




Knowing the difference

Conflict vs Bullying: The supports offered by the
Department of Guidance and Counseling

Thank you to our partners

- Judson ISD Parents
- Randolph Brooks Federal Credit Union
- Starbucks  (FM 78 and Crestway)



Professional School Counselors (PSC's)

- Professional school counselors recognize the need for all students to attend school in a safe, orderly and caring environment.
- Our focus is to promote this type of environment by implementing supports through our comprehensive school counseling program.
- Our program includes anti bullying, harassment and violence-prevention programs along with comprehensive conflict-resolution programs to foster a positive school climate.

Rationale

- A safe school environment is essential for effective learning. Incidents involving bullying, harassment, violence, weapons or gang behavior threaten student and staff safety (Van Velsor, 2009).
- Students who experience positive relationships with school personnel and can identify at least one trusted adult at school feel safe and validated (Davis, 2005).

Supports offered

- Prevention activities are integral to creating a safe school environment that is free of fear, bullying, harassment and violence.
- In Judson ISD professional school counselors and professional school social workers implement prevention programs to increase the opportunity for improved academic achievement, appropriate behavior, positive relationships, successful resolution of conflicts, safe school climate and increased attendance.
- Participating in prevention activities empowers and encourages students to take responsibility for their behavior and for the climate of their school and community.

Professional School Counselors

- Promote safe schools through student, parent, staff and community
- Provide conflict resolution, bullying, and harassment prevention support through:
 - Small group
 - Mediation
 - Individual counseling

Programs offered by the Department of Guidance and Counseling

- Second Step (PK-8)
- Second Step Bullying Prevention Unit
- Watch Dogs
- Why Try
- Resource/Lesson banks addressing the importance of the Texas Seven Skill Goals:
 - Motivation to achieve



The focus of the PSC's

- Professional school counselors collaborate with others in the school and community to promote safe schools and confront issues threatening school safety.
- Professional school counselors encourage the development of policies supporting a safe school environment, and they provide leadership to the school by assisting in the design and implementation of school wide prevention activities and programs.

The focus of the PSC's (cont.)

- Professional school counselors recognize differentiated interventions are needed for bullying and resolving a conflict. Comprehensive anti-bullying/harassment/violence-prevention and conflict-resolution programs require data-driven decision making, coordination, instruction and program evaluation.

Services provided by the PSC

The professional school counselor includes prevention programs as a part of the comprehensive school counseling program and ensures these programs include training in:

- recognition of early warning signs of violence
- prevention/intervention services
- crisis response
- appropriate use of technology and social media
- communication skills
- conflict-resolution skills
- decision-making skills
- development of cultural competence
- acceptance of differences
- intervention strategies for bullying/harassment
- community involvement
- parent/guardian and faculty/staff education
- evaluation of program effectiveness - building positive staff and student relationships

Conflict and bullying

- **Conflict** is a normal part of life. And learning to deal with it helps kids master the social skills they will need as adults.
- **Bullying** is not normal even though many people mistakenly believe it is a "rite of passage" for kids as they grow up.

Conflict vs Bullying



- A **conflict** is generally a disagreement or difference that happens when people want or have a different opinion on things. The people involved in a conflict have equal power to solve the problem. They are not purposely trying to hurt each other.
- **Bullying** is a persistent pattern of unwelcome or aggressive behavior that often involves an imbalance of power, and/or the intention to harm or humiliate someone.
- **Teasing/Joking** is fun, good natured, give and take between friends to get both parties to laugh.

Conflict vs Bullying

- Conflict:

- Involves people with similar degrees of power
- Mutual disagreement or difference
- Reciprocal – both parties participate in the conflict
- Both parties are to some degree responsible for the wrongdoing
- Can be resolved by compromise or negotiation
- Includes disagreement, fights, arguments
- Changes behavior when asked
- Apologizes and learns from misbehavior

- Bullying

- Involves an imbalance of power
- Involves one party exerting their needs through power
- One sided, typically instigated by one party
- Involves hurtful behavior of one party against another
- Bully is responsible for the wrongdoing
- Resolution involves a change in the behavior of the bully; the victim has no concession to make
- Intent to physically or emotionally harm someone
- Persistent, Ongoing

