

## A Common Sense Approach to Stop Bullying Behavior!

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Great time!– I control me!

- Pleasure! -- Honor!!!
- Time Out! ---- Active Learning! --- Rapid Fire!
- Power Point – information!
- Email – cell number!

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### Questions

- What kind of school do you want to be part of?
- What kind of staff member do you want to be at your district!
- **Extraordinary**

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### How good do you want to be?

- **If we want to be extraordinary-**
- The first thing we have to do-
- **Is quit being ordinary.**

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### School

- You can't have an extraordinary school unless kids feel safe!
- Unless kids feel connected!

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### Relationship Building

- **What really impacts student character is how the child is treated by others!**
- Those others include us!
- It also includes one another!
- Where is this taught?

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Here is the statements: Elliot Aronson, in his book "Nobody Left to Hate: Teaching Compassion After Columbine, addresses the necessity for schools to recognize cliques and disband them accordingly. He writes.

- **A school that ignores the values of empathy, tolerance, and compassion – or, worse still, pays lip service to these values while doing nothing concrete and effective to promote these values – creates an atmosphere that is not only unpleasant for the “losers.” But one that short-changes the “winners” as well.**

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- **A safe learning environment is necessary for teachers to teach and students to learn! In addition to a sense of safety, students need to feel a connection to their school: a sense of belonging, trust in school authority, and confidence in the school’s commitment to them (Young, 2004).**

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## Connectedness

- **Bullying interferes with school connectedness and has a negative relationship on students bonding with their school.**
- Studies show that schools connectedness and victimization are inversely correlated across grades and genders.
  - In other words, as bullying increases, school connectedness decreases (Young, 2004).
- **Just as important, students who feel connected are less likely to bully.**

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Not a bright guy!

- **But --- This tells me that we need to make sure all kids are connected!**
- **A positive connection!**
- **Two way street!**

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## Get into groups

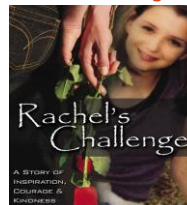
- Go back to your school -
- High School --- Middle School --- Elementary
- **List things you are already doing to make sure kids feel connected and safe!**

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## Conference

**Rachel's Challenge**



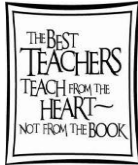
**Teaching to the heart!**



## Head or the Heart

Teaching to the Heart!

Teaching to the Head!



## First

- Teach kids to lead and be proactive!
- These are the kids that we want to go out and make a difference!
- How do we expect kids to lead, if we don't teach them?
  - Do we expect kids to know benchmarks with out teaching them to them?

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## Second

- We have to help those kids that don't seem to be connected learn how to accept connections!
- These are skills they have not learned.
- We can send all the kids to them, but if they don't trust or know how to accept them, it will do no good!

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## Help the Target to Develop Positive Connections With Others

- **If a child has at least one significant friend they are usually better able to cope with the effects of bullying when it occurs!**
- Strengthen the social standing of the target with students and staff in the school.
- As people in the school community develop more positive connections with the targeted student, they are more likely to help them.

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- **“We are not only responsible for what we do, but also for what we do not do.”** - Moliere

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## Bullied to Death



- The South Hadley High School student, Phoebe Prince's, story of being bullied to death is different from all the others. Why?
- Because for the first time, law officials are placing the blame and responsibility of a teen suicide on the victim's bullies.

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## Bullied To Death?

- Phoebe Prince
- The morning of January 14<sup>th</sup>, Phoebe Prince looked like a typical 15-year-old girl giddy with excitement about an upcoming school dance!
- After lunch, she was so shaken that she described an incident to friends, then shrugged it off. "Phoebe said she'll find a way out of the problem she was in," says a friend, who thought nothing of the comment. "It didn't click until later that night."
- At 5:17 p.m. investigators found Phoebe Prince dead in a stairwell of her home, hanging from a noose she'd fashioned from a scarf.

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## Bullied To Death?

- Is Bullying a Crime?
- Accused of driving Phoebe Prince to suicide, six teens face unprecedented charges!

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## Florida Teens Charged With Bullying Fellow Student On Facebook

- Two teenage girls have been charged under Florida's law against cyberbullying after authorities say they created a Facebook account in a classmate's name and posted a faked nude photograph of her.
- The 16- and 15-year-old high school students were charged Wednesday after a lengthy investigation into two Facebook accounts created in April. They each face a felony charge of aggravated stalking under a 2008 law passed after a student suicide blamed on bullying.
- Officials say the accounts included a photo of a nude female doctored to add the victim's head.
- Authorities say the victim was ridiculed by classmates after the pages became active.
- The teens have been ordered to serve 21 days of home confinement and will be arraigned on the charges Feb. 8.

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## What Everyone Should Know About Bullying?



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Definition: Words and/or actions intended to hurt or dominate others.

Another Definition:

***Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion. (Unless Planned)***

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## What is Bullying Behavior?

- **Bullying is characterized by the following three criteria:**
- **A) It is aggressive behavior or intentional harm.**
- **B) It is carried out repeatedly and over time.**
- **C) It occurs within an imbalance of power.**

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## What is bullying?

**Intentional**

**Repeated**

**Unbalanced**

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## What Bullying is Not

- ▶ **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation**
  - ▶ Single episodes of nastiness or physical aggression are not the same as bullying.
  - ▶ If a student is verbally abused or pushed on one occasion they are not being bullied.
- ▶ Now if it is a planned out event and they are intentionally wanting to hurt the person and have developed a plan on how to do it, then bullying behavior has occurred

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## What Bullying is Not!

- **Mutual conflict**
  - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power.
  - Both parties are upset and usually both want a resolution to the problem.
  - **However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.**

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## What Bullying is Not!

- Social rejection or dislike is not bullying
- Unless:
  - The social rejection is directed towards someone specific:
    - And involves deliberate and repeated attempts to cause distress, exclude, or create dislike by others.

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## Teasing

- 1. Allows the teaser and person teased to swap roles with ease.
- 2. Isn't intended to hurt the other person.
- 3. Maintains the basic dignity of everyone involved.
- 4. Is meant to get both parties to laugh.
- 5. Is discontinued when person teased becomes upset or objects to the teasing.
- 6. Is only as small part of the activities shared by the kids who have something in common.

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## Taunting

1. Is based on an imbalance of power and is one-sided.
2. Is intended to harm.
3. Involves humiliating, cruel, demeaning, or bigoted comments thinly disguised as jokes.
4. Includes laughter directed at the target not **with** the target.
5. Is meant to hurt the self-worth of the target.
6. Induces fear of further taunting or can lead to physical bullying.
7. Continues especially when targeted kid becomes distressed or objects to the taunt.

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## Resilience

- **Be able to bounce back.**
- **Turn a negative into a positive!**

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## Teach the Skills of Resilience

- **Resilience refers to the psychological and social skills, that allow human beings to bounce back when they suffer setbacks.**
- **Resilience skills allow us to deal more effectively with the hard things in life!**
- **It is proven that teaching resilience even in a short time commitment, results in long term benefits for those that learn the skills.**

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## Drew Brees



- When he was in grade school he was bullied about his birthmark.
- Later he could have had it removed.
- But, he kept it for a character builder.
- It helped him learn to handle criticism.

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## Teach the Skills of Resilience

- **1. Teach Empathy by Practicing Empathy**
- **2. Teach Responsibility by Encouraging Contributions.**
- **3. Teach Decision-Making and Problem-Solving Skills and Reinforcing Self-Discipline.**
- **4. Positive Focus.**
- **5. Help Children Deal with Mistakes – view as a lesson to learn from.**
- **This is why activities are so important!**

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## BE PROACTIVE

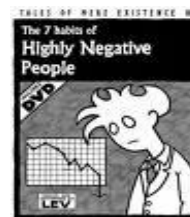
- **Take responsibility for **your** life.**
- Thumb to chest.
- Pair up- put hands up- second person follows the first.

## Choices

**Stir the pot!**

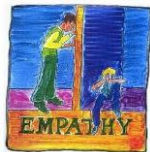
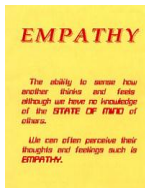


**Negative Habits**



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## Empathy



"Understanding what the other person is going through and being there."

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- **Empathy is the act of understanding someone else's feelings as if they were your own!**

## Empathy

- Empathy is a crucial concept in development of a bullying prevention program.
- It needs to be part of every student's vocabulary and behavior repertoire.

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## Empathy

- Apathy is the absence of feeling.
- Sympathy is sensitivity to someone else's feelings.
- Empathy is the act of understanding someone else's feelings as if they were your own!

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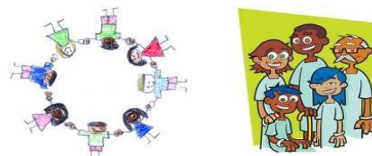
## Practice Empathy

- See with their eyes!
- Hear with their ears!
- Feel what they feel!
- We don't make decisions with our heads, we use our hearts and our heads!

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## Cultural Sensitivity - Empathy



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Training based around!

## • 3 R's

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Bullying Behavior-- 3 R's

- **Recognize**
- **Respond -- React**
- **Report -- Respect**

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First R

## • Recognizing

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**How do I recognize a bully behavior?**

- Most bullying is traceable to one person, male or female - bullying is not a gender issue.
- Bullies are often clever people (especially female bullies) but you can be clever too.

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Direct Bullying

- **When bullying takes a direct form, the bully confronts the victim face-to-face!**
- Physical -- hitting, kicking, spitting
- Verbal-- taunting or teasing
- Non-verbal - making faces, mocking

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Indirect Bullying

- **The bully attacks the targets social standing or reputation – usually when the victim is not around!**
- Spreads malicious gossip
- Writes insulting graffiti
- Organizes a peer group to ostracize the target.
- **Cyber bullying** -IM, MySpace, Web , cell phones

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## Where do kids get bullied at your school?



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## Where do people get bullied?

- Unsupervised areas!
- Uncover Bullying 'Hot Spots' in your school!
  - Go on a school walking tour with your class.
  - Ask students:
    - To identify 'safe' and 'unsafe' areas of the school.
    - Times of day for these areas.
    - Reasons the are 'unsafe.'
- Go on a walking tour with your staff!

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## Supervision

- **Research has found that bullying is most likely to occur in schools where there is a lack of adult supervision during breaks.**
- Where teachers and students are indifferent to or accept bullying behavior, and where rules against bullying are not consistently enforced.  
(Olweus, Limber, & Mihalic, 1999)

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## Recognizing the three players



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## Recognize the 3 Players

- Victim- Target- Bullied
- Bullying Behavior
- Witness- Bystander

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## Reporting vs. Telling/Tattling

- **Telling/Tattling means you are trying to get someone in trouble!**
- **Reporting means you are trying to get someone out of trouble.**
- Question? Are you reporting or are you tattling?

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## Three Players

- When we first started, we focused on the victim and what can we do to help that person!
- Then for several years we focused on the bystander and the part they played in stopping or adding to bullying behavior.
- This year we are focusing on the person with the bullying behavior!

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## Bullying Behavior

- **We do not have bullies in schools!**
- **We have people with bullying behavior!**
- **Bullying is a behavior not a person!**
- **We can change behaviors!**

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## All Kinds of Cyberbullying



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## Cyberbullying

- Cyberbullying is being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies.

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## Cyberbullying

- Sending hate email messages
- Creating Web sites meant to humiliate a victim
- Forwarding private emails without permission
- Taking an embarrassing photo with a camera phone and posting it on the internet.
- Sexting --- Sextortion!

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## Cyberbullies use more than just computers...

- Cyberbullying also occurs when students use cell phones or pagers to:
  - Send text messages in order to bully, intimidate or harass another person
  - Send photos to deliberately try to scare, upset or threaten others
  - **Take pictures of themselves and post!**
  - Spread gossip or rumors about a person to other students

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## Legal and Policy Issues

- **School districts are well within their legal rights to intervene in cyberbullying incidents- even if those incidents were initiated off-campus- if it can be demonstrated that the incident resulted in a substantial disruption of the educational environment.**

## What should schools do?

- Educate administration and staff on cyberbullying.
- Develop a plan to educate students and community about cyberbullying
- Establish a computer acceptable use policy for students and parents to sign.
- Develop discipline policy and procedure for Cyber bullying.– Update!

## What should schools do?

- Update student code of conduct to clarify that bullying by electronic means will be treated as seriously as traditional bullying.
- Establish a threat assessment procedure.
- Establish a counseling program for targets and perpetrators.
- Educate your staff on technology etiquette.
- Keep staff aware of new techniques!

## Legal Standard for Search of Internet Records and Files At School

- **The locker search standard applies to student internet use**
  - Students have a limited expectation of privacy on the district's internet system
  - Routine maintenance and monitoring by staff should be expected
  - Clear notice to students can enhance deterrence

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## Second R

# • Responding

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## Respond vs. React

“Respond” as opposed to “React”.

“Respond” connoted a thoughtful, proactive approach;

“React” can conjure up images of a knee-jerk reaction.

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## Coach John Wooden

- Coach Wooden's dad gave him this advice when he was in grade school:
- Don't whine!
- Don't complain!
- Don't make excuses!

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Once we recognize it, what do we do?



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What can staff do to prevent bullying?

- Provide an atmosphere at school characterized by emotional warmth.
- Talk with kids about bullying
- Praise appropriate behavior.
- Develop shared interests.
- Set clear, consistent limits on behavior.
- **Be out and about!!!**

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Out and About

- If the number one place that bullying behavior occurs is in unsupervised areas!
- We have to be in those areas!
- It is called the element of surprise!
- If they don't know when and where we are, they are less likely to take a chance in doing something!

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Staff Responsibility

- **Create an environment from day one that sets the tone in your classroom.**
- Greet your students right off by saying, **"This year we are going to be a family. We are going to work together, support one another, and treat one another with respect."**
- "The one thing I will not tolerate this year is bullying or picking on other students."
- "That is something I take very seriously, and it will definitely not be happening in this classroom."

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Staff Responsibility

- **Ensure that your class understands the definition of "Bullying Behavior."**
  - Include examples of direct bullying behavior and indirect bully behavior.
- Confront students engaged in bullying behavior in a firm but fair manner.
  - Do so in private whenever possible.
- Find an adult in your school with whom the student has a close relationship.
  - Ask that adult to visit with your student.

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## Staff Responsibility

- If you see or know of a kid being victimized, sit down with them as soon as possible and find out exactly what is going on and who is involved.
- Don't be afraid to show compassion.
- **The best way to create compassion within the classroom is to model that type of behavior yourself!**

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“Perhaps our eyes need to be washed by our tears once in a while, so that we can see Life with a clearer view again.”

— Alex Tan  
©:

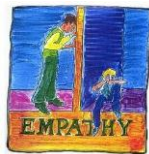
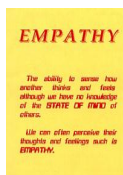


The values we live by are worth more when we pass them on.

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## Empathy



"Understanding what the other person is going through and being there."

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## Staff Responsibilities

- Do not ignore any signs of bullying in your school.
- There is a lot to be said for allowing kids to handle issues on their own.
- And it is important to spend time working with kids to get them to settle disputes and disagreements.
- However, if it doesn't work, it is time to take charge!
- Be careful about not making the situation worse.
  - Sometimes we punish the whole class and it makes the situation worse.

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## Teach the Skills of Peacemaking

- Starting with pre-school, teach peace building!
- It means on-going commitment to be intentional as a community of peace!
- Teaching the skills that help to find, create, nurture and spread peace!
- It all starts with us! We model, we correct, and we teach!

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## Teach the Skills of Peacemaking

- **To prepare the children in our schools to be the leaders of tomorrow's world, we have to teach the needed skills today!**
- **At school, it begins with a commitment to be intentional as a community of peace!**
- **It means on going commitment to a climate where peace is possible!**
- **We know how to do it; we just need to commit to it!**
- **And then work to fulfill our commitment!**
- **7 days out of 7!**

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## Teach Assertive Skills

- Respond to taunts, insults, or taunting with a bland response ("Oh." "That is your opinion.")
- Don't let the bullies see that they have upset you!
- Get away from the situation if you start getting angry.
- Say "No" firmly and loudly if you don't want to do something that someone tells you to do.
  - Stand up straight and look the person in the eye
- Refuse to let others talk you into doing something you will be sorry for!
- Report to an adult!

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We can't protect them from everything!

- Things are going to happen!
- Doesn't mean that we just sit back and let it go on!
- We take care of things when we can!
- We have to teach resilience skills!

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## Teach the Skills of Resilience

- **Resilience refers to the psychological and social skills, that allow human beings to bounce back when they suffer setbacks.**
- **Resilience skills allow us to deal more effectively with the hard things in life!**
- **It is proven that teaching resilience even in a short time commitment, results in long term benefits for those that learn the skills.**

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Third "R"

• **Respect**

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RESPECT

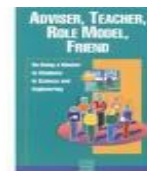


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RESPECT – Starts with US!

Staff and Students

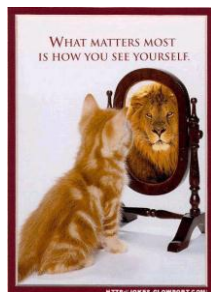
Advisor – Role Model



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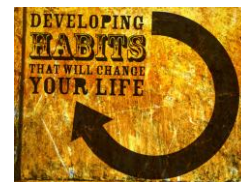
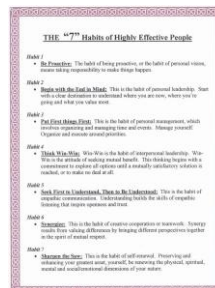
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Help these kids see themselves as someone important!



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We are creatures of habits!



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## Habits

- How long does it take to form a habit?
- 21 to 28 days
- If you have a negative habit, how can you change it?
- Replace it with a positive one!

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## Success Is Built on Relationships

- **You add value to people when you value them!**— John C. Maxwell
- **Success is built one relationship at a time.**
  - Strong relationships create **loyalty and are the basis of partnerships and teamwork.**
- **The quality of a relationship is related directly to the amount of time invested in it!**

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This is huge!

- **If we get kids at young ages to develop positive habits and treat people with respect, we will have fewer problems down the road.**
- We have to spend time doing this!
- We have to model it everyday!
- We have to recognize good behavior!

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## Strategies

- Conduct a thorough building-wide assessment to uncover the extent that bullying is a problem in your school.
  - Use multiple methods to collect information.
  - Staff surveys
  - Anonymous student surveys.
  - Facilitate student and parent focus groups.
  - Pattern of student disciplinary referrals.
  - Record bullying behaviors in less-supervised settings such as – cafeteria, playgrounds, etc.
- Pool this information together!

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## Strategies

- Reach consensus as a staff about how your school defines bullying behavior.
- When educators should intervene to prevent bullying behavior from occurring.
- **Rates of school bullying drop significantly when ALL staff members are able to identify the signs of bullying and agree to intervene consistently whenever they observe unsafe, disrespectful, or hurtful behaviors!**

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## Strategies

- **Compile a 'menu' of appropriate consequences that educators can impose on students who have bullying behavior.**
- Should include:
  - Lesser consequences that might be given for minor acts of bullying behavior.
  - More stringent consequences for more serious bullying behavior.
- Train staff to use the consequences-menu to ensure fairness and consistency!

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## Strategies

- **Establish a policy for contacting the parents of a student who as engaged in bullying behavior!**
- **Remember --log behaviors -- by several staff members that are around the child.**
- **Get your school counselor involved.**
- Work to replace negative behaviors with positive behaviors.

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## • Be Fair

- **Not necessarily equal!**

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## More Ideas

- Develop strategies to reward students for positive, inclusive behavior. *(staff)*
- **Whale Done – The more attention you pay to that behavior is the behavior you get in return.**
- **Provide school-wide and classroom activities that are designed to build self-esteem by spotlighting special talents, hobbies, interests and abilities of **all** students and foster mutual understanding of and appreciation for differences in others.**

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## Something I am going to ask you to try.

- **Go back to your schools and try this for one week.**
- **Each teacher, administrator, or staff member to be in the hall way in the morning before school.**
- **Greet each kid by name.**
- **Shake their hand, look them in the eye.**
- **Visit with them about something other than academics.**

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## Please stand up

- Go find someone in the room and introduce yourself to one another.
- Now go back to your seat and whisper to the person you are sitting by what you think of the person you went and introduced yourself to!
- No not really!

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## Classroom/School Climate

- As staff members, we must be aware of the climate of our classrooms, hallways, busses, lunchroom, etc. ?
- We must make sure that students feel safe and comfortable?
- How students are interacting with one another? Is everyone being included?

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## More Strategies

- Listen receptively to parents who report bullying and investigate reported circumstances immediately, take appropriate action and report back.
- Let everyone involved know that bullying will not be tolerated.

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## I think one of the most important things a staff can do!!!

- **You as a staff decide what bullying problem that your school has that you, the entire staff, can collectively do something about.**
- **Then make a pact that all staff will work really hard to be consistent in preventing this bullying problem.**

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## Here are some interventions I would suggest schools use to reduce teacher bullying:

- Work together as a staff to create a code of conduct for staff.
  - Which methods of discipline, building motivation, and feedback are acceptable?
  - Which cross the line into bullying?
  - Which behavior toward colleagues is out of line?
- When staff discuss and agree on these standards, adults with bullying behavior are less likely to believe that their practices are supported by their peers.

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## Bully/Victim Facts

- Ninety percent of the students felt being bullied caused **social, emotional, or academic** problems.
- Bullying is reported as most severe in grades **7-9** with grades **4-6** next.
- **Ridicule/taunting, verbal harassment, cliques, and practical jokes** are the most frequently reported forms of bullying.
- Majority of kids who are bullied don't turn to violence. They suffer in silence. **One in five** seriously contemplate suicide.

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## Victims

- **None Physical**
  - Ignore
  - Confront positively
  - Report
- **Physically**
  - Confront positively
  - Report

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## Remember!!!

- The staff has to have a personal connection with every student.
- Every student in your school needs to have at least one adult that they can connect with. *Student Advisory*
- We as a staff need to model respect both to students and adults.

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## Bystanders are the Key! "REFUSE!"

- **Refuse to join in!**
  - Bullies are almost always accompanied by followers.
  - Instead of laughing along or teasing- just stay quiet.
  - If you refuse to participate, the bully has less encouragement to continue.

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## Hold Bystanders Accountable for Their Actions!

- Student onlookers need to understand that they are responsible for their actions when they witness a bullying incident.
- In particular, they need to know they will face negative consequences if they decide to join in with the person with the bullying behavior.
  - By laughing, taunting, teasing, cheering on, etc.

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## Hold Bystanders Accountable for Their Actions!

- When you see that bystander participating with the bully, schedule a private conference with that student.
  - Talk about the bullying incident and explain how their actions were hurtful
  - Share your disappointment.
  - Discuss a positive way to handle the situation
  - Impose disciplinary consequences that is fair if needed.

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## Teach Positive Ways for Bystanders to Handle Things

- Create a 'welcome committee' for kids that are new to the school, change classes, etc.
- Develop positive relationships between older and younger students.
- Assigning students to younger classrooms to serve as teacher helpers or peer tutors.
- Positive note committee

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## Teach Positive Ways for Bystanders to Handle Things

- Entire class or sport may 'adopt' another classroom of younger kids.
- Develop and train 'group ambassador's'.
  - They are responsible for greeting anyone who joins the group.
  - They should be trained to recognize when a student might need assistance and in how to provide that assistance in a supportive way!
- What are some things you are doing?

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## What is cyberbullying, exactly?

- **The methods used are limited only by the child's imagination and access to technology.**
- **The kids often change roles**
  - **Going from victim to bully and back again.**
- Children have killed each other.
- Committed suicide after having been involved in a cyberbullying incident.

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## What is cyberbullying, exactly?

- It is recommended that a provision is added to your school's acceptable use policy
  - **Reserving the right to discipline the student for actions taken off-campus if they are intended to have an effect on a student or they adversely affect the safety and well-being of the student while in school.**
- This makes it a contractual issue and not a constitutional issue.

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## Cyberbullying: Worse Than Traditional Schoolyard Variety?

- Bully can remain anonymous: Unsigned posts on online social network. -Not!!!
- Cyberbullying can occur 24 hours a day.
- Victims of cyberbullying are humiliated in a worldwide venue.
  - Not just spreading rumors by word or mouth.
  - Damaging text and images can be widely disseminated on the internet and can be impossible to fully remove.

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## How cyberbullying works

- There are two kinds of cyberbullying
  - Direct attacks
    - messages sent to your kids directly
  - Cyberbullying by proxy
    - Using others to help cyberbully the victim
    - Either with or without the accomplice's knowledge
    - Because cyberbullying by proxy often gets adults involved in the harassment, it is much more dangerous.

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## Direct Attacks

- 1. Instant Messaging/Text Messaging Harassment
- 2. Stealing Passwords
- 3. Blogs
- 4. Web Sites
- 5. Sending Pictures through E-mail and Cell Phones
- 6. Internet Polling
- 7. Interactive Gaming
- 8. Sending Malicious Code
- 9. Sending Porn and Other Junk E-Mail and IMs
- 10. Impersonation

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## Impersonation



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[www.photofunia.com](http://www.photofunia.com)



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## Survey Monkey

- [Http://www.surveymonkey.com/](http://www.surveymonkey.com/)



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## Rate Your Teacher

- [rateyourteacher.com](http://rateyourteacher.com)
- [ratemyteacher.com](http://ratemyteacher.com)
- **Ratemyprofessor.com**

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## Cyberbullying Against Teachers

- Students have been making fun of teachers for generations.
- Computer technology makes the potential for harm much greater because the information can reach a far greater audience.
- Bring up past history.

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## Strategies and Advice

- **Google your name often. -- Google Alert**
- Be careful what you say in chat rooms, especially if students are online in the room.
- Be careful about posting pictures or videos of yourself on web sites.
- Appropriate use of school computers by family members.

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## Popular Social Networks Where Cyber Bullying Can Occur

- 61% of teenagers have a social network site
- Most cyberbullying occurs totally off-campus at sites such as:
  - My Space.com-
  - Xanga.com
  - Facebook.com
- How old do you have to be to get on these sites?

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## Social Networking Sites

- Social networking sites
  - <http://www.myspace.com> – 14 years old
  - <http://www.facebook.com> – 13 years old
  - <http://www.xanga.com> –
  - Bebo – 13 years old

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## FaceBook

- Sixth most trafficked internet site in U.S.
- 2.6 billion minutes spent on Facebook daily throughout the world.
- 200 million active users.
- 700,000 photographs uploaded monthly

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## Face Book

- Face book urges you to report bullying problems users immediately.
- Confidential report links are available throughout the site.
- Be very careful who you "Friend."
- It is OK for kids to ignore or decline a friend request.

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## My Space

- Primarily a younger crowd (under 18)
- 106 million members
- 230,000 new profiles each day.
- "Having a My Space page is like decorating your locker."

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## Twitter

- One of the fastest growing social networks
- Micro-blog or supertexting
- Communicates through exchange of 140-character messages.
- 6 million “tweeters”
- 225 million “tweets” per day.
- Recent Studies
  - 5% of Tweeters are responsible for 95% of tweets.
  - Larry Johnson saga.

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## Twitter

- Norman, Okla. — Oklahoma has suspended receiver Jaz Reynolds indefinitely after he posted what coach Bob Stoops called “insensitive remarks” on his Twitter page about a gunman who committed suicide on the University of Texas campus.

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## Sexting

- Sexting is a growing and serious problem.
- It's when young people take nude pictures or images of them engaging in real or simulated sex acts on their cell phones or webcams and then send them to others.
- About 20% of the teen girls we polled said they had taken a nude or sexually explicit cell phone picture or webcam shot of themselves and shared it with others (most often their boyfriends).

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## Sextortion

- Teens are being blackmailed for what they do online.
- Sexual predators and others are finding pictures that kids put online and are using those pictures to blackmail.
- Asking for money, more pictures, etc.
- Contact the police!

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## Sexting

- 14% of the boys share these “private” images with others when they break up with their girlfriends.
- And 44% of the boys polled admitted to having seen at least one of these sexual images of a classmate.

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## Sexting

- 22% of the girls polled said that they regretted whatever they had recorded on their webcam.
- And older teens and young adults are even more at risk, with almost 40% of the teens over 18 and college students we polled said they had shared a nude or sexual image with their boyfriend or girlfriend online or by cell phone.

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## Texting



- HS Student text a racist comment
- An estimated 20 percent of drivers are sending or receiving text messages while behind the wheel
- And, according to another poll, that number skyrockets to 86 percent when drivers 18 to 24 are isolated.

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## Cell Phones in School

- In a matter of time there is going to be a block that blocks cell phone usage within so many feet of the school!
- Cell phones in locker rooms, restrooms or by pools will really be cracked down on.

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## Rules for Internet Safety

1. I will not give out personal information such as my address, telephone number, parents' work address/telephone number, or the name and location of my school without my parents' permission.
2. I will tell my parents right away if I come across any information that makes me feel uncomfortable.

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## Rules for Internet Safety

3. I will never agree to get together with someone I "meet" online without first checking with my parents.  
If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.
4. I will never send a person my picture or anything else without first checking with my parents.

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## Rules for Internet Safety

- 5. I will not respond to any messages that are mean or in any way make me feel uncomfortable.
  - It is not my fault if I get a message like that.
  - If I do I will tell my parents right away so that they can contact the service provider.
- 6. I will talk with my parents so that we can set up rules for going online.
  - We will decide upon the time of day that I can be online, the length of time I can be online and appropriate areas for me to visit.

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## Rules for Internet Safety

- 7. I will not give out my Internet password to anyone (even my best friends) other than my parents.
- 8. I will check with my parents before downloading or installing software or doing anything that could possibly hurt our computer or jeopardize my family's privacy.

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### Rules for Internet Safety

- 9. I will be a good online citizen and not do anything that hurts other people or is against the law.
- 10. I will help my parents understand how to have fun and learn things online and teach them things about the internet, computers, and other technology.

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### What To Do If You Suspect Cyberbullying

- Save the evidence.
- Conduct a threat assessment.
- Assess response options.
- Identify the perpetrators.
- Seek to use informal resolution strategies.

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### What To Do If I Am Bullied Or I Come Across Something I Am Uncomfortable With?

- Make sure your parents are aware!
- Print off a copy of any of the bullying material and take it to your police.
- Let your school know. Take them a copy.

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### When Should Law Enforcement Be Contacted By the School?

- Making threats of violence to people or their property
- Making obscene or harassing telephone calls (includes text messaging)
- Harassment or stalking
- Creating or sending sexually explicit images of teens (potential child pornography)

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### How Far Can the School Go?

- Speech that takes place in cyberspace while children are at home

“That is the province of parents, not school administrators. They can't play substitute parents when students are at home.”

If it starts at home but starts a disturbance at school, schools can enter in!

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### Useful Websites

- [www.nea.org/parents/resources-parents.html](http://www.nea.org/parents/resources-parents.html)
- [www.StopCyberbullying.org](http://www.StopCyberbullying.org)
- [www.WiredSafety.org](http://www.WiredSafety.org)
- [www.wiredteens.org](http://www.wiredteens.org)
- [www.isafe.org](http://www.isafe.org)
- [www.privacyrights.org](http://www.privacyrights.org)

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## Summary

- Bullying can best be tackled with a school-wide program.
- To recognize there is a problem is the first step - to do something about it requires commitment.
- Enlist everyone who has contact with students to be part of a consistent team that gives the same message: **BULLYING IS UNACCEPTABLE**
- "Easy to say – hard to do."

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