

PRESENTS

FAMILY CONNECTIONS



**"BULLYING
BEHAVIOR
101"**

DISCLAIMER

The National Family Support Technical Assistance Center of Excellence (COE) Grant #1H79F6000160-Fam-CoE is supported by SAMHSA of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award with 100% funding by SAMHSA/HHS.

The contents herein are those of the author(s) and do not necessarily represent the official views, nor are an endorsement of, SAMHSA/HHS or the U.S. government. The National Federation of Families and the National Family Support Technical Assistance Center do not endorse any product presented.



trauma-responsive



strengths-based



avoids blaming
caregivers



inclusive

We Use Family-Driven Language!



person-first



respectful



nonjudgmental



consistent with
our actions

AGREEMENTS FOR OUR MEETING

MAKE SPACE FOR ALL VOICES.

PRACTICE THE "VEGAS RULE." WHAT IS SAID HERE, STAYS HERE.

SHARE QUESTIONS OR COMMENTS IN THE CHAT BOX AT ANY TIME!

RAISE YOUR "HAND" TO ASK QUESTIONS DURING OPEN CONVERSATION.

FOCUS ON OUR FUTURE OPPORTUNITIES, STRENGTHS, AND SOLUTIONS.

BE OPEN TO LEARNING FROM EACH OTHER.

TAKE BREAKS WHEN NEEDED - MOVE, EAT!

FOR TECHNICAL ASSISTANCE: WRITE IN THE CHAT BOX AND SOMEONE WILL HELP YOU.

HAVE FUN!



TODAY'S DISCUSSION

Learning Objectives

- Attendees will learn about the complex set of behaviors and situations that play a role in bullying behavior and its impact on the person targeting, witnessing, or initiating the behavior.
- **Acceptance Factor:** We accept that a child is not their behavior. We can refer to a “child with bullying behavior” instead of referring to a “bully”.
- **Social Justice Factor:** Understand the environmental and/or behavioral factors that may predispose a child/youth/young adult to exhibit bullying behavior.



JUDY FRENCH

PACER National Bullying Prevention Center

Creating a World Without Bullying:



National Federation of Families

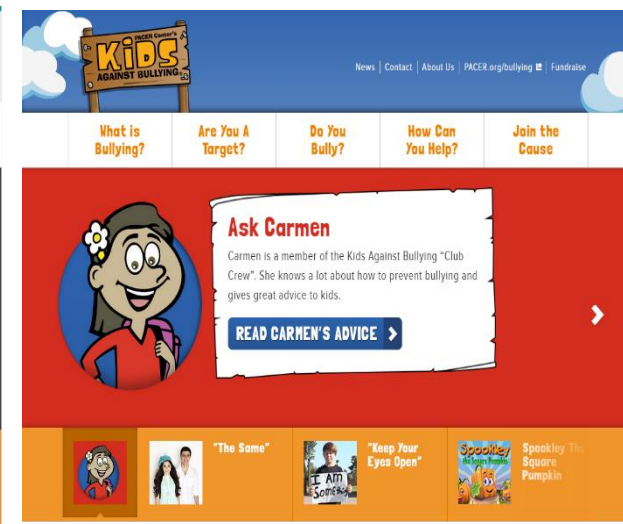
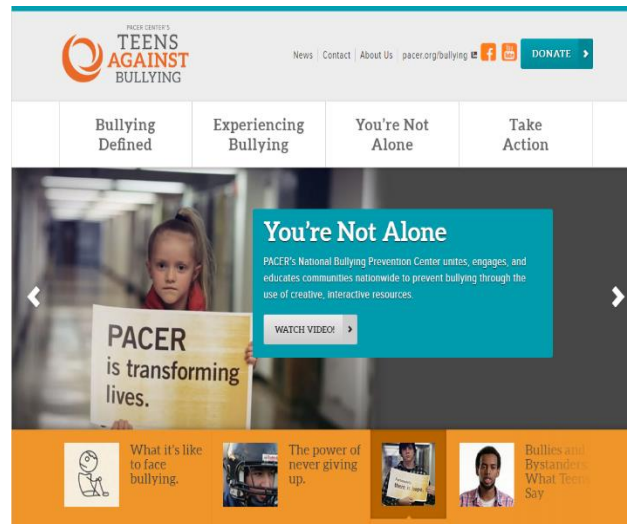
2023

On-Line Resources

PACER.org/Bullying

PACERTeensAgainstBullying.org

PACERKidsAgainstBullying.org



Parents and Professionals

Middle and High School

Elementary School

One of our 30 projects: Children's Mental Health and Emotional or Behavioral Disorders Project

