

**TACKLING BULLYING BEHAVIORS,
BUILDING RESILIENCE, AND TEACHING
YOUTH PROSOCIAL BEHAVIORS**

Dr. Kimberly Mason

Why is this important?

- To build a vibrant, safe learning community in which we all strive to:
 - ▣ Interact through **honest, respectful** and **open** communication
 - ▣ Acknowledge and celebrate our differences and encourage **empathy, compassion, understanding** and respect for human dignity
 - ▣ Live our lives **positively, joyfully** and **ethically**

Bullying Video Goes Viral

- <http://www.youtube.com/watch?v=8p-pt1H4AJw&feature=related>

Words DO Hurt: Aye Pollack

- http://www.youtube.com/watch?v=37_ncv79fLA&feature=related

Eliminate Bullying Behaviors and Violence by:

Teaching Youth Prosocial Behaviors



(caring, confident, compassionate, & considerate)



Promoting Positive Relationships

Building Resilience



Three things ...



**Stand up against
bullying/cyberbullying**

Three things ...

2 **Keep a
Positive
digital reputation**

Just stop and THINK for a moment...



...really stop and think

Three things ...

3 **Follow the
“rules of the road”**

How do you DEFINE Yourself?

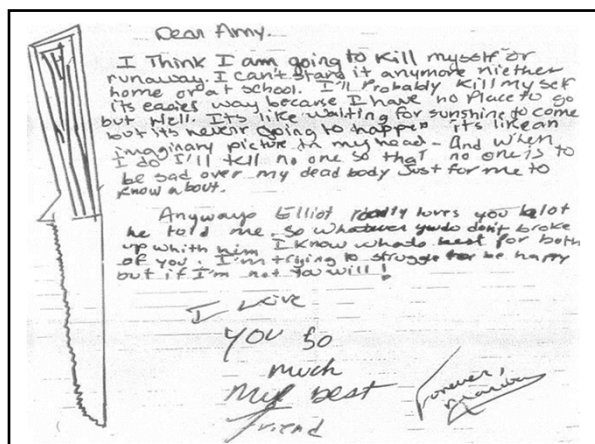
How you conduct yourself and what values you live by
not only define YOU and YOUR culture, but play a part
in defining the people around you

A Child's Story



What are your values regarding bullying?

- ☐ Bullying is just a “normal” part of childhood.
- ☐ Children who bully just suffer from low self-esteem.
- ☐ Victims just need to learn how to stand up for themselves.
- ☐ Victims bring bullying on themselves.
- ☐ Bullying only happens when physical violence is involved.
- ☐ Adults should stay out of it.



Bullying...



- an 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;
- the behavior intends to cause fear, distress and/or harm to another person's body, feelings, self-esteem, or reputation

Introduction to Bullying

- According to the Indicators of School Crime and Safety (2011), during the 2009–10 school year,
 - 23% of public schools reported that bullying occurred among students on a daily or weekly basis,
 - 9% reported widespread disorder in classrooms on a daily or weekly basis
- In March 2011, the Anti-Bullying and Harassment Act of 2011 was introduced in Congress.
- To date, 49 states have passed legislation related to harassment, intimidation, and bullying in schools.

Types of Bullying



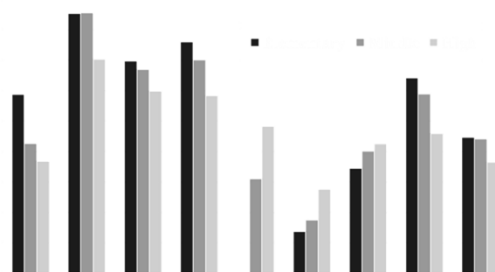
- Physical Bullying:
 - Hitting, kicking, shoving, stealing, or damaging property
- Verbal Bullying
 - Taunting, teasing, name calling, mocking, making degrading comments, or making sexist, racist, or homophobic comments
- Social/relational Bullying
 - Excluding an individual or group of people from a group or spreading gossip or rumors about them
- Electronic/Cyberbullying
 - uses electronic devices, the Internet, mobile phone, or other social media platforms to intimidate, threaten or humiliate another individual or group of individuals

Reasons to Take Bullying Seriously

- Over 7 million children are bullied and 1.5 million children are cyberbullied each year (DeVoe & Murphy, 2011).
- 3 out of 10 children in grades 6 through 12 are involved in bullying, as perpetrators, targets, or both (DeVoe & Bauer, 2011).
- 16,000 students miss school every day due to fear of bullies (Schoen & Schoen, 2010).
- 14% of 8-12th-graders surveyed reported that "bullying diminished their ability to learn in school" (Hoover & Oliver, 1996, p. 10).
- 75% of students are victimized by bullies during their school career (National Crime Prevention Council, 2007).
- In more than 2/3 of the school shootings, the attackers felt "persecuted, bullied, threatened, or attacked" (National Crime Prevention Council, 2007).

Forms of Bullying

How were you bullied within the last month?



(N=25,119 students grades 4-12)

How common is bullying?

- Estimates of prevalence rates vary considerably - from low estimates under 10% to estimates surpassing 70%.
- *The 2009 National Youth Risk Behavior Surveillance System (YRBSS): national sample of 16,410 students in grades 9-12*
 - 1 in 5 (20%) reported that they were targets of bullying
 - 8% reported that they bullied others
 - 6.5% reported that they were both victims of bullies as well as bullies themselves
 - 11.1% of students had been in a physical fight on school property, with the prevalence higher among males (15.1%) than females (6.7%).

Differences

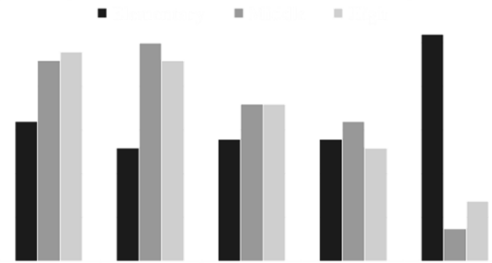
- Gender - Males have higher rates of being physically bullied; females have higher rates of indirect or relational bullying
- Age - Risk for being bullied increases begins with preschool children, peaks during early adolescences (or middle school), and begins to decline during high school (eBullying ↑ in H.S.).
- Grade - bullying behaviors decrease with increasing grade level (39.4% of 6th-graders vs. 20.6% of 12th-graders).
- Race - Students of nonwhite ethnic origin experience more racist name-calling than white children; White and black children are more likely to report bullying than other ethnic groups.
- Sexual orientation - LGBT youth are at risk for being targets of severe bullying with nearly 9 out of 10 experiencing harassment at school.
- Disability - Children with disabilities were three times more likely to be victims of bullying and were ostracized, or purposely ignored, more often than their non-disabled peers

How common is bullying (cont.)?

- *The 2008-2009 School Crime Supplement: national sample of 4,326 students in grades 6-12.*
 - One-third (33%) were bullied at school
 - Target of traditional (63.5%) and electronic (19.8%) bullying than were nonvictims (26.6% and 5.5%, respectively).
 - Targets of violence engaged more in physical fights at school (33.9%) than did student nonvictims (5.3%)
 - Targets of violence been exposed to more hate-related graffiti at school (58.1%) than student nonvictims (28.4%).

Location of Bullying

Where were you bullied within the last month?



N=25,119 (Students grades 4-12; December 2005)



By age 24, 60% of former bullies have been convicted of a crime compared to 10% of who have not bullied

(Olweus, 2003)

6 Motives Behind Bullying Behaviors

- Power/Control
 - They want to feel powerful; to run things or be in charge; to have it their way, and/or tell others what to do.
- Belonging
 - They want to be a part of the group; have a strong need to be accepted by peers; feel love and accepted by their parents.
- Freedom
 - They don't believe that they have the freedom to do things or activities in their life, or their choices are limited, and by bullying they feel free to do whatever they choose.
- Fun
 - They want to have fun. They may feel good or believe they are only playing when they bully, or state the target initiated it.
- Survival/Revenge
 - They bully others because they have been bullied or believe they have been wronged in some way or treated unfairly.
- Feel Inferior
 - They bully because they believe they can't do anything right or unable or can't do things well.



Who Are Children that bullies?

- Higher Levels of Conduct Problems
- Dislike School/Poor School Adjustment
- Positive Attitude Toward Violence and Use of Violence
- Hot-tempered; Impulsive
- Strong Need to Dominate
- Little Empathy Toward Victims
- Child who encourages others to hurt smaller/weaker students
- Positive View of Themselves
- Greater Ease in Making Friends



Who are the Bystanders?



- A person who does not become actively involved in a situation where someone needs help, or who is a passive observer who does not get help, or does not intervene.
- Bystanders are present in almost 85-88% of school bullying situations, but intervene in less than one-fifth of the time (Craig et al., 2001; Hawkins et al., 2001).

Who Are Likely Targets of Bullying?



- "Passive" Targets
 - Quiet, cautious, sensitive, socially isolated
 - Insecure, less confident, anxious, and have low self-esteem
 - Physically weaker than peers
- "Provocative" Targets
 - gets angry, emotionally upset and tends to fight back or try and extract revenge in response to bullying or taunts by peers
 - ADD, ADHD,
 - Clumsy, immature or developmentally delayed
- Lack Social Skills
- Poor Social and Emotional Adjustment
- Difficulty Making Friends/Lack of Friends

Bystanders Intervene

- When peers intervene, bullying stops within 10 seconds, 57% of the time.

