

# The Ultimate Guide on How Bullying Affects Children





Hello,

Thank you for connecting with us. I am Dr. Myava Clark and I am the mother of Chris Clark Jr. Chris and I are on a journey to empower parents with tools and information that will help you with bullying identification. We developed a passion to support parents based on Chris' experiences with bullying as a teenager. Unfortunately, things in our society haven't gotten better since the mid 2000s; they have gotten worse during the pandemic.

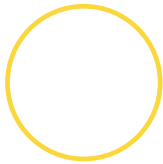
Our goal is to bring parents awareness to patterns of behavior that may display when your child is being bullied and perhaps when your child is bullying others. We will do this by sharing our personal stories, as well as providing examples and solutions from the literature. Buckle up and join the ride as we go on this journey together.

Sincerely,

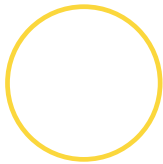
Dr. Myava and Chris Clark

# How to recognize the signs of Cyberbullying

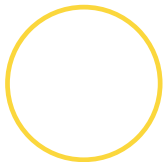
Is your child being cyberbullied?



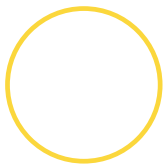
Your child suddenly stops using the computer



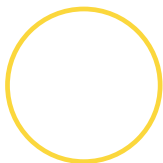
Your child does not want to use the computer in a place where you can see it.



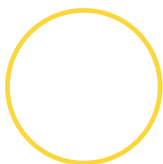
Get in touch with college friends



Your child turns off the computer monitor when you walk by.



Your child becomes withdrawn.



Your child does not want to go to school or appears uneasy about going to school.

# HELP!

Support for Parents of Children with Learning and Thinking Differences to Feel Confident, Capable, and Fulfilled



Myava C. Clark, PhD, RRT-NPS



One in five tweens (9-12 Years old) experiences cyber bullying, cyberbullied others, or seen cyberbullying

## What is Bullying?

According to [stopbullying.gov](http://stopbullying.gov), "bullying is unwanted, aggressive behavior among school aged children that involves a power imbalance. A power imbalance is when one person has more control or greater skills than another person. The behavior is repeated, or has the potential to be repeated, over time. Kids who are bullied and kids who bully others may have serious lasting problems." CASEN goes over the different types of bullying with students and identifies behaviors that students may not be aware that it's a form of bullying. CASEN teaches students how to recognize when others are being bullied and how to report it.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. CASEN gives lessons and provides scenarios for students to identify the types of bullying.

## Where and When Bullying Happens

- Bullying can occur during or after school hours. Most reported bullying happens in the school building but a large percentage happens on the playground or the bus.
- Bullying can also occur when traveling to or from school
- Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets.

<https://www.stopbullying.gov/bullying/what-is-bullying#frequency>

## Frequency of Bullying

- One in five tweens (20.9%) has been cyberbullied, cyberbullied others, or seen cyberbullying.
- 49.8% of tweens said they experienced bullying at school and 14.5% of tweens shared they experienced bullying online.
- About 22% of students ages 12-18 reported being bullied at school during the school year.
- About 16% of students in grades 9-12 reported being electronically bullied during the previous 12 months.
- A higher percentage of female students than of male students reported being bullied at school during the school year (25 vs. 19 percent).

<https://www.pacer.org/bullying/info/stats.asp>

<https://nces.ed.gov/programs/coe/indicator/a10>

## Effects of Bullying

- Students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school.
- Students who are bullied and who bully others are at greater risk for both mental health and behavior problems than students who only bully or are only bullied.
- Bullied students indicate that bullying has a negative effect on how they view and feel about themselves (27%), their relationships with friends and family (19%), their school work (19%), and physical health (14%).
- Students who experience bullying are twice as likely as non-bullied peers to experience negative health effects such as headaches and stomachaches.
- Youth who self-blame and conclude they deserved to be bullied are more likely to face negative outcomes, such as depression, prolonged victimization, and maladjustment.

