Висновок і перспективи подальших розробок у даному напрямі. Таким чином, теоретична модель процесу трансформації практик шлюбно-сімейного партнерства та батьківства представлена нами як система взаємозалежності самореференції ідентичностей, що в умовах полідискурсивного середовища пов’язана із переосмисленням змісту мотивів, смислів, цінностей, стосунків, функцій, ролей відносно себе, своїх дій і взаємин з Іншими; соціально-психологічних предикторів смислів і механізмів конструювання практик. Виділені прогностично інформативні ознаки трансформації практик шлюбно-сімейного партнерства та батьківства – соціально-психологічні предиктори конкретизують вибір смислів у процесі конструювання практик і дають можливість пояснити особливості процесу трансформації. Зважаючи на зазначене, поліфонія смислів практик шлюбно-сімейного партнерства та батьківства і множинних самореферентних ідентичностей пояснюється концепцією, де ключовими елементами визначено механізми, предиктори і самореференцію.

Перспективи подальших розвідок пов’язані із дослідженням «множинних ідентифікацій» в практик шлюбно-сімейного партнерства та батьківства з допомогою психосемантичного методу та методом обґрунтованої теорії.

References

1. Antonova N. L. Social practice: theoretical and methodological foundations of research analysis / N.L. Antonova Proceedings of the Ural State University. -2009.- №4 (70). - P.92–98.
2. Berger P. Social construction of reality. A treatise on the sociology of knowledge / P. Berger, T. Lukman; per. s angl. E. Rutkevich. Moskva : «Medium», 1995. - 323 p.
3. Veber M. Featured works /M. Veber; per. s nem.- M. : Progress, 1990. - 808 p.
4. Volkov V. V. Practice theory / V.V. Volkov, O.V. Harhordin.- S/Pb: Izd-vo Evropejskogo un-ta, 2008.-298 p.
5. Zahrai L. D. Searching for identity in times of socio-political crisis / L.D. Zahrai.- Forum KSPO y TDO URL: https://kspodn.onu.edu.ua/.../15-zagraj-l-d-m-ivano-frankivsk-posh
6. Zlokazov K. V. Identity development issues in the works of Erickson followers. URL: https://cyberleninka.ru/article/n/voprosy-razvitiya-identichnosti-v-rabotah-posledovateley-eriksona.
7. Karpov A. V. Reflexivity as a mental property and methodology for its diagnosis / A.V. Karpov // Psychological journal. - 2003. -T. 24.- № 5. - P. 45–57.
8. Konnell R. Gender and power: society, personality and gender policy / R. Konnell; avtoriz. per. T. Barchunovoj. – M. : Novoe literaturnoe obozrenie, 2015. - 432 p.
9. Ryabova T. B. Gender of power: gender stereotypes in modern Russian politics / T.B. Ryabova.- Ivanovo : Ivan. gos. un-t, 2008. - 246 p.
10. Seryj A. V. The system of personal meanings: structure, functions, dynamics / A.V. Seryj; nauch. red. M. S. Yanickij.- Kemerovo : Kuzbassvuzizdat, 2004. -272 p.
11. Tytarenko, T. M. The personal life of the individual: within and beyond everyday life / T. M. Tytarenko. – K. : Lybid, 2003. - 376 p.
12. Chepeleva N. V. Self-designing personality in discursive space / N.V. Chepeleva // Scientific studies in social and political psychology: collection of articles. – K. : Milenium. 2012. - Vyp. 31 (34).- P. 64–65.
13. Yakimova E. V. Socio-psychological aspects of the family and marriage: theory and empirical / E.V. Yakimova // Human: Image and essence. Yearbook 2007: Family: Traditions and current trends - M. : INION., 2007.- P. 215–243.

УДК: 37.015.324: 159.922.7(477)

KYLE FERLIC, MA
OLYA ZAPOROZHETS, PhD
Regent University

SCHOOL BULLYING IN UKRAINE

Abstract. *School bullying is a phenomenon that was once difficult to define and normalized to many; however, this view has changed in recent decades. School bullying is now understood to be the systematic and repetitive abuse of power by one or many individuals over another. It occurs in many forms, directly and indirectly, and involves a breadth of actions that cause serious harm to the victim. The issue of school bullying has spread across the globe to the extent that the United Nations has taken a stance on the matter in its End Violence Against Children initiative after a published report that 24% of Ukrainian children are facing harassment in schools. A review of the literature on school bullying is outlined, including the definition of bullying, prevalence, leading causes, and consequences. Ukraine school bullying prevalence and recommendations are discussed in light of global and national initiatives and actions. Finally, recommendations are offered in relation to what Ukrainian teachers, parents, and students need to know regarding how to prevent and alleviate the psychological, physiological, biological, and social symptoms that often result from school bullying.*

Keywords: *school bullying, bullying, violence, abuse of power, trauma, bullying prevention, bullying correction*

Анотація. *Шкільний булінг – це явище, яке колись було важко визначити і яке було нормалізоване для багатьох; однак, ця точка зору змінилася за останні десятиліття. Шкільний булінг, або цькування в даний час розуміється, як систематичне і повторне зловживання владою однією або багатьма особами над іншою. Вона зустрічається в багатьох формах, прямо і опосередковано, і включає в себе широкий спектр дій, які завдають серйозної шкоди потерпілому. Проблема шкільного булінгу значно присутня по всьому світу, що змусило Організацію Об'єднаних Націй виступити з ініціативою «Закінчити насильство над дітьми» після опублікованого звіту про те, що 24% українських дітей стикаються з утисками в школах. В статі автори дають оглаяд літератури про шкільний булінг, включаючи визначення, поширеність, головні причини та наслідки. Статистика булінгу в Україні та рекомендації його подалання обговорюються авторами у світлі глобальних та національних ініціатив. Пропонуються рекомендації щодо того, що українські психологи, вчителі, батьки та студенти повинні знати та як діяти, щоб запобігти та полегшити психологічні, фізіологічні, біологічні та соціальні симптоми, які часто є наслідком шкільного булінгу та знущання.*