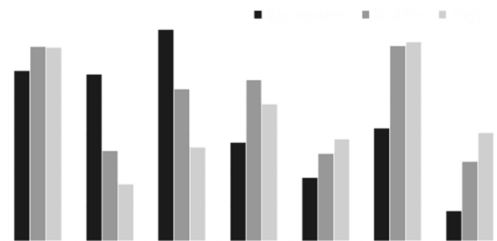


Sticks and Stones video (3.06)

- <http://www.youtube.com/watch?v=Ntq4IV38FRs&feature=email>

Response to Bullying

When you were bullied, what did you do?



N=25,119 (Students grades 4-12)

Youth Testimonies

- "I think I could put up with a certain amount of bullying, but if it got really hurtful, I would speak out."
- "Unless they are threatening your life or the life of someone you know, it shouldn't matter."
- "I think most kids are reluctant to tell someone because they think it makes them look like a little kid who is 'tattling.'"

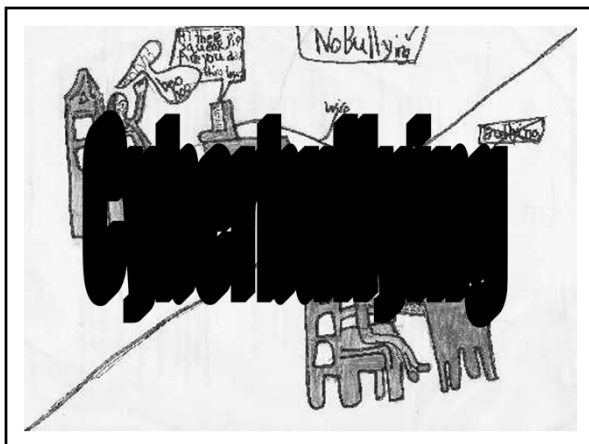


Words DO Hurt: Aye Pollack 1 year later

- <http://www.youtube.com/watch?v=TpqCjN5WmDk&feature=fvwrel>

**Technology is only a tool.
YOU determine
its USE and IMPACT...**

So...how are YOU using it?



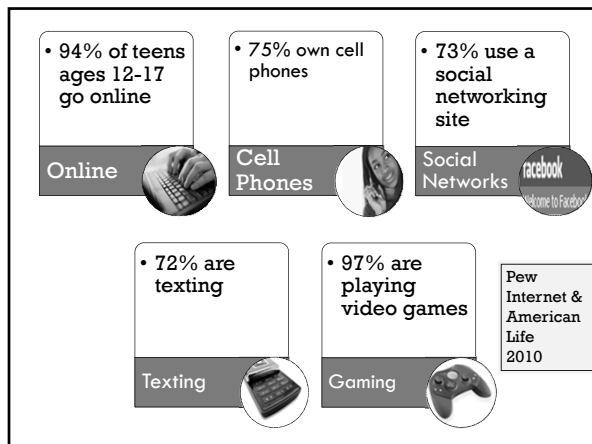
How Much Time Kids Spend Online?

Do You know...

8-18 year-olds devote an average of 7 hours and 38 minutes (up from 6:21) to using entertainment media across a typical day (more than 53 hours a week)

Media multitasking-they jam about 10 hours and 45 minutes worth of media content into those 7½ hours.

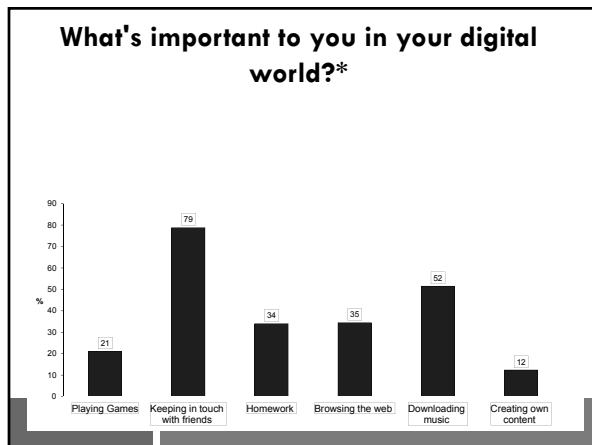
About half (47%) of heavy media users say they usually get fair or poor grades (mostly Cs or lower), compared to about a quarter (23%) of light users.



What is Cyberbullying?

- Aggressive Behavior
 - Verbal
 - Psychological
- Carried Out
 - Repeatedly and Over Time
- Imbalance of Power
 - Techie-Uses Technology
 - Psychological Control
- Behavior is Intended to Harm or Disturb
- Direct Bullying
 - Directly sends a message to other
- Indirect Bullying
 - cyberbullying by proxy by using others to help cyberbully a target, with or without the accomplice's consent

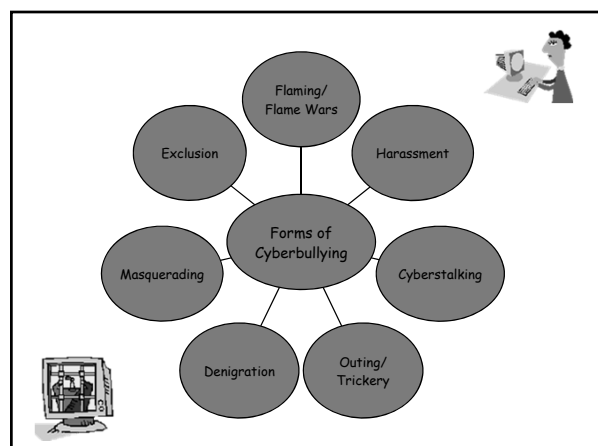
Human Relationships



Just imagine in a time of conflict...

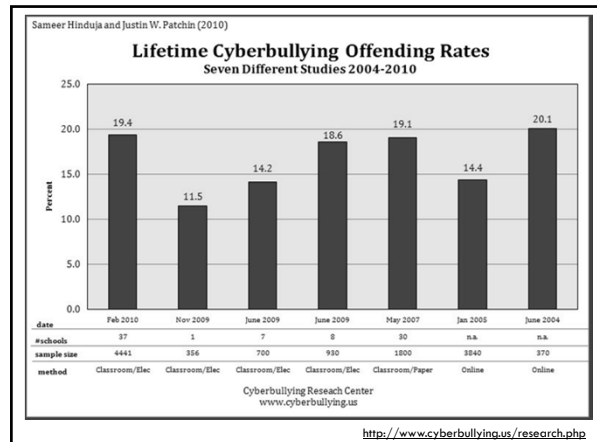
...dealing with an enemy that:

- you **can't physically see**
- you **can't distinguish from your allies**
- is **extremely difficult to locate**
- can **attack** you from **anywhere at anytime**
- uses an **unlimited variety of weapons**...weapons that many are not even aware of
- is **very knowledgeable and skillful**



Differences

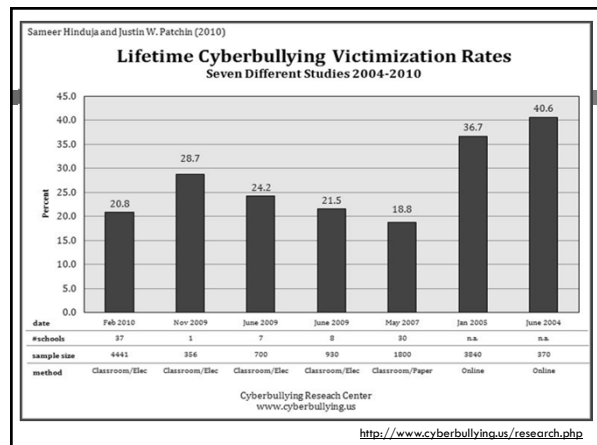
| Bullying | Cyber Bullying |
|------------------------------------|-----------------------------------|
| ☞ Direct | ☞ Anonymous |
| ☞ On Campus | ☞ Anywhere |
| ☞ Lot of energy and courage | ☞ Not so much |
| ☞ Mostly verbal and physical | ☞ Multimedia |
| ☞ Poor relationships with teachers | ☞ Good relationship with teachers |
| ☞ Fear retribution | ☞ Fear loss of technology |
| ☞ Requires strength | ☞ Requires skills & knowledge |



Crossover Between Cyberbullying and F2F Bullying

- ☐ Targets of cyberbullying were more likely
 - ☐ to get into a physical fight (15.6%) at school,
 - ☐ to be the target of a crime (12.8%),
 - ☐ bring a weapon to school (7.4%)
 - than students who were not cyberbullied (5.1%, 3.3%, and 2.4%, respectively).
- ☐ Of the 115,000 public schools, less than 8% are aware of the extent of cyberbullying among students.

(Robers et al., 2012).