Conflict vs Bullying a visual



Examples of conflict

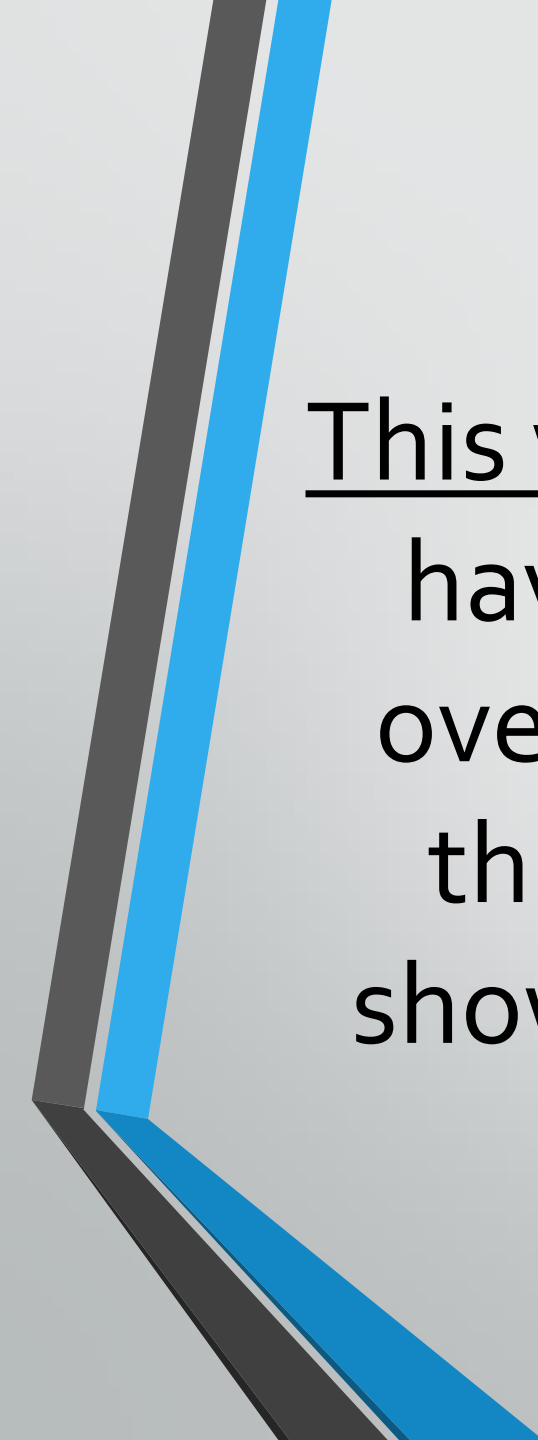
- Two friends share a favorite item in the classroom but do not agree on who should get the item first
- Two students clash over a place in the lunch line
- Two friends want to wear the same outfit to a party
- Children quarrel over who gets to go first
- Teenagers dispute who made a comment (they heard a rumor from a friend)

Examples of bullying

- Aggressive, targeted, unwanted, persistent
 - An older student verbally abuses younger students on the bus and does not let them sit where they want to
 - A bigger child threatens a smaller child for his lunch
 - A group of students regularly call another student names and hold her/him up for ridicule in front of others
 - A student repeatedly uses social media to embarrass and harass a classmate
- Bullying behavior is very different from conflict. It is behavior that is **intended to cause some kind of harm**. The person doing the bullying purposely says or does something to hurt the target of his/her behavior.

Is it bullying or conflict?

- Two female members of the school basketball team are arguing with each other over the loss of a recent game. One of the girls is blaming the other for letting the opposing team knock the ball out of her hands before she could throw it. The other girl is saying it's her teammate's fault because she didn't pass the ball to her during the last few seconds of the game. They continue to fight until their coach gets involved and tells the girls to stop arguing.



This was an example of conflict. Both girls have equal power and are disagreeing over the outcome of a game. Neither is threatened or harmed, and neither is showing signs of humiliation or distress.

Can it become bullying?

- Yes...
- If one of the girls continued to blame the other and started calling her names, taunting her outside of the gymnasium or even getting others to gang up on her for the purpose of hurting her feelings or alienating her from her team and peers, that would be considered **bullying**.

Texas House Bill 1942

- Amends the Education Code to allow staff development to receive training in the prevention, identification and reporting of and response to bullying.
- Definition of bullying includes an “expression through electronic means” (cyber bullying).
- Definition of bullying applies to “conduct that occurs on school property, at a school-sponsored or school-related activity, or on a vehicle operated by the district ”
- Expands the definition of bullying to include actions “Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct”

Is it Bullying?