The screenshot shows the top portion of the PACER.org website. At the top left is the URL 'PACER.org'. The main header is blue and contains the logo (a stylized figure with arms raised), the title 'Children's Mental Health and Emotional or Behavioral Disorders Project', the tagline 'Inspiring Opportunities', and a search bar with the text 'Contact PACER | Search'. Below the header is a green navigation bar with links: 'PACER - Home', 'Children's Mental Health Home', 'Learning Center', 'Resources', 'Youth Advisory Board', 'About Us', and 'Getting Help'. A 'Newsletter' button is also present. On the left side, there is a vertical menu under the heading 'Learning Center' with items: 'Does My Child Have an Emotional or Behavioral Disorder?', 'Navigating the Education System', 'Parent Leadership', 'Family-Run and Nonprofit Organizations', 'Workshops / Trainings', and 'Parenting'. To the right of this menu is a large image of a young child with their hand to their face, looking thoughtful. Below the image is the text 'Does My Child Have a Mental Health, Emotional or Behavioral Disorder?'.



Agenda

- Dynamics of Bullying
 - Advocacy, Self-Advocacy, and Strategies for Working with the School
 - Resources
-

Common Views and Myths

- Bullying is a natural part of childhood.
- Words will never hurt you.
- Some people deserve to be bullied.
- Bullying will make kids tougher.
- Telling a teacher about bullying is “tattling.”
- It’s only teasing.

Bullying & Cyberbullying: Definition

— *The Hallmarks* —

- ***Hurts or harms*** another person physically or emotionally.
- The target has ***difficulty stopping the behavior*** and struggles to defend themselves.
- Exhibits an ***imbalance of power***; the student(s) doing the bullying has more physical, emotional, or social power than the target.
- *Many definitions indicate that the bullying is “repeated,” but the reality is that bullying can be circumstantial or chronic.*

Intention versus Impact

While it is important to address the intention or purpose behind the bullying behavior, it is equally important to look at the *impact* of the behavior on the target.

Bullying vs. Conflict

Conflict:



Bullying:



The Roles in Bullying

1. The person targeted by the behavior
2. The person(s) initiating the behavior
3. Those witnessing the behavior

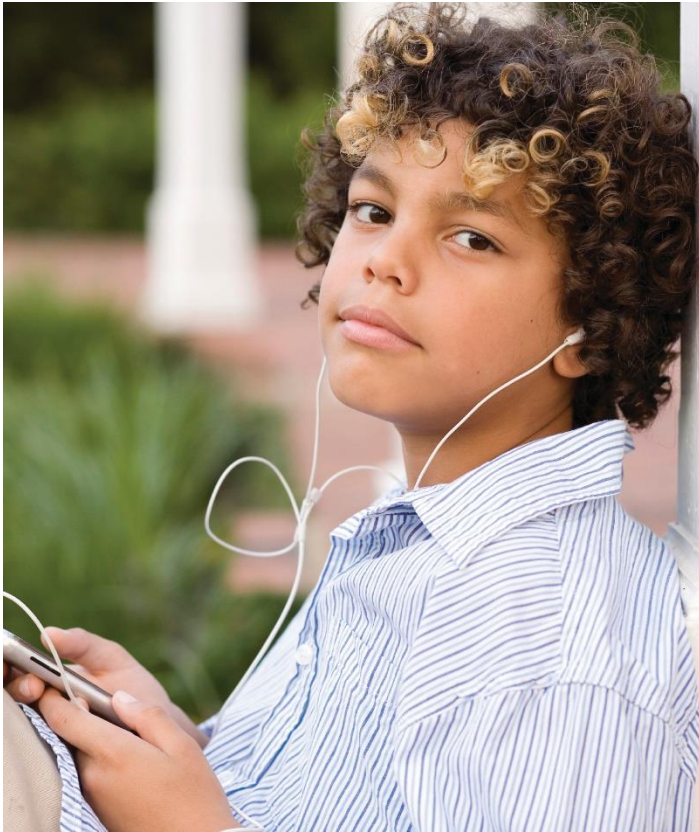
Types of Bullying

- **Verbal:** Using words to tease or harass.
- **Emotional (Social):** Manipulation, gossip, exclusion.
- **Physical:** Kicking, hitting, damaging or stealing property.
- **Sexual:** Unwanted attention or touch, innuendos.
- **Cyber:** Using technology to hurt or harm.

