

Parents' Anti-Bullying Presentation

**CHOOSE
PEACE**
**STOP
VIOLENCE**



OFFICE OF PREVENTION PROGRAMS
PLANTING THE SEEDS FOR A SAFE AND HEALTHY TOMORROW



School Board of Broward County
Student Support Services
Office of Prevention Programs

BLAST • Character Ed • Prevention Specialist • Project Bridge • Reality Ave
WORKSHOPS

HIV/AIDS

Health & Wellness

Violence

CHAMPS

Substance Abuse

Agenda

1. What is bullying and what are its types and trends?
2. What are the consequences of bullying (i.e. – why do we care about it)?
3. What can we as parents do to help our children prevent and intervene safely when bullying occurs?

What are YOUR expectations?



What will today look like?

Practicing What We Preach

C – Conversation: 1, cell phones 0

H – Help: raise hand, Parking Lot

A – Activity: large group learning/sharing, role play

M – Movement: as needed

P – Participation: writing, sharing

S – Signal: raise hands at signal



Generation Activity

When you were 13...

- What did violence look like?
- What did bullying look like?
- What violence were you exposed to daily?
Where did it come from?
- What were the safety issues/concerns in
your school?



What is Bullying?

Bullying is the *intentional, repeated, hurtful* action against someone who has *less power*.

R - Repeated

I - Imbalance of Power

P - Purposeful



How Do They Compare?



BULLYING is

R - Repeated 

I - Imbalance of Power

P - Purposeful



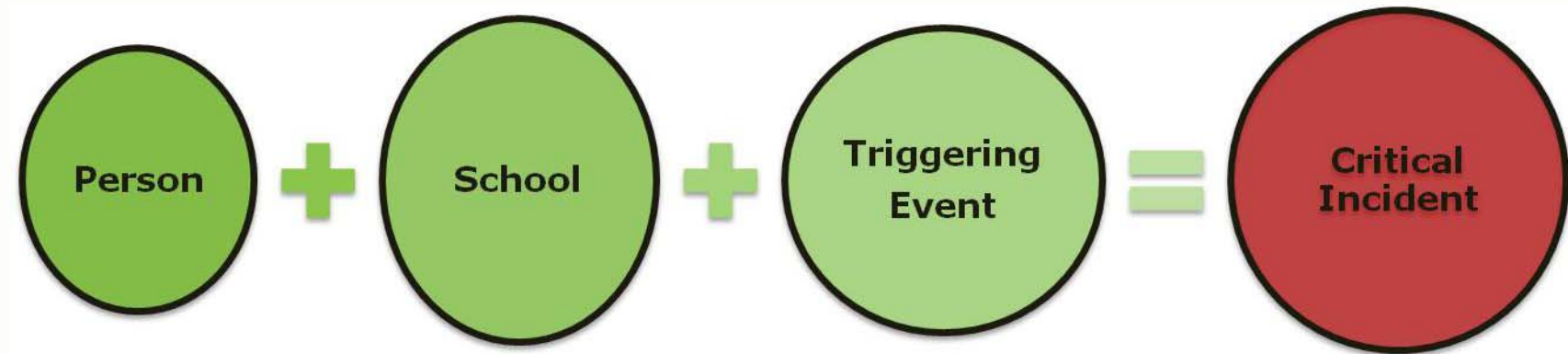
How do we handle ONE time incidents?

What role did the bystanders play in this?

The Study of Violence Causation

The Secret Service Report

- What 1 thing did every actor of violence have in common?
- How many people did they tell in advance?
- We must increase our Awareness
 - It can happen anywhere
 - There are identifiable patterns, he did not “just snap”
 - It’s not always the “troublemaker” you may expect



Myth: “This will resolve itself; it’s normal.”

Truth: Unaddressed behaviors will continue or escalate

Types of Bullying

Bullying is a 3-headed beast.

- verbal
- mental
- physical



Trends in Bullying Violence

It's all about the imbalance of power used to control and hurt another

Relationship & Dating Violence

- 1 in 3 teenagers know a friend who has been hit, punched, kicked, slapped, choked or physically hurt by their partner
- 30% of women ages 15-19 murdered each year, are killed by their husband or boyfriend



How do age-discordant relationships affect Broward Co girls?

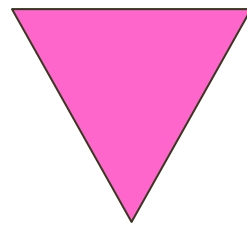
Sexual Harassment

- 85% of girls and 76% of boys have been sexually harassed
- 18% of those incidents were perpetrated by adults

- Young as Elementary
- Reluctant to Report
- Don't know what to do
- Define as Bullying

Why are males less likely to report sexual or dating abuse?