- There are many other types of aggressive behavior that don't fit the definition of bullying.
- These behaviors require different prevention and response strategies.
- This does not mean that they are any less serious or require less attention than bullying.
- Unwanted, aggressive behavior among young adults may not be "bullying".
 - Conflict, aggression, fighting, hazing, harassment, and stalking are not appropriate behaviors however may not fit the definition of bullying (see House Bill 1942).

Bullying

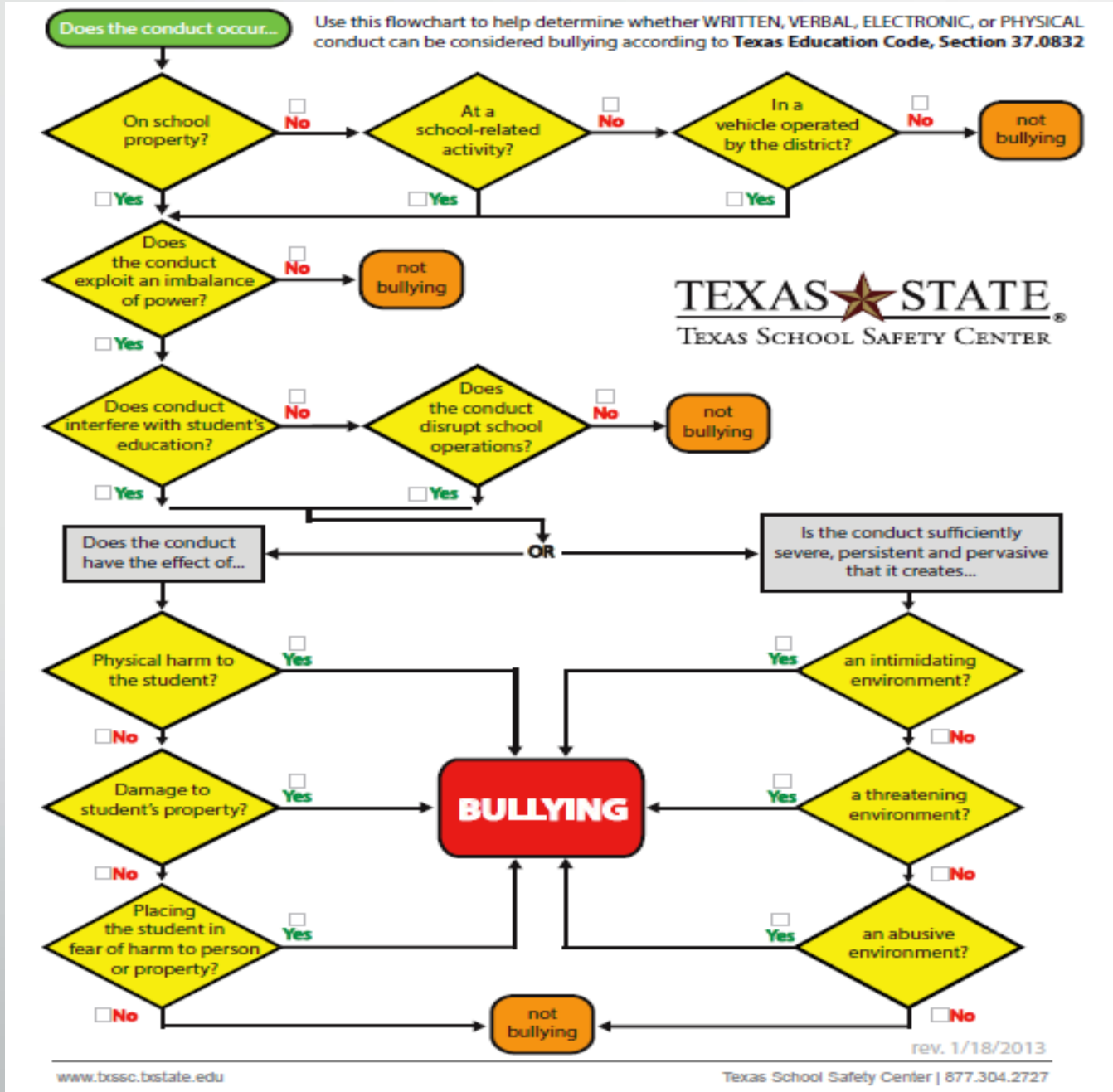


- Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.
- The behavior is repeated, or has the potential to be repeated, over time.
- Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Some examples of Bullying

Examples of Bullying:

- Physically hurting or threatening to hurt someone
- Socially excluding someone
- Insults
- Name-calling
- Mean gossip and rumors
- Sexual bullying



