



YAB NEWSLETTER

JANUARY 2023

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A RESEARCH CARRIED OUT BY OUR PROJECT PARTNER ABC EMPHASISES:

That being involved in bullying as a target, as a child/young person displaying bullying behaviour or as a bystander at school can be associated with a number of youth mental health problems, including, psychosomatic complaints, anxiety, depression and suicidal ideation. Issues of identity seem to continue to remain at the heart of much bullying behaviour. At-risk student populations for increased bullying and victimisation include students with disabilities.

IN RECENT DECADES, THERE HAS BEEN A SIGNIFICANT DEVELOPMENT IN THE RESEARCH INVESTIGATING THE PHENOMENON OF BULLYING INVOLVING CHILDREN AND YOUNG PEOPLE (CYP). ADDRESSING ISSUES WHICH AFFECT THE WELL-BEING OF CYP IN SCHOOL SETTINGS HAS BECOME AN INCREASING PRIORITY INTERNATIONALLY. THE UN SUSTAINABLE DEVELOPMENT GOALS (SDGS) MANDATES COUNTRIES FOCUSING ON THE MANAGEMENT OF ISSUES SUCH AS BULLYING IN SCHOOL SETTINGS AS A PRIORITY AND ENSURE ACCESS TO EQUITABLE AND INCLUSIVE EDUCATION.

According to Olweus:

"Being bullied by peers represents a serious violation of the fundamental rights of the child or youth exposed" and management of this phenomenon is a priority for the provision of appropriate education"



RESEARCHERS HAD EXPLORED THE DIFFERING ROLES OF CYP WHO PARTICIPATE IN/OR EXPERIENCE INCIDENCES OF BULLYING AND THE TERMS OF 'TARGET', 'CYP ENGAGING IN BULLYING BEHAVIOUR' AND 'BY-STANDERS' ARE BEING USED.



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Project: YAB: Young Ambassadors against Bullying and Cyberbullying Nr. 2021-1-ES01-KA220-SCH-000032457



IT IS ESTIMATED THAT IN EXCESS OF 5% OF CYP AGED 0 TO 14 HAVE A DISABILITY BY THE WORLD HEALTH ORGANIZATION IN ITS WORLD REPORT ON DISABILITY

There is a large literature indicating that CYP with disabilities are more vulnerable across a range of power imbalances or risk factors contributing increased experiences of bullying.

CYP with disabilities are twice as likely to experience peer victimization relative to their non-disabled peers while other studies have estimated that they are 2 to 4 times more likely to be bullied.



THE PHENOMENON OF BULLYING IS BOTH COMPLEX AND TRANSACTIONAL, WITH MULTIPLE CAUSAL INFLUENCES WHICH DEPEND ON THE INDIVIDUALS PROFILE OF STRENGTH OR VULNERABILITY



90% OF AUTISTIC PARTICIPANTS REPORTED EXPERIENCE OF REGULAR BULLYING

Autistic students have a higher rate of being the victims of bullying, fact suggested by a research from the UK. They found autistic students are more rejected and less popular than their non-autistic peers, and also than students with other forms of disabilities.

THE MOST COMMON OBJECTIVE ACROSS THE RANGE OF ANTI-BULLYING INTERVENTIONS IS THE PREVENTION AND REDUCTION OF BULLYING BEHAVIOUR. THE FOCUS IS ON DEVELOPING COGNITIVE-EMOTIONAL SKILLS AMONG BYSTANDERS AND BULLIES TO SUPPORT GREATER EMOTION REGULATION AND FOSTER EMPATHY FOR VICTIMS

A systematic research focused school-based bullying involving CYP with disabilities found a worrying lack of research exploring the issue and significant methodological weaknesses.

Given the level of diversity in profiles and areas of strength or need among groups of CYP with disability, it is a priority to develop approaches to develop anti-bullying interventions to make them appropriate for the students.

Interventions and approaches such as mentoring, peer mediation programmes and "buddy systems/ friendship programmes can be a viable solution for this problem. Mentoring in particular has led to improved outcomes such as enhanced social and communication skills and raising awareness of issues that affect emotional health, such as bullying.



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LA RICERCA CONDOTTA DAL NOSTRO PARTNER SPAGNOLO SOTTOLINEA CHE :

Essere coinvolti in episodi di bullismo in qualità di vittima, di bullo o di spettatore può portare a una serie di problemi di salute mentale giovanile, tra cui disturbi psicosomatici, ansia, depressione e tendenza al suicidio. Le questioni legate all'identità continuano a essere al centro di molti atteggiamenti di bullismo. Tra le categorie di studenti a rischio di bullismo e vittimizzazione ci sono anche gli studenti con disabilità.