Sexual and Gender Orientation



According to studies, these students:

- hear anti-gay slurs once every 14 minutes, often from adults
- are bullied long-term (5 yrs), systematically, and by groups
- are 3 times more likely to commit suicide



Is School a Safe Place to be Gay?

Nearly 30% of gay teens had been threatened in the past month with a weapon at school, compared to 7% of heterosexual students.

We all have the capacity & expectation for compassion & respect - whatever our belief system.

CYBER-Bullying: Bullying meets Technology

While Online: 42% of the youth victimized & 53% bullied

It takes the form of:

- Angry/insulting/threatening msgs
- Impersonating the target
- Broadcasting secrets
- Excluding the target
- Creating/spreading rumors
- Bashing polls
- Notification/warning wars



It happens everywhere! Social Networking sites, Slam Rooms, chat sites, sites devoted to making a person feel bad, Flame Email, Instant Messaging , Cell Phones, Gaming

Why is it so common? Online anonymity give youth:

- Confidence
- No empathy since aren't F2F
- New kind of freedom without limits
- The view that it is less real and entertainment
- Parents unaware
- Spreads *quickly!*

What Is The Effect of Cyberbullying?

29% of online-harassed youth reported emotional distress as a result of the experience.

Cyberbullied students are significantly more likely to:

- Skip school
- Have 2 or more suspensions
- Carry a weapon to school - 8X more likely!



Cyberbullying can be more damaging than F2F bullying due to:

- Longer duration
- No escape in the safety and security of your own home
- Anonymity
- Greater audience impact both locally and worldwide
- Perception of attackers as many when may only be 1 or 2

The Legal Costs of Cyberbullying



Florida girls charged with aggravated stalking after creating lewd fake Facebook profile about classmate

Mother sues for \$50,000 over fake Facebook profile created about her son



Former high school classmates charged with criminal impersonation, harassment and conspiracy

What is sexting and how can it be used to cyberbully?

The Legal Cost of Sexting

Sexting House Bill 75 passed, enacts October 1, 2011

What will each of these students be charged with if anything?

- 1. 16 YO boy** encourages a **15 YO girl** to text him sexually explicit photos and a movie of herself, he then forwards it to **his friends**.
- 2. 15 YO girl** took nude photos of herself and sent them to **classmates**; two days later she sends the pics to them again.
- 3. 14 YO girl** sends a semi-nude pic of herself to **14 YO boyfriend** at his request, the next day he sends it to **his best friend**, a month later they break up & he sends it to the **whole class**.

A minor who knowingly possesses or distributes a minor porno image:

- 1. first offense is non-criminal (community service/fine/training)**
- 2. second offense is a first degree misdemeanor (1 yr jail, 1 yr probation, and \$1,000 fine)**
- 3. third offense is a third degree felony (5 yrs in prison, 5 yrs probation, and \$5,000 fine)**

A minor will NOT be found guilty if they did ALL 3:

- 1. didn't solicit it,**
- 2. didn't transmit it,**
- and 3. tried to report it.**

How can sexting be used as a form of dating violence?

Who Is Involved in Bullying?

