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ԴԱՍԸՆԹԱՑ 2023**

ՀԵՏԱՉՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ

ԹԵՄԱ

**«Ինչպես կանխարգելել բուլլինգը
դպրոցներում»**

ԱՌԱՐԿԱ

Անգլերեն

ՀԵՂԻՆԱԿ

Արմինե Յովսեփյան

ՄԱՐԶ

ք. Երևան

ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆ

**«Հայ-չինական բարեկամության
դպրոց»**

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Ներածություն

Ի՞նչ է իրենից ներկայացնում բուլլինգը

Անձը ենթարկվում է բուլլինգի՝ ենթարկվելով մեկ կամ մի քանի այլ անձանց կողմից բացասական գործողությունների՝ պարբերաբար և որոշակի ժամանակահատվածում/Olweus/,1991,1999/

- Առկա է բացասական պահվածք
- Վարքը սովորաբար կրկնվում է
- Այն տեղի է ունենում միջանգլային հարաբերություններում, որը բնութագրվում է ուժերի անհավասարությամբ կողմերի միջև

Ճատերին անձանոթ այս տերմինը գուցե առաջին հայացքից օտար մի բառ թվա, բայց երևույթը ծանոթ է բոլորիս: Բուլլինգը (անգլ. bully՝ կռվարար, բռնարար)՝ անձի նկատմամբ կիրառվող ագրեսիվ վարք , որը հետապնդում է հոգեբանական տեռոր, ծեծ, հեզանք, ծաղրանք, բամբասանքների տարածում: Այն կարող է տեղի ունենալ ցանկացած կոլեկտիվում, բայց առավել վտանգավոր է դպրոցականների շրջանում: Բուլլինգն իրականացնում են անձինք, ովքեր գերակա դիրք ունեն իրենց շրջապատում, և այս ամբողջ պրոցեսում նրանք միայնակ չեն, հաճախ շրջապատող մարդիկ, ովքեր ուղղակի լուռ հետևում են դառնում են պասիվ հետևորդներ: Բուլլինգը կարող է արտահայտվել ինչպես ֆիզիկական, այնպես էլ հոգեբանական բռնության տեսքով:

ՅՈՒՆԵՍԿՕ-ի կողմից/2018թ Նյու Յորք/դպրոցական բռնության վերաբերյալ գեկույցը փաստում է ,որ աշխարհում 13-15 տարեկան աշակերտների կեսը՝ մոտ 150 մլն. երեխա, հայտնել է,որ դպրոցում կամ դպրոցի տարածքում հասակակիցների կողմից բռնության է ենթարկվել:39 զարգացած երկրներում 10 աշակերտից 3-ն ասել են, որ բուլլինգի է ենթարկել իր դասընկերոջը: Save the children-ի և World Vision-ի կողմից 2017թ-ին Հայաստանում իրականացված հետազոտությունների արդյունքների համաձայն միջին

դասարանների աշակերտների շուրջ 40%-ը շաբաթական 1-5 անգամ դպրոցում ականատես է լինում ծաղրի կամ կռվարար պահվածքի: Ավելին, պարզվել է, որ երեխաները ավելի հաճախ//21%-դեպքում/ ծաղրի են ենթարկվում արտաքին տեսքի համար:

Նպատակ

1. Բացահայտել բուլլինգի կանխարգելման արդյունավետ կազմակերպման պայմանները դպրոցներում

Խնդիրները և մեթոդաբանությունը

1. Բացահայտել բուլլինգ հասկացության էությունը՝ օգտագործելով ինֆորմացիա փնտրելու մեթոդը:
2. Ուսումնասիրել բուլլինգի առաջացման պատմությունը՝ կիրառելով առկա գրականության վերլուծության մեթոդը:
3. Նկարագրել բուլլինգի տեսակները:
4. Որոշել բուլլինգի արդիականությունը:



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What Is Bullying

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:



- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

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Types of bullying

There are three types of bullying:

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

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Where and When Bullying Happens

Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus. It can also happen travelling to or from school, in the youth's neighborhood, or on the Internet.

Frequency of Bullying

There are two sources of federally collected data on youth bullying:

- The 2019 School Crime Supplement to the National Crime Victimization Survey (National Center for Education Statistics and Bureau of Justice) indicates that, nationwide, about 22% of students ages 12–18 experienced bullying.
- The 2021 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 15.0% of students in

grades 9–12 report being bullied on school property in the 12 months preceding the survey.

Figure 1.3

Warning Signs for Bullying

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help.

It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.

Signs a Child Is Being Bullied

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

If you know someone in serious distress or danger, don't ignore the problem. Get help right away.

