

LCPS Bullying Prevention & Education

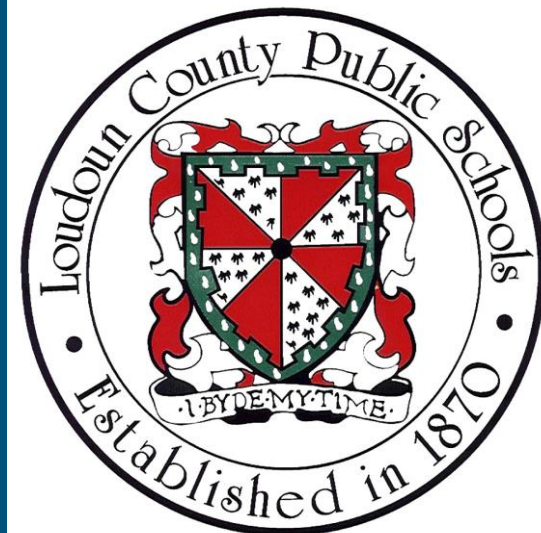
Presented by:

Heather L. Ross, School Counseling Specialist

Karen Thompson, Guilford Elementary School

Jude Misik, Harper Park Middle School

Ken Christopher, Freedom High School



Agenda

- ▶ Understanding Bullying Behavior
- ▶ Overview of LCPS School Counseling Services Bullying Prevention & Education
- ▶ KAHOOT: Rude, Mean or Bullying
- ▶ School Counselors Role in Bullying Prevention & Education
 - ❖ Elementary
 - ❖ Middle
 - ❖ High
- ▶ What Parents/Guardians Can Do
- ▶ Comments/Questions-

Acknowledgments

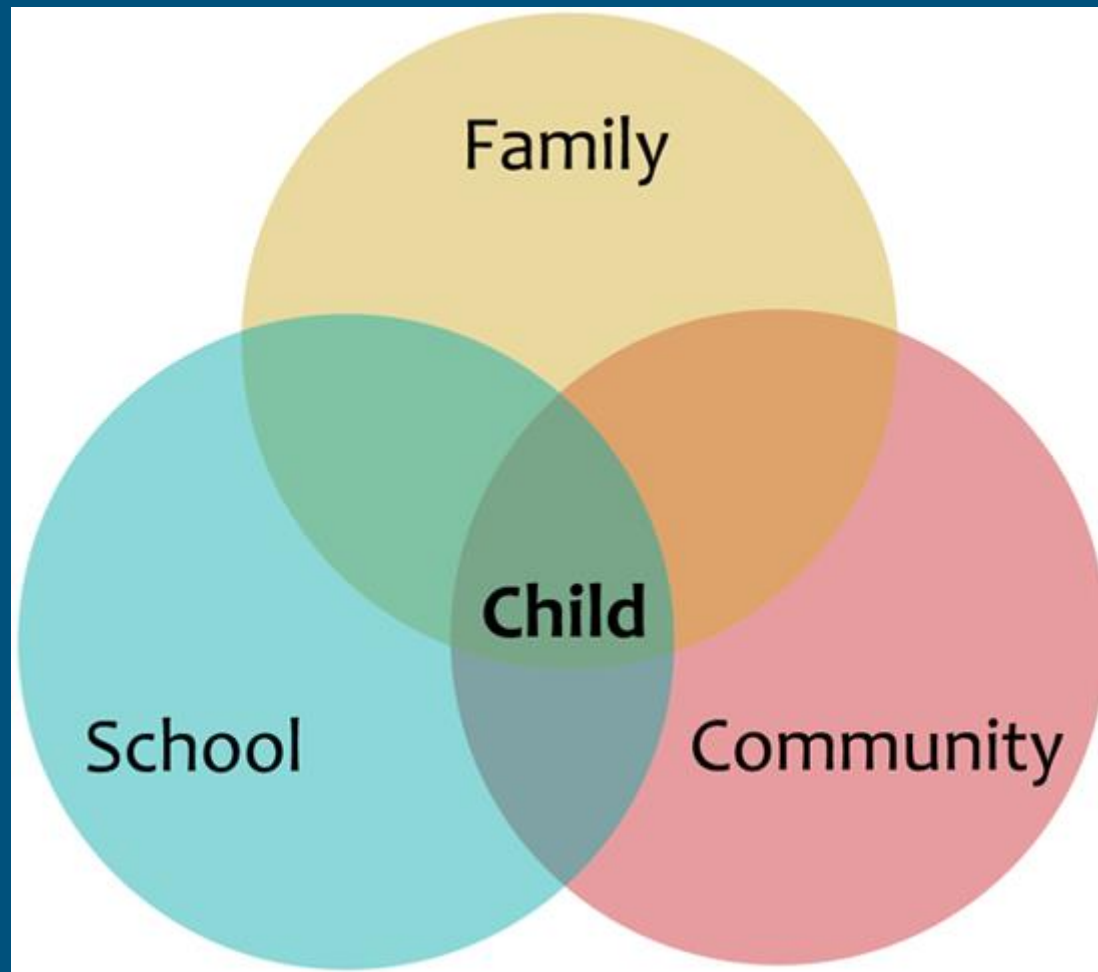
The term “bullying” is sensitive in nature. Many of us have been personally affected by bullying behavior. I want to honor all feelings and personal connections to this topic, as well as provide insight regarding the prevention the LCPS School Counselors are responsible for.

Disclaimer: This presentation will focus of the preventative education that takes place in our Elementary, Middle, and High Schools. Discipline for incidents of bullying will not be discussed in this presentation, as this is a response to bullying, and the responsibility of school administrators, not school counselors.

Questions: This presentation is comprehensive, and to honor your time, we will save questions for the end.

Understanding Bullying

School/Parent/Community Approach



LCPS Policy 8-41



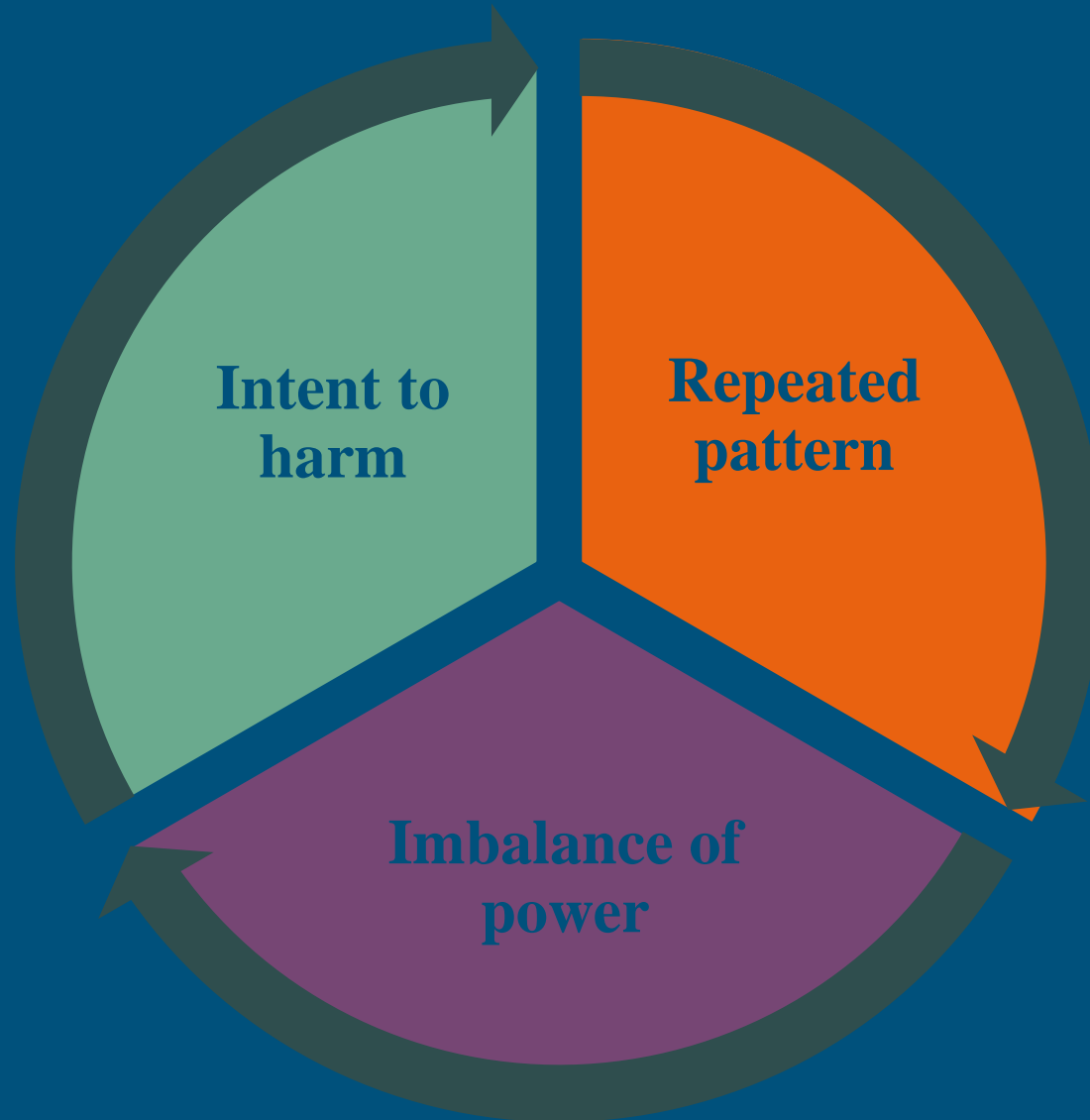
LCPS Policy 8-41 under ***Student Conduct*** states the definition of bullying, the policy, and regulation on bullying behavior.