Prevalence of Cyberbullying

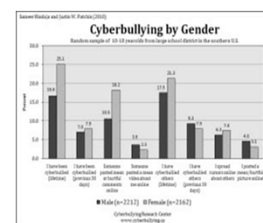
Reasons cyberbullies said they engaged in cyberbullying:

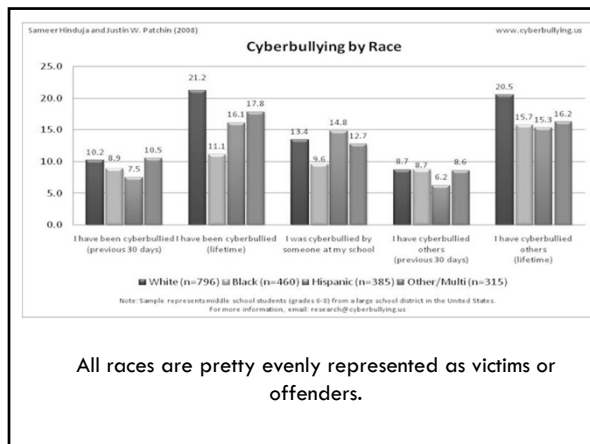
- ☐ To show off to friends (11%); To be mean (14%); To embarrass (21%); For fun/entertainment (28%); Person deserved it (58%); To get back at someone (58%); Something else (16%)
- ☐ Cyberbullies spend more time online
 - ☐ (38.4 hours compared to 26.8 hours)
- ☐ SNS users (39%) reported online harassment
- ☐ 81% of teens agree that bullying online is easier to get away with than bullying in person.

Moessner, 2007; Teen Online & Wireless Safety Survey, 2009

Cyberbullying by Gender

- ☐ Adolescent girls are significantly more likely than boys to have experienced cyberbullying in their lifetimes (25.8% vs. 16%) and report cyberbullying others during their lifetime (21.1% vs. 18.3%).
- ☐ Girls are more likely to spread rumors while boys are more likely to post hurtful pictures or videos.





Cyberbullying and Bystanders

- 45% of young people report that they see people being mean to each other on social networking sites (Gatti, 2008).

2/3



Motives Behind Cyber-Harassment Interaction

- You don't know me (dissociative anonymity)**
 - disinhibition
 - experimentation with multiple identities
 - sense of entitlement
 - empowerment
- We're equals (minimizing authority)**
 - levels the position of power and status
 - appearances of "authority" minimized - people are much more willing to speak out or misbehave
 - no fear of disapproval and punishment
- You can't see me (illusion of invisibility)**
 - different moral values and social expectations
 - reduction of social and contextual cues and tangible feedback
 - underdeveloped empathy skills
 - instant gratification
- It's just a game (dissociative imagination)**
 - entertainment - mass audience
 - lack of impulse control
 - underdeveloped an internal behavior control mechanism
 - ineffective problem solving skills

Harassment Can Last Forever

- <http://www.youtube.com/watch?v=41FwxLZYkbE>

□ **Physical, Social, Psychological, and Emotional**

- Health concerns
- Stop socializing out of school
- Depression, fear, anxiety, anger, hurt, embarrass
- School failure, school avoidance, and school violence
- Substance use, delinquency



Signs of Cyberbullying Red Flags



A cyberbullying victim might

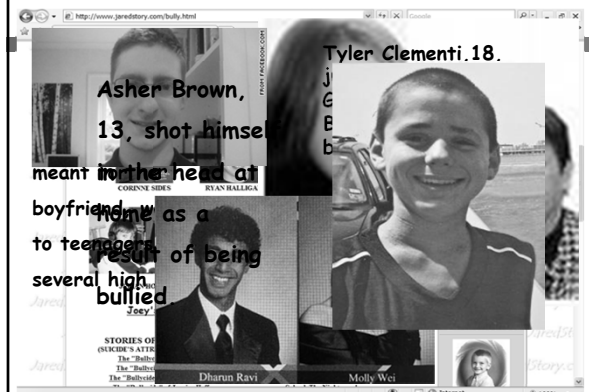
Stop using the computer or cell phone

Act nervous when receiving an e-mail, IM, or text

Seem uneasy about going to school

Withdraw from friends and family

"Bullicide"



Digital Citizenship

- Digital citizenship is the norms of appropriate, responsible behavior with regard to technology use
- Using your online presence to grow and shape your world in a safe, creative way, and inspiring others to do the same."

(Digizen)



Myth ALERT

Cyberbullying does not *cause* suicide

Digital Footprints

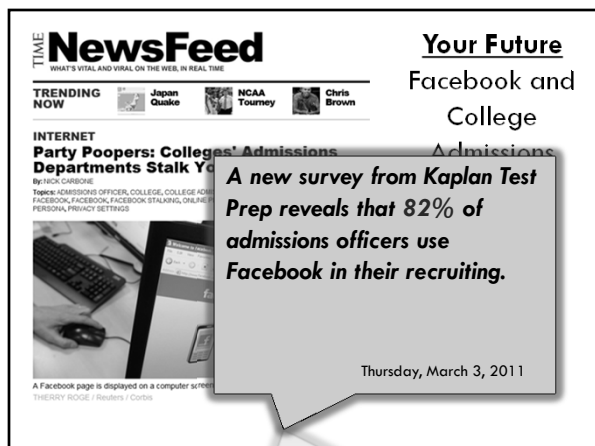
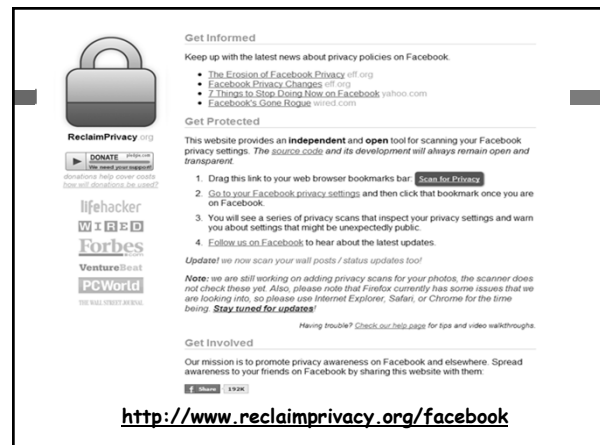
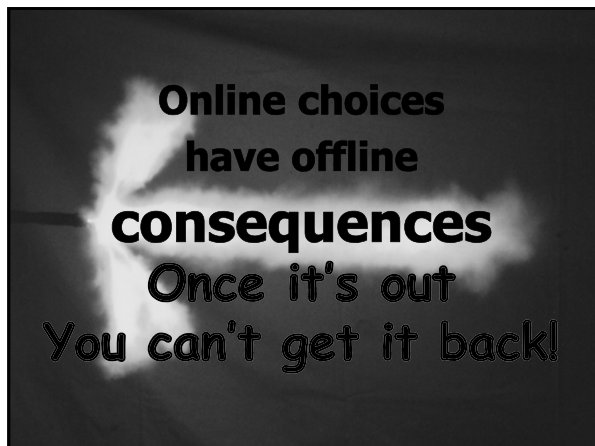


- What goes online stays online



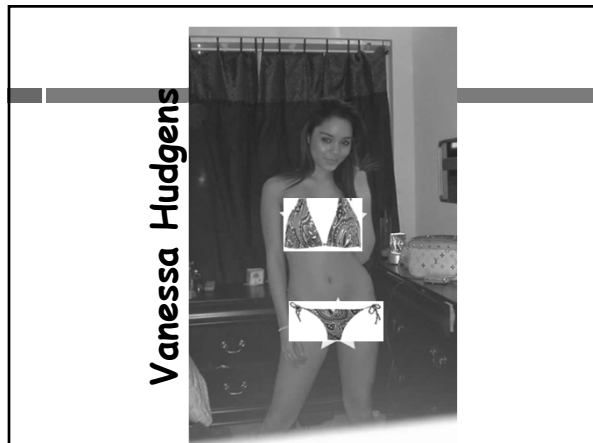
How private is the information posted on the Internet?







Legal Issues



LA Anti-Bullying Bill – H.B. 364, (2001)

- Requires local school boards to adopt policies prohibiting harassment, intimidation and bullying by students and protecting students and employees who report such incidents. Authorizes local school boards to adopt zero tolerance policies for fighting in schools and requires students expelled for fighting to pay for and attend conflict resolution classes with their parents.
- The provisions of the bill does not apply to the parishes of Livingston, East Baton Rouge East Feliciana, West Feliciana, St. Helena, and Tangipahoa (all had policies in place before the bill).

Once it's out there ...



You CAN'T get it back!

HB 1458: ACT 755 (2010): Louisiana Schools Accountability Law

- By January 1, 2011, public schools must conduct a review of the student code of conduct amend such code to assure that the policy prohibiting the harassment, intimidation, and bullying of a student by another student to include cyberbullying.
- Inform each student, in writing within 10 days, after enrolling in school of the prohibition against such incidents; the nature and consequences of such actions; and the proper process and procedure for reporting any incidents involving such prohibited actions.
- Develop and adopt a policy establishing procedures for the investigation of reports.
- Document the details of each reported incident of harassment intimidation, and bullying, including cyberbullying.
- Report all such documented incidences to the Department of Education

Liability for Bullying

Scruggs v. Meriden Board of Education
U.S. District Court of Connecticut

- Middle school boy receiving LD services was bullied repeatedly, and eventually committed suicide
- Family sued superintendent, vice principal and school counselor
- Court found the school to be negligent and deliberately indifferent

LW v Toms River Regional School Board of Education

- New Jersey boy repeatedly teased about perceived sexual orientation in elementary and middle school (called "faggot" "gay" etc., physically bullied and threatened)
- Court cited Davis V Monroe in finding for plaintiff, awarded 50K
- School ordered to revise policies, train staff, implement bullying prevention program

Louisiana HB 1259: ACT 989 (2010): Cyberbullying

- Defined as: the "transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person under the age of 18" according HB 1259.
- Fine: Not more than \$500 and/or imprisoned up to 6 months or both.
- When the offender is under 17, the disposition of the matter shall be governed exclusively by the provisions of Title VII of the Children's Code.
 - Minors under 17: Must undergo counseling for a first offense and misdemeanor charges for secondary offenses (Children's code articles apply i.e., juvenile court intervention).

