Bullying of Children with and without Speech and Language Disorders: How we can help

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ICF Framework

Health Condition

Activities of daily life and participation in those activities

Environmental Factors

Personal Factors
Definition

• Bullying has three key elements
  – an intent to harm,
  – repetition over time, and
  – a power differential in which children who are victims have difficulty defending themselves against a more powerful individual or group

(Salmivalli & Peets, 2009)
Conceptualization of Bullying

• A paradigm change from

  – An event between an individual and an aggressor or group of aggressors

  – A relationship problem  (Craig & Pepler, 2008)

  – A social, mental, and physical health problem
Consequences of Bullying

• Diminished psychological well-being (e.g., self-esteem)

• Poor social adjustment (e.g. absenteeism)

• Psychological distress (e.g. anxiety, depression, suicidal thoughts; hopelessness) (Cornell et al., 2013; Lester et al., 2013; Rigby, 2003; Siyahhan et al., 2012)

• Physical symptoms (chronic stressor that affects cognition, brain functioning, nervous system and immune system functioning including cortisol production Rex-Lear et al, 2012; Knack et al, 2011, Villaincourt, et al. 2-0)

• Gene-environment influences (Ball et al, 2008; Brendgen et al., 2008; Sugden et al., 2010)

• Impact on school-climate
Types of Bullying

- Verbal (includes hurtful teasing)
- Social or relational
- Physical
- Cyberbullying

- Verbal was the most frequently reported followed by relational and physical bullying (Siyahhan, Aricak, Cayirdag-Acar 2012).

- Gender differences:
  - Girls – relational
  - Boys – physical and verbal
Cyberbullying

• The use of electronic mediums to habitually use fear or humiliation to intimidate a victim and demonstrate superiority (Wingate, 2013)

• 38% of students cyberbullied for “fun” (Raskauskas & Stolz, 2007)
Bullying Participant Roles

• **Victims** (Predictors of bullying include social anxiety, peer rejection, and social withdrawal) (Card & Hodeges, 2008; Cook et al., 2010; Salmivalli, 2010);

• **Bully** (proactive and reactive bullying)

• **Dually involved** (bully and are victims)

• **Bystanders** — including children who are defenders, reinforcers,
Frequency of Bullying in the General Population of School-age Youth

• Between 30% and 60% of children are bullied at some time

• Between 6% and 15% of children are bullied chronically (i.e., once a week or more often) (Card & Hodges, 2008)
Frequency of Bullying Experienced by Children with Exceptionalities

- As victims:

Children who

- Stutter = 43% to 83%
  - 81% (Langevin Bortnick Hammer & Wiebe, 1998);
  - 83% (Hugh-Jones et al., 1999)

- Specific Language Impairment = 40% (Redmond, 2011)
- ADHD = 20% (Redmond)
- Autism = 28% (victims) 36% (bully-victims)

- As perpetrators...
Interventions

- Universal interventions: target the population of school children

- Client-centered: interventions with specific children
• Many whole school programs – inconsistent findings but insufficient evidence to suggest that they should be abandoned (PreNet; http://www.prevnet.ca/research/research-summaries/strengths-and-weaknesses-of-the-whole-school-approach reference of Smith et al, 2004 review)

• (also see Langevin & Prasad, 2012 for an overview )
Teasing and Bullying: Unacceptable Behaviour (TAB)

- Decrease approval of Bullying
- Improve support for victims
- Educate students about stuttering

(Langevin, 2000)
THE SPEECH SYSTEM

Use these words to fill in the blanks on the diagram: lungs, diaphragm, vocal cords, lips, jaw, teeth, and tongue. Then guess how many muscles are involved in each part of the speech system.

3. Articulation
The ________
__________
__________ and
__________ are
worked by ______
groups of muscles.

2. Phonation
The ________
are worked by ______
groups of muscles.

1. Respiration
The ________
are worked by ______
groups of muscles.

The ________
is one muscle.