What is 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. Both kids who are bullied and who bully others may have serious, lasting problems.

“Bullying” means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. “Bullying” includes cyberbullying. “Bullying” does not include ordinary teasing, horseplay, argument, or peer conflict.

Understanding the Three Key Components of Bullying Behavior



Four Types of Bullying Behavior



Verbal



Cyberbullying



Social/Relational



Physical

Verbal Bullying is...

Verbal bullying is saying or writing mean things.

Verbal bullying includes:

- ▶ Teasing
- ▶ Name-calling
- ▶ Inappropriate sexual comments
- ▶ Taunting
- ▶ Threatening to cause harm



Social/Relational Bullying is...

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public
- Leaving someone out on purpose



Physical Bullying is...

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures
- Hitting/kicking/pinching

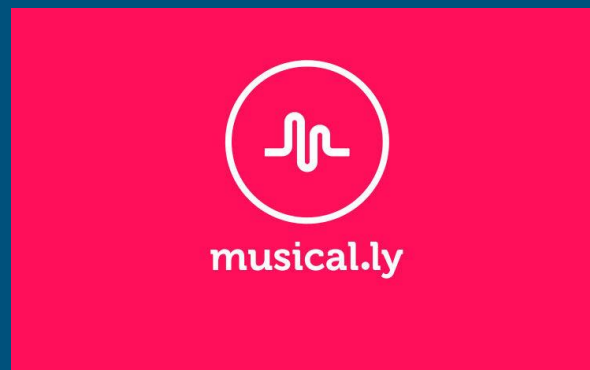


Cyber-bullying is...

Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.



Popular Avenues of Cyberbullying



Popular Avenues of Cyberbullying



Sarahah



Telegram



tumblr.



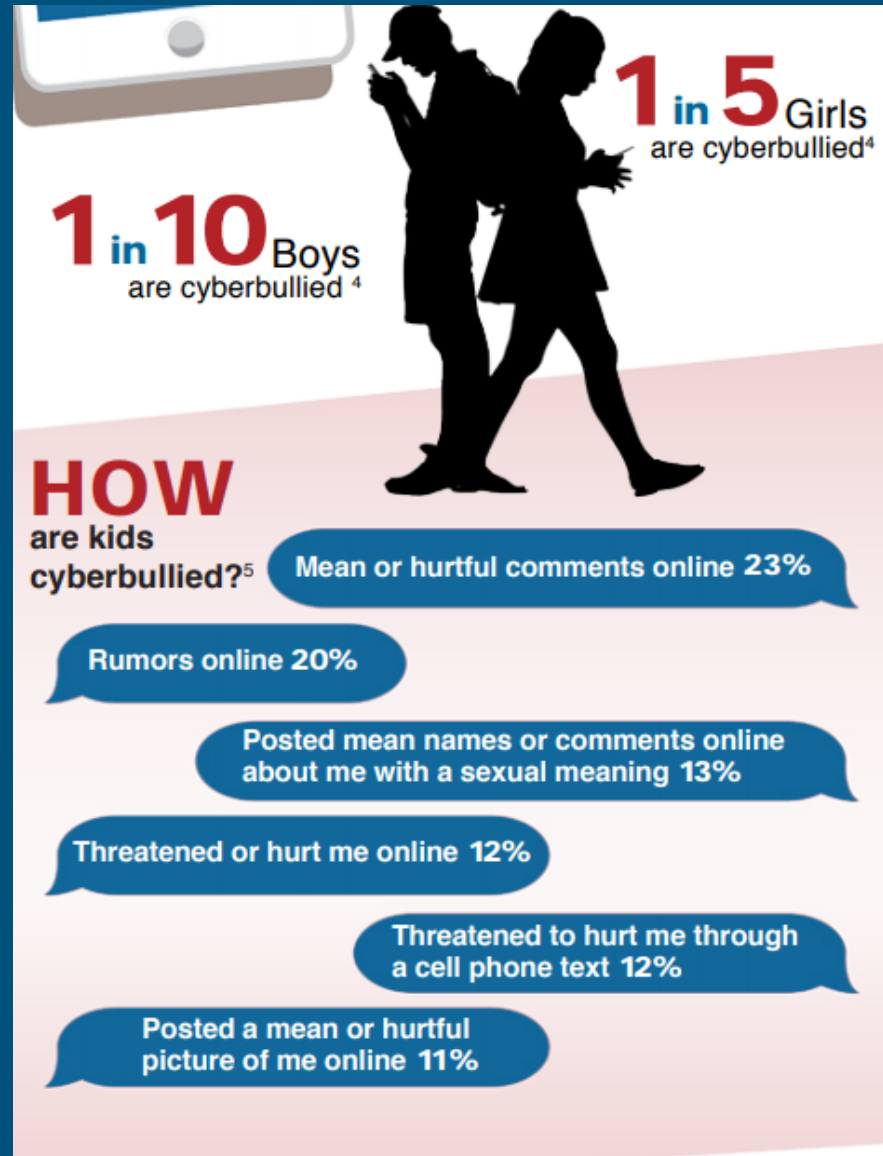
twitter



YouTube



Cyberbullying



Gaming and Cyberbullying

- Online gaming benefits:
 - socialization
 - making new friends
 - entertainment
 - possible outlet
 - creating new strategies to problem solve
- Online gaming risks:
 - possibility of cyberbullying
 - anonymity of players
 - harmful & damaging language
 - threatening comments
 - “ganging up” of players against one another
 - exclusion
 - used as a tool of harassment



Frequency of types of bullying

What is the most frequent type of bullying at each school level?