LA Anti-Bullying Bill – H.B. 364, (2001)

- Defines bullying as any intentional gesture or written, verbal, or physical act that:
 - (a) a reasonable person under the circumstances should know would have the effect of harming a student or damaging his property or placing a student in reasonable fear of harm to his life or person or damage to his property;
 - (b) is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student; and
 - (c) encourages reporting by rewarding those employees who in good faith report incidents with "immun[ity] from a right of action for damages arising from any failure to remedy the reported incident." (see section 416.13 for specifics)

Texting - Serious Consequences



A death threat through text message

Student's threat arrest

By Cristin Severance, WINK News
Story Created: Nov 27, 2007 at 5:44 PM EST
(Story Updated: Nov 27, 2007 at 5:57 PM EST)

CAPE CORAL, Fla. - An 18-year-old Cape Coral High School student is behind bars, accused of threatening to bash another student's knees with a baseball bat.

Anti Bullying Law Passage Calendar

Bully Police USA
A Watch-dog Organization - Advocating for Bullied Children & Reporting on State Anti Bullying Laws

LOUISIANA
C
HOUSE BILL NO. 364

<http://www.legis.state.la.us/leg/docs/01RS/CYTL/OUT/0000IVSL.PDF>
(This is a PDF file which can be viewed with Acrobat Reader)

HB364 - 2001 Regular Session (Act 230) Author: DAMECO Status:
ACT 230
SIGNED BY THE GOVERNOR
Updated: 9/28/2001 6:01:05 PM

Summary: STUDENT DISCIPLINE: Authorizes local school boards to adopt zero tolerance policies for fighting and to charge fees for classes relating therein and bullying.

HOME

bullypoliceusa.net

Ask a Lawyer
Online Now
24 Lawyers Are Online
Question is Answered Every 9 Sec
www.bullypoliceusa.net

STOP THE BULLYING!
The Parent's & Kids E-Book
Only \$4.95
[Add To Cart](#)

49 States HAVE anti bullying laws; 1 States have NO anti bullying laws
11 have anti-cyberbullying laws

Louisiana HB 1357: Act 993 (2010): "Sexting"

- Makes it a crime for anyone under the age of 17 to send an indecent visual depiction of himself/herself to another person via an electronic device.
- Also makes it a crime for a person under the age of 17 to possess or transmit an indecent visual image transmitted by another under the age of 17.

Sexting - Serious Consequences



What is Resiliency?

Resiliency is the process of adapting well in the face of adversity, trauma, tragedy, threats, or other significant sources of stress.

Resiliency is the capacity to bounce back.



What Characterizes Resilient Children?

- ❑ Sociability (form healthy relationships)
- ❑ Optimism (positive view of self and future)
- ❑ Flexibility (change is part of life)
- ❑ Self-confidence (move toward goals, base decisions on confidence in one's abilities)
- ❑ Competence (be good at something and take pride in it)
- ❑ Achievement orientation
- ❑ Community engagement
- ❑ Access to positive adult models
- ❑ Insightfulness (understand people and situations; be able to see other sides)
- ❑ Perseverance (don't give up)
- ❑ Perspective (view crises as challenges to be faced, not insurmountable obstacles)
- ❑ Self control (manage strong feelings and impulses; internalization of locus of control)

There is HOPE for change😊

- ❑ Zachary Jaimson - Bullied Kid Turns Survivor
- ❑ A target of bullying speaks out - and the child who bullied him talks about his change of heart.
- ❑ <http://www.youtube.com/watch?v=89iFQwaSZSU&feature=email>



Focus on the child's mental health

"The possession of skills necessary to cope with life's challenges"

What Type of Intervention to Use? It Depends?

- ☐ Did the bullying incident occur within the school's jurisdiction?
- ☐ What is the history of the students involved?
- ☐ What is the nature of the bullying behavior?
- ☐ How frequent and severe is the bullying?
- ☐ What intervention will promote a positive outcome for the students?
- ☐ Does the intervention fit within the school district's guidelines?

Teach and Foster Life Skills

- ☐ **Character education** will help children "R.E.A.P." the benefits of developing prosocial behaviors so that they may gain Respect for others, as well as themselves, show Empathy towards others, gain an Acceptance of others, and develop Perspective-taking abilities by understanding different points of view;
- ☐ **Social skills training** will help children understand acceptable and unacceptable social behaviors in order to build healthy relationships;
- ☐ **Anger management** skills training will help children understand, recognize, control, and express their anger in a healthy manner;
- ☐ **Conflict resolution education** will help children become aware of conflict before it happens through body language, eye contact, facial expression and conversation and to be able to **AVOID** the conflict entirely; or, if this is not possible, to **RESOLVE** the conflict before it escalates into a dangerous situation.
 - ☐ The ultimate goal of learning conflict resolution strategies is to provide children with the tools to help them **MANAGE** and control conflict peacefully.

Intervening using Restorative Justice Approaches

Restorative approaches are designed to:

- repair the harm done to relationships (no blaming);
- focus on building and nurturing relationships
- consider the needs of all involved;
- help all participants recognize their responsibilities;
- emphasizes holding aggressors accountable for their behavior;
- Support the development of emotional literacy

Summarized from T. S. Jones and R. Compton (Eds.), Kids Working It Out: Stories and Strategies for Making Peace in Our Schools, Jossey-Bass, 2003.

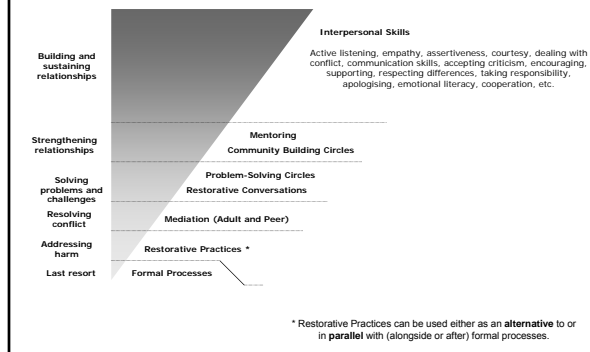
Follow-up Interventions

- ☐ Intervening in bullying does not necessarily mean immediately turning to traditional forms of discipline.
- ☐ Discipline should be considered as one part of a holistic approach to addressing bullying and used in conjunction with other educational and restorative strategies.
- ☐ Interventions should help children who bully gain awareness, develop the skills, empathy, and insights they need to find alternatives to bullying.
- ☐ Interventions should also assist to restore positive relationships between the students involved in bullying and improve the school climate.

Critical Assumptions of RJ

- ☐ Bad behavior is defined best as a violation of people, not law or rule.
- ☐ Perpetrators should be accountable not only to authorities but to those whom they have harmed.
- ☐ Targets and communities are given a direct role in seeking justice.
- ☐ Justice should balance the needs of targets, perpetrators, communities and authorities.

RJ - Where does it fit?



Cyberbullying Threat Assessment

How to differentiate the communication

“rude” communications VS. “cyberbullying”

1. **Kind of Threat – Physical or emotional safety issues**
2. **Frequency of the Threats – How often**
3. **Source of the Threats – Where are the threats coming from**
4. **Nature of the Threats – The means that the threat will be carried out**

The Five RJ Questions

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- What do you need now so that the harm can be repaired ?

Determining “True Threats”

- First Amendment protections do not extend to certain types of speech, including threats of violence.
- In the 2003 case, *Virginia v. Black*, the Supreme Court ruled **“true threats”** are “those statements where the speaker means to communicate a **serious expression** of an **intent** to commit an act of unlawful violence to a **particular individual or group of individuals.**”

Assessing Cyber-Threat

- A **threat assessment** is conducted when a person(s) threatens to commit a violent act or engages in behavior that appears to threaten an act of violence.
 - This kind of threatened violence is termed **targeted violence.**
- **Threat assessment** is a process of evaluating the threat, and the circumstances surrounding the threat, in order to uncover any facts or evidence that indicate the threat is likely to be carried out.
- See Zero Tolerance Implementation Procedures (Mason, 2006).

To determine a true threat ...

- Courts typically examine the following factors:
 - What was the speaker’s intent?
 - How did the intended target react?
 - Was the communication made directly to the target?
 - Was the threat conditional?
 - Did the target have reason to believe that violence would occur?

Questions To Ask Perpetrator of Bullying

1. Do you know why I wanted to talk to you?
2. What happened today when you were [place of incident]?
3. What exactly did you say and do?
4. What did you mean when you said/did that?
5. How do you think [person threatened] feels about what you said?
6. What was the reason you said that?
7. What you going to do now?

Teaching Tools for Young Children with Challenging Behavior

www.challengingbehavior.org

- a **FREE** product that gives practical strategies to create a plan to support young children who are having challenging behavior.
- The Teaching Tools provide:
 - easily accessible ideas and materials such as handouts, worksheets, techniques, strategies, and visuals to support children
 - ideas of effective intervention approaches for children who do not need a functional assessment to determine the function of the child's problem behavior or a team-based process to address persistent challenging behavior.



Technical Assistance Center
on Social Emotional Intervention
for Young Children



STUDENT COPING STRATEGIES If they are a perpetrator of bullying....

