

**notMYkid™**  
INSPIRING POSITIVE LIFE CHOICES

# Bullying

**A Change in Perspective**

# notMYkid™

INSPIRING POSITIVE LIFE CHOICES

Founded in 2000, notMYkid is a 501(c)(3) nonprofit that educates and assists youth, parents, guardians, grandparents, educators, those who work with youth, and other community members on a variety of topics:

**Substance Use**

**Body Image**

**Relationships**

**Bullying**

**Digital Behavior**

**Depression**

**Self-Injury**

**Suicide**

**Self Esteem**

**Rx Misuse**

**Alcohol**

**Marijuana/THC**

**Vaping**

**Stress/Anxiety**



## **Full Continuum of Care:**

**Prevention – notMYkid / amplif[i]**

**Early Intervention – Project REWIND**

**Peer Support – [i]nspired Program**

**Outpatient Treatment for Youth and Families**

# Guiding Questions

**What constitutes bullying behavior?**

**What does bullying look like?**

**What are common myths about bullying?**

**How can I effectively respond to bullying?**

**What are the best strategies for preventing, addressing,  
and reporting bullying?**

# Primary Sources

**StopBullying.gov**

**U.S. Department of Education**

**U.S. Department of Health and  
Human Services**

**Centers for Disease Control and Prevention**

**School Psychology Review (Journal of the  
National Assoc. of School Psychologists)**



# A Change in Perspective

**Old Perspective:** Bullying is a normal part of growing up. Kids just need to learn how to live with it.

**New Perspective:** Bullying is peer abuse and needs to be prevented and addressed.

**Old Perspective:** Bullying is a permanent role. A “bully” is a “bully” and a “victim” is a “victim.”

**New Perspective:** Bullying is a behavior. It is a behavior that can be prevented, modified, or intervened upon.

# Definition

**Bullying is unwanted, intentionally aggressive behavior among school aged children that:**

- ➔ Involves an imbalance of power or strength
- ➔ Involves physical violence, threats, harassment, lies, rumors, theft, purposeful exclusion, etc.
- ➔ Continues or is very likely to continue over time





# Types of Bullying

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## Physical

*Involves hurting/damaging a person's body or possessions*

### **Including:**

- Hitting, kicking, or pinching
- Spitting
- Pushing
- Taking or breaking personal items
- Mean or rude hand gestures

## Social/Emotional

*Also known as, relational bullying, involves intentionally hurting a person's reputation or social relationships*

### **Including:**

- Purposeful exclusion
- Spreading rumors
- Public humiliation
- Telling others not to be friends with the individual

# Types of Bullying

## Verbal

*Saying or writing mean things that are intended to be hurtful or damaging*

**Including:**

- Teasing
- Name calling
- Sexual comments
- Threatening
- Insulting others
- Hate speech

## Cyberbullying

*Use of technology to harm a peer*

**Cyber-Bullying can:**

- Occur 24 hours a day / 7 days a week
- Be posted/sent anonymously
- Go “viral”
- Create an information trail that is difficult to delete



**ONE SHOT  
IS ENOUGH**

CYBERBULLYING REPRESENTS  
ONE OF THE MAIN CAUSES  
OF DEPRESSION AND SUICIDE  
AMONG KIDS AT SCHOOL.  
IF YOU HAVE A SMARTPHONE  
USE IT WISELY, DON'T KILL  
ANYONE'S SELF-ESTEEM.

unicef 

# Cyberbullying

## The Four A's of Cyberbullying

**Audience** - Online harassment can take place in front of an audience of millions

**Access** - An aggressor can harass the targeted child 24/7

**Anonymity** - An aggressor can remain anonymous while cyberbullying

**Awareness** - Cyberbullying can occur on apps/sites that parents aren't aware of



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# Risk Factors for Being Bullied

**Perceived as different**

(Clothing, weight, grades, family income)

**Perceived as weak or as having low self-esteem**

**Suffer from behavioral health issues**

**Have fewer friends**

**Anything that makes a child different  
Can make them a target for bullying**



# Signs & Symptoms

## FEELINGS

- Feelings of exclusion or isolation
- Frequently feeling sick or fatigued
- Feelings of depression or anxiety
- Feelings of hopelessness

## BEHAVIORS

- Change in academic and/or athletic performance
- Social isolation; Withdrawal from family and/or friends
- Substance abuse, self injury, or eating disorders
- Threatening violence against self or others; Mood swings
- Change in posture, body language, eye contact, tone of voice





# Students More Likely to Bully Others

- **Overly aggressive**
- **Less support from parents and family**
- **Have friends that bully others**
- **Difficulty adhering to rules**
- **Gang affiliations**
- **Positive view of violence**
- **Violent or abusive home environment**
- **Struggle with substance use**
- **Lack a sense of belonging to a healthy or positive community**



