestic Violence. (n.d.). National statistics. Retrieved from <http://www.ncadv.org/learn/statistics>
- That's Not Cool. (n.d.). That's not cool data. Retrieved from <http://thatsnotcool.com/thats-not-cool-data/>



Bullying of Ethnic Minority Children in Schools: Need for Anti-Bullying Workshops

Debolina Ghosh, Doctoral Student

University of Florida

Bullying is a unique set of aggressive behaviors between peers, characterized by a power imbalance and the intention to harm (Olweus, 1993). Bullying impacts both perpetrators and children that are victimized. Some of the common impacts are psychosocial and poor academic functioning, and increased physical symptoms. Additionally, research suggests that children who are victimized by racial bullying have decreased ethnic self-esteem and global self-worth (Verkuyten & Thijs, 2006). There is an increase in number of international population coming to the United States for work or for studies from Asian countries like India, Bangladesh, Pakistan, Japan, China, and Vietnam etc. Majority are children who goes to school for education and often ends up being bullied for their visible ethnicity. Furthermore, these international children may have different food habits, accent, and other cultural norms they are used to exhibiting. As a result, these group of children are bullied by other children because of their visible differences from the rest of the children in the class.

As the majority becomes less numerous, its members lose the potential power advantage, while out-group members gain power. Researchers have found that increasing school ethnic diversity is linked to decreased peer harassment for African American and Latino individuals.

There is a high need for counselors to look into this problem deeply, spread awareness, and advocate for anti-bullying efforts and workshops against ethnic minority children. The Gentle Warrior Program is a program creating A Peaceful School Learning Environment (CAPSLE), that aims to reduce school violence by promoting a social ethos in which bullying victim problems are viewed not only as unhealthy for the larger peer group (Twemlow, Sacco, & Twemlow, 2000), but also as a product of a larger social system that inadvertently fails to address violence among children in an effective manner. This system includes the children themselves, but also teachers, support staff, administrators, volunteers, and parents. It is also a good idea to include school counselors too. All members of a group (e.g., school, classroom) participate in bully victim interactions when they occur; individuals who are not directly engaged in or are the target of bullying serve as bystanders whose behavior either promotes or discourages bullying. According to the CAPSLE philosophy, peace is promoted by changing the entire social dynamic surrounding bully victim interactions, not just the behaviors of those who bully and are victimized. As such, central tenets are respect for others and building a sense of

responsibility among students and adults alike to stop bullying when they witness it (Twemlow, Fonagy, & Sacco, 2004). Using a traditional martial arts model, the Gentle Warrior Program attempts to contribute to this shift in social climate by offering each student instruction in peace-promoting philosophy (nonaggressive attitudes, respect for self and others), self-protective techniques, and problem solving skills related to common bully–victim-bystander scenarios. Counselors can intervene to change children’s attitudes about aggression and facilitate the development of effective social problem solving skills. The program may be especially effective in promoting problem solving because children are encouraged to engage in physical practice of appropriate responses, rather than merely discussing them verbally. Counselors can facilitate role plays that are a technique to encourage students to apply skills in responding effectively to aggression, without reciprocating with aggression, and in generating and choosing appropriate prosocial responses, rather than aggressive ones, to typical daily dilemmas.

References

- Olweus, D. (1993) *Bullying at School: What We Know and What We Can Do*. Oxford, England: Blackwell.
- Twemlow, S. W., Fonagy, P., & Sacco, F. C. (2004). The role of the bystander in the social architecture of bullying and violence in schools and communities. *Annals of New York Academy of Sciences*, 1036, 215 – 232.
- Twemlow, S. W., Sacco, F. C., & Twemlow, S. W. (2000). *Creating a peaceful school learning environment: A training program and philosophy for elementary schools*. Agawam, Massachusetts: T & S Publishing Group.
- Verkuyten, M., & Thijs, J. (2006). Racist victimization among children in the Netherlands: The effect of ethnic group and school. *Ethnic and Racial Studies*, 25, 310–331. doi: root/Articles/2002/VerkuytenM-Racist



The Early Childhood Roots of Bullying Behaviors

Preet Kaur, MA

Doctoral Student, Counseling Department

The George Washington University

Bullying is a complex social issue with wide-ranging and devastating consequences on the life of the victim, the perpetrator, and society at large. There is a significant body of research connecting early childhood experiences with later mental and physical health outcomes, however, there is a dearth of research connecting early childhood experiences within the caregiving system with later bullying behavior.

