

2006 – A BULLYING CASE HOW TO APPROACH IT?

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1-Objective or Justification of the presentation

This paper describes the intervention made in a specific case of bullying and the good resolution of it. The aim is, through the analysis of the intervention in this particular case, to be able to design the foundations that will serve as a correct intervention in most cases of bullying. It is based on the premise that bullying is a manifestation of group bullying, and all designed interventions have in common the unconditional support of the person, child in this case, the victim of peer violence. Therefore, the intervention project presented in this paper can only be applied considering these two pillars: unconditional support for the child-victim and the admission of the presence of group bullying. It is therefore not a dispute between two, but a group that attacks an individual. Without respecting these two premises, the model of intervention presented here may not achieve the expected results.

Unconditional support for the child-victim is expressed in absolute respect, in his word, in the version of the events he manifests, as well as in his participation in the decision-making of the ways of intervention and the times of intervention. Nothing has to be done without the child-victim knowing what the intervention of the adults will be, which means adapting to the minor's time. Failure to respect their judgment and acting without their knowledge can lead to an aggravation of the violence they receive, as adults with the best intentions can initiate actions that increase the child's distress life situation. victim Therefore, the model presented here is

based on the child's decision-making on solving his or her own problem, with the only exception that further acts of aggression against him will not be tolerated. It is very important at this point that the adult is inflexible: he is not going to be allowed to remain aggressive, which is why all actions to be taken must fulfill this objective: to cut off aggression at the root. The other pillar of this intervention model is the acceptance that we face group bullying, which means that on the one hand there is a group of people who assault and on the other the victim is assaulted, much alone and with very few supports. The model presented here will not work well if you start from the assumption of a fight between two. In interpersonal disputes there is a certain balance of forces that is non-existent in cases of bullying.

2-Methodology

The methodology used in this communication consists of a brief theoretical description of the concept of bullying, in order to continue explaining a real case and the intervention project designed to address it.

2.a Concept of Bullying. The concept of bullying stems from an adaptation of the concept of workplace bullying to bullying in school. The two forms of behavior have much in common, as both are manifestations of psychological violence through bullying. What the differences are in the area where they take place, at work and at school; as well as the age of the participants and the greater use of physical aggression in the case of bullying. As manifestations of psychological violence are aimed at breaking the victim's mental balance and stability, therefore victim suicide is a confirmation of the success of group bullying.

2.b Explanation of a real case. Background: The two main protagonists, namely the future child-skewer and the future child-victim, were close friends. Their friendship was blessed by their parents, so much so that the future boy-skewer got his family to change their plans (they stopped camping) so as not to miss the birthday party afterwards. would be the child-victim. At this time the future child victim was a very popular child in the school environment. Triggers: Problems started between the two kids during a summer activity. From that moment the boy-skewer began to conspire against the other, raised while still heading for a friend. Little by little he became surrounded by allies, who in a way envied the popularity position that the child victim had so far enjoyed. The child-victim's intellectual level was far above average and he excelled in mathematics, as well as being a very physically attractive guy, and doing very well in sports. Bullying consisted of bullying actions both inside and outside the school. Vexing actions inside the school consisted of: humiliations like licking the wall, kicking, insults, mocking, and isolating from games. Already out of school they would show up at training and at parties and consisted of not passing the ball, not talking, laughing at him, and of course, he was not invited to birthday parties either. From being a very popular boy at school, he became an outcast. Impact on the child-victim: loss of smile, encopresis, testicular injury with low blows. From this parenting injury they find out and talk to their child. The child denies it first, refuses to accept that they are harmed, recognizes it in the end, and manages to explain each of the humiliation actions and to name the perpetrators of the aggression. The boy justifies his silence so far by saying he didn't want his parents worried. Parents will talk to the tutor and the intervention plan will be jointly designed.

2.c -Project of intervention

a) Guidelines for intervention: When speaking to a child who has suffered the aggression of his peers, those whom he previously considered his friends must be very careful with the tone used, any crack of anger or anger can be victimized -A second time. We are facing a child who has lost confidence in his peers. It is very important not to blame the child for his situation and for this it is basic to hold the perpetrators responsible for the violence and not the victim. The child must feel that he understands, not only that he has compassion, but that in his situation we will react as he does. we cannot think that he is a weak person, because he certainly is not: to endure the barbarisms he has had to endure without almost saying a word, he shows greater resistance and value than he thinks at first sight. we must not forget that the bullying takes place when the future victim rebels to the submission requested by the leader, therefore we are in front of a boy who had a good self-concept at the beginning of the harassment; at least good enough to withstand the manipulative pressures of the turnstile. it is precisely to break this resistance that the ultimate purpose of psychological violence. Often the manipulative leader is not the same who wields the most violence against the victim, as a good manipulator has managed to surround himself with allies who do his dirty work. If we do not know well who is the manipulative leader, the intervention on the persecuting group will fail. Intervention guidelines rest primarily on the class tutor, as he or she is best suited to intervene in the school context. At guardian meetings with parents of the child-victim, it is clear that more aggression is not going to be tolerated, and the collaboration and commitment of the school management must be sought and the intervention plan jointly designed.