Elementary School		Verbal & Social
Middle School		Verbal & Social
High School		Verbal & Social

*Cyberbullying happens least frequent

Roles in Bullying Behavior

Kids who Bully → engage in bullying behavior

Kids who are bullied → targets of bullying behavior

Bystander → witness the bullying behavior

Upstander → attempt to end the bullying behavior

*Students can play multiple roles

When students have multiple roles

- Student may play multiple roles in a bullying situation
- At times, students who bully have been bullied
 - Response to student actions & feelings is imperative during resolution
 - Sensitivity to experiences and responsibility of actions
 - Education on responsible decision making
- Bystanders & Bullying
 - Students who assist-do not start the bullying, but may “join in”
 - Students who reinforce-not directly involved, but may laugh or show “support”
 - Outsiders-student who remain separate from bullying situation, but neither support the bullying behavior or defend the target. They often want to help, but do not know how.
 - Upstander-students who observe the bullying behavior and and come to the defense when bullying occurs.
- Important to note the multiple roles students play
 - Students who are bullies and bully others may be at more risk for negative outcomes such as depression or suicidal ideation
 - To help students navigate the decision making and roles they play in a bullying situation and engage students in prevention efforts.

Upstander

- Someone who witnesses bullying behavior and attempts to stop it
 - May support the student being bullied
 - Be a buddy to the target
 - Include the student being excluded
 - Distract students involved
 - Encourage the target
 - Speak positive words or comments to the target
 - Ask target to engage in a different activity away from the bullying
 - Speak out-tell the bully to stop
 - Speak to a trusted adult (where the bullying takes place and at home)



Peer Conflict vs. Bullying

Peer Conflict

- Equal “power” in relationship
- Disagreement -both express their views
- Both students are upset
- Students feel remorse or make actions to stop behavior or restoring harm
- Both students are willing to solve the problem and restore relationship
- Happens occasionally

Bullying

- Imbalance of “power”
- One student feels upset, not the other
- Student who is bullying may not see a need for resolution
- Goal may be to cause harm
- Can have emotional or physical effects
- Is ongoing, happening over and over, even after they realize it is hurting someone

Rude, Mean, Bullying

IS IT BULLYING?

Your local
Families
Brisbane magazine

When someone says or does something
unintentionally hurtful and they do it once, thats

RUDE

When someone says or does something
intentionally hurtful and they do it once, thats

MEAN

When someone says or does something
intentionally hurtful and they *keep doing it* - even
when you tell them to stop or show them that
you're upset, thats

BULLYING

Rude, Mean, Bullying Kahoot





School Counseling Services Approach

- School counselors use a multi-tiered system of support to provide bullying prevention, education and intervention.
- School counselors use the Positive Behavior Intervention & Support (PBIS) Model Curriculum as a guideline for bullying prevention & education.
- School counselors work collaboratively with school administrators and staff to develop a comprehensive bullying prevention & education action plan

LCPS Multi-Tiered System of Supports (MTSS)

Bullying Behavior Prevention and Education

Bullying Behavior Prevention and Education includes: verbal, emotional/relational, social, cyber, and physical

Revised July 2019



Social-Emotional Interventions

Increase Intensity, Frequency and/or

Duration of Tier 2

- Individual Counseling
- Threat Assessment/Safety Plan
- Restorative Conferences
- Suicide Screening, Referral, Follow Up

Tier 3 Systems Planning Team and Tier 3 Problem Solving Team (PSSST, CST, UMHT)

Social-Emotional Interventions

Increase Intensity, Frequency and/or

Duration of Tier 1

- Targeted Evidenced-Based Strategies/Intervention
- Check In/Check Out
- Mentoring
- Group Counseling
- Restorative Circles
- Support Groups

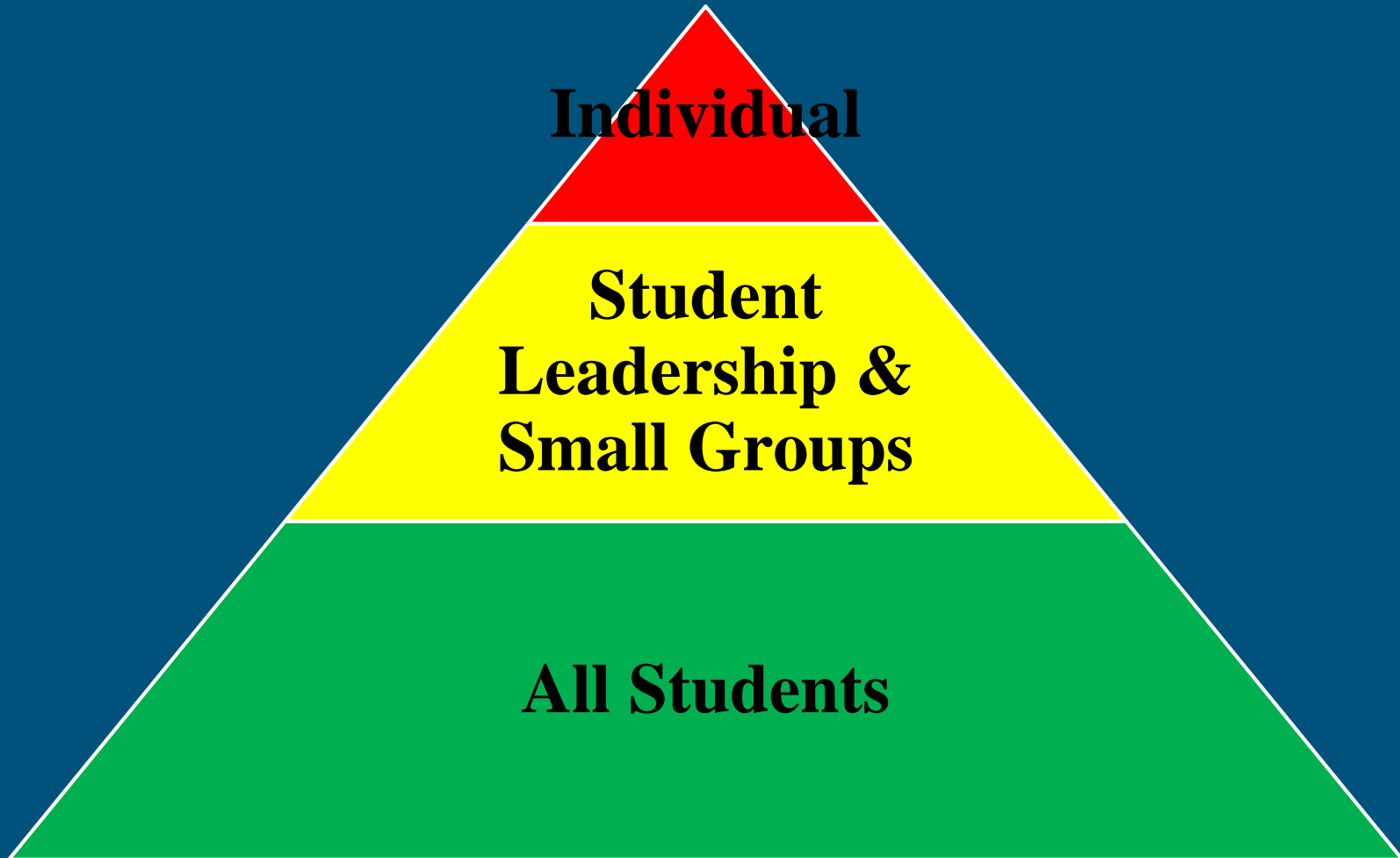
Tier 2 Systems Planning Team and Tier 2 Problem Solving Team (CLT, IT, SAT, UMHT)

Social-Emotional Strategies

- PBIS Bullying Prevention (Stop-Walk-Talk & Expect Respect)
- PBIS Bullying Prevention (Stop-Walk-Talk & Expect respect) Staff Training
- Bullying Prevention & Education Curriculum Action Plan
- Classroom Counseling/Advisory Lessons
- Bulletin Boards/PSA's/Newsletters/Website
- Parent/Guardian/Community Bullying Prevention & Education Presentations
- Restorative Language
- Differentiation (Reteach/Model/Reassess)
- Sources of Strength
- PEER
- Signs of Suicide & Signs of Suicide-Training Trusted Adults
- Dating Matters Lessons (FLE)