Ключові слова: *шкільний булінг, знущання, насильство, зловживання владою, травма, профілактика булінгу, корекція булінгу*

Аннотация: *Школьный буллинг – это явление, которое когда-то было трудно определить и воспринималось как нормальное многими; однако, эта точка зрения изменилась за последние десятилетия. Школьный буллинг или травля в настоящее время понимается как систематическое и повторное злоупотребление властью одной или многими лицами над другим. Она встречается во многих формах, прямо или косвенно, и включает в себя широкий спектр действий, которые приносят серьёзный вред пострадавшему. Проблема школьного буллинга в значительной мере присутствует по всему миру, что заставило Организацию Объединённых Наций выступить с инициативой «Окончить насилие над детьми» после опубликования статистики где 24% украинских детей сталкиваются с ущемлением в школе. В статье авторы делают обзор литературы про школьный, включая определение, распространенность, основные причины и последствия. Статистика буллинг в Украине и рекомендации по его преодоление обсуждаются авторами в свете глобальных и национальных инициатив. Предлагаются рекомендации относительно того, что украинские психологи, учителя, родители и студенты должны знать и как действовать, чтобы предотвратить и облегчить психологические, физиологические, биологические и социальные симптомы, которые часто являются следствием школьного буллинга и издевательств.*

Ключевые слова: *школьный буллинг, издевательства, насилие, злоупотребление властью, травма, профилактика буллинга, коррекция буллинга*

Formulation of the problem: On September 6, 2018, the United Nations Children's Fund (UNICEF) [1] published in the Ukrainian General Newswire that almost one in four Ukrainian children (24%) faced some type of harassment in schools in 2017. UNICEF added that this is not only a Ukrainian issue; "half of students aged 13 to 16 worldwide – around 150 million – reported experiencing peer-to-peer violence around school." Like Ukraine, the U.S. considers school bullying to be a public health burden [2]. School bullying was once thought to be a "rite of passage" experienced by youth in the form of one bully, or aggressor, harming one victim [3]. However, recent evidence showcases these are myths. Experts no longer conceptualize school bullying as a singular event between two parties; it has wide-ranging effects across the social spectrum for all involved, including non-participative onlookers, resulting in significant biological, psychological, and social impairments. To reduce the traumatic influence on children from school bullying, future scholarship should provide guidance and direction for those tasked with developing, evaluating, and/or implementing preventative and corrective programs by Ukrainian psychologists, teachers, non-profit organizations, curriculum developers, and national agencies [4].

Analysis of the Literature: The concept of school bullying has been difficult to operationally define, particularly in ways that distinguish it from other forms of violence [2, 3]. Gladden et al. remarked that the historical definition of school bullying comes from Dr. Daniel Olweus' pioneering work in Scandinavia. He stressed three primary components: a) aggressive behaviors that are b) repeated over time and include a c) power imbalance in favor of the aggressor, or bully [2]. Violence inclusive of these components can be more harmful than other forms of aggression. For instance, in one study of 1,429 Scottish students between the ages of 8 and 13, those who were bullied showcased higher depressive symptomology [5]. Many experts since Olweus agree with his three elemental components. Fritz remarked that school bullying

includes power abuse by way of physical, verbal, relational, and electronic means [3]. Smith and Sharp commented that the imbalance involved in school bullying is systematic, or "repeated and deliberate" [6, p. 2]. Espelage outlined that school bullying exists across many demographic dimensions, including age, gender, appearance, and ability, but some student populations are at a higher risk of being bullied than others [4].

Object of Research: The population of focus for this article is school-aged children in Ukraine, approximately 5 to 18, from elementary to high school. Additional populations include caregivers, such as parents, teachers, and family members of the Ukrainian students.

Subject of Research: The subject matter of this article includes international and Ukrainian reactions to bullying as well as applications for bullying prevention and reduction.

The Purpose: The purpose of this article is to analyze current response methods from the international and Ukrainian communities, both helpful and harmful, that reduce or encourage the prevalence of bullying. The article also targets and promotes opportunities recommended by experts to aid parents, teachers, victims, and bullies regarding optimal management of Ukraine's endemic. Finally, details around bullying's traumatizing effects are outlined, as well as a source for trauma-informed therapeutic resources in Kiev, Ukraine.

Main Material: Recently, the United States Education Department (ED) [2] expanded upon Olweus' work to create a uniform, working definition for American institutions to apply when gathering public data for research and prevention:

Bully is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. (p. 7).

Gladden et al. [2] outlined key terms involved in the ED's definition, with the first being *unwanted*. Unwanted behavior references action taken against a victim who desires the aggressive behavior to stop. Next, *aggressive behavior* includes intention by the aggressor to harm the victim. The phrase *likely to be repeated* signifies multiple past occurrences of the aggressive behavior by an individual or group. According to the ED [2], *power imbalance* is the attempt by the aggressor to exert control over the victim, while *harm* results in any range of negative experiences by the victim after the aggressor's behaviors.