Child Trends, an organization specializing in applied research focused on children, conducted a literature review and gathered expert analyses to further examine the early childhood roots to bullying (Child

Trends, 2015). One of the contextual factors identified through this body of research included the context of the parent and family system, and the risk factors involved, such as caregiver attachment, parent behaviors and characteristics, and maltreatment, respectively (Cummings, Keller, & Davies, 2005). This paper will discuss these constructs as they relate to bullying, and use this framework to highlight a targeted intervention program.

VanderVen (2011) suggested that insecure or anxious attachment styles may contribute to undesirable social behaviors in children, due to their lack of sensitivity of others' needs, and an increased tendency to use aggressive feelings to enhance their feelings of safety as a result of inappropriate parental modeling. It has been postulated that children exhibiting insecure styles of attachment demonstrate a higher likelihood to have negative expectations of others' ability to perceive and meet their needs. As such, they may misattribute hostility to others' motives, and respond aggressively (Eliot & Cornell, 2009).

Given the extensive body of research connecting parent-centric factors and children's developmental outcomes, it is no surprise that parent behaviors and characteristics would comprise a key risk factor in bullying behaviors. Research evidence suggests that being exposed to aggressive, violent, and hostile home environments and harsh parenting styles are associated with later aggression and bullying behaviors in children (Child Trends, 2015). Conversely, exposure to positive parenting styles and home environments, including the presence of high levels of cognitive stimulation, emotional support, and empathy, correlate with a lower likelihood of bullying behaviors.

There is some evidence that parent training to target these family system factors would be more effective than child-focused interventions, especially at the 6-12 year old developmental stage (Burkhart, 2012). As such, a targeted intervention program such as ACT-PRSK (www.actagainstviolence.org) would be an excellent example of an early intervention/ prevention program to adopt, as it is an empirically - supported program aimed at parents and caregivers of young children. The efficacy of this program lies in its success at improving parents' knowledge about child development, reducing the use of harsh parenting styles and decreasing children's externalizing behaviors (Burkhart, 2012). This program is especially recommended because it is designed to prevent intergenerational transmission of aggression, through intervening at the level of the significant correlates of child bullying, i.e. parental hostility and harsh parenting disciplinary styles.

References

- ACT Against Violence. (2012). Retrieved from www.actagainstviolence.org.
- Burkhart, K. M. (2012). *Parental factors contributing to bullying and the effects of the ACT Parents Raising Safe Kids program on the reduction of bullying* (Electronic dissertation). Retrieved from <https://etd.ohiolink.edu/>.
- Child Trends DataBank (2015) Bullies in the Block Area: The Early Childhood Origins of "Mean" Behavior. Available at: <http://www.childtrends.org/wp-content/uploads/2015/08/2015-31BulliesBlockArea.pdf>
- Cummings, M. E., Keller, P. S., & Davies, P. T. (2005). Towards a family process model of maternal and paternal depressive symptoms: Exploring multiple relations with child and family functioning. *Journal of Child Psychology and Psychiatry*, 46(5), 479-489. doi: 10.1111/j.1469-7610.2004.00368.x
- Eliot, M. & Cornell, D.G. (2009). Bullying in middle school as a function of insecure attachment and aggressive attitudes. *School Psychology International*, 30(2), 201-214.
- VanderVen, K. (2011). From the bully pulpit: A Child and Youth Work approach to bullying. *Relational Child & Youth Care Practice*, 24(1/2), 86-95.