Tier 1 Systems Planning Team (PBIS/SEL, Bullying Prevention Committee, UMHT)

LCPS Multi-tiered Student Support System & Bullying Prevention



Bullying Prevention & Education Implementation Plan

1. Data Collection & Assessment

Gather Data
Identify Gaps & Needs
Develop a Bullying Prevention & Education Action Plan

2. The Plan: Create/ Revise

Careful selection of actions that will impact school community
Integrate positive practices already working

4. Monitor & Reflect

Review Data
PBIS Meetings
Success Indicators

3. Implementation

Commitment by whole school
Ensure sustainability & commitment of the plan
Communication to school community

Staff

Students

Parents/
Guardians

Community

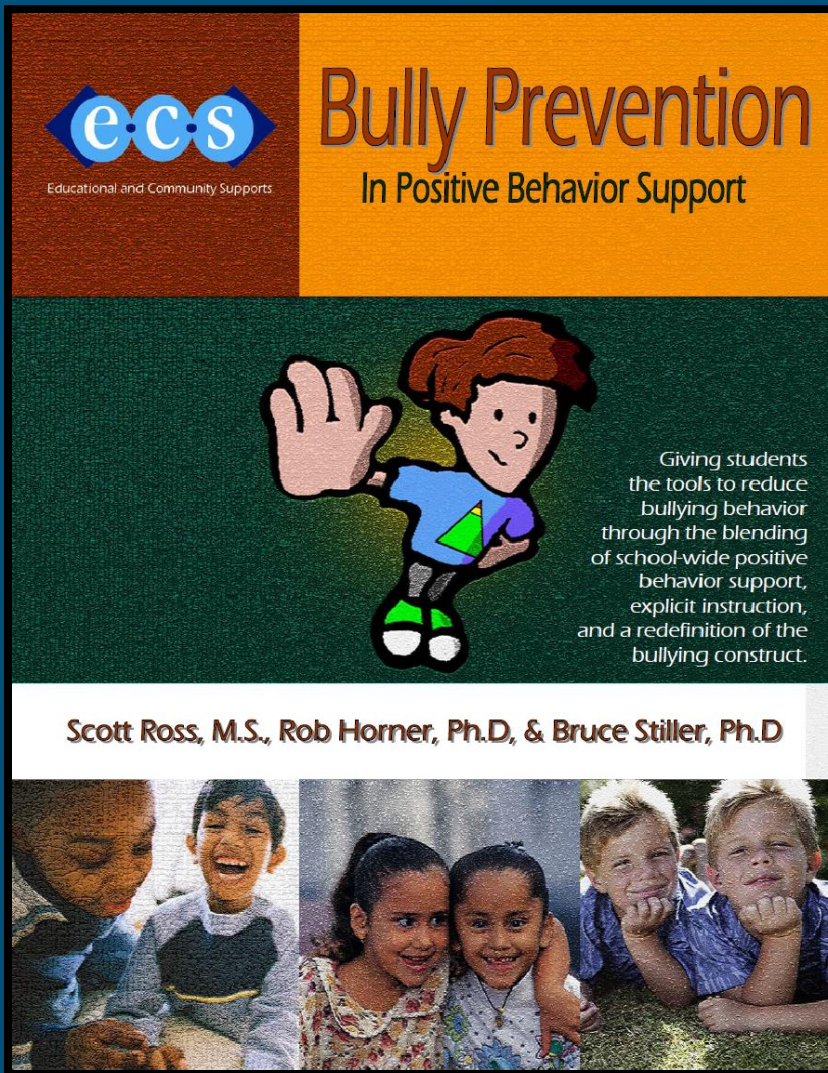
Resources used by School Counselors

PATHS

to Prevent Bullying^{6,7}



PBIS: Stop-Walk-Talk & Expect Respect



The cover features a brown top-left section with the 'e.c.s.' logo and 'Educational and Community Supports' text. The main orange section contains the title 'Bully Prevention In Positive Behavior Support'. Below this is a green section with a cartoon boy waving and a text box explaining the program's goal. The bottom white section lists the authors. The bottom-most part shows three small photos of diverse children.

e.c.s.
Educational and Community Supports

Bully Prevention

In Positive Behavior Support

Giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct.

Scott Ross, M.S., Rob Horner, Ph.D., & Bruce Stiller, Ph.D



The cover has a green top section with the title. Below is a white section with the authors' names. The middle section features a large photo of five diverse children smiling. The bottom green section contains the University of Oregon logo.

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross

O UNIVERSITY OF OREGON

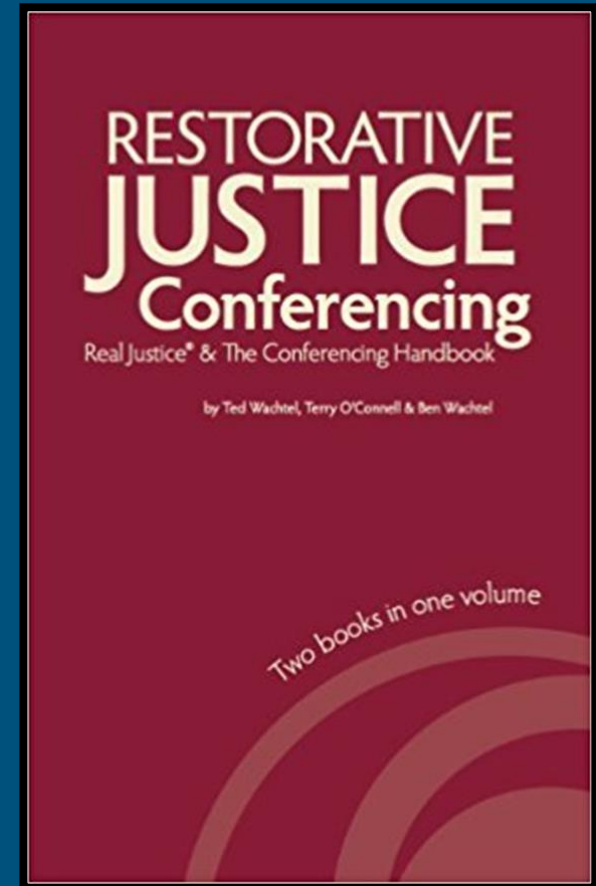
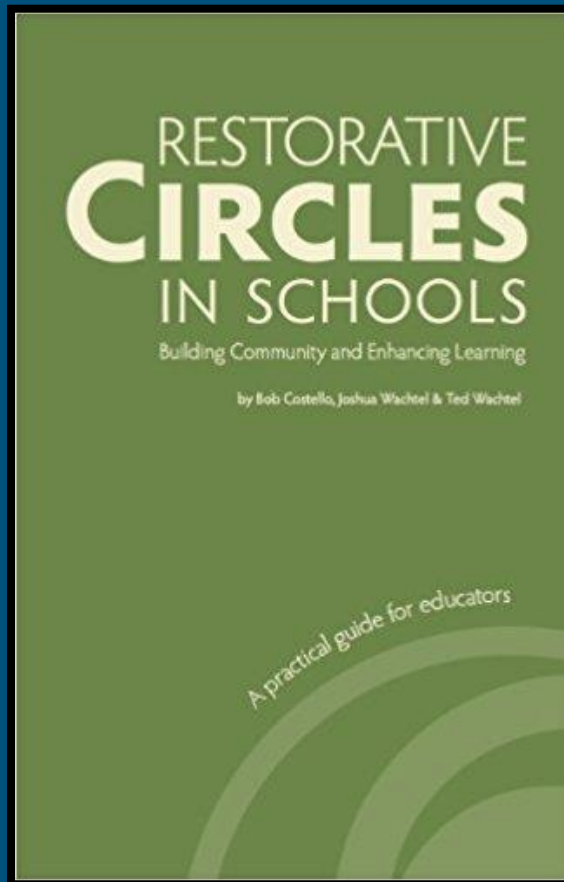
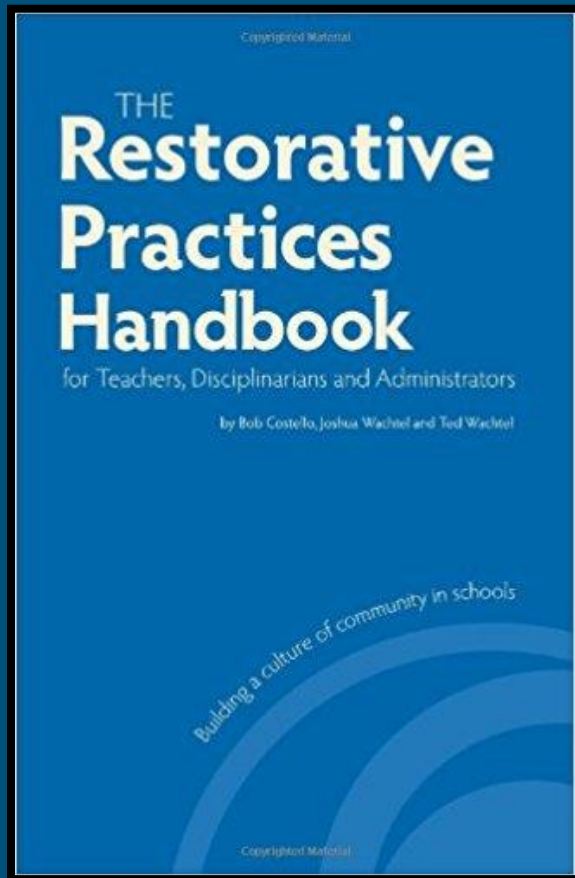
Stopbullying.gov