- **STOP**
 - Think about your personal values. What are your beliefs about the way others should be treated?
- **THINK**
 - About your reasons for bullying and alternative ways to express your feelings.
- **DECIDE**
 - Think about how your actions might affect others

TEACH THEM THEY HAVE A CHOICE!

The Circle of Courage Model

Strength-based model of youth empowerment that covers four basic values and needs: Belonging, Mastery, Independence and Generosity.

- **Belonging** is the universal desire for positive and caring relationships. To be an important person in the eyes of significant others. To believe "I belong here and am cared for."
- **Mastery** is our innate thirst for learning. Mastery is nurtured as we gain academic and social competence and learn to cope with the world. To believe "I am good at something."
- **Independence** is our desire to exercise free will. Independence is fostered by increased responsibility. To believe "I have the power to make good decisions."
- **Generosity** is our passion for life and is nurtured by developing concern for others and a commitment beyond one's self. To believe "I have a purpose. I can make a difference."

Promote Social-Emotional Competency

- Social and emotional learning is the term used to describe "the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively" (Collaborative for Academic, Social, and Emotional Learning, 2005).

Intervention with Perpetrator of Bullying

Behavioral Contract
Parent Meetings
Individual Meetings With Perpetrator
Counseling/Mental Health
Skill Development
 Impulse Control
 Anger Management
 Conflict Resolution
 Empathy
Re-entry plan
Student Assistance Program

Counseling Aggressive Youth

Help children think about these questions after they know what their consequences are:

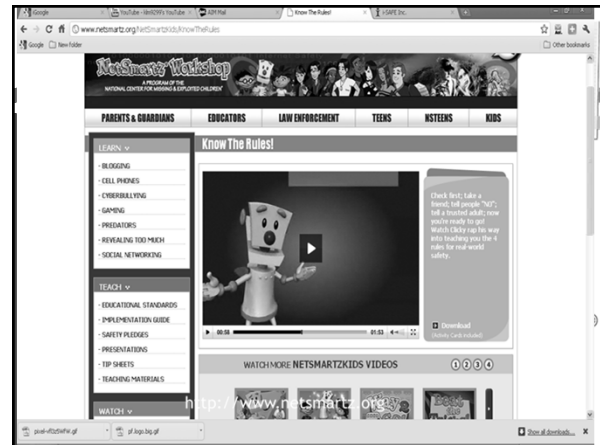
- ❑ **What did you do?**
- ❑ **What was wrong with that?**
- ❑ **What problem were you trying to solve?**
- ❑ **How will you solve that problem next time?**

Treating a Target of Bullying

- ❑ Talk to the child's parents/caregivers about bullying and its seriousness. Address any myths they might hold about bullying. Some parents may believe that bullying is a normal part of childhood and that children are best left to work it out among themselves. Some believe that fighting back is the best way to stop bullying.
- ❑ Provide the child's parents with information about bullying and how to help their child respond to bullying.
- ❑ Provide the child or adolescent with information on bullying.
- ❑ Encourage the child's school to implement a comprehensive violence prevention plan that includes an anti-bullying component.

Intervention with Target of Bullying

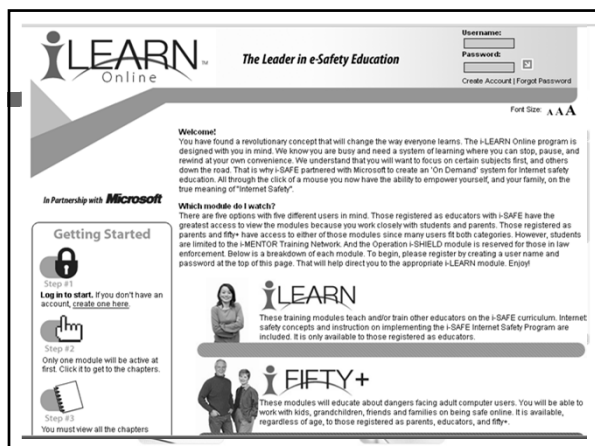
- ❑ Skill development
- ❑ Support
- ❑ Mentoring
- ❑ Follow-up



Treating a Target of Bullying

- ❑ Tell the child or adolescent that you care and are concerned. Ask the child to tell you what is going on and provide an opportunity for the child to talk to you openly.
- ❑ Explain that telling is not tattling and that you need the information in order to help. When the child begins to talk, respond in an accepting and positive way. Make it clear that the bullying is not the child's fault, and that telling you was the right thing to do.
- ❑ Gather a complete violence history from the child or adolescent that addresses exposure to violence, safety issues, stressors in school, family, and community.





CyberSmart!

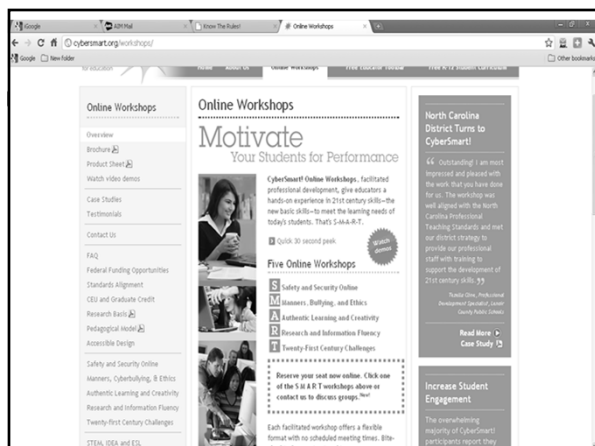
- Free K-12 Curriculum (scope and sequence available)
- Offers online professional development – minimum 20 people, charge
- Reproducible student pages
- 5 units → S.M.A.R.T. – (Safety, Manners, Advertising, Research, and Technology)
- Aligned to the International Society for Technology in Education's National Education Technology Standards (NETS) and information literacy standards
- Mix of online and offline activities
- New Cyberbullying lessons

<http://www.cybersmartcurriculum.org/home/>

CyberBullying: Prevention Curriculum for Grades 3-5 and 6-12

HAZELDEN

- Eight-session curriculum
- Cost \$189.95 for both; \$99.00 individually
- Includes a facilitator guide; CD-ROM of reproducible handouts, posters, parent materials (English and Spanish); a short training on cyberbullying for program facilitators



Creative Strategies for Working with Relational Aggression

Salvaging Sisterhood

MEAN Girls

101 Creative

and Activities for Working with Relational Aggression

Salvaging Sisterhood...

- ❑ *Salvaging Sisterhood* is a group curriculum (grades 5-12) designed to teach friends how to communicate efficiently and effectively with one another
- ❑ *Salvaging Sisterhood* is designed to:
 - ❑ Raise awareness
 - ❑ Develop empathy
 - ❑ Teach healthy conflict
 - ❑ Explore feelings
 - ❑ Promote a positive change in female relationships

National Crime Prevention Council Be Safe and Sound



Engages school administrators, parents, students, law enforcement, and other community members in making school safer.

Program Model

- Step 1: Build an action team
- Step 2: Assess safety and security issues
- Step 3: Hold a school safety and security forum
- Step 4: Develop an action plan
- Step 5: Publicize activities
- Step 6: Promote your cause
- Step 7: Evaluate success

National Crime Prevention Council McGruff Club

<http://www.ncpc.org/programs>



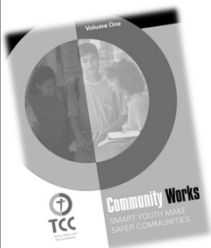
- ❑ Scripted lessons guide instructors through classroom discussions and activities for children in grades 1-4.
- ❑ Activities, incorporating proven teaching strategies, develop children's critical thinking and communication skills.
- ❑ Lessons build upon each other, so children enhance their skills as they age through the program.

National Crime Prevention Council - Samantha's Choice



- ❑ *Samantha's Choice* is a five-minute video that follows the story of a young girl who is afraid to go to ballet class, for fear of being bullied. Specifically aimed at respect in the community, this new anti-bullying animated short has an educator's guide with instructions on how to use the video in a classroom or club setting.

National Crime Prevention Council Community Works



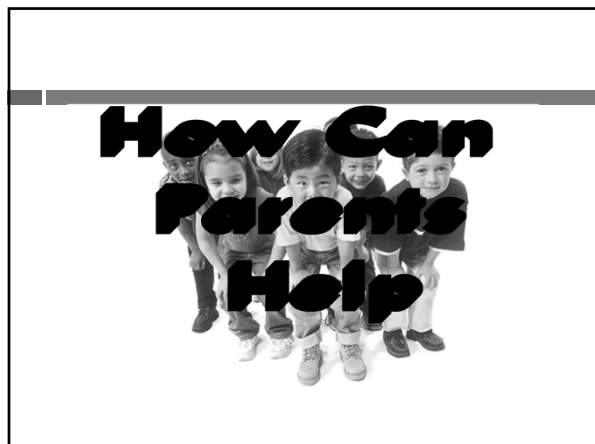
- ❑ Comprehensive curriculum which includes 31 sessions on community safety, violent crimes, substance abuse, property crimes, hate crimes, and bullying and cyberbullying.
- ❑ Lessons to guide young people through a service-learning project
- ❑ Short warm-up activities that nurture positive relationships among teens.