# Bullying Myths

**Bullying is a normal part of growing up**

**All children who bully are loners**

**All children who bully have low self-esteem**

**Children only bully for attention**

# Why Kids Bully

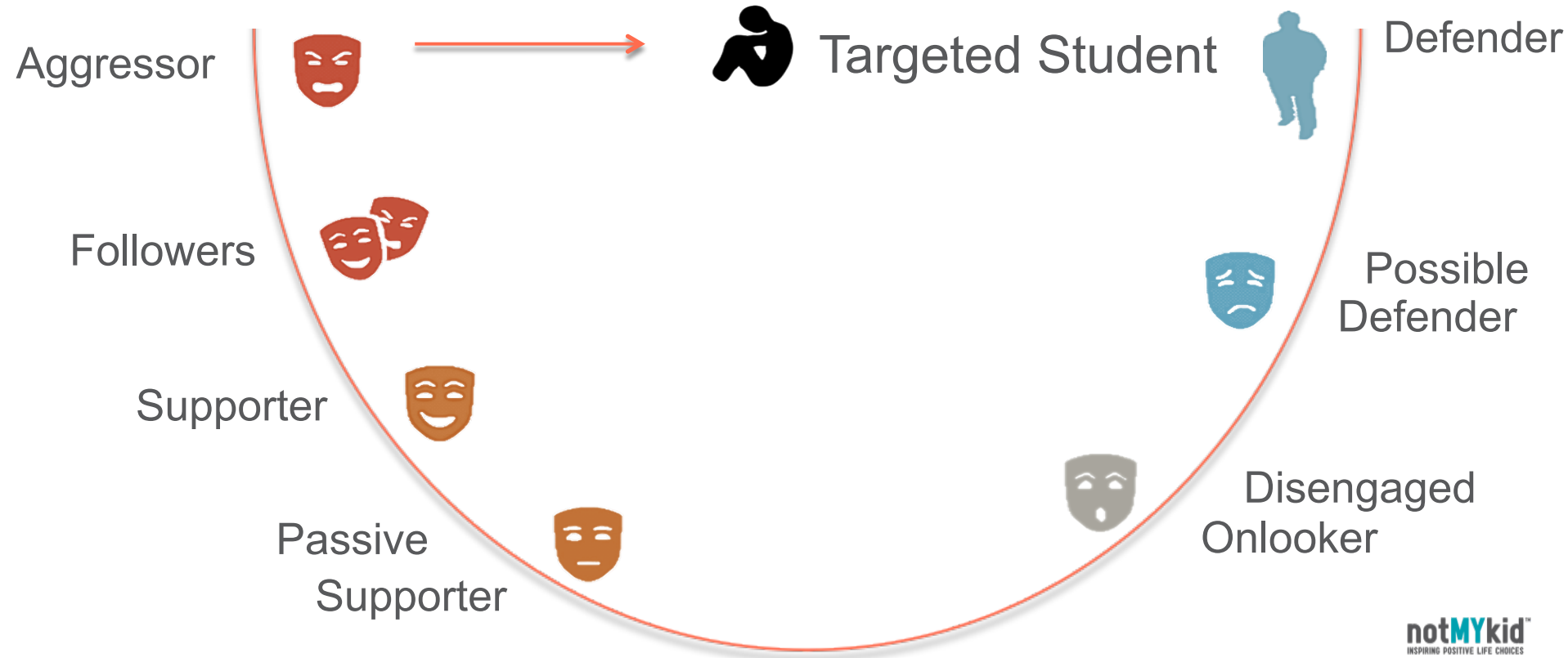
Rewarded in some way through material, social, or psychological means

Power and Control

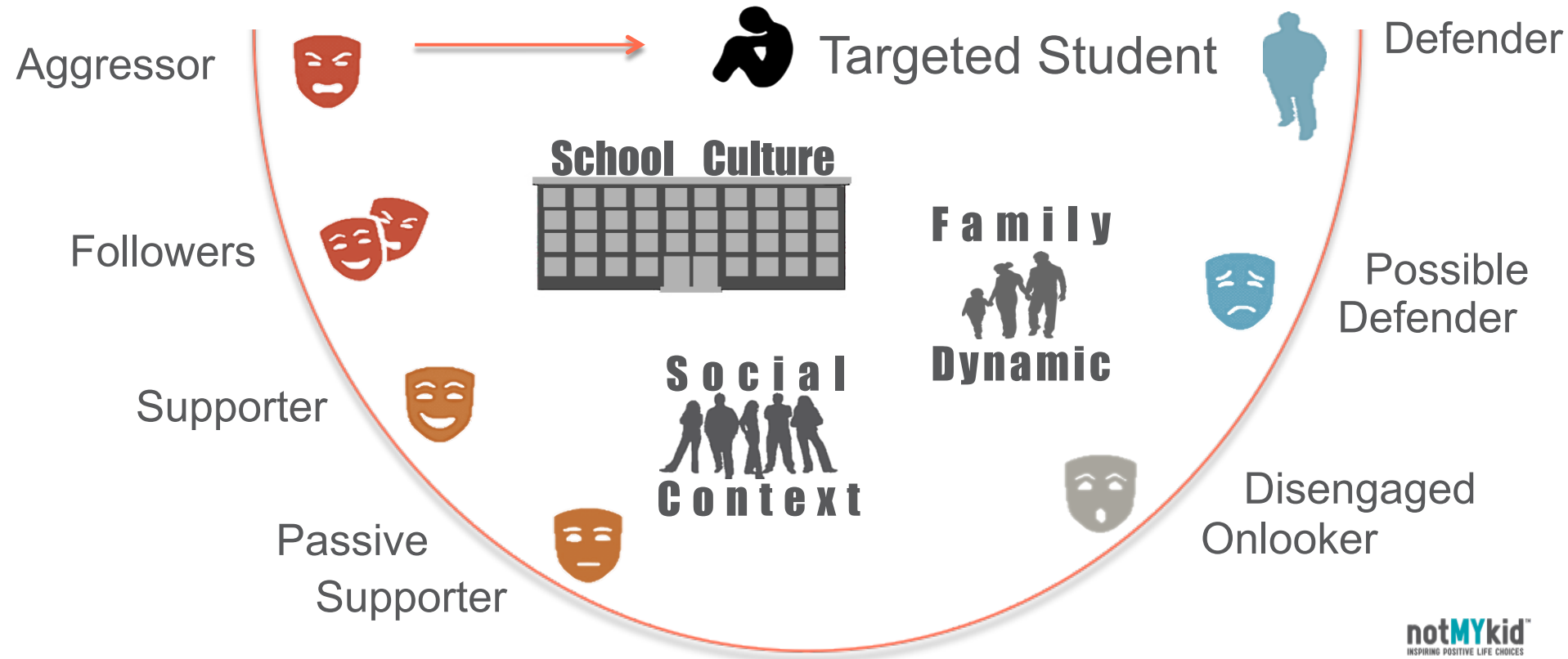
Satisfaction in injury and suffering of others