The Bullying Triangle

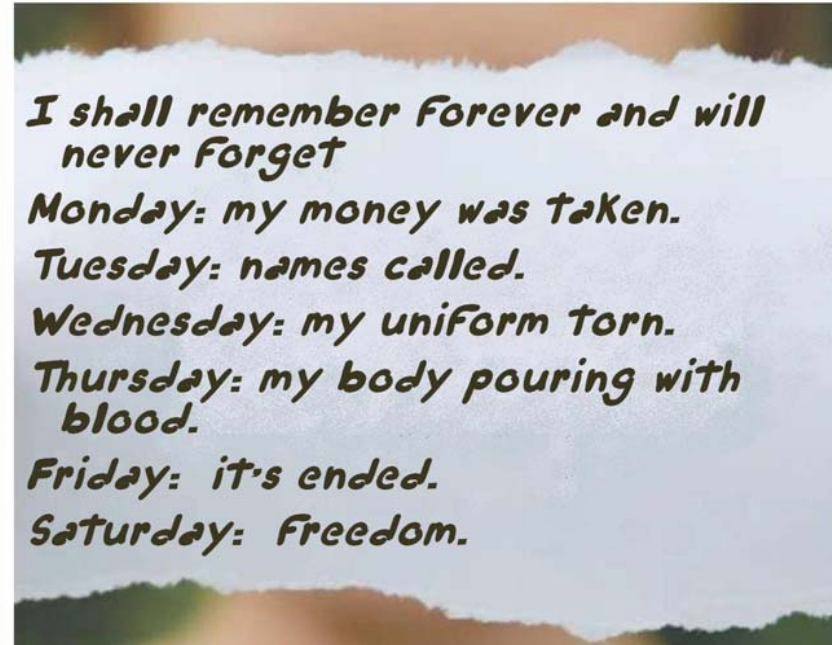


Bullying is a process, not a person or age. The underlying theme remains humiliation and loss of quality of life.

Why We Care About Bullying

Effects on Those Targeted

- miss school out of fear
- have trouble studying
- reduced academic success
- trouble sleeping
- depression
- wanting revenge
- suicidal thoughts



From the final diary pages of 13 year old Vijay Singh, found hanging from the banister rail at his home on Sunday.

MYTH: Bullying is a normal part of growing up, it makes you stronger

Truth: The damage is real & it can last...

Effects on Those Bystanding

Bystanders are 80%, the majority who hold the power to control most bullying situations.

Bystanders (adults & children) who don't intervene feel:

- afraid that it will happen to them
- helpless to do anything about it
- guilt for not helping the victim
- a loss in school connectedness
- a loss of hope
- a loss of empathy for target
- a loss of self worth
- a loss in belief that adults have the power to help
- dislike/avoidance of school, difficulty concentrating

