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- pt1H4AfJw&feature=related

Eliminate Bullying Behaviors and Violence by:
- Teaching Youth Prosocial Behaviors (caring, confident, compassionate, & considerate)
- Promoting Positive Relationships
- Building Resilience

Words DO Hurt: Alye Pollack
- http://www.youtube.com/watch?v=37_nv79fLA&feature=related

Three things ...

1

Stand up against bullying/cyberbullying
Three things …

2. Keep a Positive digital reputation

Three things …

3. Follow the “rules of the road”

A Child’s Story

Just stop and THINK for a moment…

…really stop and think

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

What are you values regarding bullying?

- Bullying is just a “normal” part of childhood.
- Children who bully just suffer from low self-esteem.
- Victims just needs 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.
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.

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 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” (Moore & Clines, 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).

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.

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

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%).

How common is bullying (cont.)?

  - 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%).

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 (bullying ↑ 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.

Location of Bullying

Where were you bullied within the last month?

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

6 Motives Behind Bullying Behaviors

<table>
<thead>
<tr>
<th>Power/Control</th>
<th>They want to feel powerful; to run things or be in charge; to have it their way; and/or tell others what to do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>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.</td>
</tr>
<tr>
<td>Freedom</td>
<td>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.</td>
</tr>
<tr>
<td>Fun</td>
<td>They want to have fun. They may feel good or believe they are only playing when they bully, or else the target initiated it.</td>
</tr>
<tr>
<td>Survival/Revenge</td>
<td>They bully others because they have been bullied or believe they have been wronged in some way or treated unfairly.</td>
</tr>
<tr>
<td>Feel Inferior</td>
<td>They bully because they believe they can’t do anything right or unable or can’t do things well.</td>
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</table>
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: Alye Pollack
1 year later

- http://www.youtube.com/watch?v=TpgCjN5WmDk &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?

- 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's important to you in your digital world?*

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing Games</td>
<td>34</td>
</tr>
<tr>
<td>Keeping in touch with friends</td>
<td>36</td>
</tr>
<tr>
<td>Homework</td>
<td>34</td>
</tr>
<tr>
<td>Browsing the web</td>
<td>29</td>
</tr>
<tr>
<td>Downloading music</td>
<td>22</td>
</tr>
<tr>
<td>Creating own content</td>
<td>18</td>
</tr>
</tbody>
</table>

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
- Indirect Bullying
- cyberbullying by proxy

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

<table>
<thead>
<tr>
<th>Bullying</th>
<th>Cyber Bullying</th>
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<tbody>
<tr>
<td>Direct</td>
<td>Anonymous</td>
</tr>
<tr>
<td>On Campus</td>
<td>Anywhere</td>
</tr>
<tr>
<td>Lot of energy and courage</td>
<td>Not so much</td>
</tr>
<tr>
<td>Mostly verbal and physical</td>
<td>Multimedia</td>
</tr>
<tr>
<td>Poor relationships with teachers</td>
<td>Good relationship with teachers</td>
</tr>
<tr>
<td>Fear retribution</td>
<td>Fear loss of technology</td>
</tr>
<tr>
<td>Requires strength</td>
<td>Requires skills &amp; knowledge</td>
</tr>
</tbody>
</table>

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.

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.
All races are pretty evenly represented as victims or offenders.

Cyberbullying and Bystanders

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

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

- 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

- [Video](http://www.youtube.com/watch?v=41FwxLYkbE)
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

“Bulicide”

Megan Meier, 13, hanged herself after her nude photo, meant for her boyfriend, was sent to teenagers at several high schools.

Tyler Clementi, 18, jumped off the George Washington Bridge as a result of being cyberbullied.

Asher Brown, 13, shot himself in the head at home as a result of being bullied.

Signs of Cyberbullying Red Flags

- A cyberbullying victim might
  - Act nervous when receiving an e-mail, IM, or text
  - Seem uneasy about going to school
  - Withdraw from friends and family
  - Stop using the computer or cell phone

Red Flags

- Act nervous when receiving an e-mail, IM, or text
- Seem uneasy about going to school
- Withdraw from friends and family
- Stop using the computer or cell phone

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.”

Myth ALERT

Cyberbullying does not cause suicide

Digital Footprints

- What goes online stays online

How private is the information posted on the Internet?
Online choices have offline consequences
Once it’s out
You can’t get it back!

When Their Comments Can Get Them in Trouble?

Teenage fired for complaining about her job on Facebook:


So dull.

Your Future
Facebook and College Admissions

A new survey from Kaplan Test Prep reveals that 82% of admissions officers use Facebook in their recruiting.

Thursday, March 3, 2011

You are never really anonymous

Google forced to reveal bully bloggers’ id

Thursday, March 3, 2011
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 polices in place before the bill).