Today, there are four unique school bullying types that the ED [2] acknowledges: a) physical force, also known as *physical bullying*; b) oral or written communication, also known as *verbal bullying*; c) reputation or relational harm, also known as *relational bullying* which includes electronic means; and d) theft, alteration, or property damage, also known as *property damage*. Regarding the modes of school bullying, aggression can occur *directly* in the presence of the targeted victim(s), such as face-to-face altercations, or *indirectly*. Indirect school bullying comes in many forms such as spreading rumors or posting negative images about the victim. A recent update in the conceptualization of bullying involved the social nature of the phenomenon [4]. Espelage defined school bullying on a continuum, whereby all individuals in the system play a role, not solely the aggressor and victim [4]. This includes onlookers, teachers, parents, and even family members. "Bullying is viewed as a behavior that emerges and is maintained through complex interactions between intraindividual factors and multiple socialization agents across different contexts/structures" (p. 770). According to Borodai (personal communication, September 18, 2018), a Ukrainian school psychologist, these additional roles within the system constitute "the golden middle."

Specific to Ukraine, Borodai (personal communication, September 18, 2018) remarked that many nationals disagree on what constitutes school bullying; nonetheless, many concur that it includes physical, psychological, and emotional detriments to all parties involved. Additionally, Ukrainian experts are beginning to study the effects of cyberbullying on Ukrainian populations (S. Borodai, personal communication, September 18, 2018). At a high level, school bullying is classified similarly between the United States Education Department (ED) and the Ukrainian department of UNICEF. For instance, on UNICEF Ukraine's *Stop Bullying* campaign website, school bullying is outlined as, "aggressive or extremely unpleasant behavior of one child or group of children in relation to another child, accompanied by constant physical and psychological influence" [7]. UNICEF Ukraine goes on to note that, "the child is systematically teased in an offensive way," inclusive of being rejected, intimidated, blackmailed, or beaten. Thus, Ukraine's definition contains all the aforementioned factors from the ED's definition, including unwanted aggressive behavior that is likely to be repeated in light of a power imbalance [8].

History of Bullying

Historically, school bullying research, prevention, and correction has gone through four waves since the 1970s [10]. Wave one was known as *Origins*, which occurred between 1970 and 1980 and was hallmarked by its focus on individual bullying. Led by Olweus in Scandinavia, he utilized his Self-Report Questionnaire to develop a prevention program reducing bullying by

fifty percent (50%) in participating institutions. Wave two lasted until 1990 and is known as the *Research* wave. During this decade, the amount of scholarship on bullying increased significantly as studies used the new peer nominations (versus self-report) technique. The definition of bullying broadened to include indirect and relational types like spreading rumors or excluding peers. Additionally, researchers from countries like Finland, America, and Japan began their own internal, systematic studies. This led to wave three, known as the *International* wave, when school bullying research exploded on the global scene. Surveys and interventions became the norm in many countries. Wave three lasted until 2004, when it ushered in the fourth and current wave: *Cyberbullying*. Cyberbullying began over text and email, but with the expansion of smart phones, it now principally occurs on social networks. Smith describes cyberbullying as different from traditional bullying in seven ways (see Table 1) due to its misalignment with the traditional definition [10]. Cyberbullying now takes up somewhere between seven percent (7%) [4, 11] and thirty-three percent (33%) of bullying worldwide [10].

Theories on Bullying

In an effort to debunk traditional myths around school bullying, such as "kids will be kids" [12] and bullying is a "harmless rite of passage" [3], researchers constructed several theories outlining possible bullying etiology. One theory by Fritz [3] focused on human development; he noted that bullying begins because peer groups function as a "transitional family" (p. 8). Within this social group, rules for belonging are crude and arbitrary, and one's status is always shifting. Fritz noted, "school bullying occurs when teens try to reduce their own insecurity at the expense of others" (p. 8). In adolescence, the impulsivity and extremist thinking associated with this time period only adds to the desire to abuse power in the form of school bullying. Fritz's developmental approach aligns with conventional psychological wisdom on individuation [13], as proposed by Jung, and differentiation, a family systems principle based on Bowen's work [14]. A second theory described by Espelage outlined a socio-ecological perspective that posits bullying results due to factors at individual, familial, community, and ecological levels [4]. "Bullying and peer victimization rarely take place in isolated dyadic interactions, but it instead often occurs in the presence of other students…it is a group phenomenon" (p. 770). According to Borodai's experiences (personal communication, September 18, 2018), both theories have merit in Ukrainian school systems.

Borodai (personal communication, September 18, 2018) offered a Ukrainian-specific causal model for bullying given her time as a school psychologist. The model centers around the Ukrainian family system and cultural tradition, which focus on the strength of the individual to overcome social aggression. Bullying prevention, or lack thereof, begins in the home. "Parents tell their children to be strong because weakness achieves nothing. The root of the issue is the family model," Borodai noted, which instills in children that emotional responses to peer aggression should remain internal. When bullying occurs in Ukrainian schools, the Golden Middle, or onlooking crowd, often take the side of the aggressor to maintain this value of strength. "No one in the school takes responsibility. [On this topic,] teachers and parents pay attention to their own problems more than that of the children," Borodai noted. Thus, if children are unable to muster the strength to prevail physically or emotionally against their aggressor, they internalize fear and shame. "Children who are bullied run to the teacher. The teacher becomes irritated and punishes the child who shows aggression; the students then become afraid of the teacher." Borodai goes onto comment that this cycle forces the aggressor to "go underground, where the teacher cannot see." Without an emotional outlet for the pain or a systemic resolution to the problem, dysfunction and pathology ensues.