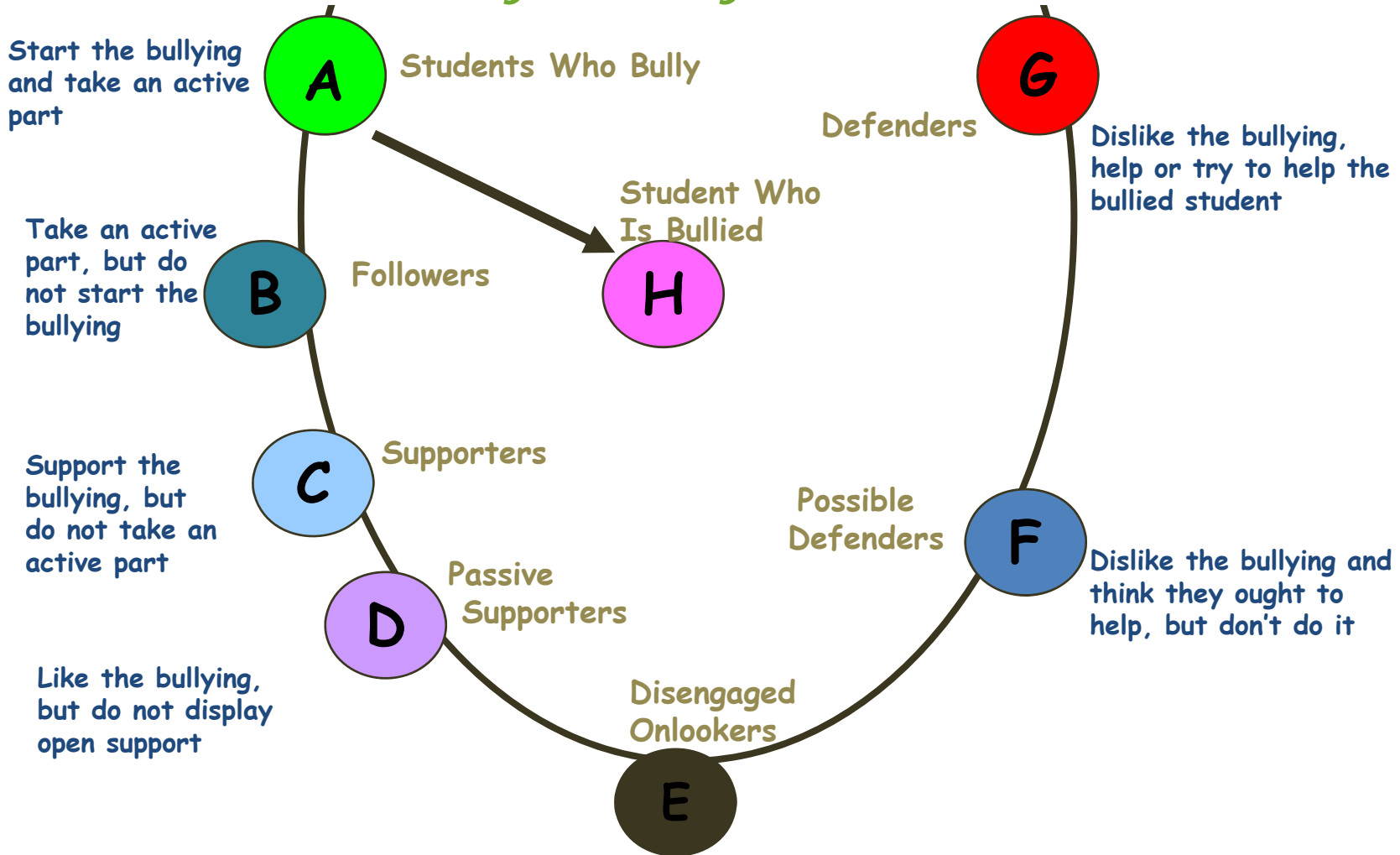


Myth: It's not hurting ME

Truth: Bullying hurts everyone

Bystanders and the Olweus Circle

Where do you and your child stand?



Why Don't All Bystanders Intervene?

Fears/Myths	Facts
Fear of being seen as a "Snitch"	We tell to help, Heroes tell
Fear of becoming next target	If bullying is allowed, it increases and we are all more likely to be hurt
Fear of making it worse	Any help is wanted – targets forever remember those that try
Fear of losing friends	We respect & prefer to be with those who offer help
It's hard to prove	It's about helping and stopping it, not proving
I can't trust authority figures	There is always 1 teacher we value
This will resolve itself; it's normal	Unaddressed behaviors will continue or escalate
If there's no blood, it's not serious	Emotional bullying is more damaging than physical
It's someone else's responsibility	We are part of the problem and are the solution – we hold the power!

Effects on Those Bullying

Bullying hurts BULLIES who are more likely to....

- Drop out of school
- Have criminal charges
- Have substance abuse issues
- Perpetrate family violence as adults



MYTH: I am Tattling/Snitching if I Tell

Truth: We are Helping our Friends by Telling

Reporting is not snitching, but the POWER to make a difference.

What can we do about bullying?

Initiate change through Education, Awareness & Intervention – Before, During and After.



Everyone working together!

- In your Home
- In your School
- In your Community

Before Bullying Occurs

What To Do In the Home to Prevent Bullying

Through Teaching & Talking – Not Lecturing:

- Monitor and use media and life events as teachable moments
- Role model and teach never ignore bullying, support targets
- Model empathy, praise child when demonstrating it & character
- Help them understand the difference between funny and cruel
- Teach "bully-proofing" skills – assertion versus aggression
- Develop an "action plan", role play and be prepared for bullying
- Teach and plan to use the safety of groups , esp. in 'Hot Spots'
- Talk regularly and positively with your child about school
- Keep in regular contact with the school staff
- Help your child meet new friends outside of school
- Prevent learned helplessness with siblings – supervise & intervene
- Talk about laws and school policies
- Teach how to deal with peer pressure, to say no and keep friends
- Do not punish for reporting inappropriate experiences
- If something hurtful/scary happens, they are NOT to blame

Respect and Violence Prevention Begins In Our Homes

Inoculate Children with Developmental Assets

Human Connection:

- Communication
- Time and Attention
- Trust



“Parents who share ideas and talk with their child, and who have met most or all of their child's friends are less likely to have children who bully.” - Rashmi Shetgiri, MD, FAAP

Limit Setting:

- Discipline

Role modeling: Do you say what you'll do & do what you say?

Developmental Assets & Protective Factors

How would your child respond if asked:

- How are things at home?
- How motivated & connected are you in school?
- Do your friends use drugs?
- Are you connected to your community?
- Do you have a resilient personality?

These answers help to show their D. Assets:

External Assets:

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

Internal Assets:

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity



Teach Bullying Target Resistance Skills

Helps your child fee SAFER!

