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Assignment 1: Prezi Slide Questions

- 1) Based on the url link, I chose North Carolina from the states with weak bullying legislation. Compared to other states, North Carolina does not require school districts to provide mental health support or safeguards for students involved with bullying. I chose North Carolina because although North Carolina has anti-bullying laws and regulations for specific groups, North Carolina's laws do not acknowledge the correlation between mental health conditions and groups that are more likely to be bullied than other groups. For example according to the Prezi, LGBTQ students are three times as likely to commit suicide and are deemed "most likely to be bullied" as a group. While North Carolina's laws acknowledge that bullying is not tolerated against sexual orientation or gender, North Carolina is not taking the steps necessary to provide support and protection for students falling into these specific groups that have a high likelihood of developing mental health issues.
- 2) Based on slide 18, one aspect of what is needed that my school district does well with is social and emotional learning as curricular approach. In the elementary school of my district, students in grades kindergarten through fifth are required to take part in a social emotional learning elective twice in a six day cycle. On the other hand, I do feel that my school district fails at the social emotional learning as a curricular approach in middle school. My school district is a K through 8 district. Once students reach middle school, there is no social emotional learning elective. As stated in the Prezi, students who have stronger self regulation and healthy coping skills are less likely to engage in bullying and

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bystander behaviors. As such, I believe my school district should continue the social emotional learning as curricular approach throughout the middle school years.

3) I believe that the classroom skill needed most is student autonomy. Allowing for each student to have a level of independence specific to each student's skill-set removes hierarchy in the classroom while allowing for each student to see their potential.

4) Resilience is defined as the capacity to withstand, or to recover quickly from difficulties; toughness. Resilience connects to self regulation, because if someone has high self-regulation, they are able to make decisions based on logic and emotion. For example, someone with self-regulation will not be quick to retaliate or to act solely based on emotion. It is more difficult and is incredibly tough to fight against the urge to respond emotionally rather than logically in a situation. Resilience is connected to self regulation, in terms of predicting who is likely to bully and be bullied, because someone who is resilient can withstand negative behaviors towards him/herself. Similarly, someone who has high self-regulation can withstand negative behaviors towards her/himself.

Essentially, there is a negative correlation between self-regulation and negative behavior; as the level of self-regulation decreases, the level of negative behavior toward someone else, or towards oneself increases.

5) From Rachel Simon's video, what I learned was threefold. First, relationships in a teenage girl's life are a paradox. On one hand, relationships are a teenage girl's saving grace in school. On the other hand, when these relationships go south, the effects can be detrimental to teenage girls. A teenage girl can go from feeling incredibly confident to engaging in avoidant behaviors, such as meeting with teachers at lunch, so that she will

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not have to face her social situation. Second, in order for teenage girls to navigate this paradox there needs to be relationship management and resilience education provided to them. Finally, an issue that spans the course of a woman's life begins in girlhood as girls learn skills leading to a lack of an “inner résumé.” an inter-résumé refers to the ability of a girl to accurately healthily share her opinions and her feelings.

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Assignment 2: Bystander Article

“Bystanders are Essential to Bullying Prevention and Intervention” is an article that discusses the severity of the role bystanders play in bullying and victim interactions. The article discusses the different roles bystanders can play, the psychology behind why bystanders do or do not intervene, and the level of prevention or intervention bystanders can provide during or after a situation.

The article breaks down the roles bystanders play into four categories: outsiders, defenders, reinforcers, and assistants. Outsiders are described as purely witnesses that do not intervene. Defenders are described as intervening when the bullying happens by supporting the person being bullied. On the other hand, reinforcers are described as supporting the bullying behavior by passive behaviors, such as laughing, cheering, or encouraging. Lastly, assistants are described as taking on an active role in the situation by physically helping the individual doing the bullying.

The Thornberg model categorizes the likelihood of a bystander to be motivated or demotivated to intervene based on the circumstances of the situation. When describing why bystanders intervene or not, the article references the Thornberg model. For example, emotional reactions can dictate the level of motivation one has to intervene in a bullying situation. Someone who is afraid of being victimized is categorized as someone who is demotivated to intervene. On the other hand, moral evaluation plays a role in the level of motivation one has to intervene. For example, if a student has the moral belief that bullying is wrong, the student is more motivated to intervene.

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Lastly, the article discusses the level of influence bystanders have in prevention and intervention of bullying. For example, bystanders can intervene by defending the target of bullying. If bystanders see or retaliate, they also can play a role in prevention. For example, bystanders can show kindness, respect, and empathy. By showing these behaviors, bystanders are acting as role models for those around them.