<https://www.pacer.org/bullying/info/stats.asp>

## Cyberbullying

Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

<https://www.stopbullying.gov/cyberbullying/what-is-it#frequencyofcyberbullying>

- One in five tweens has been cyberbullied, cyberbullied others, or seen cyberbullying.
- Nine out of ten tweens use social media or gaming apps.
- Tweens shared they were engaging on the following sites, apps, or games: YouTube, Minecraft, Roblox, Google Classroom, Fortnite, TikTok, YouTube Kids, Snapchat, Facebook Messenger Kids, Instagram, Discord, Facebook, and Twitch.
- Tweens who were cyberbullied shared that it negatively impacted their feelings about themselves (69.1%), their friendships (31.9%), their physical health (13.1%), and their schoolwork (6.5%).
- Barriers to helping when tweens witness bullying at school or online include being afraid of making things worse, not knowing what to do or say, not knowing how to report it online, being afraid other kids will make fun of them, being afraid to get hurt, and not knowing who to tell.

<https://www.pacer.org/bullying/info/stats.asp>

## **Bullying of Students with Disabilities**

- Students with specific learning disabilities, autism spectrum disorder, emotional and behavior disorders, other health impairments, and speech or language impairments report greater rates of victimization than their peers without disabilities longitudinally and their victimization remains consistent over time.
- When assessing specific types of disabilities, prevalence rates differ: 35.3% of students with behavioral and emotional disorders, 33.9% of students with autism, 24.3% of students with intellectual disabilities, 20.8% of students with health impairments, and 19% of students with specific learning disabilities face high levels of bullying victimization.

- Researchers discovered that students with disabilities were more worried about school safety and being injured or harassed by other peers compared to students without a disability.
- When reporting bullying youth in special education were told not to tattle almost twice as often as youth not in special education.

<https://www.pacer.org/bullying/info/stats.asp>

## **Interventions**

- Bullied youth reported that support from others made a positive difference
- Encouraging the bullying youth to fight, get back at them, telling them to stop, etc. were rated as more likely to make things worse.
- Students reported that the most helpful things teachers can do are: listen to the student, check in with them afterwards to see if the bullying stopped, and give the student advice.
- Students reported that the most harmful things teachers can do are: tell the student to solve the problem themselves, tell the student that the bullying wouldn't happen if they acted differently, ignored what was going on, or tell the student to stop tattling.
- Tweens reported using a variety of strategies to stop the bullying including blocking the person bullying them (60.2%), telling a parent (50.8%), ignoring the person (42.8%), reporting it to the website or app (29.8%), and taking a break from the device (29.6%).

<https://www.pacer.org/bullying/info/stats.asp>



## References

Bullying at School and Electronic Bullying. (2021, May). National Center for Educational Statistics. <https://nces.ed.gov/programs/coe/indicator/a10>

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Where and When Bullying Happens. Stopbullying.gov. <https://www.stopbullying.gov/bullying/what-is-bullying#frequency>



## Chris Clark Jr.

Chris Clark Jr. graduated from high school in 2016. He attended community college for social work. When Chris was a teenager, he was very inappropriate, when he started out on social media. He would befriend people who he should not have befriended, such as adults he did not know in real life. Chris would also share inappropriate posts made by other people. Chris even experienced bullying which eventually caused him to have anxiety and later depression, as a result of social media. Fortunately, Chris Sr. and Chris Sr.'s friends taught him how to become appropriate on social media. Therefore Chris came up with the idea of CASEN (Collaborative Advancement for Social-Emotional Needs) to help prevent other kids from struggling on social media like he did when he first started.

***"I want to prevent kids from struggling on social media and have a safe social space."***

## Dr. Myava Clark

Dr. Myava Clark has a PhD in Professional Studies which includes a degree in both Leadership & Administration and Higher Education. Dr. Clark is a wife and mother of two. She is a registered respiratory therapist and a neonatal pediatric specialist, as well as a college professor. Both her children have special needs: her son has learning differences and her daughter has medical challenges. Dr. Clark started CASEN (Collaborative Advancement for Social-Emotional Needs) with her son, Chris Clark Jr. to support parents of children with learning and thinking differences, as they meet the needs of their children. For more information about Dr. Clark and CASEN, head on over to her website, [www.casenllc.com](http://www.casenllc.com)

***"Everyone needs a safe space to feel trusted, respected, and valued. CASEN is that safe space!"***