Bullying Prevention Training Course

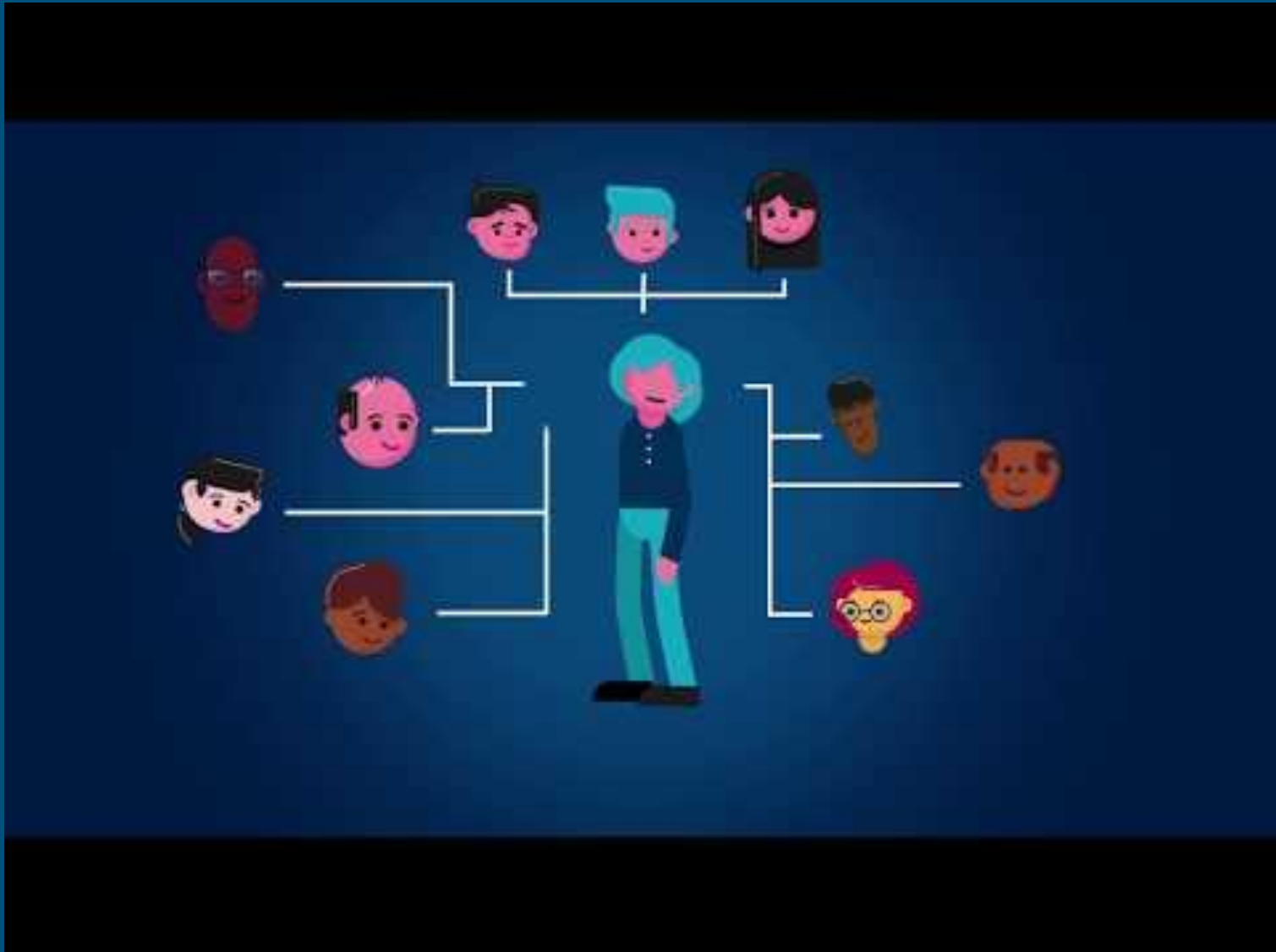
- ▶ Discover your role in bullying prevention! This training provides guidance on how to take a public health approach to bullying prevention through the use of long-term, community-wide prevention strategies.



Restorative Language, Circles & Conferencing



What is Restorative Practices?



Restorative Language

Restorative Questions I

To respond to challenging behavior

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Restorative Questions II

To help those harmed by others actions

What did you think when you realized what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