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Assignment 3: Case Studies

Student	Vulnerabilities?	Additional Information?	HIB looks like?	Educational impact?	Teacher/Parent Protection?	Why did attempts fail?
Megan Meier	1) Teenage girl 2) Fallout with friend	Did Megan have any other strong relationships in her life other than "Josh?" Did Megan's parents or teachers notice a shift in her appearance and/or behavior before or after the fallout with her friend?	Cyberbullying	Megan could have been embarrassed and ashamed by what happened. This may have caused avoidance behaviors leading to her not wanting to go to school. Also, Megan's emotional distress may have made it challenging for her to focus on her schoolwork.	Parents could have monitored her online interactions. Teachers could have reported any tension noticed between Megan and her former friend at school.	Attempts to advocate failed because to hold Ms. Drew accountable was seen as destroying two more lives out of vengeance; the jury felt no more lives needed to be destroyed.
Phoebe Prince	1) Targeted based on race/ethnicity 2) Has been bullied previously and has low self regulation 3) Recently moved to a new country	Did Phoebe have any friendships at school? Were Phoebe's teachers informed by the school about Phoebe's mothers concerns? Did any teachers notice any behavioral shifts in Phoebe?	Cyberbullying Verbal Insults Physical Interactions in and out of school	Phoebe probably did not want to go to school as the bullying occurred on the way to, during, and after school.	Phoebe's mother did everything she could have done. However, school staff did not seem to keep a watchful eye on Phoebe despite warnings from Phoebe's mother.	Attempts to advocate failed as when Phoebe's mother complained about the bullying to the school, the school employees did not do anything about the bullying.
Jon Carmichael	1) No defensive bystanders 2) Has been bullied from a young age	Did the school district ever hold the students responsible for bullying Jon when Jon was alive? Did the school district ever communicate the bullying was happening with Jon's family? Did Jon have any support he could turn to at school?	Physical assault Cyberbullying	When the severity of bullying only worsened, Jon probably did not want to go to school. Jon's concern was survival rather than learning.	The school did not seem to protect Jon at all. The study did not state whether the school did anything to support Jon. The study only stated the school was facing a lawsuit. This suggests the school did not do enough to protect Jon.	Attempts to advocate failed as bystanders took on an assistant role rather than a defender role. Also, the school district did not support Jon at all.

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Assignment 4

1. List and define 6 vocabulary words or phrases used in this video to discuss bullying and harassment (ex. perpetrator)

- a) Perpetrator- the person(s) carrying out the unwanted and hurtful actions/words
- b) Coordinator- an individual responsible for ensuring school district compliance with federal and state bullying laws
- c) Target- the person(s) facing the harassment and/ or bullying
- d) Learning environment- the classroom, school building, or other associated areas determined by school district jurisdiction where learning takes place
- e) Harassment-unwanted actions/words based on a student's identity
- f) Hostile Environment- the circumstances surrounding incidents of harassment and/or bullying

2. What is the major difference between bullying and harassment?

Major difference between bullying and harassment is that bullying is associated with when someone uses their power to target someone else with repeated hurtful words or unwanted actions. Power can refer to physical, social or emotional power. Harassment is similar in the sense that the behavior involves unwanted and hurtful actions; however, harassment involves these negative behaviors, being targeted towards a victim's race, ethnicity, sex, religion, or disability.

3. What are the protected classes or categories of people who could be harassed?

The protected classes or categories of people who could be harassed involve a victim's race, ethnicity, sex, religion, disability, sexual orientation, etc.

4. What is the main goal for stopping harassment in the schools?

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The main goal for stopping harassment in schools is to limit mental health issues, suicidal ideation, avoidance behaviors pertaining to school, and to allow students to have the best chance of academic success.

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Assignment 5- Megan Meier Video

1. What was the tragic spin in this case?

The tragic spin in this case was Megan's behavior 24 hours before her death. As Megan's mom mentions, less than a day before Megan killed herself she did not show any sign of depression. Rather, Megan was planning for her 14th birthday party with her mom. Megan showed desire for carrying out a future plan related to her social life, yet she killed herself. The tragic spin in this case was Megan's demeanor before she killed herself.

2. What do you learn about cyber bullying here?

I learned that even when parents are aware of cyber bullying, they can't always protect their kids from the emotional consequences of cyberbullying. Cyber bullying made Megan feel as though the whole world was against her. Megan felt that no one would believe her side of things because she was being targeted online by who she thought was a guy and two other girls. Even though Megan's mom told her these things were not true about her and for her to get off the computer, Megan still believed what people were saying online about her to be true. Additionally Megan's emotional symptoms were not relieved by her mother acknowledging that what was said about her was not true.

3. What does her mom regard as the best way to handle bullying?

Megan's mom regards validation and listening to children as the best way to handle bullying. She stated that she learned this through all the students she spoke with when sharing Megan's story. Megan's mom learned that children want adults to understand their feelings. While adults cannot control every aspect of bullying, kids feel less alone from the impacts of bullying when they feel acknowledged and listened to. More so than intervention, kids don't want to be chastised or for their parents to try to fix everything, they just want to feel heard.

4. What thoughts or questions emerge for you here?

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I am moved by the power of validation. I believe that parents confuse validating feelings versus validating behaviors. I wonder how many times a child could've been saved solely by the power of listening and not passing judgment. I agree with Megan's mom that educators often focus on squashing behaviors rather than creating a positive classroom environment. I want students to feel like they can talk to me and I will listen to what they have to say. I think every educator should want that.