Prevalence

Global incidence rates around school bullying vary based on the polling mechanism and data source reviewed. In 2016, U-Report [15], which is a social messaging tool in 24 countries, aggregated the responses of 477 international youth on the topic of bullying. The results outlined: a) ninety-seven percent (97%) of students believed bullying is an issue; b) sixty-seven percent (67%) reported being bullied in the past; and c) seventy percent (70%) were bullied in person

Table 1.

Seven Determinants of Cyberbullying

№	**Cyberbullying differs from traditional bullying because:**
1	It depends on some degree of technological expertise.
2	It is primarily indirect rather than face-to-face, and thus may be anonymous.
3	The perpetrator does not get to see the reaction of the victim.
4	The variety of bystanders (i.e., the Golden Middle) is more complex.
5	The aggressor or bully's receipt of power is delayed.
6	The breadth of the audience is increased.
7	It is difficult for the victim to escape due to the omni-present nature of the internet.

versus twenty-nine percent (29%) online. These numbers are higher than those outlined by the World Health Organization's (WHO) Health Behavior in School-Aged Children (HBSC) report, which runs every four years with a minimum of 1,500 respondents per country [10]. Analyses outlined by Craig et al. [16] overviewed this data from 40 European countries, including Ukraine, within the 2005/2006 survey. Overall school bullying accrued to 10.7%, with those victimized totaling 12.6%. Somewhere around 3.6% of aggressors were also bullied, which is known as being a bully-victim. The most recent 2013/2014 HBSC survey detailed a cumulative prevalence of bullying at 12% for boys and 10% for girls. In many reports, Ukraine is consistently elevated in prevalence rates [17]. The 2013/2014 HBSC survey documented Ukrainian figures between nine and eighteen percent (9-18%) of children bullied, depending on age, which maintained a top-ten spot among European nations [17]. UNICEF Ukraine [18] published a 2017 article delineating the endemic proportion of students bullied in their three-month poll, which totaled sixty-seven percent (67%).

Health Impacts

Why is it important to reduce bullying? Multiple reports explained the deleterious physiological, psychological, behavioral, and social effects that result. For instance, Chi En Kwan and Skoric [19] outlined the widespread and damaging biopsychosocial impact on those involved in cyberbullying, leading to trauma and even suicide. Fritz also remarked, "children and adolescents who are bullied have elevated levels of cortisol, causing acute and chronic stress…they are at an increased risk for depression, anxiety, poor self-esteem, and drug abuse" [3, p. 8]. He also commented on the higher rates of psychiatric disorders in adults who were bullied as children [3]. Espelage further noted that, as bullying increases, negative correlates increase, such as misconduct and anger, while prosocial skills decrease, like self-confidence and conflict management [4]. Gladden et al. showcased that a myriad of health issues are associated with victimization, including interpersonal isolation, poor academic performance, minimal social supports, negative school outlooks, psychosomatic problems, and mental health issues [2]. These studies are only a subset in circulation that indicate such adverse results. One negative association stands out above the rest, however; the poorest overall health impacts are exhibited by individuals who both experience and perpetrate bullying, otherwise known as bully-victims [2, 20]. For institutions looking to prevent or correct school bullying, this illustrates a cycle that must be confronted.

Factor Correlates

Several researchers have attempted to determine the predictive factors preceding bullying. On the individual characteristic level, Espelage and Asidao [21] denoted that low social skills and emotional dysregulation often prelude the act of school bullying. Additionally, Bosworth, Espelage, and Simon [22, 23] found that anger, delinquency, and a lack of positive role models impair youth to the point of engaging in aggressive behaviors like bullying. Similarly, from an ecological or systemic standpoint, there are multiple issues that herald bullying behaviors in school settings. For instance, the influence of peers [21, 22, 23], role of teachers [21], physical school characteristics [21], and conflict at home all play a role [21, 24], as well as cultural characteristics [21] and community factors [21]. Espelage, Low, and De La Rue [25] found that students who are severely victimized in school settings often come from families with histories of domestic violence, physical abuse, sexual abuse, depression, alcohol, and drug use more so than youth who are not bullied. This was one of several articles detailing the impact of less-than-optimal caregiving on children and bullying.

Take Drabick et al.'s [26] study of Ukrainian children, for instance. They outlined when Ukrainian mothers understood their children's problems less, their children correlated with higher externalized aggression, emotional lability, and attention deficits. Correspondingly, inconsistent parenting in the United States predicted higher externalized aggression, including bullying [27]. Denysiuk, as cited in Burlaka, studied the practices of 756 Ukrainian parents in five regions; of those parents, seventy-six percent (76%) wanted more information on caregiving [28]. Anywhere between seven percent (7%) and thirteen percent (13%) of the parents denoted utilizing yelling, physicality, or threats to control their children. This juxtaposes Ukraine's initiative to reduce corporal punishment via the 1991 Convention on the Rights of the Child [28]. In further studies, such as those from Bolkun [29] and Chamuk and Tkachenko [30], negative behavior outcomes were related to single parenting, minimal parental support, low socioeconomic status (SES), poor attachment, parental neglect, low parental education, parental unemployment, poor monitoring, and fewer expressions of care. Based on these results, the positive well-being of Ukrainian parents (e.g., relationships, education, SES, etc.) directly correlates with parenting warmth and capability, which indirectly relates to the expression of aggression in Ukrainian children. The implications of this are further outlined.