NEGLI ULTIMI DECENNI, LA RICERCA HA FATTO MOLTI PASSI AVANTI NELLO STUDIO DEL FENOMENO DEL BULLISMO CHE RIGUARDA I BAMBINI E I GIOVANI. GLI OBIETTIVI DI SVILUPPO SOSTENIBILE DELLE NAZIONI UNITE CHIEDONO AI PAESI DI CONCENTRARSI, COME PRIORITÀ, SULLA GESTIONE DI PROBLEMI COME IL BULLISMO IN AMBITO SCOLASTICO E DI GARANTIRE L'ACCESSO A UN'ISTRUZIONE EQUA E INCLUSIVA.

Secondo Olweus:

"Essere vittima di episodi di bullismo da parte di soggetti coetanei rappresenta una grave violazione dei diritti fondamentali del bambino o del giovane coinvolto" e la gestione di questo fenomeno rappresenta una priorità per assicurare un'educazione adeguata"



I RICERCATORI HANNO APPROFONDITO I DIVERSI RUOLI COINVOLTI E CHE SUBISCONO EPISODI DI BULLISMO E SONO STATI UTILIZZATI I TERMINI " VITTIMA", "BULLO" E "SPETTATORE".



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SECONDO LE STIME DEL REPORT CONDOTTO DALL'ORGANIZZAZIONE MONDIALE DELLA SANITÀ SULLA DISABILITÀ, OLTRE IL 5% DEI BAMBINI E RAGAZZI DI ETÀ COMPRESA TRA 0 E 14 ANNI È AFFETTO DA DISABILITÀ.

Esiste un'ampia documentazione che indica che i bambini con disabilità sono più vulnerabili in una serie di squilibri di potere o fattori di rischio che aumentano le esperienze di bullismo.

I bambini e le bambine con disabilità sono due volte più esposti alla vittimizzazione tra pari rispetto ai loro coetanei non disabili, mentre altri studi hanno stimato che hanno da 2 a 4 volte più probabilità di essere vittime di bullismo.



IL FENOMENO DEL BULLISMO È COMPLESSO E TRANSAZIONALE, CARATTERIZZATO DA MOLTEPLICI INFLUENZE CAUSA-EFFETTO CHE DIPENDONO DAL PROFILO DI FORZA O DI VULNERABILITÀ DELL'INDIVIDUO



IL 90% DEI PARTECIPANTI CON AUTISMO HA RIFERITO DI AVER SUBITO REGOLARMENTE ATTI DI BULLISMO.

Secondo una ricerca condotta nel Regno Unito, gli studenti con autismo hanno una maggiore probabilità di essere vittima di episodi di bullismo. La ricerca inoltre evidenzia che hanno una maggiore probabilità di essere rifiutati e di essere meno popolari rispetto ai loro coetanei non autistici e agli studenti con altre forme di disabilità.

L'OBIETTIVO PIÙ COMUNE DI TUTTI GLI INTERVENTI ANTI-BULLISMO È LA PREVENZIONE E LA RIDUZIONE DEI COMPORTAMENTI DI BULLISMO. L'ATTENZIONE SI CONCENTRA SULLO SVILUPPO DI COMPETENZE COGNITIVO-EMOTIVE TRA GLI SPETTATORI E I BULLI PER FAVORIRE UNA MAGGIORE GESTIONE DELLE EMOZIONI E PROMUOVERE L'EMPATIA NEI CONFRONTI DELLE VITTIME.

Una ricerca sistematica incentrata sul bullismo scolastico che coinvolge i bambini con disabilità ha riscontrato una preoccupante carenza di studi che indagano questo problema e significative debolezze dal punto di vista metodologico.

Dato il livello di diversità nei profili e nelle aree di forza o di bisogno tra i gruppi di bambini e ragazzi con disabilità, è prioritario sviluppare approcci per elaborare interventi anti-bullismo che li rendano adatti agli studenti.

Interventi e approcci come il mentoring, i programmi di mediazione tra pari e i "programmi di amicizia" possono essere una soluzione valida per questo tipo di problema. Il mentoring, in particolare, ha portato ai risultati migliori, come il potenziamento delle abilità sociali e comunicative e la sensibilizzazione su questioni che influiscono sulla salute emotiva, come il bullismo.



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