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Bullying Prevention & Response When Supporting Refugee Students

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Zoom Webinar Quick Tips

Chat is disabled due to the large number of participants today

Q&A Under **Q&A**, type a question or click the thumbs-up icon to upvote another participant's question

This webinar is being **recorded** and will be shared with you within 24 hours

Complete the webinar satisfaction **survey** following this learning experience

Today's Speaker

Madina Masumi

Training Officer
Youth & Education

Learning Objectives

By the end of this session, you will be able to:

1 ———— **2** ———— **3**

Discuss

the link between core stressors that refugee students may face and bullying

Describe

the roles in bullying and the risk factors specific to refugee students

Discuss

vital strategies and considerations that may help prevent and respond to the bullying of refugee students
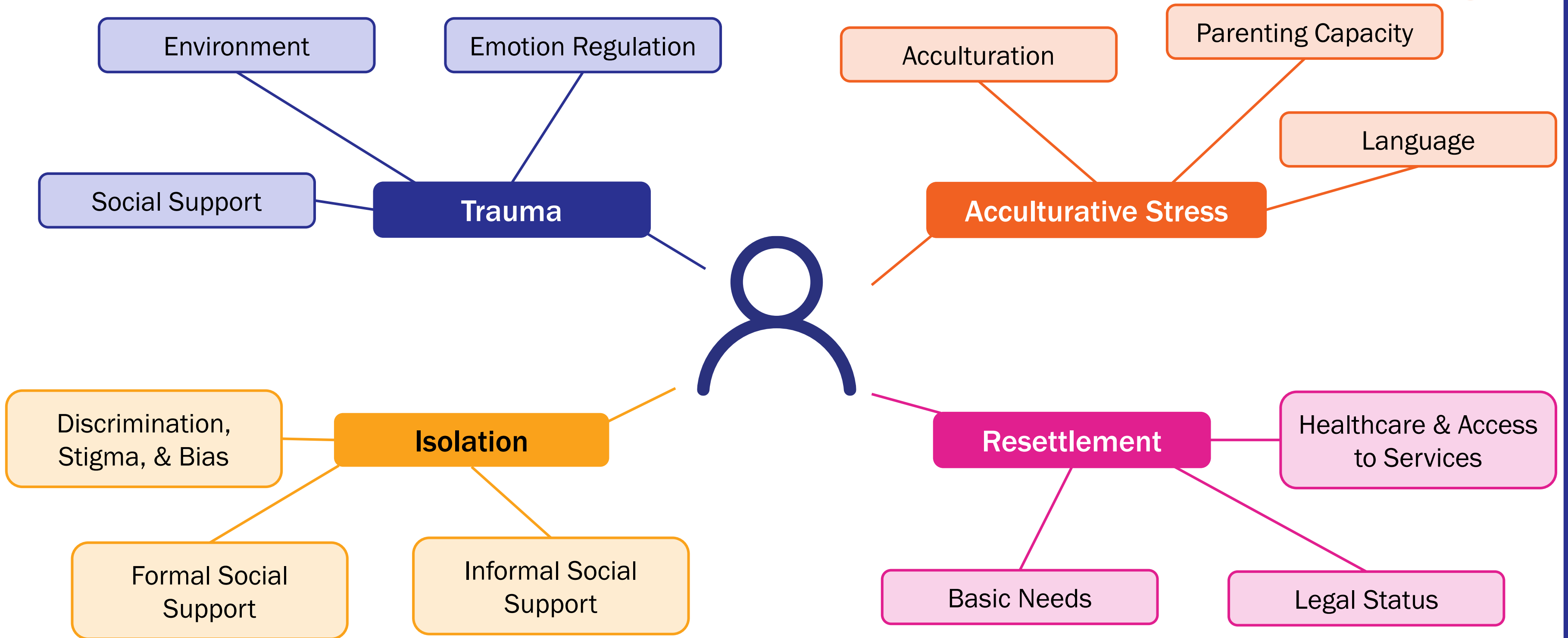
In which setting are you currently employed?

ⓘ Start presenting to display the poll results on this slide.

1

Core Stressors for Newcomer Youth

The link between stressors and bullying

Core Stressors

Trauma
- Environment
- Emotion Regulation
- Social Support

Acculturative Stress
- Acculturation
- Parenting Capacity
- Language

Isolation
- Discrimination, Stigma, & Bias
- Formal Social Support
- Informal Social Support

Resettlement
- Healthcare & Access to Services
- Basic Needs
- Legal Status

Boston Children's Hospital. (2019). *Refugee and immigrant core stressors toolkit*. https://redcap.link/Corestressortool

Link Between Core Stressors & Bullying

Discrimination
Based on appearance, religion, or ethnicity

Lack of Social & Emotional Support
Trouble making friends

Unfamiliar Environment
Less ethnic representation and being an ethnic minority

Language Barriers
Obstacles to communication due to language diversity

Poverty
Lack of basic needs like clothing, food, or permanent housing

Cultural Differences
Differences in appearance, values, behavior, or attitudes

Case Scenario: Ameena

Ameena is a 10-year-old girl from a rural area of Afghanistan who speaks Pashto and has a limited educational background. She was resettled in the U.S. with her family about three months ago and has been a student at your school ever since. Ameena wears a hijab and appears to be quiet. She plays by herself at recess and sits alone at lunch.

slido

What might be some potential stressors Ameena could be experiencing?

Bullying Nuts and Bolts

Roles & Risk Factors

What is bullying?