- **Stand** Positive and Strong
- **Avoid** The Situation
- **Find** Support
- **Express** Your Feelings
- **Redirect**



Special needs children: prevention & role playing are a must

Know The Early Warning Signs

For student targeted:

- Social withdrawal, loner, few friends, refuse to say what's wrong
 - **Does your child have ONE friend?**
- Fear of going to school, outside play and/or method of going
- Damaged property, cuts, bruises, loss of possessions
- Feeling picked on, persecuted, rejected
- Expressing violence to self/others in writing/artwork/email
- Depression, suicidal thoughts, anxiety, low self esteem
- Drop in grades or attendance
- Change in eating or sleeping patterns
- Psycho-somatic symptoms

For student bullying:

- Maliciously teases, threatens, or strikes out in uncontrolled anger
- Impulsive
- Discipline problems, hard time following rules, aggressive to adults
- Tough/mean spirited, lack of empathy, intimidating
- Involved in anti-social behaviors: substance abuse, gang affiliation
- Prejudicial attitudes, no tolerance of diversity
- Low school interest & poor academic performance
- Access to, possession of, or use of firearms

Combat Dangerous Myths That Perpetuate Bullying Violence

- “Boys will be boys.”
- It’s a “normal” part of growing up
- Eliminating bullies is a solution
- Bullying is conflict
- Bullies represent the greatest threat
- Only physical aggression is a concern
- Bullies and violent students come from dysfunctional homes and “bad” neighborhoods
- **“Zero Tolerance”** policies - research has shown that zero tolerance, punitive approaches to bullying can *increase* bullying rates. Punitive approaches keep bystanders from telling an adult when they suspect bullying.



During Suspected Bullying

How to respond when told about bullying

Adults 4 A's

A – Affirm

A – Ask

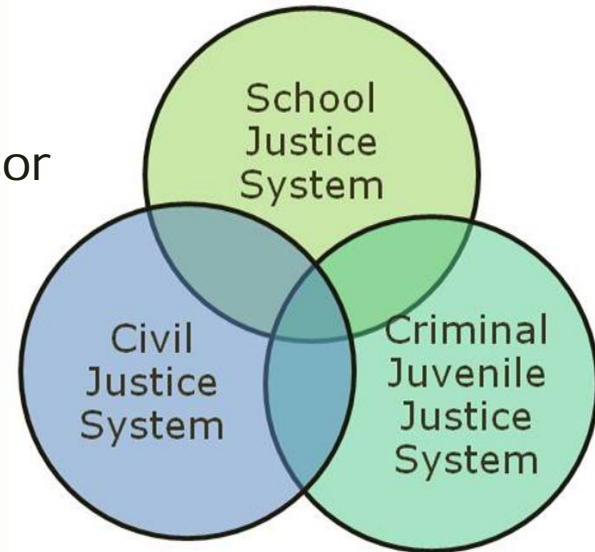
A – Assess

A - Act



When Your Child is Targeted

- Safety First!
- Let your child know it is NOT their fault
- Don't engage or retaliate with the aggressor
- Change accounts, emails if necessary
- Document evidence, & save material
- Identify perpetrators



Determine Action

- At home (contact Server, develop filters, counseling, etc)
- Legal Action: inform police when threats, extortion, obscene or harassing phone calls, stalking, hate crime, child exploitation or pornography, assault, etc. involved.
- Civil Action: when defamation, emotional distress, false light, etc. involved
- School Action: what can be done?

Reporting Bullying to Your School

- **WHO?** At each school, the principal or Investigative Designee is responsible for receiving oral or written bullying complaints
- **WHY?** Early intervention is key to safety and violence prevention
- **HOW?** In writing, orally, anonymously with Anonymous Reporting Box, or to SUI via online, phone to Silence Hurts Hotline, or text - supporting materials and info available at: *BrowardSchools.com*
- **What if it is cyberbullying occurring off school grounds?**
Schools will take reports and provide interventions, but can only provide consequences if the actions significantly affect a student's ability to learn or a teacher's ability to teach (First Amendment rights). Keep a cyberbullying diary – print and collect all material.

When Your Child is a Bystander

*We must ALL intervene when we see bullying;
train WHEN and HOW to safely intervene.*

WHEN to Safely Intervene

Intervene EARLY on the Continuum of Violence when the violence level is low

LOW

High

Safety is the priority!

*Studies show when peers intervene, the bullying STOPS
within 10 seconds in the majority of cases.*

HOW to Safely Intervene?

- **Directly**

- That's not cool
- Let's NOT.....
- Stop, you're better than that

- **Indirectly**

- Walk away
- "have lunch with me"
- "Hi!"
- Use your school's Anonymous Reporting Box/Shout Out Box
- Text, email or call a message to SIU's Anonymous Tipline



**Myth: There will be retaliation or
I may get hurt by intervening**

Truth: We are safer when we intervene

*Remember – most bullying is about increasing popularity!
The aggressor thinks their behavior makes them popular, is wanted,
and if you do nothing you are making them more powerful.*

Teach Bystanders The 3 R'S

REPORT

RECOGNIZE

REFUSE

You tattle when you want to get someone in trouble, you tell to help and protect.