Due to the concerning massive prevalence and seriousness of bullying consequences, international leaders have taken a stand behind UNICEF to reduce bullying worldwide. In 2017, UNICEF launched a global *End Violence Against Children* initiative to "improve the knowledge of bullying and its negative consequences for both children and adults" [18, 31]. The initiative believes that "children should feel safe

at home, in school, and in their communities" [31]. To make this happen, UNICEF encouraged governments take the following actions: a) adopt a national plan to end violence; b) change adult behaviors to address factors that contribute to violence against children; c) focus national policies on minimizing violent behavior, reducing inequalities and limiting access to firearms; d) build social service systems to train social workers to provide support for children who have experienced violence; and e) educate and empower community members (e.g., children, parents, teachers, etc.) to recognize and safely report violence [31]. At an institutional level, scholarship is pointing toward school programs that reduce bully victimization and optimize learning environments. Gerlinger and Wo's [32] *Authoritative School Discipline* program is one; pilot schools that included positive environments with high support and structure showed significantly reduced bullying, outperforming schools with traditional security measures. Social-emotional learning programs, positive teacher-student relationships, and enforceable anti-bullying rules all saw reduced victimization in schools as well [4, 9, 32, 33].

Ukrainian Response to Bullying

Strength of Ukrainian approach. As of 2017, an estimated thirty-three percent (33%) of Ukrainian schools within a ten-nation report included anti-bullying programs [34]. Additionally, sixty percent (60%) of schools included social skills development, twenty-five percent (25%) involved emotional skills development, twenty percent (20%) offered peer support, and more than forty-five percent (45%) utilized individual or group therapy [34]. These are important factors for the Ukrainian people toward correcting school bullying's effects. Moreover, UNICEF Ukraine's *Stop Bullying* campaign [12] educates people on how to recognize bullying by outlining high risk situations and its nine most common predictors. UNICEF commented that "any child who feels too distance from their peers may be at risk for bullying." It also notes that students can use any characteristics to single out a child; this is germane because UNICEF found Ukrainian children perceived as shy or poor are twice as likely to be bullied [18]. Additionally, caregivers should be cognizant of children who: a) have few friends or social contacts; b) fear attending school or school events; c) stall or reroute going to school; d) lose interest in learning or perform poorly without reason; e) come home depressed; f) desire to stay home due to somatic issues; g) lose sleep or have nightmares; h) exhibit low self-esteem or high anxiety; or i) ask for extra money for lunch.

Ukraine is also utilizing some effective practices for preventing bullying. For instance, Borodai (personal communication, September 18, 2018) stated that peer mediator programs in Ukrainian schools train student leaders in conflict resolution to intervene when bullying occurs. Harris commented that peer mediation programs are fruitful because they impart conflict resolution skills, reduce discipline problems (e.g., suspensions), and improve school climates [35]. Furthermore, he showed that peer mediation can help the aggressor, too. Some Ukrainian schools are providing social-emotional learning, combatting cyberbullying, and utilizing parent-teacher communication (S. Borodai, personal communication, September 18, 2018). According to Burlaka, Graham-Bermann, and Delva, the latter is very important because parental involvement is linked with positive parenting, which has shown to decrease externalized behavior:

> High parent involvement [in the study]…can be explained by traditionally strong relationships between Ukrainian schools and families. Ukrainian teachers, for example, make regular house calls, home visits, assessment of family functioning, they reach out to parents of children who show signs of academic failure or discipline problems, refer families to various governmental bodies, and interact with low enforcement agencies in crisis situations. [36, p. 159]

This is encouraging; however, according to Borodai's prior conceptualization of bullying in Ukraine, parent-teacher communication may not be occurring in an effective way around the topic of bullying.

Recommendations: Although it seems Ukrainian teachers are adept at connecting with parents, they are less well trained in helping children regulate emotionally and handle conflict management in a trauma-informed way (S. Borodai, personal communication, September 18, 2018). If this is the case, the possibility of teachers exacerbating negative symptoms caused by aggressors on victims becomes higher. However, it is not solely the teacher's responsibility to reduce victimization and bullying in Ukrainian schools; parents and students similarly share this role. The authors propose the following recommendations for teachers, parents, and students. First, teachers can: a) better understand bullying; b) care for bullies and victims; c) advocate for anti-bullying programs; d) use discipline (versus punishment) at school; e) support students (e.g., actively listen); and f) teach social-emotional skills. Second, parents can: a) utilize positing parenting; b) better understand bullying; c) advocate for anti-bullying programs; d) use discipline (versus punishment) at home; e) take responsibility for their children; f) teach social-emotional skills; and g) monitor their children's social media. Finally, students can likewise reduce bullying victimization by: a) learning social-emotional skills; b) better understanding bullying; c) standing up for peers; and d) taking responsibility for themselves. Below is a more detailed breakdown on how each aforementioned population might complete these goals.

Parents. Giovanna Barberis, the UNICEF Representative to Ukraine, asserted the following in 2017: "for parents to be able to prevent or respond to the bullying, they need to communicate with their children, as well as be attentive and supportive to them" [18]. Reducing bullying from a parenting perspective will require practical work on several levels. For instance, the United States Department of Health and Human Services (HHS) [37] recommends parents join parent-teacher associations, volunteer at schools, or take part in school improvements. They can regularly ask their children hard questions about what is going on with peers in their school environments. Finally, parents can form school safety committees that include other parents, staff, students, and community stakeholders to collectively end child violence in their school. Additionally, the Ukrainian UNICEF site for the *Stop Bullying* campaign created a detailed list on how parents can directly handle a situation with a victimized or aggressive child [12]. Those steps are outlined in Table 2. It is important to note that, as a parent, one must also be able to emotionally regulate prior to the discussion to convey objectivity and compassion throughout discourse.