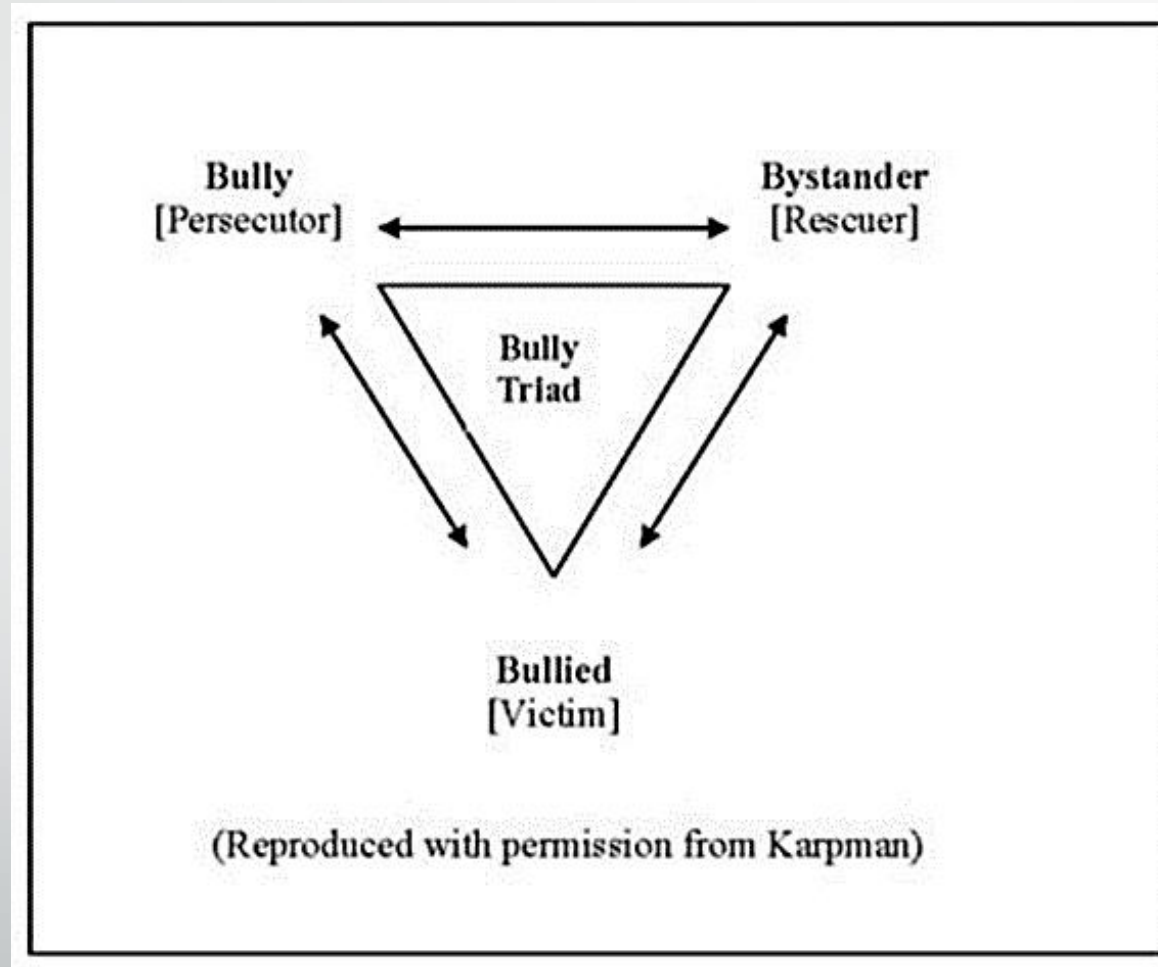
Texas State University
school safety center – HB
1942

Right click and open hyperlink to expand

The roles

- There are many roles that kids can play:
 1. Kids can bully others (Bully)
 2. They can be bullied (Victim)
 3. They may witness bullying (Bystander).
- When kids are involved in bullying, they often play more than one role.
- It is important to understand the multiple roles kids play in order to effectively prevent and respond to bullying.

The Bullying Triangle (Karpman)





Potential warning signs

(not all encompassing)

Information for parents

- Bullying can be a tough topic to bring up with your kids, but it's an important conversation to have if they are showing signs of being a victim or a bully.
- Bullying and aggression can be a cry for help.
- It's important to be open to the possibility that your child could be in one of these roles.
- The most important thing you can do as a parent is to listen and not dismiss your child when they want to talk – they may only try once.