<http://adinasdeck.com>

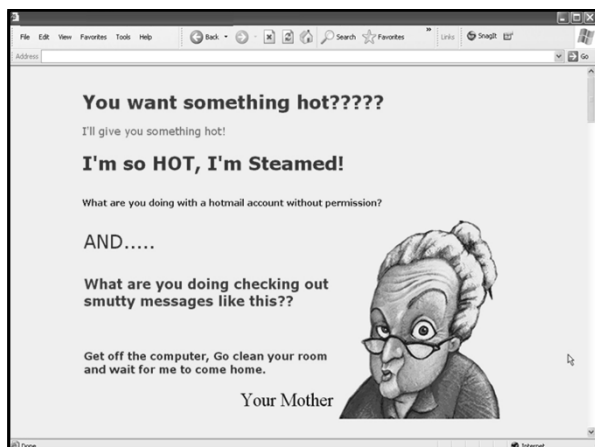


- Internet Safety DVD series designed for 4th-8th graders.
- Currently, 3 episodes, where teens solve contemporary problems: cyberbullying, online predators, and plagiarism; each episode includes bonus documentaries with experts who speak more in depth about the topic.
- Package for Individual Teachers, Counselors
 - Includes: DVD; Facilitators Guide; Single Site License \$70 per episode or \$149.95 for everything
- Package for Schools/Organizations
 - Includes: DVD; Facilitators Guide; Unlimited Site License for entire school/organization \$200 per episode or \$449.95 for everything



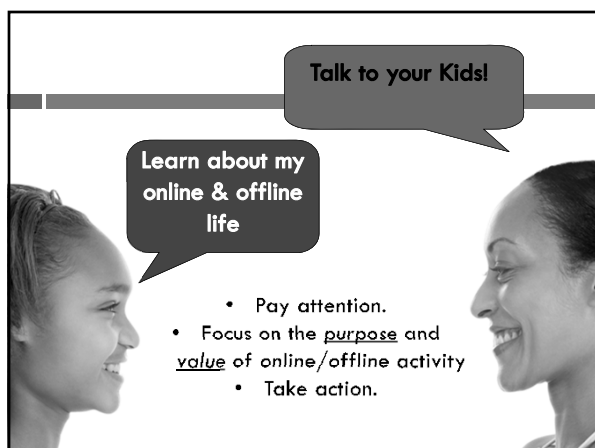
Parent Tips

- ❑ Be Aware of Warning Signs
- ❑ Do Not Overreact
 - ❑ Gain Information
- ❑ Do Not Minimize
- ❑ Take It Seriously
- ❑ Work on Child's Social Skills
- ❑ Listen to Your Child
- ❑ Work With the School



Parent Tips (Cont.)

- ❑ Don'ts:
 - ❑ Be the Cynic - "You're over-reacting"
 - ❑ Be the Martyr - "That's nothing, when I was a kid..."
 - ❑ Be the Brick Wall - Not listening and jumping to conclusions "You should have..." "I would have..."
 - ❑ Be the Interrogator - "I want to know everything"
 - ❑ Be the Bully - "Stick up for yourself" "If you get a black eye the other guy better have two black eyes"
 - ❑ Be the Rescuer - "Leave it to me, I'll take care of it"



Parent Tips (Cont.)

- ❑ Do:
 - ❑ Be the Listener - Do not jump to conclusions
 - ❑ Be the Clarifier - Restate facts
 - ❑ Be the Supporter - See their side
- ❑ Let Your Children Know:
 - ❑ That you are pleased they told you
 - ❑ That you believe them
 - ❑ That it is not their fault
 - ❑ That you do not blame or feel disappointed in them
 - ❑ You are sorry it happened
 - ❑ That you will help with solutions

Parent Response to Bullying If Your Child Is Being Bullied

- Be their sounding board:
 - What the child thinks should be done?
 - What has your child tried? What worked and what didn't?
 - Brainstorm with your child to develop some effective responses. Then role-play different approaches and responses with your child so that he or she will be prepared the next time.
- Encourage your child not to retaliate against the bully or to let the bully see how much he or she has upset your child. Getting a response just reinforces the bullying behavior.
- Tell your child that if at all possible, he or she should stay calm and respond evenly or firmly (e.g., "I don't like your teasing and I want you to stop right now" or "Stop doing that now. If you keep on, I'm going to report you to the principal.>").
- Some children find it works to just say nothing and walk away. At other times, it can be more effective to make a joke, laugh at oneself, or to use humor to defuse the situation.

Learned behavior from their "Masters"???



Parent Response to Bullying If Your Child Is Being Bullied

- Encourage your child to go immediately to a teacher, principal, or other nearby adult if he or she feels seriously threatened.
- You may also want to help your child to develop strategies to avoid situations where bullying can happen and to avoid being alone with bullies.
- If bullying occurs on the way to or from school, your child may want to take a different route, leave at a different time, or find others to walk to and from school with.
- If bullying occurs at school, your child may want to avoid areas that are isolated or unsupervised by adults, and stick with friends as much as possible.

Parent Response to Bullying If Your Child Is Bullying Others

- If you learn that your child is bullying others, sit down and talk with your child immediately. It is important to take the problem seriously, because children and youth who bully others are at a greater risk for serious problems later in life. Give your child an opportunity to explain his/her behavior, but do not accept any excuses or justifications. Make it clear that bullying will not be tolerated and outline the consequences for further unacceptable behavior. If the problem is occurring at school, tell your child you support the school's right to punish him/her if the behavior persists.
- Encourage your child to try to understand how the bullying feels to his/her victim. Bullies often have trouble empathizing with their victims so it is important to discuss with your child how bullying feels. How would your child feel if it happened to him/her? If you or someone close to you has been bullied in the past, you might want to share the story with your child, discussing the emotional impact.

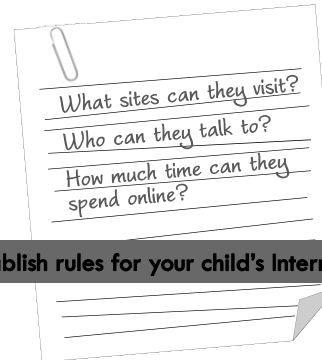
Parent Response to Bullying If Your Child Is Being Bullied

- Encourage your child to form strong friendships. A child or teen who has loyal friends is less likely to be singled out by a bully, and they can be valuable allies if your child is targeted.
- If your child lacks friends, help him or her to develop more friendships. Encourage your child to participate in positive social groups that meet his or her interests, such as after-school groups, church groups, extra-curricular activities, or teams.
- In addition to helping your child make friends, these activities can help to develop your child's special skills and rebuild his or her self-confidence.

Parent Response to Bullying If Your Child Is Bullying Others

- Increase your supervision of your child's activities and whereabouts, and know who your child is spending time with. Make an effort to observe your child in one-on-one interactions. Stop any show of aggression immediately and help your child find other, nonviolent ways of reacting to certain situations. Praise your child for appropriate behaviors.
- If the bullying continues, you need to seek help for your child. Without intervention, bullying can lead to serious academic, social, emotional and legal difficulties. Talk to your child's pediatrician, teacher, principal, school counselor, or your family physician. If the bullying continues, a comprehensive evaluation by a child and adolescent psychiatrist or other mental health professional should be arranged. The evaluation can help you and your child understand what is causing the bullying and help you develop a plan to stop the destructive behavior.

Pitched Arm Wrestling Match



Establish rules for your child's Internet use.

Dock all gadgets before bed in open area

Word of Caution



Being rational or logical with adolescents may not work .. But try it!

What else YOU Can Do

- ❑ Provide structure and rules about being online:
 - ❑ Only after homework is complete;
 - ❑ On the average, for no more than 3 hours per day;
 - ❑ For the very young, all web sites must be parent approved before visiting;
 - ❑ "Report any suspicious activity"

Develop a deeper understanding of kids:

- ✓ online activities
- ✓ Internet environments
- ✓ use of the Net to explore roles and identity

Learn about the Internet by asking kids to teach you everything they know

Use the Internet environments and technological tools yourself



| Preserve the Evidence | Contact the Service Provider | Supervise |
|--|---|--|
| Preserve evidence, as this is crucial for making a case and identifying the bully. 1 | Mobile phone operator Internet service provider Chatroom provider Usually there is an abuse team contact 2 | Have the computer in a shared space Keep access to children's files Talk about their computer use Monitor behavior and mood Keep talking Promote responsibility-taking Provide scripts 3 |
| Use Technology to Block | Work with Police | Work with School |
| Get savvy Use Spyware and anti-virus Use Blocking, a filtering technology if available, e.g., blocking user on IM and make sure blocking is up-to-date 4 | Death threats or threats of other form of violence to a person or property; Any evidence of sexual exploitation 5 | Take Home School Agreements seriously Get in touch about concerns Support with incidents 6 |

How Parents Can Intervene

Promote the 4 A's

Attachment

- Positive social bonds are prerequisites to prosocial behavior

Achievement

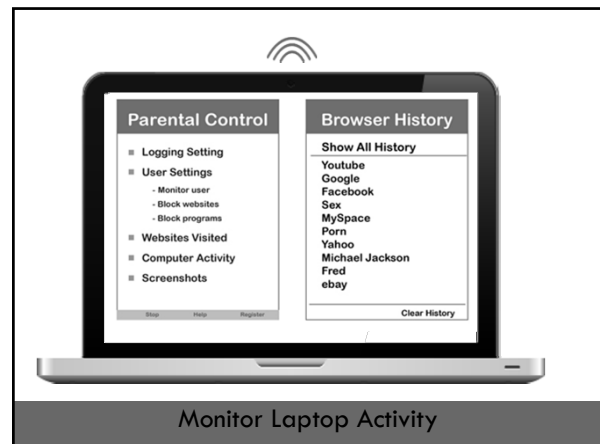
- Setting high expectations means refusing to accept failure

Autonomy

- True discipline lies in demanding responsibility rather than obedience

Altruism

- Through helping others, young people find proof of their own self-worth



Digital Citizenship and Creative Content Program

<http://digitalcitizenshiped.com>

Free instructional program.