- Unwanted, aggressive behavior that creates an **imbalance of power**

- Behavior is **repeated** and intentional

- Types of bullying include **verbal** (79%), **social** (50%), and **physical** (29%)

- Cyberbullying involves electronic devices to harass, embarrass, or target someone

The Roles in Bullying

Children Who Bully

Children Who Assist

Children Who Are Bullied

Children Who Reinforce

Children Who Defend

Outsiders

Children/Youth at Risk of Being Bullied

- Students who are **perceived as different** from peers either physically, academically, behaviorally, or culturally

- Students who are **perceived as weak** or unable to defend themselves

- Students who may be **depressed, anxious** or have **low self-esteem**

- Students who **have fewer friends** or trouble making friends

Children/Youth More Likely to Bully Others

- Are aggressive or easily frustrated

- Have less parental involvement, or other challenges, at home

- Think negatively of others

- Have difficulty following rules

- Have more exposure to violence and/or trauma

- View violence in a positive way

- Have friends who bully others

Effects of Bullying

Children/Youth Who Are Bullied	Children/Youth Who Bully	Children/Youth Who Are Bystanders
▪ Depression and anxiety ▪ Health complaints ▪ Decreased academic achievement	▪ Fights, vandalism, and higher dropout rates ▪ More likely to abuse alcohol and drugs in adolescence	▪ Increased mental health problems, including depression or anxiety ▪ Higher rate of absences

3

Strategies & Considerations

Response & Prevention Methods

School-wide Initiatives: Safe & Inclusive School Environments

Positive relationships

Sense of self-worth

Sense of control

Intellectual stimulation

Sense of belonging

Windows and mirrors

Culturally Responsive and Trauma-informed Bullying Prevention Strategies

1 Bullying prevention programs

2 Policy development and enforcement

3 Collaboration with school staff and specialists

4 Parent and community involvement

5 Bystander intervention training

6 Culturally responsive training

Bullying Prevention Considerations for Schools with Refugee Students

Examine attitudes toward refugees

Identify barriers to school participation

Include ELL staff in bullying prevention

Provide cultural humility training

Translate surveys to gather data

Create opportunities for leadership

A Strengths-Based Approach Using Protective Factors

Individual strengths

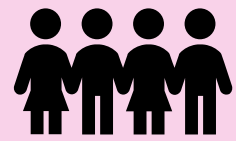Relationships

Family

Community

Bullying Response Strategies

1 Targeted interventions

2 Restorative practices

3 Data collection

4 Reassessment of programs

Case Scenario: Ali and Walied

Walied is a 15-year-old boy from Afghanistan who has been in your school for a year. He was raised in Kabul in a privileged Pashtun (dominant ethnic group) family because his father held a government position.

Walied has gotten in trouble on several occasions for teasing and name-calling another Afghan student, named **Ali**, who is Hazara (minority group) and fairly new to the school. Other students are also beginning to join in on teasing Ali when they are at lunch.

The school counselor tracks attendance and has noticed that Ali has been absent for more than 10% of the quarter. His parents state that he does not feel safe at the school, and they keep him home when he doesn't want to go.

What can school personnel do to resolve this problem and ensure Ali feels safe and welcome in his new school?

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Questions? Type your question in the **Q&A**

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Recommended Resources

- **Switchboard**

  - Partnering with Schools to Provide Safe and Inclusive Learning Environments for Refugee Students Archived Webinar and Information Guide

  - Blog Post: Talking about Race and Racism: Tips for Conversations with Refugee Youth

- **Bridging Refugee Youth and Children's Services (BRYCS)**

  - Archived Webinar: Muslim Refugee Youth: Stories & Strategies Addressing Discrimination & Bullying

  - E-learning course: Discrimination & Bullying Of Refugee Youth

- **U.S. Committee for Refugees and Immigrants (USCRI),** Guide: Talking About Bullying With Children And Families

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Partnering with Schools to Provide Safe and Inclusive Learning Environments for Refugee Students

This short information guide provides recommendations for refugee service providers (resettlement agency staff and others) on how to collaborate with local school systems to provide safe and inclusive learning environments for refugee students. It is intended for staff with all levels of experience in this area.

Hate and Bias Incidents
All students in the U.S. have the right to a safe, supportive, and inclusive school environment. However, hate and bias incidents in schools are pervasive. The Southern Poverty Law Center (SPLC) defines **hate and bias incidents** as actions— verbal, written, or physical—that target someone on the basis of identity or group membership.

A recent SPLC report analyzed 3,265 hate and bias incidents that took place in schools in the fall of 2018, as reported by educators. Of these incidents, **18% were directed towards immigrants**. The perpetrators went undisciplined in 57% of these

hate and bias incidents and in 90% of cases, administrators failed to denounce bias or reaffirm school values. [1] Such incidents are on the rise: FBI data show that hate crimes in schools and colleges increased by about 25% from 2016 to 2017. [2]

The SPLC recommends two courses of action to combat hate and bias: "To ensure students are safe from harm, educators must **take vigorous, proactive measures** to counter prejudice and to promote equity and inclusiveness. And they must **act swiftly and decisively to address all incidents of hate and bias** when they happen, with a model that emphasizes communication,

[1] Southern Poverty Law Center (2019). "Hate at School". Retrieved from: https://www.splcenter.org/20190502/hate-school.
[2] U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division, "2017 Hate Crime Statistics," Retrieved from: https://ucr.fbi.gov/hate-crime/2017.

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