Signs a Child is Bullying Others

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

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Why Some Youth Bully

Children and teenagers who feel secure and supported by their family, school, and peers are less likely to bully. However, some youth do not have these types of support. Every individual is unique and there are many factors that can contribute to bullying behavior. A youth who bullies may experience one, several, or none of these contributing factors.

Peer factors

Some youth bully:

- to attain or maintain social power or to elevate their status in their peer group.
- to show their allegiance to and fit in with their peer group.
- to exclude others from their peer group, to show who is and is not part of the group.
- to control the behavior of their peers.

Family factors

Some youth who bully:

- come from families where there is bullying, aggression, or violence at home.
- may have parents and caregivers that do not provide emotional support or communication.
- may have parents or caregivers who respond in an authoritarian or reactive way.
- may come from families where the adults are overly lenient or where there is low parental involvement in their lives.

Emotional factors

Some youth who bully:

- may have been bullied in the past or currently.
- have feelings of insecurity and low self-esteem, so they bully to make themselves feel more powerful.
- do not understand other's emotions.
- don't know how to control their emotions, so they take out their feelings on other people.
- may not have skills for handling social situations in healthy, positive ways.

School factors

Some youth who bully:

- may be in schools where conduct problems and bullying are not properly addressed.
- may experience being excluded, not accepted, or stigmatized at school.

Every youth involved in bullying – as a target, a bystander, or as one who does the bullying – can benefit from adult, school, and community support. Youth who bully may also need support to help them address their behavior. Parents, school counselors, teachers, and mental health professionals can work with youth who bully to help them develop healthy school and peer connections and to learn new social

and emotional skills. If you have bullied your peers, reach out to a trusted adult for help. Bullying is a behavior that can be changed.

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Effects of Bullying

Bullying can affect everyone—those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide. It is important to talk to kids to determine whether bullying—or something else—is a concern.

Kids Who are Bullied

Kids who are bullied can experience negative physical, social, emotional, academic, and mental health issues. Kids who are bullied are more likely to experience:

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.

A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.

Kids Who Bully Others

Kids who bully others can also engage in violent and other risky behaviors into adulthood. Kids who bully are more likely to:

- Abuse alcohol and other drugs in adolescence and as adults
- Get into fights, vandalize property, and drop out of school
- Engage in early sexual activity
- Have criminal convictions and traffic citations as adults
- Be abusive toward their romantic partners, spouses, or children as adults

Bystanders

Kids who witness bullying are more likely to:

- Have increased use of tobacco, alcohol, or other drugs
- Have increased mental health problems, including depression and anxiety
- Miss or skip school

Figure 2.1

Who Is at Risk

No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—cities, suburbs, or rural towns. Depending on the environment, some groups—such as lesbian, gay, bisexual, transgender or questioning (LGBTQ) youth, youth with disabilities, and socially isolated youth—may be at an increased risk of being bullied. Stigma can also spread false and harmful information that can lead to increasing rates of bullying, harassment, and hate crimes against certain groups of people.

Children at Risk of Being Bullied

Generally, children who are bullied have one or more of the following risk factors:

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider “cool”
- Are perceived as weak or unable to defend themselves
- Are depressed, anxious, or have low self esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

However, even if a child has these risk factors, it doesn’t mean that they will be bullied.

Children More Likely to Bully Others

There are two types of kids who are more likely to bully others:

- Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.
- Others are more isolated from their peers and may be depressed or anxious, have low self esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

Children who have these factors are also more likely to bully others;

- Are aggressive or easily frustrated
- Have less parental involvement or having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others

Remember, those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can come from a number of sources—popularity, strength, cognitive ability—and children who bully may have more than one of these characteristics.

The Relationship between Bullying and Suicide

Media reports often link bullying with suicide. However, most youth who are bullied do not have thoughts of suicide or engage in suicidal behaviors.

Although kids who are bullied are at risk of suicide, bullying alone is not the cause. Many issues contribute to suicide risk, including depression, problems at home, and trauma history. Additionally, specific groups have an increased risk of suicide, including American Indian and Alaskan Native, Asian American, lesbian, gay, bisexual, and transgender youth. This risk can be increased further when these kids are not supported by parents, peers, and schools. Bullying can make an unsupportive situation worse.

9/nL/ju 2.2

Prevention at School

Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts. There are a number of things school staff can do to make schools safer and prevent bullying.

Training school staff and students to prevent and address bullying can help sustain bullying prevention efforts over time. There are no federal mandates for bullying curricula or staff training. The following are some examples of options schools can consider.