Teach Tattling VS. Telling(Reporting)

It's like learning your ABCs, once is not enough!

Tattling

- To get someone IN trouble
- Complaining
- Going to an adult to solve their problems
- Examples:
 - "Sam took Lilly's book"
 - "Sara won't play fair"
 - "Jessica keeps talking to me"
 - "Cameron went ahead in line"

Telling/Reporting

- To help someone OUT of trouble
- When they/others are hurt, in danger or being bullied
- Trying to work their troubles out themselves
- Examples:
 - "Clyde is hitting Adam on the playground"
 - "Melissa keeps calling Natalie mean names in the rest room"
 - "Sam was making fun of Bill and will not let him play"

When Your Child Is Bullying

What works with bullying intervention?

- Meeting power needs with socially acceptable ones
- Setting clear, firm limits, consistently enforced rules
- Role modeling non-hostile/physical consequences
- Empathy development
- Increasing supervision, watch friend activities
- Working with your child's teacher or principal
- Building on child's pro-social talents
- Confront excuses, hold accountable



What does NOT work with bullying intervention?

- Labeling and blaming
- Group treatment
- Using only punitive approaches
- Simple, short-term solutions
- Anger management or self-esteem enhancement
- Mediation/conflict resolution/peer counseling
- Telling/punishing once and expecting lasting change
- Ignoring it



Unaddressed behaviors will continue or escalate!

Intensive Individual Interventions

$$B = F(P, E)$$

Behavior is a function of the person and the environment – look at motivation to develop intervention plan.

- Peer pressure, thinking everyone does it
- Electronic availability
- Boredom, drive for excitement & drama
- Brain Development – abstract reasoning
- Revenge, retaliation
- Ignorance, lack of empathy
- Impulse control
- Desire for popularity/status/power/domination
- Assess if acting out hurt/anger/pain from other areas of life
- Confront errors in thinking



Climbing the Social Ladder

After Bullying Is Reported

- Keep in regular contact with the school
 - Seek teacher cooperation, work as a team
 - Tell!! discuss fear of retaliation
 - Always report further acts of aggression
 - Ensure a safety plan
 - Limit privacy and access to guns
 - Seek outside help as needed
 - SRO/Police, 211=First Call for Help
 - Seek out more intensive school based and peer involved solutions
 - Child Study Team, School Social Workers, Guidance, Office of Prevention, Support Group Method
 - **Focus on safety, happiness & respect, NOT punishment**
 - Remember - two steps forward, one step back is still improvement
- *Regularly review & follow up to provide support & protection**



In Conclusion, You and Your Children Can Be Activists for Respect

1. **Watch for:** offensive/hurtful behavior, isolated students
2. **Speak:** kind words to others; and against cruel acts/words
3. **Think:** before you act and respond empathetically
4. **Applaud:** positive acts
5. **Talk:** to coworkers/family about what you learned
6. **Learn:** more about how to combating bullying
7. **Act:** model kindness & respect, combat bullying
8. **Know:** know your rights and responsibilities & that
YOU have the power to change your world, and the world
of those around you
9. **Advocate:** for anti-bullying policies and laws in schools,
community, state and federally



QUESTIONS?

For Further Information, Please Contact:

Office of Prevention Programs

www.BrowardPrevention.org

(754) 321-2568

What will be your Legacy?

“A time will come for courageous acts unseen. We will be called to gird our courage and offer leadership. It is not malicious acts that will do us in, but the appalling silence and indifference of good people. Verily I say unto you that all that is needed for evil to run rampant, is for good women and men to do nothing.”

- Martin Luther King Junior



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Resources/References

- BEEP – Discovery Safesurf.org
- <http://www.wiredsafety.org/>
- InternetSuperHeroes.org.
- iSafe.org
- stopbullyingnow.hrsa.gov
- www.samhsa.gov
- www.bullyfreealberta.ca
- goodcharacter.com
- us.oneworld.net
- www.nonamecallingweek.org
- www.sdcoe.net/student/ss/resources.asp
- www.lfcc.on.ca/bully.htm
- cca-kids.ca/welcome.html
- www.clemson.edu/olweus
- www.cyberbully.org
- Robin D'Antona, ED. D. at www.stopbullyingma.org
- www.stopbullyingworld.org
- www.aauw.org/k-12

