BULLYING

Intervention Through The Visual Arts

Presented by:
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Purpose

- Bullying is a major problem among children that must be stopped.
  - 30% or 6 million students in grades six –ten are bullied at least once a week.
- Current approaches to addressing the problem have had mixed results.
- Art Intervention has the potential to provide solutions to reduce bullying among children.
  - **Art intervention**: Visual art allows children to express their thoughts, feelings and personal aspects of their lives.
Rationale For Intervention

- **Bullying**
  - is becoming increasingly prevalent in schools
  - creates self-efficacy issues in students
  - can result in poor academic achievement

- **Art**
  - Children respond readily to visual images
  - Can stir feelings and influence individual action
  - Visual Art creates an immediate impact
  - Today information is learned through technology
What Is Bullying?

- Bullying
- Repeated Acts of Physical and Verbal Aggression
- Teasing
- Intentional Social Segregation
- Lies and False Rumors
- Property Stolen or Damaged
Effects of Bullying

Low self esteem
- Depression
- Self Destructive Behavior
- Suicide

Avoidance from School
- Absenteeism
- Skipped Classes
- Avoid Certain Areas of School
- Poor Academic Performance

Escalated Aggression
- in Adolescence and Adult year
- Criminal Behavior
Overarching Questions

» Understand and Determine the root cause of the problem.
Overarching Questions

- Who are the bullies and victims?
  - What personal characteristics or attitudes are common in each role?
- Where and when is bullying more likely to occur?
- Is the school’s learning environment negatively impacted?
- Are the current intervention plans successful?
Who are the Bullies
- Lack Empathy
- Jealous
- Violence and Abuse at Home
- Seeking Popularity & Attention
- Seeking Power
- Retaliation

Victims (Passive)
- Quiet
- Sensitive
- Cautious
- Physically Weak
- Different Social background

Victims (Provocative)
- ADD / ADHD
- Hot Tempered
- Developmentally Delayed
- Immature
Other Participants

- Victim
- Bully
- Follower
- Passive Supporter
- Disengaged Onlooker
- Authority Figure
Where Does It Happen?

School Grounds
- Playground
- Special Area Classes
- Locker Rooms

Outside of School
- Bus and Bus Stop
- Around Town

Cyber Space
- Chat Room
- Social Media Sites

There is no longer any safe haven
Children experience:

- Confusion
- Anger
- Lower self-esteem
- Feelings of insecurity resulting in:
  - A decreased ability to concentrate due to anxiety and depression
New Jersey mandates that all districts have a zero tolerance policy against bullying and provide anti-bullying intervention.

Most intervention programs provide assemblies, discussions and written assignments.
Intervention

- Meet with administration and teachers to develop an Intervention plan
- Include the guidance councilor and child study team in your plan
- Create a curriculum of visual arts lessons focusing on:
  - Social skills,
  - Tolerance of personal differences
  - Friendship,
  - Kindness and Cooperation
  - Self–esteem & self–respect,
  - Values, and cooperation and integrate it into the curriculum.
- Implement Intervention Programs for 9 months
- Survey teachers to determine if program has been successful
Intervention

- Through art the participant can
  ◦ observe what they have done
  ◦ understand the consequences
  ◦ influence behavioral change in themselves
- Through experiential learning students have
  ◦ the opportunity to feel the effects of being handicapped
- Positive social interaction among students and community is encouraged
- Open dialogue and share feelings among students
Visual Impact

- Since vision develops rapidly in an infant, it evolves into the dominant means through which children learn.
- Children respond more readily to visual information than the written word.
- When children take a thought and express it as an image or object they understand the thought in a deeper sense.
- Visual Impact is the use of imagery to stir feelings and influence human actions. Is this true?
Sample Lessons

- Draw or create a collage, relating something about their personal life that most people may not know.
- Through this learning observation activity there would begin a building of relationships in the classroom.
- Each student would draw a picture depicting an insult that had been directed at them.
- Once the drawing was completed each child would explain to the class what took place.
- A third type of visual art activity would have the students in the class simulate a handicap.
THERE'S ALWAYS A BULLY
AS FAR AS OUR EYES CAN SEE THE WAY WE WANT TO BE IS FREE.
Resources

- No Name Calling Week
  http://www.nonamecallingweek.org/cgi-bin/iowa/all/resources/index.html
- Anti-Bullying Art Activities
  http://www.ehow.com/list_6623902_anti_bullying-art-activities.html
- Hibernia College Dublin – Self-Esteem Activities
  http://www.mrdonn.org/sociology.html
- Diversified Art
Resources

- Highmark Healthy High 5: Tackle Bullying
- Affective Education Lesson Plans and Resources
- Illinois Alliance for Arts Education
  [http://www.illinoisalliance4artsed.org/Apr%2011%20updates/Arts%20Alive%20Brochure%202011%20for%20web.pdf](http://www.illinoisalliance4artsed.org/Apr%2011%20updates/Arts%20Alive%20Brochure%202011%20for%20web.pdf)
- Anti-Bullying and Gang
- National Bullying Prevention Center
  [www.pacer.org/bullying/bpam/save_the_date.asp](http://www.pacer.org/bullying/bpam/save_the_date.asp)