Psychologists and Teachers. As previously described, psychologists and teachers also have an imperative part in proactively and reactively addressing school bullying in a healthy way. Given the data showcased in the U-Report [15], psychologists and teachers might consider creating a safe place for children to voice their concerns when they feel bullied or overwhelmed. Additionally, psychologists and teachers could set clear expectations that when bullying occurs, a set of resulting actions will take place to handle the situation safely but accountably. Third, psychologists and teachers could keep communication lines open with parents [36] to include bullying among the other topics consistently discussed. The United States Department of Health and Human Services (HHS) [38] recommended the following for teachers: a) stop bullying before it starts; b) teach students about bullying; c) utilize bully-informed curricula; d) avoid misinformation on bullying; e) acquire training on bullying reduction, school policies, and enforcement; and f) engage in school programs, voicing concerns as needed.

Student Victims. Equipping students with information ahead of time can build resilience and ward off situations where bullying might occur. The United States Department of Health and Human Services (HHS) [39] recommends the following steps for students to protect themselves against the detriments inherent in bullying scenarios. The first is to treat everyone with respect. This can involve: a) stopping

Table 2.

Steps for Parents When Addressing a Victimized Child or Bully

For Victims…	For Bullies…
1. Calm yourself, then start a conversation with your child. 2. Show him or her your support and that you are ready to listen. 3. Reassure your child he/she is not blamed and can speak openly. 4. Be patient and delicate; your child may feel vulnerable. 5. Ask questions, but do not interrogate. 6. Inquire about what will make your child feel safe; offer suggestions as needed. 7. Reinforce that reporting incidents of bullying to someone at the school that your child trusts is appropriate. 8. Brainstorm a list of adults at the school that your child trusts for future reference. 9. Explain how to authentically care for oneself and others. 10. Remember that situations of physical violence require immediate intervention. 11. Collaborate with your child on new ways to respond to bullying. 12. Promote finding friends at school that treat your child as an equal. 13. Reinforce that change takes time, but your child has your support.	1. *Remember*: your goal is to stop violence, not to punish the perpetrators! Do not forget that all parties need some time to adjust their behavior. 2. Inquire about what happened, carefully listening to the facts. Distinguish these from implicit biases or assumptions. 3. Do not underestimate the seriousness of the situation. 4. Explain very careful how bullying works, including what is considered bullying: harassment, offensive nicknames, threats, intimidation, ridicule, sexual comments, exclusion, gossip, humiliation, physical harm, relational bullying, cyberbullying, etc. 5. Explain that bullying can cause harm to everyone, including the aggressor and peers, not just the victim. 6. Tell your child the violence will not be tolerated, but also try to understand the "why" behind the violence. 7. Consider what is going on at home that may cause your child to act violently. 8. How can you, as the parent, address this in the home non-violently?

and thinking before hurting someone; b) doing something other than being mean; c) talking to a trusted adult; d) recognizing that everyone is different; and e) apologizing if bullying has occurred. Second, students can know how to handle situations that involve bullying. They might do this by: a) knowing how to say "stop;" b) laughing a situation off; c) walking away and finding a trusted adult; d) staying away from bully-prone places; and e) socializing around trusted peers. A third action for students is to protect themselves from cyberbullying. This includes: a) thinking about consequences before posting; b) keeping passwords secret; c) considering who will see online posts; d) keeping parents in the loop; and e) talking to trusted adults. Fourth, students can stand up for their peers by talking to trusted adults and being kind to bullied students. Finally, students can get involved with bullying prevention at their school. They can find out where bullying occurs and share ideas to help reduce prevalence rates. They can ask leaders how to get involved with and participate in prevention (e.g., writing blogs, newsletters, etc.).

Student Bullies. The steps in **Student Victims** applies to victims and bullies alike. However, once a student becomes a bully, there is a likelihood that his or her actions "may be representative of greater internal or systemic problems that are being externalized. Counseling can address these psychological issues," remarked Schoeneberg, a counselor educator (personal communication, October 10, 2018). In other words, bullies need help, too. Moser-Burg (personal communication, October 9, 2018), a doctoral-level professional counselor in Charlotte, North Carolina, encourages adults to consider what happened to the aggressor, not what is wrong with him or her. Bullies can be encouraged to receive therapeutic aid for issues like insecure attachment, poor parenting, bad role models, and emotional dysregulation, as well as anger, disabilities, poverty, community, culture, neglect, abuse, or violence. These issues manifest in outward conduct at school, including risk-taking behaviors, defiance, delinquency, and substance abuse. Bullies can be seen individually, with their loved ones, or in groups to help them understand their pain and cope with it in more appropriate ways while seeking health. It is imperative that adults remind aggressors they are accepted even if their actions are not appropriate or helpful. One major area of concern within a bully's experience is trauma.