4. How many muscle groups are there? Add up the muscle groups.
There are ________ groups of muscles involved in speech.

5. How many muscles are there? Each muscle group has at least two muscles; therefore there are more than ________ muscles involved in speech.
WHAT DO I KNOW ABOUT STUTTERING?

hmm...let me see

1. Read each sentence, then decide if it is true or false. Circle your answer.

If someone has a few repetitions and hesitations, it is called stuttering.  TRUE  FALSE  

Many young children have some trouble getting their words out when they are learning to talk, but they do not stutter.  TRUE  FALSE  

People who stutter have trouble getting their words out a lot of the time, and they have trouble controlling their speech.  TRUE  FALSE  

People stutter because they are nervous.  TRUE  FALSE  

People who stutter may be born with the possibility that they will stutter (i.e., stuttering may be inherited).  TRUE  FALSE  

If a child stutters, the condition will never go away.  TRUE  FALSE  

There is no help for people who stutter.  TRUE  FALSE
TEASING AND BULLYING:
UNACCEPTABLE BEHAVIOUR

MEET OLIVER

The name “Oliver” was chosen because it incorporates the word “olive.” In ancient times, an olive branch was sometimes offered as a token of peace. Oliver is our canine token of peace between children.

NAME: ____________________________

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Teasing and Bullying: Unacceptable Behavior (TAB)
BULLYING/TEASING WEBS

What do kids do when they bully?

What do kids do when they tease?
RESPECTING AND CELEBRATING DIFFERENCES

Directions: Complete the following sentences.

I am different from other students because I __________________________

I am the same as other students because I __________________________

Directions: Complete the following sentences.

I am different from other students because I __________________________

I am the same as other students because I __________________________
What could you do if you were being teased and bullied?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
I Can SPEAK UP!
2-Finger strategy

Stop
(tell them what to stop doing?)

(name of person)

Adapted from Teasing and Bullying: Unacceptable Behaviour (Langevin, 2000)
TAB (Langevin, 2000; Langevin & Prasad, 2012)

• TAB has the potential to be effective in
  – improving attitudes toward CWS
  – Reducing approval of bullying and increasing support for victims

• After participating in TAB children appeared to be
  – More inclined to associated with cws
  – Resist social pressure to isolate and reject cws
  – Expect to experience less frustration in verbal interactions
• What are some strategies that children could use to respond to being bullied (this includes teasing that is hurtful)?

• Helpful – stops the bullying

• Not helpful – does not stop bullying – can make things worse
Craig, Pepler and Blais (2007)

- Telling someone about the bullying
- Stood up (assertiveness)
- Joked (use humor)
- Revenge
- Distraction
- Nothing
- Ignored
- Got Help
- Other
- Verbal and physical counter-aggression (associated with escalation of bullying in other studies)

(bolded responses received the highest effectiveness ratings but all strategies were somewhat effective)
Standing up for oneself – assertiveness strategies

Getting help/telling someone

Ignoring the bullying, walking away, and avoiding the child who bullies

Nonchalance - staying calm, acting as if the bullying is not being taken seriously, and acting as if one does not care.

Self-Reliance and Problem-solving
  Problem focussed coping
  Emotion focussed coping

(Baldry and Farrington, 2005; Camodeca & Gooseens, 2005; Kristensen & Smith, 2003; Mahady Wilton et al., 2000; Smith, Talalmelli, Cowie, Naylor, & Chauhan, 2004)
Tattling versus Responsible Reporting

- Tattling is when you tell to get someone into trouble and you tell in front of others

- Responsible reporting is when you talk to adult to get someone out of trouble and you tell the adult in private

(suggestions drawn from Pepler 1999 and a 4th grade teacher)
Gender Differences

• Girls are more likely to seek help or tell someone (Craig et al. 2007) and to use assertiveness (Comedeca et al., 2005)

• Boys are more likely to react with physical aggression, revenge, or humour (Craig et al. )
Age Differences

• Younger children preferred nonchalance (Comedeca et al., 2005)

• As children age they more often opt for counter-aggression (Comedeca et al., Craig et al.) but older children were still more likely to report ignoring and doing nothing (Craig et al., 2007).
Closeness, Duration

• Closeness: girls more likely than boys to be bullied by a friend

• Duration: the longer the bullying the greater the risk for coming to believe that they deserve the bullying
Principles of Intervention

• Each teasing/bullying event will require a different solution and different levels of intervention

• Strategies to be used by a child must suit the child

• Role playing (practicing) will help children to use the strategies with ease and confidence

• Children must be consulted/kept in the loop
Children Who Bully: The challenge

• In contrast to victims and children with other participant roles, children who bully thought that retaliation was the best way to stop bullying.

• Descriptive case study:
  – Participatory Culture-Specific Intervention Model
Thank you for joining today!

Thank you to my colleagues ...former students...who have worked with me over the years
References