Using a Trauma-Sensitive Schools Approach to Address Bullying and Interpersonal Violence

Peggy Mayfield

University of Illinois—Springfield

The Adverse Childhood Experiences Study shed light on the far-reaching deleterious consequences of trauma in the lives of children and adolescents (Felitti et al., 1998). We now understand all too clearly that, without intervention, children with high ACE scores are at risk to acquire heart disease, develop addictions, or have shortened lifespans. The traumatic experiences children may experience in their homes and communities are sometimes compounded by trauma within the school in the form of bullying or other types of interpersonal violence.

Traumatized children may exhibit a number of behaviors and affectations that can be mistaken for a willful disregard for rules, ADHD, or developmental delay. Certainly, the trauma sequelae may lead to a reduced ability to learn effectively. A child who has experienced trauma in the form of bullying or interpersonal violence, for example, may exhibit difficulty accessing previously-learned content or skills. Such difficulties may be limited to triggering events or may be seen on an ongoing basis. A structural model that explains this type of scenario can be seen through the hand model of the brain as proposed by Seigel (2011), who emphasized that when the child is operating in the fight, flight, or freeze mode the prefrontal cortex, wherein more complex thought is executed, is not as readily accessible.

Employing a trauma-sensitive schools approach can help those children who have had multiple incidents of trauma outside of the school setting, while at the same time providing sanctuary for those children whose predominant trauma experiences are an outgrowth of bullying and other types of interpersonal trauma within the school setting. The facets of focus in the trauma-sensitive school include ensuring that students are exposed to self-soothing skills, social-emotional learning, and emotional regulation practices. Further, creative activities such as art, dance or movement, physical activity, rhythmic movement and song, and similar activities are incorporated into the school routines. Schools should seek to ensure safe passages within the building as well as to and from school since transitions create opportunities for victimization. The culture of the school should help to encourage empathy and compassion, and a lack of tolerance for abusive behavior such as is seen in bullying and acts of interpersonal violence (Szalavitz & Perry, 2010). A wonderful example of how embracing school culture can become as an outgrowth of a focus on empathy and kindness can be found in a 60 Minutes segment on St. Benedict's school in Newark, NJ, where the school motto is, "Whatever hurts my brother hurts me," (Pelly, 2016; J. Webber, personal communication, March 22, 2016).

In developing the physical space for a trauma-sensitive classroom, the focus should be on creating a place of safety; a space that enhances concentration rather than creating distractions. Acoustics can do much to reduce the potential of sounds that could trigger re-experiencing phenomenon. Dr. Bruce Perry of the ChildTrauma Academy encourages schools to begin with an empty space. His Neurosequential Model of Education aligns tightly with the trauma-sensitive schools approach (Perry, 2014).

Promising practices of trauma-sensitive schools are the utilization of predictable daily schedules that ensure that children are not hungry, too tired, and that they feel safe. Diaphragmatic breathing can be an effective practice to center students who may be feeling anxious or overwhelmed. Schools can develop safe spaces within each classroom that students can request to visit when they feel the need to re-focus and regain a feeling of safety. Allowing students the opportunity to learn and practice self-soothing methods can enhance individual lives and enrich the overall school environment.

References

- Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., . . . Marks, J. S. (1998). Relationship of child abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) study. *The American Journal of Preventative Medicine*, 14(4), 245-258. DOI: [http://dx.doi.org/10.1016/S0749-3797\(98\)00017-8](http://dx.doi.org/10.1016/S0749-3797(98)00017-8)
- Pelly, S. (Correspondent) (2016). *The Resurrection of St. Benedicts*: In Guy Campanile & Andrew Bast (Producers) 60 Minutes, March 20, 2016. Los Angeles, CA: Columbia Broadcasting System.
- Perry, B. D. (2014). *The Neurosequential Model in Education*. Houston, TX: ChildTrauma Academy.
- Seigel, D. (2014). *Brainstorm: The power and purpose of the teenage Brain*. New York, NY: Jeremy P. Tarcher/Penguin.
- Szalavitz, M. & Perry, B. D., (2010). *Born for love*. New York, NY: Harper.
- Webber, J. (2016). Personal communication, March 22, 2016.