Activities to Teach Students About Bullying

Schools don't always need formal programs to help students learn about bullying prevention. Schools can incorporate the topic of bullying prevention in lessons and activities. Examples of activities to teach about bullying include:

- Internet or library research, such as looking up types of bullying, how to prevent it, and how kids should respond
- Presentations, such as a speech or role-play on stopping bullying
- Discussions about topics like reporting bullying
- Creative writing, such as a poem speaking out against bullying or a story or skit teaching bystanders how to help
- Artistic works, such as a collage about respect or the effects of bullying
- Classroom meetings to talk about peer relations

Evidence-Based Programs and Curricula

Schools may choose to implement formal evidence-based programs or curricula. Many evaluated programs that address bullying are designed for use in elementary and middle schools. Fewer programs exist for high schools and non-school settings. There are many considerations in selecting a program, including the school's

demographics, capacity, and resources. Also, be sure to avoid Misdirections in Bullying Prevention and Response - PDF.

Staff Training on Bullying Prevention

To ensure that bullying prevention efforts are successful, all school staff need to be trained on what bullying is, what the school's policies and rules are, and how to enforce the rules. Training may take many forms: staff meetings, one-day training sessions, and teaching through modeling preferred behavior. Schools may choose any combination of these training options based on available funding, staff resources, and time.

Training can be successful when staff are engaged in developing messages and content, and when they feel that their voices are heard. Learning should be relevant to their roles and responsibilities to help build buy-in.

9.1.4.3

How Parents and Youth Can Contribute

Schools can set the stage for meaningful parent and youth involvement, but it doesn't happen overnight. Parents and youth need to feel valued and be given opportunities to contribute their expertise. To sustain parent and youth involvement, schools need to provide meaningful roles for them. For example:

- Students can contribute their views and experiences with bullying. They can take leadership roles in school to promote respect and inclusion, communicate about bullying prevention with their peers, and help develop rules and policies.
- Parents can contribute to a positive school climate through the parent teacher association, volunteering, and school improvement events.
- School staff can keep parents informed, make them feel welcome, and treat them as partners. Schools can consider identifying a school coordinator to support parent and youth engagement strategies. Schools can set meeting times that are convenient for parents and youth and may consider additional incentives such as providing dinner or child care.

School Safety Committees

A school safety committee—a small group of people focused on school safety concerns—is one strategy to engage parents and youth, as well as others, in bullying prevention. The following people can make positive contributions to a school safety committee:

- Administrators can answer questions about budget, training, curriculum, and federal and state laws such as Family Educational Rights and Privacy Act (FERPA).
- Inventive, respected teachers with strong classroom and “people” skills can give insights.
- Other school staff, such as school psychologists, counselors, school nurses, librarians, and bus drivers, bring diverse perspectives on bullying.
- Parents can share the family viewpoint and keep other parents in the loop on committee work.
- Students can bring fresh views and help identify real-life challenges to prevention.
- Other community stakeholders, such as police officers, clergy members, elected officials, and health care providers can provide a broader perspective.

The primary activities of the school safety committee could be to:

- Plan bullying prevention and intervention programs. Set measurable and achievable goals.
- Implement a bullying prevention effort. Meet often enough to keep momentum and address barriers.
- Develop, communicate, and enforce bullying prevention policies and rules.
- Educate the school community about bullying to ensure everyone understands the problem and their role in stopping it.
- Conduct school-wide bullying assessments and review other data, such as incident reports.
- Evaluate bullying prevention efforts and refine the plan if necessary.
- Advocate for the school’s work in bullying prevention to the entire school community.

- Sustain the effort over time.

This committee is not a forum for discussing individual student behaviors. Doing so is a violation of student privacy under FERPA. There are also FERPA considerations for assessments, particularly if personally identifiable information is collected.

9/nLju 2.4

The Benefits of Working Together

Bullying doesn't happen only at school. Community members can use their unique strengths and skills to prevent bullying wherever it occurs. For example, youth sports groups may train coaches to prevent bullying. Local businesses may make t-shirts with bullying prevention slogans for an event. After-care staff may read books about bullying to kids and discuss them. Hearing anti-bullying messages from the different adults in their lives can reinforce the message for kids that bullying is unacceptable.

Potential Partners

Involve anyone who wants to learn about bullying and reduce its impact in the community. Consider involving businesses, local associations, adults who work directly with kids, parents, and youth.

- Identify partners such as mental health specialists, law enforcement officers, neighborhood associations, service groups, faith-based organizations, and businesses.
- Learn what types of bullying community members see and discuss developing targeted solutions.
- Involve youth. Teens can take leadership roles in bullying prevention among younger kids.

Community Strategies

Study community strengths and needs:

- Ask: Who is most affected? Where? What kinds of bullying happen most? How do kids and adults react? What is already being done in our local area to help?

- Think about using opinion surveys, interviews, and focus groups to answer these questions. Learn how schools assess bullying.
- Consider open forums like group discussions with community leaders, businesses, parent groups, and churches.