Designed for children in grades 8-10, but easily adapts for use in grades 6-12.

The goal is to help children gain an understanding of the relevance of and a personal respect for creative rights and grow to become good digital citizens.

Addresses many types of digital media for a holistic perspective on intellectual property and creative rights (music, videos, writing, software, games, images, etc.).

Curriculum and student assessment materials

Monitoring Programs

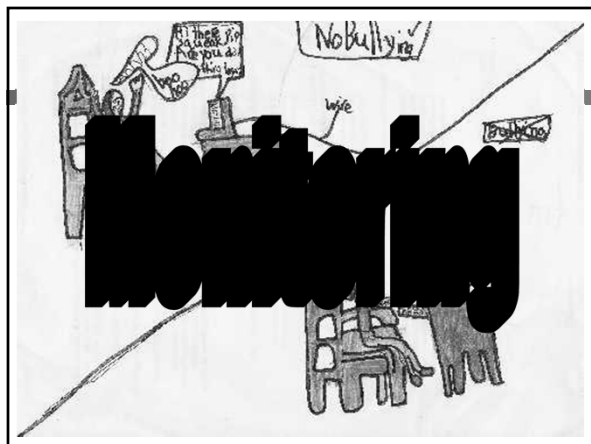
- Install extra security such as blocking, filtering, and key logging software.

- Net Nanny
- CyberPatrol
- Safe Eyes
- CyberSitter
- PC TattleTale



For Internet Filter Reviews visit

<http://internet-filter-review.toptenreviews.com/?ttreng=1&t>



CyberBully Alert – www.cyberbullyalert.com

Download CyberBully Alert

Download Now

What is CyberBully Alert?

The CyberBully Alert software is a tool for parents to equip their children with the ability to immediately communicate and document any threats or cyberbullying their children experience when online. This unique software is the result of expert testimony and research in the field of child development and internet safety. Experts agree that the best way to address cyberbullying and online threats is to immediately communicate the incident with an adult, as well as document what the threat is. CyberBully Alert is the only software which does this for parents and their children.

How Does CyberBully Alert work?

By clicking on the CyberBully Alert icon in the taskbar:

A copy of the computer screen is immediately documented and stored in a folder

ZoneAlarm by Check Point SOFTWARE TECHNOLOGIES LTD.

ZoneAlarm Products Services Download & Buy Community Support About Us Global Sites Search

ZoneAlarm® SocialGuard™
The way to protect your kids on Facebook

- Protects against cyberbullies, strangers, and dangerous links
- Safeguards more effectively than "friending" your child
- Alerts you immediately - even if you don't use Facebook

Up to 5 Facebook accounts
TRY NOW FREE
or
BUY NOW \$19.99 per year

FEATURES FACEBOOK SAFETY TIPS FOR PARENTS SYSTEM REQUIREMENTS

What is SocialGuard?

- SocialGuard scans millions of records using a unique algorithm to determine threats and sends warnings to you the minute they happen, not just once a day like the competition
- It does all this while preserving reasonable privacy for your kids
- It alerts you only to "red flag" data, so you don't have to personally inspect everything your kids see and do on Facebook

What Our Customers Are Saying

"I love that it's a must-have in our house!"
Jennifer, Ohio

Information and support

ZoneAlarm product comparison >
Screenshots >
Support >
FAQ >
License agreement >

Join our community

What Dangers Does SocialGuard Detect?

Aol SafeSocial. www.safesocial.com login | Contact Us

HOME | HOW IT WORKS | FOR PARENTS | FOR KIDS

AOL SafeSocial helps good parents be great parents in the digital age.

- You'll know where your kids have social networking accounts
- Displays the pictures the child is tagged in
- Shows who they are friends with online.
- Checks out their online friends against more than 50 databases
- Automatically notified if dangerous situations or inappropriate words are mentioned in posts (trigger words include "drug," "suicide" or "violence")

face to find? | today most viewed | most recent videos

face to find
- FACEBOOK VIDEO SEARCH

Look up all videos here you can find in facebook

SEARCH

Share | Facebook | Twitter | Facetofind share on social networks!

Clément, 16 ans d'Air - Concours Phoenix 2012 - Présentation de la nouve... Phoenix Live @ Coachella... esch d'un A22 d'A4 Fra - Les Fabien
La grande so... il est fan de INTERPOL m... L'auto École au Paradis - ÉCOLE FRANÇAISE DES ENTRA... entrai manifestation LEX... Entrai de
speleuse Big! - Caméra Câblé N°1 Haut - Caméra Câblé - New tou... Caméra Câblé Haut Nivea - ARDA TURANDAY Dayfema

Deutsch English Español Français Italiano Pycckий Türkçe - Video

FaceToFind © 2010 English (EN) About | FAQ | Link Us | Feedback

GOGOSTAT Parental Guidance

parental guidance

Helping You Safeguard Your Kids
Enables parents to monitor their children's activity on Facebook, helping to identify risky behavior, text, contacts or photos.

Learn More > Use it Free! >

Now available in Spanish! / Ahora disponible en Español!

SocialShield
Smart Tools For Smart Parents

Why SocialShield? How It Works? For Parents For Kids About

What you need to know when you need to know it about your kid's Facebook™ activities.

Type in an email address and see how it works.

Email Address Find Out

We don't retain this, so you'll never get spammed.

as seen on... The New York Times BUSINESS TODAY Social Trends THE WALL STREET JOURNAL S&P 500 - NY - NY

Street0.com - Facebook Search

See what people are sharing on Facebook right now. Like 2 people like this. Be the first of your friends.

Recent Search: suicide, lesbian, friends, school, Family, man, Day, Week, suicide, Mind, post, reason, website, Sibling, speech, Information, Stupidity, free, mother, I hate my boss

Search Search

Chris Whyte
Anal Dribbling Built Monkey
Posted 14 seconds ago

<http://www.street0.com/>

Google the Search Questions? 877-725-6488 Member Login

ReputationDefender Home Products About Us Resource Center Contact Us Blog

MyPrivacy + MyReputation
Buy Together & Save
Our most popular package designed to make the biggest impact on your online reputation. Learn more

For Business Owners and Professionals
Look smart on Google with MyEdge Pro, which helps control what people see when they search for you online. Learn more

Protect Your Online Privacy
MyPrivacy finds and removes your personal information from the web, protecting you from stalkers, scammers and spammers. Learn more

Need Help with Your Online Reputation?
In the News The New York Times Not Sure What You Need? Check out our

Find everything about you online & Protect your personal data
Remove your personal information off people search databases and control your mailbox from unwanted mail with MyPrivacy.
(\$7.95/month)

Parental Control Software for Mobile Phones



Mobile Spy and Mobile Nanny is a hybrid software/service which allows you to monitor your child's compatible phone in real time. This unique system allows you to monitor activities online and block activities you do not want to happen.

Silently record every SMS message. View information about every call. See GPS positions every thirty minutes. View all photos and videos taken by the phone. See all the log results in your SSL Secured online account.

www.mobilespytool.com
www.mobilenanny.com

Google Alerts

Google alerts
beta

Search terms: [Preview results](#)

Type: Everything

How often: Once a day

Volume: Only the best results

Deliver to: guardingkids@gmail.com

[Create Alert](#)

Monitor the Web for interesting new content

Google Alerts are email updates of the latest relevant Google results (web, news, etc.) based on your choice of query or topic.

Enter the topic you wish to monitor, then click preview to see the type of results you'll receive. Some handy uses of Google Alerts include:

- monitoring a developing news story
- keeping current on a competitor or industry
- getting the latest on a celebrity or event
- keeping tabs on your favorite sports teams

You can also [click here to manage your alerts](#)

[Manage your alerts](#) - [Google Alerts Help](#) - [Terms of Use](#) - [Privacy Policy](#) - [Google Home](#)

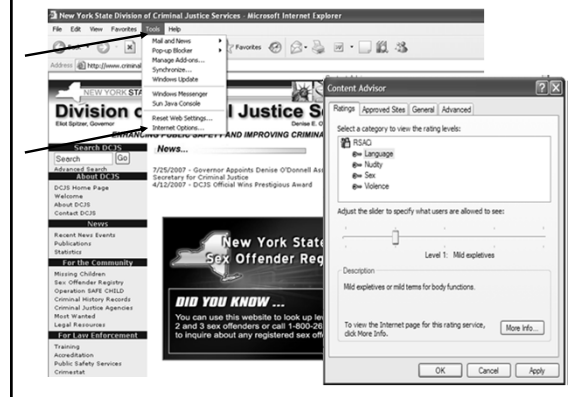
© 2011 Google

Private



Privacy

Set Parental Controls

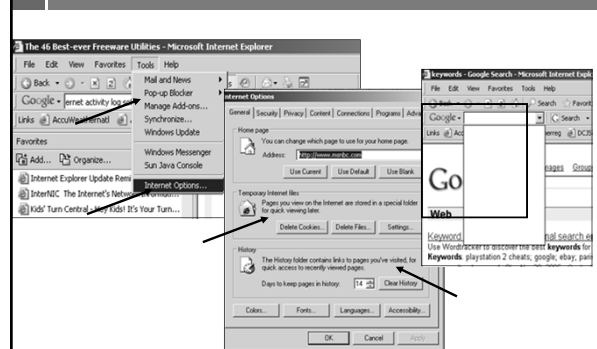


Circumventing the Systems



- Peacefire.org is the world's largest distribution network for proxy sites to circumvent Internet censorship
- 2.2 million subscribers as of April 2011
- Filtering options restrict access; however, students are circumventing the systems
- Student are circumventing filters www.freeproxy.ru/en/free_proxy/cgi-proxy.htm; www.proxify.com; www.vtunnel.com; <http://http://proxy.org>; unblockmyspace.com; www.guardster.com; www.ztunnel.com;
- For Example: How to install the Circumventor program, which gets around all Web-blocking software.
- Is MouseMatrix.com already blocked for you because it's been widely known for so long? [This is how you create](#) (click embedded link) your own semi-private URL for getting around blocking software.

