Social Emotional Learning and Bullying Prevention

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www.cfchildren.org
CfC: Who We Are

• Global leader in the prevention of bullying, violence and child abuse.
• 32 year old non-profit
• Over 9 million children reached
• Every state, 70 + countries

Our Mission:
To foster the social and emotional development, safety, and well-being of children through education and advocacy
About Our Programs

secondSTEP

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About Our Programs

Talking About Touching®
A Personal Safety Curriculum

Steps to Respect®
A Bullying Prevention Program

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Changing Behaviors

– An important part of preventing bullying, cyberbullying and inappropriate use of technology is to change/reduce negative behaviors and build/increase positive behaviors

– 25 + years of longitudinal data shows increasing students’ social competence is a protective factor

– How do we do that...
Social and Emotional Learning (SEL)

SEL is the process whereby children and adults develop essential social and emotional skills, knowledge, and attitudes related to:

- **Self-awareness**: Recognizing one’s emotions and values as well as one’s strengths and limitations.
- **Self-management**: Managing emotions and behaviors to achieve one’s goals.
- **Social awareness**: Showing understanding and empathy for others.
- **Relationship skills**: Forming positive relationships, working in teams, dealing effectively with conflict.
- **Responsible decision-making**: Making ethical, constructive choices about personal and social behavior.

[Diagram of SEL components]

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Benefits of SEL in School

- SEL skills
- Positive classroom behavior
- Academic achievement

- Conduct problems
- Aggressive behavior
- Emotional distress

RPOMOTES
PREVENTS
SEL Skills Taught in CfC Programs

- Empathy
- Friendship
- Emotion Management and Self Regulation
- Problem Solving
- Communication: Assertiveness
SEL and Bullying - What’s the Connection?

• How does teaching SEL skills help change behaviors?
• What else is needed to prevent bullying?
How SEL Skills Help Prevent Bullying

**Empathy** - Increase care and concern for **kids** who are bullied

- Help motivate **bystanders**
  - Take away attention
  - Don’t join in
  - Support bullied students
  - Report
  - Intervene

- May help some **students who bully** change their behavior
How SEL Skills Help Prevent Bullying

Friendship skills

• Make students less vulnerable by increasing friendships and peer connections

• Help create a generally healthier, more inclusive peer culture
How SEL Skills Help Prevent Bullying

Emotion management and self-regulation

– Help reactive victims be less attractive targets
– Help victims/bystanders deal with the strong feelings caused by bullying, be better prepared to problem solve, make good decisions
– Improve behavior and reactions of bully/victims
How SEL Skills Help Prevent Bullying

Problem solving

– Help reduce reactive bullying
– Help students who are bullied or witness bullying to use a process to make good decisions.
– Help students generate more options for how to handle the situation.
How SEL Skills Help Prevent Bullying

Assertiveness

– Help bullied students stand up for themselves or seek help
– Help bystanders report or intervene
SEL and Bullying - What’s the Connection?

• In what ways do SEL skills help with preventing bullying?

• What else is needed to prevent bullying?
Changing Social Norms

• Bullying is very often a social phenomena, not just an individual skill deficit problem
  – Kids who bully are often socially skilled and popular
Changing Social Norms

• Social environment in traditional bullying often school
• Social environment in cyber bullying internet – social networking sites
What Else is Needed to Prevent Bullying & Cyber Bullying?

• Teaching skills to Recognize, Report and Refuse bullying
• Teaching positive bystander behaviors, attitudes & skills
• Digital responsibility and citizenship
What Else is Needed to Prevent Bullying & Cyber Bullying?

- School-wide Approach
- Adult Training
  - Rules/policies/procedures
  - Handling reports, coaching students, parent communication
  - Effective interventions vs. zero tolerance
Important Adult Roles

• Message: Students should report
• Adults MUST be prepared to handle reports effectively
• Important that procedures/processes are known and communicated
• Positive relationship building and modeling of desired skills and behaviors
• Adults must act, understanding that bullying problems don’t resolve overnight
### WHAT WAS MOST HELPFUL FOR ADULTS AT SCHOOL TO DO?

<table>
<thead>
<tr>
<th>Most helpful Adult Strategies (made things better more often than made things worse)</th>
<th>Neutral Strategies (These worked sometimes but sometimes made things worse)</th>
<th>Least Helpful Adult Strategies (Made things worse more often than made things better)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listened to me</td>
<td>Kept up increased adult supervision for some time</td>
<td>Told me to stop tattling</td>
</tr>
<tr>
<td>Checked in with me afterwards to see if the behavior stopped</td>
<td>Used punishments for the other student (worked better for 5th graders). Effectiveness varied greatly from school to school.</td>
<td>Told me to solve the problem myself</td>
</tr>
<tr>
<td>Gave me advice</td>
<td>Sat down with me and the other student(s)</td>
<td>Told me if I acted differently this wouldn’t happen to me</td>
</tr>
<tr>
<td></td>
<td>Talked about the behavior in class more than once</td>
<td>Ignored what was going on</td>
</tr>
</tbody>
</table>
# What is Most Helpful for Bullied Children to Do?

<table>
<thead>
<tr>
<th>Most helpful Student Strategies (made things better more often than made things worse)</th>
<th>Neutral Strategies (These worked sometimes but sometimes made things worse)</th>
<th>Least Helpful Student Strategies (Made things worse more often than made things better)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Told an adult at home</td>
<td>Walked away</td>
<td>Made plans to get back at them</td>
</tr>
<tr>
<td>Told a friend</td>
<td></td>
<td>Pretended it didn’t bother me (Elementary school)</td>
</tr>
<tr>
<td>Made a joke about it (to help myself feel better)</td>
<td></td>
<td>Told the person how I felt</td>
</tr>
<tr>
<td>Told an adult at school</td>
<td>Pretended it didn’t bother me (Middle School only)</td>
<td>Did nothing</td>
</tr>
<tr>
<td>Reminded myself that it’s not my fault (worked for teenagers only)</td>
<td></td>
<td>Told the person or people to stop</td>
</tr>
<tr>
<td>Pretended it didn’t bother me (High School only)</td>
<td></td>
<td>Hit them or fought them</td>
</tr>
</tbody>
</table>

*This document can be found at http://www.youthvoiceproject.com AND at http://www.marccenter.org (Massachusetts Aggression Reduction Center)*
Media Campaign with KOMO-TV and Fisher Communications

CONCEPT:
With the combined resources of Fisher Communications we will consistently deliver anti-bullying messages that

*Educate*—*Engage*—*Encourage action*

by providing *concrete examples, simple steps for involvement, and a resource-rich dedicated website.*
Campaign Goals

• Deliver messages throughout Western Washington
• Drive viewers, listeners, and on-line users to komonews.com/nobully
• Merge Committee for Children content and resources with other organizations as mutually agreed upon by Fisher Communications and Committee for Children.
• Reduce bullying in schools by educating parents, teachers, and students on steps they can take to become the “role model in the community.”