Parents can help us help students

- Be aware of the difference between conflict, teasing and bullying
- If it is bullying, be there for your child and contact your school
- Role model – mirror the behavior you want children to display
- Actively supervise and monitor behavior and interactions
 - Face to face; phone; text; apps (Instagram, Yik-Yak, Snap chat)
- Apply logical and meaningful rewards/consequences
- Encourage empathy and problem solving
- Work with school(s) and others to be part of the solution

Steps to take if your child is being bullied:

1. Believe your child. Be compassionate, listen and write down what they are sharing.
2. Ask for specifics about the situation: Who did it; Where did it happen; How did it transpire; When, what part of the day; What specifically happened (all the details)
3. Share this information with the school administrator ASAP by phone, in writing or personal visit.
4. Inquire about what the process is to support your student
5. Seek additional support or resources (through your school counselor or social worker)

Warning signs

Your child may be being bullied

- Not wanting to go to school or participate in extra-curricular activities; lower interest and performance in school
- Anxious, fearful, over-reactive, unhappy and irritable
- Low self-esteem and makes negative comments about him/herself
- Regular complaints of stomach aches, headaches, and other physical symptoms without any particular cause
- Threatens to hurt him/herself or others
- Significant changes in social life

Your child may be a bully

- Little concern for the feelings of others
- Aggressive with siblings, parents, teachers, friends and animals
- Bossy and manipulative to get his/her own way
- Coming home with unexplained objects or extra money
- Secretive about possessions, activities or where they have been
- Easily frustrated and quickly angered
- Believe aggression is an acceptable way to resolve conflicts
- Get into fights and blame others for starting them
- Have a need to dominate others
- Have two or three friends who are also aggressive
- Quick to interpret accidents or neutral events as deliberate hostile acts



Fiction vs. Fact

School Staff (Fiction)

- “Schools need to stop turning a blind eye to bullying and do something about it”

School Staff (Fact)


- Staff is often not aware of bullying and all circumstances surrounding the situation (importance of reporting and sharing information)
- Schools have a comprehensive approach and expectation of behaviors
- Staff wants to ensure the school environment is welcoming and safe
- Policies exist that:
 - Provide a reporting and investigation component
 - Provide intervention and support to the bullied, the bully and the bystander
 - Provide a comprehensive guidance curriculum that ensures all students have access to lessons supporting pro social behaviors

What schools and policy should require (fiction)

- “We need harsher laws to stop this kind of behavior”
- “A bully needs to be kicked out of school”

What schools and policy do require (fact)

- Laws do exist: District policy align to House Bill 1942
 - Provide clarity and guidance for addressing allegations, reporting and confirmed cases comprehensively
 - Not reactive or based on emotion. Investigate each report thoroughly and a plan of action/support is created
 - Intervention supports all individuals involved (bullied, bully, bystander) and takes action not to interfere with the schools ability to educate



What can be done?

What can be done?

Fiction (Conventional):

- Physical action
 - “Stick up for yourself”
 - “Fight back”
 - “Do something about it”
- OR: Saying something
 - Don’t “snitch” handle it yourself

Fact (Reframe)

- Fighting back is an ineffective strategy
 - There is a power differential
 - What message are we sending?
- Focus on serving the bully, bullied and bystander
 - We need to teach skills (assertiveness, communication, and emotional management)
 - Adult and peer intervention is needed
 - Report it!

What else can be done

- Talk to someone you trust
 - [Conflict report form](#)
- Contact campus administration
- Report it to the district (online)
- Contact the National Suicide Prevention Lifeline online or at 1-800-273-TALK (8255).

Where to find more information

The screenshot shows the website for Judson Independent School District. The header includes the JISD logo, the district name, and a search bar. A navigation menu lists: Mission & Vision, About, Schools, Calendars, Departments, Board, and Employment. On the right, there are links for Campus Browser, Calendars & Events, Employee Lookup, and Contact JISD.

The main content area is titled "Department of Guidance and Counseling" and includes a breadcrumb trail: Home > Instruction > Guidance And Counseling. It features a "Welcome" message, "Upcoming events for 2014-2015" with a "Coffee with the Counselor" logo, and a "More about the JUDSON ISD Comprehensive Guidance and Counseling Program" link.