Cyberbullying: Similar and Different

- **Hurt or harm**
- **Intentional**
- **Repeated**
- **Power imbalance**
- **Anonymous**
- **Easier to be hurtful**
- **Hard to detect**
- **Persistent**
- **Capable of spreading to a much larger audience**
- **Permanent**

Advocacy, Self-Advocacy, and The School



- Advocacy: Creating a Plan With Your Child
- Teaching Your Child to be A Self-Advocate
- Working with the School and the Community

Is Your Child a Target of Bullying?

- **TALK WITH YOUR CHILD**

57% of children who were bullied did not report it

- **SUPPORT AND EMPOWER YOUR CHILD**

Make a plan with your child. Who needs to be involved?

Learn your rights: school and district policies, state and federal laws

Cyberbullying

- **DEFINE CYBERBULLYING FOR THEM:** Youth are spending more time online for school and social interaction, so there is the potential for an increase in cyberbullying behavior
- **CREATE RULES OR A CONTRACT:** Start talking about online behavior as soon as they start using technology and return to the conversation as their technology use evolves
- **TEACH THEM TO RECOGNIZE & REACT TO CYBERBULLYING:** Your child may not recognize that hurtful online behavior can be cyberbullying, especially in settings like games or new spaces

Talking with Your Child

- What applications or sites do you and your friends like? Which app is your favorite?
- Have you received a message from someone that bothered you? How did you respond?
- Has a stranger ever communicated with you? If so, what did they want?
- Has this happened more than once?
- How are you staying safe on the Internet?

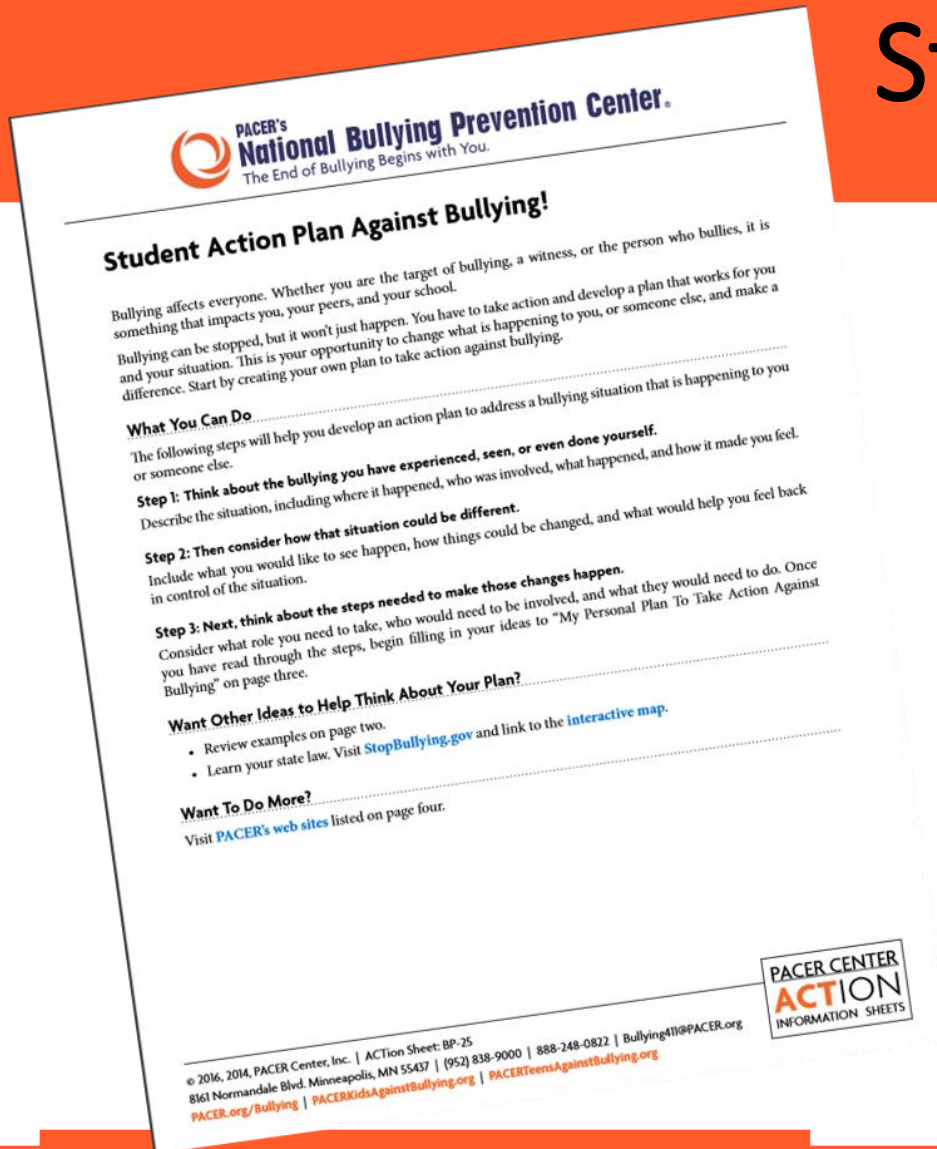
If a child is bullied online:

- Let them know you are there to help (not take their technology away)
- **Document the situation and keep a detailed record**
- If it's happening during distance learning or with a child's classmates: **inform the school.**
- If it's happening on social media: **report and block** (after you have captured screenshots, etc.)
- Reassure your child that you will help them find a solution

The Importance of Self-Advocacy

- Speaking up for yourself
- Being able to describe your strengths, needs, and desires
- Taking responsibility for yourself
- Learning about your rights
- Knowing how to get help and knowing how to ask a question that will get you help

Encourage Self-Advocacy Student Action Plan



Step 1: Think about the bullying you have experienced, seen, or even done yourself.

Step 2: Then consider how that situation could be different.

Step 3: Next, think about the steps needed to make those changes happen.

<https://www.pacer.org/publications/bullypdf/BP-37.pdf>



Parent and Educator Guide to Using the Student Action Plan Against Bullying

There is a lot of silence around bullying. When bullying happens, it's important that parents, educators, and youth are all involved in the solutions. Addressing bullying can be very challenging when youth don't have the opportunity to connect with a caring adult or are uncomfortable communicating their thoughts, feelings, and opinions about bullying. Someone who is targeted by bullying may be silenced by the stigma of the situation and think that they did something to deserve it. Someone who witnesses bullying may wonder if they should get involved and risk being bullied, too. Those who are engaged in bullying behavior might not view their behavior

Working with the School: A Prevention Roadmap

- Involving the school and your child's teachers **early** is important. Establish rapport with all staff.
- **Work with the school** to let you or another adult present on your child's disability.
 - For faculty, staff, and students
 - Parents will have to initiate this, most likely
- Make sure that IEP safeguards are in place **prior to the start of the year.**

Working with the School: an Intervention Roadmap

- **Listen to your child** and work with the **Student Action Plan. Develop your own Action Plan.**
- **Contact the school right away**, keeping a copy of the communication (or description of the contact) with all dates and details.*
- **Follow-up with school** to ensure response and resolution.
- Future: incorporate ideas for bullying prevention into **IEP/504**.

Peer Advocacy: Role of An Active Bystander

Some strategies:

- Spending time with the student being bullied
- Trying to get the student away from the situation
- Listening to the student being bullied
- Telling the student that no one deserves to be bullied

The Community's Role

- It doesn't depend on just one person to stop bullying.
- All adults have a responsibility – and a role to play – at school, at home, or working together with students and the community to create positive change.
- It is never the child's responsibility to change what is happening in a bullying situation.

Prosocial Behaviors for Creating Healthier Communities

- Kindness
- Acceptance of difference
- Inclusion

Things to Remember

- Bullying is not a natural part of childhood.
- Bullying is a learned behavior and behavior can change.
- The adult response and advocacy is vital.

Two Things to Say to Your Child

- It's not your fault and you do not deserve to be treated this way.
- You are not alone. I will help you manage this.

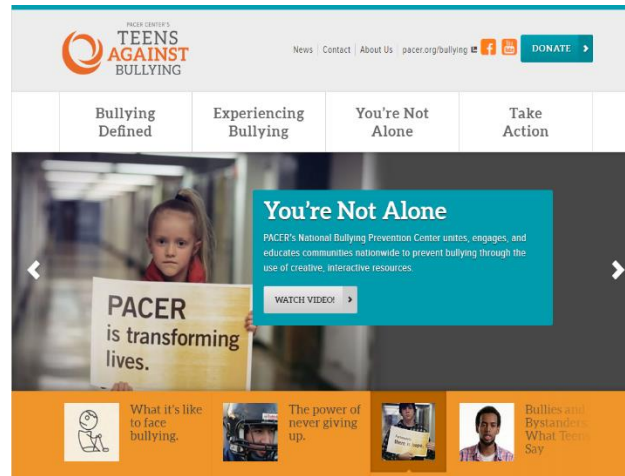
Websites

[PACER.org/Bullying](https://www.pacer.org/bullying)



Parents and Professionals

[PACERTeensAgainstBullying.org](https://www.pacer.org/teensagainstbullying)



Middle and High School

[PACERKidsAgainstBullying.org](https://www.pacer.org/kidsagainstbullying)



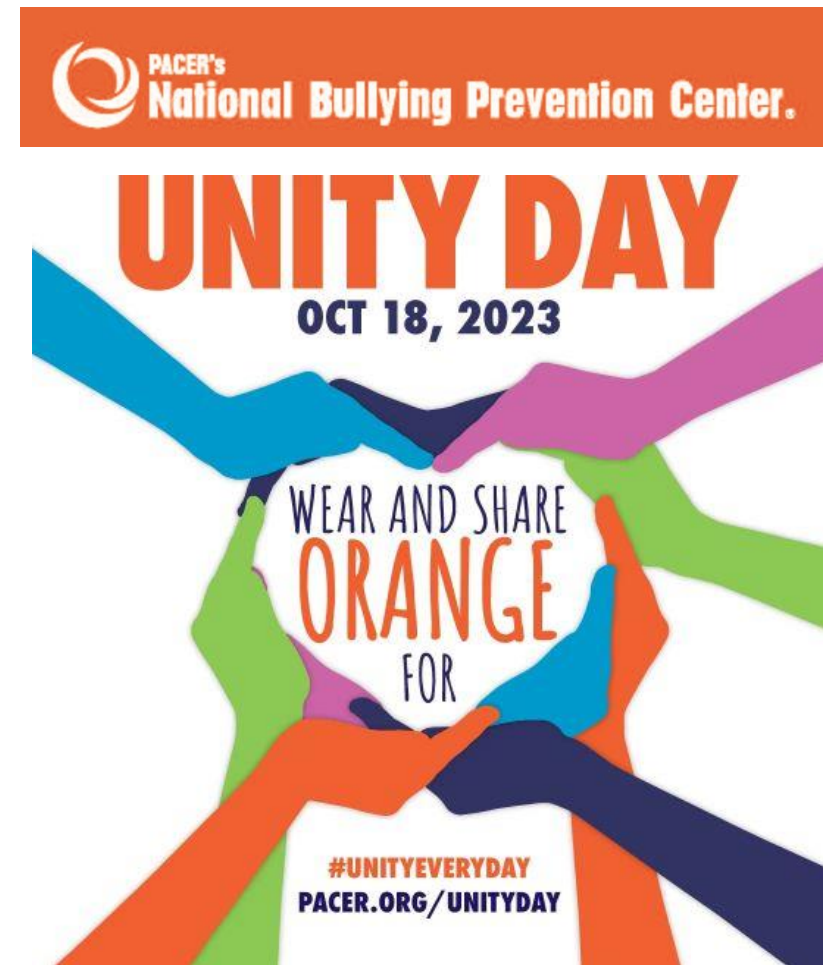
Elementary School

Judy.French@pacer.org

PRESENTER CONTACT INFORMATION

Judy French

- PACER's National Bullying Prevention Center
- judy.french@pacer.org
- Los Angeles Office: (310) 749-8782



CONTACT INFORMATION

Gail Cormier, Project Director, NFSTAC

info@nfstac.org | www.nfstac.org

Gena Fitzgerald, Project Manager, NFSTAC

gfitzgerald@ffcmh.org | www.nfstac.org

Lynda Gargan, Principal Investigator, NFSTAC

lgargan@ffcmh.org | www.nfstac.org

**NFS
TAC**
THANKS FOR JOINING US!

COMING DECEMBER 7TH

FAMILY CONNECTIONS: FINDING JOY IN HOLIDAYS & SPECIAL DAYS



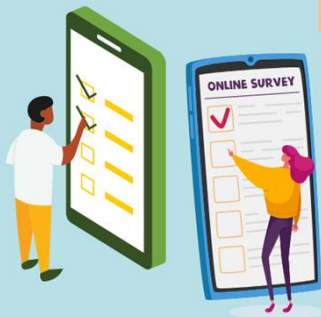
FAMILY CONNECTIONS

NFS TAC NATIONAL FAMILY SUPPORT
TECHNICAL ASSISTANCE CENTER
Providing Family Support Across the Lifespan

*How was
today's Family
Connections?*



*Please stay
for the survey
and let us know!*



1 TAKE THE SURVEY

2 DOWNLOAD
CERTIFICATE TO
ENTER YOUR NAME