Develop a comprehensive community strategy:

- Review what you learned from your community study to develop a common understanding of the problem.
- Establish a shared vision about bullying in the community, its impact, and how to stop it.
- Identify audiences to target and tailor messages as appropriate.
- Describe what each partner will do to help prevent and respond to bullying.
- Advocate for bullying prevention policies in schools and throughout the community.
- Raise awareness about your message. Develop and distribute print materials. Encourage local radio, TV, newspapers, and websites to give public service announcements prime space. Introduce bullying prevention to groups that work with kids.
- Track your progress over time. Evaluate to ensure you are refining your approach based on solid data, not anecdotes.

Goal 2.5

Other Types of Aggressive Behavior

There are many other types of aggressive behavior that don't fit the definition of bullying. This does not mean that they are any less serious or require less attention than bullying. Rather, these behaviors require different prevention and response strategies.

Early Childhood

Early childhood often marks the first opportunity for young children to interact with each other. Between the ages of 3 and 5, kids are learning how to get along with each other, cooperate, share, and understand their feelings. Young children may be

aggressive and act out when they are angry or don't get what they want, but this is not bullying. Still, there are ways to help children.

Helping Young Children Get Along with Others

Parents, school staff, and other adults can help young children develop skills for getting along with others in age-appropriate ways.

- Model positive ways for young children to make friends. For example, practice pleasant ways that children can ask to join others in play and take turns in games. Coach older children to help reinforce these behaviors as well. Praise children for appropriate behavior. Help young children understand what behaviors are friendly.
- Help young children learn the consequences of certain actions in terms they can understand. For example, say "if you don't share, other children may not want to play with you." Encourage young children to tell an adult if they are treated in a way that makes them feel uncomfortable, upset or unhappy, or if they witness other children being harmed.
- Set clear rules for behavior and monitor children's interactions carefully. Step in quickly to stop aggressive behavior or redirect it before it occurs.
- Use age-appropriate consequences for aggressive behavior. Young children should be encouraged to say "I'm sorry" whenever they hurt a peer, even accidentally. The apology should also be paired with an action. For example, young children could help rebuild a knocked over block structure or replace a torn paper or crayons with new ones.

Եզրակացություն

Բուլլինգի հետևանքները կարող են շատ ծանր լինել, նաև անդառնալի: Բուլլինգը հարկավոր է դադարեցնել: Դա մի ամբողջ միջոցառումների փաթեթ է, հոգեբանների մասնակցությամբ ու աշխատակազմի պատրաստակամությամբ: Ավելի ցանկալի ճանապարհն է կանխարգելել իրազեկելու միջոցով՝ ներգրավելով պայթարի մեջ բոլոր հնարավոր թիրախային խմբերին:

Բուլլինգը հնարավոր կլինի արդյունավետ կերպով կանխել, եթե դպրոցներում ներդրվի և արդյունավետ կիրառվի համապատասխան ծրագիր է մշակված հոգեբանների և մանկավարժների կողմից: Զակառակ պարագայում բուլլինգը կարող է բացասական ազդեցություն թողնել թե ուսումնական պրոցեսի, թե աշակերտների վրա:

Բուլլինգը հնարավոր կլինի արդյունավետ կերպով կանխել, եթե դպրոցներում ներդրվի և արդյունավետորեն կիրառվի համապատասխան ծրագիր՝ մշակված հոգեբանների և մանկավարժների կողմից: Զակառակ դեպքում բուլլինգը կարող է բացասական ազդեցություն թողնել թե ուսումնական պրոցեսի վրա, և թե աշակերտների՝ որպես խումբ փոխհարաբերությունների վրա:

Օգտագործված գրականությունն կայքեր

1. ՅՈՒՆԻՍԵՖ-ի կողմից դպրոցական բռնության վերաբերյալ գեկույցի ամփոփ տվյալները՝
Տեսեք՝ <https://www.unicef.org/armenia/>
2. «Save the children-ի և World Vision-ի կողմից իրականացված «Երեխաների կարծիքով...» հարցման արդյունքները՝
Տեսեք՝
https://resourcecentre.savethechildren.net/pdf/yv_brief_version_final_arm.pdf
3. «Ուլվեուսի (Olweus) ընդդեմ բուլլինգի և հակասոցիալական վարքի» ծրագրի ուղեցույց ամփոփագիրն է, որի հեղինակային իրավունքը ձեռք է բերվել «Գլոբալ թու Լոկալ» ՋԿ-ի կողմից 2021թ-ին՝
Տեսեք՝ <https://www.youtube.com/watch?v=S20MopHtVak&t=9s>
4. Բուլլինգի վերաբերյալ գեկույցի ամփոփ տվյալներ՝
Տեսեք՝ <https://www.stopbullying.gov/bullying/what-is-bullying>