Acknowledging Trauma. Trauma is a phenomenon defined as one or various emotionally painful experiences that produce lasting impacts on the individuals involved [40]. Todd (personal communication, September 1, 2017), a counseling professor at the University of the Cumberlands, noted that trauma is not an event; it is an individual's perception of an event. Carney [40] outlined that the frequency of exposure to bullying events was the greatest factor in predicting a student's traumatic response, so the more a student is bullied, the higher the likelihood of trauma symptomology. Symptoms can include avoidance, intrusive thoughts, negative feelings, anxiety, nightmares, and violent play [40]. An important distinction is that, "many bullies experience trauma, but not all traumatized children end up bullying" (C. Schoeneberg, personal communication, October 10, 2018). Nonetheless, "children and adolescents are particularly vulnerable to trauma" [40] (p. 179). In one landmark study, known as the Adverse Childhood Experiences [41], exposure to ten types of childhood traumatic situations (many including violence) were found to be directly correlated in a dose-response fashion to over twenty negative outcomes as adults. Those outcomes included physical ailments (e.g., heart disease), coping dysfunctions (e.g., alcoholism), mental illness (e.g., depression), and more. Although trauma is not the focus of this article, it has important connections to bullying and implications if unresolved.

Conclusion: School bullying is known to be the systematic abuse of power that ends in one or more victims receiving unwanted harm; this often develops into psychological, physiological, biological, and social symptoms for the bully and victim. School bullying was outlined to explore its elements, history, etiology, theories, and consequences. Globally, the phenomenon of school bullying has produced widespread and damaging effects to children of all ages, sexes, and ethnicities, regardless of culture. At present, the United Nations recommends that international societies like Ukraine take measures to reduce bullying at multiple ecological levels. Systematically, Ukraine is combatting bullying within its institutions, but there are multiple areas for improvement. Opportunities were outlined within this expose for individuals to contest school bullying, including Ukrainian psychologists, teachers, parents, and students. Overall, to produce a lasting impact, more work and research must be done regarding school bullying in Ukraine.

REFERENCES

1. United Nations Children's Fund (UNICEF). (2018, September 6). Almost quarter of children in Ukraine face bullying at school in 2017. *Interfax: Ukraine General Newswire.* Retrieved from http://eres.regent.edu:2048/login?url=https://search-proquest-com.ezproxy.regent.edu/docview/2100182610?accountid=13479

2. Gladden, R. M., Vivolo-Kantor, A. M., Hamburger, M. E., & Lumpkin, C. D. (2014). *Bullying surveillance among youths: Uniform definitions for public health and recommended data elements* (version 1). Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, and U.S. Department of Education.

3. Fritz, G. K. (2017). Progress in the fight against bullying. *The Brown University Child and Adolescent Behavior Letter*, *33*(8), 8. doi: 10.1002/cbl.30234

4. Espelage, D. L. (2016). Leveraging school-based research to inform bullying prevention and policy. *American Psychologist*, *71*(8), 768-775. doi: 10.1037/amp0000095.

5. Hunter, S. C., Boyle, J. M. E., & Warden, D. (2007). Perceptions and correlates of peer-victimization and bullying. *British Journal of Educational Psychology*, *77*(4), 797–810. doi:10.1348/000709906X171046.

6. Smith, P. K., & Sharp, S. (eds.) (1994). *School bullying. Insights and perspectives*. London, England: Routledge.

7. United Nations Children's Fund (UNICEF). (n.d.). Home. *Stopbullying.com/ua*. Retrieved from http://www.stopbullying.com.ua/.

8. United Nations Children's Fund (UNICEF). (n.d.). About. *Stopbullying.com/ua*. Retrieved from http://www.stopbullying.com.ua/about.

9. Hymel, S., & Swearer, S. M (2015). Four decades of research on school bullying. *American Psychologist*, *70*(4), 293-299. doi: 10.1037/a0038928.

10. Smith, P. K. (2013). School bullying. *Sociologia Problema E Practicas*, *71*, 81-98. doi: 10.7458/SPP2012702332.

11. Waasdorp, T. E., Pas, E. T., Zablotsky, B., & Bradshaw, C. P. (2017). Ten-year trends in bullying and related attitudes among 4th to 12th graders. *Pediatrics*, *139*(6), 1-8. doi: 10.1542/peds.2016-2615.

12. United Nations Children's Fund (UNICEF). (n.d.). Advice. *Stopbullying.com.ua*. Retrieved from http://www.stopbullying.com.ua/adults/advices/

13. Goldbrunner, J. (1956). *Individuation: A study of the depth psychology of Carl Gustav Jung [translated from the original German by Stanley Godman]* (1st ed.). New York, NY: Pantheon.

14. Anderson, S. A., & Sabatelli, R. M. (2011). *Family interaction: A multigenerational developmental perspective* (5th ed.). Boston, MA: Pearson.

15. U-Report. (2016, April 5). General: Global poll on bullying. *Ureport.in*. Retrieved from https://ureport.in/poll/575/.

16. Craig, W., Y., Harel-Fisch, H., Fogel-Grinvald, S., Dostaler, J., Hetland, B, Simons-Morton, B., Molcho, M., Gaspar de Mato, M., Overpeck, P., Due, W., Pickett, HBSC Violence & Injuries Prevention Focus Group, & HBSC Bullying Writing Group. (2009). A cross-national profile of bullying and victimization among adolescents in 40 countries. *International Journal of Public Health*, *54*(S2), 216-224. Doi: 10.1007/s00038-009-5413-9.

17. Inchley, J., Currie, D., Young, T., Oddrun, S., Torsheim, T., Augustson, L., Mathison, F., Aleman-Diaz, A., Molcho, M., Weber, M., & Barnekow, V., (2016). *Growing up unequal: Gender and socioeconomic differences in young people's health and well-being*. Copenhagen: Denmark: World Health Organization Regional Office for Europe.