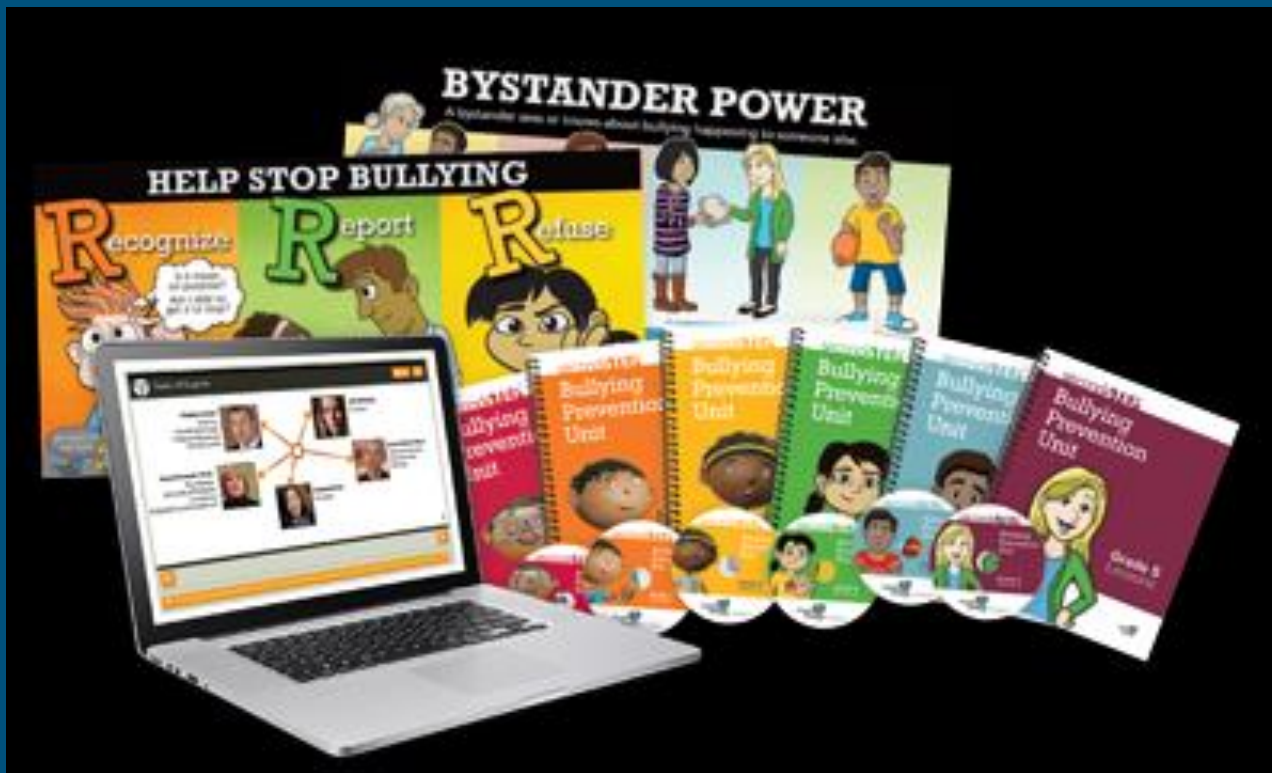
NetSmartz Workshop: Digital Citizenship



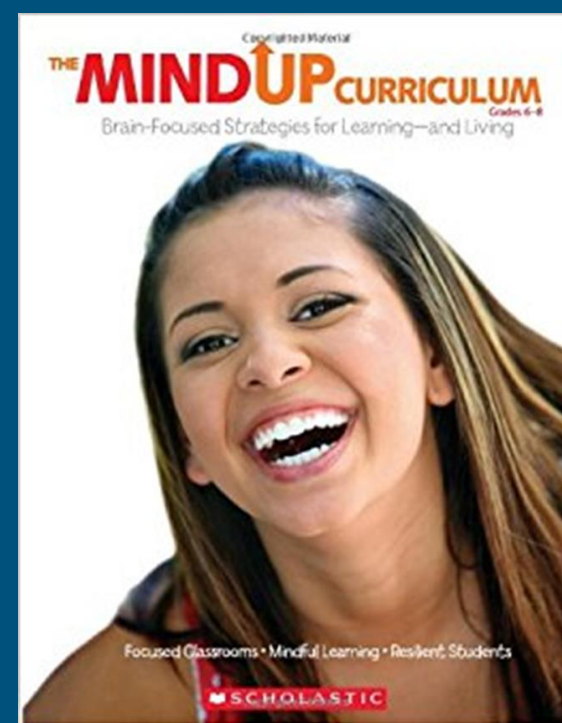
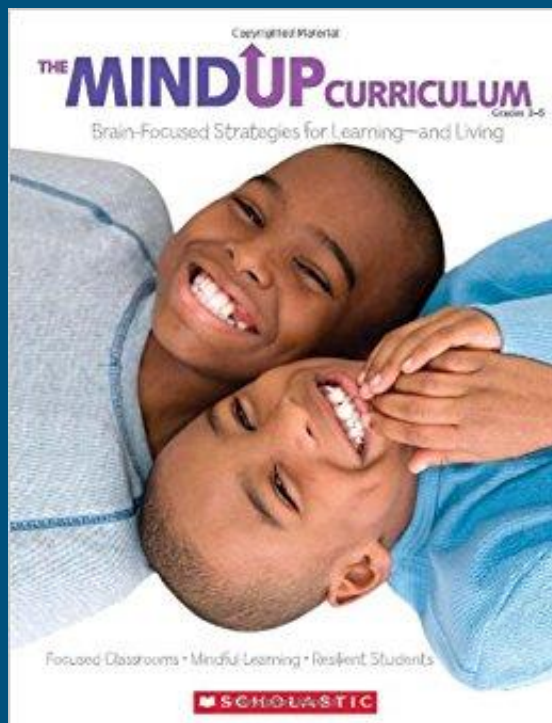
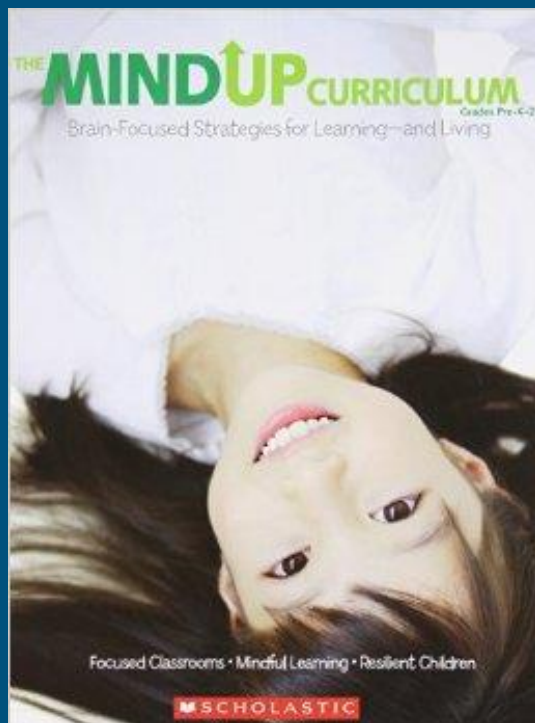
Goals

- **Educate** children on how to recognize potential Internet risks
- **Engage** children and adults in a two-way conversation about on- and offline risks
- **Empower** children to help prevent themselves from being exploited and to report victimization to a trusted adult

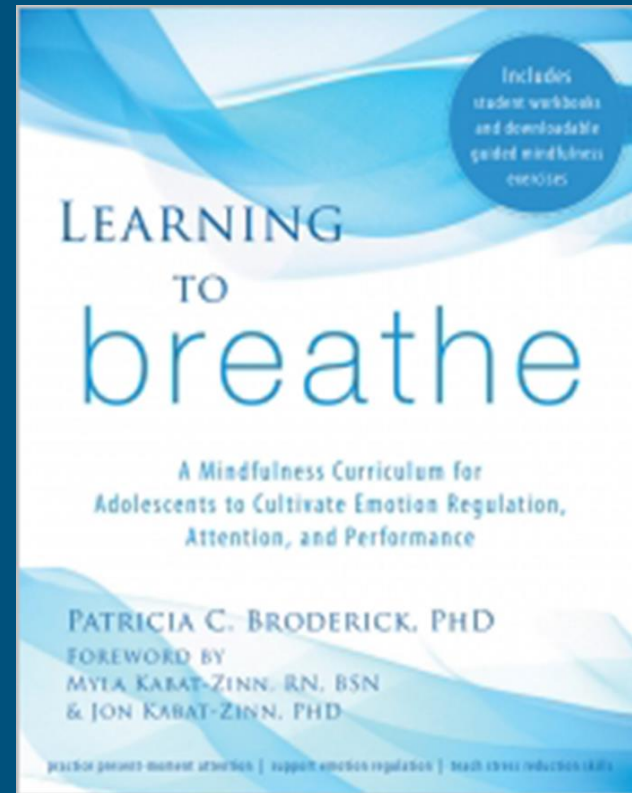
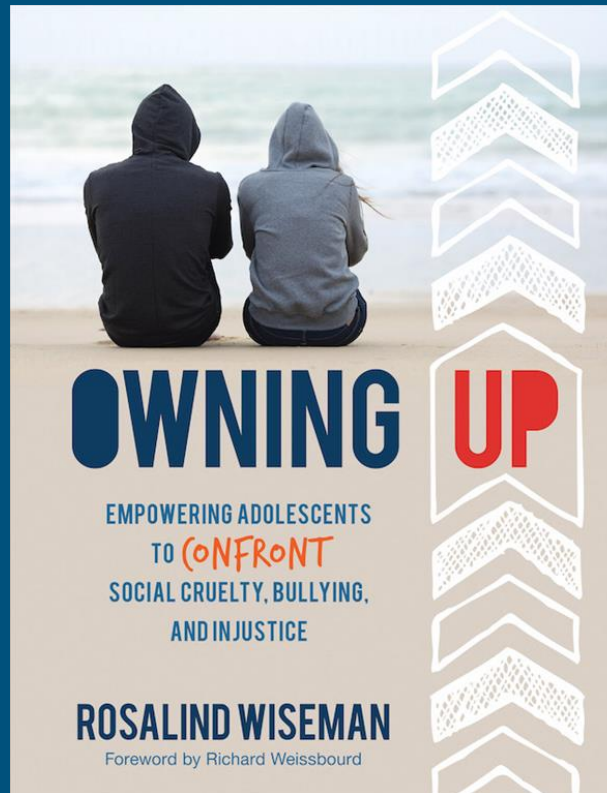
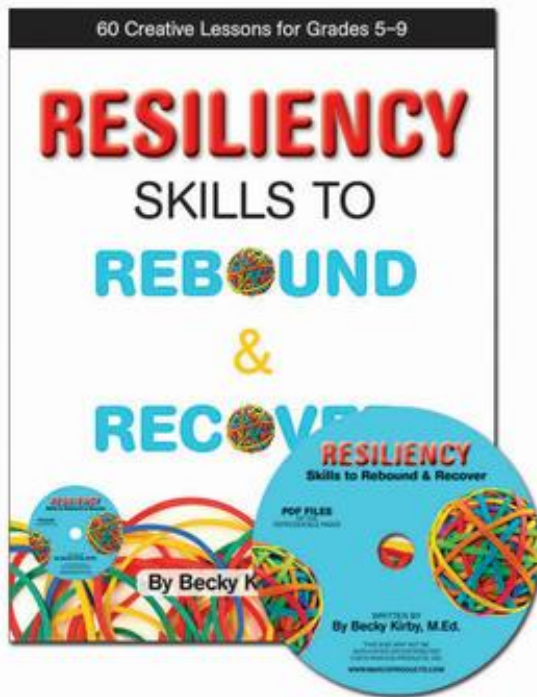
Second Step: Bullying Prevention



