IS IT RUDE?
IS IT MEAN?
IS IT BULLYING?
RUDE, MEAN, BULLYING

BULLYING IS MEAN, BUT MEAN ISN’T NECESSARILY BULLYING
Rude

- Inadvertently saying or doing something that hurts someone else
- Due to poor manners or lack of social skills

- Burping without saying excuse me
- Failure to acknowledge when someone is speaking
- Interrupting when someone is speaking
- Cutting in line
<table>
<thead>
<tr>
<th>MEAN</th>
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<tr>
<td>• Purposefully saying or doing something to hurt someone else</td>
<td>• Criticizing someone’s clothing, appearance, or social status</td>
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<tr>
<td>• Out of anger or as revenge</td>
<td>• Tripping someone as they walk by</td>
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<tr>
<td>• Attempt to make oneself feel better</td>
<td>• Destroying someone’s property</td>
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<tr>
<td>• Impulsive cruelty</td>
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David's Law

Click here to download a printable PDF summary of David's Law.

Click here to read all of S.B. 179 David's Law.

Education Code:
Under David's Law, Texas public schools will have the authority to address cyberbullying that occurs off-campus. Schools will be required to notify a bullying victim’s parents of a bullying incident within three business days after the incident is reported and must notify the parents of an aggressor within a reasonable amount of time. School procedures for reporting bullying incidents must include anonymous reporting for students. Schools will be able to expel students who engage in very serious bullying. This includes bullying that (i) encourages another student to commit suicide (i.e., suicide baiting), (ii) incites violence against another student; or (iii) involves releasing indecent photos of another student. Strong protections from civil and criminal liabilities will be given to schools and school personnel who participate in bullying prevention and intervention efforts. There will be new provisions to the law to enhance special education, accountability, and other.
Texas Education Code defines bullying as an act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves written or verbal expression, expression through electronic means, or physical conduct, that:

1. will physically harm another student, damage a student’s property, or place a student in fear of harm;

2. is severe, persistent, or pervasive enough to create an intimidating, threatening or abusive educational environment for the student;

3. disrupts the educational process or orderly operation of a classroom or school; or

4. infringes on the rights of the victim.
Texas Education Code defines bullying as **an act or pattern of acts**
Texas Education Code defines bullying as an act or pattern of acts by one or more students directed at another student that exploits an imbalance of power.

BULLYING IS...

KNOWINGLY and INTENTIONALLY

Physical Size/Strength   Intellect   Social Status   Access to Information   Audience   Anonymity
Texas Education Code defines bullying as an act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves written or verbal expression, expression through electronic means, or physical conduct.
FORMS OF BULLYING

PHYSICAL

SOCIAL

VERBAL/WRITTEN

CYBER
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2. is severe, persistent, or pervasive enough to create an intimidating, threatening or abusive educational environment for the student;
3. disrupts the educational process or orderly operation of a classroom or school; or
4. infringes on the rights of the victim.
Interfere with a student’s educational opportunities; or substantially disrupt the orderly operation of a classroom, school, or school-sponsored/related activity?
<table>
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<tr>
<th>Disliking someone</th>
<th>Disagreement or argument between friends</th>
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</thead>
<tbody>
<tr>
<td>One-time fight or altercation</td>
<td>Accidental physical contact</td>
</tr>
<tr>
<td>Cliques of students</td>
<td>Bossy</td>
</tr>
<tr>
<td>Telling a joke</td>
<td>Expressing difference of opinion</td>
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CONFLICT

BOTH PARTIES ARE INVOLVED

BULLYING

ONE SIDED
Perspective Matters

Stranded on a dessert island, finally a way out of here!

Lost at sea, finally some land!
BULLYING?
IS MY CHILD BEING BULLIED?

LOW SELF-ESTEEM AND LACK OF CONFIDENCE

WITHDRAWN, SAD, ANXIOUS, DEPRESSED

CHANGE IN BEHAVIOR OR MOOD

LOW SELF-ESTEEM AND LACK OF CONFIDENCE

DISLIKE SCHOOL

DECLINE IN ACADEMIC PERFORMANCE

LOSE INTEREST IN ACTIVITIES

BRUISES, CUTS, DAMAGED PROPERTY

STOMACHACHES AND/OR HEADACHES

CHANGE IN SLEEPING AND/EATING HABITS

AVOID TALKING ABOUT SOCIAL MEDIA, ANXIOUS WHEN ON TECHNOLOGY

SELF-HARM

SUICIDAL THOUGHTS OR ATTEMPT SUICIDE
IS MY CHILD BULLYING OTHERS?

STRONG NEED TO DOMINATE OTHERS

USES THREATS OR INTIMIDATION TO GET HIS/HER WAY

FEELS SUPERIOR TO OTHERS

EASILY ANGERED AND IMPULSIVE

OPPOSITIONAL, DEFIANT, OR AGGRESSIVE BEHAVIOR TOWARDS ADULTS

ANTISOCIAL BEHAVIOR

DIFFICULTY CONFORMING TO RULES

LOW TOLERANCE FOR THOSE WHO ARE DIFFERENT

MAKES FUN OF OTHERS

FOCUSED ON BEING POPULAR, EVEN IF AT OTHERS’ EXPENSE

BEING BULLIED

SELF HARM

SUICIDAL THOUGHTS OR ATTEMPT SUICIDE
Teach and model kindness, acceptance, and empathy
Teach your child appropriate ways to deal with negative emotions
Capitalize on teachable moments
Set clear behavior expectations
Set boundaries with technology
Monitor technology and social media
Monitor social gatherings
Establish open lines of communication
TALKING TO YOUR CHILD ABOUT BULLYING

• What was the best thing that happened at school today?
• Who do you sit with at lunch? Play with at recess?
• What are your favorite classes? Why? What classes do you dislike? Why?
• Who do you hang out with during school? Are there a lot of cliques at school? How do you feel about them?
• Are there any students at school that you dislike? Why don’t you like them? What do they say or do that you don’t like?
• I’ve heard a lot about bullying in the news. Is that going on at your school?
• I've noticed....., is there something going on at school or at home that is upsetting you?
• Is there anyone at school who has said or done anything to upset you? Did he/she do that on purpose?" Did you tell him/her to stop? Did he/she keep going?
IF YOUR CHILD IS THE TARGET

Stay calm and listen without judgement
Praise your child for talking to you
Meet with the campus
Build resiliency
Ask for details and document
Reassure your child that it isn’t his/her fault
Create a support plan
Seek counseling if necessary
IF YOUR CHILD IS THE AGGRESSOR

- Stay calm
- Find out “why”
- Partner with the school
- Take immediate action
- Set clear expectations and reinforce
- Seek help if necessary
IF YOUR CHILD IS A BYSTANDER

- Encourage your child to be an Upstander
- Monitor your child for residual impact
- Praise your child for being an Upstander
- Seek counseling if necessary
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