Why?

# Understanding the Dynamic



# Understanding the Dynamic



# Stuck in a Long-Term Role

Youth **targeted by** long-term bullying behavior can show higher rates of:

**ANXIETY**  
**DEPRESSION**  
**SELF-HARM**



# Stuck in a Long-Term Role

Youth **acting out** in long-term bullying behavior can show higher rates of:

**INCARCERATION**  
**ABUSIVE RELATIONSHIPS**



# Stuck in a Long-Term Role

Both groups can show higher rates of:

**SUBSTANCE USE**  
**SUICIDE**





# Real Kids, Real Consequences



MATTHEW BURDETTE  
DIED BY SUICIDE  
JULY 2014

**A student took video of Matthew, 14, in a bathroom stall and then posted it on Snapchat, Vine, and other sites for the entire school to see**

**Matthew reportedly used phrases like:**

“I have no friends”

“I can't do school anymore”

“I don't want to kill myself but I have no friends”

The school knew about the video but **did not** inform Matthew's parents

# Role of the Bystander



## Role of the Bystander

**“When bystanders intervene, they can stop bullying within 10 seconds over half of the time.”**

-Craig & Pepler

# Role of the Bystander

1. Reduce the size of the audience
2. Encourage the support of other bystanders to step in and stop the bullying
3. Support the victim and reduce trauma
4. Encourage other students to support a healthy and positive school culture and social context

# Empower Kids to Intervene

## Youth-Led Bullying Intervention Options:

- Tell the child bullying to stop (avoid name calling, threats, etc.)
- Distract the child who is doing the bullying
- Remove the target from the situation (“Mr. Smith is looking for you. You need to get to his classroom right now!”)
- Communicate with school staff or other adults (reporting is **not** “snitching”)



# Effective Interventions by Adults

## **SEPARATE**

the involved kids

## **ALLOW**

time to elapse  
emotions to subside

## **LISTEN**

actively to both sides

## **MEET**

with third party observers

# When is it Beyond Bullying?

**Weapons involved**

**Physical threats against self or others**

**Sexual abuse**

**Accusations of illegal activity**

**Indicators of gang violence**



# Is it Bullying?

**Is there an imbalance of power?**

**What is the relationship between the individuals involved?**

**Was there intent behind the action?**

**Was the action provoked?**

**Is this a first time incident?**





Provide Support



# Provide Support

- Listen and show empathy – **believe them**
- Explain to the targeted child that it is **not their fault**
- Provide resources on dealing with bullying (books, videos)
- Ensure the child doing the bullying understands why it is unacceptable – **they need support too**
- Find out what is going on in their life to lead to the behavior
- Work with the child to resolve the situation

**Continue to follow up with both kids**

# Things to Avoid

**Telling** the targeted child that simply ignoring the bullying behavior will end it

**Blaming** the targeted child for being different or assuming they must have somehow caused the bullying

**Advocating** violence as a solution



# LISTEN

Show empathy – **believe them**

Do not lose your composure

Assure your child you will support them

A staircase with glowing steps against a dark wall. The steps are illuminated from below, creating a warm glow. The wall is dark and textured. The overall scene is dimly lit, with the primary light source being the glowing steps.

STEPS  
FOR  
PARENTS

# DOCUMENT

Keep screenshots, recordings, etc.

Do not delete potential evidence

Keep records of reports you have filed

**STEPS  
FOR  
PARENTS**

# REPORT

To your child's school and district

To law enforcement (if warranted)

To admins on apps/social media



**STEPS  
FOR  
PARENTS**

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