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

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 "immunity 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

Louisiana HB 1259: ACT 989 (2010):
- 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.
  a) 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).

Anti Bullying Law Passage Calendar

49 States HAVE anti bullying laws; 1 States have NO anti bullying 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

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=89I9QwoZSU&feature=ema

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 others 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)
Focus on the child’s mental health

“The possession of skills necessary to cope with life’s challenges”

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** 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.

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?

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.

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;
- emphasize holding aggressors accountable for their behavior;
- support the development of emotional literacy

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.

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?

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).

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.”

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 are 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.

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?

Intervention with Target of Bullying

- Skill development
- Support
- Mentoring
- Follow-up

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.

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.

i-SAFE

- Tiered Pricing -- K-12 Curriculum that addresses cyber citizenship, personal safety, cyber security, intellectual property, cyber bullying, and predator identification (scope and sequence available)
- Free professional development
- Nonsequential, stand alone, standards-based lessons
- Reproducible student pages
- Offline activities with some video/webcasts
- Information/Training for parents, law enforcement, community, etc.

http://www.isafe.org
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

- 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…

- **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

- **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
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.

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.

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’t:
  - 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

Talk to your Kids!

- Pay attention.
- Focus on the purpose and value of online/offline activity
- Take action.

Parent Tips (Cont.)

- 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.

**If Your Child Is Bullying Others**

- 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 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.

**Learned behavior from their “Masters”??**

- 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

Word of Caution

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

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

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”

How Parents Can Intervene

1. Preserve the Evidence
   - Preserve evidence, as this is crucial for making a case and identifying the bully.

2. Contact the Service Provider
   - Mobile phone operator
   - Internet service provider
   - Chatroom provider
   - Usually there is an abuse team
   - “Report any suspicious activity”

3. Supervise
   - Have the computer in a shared space
   - Parent must see all content
   - Parent must supervise use
   - Provide education and modeling
   - Prompt responsibility-taking
   - Provide support

4. Use Technology to Block
   - Get savvy
   - Use Spyware and anti-virus
   - Use Blocking, if filtering technology is available, e.g.
   - Blocking user on IM and make sure blocking is up-to-date

5. Work with Police
   - Death threats or threats of other forms of violence to a person or property
   - Any evidence of sexual exploitation

6. Work with School
   - Take Home School Agreements seriously
   - Get in touch about concerns
   - Support with incidents
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&

CyberBully Alert – www.cyberbullyalert.com
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”)

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 are email updates of the latest relevant Google results (web news, etc.) based on your choice of query topics. Enter the topic you wish to monitor; then click the “Learn more” link. The results will be sent to your email address.

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

Set Parental Controls

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

- 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.

Google Alerts

Google Alerts are email updates of the latest relevant Google results (web news, etc.) based on your choice of query topics. Enter the topic you wish to monitor; then click the “Learn more” link. The results will be sent to your email address.

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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

Reducing Risks

cyber bullies

Follow the "rules of the road"

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
Developing Healthy, Trusting Friendships

“To have a friend you must be one!”

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

Caring & Compassion

“Treat other people exactly as you would like to be treated by them…”

Matthew 7:12

Roadblocks to Building Relationships or Good Communication

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

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

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.

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

Tip - People are important

1. I can watch my thoughts, words, and actions.
2. I can stop hurting people with my words and actions.
3. I can take ownership of the hurtful things I do and say.
4. “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 Others’ Privacy**
  - Don’t reveal secrets online or blur stuff like passwords, names, etc. This includes your own private information.

- **Don’t Hurt Others’ 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 Others’ 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

1. Convert to a before respond
2. Keep all messages
3. Imagine if it were you
4. Don’t reply to abusive messages, that may only encourage the bully.
5. Investigate sender
6. Keep a record of messages or pictures for the police, the ISP, or mobile phone company to trace the bully.
7. Contact authority figure
8. You have a right not to be harassed and bullied online, make sure you tell someone. Tell an adult or call an advice line
9. Keep it private
10. Treat your password like your toothbrush. Don’t let anyone else use it.

Advisement for Teens

I LOVE My Computer Because My Friends Live In It

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?

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?”

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

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 are ANGRY and UPSET remember...

1-2-3 TURTLE

1 – Go inside your shell

- THINK before you ACT
- Take a “Time Out”
2 – Take 3 Deep Breaths

- Time to RELAX
- Calm yourself down

3 – Walk Away

- Think of a good solution

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!

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

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

So remember …
Three things …

1. Stand up against bullying/cyberbullying

2. Keep a Positive digital reputation

3. Follow the “rules of the road”

5th Annual Children’s Mental Health Awareness Summit

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