b) Lines of intervention: The intervention plan consists of two sections: the school intervention and the family intervention. Within the school intervention it is necessary to distinguish the work inside the classroom, which will rest on the tutor, and the intervention with the other teachers, which will fall more on the direction. This teaching aspect should not be underestimated, as it will require the collaboration of all teachers to implement deterrent measures of other possible harassment. Work in the classroom should include working with the protagonist children, and the class group. Each intervention project must have three aspects at the same time: the victim child, the bullies and the class group, and this through coordinated actions by the teachers, parents and school management. The class group has, on various occasions, witnessed the aggression of a child-victim and been frightened of the bullying group. The bullying group's aggressive and intimidating attitudes toward the child-victim provoke the other children, who are present and being forced to act out of fear, into a severe sense of helplessness. These children may be considered secondary victims of bullying because they are insane. Family intervention should include working with both the child-victim family and the child-skewer's parents, as well as the parents of other child-victims. The three groups are distinguished because the interventions will be different for each one.

INTERVENTION PROJECT

School intervention

1-Tutor: inside the classroom

a) Child-victim: Protection: Extreme protective measures must be taken, the application must be agreed with the minor (always under the supervision of an adult, do not leave him alone in the yard, in the toilets ...). The maximum application time must be around three months, since if the other actions have yielded the expected results, these measures will no longer be necessary. Acceptance: The child must be helped to accept their situation. Avoid denial and escape as well as work on self-blame. Through the talks tutorials convey the message that the minor is not at fault for being assaulted or for needing protection. Attribution: It is based on the application of measures that increase the self-esteem of the child-victim. It is necessary to encourage the valuation of your public image (give special responsibilities to the class ...)

b) Group of thugs. Control: You must convey the clear message that no further violence will be allowed and that corrective measures should be explicit if this continues. Detection: You need to be able to discern who instigates the harassment of those who support it. Responsibility: We must strengthen the responsibility for our own actions, ranging from apologizing to the child-victim to specific compensation actions (individually and not in a group). At the outset, these actions must be supervised by an adult and evaluated by the child-victim so that they do not return to subtle aggression. Disintegration: The unity of the group must be broken and this can be achieved through the inclusion of its members in other groups (study, sports ...)

c) Class group. Reaction: The recovery of the ability to react to the bullying group must be encouraged, either through a public complaint in the tutorials, or private with a teacher or anonymous ones through the complaint box. Creating anti-bully groups in school is also very helpful. Coexistence: Special encouragement must be given to the values of coexistence as they have been destroyed. Work on ethics, violence, courage and critical spirit is considered very useful and subsequent class presentations. Solidarity: Promote actions that help the child-victim be included in the dynamics of the class. Increased responsibility tasks within the classroom will help foster the public image of the child victim.

2- Direction: rest of Teaching staff

Deterrent measures: mailbox, anti-bully group ... Exceptional protection measures (temporary) for the child-victim. you have to understand their irritable and sometimes irritating state.

Family intervention

1-Tutor with intra-school support, preferably by a school psychologist

a) child-victim parents. The intervention must be collaborative and based on two premises: on the one hand it contains the anguish of the child and the parents and on the other it helps the parents not to blame the child or themselves.

b) child-forgiving parents. The intervention must be directed to the recognition that they have a serious problem to solve, it must be based on the premise of not allowing or consenting to more aggression of your child and the need for it to receive specialized therapeutic care outside

school (this helps to recognize that the problem of violence has its origin in the family and not in the school).

c) parents children of the bullying group. The intervention must be directed towards recognizing the need of their children in learning other ways of interacting, for which it is essential that they collaborate in asking the victim for forgiveness. These parents will have to help their children by not allowing further aggression through self-control of violence, through the promotion of self-esteem and the development of their own criteria that will protect them from group submission and facilitate their inclusion in the class group individually and not in a group. In some cases, they will also require specialized external treatment.

3- Results

This section briefly outlines the outcome of the intervention in this particular case, serving as the basis for a generic proposal for school intervention in cases of bullying. The case in point was resolved well, meaning that such actions as ending violence and marginalization were brought to an end, and that the protagonists ended their schooling together without having to repeat acts of bullying in later years. It is true that the age of the protagonists favored re-education as new ways of resolving disputes could be instilled in the behavior of students, it should be noted that the relationship between the two main protagonists was never more friendly but of company and cordiality. All School Intervention Plan to stop bullying must include 4:00 p.m. Phases: The first is the receipt of the complaint (either on the initiative of the parents, the minor or other peers). The second phase includes the first actions, which focus on protecting the child-victim and cutting off any violent manifestations at the root. The third phase is the intervention with the protagonists through the design of a special intervention project for the case; central reason for this paper. The fourth and final phase is the assessment, which includes, in addition to the evolution of the specific case, the preventive mechanisms implemented at the school to prevent further bullying.

4- Conclusions

Recommendations to schoolchildren who are victims of bullying, by all means, be "do not shut up" and talk. It is worth asking whether the school institutions are prepared to handle these cases with a minimum guarantee of success. This is why I find it interesting to provide the school institution, and especially the teachers, with an intervention project when a bullying case arises. This lecture is intended to be a response to this need, so we hope that we have provided some useful elements so that each school, where a bullying case arises, can design its intervention in order to reduce peer violence and prevent situations of life distress in harassed children. .

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