

Youth and Family Safety & Effective Responses to Bullying

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October is National Bullying Prevention Month

Make a commitment to:



- **support** others who have been hurt or harmed
- treat others with **kindness**
- be more **accepting** of people's differences
- help **include** those who are left out



**TOGETHER AGAINST BULLYING and UNITED FOR
KINDNESS, ACCEPTANCE AND INCLUSION**

Objectives

By the end of this presentation, you will be able to:

- ▶ describe risk factors and warning signs of bullying
- ▶ demonstrate three skills to respond effectively to bullying and support building student self-confidence in school
- ▶ list three resources to develop their own student-engaged anti-bullying initiative in school & community



Bullying

- ▶ Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance
- ▶ The behavior is repeated, or has the potential to be repeated, over time
- ▶ Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally
- ▶ excluding someone from a group on purpose

<https://www.stopbullying.gov>



Who are vulnerable youth?

Children and youth

- ▶ with physical or cognitive disabilities,
- ▶ who have atypical behaviors or mental health needs,
- ▶ who are in foster care,
- ▶ with deployed parents,
- ▶ living in poverty,
- ▶ homeless youth,
- ▶ refugee and immigrant children
- ▶ LGBTQ youth



Risk factors for being bullied

- ▶ perceived as different from their peers
- ▶ perceived as weak or unable to defend themselves
- ▶ depressed, anxious, or have low self esteem
- ▶ less popular than others and have few friends
- ▶ do not get along well with others, seen as annoying or provoking, or antagonize others for attention

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Warning Signs for Bullying

- ▶ Unexplainable injuries
- ▶ Lost or destroyed clothing, books, electronics, or jewelry
- ▶ Frequent headaches or stomach aches, feeling sick or faking illness
- ▶ Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.



Warning Signs for Bullying

- ▶ Difficulty sleeping or frequent nightmares
- ▶ Declining grades, loss of interest in schoolwork, or not wanting to go to school
- ▶ Sudden loss of friends or avoidance of social situations
- ▶ Feelings of helplessness or decreased self esteem
- ▶ Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

LGBTQ Youth

- ▶ 67.4% of LGBTQ students heard "gay" used in a negative way
- ▶ 58.8% heard other homophobic remarks at school
- ▶ 70.8% of LGBTQ students reported being verbally harassed based on their sexual orientation,
- ▶ 27.0% reported being physically harassed
- ▶ 13.0% reported being physically assaulted at school in the past year because of their sexual orientation

LGBTQ Youth

- ▶ 54.5% of LGBTQ students reported being verbally harassed based on their gender expression
- ▶ 20.3% reported being physically harassed
- ▶ 9.4% reported being physically assaulted at school in the past year because of how they express their gender
- ▶ Nearly one-third of LGBTQ students (31.8%) missed at least one entire day of school in the past month because they felt unsafe or uncomfortable.

<https://www.glsen.org>

Five Myths About Transgender Students Educators Need to Unlearn

1. All transgender students want to look like Barbie or Ken.
2. It's rude to ask how you should address someone.
3. Transgender students are trying to trick others.
4. Transgender students are mentally ill and therapy can change them.
5. Laws support transgender students.

Erickson-Schroth, 2017



School as Safe Space for LGBT Youth

- ▶ Listen
- ▶ Be an ally, advocate
- ▶ Teach respect, use LGBT inclusive curriculum
- ▶ Assess your school
- ▶ Create safe spaces in schools
- ▶ Attend to use of pronouns
- ▶ Support student clubs



<https://www.glsen.org>

Immigrant & Refugee Children

- 1982 U.S. Supreme Court case *Plyler v. Doe* ruled that undocumented children have a constitutional right to receive a free public K–12 education”
- Children who witnessed parents or family members apprehended in a home raid may experience symptoms of post-traumatic stress disorder (more likely than in other types of arrests)
- FERPA prohibits schools from releasing info to ICE



Immigrant & Refugee Children

- ▶ Reassure students and families
- ▶ Encourage families to find out about their rights and options
- ▶ Encourage families to prepare – have child care and an emergency plan in place
- ▶ Make schools safe spaces from immigration enforcement (According to the Department of Homeland Security's longstanding policy, enforcement actions by immigration officials to apprehend, arrest, interview, or search an individual, or to surveil an individual for enforcement purposes should not take place at sensitive locations such as schools.)

Immigrant Legal Resource Center <https://www.ilrc.org>

Youth with Disabilities and Special Health Needs

- ▶ Ask specific questions about the child's friendships
- ▶ Be supportive and encourage the youth to describe what happened
- ▶ Reassure that it is not their fault; no one deserves to be bullied.



Youth with Disabilities and Special Health Needs - Parents

- ▶ talk with your child's teacher immediately and see if they can help
- ▶ if it does not resolve, put your concerns in writing and ask for an IEP or 504 meeting
- ▶ Put a plan in place and follow up to monitor
- ▶ If your child needs supportive services because of the harassment, discuss with the team

Youth with Disabilities and Special Health Needs

- ▶ Schools are obligated by law to address disability based harassment – bullying a student with a disability may constitute denial of FAPE
DE-OCR 2014
- ▶ Building trust and self confidence in youth is key to improving outcomes
- ▶ Build self determination skills - [I'm Determined.org](http://I'mDetermined.org)
- ▶ Partner with State and Local youth organizations

Prevention Strategies

1. Assess bullying
2. Launch an awareness campaign
3. Create policies and rules
4. Build a culture of acceptance, tolerance and respect
5. Educate

www.stopbullying.gov

Effective Interventions

- ▶ Stop bullying on the spot
- ▶ Get the facts
- ▶ Support the youth who are involved
 - ▶ Youth being bullied
 - ▶ Youth who bullies
 - ▶ Bystanders

www.stopbullying.gov

Self Determination – REMEMBER

- ▶ The process to becoming self-determined is a long one and implementation of this curriculum alone will not make students self-determined.
- ▶ To help students become true self-advocates, embrace self-determination as a philosophy and attempt to infuse these practice opportunities into all activities.
- ▶ In addition to being taught the basic skills, students must be given ample opportunities to practice these skills in a variety of environments

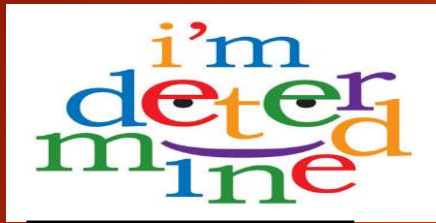


“It’s essential to explicitly teach social and emotional skills. You can’t assume that students already understand how, for example, to greet one another in a friendly and respectful manner, or to engage in productive academic conversations. And these skills are absolutely key, not only to school climate, for academic performance and successful outcomes”

Michael Anderson , Educational consultant; Leading Great Learning



Student Action Plans – one example:



My Good Day Plan

Good Day

**What happens on a
Good Day?**

❖

Now

**Does it happen
now?**

❖

Action

**What needs to happen
to make it a Good Day?**

❖

Support

Who can help me?

❖

FUNDAMENTAL VALUE...

NOTHING ABOUT ME WITHOUT ME!!

The Student/young adult must be involved in any plan that is discussed and developed!!

Think Future!!!



Success in School → Happy Student → Happy Life!!!