What can it mean if history, keyword or temporary Internet files are cleared?





Be Responsible in Your Online & Offline Life



Character is what you do when no one is watching.



Respect is the "Golden Rule"

"The willingness to accept responsibility for one's own life is the source from which self-respect springs."
Joan Didion



Responsibility



"In the long run we shape our lives and we shape ourselves... and the choices we make are ultimately our own responsibility."

Eleanor Roosevelt

Building Relationships

Developing Healthy, Trusting Friendships

"To have a friend you must be one!"

To Do:


Building Relationships

Before developing a friendship with another person you must understand what can influence your relationship.

There are four elements needed to build healthy, trusting friendships. They are:

- Having effective communication skills to carry a conversation, and what blocks it.
- Understanding another person's point-of-view.
- Developing a tolerance and gaining acceptance of others (those who are different than you).
- Being able to mutually, problem solve.

Trustworthiness




"Watch your thoughts; they become words. Watch your words; they become your actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character; it becomes your destiny."

Frank Outlaw

Roadblocks to Building Relationships or Good Communication


HIDER

Refuses to talk about a conflict...hides wants and feelings.




POCKETER

Saves up past conflicts, grudges, or hurt feelings and brings them up even though they have nothing to do with the current problem.




WORMER

Blames others...worms out of taking responsibility




BLABBER

Complains about a conflict to someone else instead of facing the problem and solving it with those involved.

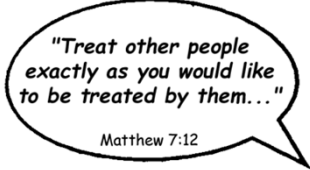


PLEASER

Doesn't really try to find an acceptable solution. Instead, settles for *any* solution – as long as it pleases the other person.




Caring & Compassion




"Treat other people exactly as you would like to be treated by them..."

Matthew 7:12



Tip - People are important

- I can watch my thoughts, words, and actions.
- I can stop hurting people with my words and actions.
- I can take ownership of the hurtful things I do and say.
- "Bullying" hurts everyone.



Developing Relationships Mutual Problem Solving

- When discussing problems with another person to reach resolution remember the acronym TRIBE.

▣ TRIBE

- **T** – Tell what's up (tell your side of the problem)
- **R** – Reflectively Listen (don't interrupt)
- **I** – Identify what's important to you and the other person
- **B** – Brainstorm Solutions
- **E** – Evaluate the Plan of Action



I know that it is not always easy to build, develop,
and sustain a friendship. But with practice, it will
become easier over time.

Use Technology Responsibility

| | |
|--------------------------------------|--|
| Use Power Responsibly | • When you are online, you're in control. Don't spread rumors, take things (like music, movies, etc.) that don't belong to you, or forward spam e-mails. |
| Be Yourself | • Don't pretend to be someone you aren't while online. |
| Respect Other's Privacy | • Don't reveal secrets online or blab stuff like passwords, names, etc. This includes your own private information. |
| Don't Hurt Other's Feelings | • When you are online, people can't tell when you're joking. If you say or write something online, make sure you are clear if you are joking. |
| Respect other's Online Rights | • Just like offline, don't say mean things or make threats. |
| Don't respond if Someone Insults You | • It could be that they didn't think before they said it. But even if they meant to be insulting, don't make it worse. Just ignore it. |

CLICK out cyberbullying

| | | |
|---|--|---|
| C ount to 5 before respond Don't reply to abusive messages, that may only encourage the bully. | L og all messages Keep a record of messages or pictures for the police, the ISP, or mobile phone company to trace the bully. | I magine if it were you Think before you send pictures of someone via email or mobile phone; it can spread far beyond your circle of friends. |
| 1 | 2 | 3 |
| I nvestigate sender If you receive a rude image or text about someone else do not forward it, you could be assisting a bully or breaking the law. | C ontact authority figure You have a right not to be harassed and bullied online, make sure you tell someone. Tell an adult or call an advice line | K eept it private Treat your password like your toothbrush. Don't let anyone else use it. |
| 4 | 5 | 6 |

Advisement for Teens



Chatroom Netiquette

1. **Avoid Using ALL CAPS** - It's considered yelling.
2. **Decide What Tone the Conversation Has Before Posting** - Don't use offensive language or nicknames. Always avoid making personal attacks and calling names.
3. **Don't "Flood" the Chatroom** - Flooding is repeating messages over and over, or filling the screen with gibberish, in order to impede communication in the chatroom.
4. **Be Nice to Newbies** - Remember your first chats? If someone stumbles into your chat, who is obviously new to this medium, show some patience and help him or her get the hang of it.

Think Before You Post

Words Can
Hurt
or Heal
What Did Yours
Do Today?



Sing to control your angry emotions

- "When You're Happy and You Know It." Substitute the following words:

When You're Angry and You Know It,

Verse 1 – Stop and Think!

Verse 2 – Talk to a Friend

Verse 3 – Go For a Walk

Verse 4 – Jiggle Your Body

When You're Angry and You Know It,
Stop and Think!

When You're Angry and You Know It,
There's a Peaceful Way to Show it,

When You're Angry and You Know It,
Stop and Think!

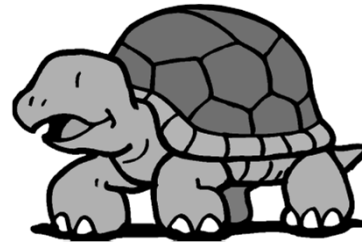
How to Handle Your Emotions?



- There are 5 steps to handling your feelings.
 - ▣ Name the Emotion – Be specific how you feel.
 - ▣ Claim the Emotion – Say: "This is my feeling. No one made me feel this way. How I am feeling is my response to this conflict."
 - ▣ Tame the Emotion – If you are uncomfortable with the intensity of your feelings, do physical or mental activities that reduces them.
 - ▣ Reframe the Emotion – Say: "Is this the first time I had felt this way? What are the specific factors in this conflict? Is it appropriate for me to reframe my feelings in this situation?"
 - ▣ Aim the Emotion – Say: "What am I going to do with this emotion? Will I talk with someone?" Do I need to understand my part of the conflict? Will I ask the other party to resolve the conflict?"

When you are ANGRY and UPSET
remember...

1-2-3 TURTLE



Release or dissolve angry feelings through vigorous exercise.

Which form of exercise appeals to you?

✓ Jumping Rope



✓ Riding my bike



✓ Lifting Weights



✓ Fast walking



✓ Baseball



✓ Football



✓ Martial Arts



✓ Swimming



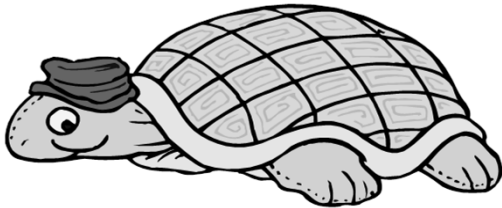
1 – Go inside your shell

- THINK before you ACT
- Take a "Time Out"



2 – Take 3 Deep Breaths

- Time to RELAX
- Calm yourself down



I Promise to ...

- Immediately report suspicious activity to a trusted adult (parent, counselor, teacher)
- Post only positive personal information about me or my friends online.
- Be kind to others online and offline even when I feel angry.
- Treat my password like my toothbrush, don't let anyone use it.
- Not reply to an abusive message because it only fuels a bully. Instead, I will keep a record of abusive materials (emails, photos, chat transcripts) and use them to report to my parents and the authorities.
- Take a stand against others who hurt (that is, bullies).
- Think before I click!

3 – Walk Away

- Think of a good solution



If you wouldn't say it
front of an audience,
don't say it on or offline.



Data Cannot
be Deleted

- Only share information in chat rooms that you want **everyone in the world** to know about
- Deleted pictures & information are **NEVER** gone and can be found years later
- Google your name often

So remember ...



Three things ...

1

**Stand up against
bullying/cyberbullying**



Three things ...

2

**Keep a
Positive
digital reputation**

5th Annual Children's Mental
Health Awareness Summit



Kimberly Mason, Ph.D., LPC, NCC
University of New Orleans
kmason@uno.edu

Three things ...

3

**Follow the "rules of the
road"**