18. United Nations Children's Fund. (2017, July 13). Bullying in Ukraine: A major problem for children. UNICEF launches and anti-bullying campaign. *UNICEF Ukraine*. Retrieved from https://www.unicef.org/ukraine/media_31250.html.

19. Chi En Kwan, G., & Skoric, M. M. (2012). Facebook bullying: An extension of battles in schools. *Computers in Human Behavior*, *29*, 16-25. doi: 10.1016/j.chb.2012.07.014.

20. United States Department of Health and Human Services. (2017, September 8) Facts for kids about bullying. *Stopbullying.gov*. Retrieved from https://www.stopbullying.gov/kids/facts/index.html.

21. Espelage, D. L., & Asidao, C. S. (2001). Conversations with middle school students about bullying and victimization: Should we be concerned? *Journal of Emotional Abuse*, *2*, 49 – 62. doi: 10.1300/J135v02n02_04.

22. Bosworth, K., Espelage, D. L., & Simon, T. R. (1999). Factors associated with bullying behavior in middle school students. *The Journal of Early Adolescence*, 19, 341–362. doi:10.1177/0272431699019003003.

23. Espelage, D. L., Bosworth, K., & Simon, T. R. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of Counseling and Development*, *78*, 326–333. doi:10.1002/j.1556-6676.2000.tb01914.x.

24. Espelage, D. L., Low, S., Rao, M. A., Hong, J. S., & Little, T. D. (2014). Family violence, bullying, fighting, and substance use among adolescents: A longitudinal mediational model. *Journal of Research on Adolescence*, *24*, 337–349. doi: 10.1111/jora.12060.

25. Espelage, D. L., Low, S., & De La Rue, L. (2012). Relations between peer victimization subtypes, family violence, and psychological outcomes during adolescence. *Psychology of Violence*, *2*, 313–324. doi:10.1037/a0027386.

26. Drabick, D. A. G., Beauchaine, T. P., Gadow, K. D., Carlson, G. A., & Bromet, E. J. (2006). Risk factors for conduct problems and depressive symptoms in a cohort of Ukrainian children. *Journal of Clinical Child & Adolescent Psychology*, *35*(2), 244–252. doi:10.1207/s15374424jccp35028.

27. Webster-Stratton, C. (2012). *Collaborating with parents to reduce children's behavior problems: A book for therapists using the Incredible Years programs*. Seattle, WA: Incredible Years.

28. Burlaka, V. (2016). Externalizing behaviors of Ukrainian children: The role of parenting. *Child Abuse & Neglect*, *54*, 23-32. doi: 10.1016/j.chiabu.2015.12.013.

29. Bolkun, T. A. (2010). Individual differences of the processes of identification and self-differentiation of adolescents from vulnerable families. *Collected Scientific Works of the Khmelnytsky Institute of Social Technologies of the Ukraine University*, *2*, 61–65.

30. Chumak, L., & Tkachenko. (2008). The issue of within-the-family upbringing in the context of socialization of a personality. In V. I. Sipchenko (Ed.), *Making educational process more human: Collected scientific works* (Vol. XL) (pp. 266–269). Slovyansk: Slovyansk State Pedagogical University.

31. United Nations Children's Fund (UNICEF). (n.d.a). #ENDviolence. *UNICEF*. Retrieved from https://www.unicef.org/end-violence.

32. Gerlinger, J., & Wo, J. C. (2016). Preventing school bullying: Should schools prioritize an authoritative school discipline approach over security measures? *Journal of School Violence*, *15*, 133-157. doi: 10.1080/15388220.2014.956321.

33. Kueny, M. T., & Zirkel, P. A. (2012). An analysis of anti-bullying laws in the United States. *Middle School Journal*, *43*(4), 22-31.

34. Patalay, P., Gondek, D., Moltrecht, B., Giese, L., Curtin, G., Stankovic, M., & Savka, N. (2017). Mental health provision in schools: Approaches and interventions in 10 European countries. *Global Mental Health*, *4*(10), 1-12. doi: 10.1017/gmh.2017.6.

35. Harris, R. D. (2005). Unlocking the learning potential in peer mediation: An evaluation of peer mediator modeling and disputant learning. *Conflict Resolution Quarterly*, *23*(2), 141–164. doi:10.1002/crq.130.

36. Burlaka, V., Graham-Bermann, S. A., and Delva, J. (2017). Family factors and parenting in Ukraine. *Child Abuse & Neglect*, *72*, 154-162. doi: 10.1016/j.chiabu.2017.08.007.

37. United States Department of Health and Human Services. (2017, September 28) Engage parents & youth. *Stopbullying.gov*. Retrieved from https://www.stopbullying.gov/prevention/at-school/engage-parents/index.html.

38. United States Department of Health and Human Services. (2017, September 28) Prevention at school. *Stopbullying.gov*. Retrieved from https://www.stopbullying.gov/prevention/at-school/index.html.

39. United States Department of Health and Human Services. (2017, September 28) What kids can do. *Stopbullying.gov*. Retrieved from https://www.stopbullying.gov/kids/what-you-can-do/index.html.

40. Carney, J. V. (2007). Perceptions of bullying and associated trauma during adolescence. *Professional School Counseling*, *11*(3), 179-188.

41. Substance Abuse and Mental Health Services Administration (SAMHSA). (2018, July 9). Adverse childhood experiences. *SAMHSA.gov*. Retrieved from https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences.