


Intro self and agency:

Discuss goals of presentation



In what role do you work with youth?



## Bullying vs. Other Conflict

- **Bullying:**
  - Imbalance of power (real or perceived)
  - Repeated act (most often)
  - Deliberate-intent to do harm
  - Negative impact
  - Seeking negative dominance/control
- **Harassment:**
  - Subcategory of bullying
  - Based on identity-race, religion, sexual orientation, gender/gender identity etc...
- **Other Conflict:**
  - Spontaneous/occasional acts
  - Not planned
  - Remorse

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What's the difference between teasing, bullying, and bias-based harassment?

When we make the distinction, some say, we can advise young people not to let the normal behavior bother them, and apply consequences and increased supervision to the more serious behaviors. This distinction is difficult to make-especially when the perpetrator claims accidental harm or that they were "only playing around"

The three criteria that most people use to make these distinctions are:

**Unbalanced power**

**Intent**

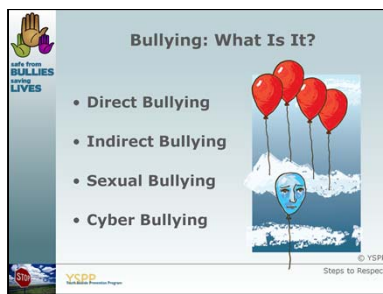
**Impact**

Actions by someone with more power are seen as more likely to be bullying than teasing. Actions that involve a clear intent to hurt are seen as bullying. And actions that are unwelcome are seen as bullying.

Harassment, on the other hand, is a clearly differentiated subcategory of bullying. It involves apparent intent, power differential, and specific content defined by law, which may be sexual, race-based, or disability-based. Depending on the evolution of state and federal laws, other categories of bullying may be defined as harassment.

Anti-LGBT bullying or harassment refers to being picked on, or physically/verbally harassed, because of your sexual orientation, gender identity, or gender expression. It's a form of homophobia or transphobia and can affect people who are actually LGBT as well as those who are perceived to be. It's also a common way to "put down" others and can have the same negative affect on those that are not LGBTQ identified but find themselves the victims of this type of bullying behavior.

When bullying is also harassment, it's important to call it harassment because that determination provides the target with specific rights and the intervention with more power.



A repeated, intentional behavior toward an individual or group that's hurtful or aggressive

**Direct Bullying-most often boys, especially the physical bullying:**

Open attacks on the target, including physical and verbal aggression. Most likely, the identity of the bully is known to the victim and others in the environment. Most easily identified because there are overtly observable signs of damage: physical injury, torn or dirty clothing.

Examples:

- Causing physical harm or threats-physical intimidation
- Insulting, taunting, name-calling
- Telling target to their face that they are not welcome or can not play/hang out with them

**Indirect Bullying-most often girls:**

More difficult to recognize because the target may not know the perpetrator and/or the bully may not be present when the bullying happens. The primary purpose is social exclusion or damaging the target's reputation or status within the peer group.

Examples:

- Spreading malicious rumors or lies
- Writing hurtful graffiti about target
- Encouraging others to exclude the target from play/per group activities

**Sexual Bullying (sexual harassment):**

The victim is targeted with unwanted words, actions, or media images about sex.

Examples:

- Unwanted jokes, comments, or taunts about sexual body parts
- Teasing about sexual orientation or rumors about sexual activity
- Passing unwanted notes or pictures about sex
- Sexually intrusive behavior: brushing up against someone or grabbing target in a sexual manner, forcing target to engage in unwanted sexual behaviors

**Cyberbullying:**

A form of indirect bullying that includes the use of text messages, emails, instant messaging, phone calls, chat rooms, social networking sites (facebook etc...) or any other form of information technology to deliberately harass, threaten, or intimidate a target or targets.

**Alternative aggression** includes the following types of aggression:

**Relational aggression-** harming others through damage (or threat of damage) to relationships or feelings of acceptance, friendship, and group inclusion. "the group" is used as a weapon to hurt others. This can take the form of gossip, rumors, social exclusion, manipulative friendships, and even negative body language

**Indirect Aggression-** harm is passed off as unintentional

**Social Aggression-** harm to self-esteem or social status in a group

**What The Research Tells Us...**

**Bullying, cyberbullying, and victimization linked to:**

- Dropping out of high school
- Contact within juvenile justice system
- Loneliness
- Self harm
- Child and adolescent psychopathology

safe from **BULLIES** saving **LIVES**

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- Dropping out of high school
- Delinquency/contact within juvenile justice system
- Depression
- Loneliness
- Risk for suicide
- Self harm
- Child and adolescent psychopathology

Klomek, Brunstein, Anat et al 2009  
 Klomek et al 2007  
 Carter & Meldrum 2010  
 Arseneault, Bowes, & Shakoor 2010  
 Kammski & Fang 2009

According to a recent of U.S. students in grades 6 through 10 cyber victims reported higher depression than cyber bullies-cyber victims may be more likely to feel isolated, dehumanized or helpless at the time of the attack, especially if they do not know who perpetrator is.


Jing Wang U.S. National Institute of Child Health and Human Development (NICHD) wrote in their report, published in the current issue of the *Journal of Adolescent Health*.





## Negative Emotions Associated With Bullying:

100% of students affected

- **Target:**  
Fear, Anger, Rejection, Isolation, Anxiety, Depression
- **Bully:**  
Low self esteem, Suicide, Depression
- **Bystander:**  
Anxiety, Powerlessness, Guilt, Lowered empathy toward target
- **Bully/victim:**  
Risk behaviors highest w/in this population



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Negative emotions associated with being bullied:

Fear, anger, frustration, helplessness, humiliation, rejection, isolation, persecution, loneliness, hopelessness, anxiety, depression, thoughts of suicide

Relational aggression, in particular, is devastating to a victim's self-image because it undermines some of the most significant personal needs and goals of youth: the need for social inclusion, a positive sense of esteem and identity, and the development of meaningful friendships.

**Bully:**

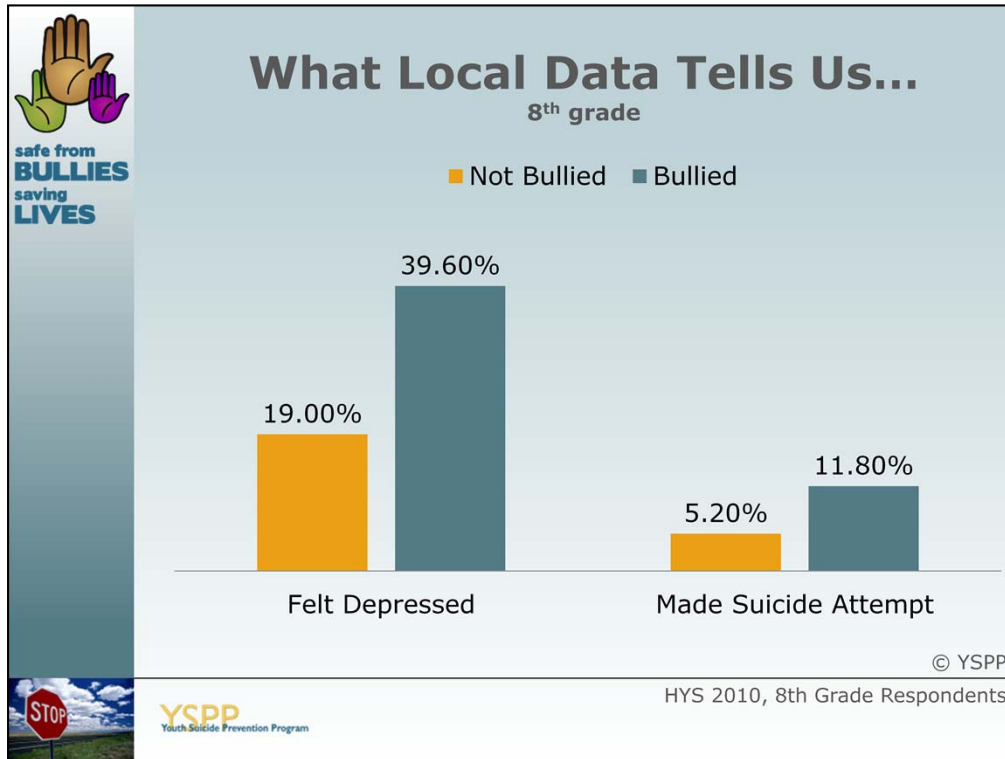
Low self esteem  
Aggression  
Antisocial behavior  
Difficulty controlling emotions  
Depression  
Suicide

**Bystander:**

Anxiety  
powerlessness  
guilt  
fear/vulnerable  
lowered empathy toward target

**Bully/victim:**

Middle and high school students who are both bullies and victims of bullying are three times more likely than students who don't experience bullying to seriously consider suicide, intentionally injure themselves, report being physically abused by a family member, witness violence in their family, and to use drugs and alcohol



Bullying in the past 30 days

Suicide attempt or depression in the past 12 months

Depression & Suicide Attempts

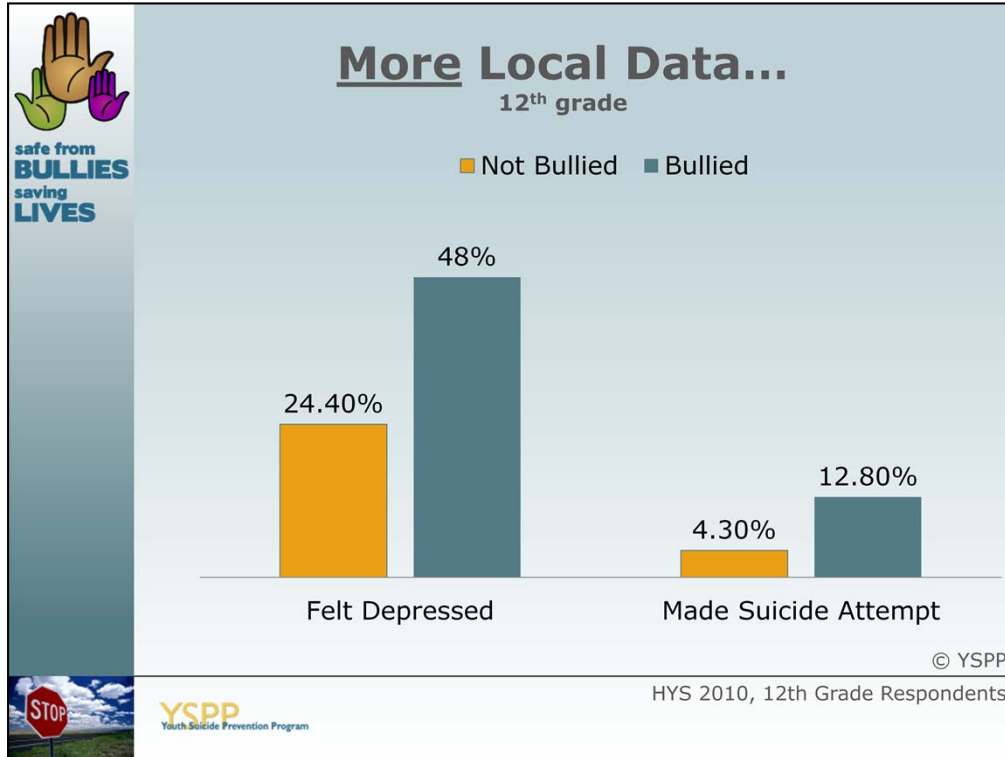
8<sup>th</sup> Grade:

Not bullied-18.7% experienced depression

Bullied-37.9% experienced depression

Not bullied-6.2% reported a suicide attempt

Bullied-13.1% reported a suicide attempt



Bullying in the past 30 days

Suicide attempt or depression in the past 12 months

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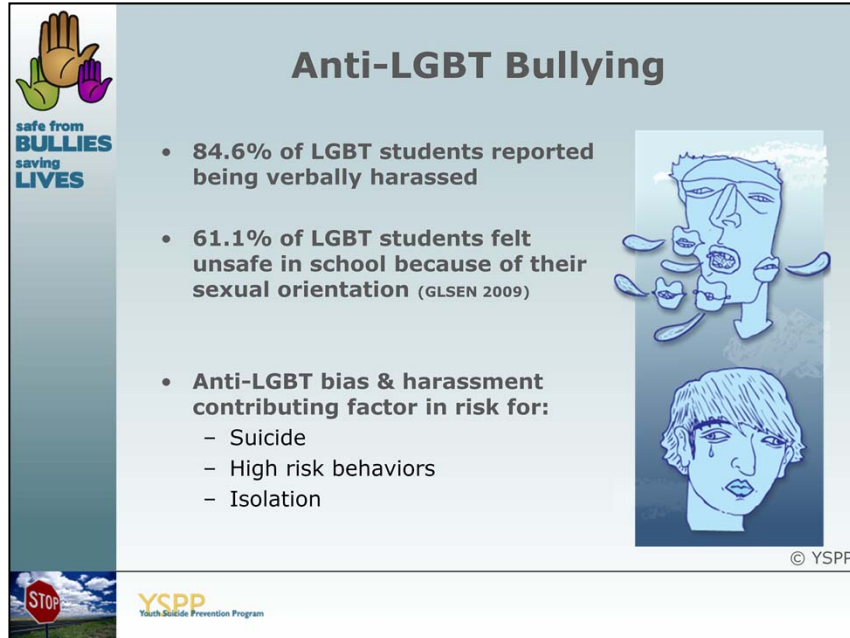
12<sup>th</sup> Grade:

Not bullied-26.1% experienced depression

Bullied-46% experienced depression

Not bullied-5.5% reported a suicide attempt

Bullied-13.7% reported a suicide attempt



The infographic is titled "Anti-LGBT Bullying" and features a light blue background. On the left side, there is a logo with three hands (green, yellow, purple) and the text "safe from BULLIES saving LIVES". Below this is a red "STOP" sign. On the right side, there are two illustrations: a blue-tinted face with a distressed expression and another blue-tinted face with a tearful expression. The text in the center lists statistics and risks.

**Anti-LGBT Bullying**

- 84.6% of LGBT students reported being verbally harassed
- 61.1% of LGBT students felt unsafe in school because of their sexual orientation (GLSEN 2009)
- Anti-LGBT bias & harassment contributing factor in risk for:
  - Suicide
  - High risk behaviors
  - Isolation

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44.1% reported being physically harassed and

22.1% reported being physically assaulted at school in the past year because of their sexual orientation.

Risks faced: Homophobia, transphobia, discrimination, homelessness

A new national study has shown that 50% of LGBTQ youth are victims of cyberbullying

63.7% of LGBT students reported being verbally harassed, 27.2% reported being physically harassed and 12.5% reported being physically assaulted at school in the past year because of their gender expression.

More than a third (39.9%) felt unsafe because of their gender expression.

LGBT students are almost 5 times as likely as their straight identified peers to miss a whole day of school due to feeling unsafe;

29.1% of LGBT students missed a class at least once and 30.0% missed at least one day of school in the past month because of safety concerns, compared to only 8.0% and 6.7%, respectively, of a national sample of secondary school students.

LGBT students' experiences of harassment and assault have remained relatively constant over time. However, there were small but significant decreases in frequencies of verbal harassment, physical harassment and physical assault from 2007 to 2009.

Increased levels of victimization were related to increased levels of depression and anxiety and decreased levels of self-esteem.



**safe from BULLIES saving LIVES**

### Risks for LGBTQ Youth

- Gender nonconformity
- Coming out:
  - Early
  - Not coming out to anyone
- Homophobia & transphobia
- Internalized homophobia, transphobia, Internal conflict
- Heterosexism
- Inaccessible LGBT friendly service providers

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Anti-LGBT bullying or harassment refers to being picked on, or physically/verbally harassed, because of your sexual orientation, gender identity, or gender expression or perceived sexual orientation. It's also a common way to "put down" others and can have the same negative affect on those that are not LGBTQ identified but find themselves the victims of this type of bullying behavior.

Being out in school had positive and negative repercussions for LGBT students - outness was related to higher levels of victimization, but also higher levels of psychological well-being.

We also need to be aware of **stressors that are apparent in the youth's life** that may **feel overwhelming** and may also lead to depression, self harm, and suicidal thought.

**Stressors that all youth face, but that GLBTQ youth face higher instances of,**

Some examples are: **emotional isolation, social rejection, internal conflict, threat of personal loss, and family rejection** (both real and the fear of).

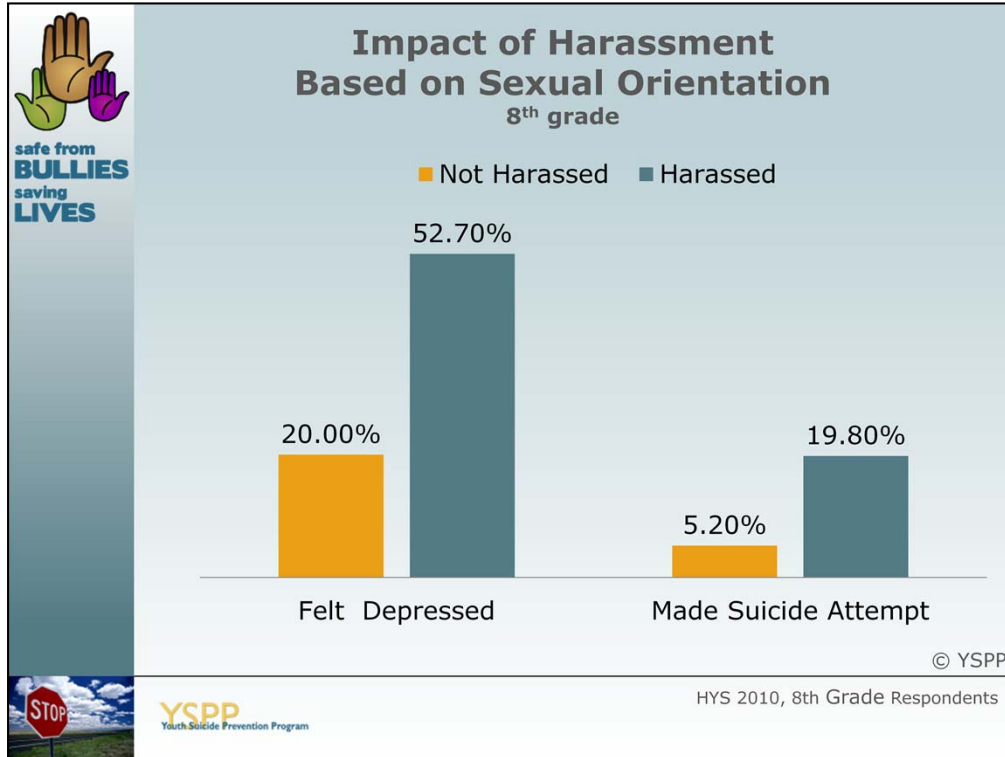
**For GLBTQ youth, studies establish links between attempting suicide and the following-some of this is repetitive:**

Gender nonconformity, early awareness of sexual orientation, stress, violence, lack of support, school dropout, family problems, homelessness, and substance use. (Remafedi G. Sexual orientation and youth suicide. *JAMA* 1999; 282:1291.)

**Homophobia:** An irrational fear or intolerance of homosexuality, or behavior that is perceived to uphold and support traditional gender role expectations. Homophobia is expressed in many ways, some examples are: telling "gay" jokes, verbal harassment, physical violence, institutionalized discrimination

**Heterosexism:** This bias is not the same as homophobia, but rather is the discrimination against non-heterosexual behavior due to a cultural or socio-biological bias. The basis for this bias is not found in the individual per se but rather has a broader cultural or biological basis that results in weighted attitudes towards heterosexuality over other sexual orientations.

"Straight is the only way to be"



Bullied based on LGB identity in the past 30 days no matter how you identify

8<sup>th</sup> Grade:

Depression:

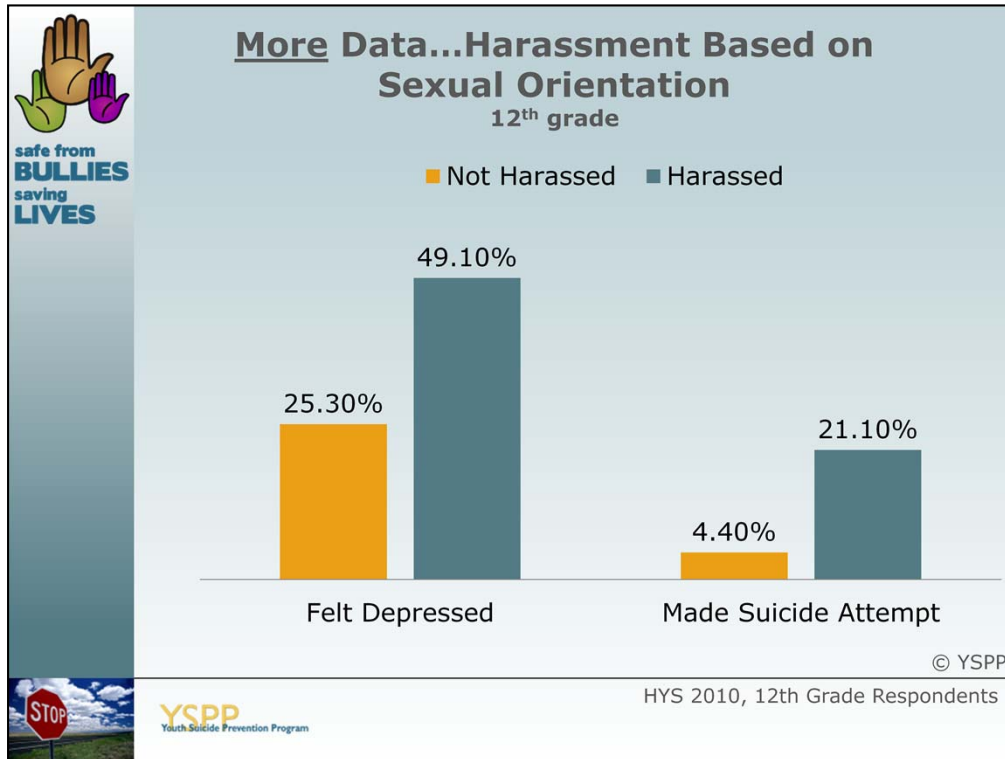
Not harassed-19.3% experienced depression

Harassed -44.2% experienced depression

Suicide Attempts:

Not harassed-6.4% reported a suicide attempt

Harassed -18.2% reported a suicide attempt



Bullied based on LGB identity in the past 30 days no matter how you identify

12<sup>th</sup> Grade:

Depression:


Not harassed -26.8% experienced depression

Harassed-49.2% experienced depression

Suicide Attempts:

Not harassed -5.8% reported a suicide attempt


Harassed -20.4% reported a suicide attempt



## Negative Mental Health Outcomes

Immediate responses	Long-term outcomes
<ul style="list-style-type: none"> <li>•Failing school work</li> <li>•Illness</li> <li>•Mood swings</li> <li>•Withdrawal</li> <li>•Trouble concentrating</li> <li>•Arguing and fighting</li> <li>•Avoiding: lunch, the bus, recess, social activities, specific students or groups</li> </ul>	<ul style="list-style-type: none"> <li>•Dropping out of school</li> <li>•Discipline problems</li> <li>•Lowered self esteem</li> <li>•Bullying others</li> <li>•Plans for retaliation/acts of revenge</li> <li>•Running away</li> <li>•Self harm</li> <li>•Suicide/attempted suicide</li> </ul>

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### Immediate outcomes:

Failing school work, illness, mood swings, withdrawal, trouble concentrating, losing interest in school, arguing, fighting, changing friends/social groups, displaying suspicious bruises/scrapes/scratches, torn clothing, damaged belongings, losing money/property, avoiding: lunch, the bus, recess, social activities, specific students or groups

### Long term outcomes:

Ongoing diminished interest in school, truancy, dropping out of school, discipline problems, increased withdrawal, lowered self esteem, loss of pride, personal blame, bullying others, plans for retaliation/acts of revenge, violence against others, running away, suicide/attempted suicide

February 1997

**Laura DeHaan, Ph.D.**, Assistant Professor of Child Development

### **Short term effects of being a bully**

Even though bullies are sometimes viewed positively by their peers, they rarely are capable of maintaining close friendships. They are usually not doing well in school and not well liked by their teachers.

### **Long term effects of being a bully**

Bullying is a behavior that is very often one of the first steps to more serious problems. Unless some kind of intervention takes place, the aggression of bullying often leads to more serious acts of delinquency and criminal activity. Bullies are also more likely to use drugs and alcohol as adolescents.



## Stories: Let's Get Real ...

- Personal accounts:
  - Bullying
  - Bias based harassment



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Bill Clayton

Billy Lucas-Greensburg, Indiana


Phoebe Prince-South Hadley HS, Massachusetts

	Protective Factors		
	Parents/Families	PROVIDERS	SCHOOLS
	<ul style="list-style-type: none"> <li>•Ensure that school is safe &amp; welcoming</li> <li>•Educate self about issues facing child</li> <li>•Open, honest discussions with your children</li> <li>•Educate children about bullying/bias</li> <li>•Learn school policies &amp; procedures</li> </ul>	<ul style="list-style-type: none"> <li>•Train all staff about LGBT &amp; other cultural competency issues</li> <li>•Educate about bullying in your programs</li> <li>•Adopt anti-bullying policies</li> <li>•Work with schools &amp; parents</li> <li>•Suicide prevention training</li> </ul>	<ul style="list-style-type: none"> <li>•Obvious "safe zone" programs (GSA)</li> <li>•Train staff &amp; students about LGBT issues</li> <li>•Appropriate response to bullying &amp; harassment</li> <li>•Clear anti-bias and anti-bullying policies</li> <li>•Teach coping skills</li> <li>•Suicide prevention training for staff and students</li> </ul>

**The best protective factor we can put in place for our youth is a strong link between schools, community partners (plus giving the youth access to these programs in the first place), and families. These 3 parts of the community, plus the youth themselves, make up their safety net and the more we work together the stronger that net is.**


**General Protective Factors:**

- Effective clinical care for mental, physical and substance-use disorders
- Easy access to a variety of clinical interventions and support for help seeking
- Restricted access to highly lethal means of suicide
- Strong connections to family and community support
- Support through ongoing medical and mental health care relationships
- Skills in problem solving, conflict resolution and non-violent handling of disputes
- Cultural and religious beliefs that discourage suicide and support self-preservation





## Schools: Working with Students...

- **Knowledge**
  - What it is
  - What will happen
  - What you can do
- **Skills**
  - Assertive, not aggressive
  - Conflict resolution
  - Being a supportive bystander
  - How to react to bullying
- **Attitudes**
  - A culture of acceptance, zero bias, and safety
  - Cooperation and empathy
  - Responsibility for own actions-resist negative group pressure



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### Knowledge:

What is bullying, the different types

Why bullying is so hurtful and must be stopped

The school's bullying policies and procedures

What to do and who to go to

### Skills:

Coping skills

Assertiveness rather than aggressiveness or passiveness

Resolve issues constructively

Helping others who are being bullied-what to do and how to do it

Reacting affectively when being bullied

### Attitudes:


Cultural competency

Being cooperative and empathic to others

Resisting negative group actions/pressures-think for yourself


Self acceptance rather than discouragement







## What Schools Can Do ...

- Develop a well supported anti-bullying policy and clear anti-bias policies
- Make sure that the concept of bullying is clearly defined and understood
- Facilitate a school-wide anti-bullying program
- Respond to school bullying in the most appropriate, consistent, and effective way
- Teach coping skills & suicide prevention




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Rigby, Ken & Thomas 2010


- Ensure a culture that is committed to a safe and welcoming environment for all students
- Partner with families and the community
- Not only school based policies and procedures but minimum district wide P& P for schools to follow
- School safety assessments
- Clear rules against bullying in all classrooms
- Teacher and staff training
- Student curriculum
- Awareness building activities for families and students-inclusive of what to do, what to look for, how to get help
- Mental health services
- Resources available
- A "TOTAL SCHOOL" approach
- School staff can: validate and promote the dignity and worth of every student, model respect & concern for others, take a stand against bullying behaviors, promote safe and effective school environments
- Promote supportive bystander behavior
- Support programs for both victims and bullies







## Washington State's Model Policies & Procedures

- Accountability
- Compliance officer
- Prohibits harassment
- 3 ways to report bullying
- Contacting families...or not?
- Shortens investigation & corrective action time
- Support services
- Resources outside of district
- Training for ALL



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It holds staff people, not just students, to account for not bullying, harassing or intimidating students & for intervening.

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

It explicitly prohibits harassment of students on the basis of “race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics” “Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight.

It allows the complainant to choose among anonymity, confidentiality or non-confidentiality (the latter can result in actual discipline whereas the former two can result – by law – only in things like increased staff presence in problem areas and school-wide training, but it does explain that).

It promises that the district’s Web site will prominently post information on reporting harassment, intimidation, and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer and that the policy and procedure will be prominently posted in each school and available in a language that families can understand.

It generally requires that the families be contacted and at the same time it allows the principal, in consultation with the student and mental health professionals, discretion in whether to inform the family if doing so might result in a student's re-victimization (and reiterates that the district staff are mandated reporters of suspected child abuse).

It promises that investigations will include interviews with witnesses (not just the complainant and the alleged aggressor).


It shortens the time for the investigation from 30 days to no more than 5 days from the time of the complaint with no more than 2 more school days for the district to respond in writing to the complainant (or their family).

It shortens the time after that during which corrective action or discipline will be completed (except when the findings are being appealed) from 30 more days to no more than 5 more school days.

It promises targets that support services will be made available to them and the impact remedied.


It lists where else exactly beyond the district a targeted student or their family could seek help (other government agencies’ contact information).

It promises comprehensive training of students, staff and volunteers and that the district will conduct such training in partnerships with families, law enforcement, and other community agencies.





## Washington State's Model Policies & Procedures

- Defines the issue
- Explains the incident reporting form
- Describes prevention
- Compliance officer duties
- Filing & receiving an incident form
- Investigations of unresolved incidents
- Corrective measures for aggressor
- Support for targeted student
- Resources



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Who's involved and the conduct that's covered under bullying and harassment

Incident Reporting Form – may be used by students, families, or staff to report incidents of harassment, intimidation, or bullying. A sample form will be provided provided on the (OSPI) School Safety Center Web site

Describes prevention as: Dissemination of information, Education of students annually-including a copy of the Incident Reporting Form or a link to a Web-based form, Training of staff annually on policies & procedures, including staff roles and responsibilities, how to monitor common area, and the use of the district's Incident Reporting Form, Prevention Strategies, Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation, and bullying in schools.

Describes the role and duties of the compliance officer

Filing & Receiving an incident form-including confidential, anonymous, and non-confidential. All staff will be responsible for receiving the initial report & will try to resolve the issue-all unresolved incidents will be recorded on a district incident form

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.


The investigation shall include, at a minimum:

An interview with the complainant.

An interview with the alleged aggressor.

A review of any previous complaints involving either the complainant or the alleged aggressor.


Interviews with other students or staff members who may have knowledge of the alleged incident.



## Promoting Anti-Bullying Messages

- Discuss school climate in staff meetings
- Ongoing PA announcements
- Utilize the school website
- School mottos-respect, value diversity, and safety
- Student newspaper & Message boards
- Leadership classes
- Anonymous reporting methods
- Adult mentors
- School handbooks
- Plays & productions


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Understanding, Preventing, & Responding to  
School Bullying 2007

- Staff meetings-take time for discussions about any issues or conflicts that staff are aware of and invite support and input from all
- Announcements-student generated campaigns, encourage and teach students about non-bullying behaviors, respect, and safety
- Website- provide information on policies and procedures, expectations, who to contact, what to do etc...for staff, parents, and students
- Mottos-promote positive messaging that falls in line with a culture of acceptance, respect, and diversity
- Newspapers-deliver a series of anti-bullying articles to educate students about the issue, the P&P, and to keep the message at the forefront of students and staff's minds
- Leadership classes-integrate bullying and anti-bias curriculum into many different subjects and offer additional information and input in a leadership class
- Anonymous reporting is important when a victim or bystander wants the issue to be known but doesn't want to be linked publicly to the incident/s. Especially important for biased based harassment. Most victims of bullying don't tell anyone...
- Adult mentors-they can be trained as "go to" people that are safe and informed. Students can report incidents, talk about issues, ask for advice
- Handbooks-include information on P&P, promote the message of bullying free culture, offer tips for getting help
- Plays-personalize the issues of diversity, the consequences of bullying and biased based harassment
- Message boards-promote bullying free school and tips for getting help etc...



## What Families Can Do... at School

- Learn the school's bullying policies & procedures
- Participate in trainings- suggest they offer them if they don't
- Keep an open, ongoing dialogue going with your child's teacher/s, coaches etc...
- Report bullying issues as soon as they come to your attention
- Accept support from the school no matter what role your child plays in bullying



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- If your child is timid and lacks friends, try to arrange for your child to participate in positive social activities that meet his or her interests-either in school or outside of school. Consider social skills training for your child if they are needed

- Spend time at your child's school: Know what the climate's like for different youth there

- Be a partner in the development/improvement of bullying policies and procedures, and a comprehensive anti-bullying/harassment program

#### Family Acceptance Project:


- GLBT youth from rejecting families are up to 9 times more likely to attempt suicide & are 5-6 times more likely to experience depression

- Family accepting behaviors towards LGBT youth during adolescence protect against suicide, depression and substance abuse.

- LGBT young adults who reported high levels of family acceptance during adolescence had significantly higher levels of self-esteem, social support and general health, compared to peers with low levels of family acceptance.

- LGBT young adults who reported low levels of family acceptance during adolescence were over three times more likely to have suicidal thoughts and to report suicide attempts, compared to those with high levels of family acceptance.


- High religious involvement in families was strongly associated with low acceptance of LGBT children.



## What Families Can Do... at Home

- Talk to your child: about their day, activities, peers, and friends
- Educate about bullying & hate behaviors
- Encourage your child to talk to you when issues come up at school
- Discuss acceptance & respect for others & to value diversity
- Be a positive role model
- Don't bully, model relationships of respect & trust

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- Talk to your child-ask them about their day, activities, friends, any issues that may be going on, ask if they feel safe or comfortable at school
- Listen to what they have to say, notice when they don't have anything to say and try to get them to open up
- Explain to them what bullying is, that it's not acceptable & can be dangerous
- Be consistent in discipline when teasing and bullying occurs in the home
- Help your child understand acceptance and respect for differences, teach and practice basic manners, help your child choose positive/supportive friends, be clear that you accept your child for who they are and as they are-unconditionally






## Families: When Bullying Has Occurred

- Listen
- Have a plan in place
- Demand respect
- Ask your child what s/he wants to do
- Response to bullying by friends





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•When bullying does occur: validate what your going through, listen to what they have to say without trying to solve the problem then and there

•Encourage your child to stand up for students they witness being bullied & to tell a trusted adult-this person should already be identified

•If your kid is the bully, make it clear that the behavior is unacceptable, but also talk with them about what their motivation is in treating peers in such a way

•If the bullying is linked to bias-talk to your child about what that is and seek outside support such as Safe Schools Coalition or WA Human Rights Commission

•Get your child's input before you fly off the handle-they may be being bullied, but don't want to report it (discuss new laws in WA and how they can report)

•When the bully is a friend of your child: Ask about when it started, how does it happen, what can you do?, Let's brainstorm what the options are, do you want to talk with someone at school?, Are they really meaning to make you feel this way?, Have you talked with her about it?

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### What Community Partners Can Do.....

- Set a good example
- Provide training to staff and youth
- Establish clear and well-known policies
- Create safe and welcoming environment
- Continue an open, honest dialogue about the issue
- Encourage youth to speak up about bullying
- Support schools

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•Most bullying occurs in schools, but it doesn't stop when the last school bell rings. Especially these days with the issues of cyberbullying.

•Set a good example: be a good role model for the youth you work with-if youth see us yelling, intimidating, disrespecting others etc...they will learn from our actions. Use your choices, words, and actions to model respect for all!

•Provide training to staff and youth-about what it is, how to recognize the warning signs, how to intervene, how to support both the bully and the bullied

•Establish clear and well known policies and procedures-let them be known to all and follow through in a transparent and even handed way when bullying incidents do occur and ensure that all staff and volunteers follow the PPs fairly


•Create a safe and welcoming environment that's free from hostility and intimidation. All youth should feel safe and welcome, but also valued for who they are and what they bring to the program

•Continue an open, honest dialogue about the issue with youth and don't depend on one training to convey the information needed to stop bullying before it starts or to intervene if it does occur. These youth may be experiencing bullying elsewhere and you may be the support they're looking for and need. Help them report the issue if it's happening at school and impress upon the youth that you are a resource for them at all times.

•Encourage youth to speak up about bullying-witnesses especially need to be encouraged to tell. We all have roles to play in stopping bullying in schools and communities

Provide support to parents/guardians-inform them about the issue, the warning signs, how to intervene and prevent bullying.


•Support schools-be a partner with schools and families to provide the strongest safety net for youth possible-partner in the creation of P7P at schools and in the evaluation process



## MORE What Community Partners Can Do...

- Make opportunities to assess for bullying
- Share information about bullying
- Participate in problem solving groups
- Offer services/education about bullying
- Adopt anti-bullying policies & procedures
- Identify youth at risk
- Provide support and work with parents
- Cultural competency

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- Wellness exams, one on one meetings, group meetings focused on bullying as a topic...all of these are opportunities to assess whether or not a youth is being bullied or bullying others
- Share any information about bullying incidents you have with school staff
- Participate in problem-solving groups to address school bullying issues, work with others to create and deliver an effective response to bullying, serve on a committee to review school anti-bullying policies or provide insight regarding bullying, civil rights, long term mental health outcomes, law enforcement issues etc... You can also collaborate with other community programs to contribute further to anti-bullying efforts
- Provide training/education for youth about bullying within your own programming
- Adapt similar anti-bullying policies & procedures to those that work well in schools in your organization, the culture in your organization should also be one where bullying is unacceptable, and your organization can demonstrate to all youth the concerns your organization and staff have about bullying and the support you provide in combating bullying both in schools, but in the community as well
- Identify at risk youth (for bullying and being victim) and provide additional support when needed
- Provide support and work with parents whose children are experiencing bullying and/or provide educational opportunities to parents about the issue
- Cultural competency and respect for diversity should be at the forefront of all services provided



**Warning Signs for Suicide**

- A previous suicide attempt
- Current talk of suicide or making a plan
- Strong wish to die, preoccupation with death, giving away prized possessions
- Signs of serious depression, such as moodiness, anxiety, hopelessness, withdrawal
- Increased alcohol and/or drug use

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\*\*There are several signs to watch for that may indicate someone is thinking of suicide.

\*\*The more signs, the greater the risk

\*\*About 80% of the time, people who kill themselves have given definite signals or talked about suicide beforehand.

\*\*The key to prevention is knowing the warning signs and what to do to help


\*\*GLBT youth are 5-6 times more likely to experience depression than their straight identified peers

When trying to identify depression-one important indicator is the length of time that the behaviors have been presenting themselves. We can also pay attention to what we know is going on in a child's life—the more we know about a child's experiences the more apt we are to identify at risk youth

Here's a quote from a lesbian student (good example of risk and protective factors)

"Due to societal fear and ignorance, my teachers and counselors labeled my confusion as rebellion, and placed me in the category of a troubled discipline problem. But still I had nothing to identify with and no role models to guide me, to help me sort out this confusion, and I began to believe that I was simply alone. A few weeks into my sophomore year, I woke up in a psych hospital after taking my father's camping knife violently to my wrists and hoping for success."

-- Lesbian student-from [http://www.lambda.org/Gay\\_student\\_facts.htm](http://www.lambda.org/Gay_student_facts.htm)





## Remember: THE F.A.C.T.S.

When concerned about a youth's risk consider:

- **F = feelings**
- **A = actions**
- **C = changes in behavior**
- **T = threats**
- **S = situations or triggers**

# FACTS

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“FACTS” when concerned about a child’s risk:

F = feelings – i.e., sadness, anger, overwhelmed

A = actions – i.e., withdrawn, isolating, self-injury, drinking

C = changes in behavior – refusing to go to school when previously went without a problem, sleeping more or less

T = threats – i.e., “I should just go to sleep and never wake up”

S = situations or triggers, i.e., bullying, pregnancy, abuse, or relationship breakup

**How To Help**

- Show you care
- Ask the question
- Get help

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**Show You Care**

**Ask the Question**  
"ARE YOU THINKING ABOUT SUICIDE?"

**Get Help**  
Call  
1-800-273-TALK  
1-866-4-U-TREVOR

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**STOP**

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**Often, suicidal thoughts come from a wish to end deep psychological pain.**

**Let the youth you're concerned about know that you really care about them and the way they're feeling.**

**It's also important to listen to what they have to say and don't try to solve the problem.**

**Don't hesitate to raise the subject.**

**Talking about suicide won't put the idea in their heads.**

**Chances are, if you've observed any of the warning signs, they're already thinking about it.**

**Be direct in a caring, non-confrontational way and get the conversation started.**

**The first steps toward instilling a sense of hope are: showing your concern, raising the issue, and listening to and understanding the young person's feelings.**

**Keep moving forward, together and get the help they need.**

**If the person you're concerned about has expressed an immediate plan, or has access to a gun or other potentially deadly means, do not leave him or her alone: get help immediately.**

**What are your policies and procedures around suicide and self harm?**

There were four significant **barriers identified for seeking help** for oneself:

- an inability to discuss problems with an adult
- self overconfidence,
- a fear of hospitalization,
- a lack of closeness to school adults.

There were also **four significant barriers identified for a teen helping a friend**:

- underestimating a friend's problems,

- worry that intervening would negatively impact the friendship,
- fear of friend being hospitalized,
- inapproachability of school adults.



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## Resources: Bullying Prevention


- [www.tolerance.org](http://www.tolerance.org)
- [www.Stopbullyingnow.com](http://www.Stopbullyingnow.com)
- <http://stop-violence.org/>
- [www.nonamecallingweek.org](http://www.nonamecallingweek.org)
- [www.cfchildren.org](http://www.cfchildren.org)
- [www.respectforall.org](http://www.respectforall.org)
- [www.olweus.org](http://www.olweus.org)
- [www.safeschoolscoalition.org](http://www.safeschoolscoalition.org)
- Bullying Research-  
<http://www.bullyingresearch.extravirgin.net/index.html>
- Massachusetts Aggression Reduction Center-  
<http://webhost.bridgew.edu/marc/index.html>



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## Resources: LGBTQ Youth

- LGBTQ youth programs:
  - Lambert House: [www.lamberthouse.org/](http://www.lamberthouse.org/)
  - B-GLAD youth group: [www.youtheastideservices.org/](http://www.youtheastideservices.org/)
- LGBTQ specific: 1-866-4-U-Trevor (488-7386)
- Safeschoolscoalition.org-resource for youth, teachers, families & youth workers
- Healthy LGBQ Youth Toolbox:  
<http://www.apa.org/>-look up HLGBSP Toolbox
- [www.yspp.org](http://www.yspp.org)
- [www.advocatesforyouth.org](http://www.advocatesforyouth.org)



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Examples of gay friendly adults to identify in your community: staff/teachers at school, physicians/health care providers, mental health specialists, coaches, youth leaders, parents, & clergy

The 800 TALK rings to the closest certified crisis center from wherever the person is calling.

\*\*It is more important to access a resource than to worry about making sure it is the “right” one-as long as you know the resource is gay friendly.

Obviously, this list isn’t exhaustive. It’s important to have a list of resources (including gay friendly service providers etc...) available for your youth.



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Any questions or concerns?

[www.yspp.org](http://www.yspp.org)

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