On the left side, there are three resource lists: "District Resources" (McKinney-Vento, Section 504, Mission Statement), "Resources for students and parents" (The Parent Toolkit, ESC 20 - Learn 101 - Counselor Digest, College exploration and resources), and "Community Resources and Information" (stopbullying.gov, Learn about bullying from Texas State, Protecting our Children, Texas Suicide Prevention, National Suicide Prevention Lifeline, Childrens Medicaid, Family Violence and Victim Services, Teen Dating Violence).

On the right side, there are sections for "2014-2015 House Bill 5 and Registration information*", "Presentations:" (HB5- Power Point - presented at Parent nights, HB5- Power Point - in depth, JISD Program Overview HS Orientation 2014-2015, JISD Programs Overview MS Orientation 2014-2015), and "Course Selection Forms:" (2014-2015 Middle School Course Selection Form, Middle School Elective Offerings, Incoming 9th Grade Course Selection 2014-2015, Incoming JHS 9th Grade Course offerings, Incoming WHS 9th Grade Course offerings, 2014-2015 Challenge Agreement).



Report on the district website

Students

Community

THE PATRIOT
Wagner's The Patriot Lives Again

Parents & Students
Get the latest important information on House Bill 5

NEW RESOURCE!
College & Career Readiness

THANKSGIVING COMMUNITY FEAST
Click for Info!

peochar eflyers for Parents

PARENT SUMMIT
NOV. 22, 2014
Click here for more information

Jblog News and Photos
Woodlake ES Puts STAAR Under Microscope
Metzger MS Honors Its Veterans
College Fair 2014: Planning For The Future
2014 Judson Grad Gets Highest FFA Honor
New Explorer Posts Make Splash At Contest
Big Game For Rockets To Finish Regular Season
Seven Make S.A. All-Star Football Squad
JISD Superintendent Search: Your Input Needed
Judson Agriscience Fall Plant Sale
Judson Theatre Students Haul In The Hardware

Today's Events
4th Grade Tutoring CE
TAG Nominations/Referrals RMES
Explorer/TAG Referral Window: Teachers & Parents RMES
TAG Referral Dates CVE
Explorer/TAG Referral Window EFE
Elementary Gifted/Talented Schedule Referrals PE
TAG Referral Window WE
and 9 more today ...

JISDtv
Bonnie Schulze Library Dedication at Judson High School
It was a remembrance of the time and dedication that Bonnie Schulze spent in Judson ISD. She left behind so many friends and such an impact ...

Facebook
Twitter
YouTube
Picasa

JISD Connect Mobile App!
Download our mobile app for online access to grades, news, photos and more!

Apple App Store
Android Apps on Google Play
Amazon Kindle App Store

Report It!
Report Bullying, Crime, Waste or Fraud via online form

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Contact Us
Acceptable Use of Technology
Nondiscrimination Policy
Site Disclaimer
Translate This Page

Summary

- Professional school counselors and professional school social workers collaborate with teachers, administrators, parents/guardians and the community to deliver prevention programs that encourage student growth and achievement and ensure a safe school climate.
- We are here to help you!

Please keep involved on campus

- Watch DOGS
- Volunteer
- Counseling Advisory Council (campus)



QUESTIONS?

Campuses support students by: (not an all-inclusive list)

1. Assigning an administrator to investigate all reports of bullying
2. Providing immediate access to Professional School Counselors and Social Workers who are here to help support students
3. Surveying students to seek student feedback to assist in identifying more information about where bullying is occurring and other ways to help students
4. Creating an anonymous bully box where students and/or staff can report information
5. Creating an atmosphere that does not tolerate bullying (see FFI local)
6. Continued professional development provided to support staff in identifying, reporting and advocating for those who are or have been bullied
7. Provide access to social-emotional and/or communication programs available through campus that will allow students to become more tolerant of our differences
8. Constantly monitor campus
9. Not forcing students to interact
10. Intervene early with any behavior perceived to be bullying

References

- Judson ISD Guidance and Counseling Bullying information RE HB 1942
- Judson ISD Board Policy FFI (Student Welfare: Freedom from Bulling)
- Components of the presentation have been adapted from the position statements provided by American School Counseling Association, 2011
- <http://www.stopbullying.gov/kids/what-you-can-do/>
- <http://www.edutopia.org/blog/stop-bullying-create-upstanders-becki-cohn-vargas>
- <http://www.erasebullying.ca/bullying/bullying-vs.php>
- <http://schools.nyc.gov/RulesPolicies/RespectforAll/StudentResources/Helpful%20Resources/bullying%20and%20conflict>
- <http://bullying.about.com/od/Basics/a/Normal-Conflict-Or-Bullying-How-To-Tell-The-Difference.htm>