Mind Up: Elementary & Middle



Small Group Resources



Secondary School

- **Sources of Strength**
 - Best practice youth suicide prevention project
 - Suicide Prevention
 - Bullying Prevention
 - Substance Use/Abuse Prevention
 - Healthy Relationships
 - Designed to harness the power of peer social networks to change unhealthy norms and culture
 - Protective Factors



Secondary School

- **PEER Initiatives**

- Takes advantage of the influence young people can have on one another to promote healthy changes in attitude and behavior
- Peer groups may choose to focus on specific areas such as bullying, healthy relationships, crisis management, conflict resolution, substance use, mental health, and suicide
- Through prevention and intervention approaches, the peer program functions as a supplemental resource for increasing overall effectiveness of student services within the school setting

- **MENTORING - FHS & Elementary School**

- **Unity Week - Hero in the Hallway**

- **Inclusivity Initiatives**

- EL, New Students, Club Fair, A-Lone Lunch Social



Teaching Skills & Strategies

From Bystander to UpStander

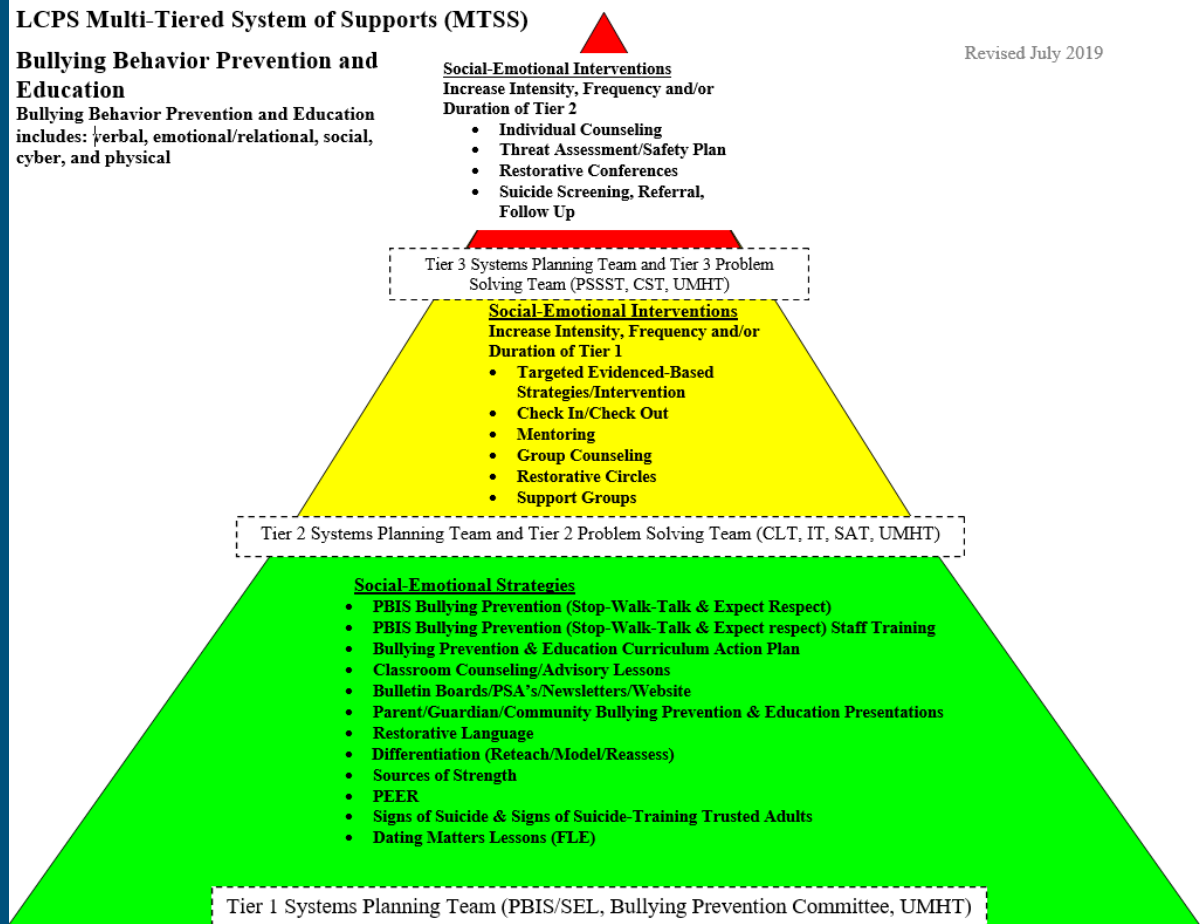


Power of an Upstander



Prevention Approach

- School-wide
- Classroom Lessons
- Small group
- Individual



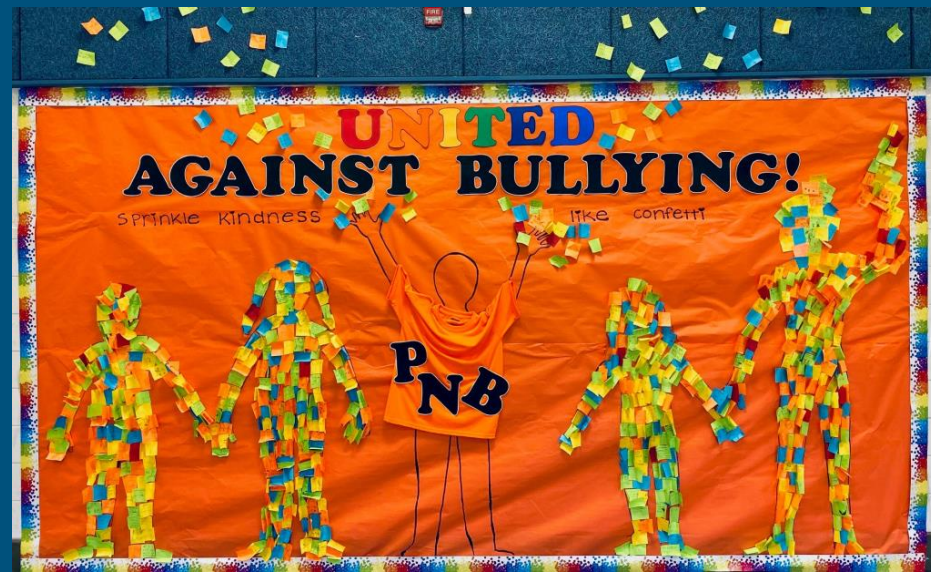
School-wide School Counselors provide:

School-wide activities & events

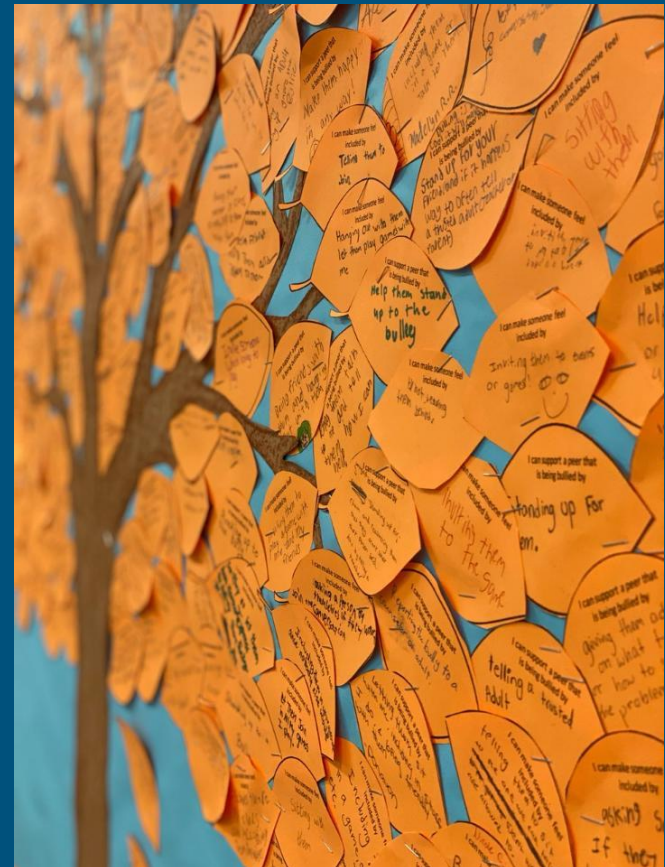
***When:** Throughout the school year, School Counselors:*

- ✓ Provide training annually on bullying behavior
 - ❖ Training for staff
 - ❖ Informational workshop/presentation to parents/guardians
 - ❖ Classroom lessons
- ✓ Poster Contests
- ✓ Kindness Initiatives
- ✓ Spirit Days
- ✓ Assemblies
- ✓ Website information & resources

Elementary Examples of School-wide Awareness/Activities



Awareness/Activities

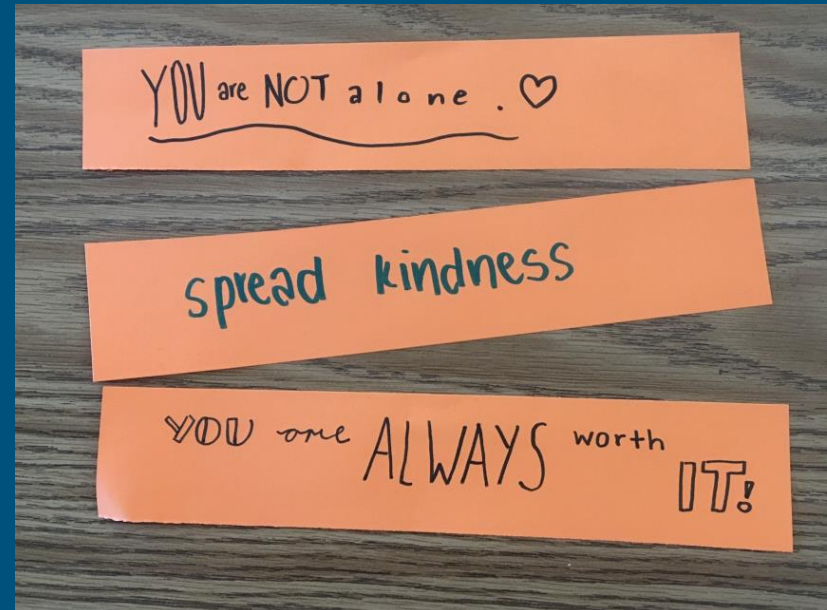


Middle School Examples of School-wide Awareness/Activities

Farmwell Station MS



Willard Intermediate



High School Examples of School-wide Awareness/Activities

John Champe HS

Heritage HS



Classroom Lessons School Counselors provide:

- **Elementary**

- ❖ When: during classroom lesson time
- ❖ How often: October and throughout the school year

- **Middle**

- ❖ When: during advisory lessons; during resources time
- ❖ How often: October and throughout the school year as needed

- **High School**

- ❖ When: during advisory; push in during selected class-time
- ❖ How often: October and throughout the school year as needed

Small Group School Counselors provide:

Small Group

- ✓ Restorative Circles
- ✓ Social Skills
 - ❖ Social Thinking
 - ❖ Super Flex
 - ❖ Social Detectives
- ✓ Friendship skills
- ✓ Communication skills
- ✓ Social Emotional Skill Building
 - ❖ Owning-Up
 - ❖ Resiliency Skill Building
 - ❖ Second Step



Elementary School Bullying Prevention & Education



Karen Thompson,
Guilford Elementary School



Myths about Bullying

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

Myths about Bullying (cont.)

- “Boys will be boys.”
- “Girls don’t bully.”
- “Children and youth who are bullied will almost always tell an adult.”
- “Bullying is easy to recognize.”
- “Ignoring bullying will make it go away.”

Recognizing the Difference



NORMAL PEER CONFLICT	BULLYING
Equal power or friends	Imbalance of power; not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Not serious	Serious with threat of physical or emotional harm
Equal emotional reaction	Strong emotional reaction from victim and little or no emotional reaction from bully
Not seeking power or attention	Seeking power, control, or material things
Not trying to get something	Attempt to gain material things or power
Remorse—will take responsibility	No remorse—blames victim
Effort to solve the problem	No effort to solve problem

Bullying Prevention & Education at Elementary School Level

Kindergarten

- Provide lessons on Defining Bullying Behavior and Introduction to PBIS: ***“Stop Walk, Talk”*** guidelines

First Grade

- Provide lessons on Defining Bullying Behavior and Review of using the PBIS: ***“Stop Walk, Talk”*** guidelines

Second Grade

- Provide lessons on ***Tattling vs. Reporting & Big and Small problems.*** Review using the PBIS: “Stop Walk, Talk” guidelines

Bullying Prevention & Education at Elementary School Level

Third Grade

- Provide lessons on ***Bullying Prevention and the Power Struggle***. Review using the PBIS: “Stop Walk, Talk” guidelines.

Fourth Grade

- Provide lessons on ***Four Types of Bullying Behavior and the Three roles in a bullying situation***. Review using the PBIS: “Stop Walk, Talk” guidelines.
- Provide lessons on ***internet safety and cyberbullying prevention***.

Fifth Grade

- Provide lessons on ***Four Types of Bullying Behavior and the Three roles in a bullying situation***. Review using the PBIS: “Stop Walk, Talk” guidelines.
- Provide lessons on ***internet safety and cyberbullying prevention***.

3 STEPS TO **STOP** Bullying!

STOP



1. Speak up for yourself!

WALK



2. Don't give bullying your attention!

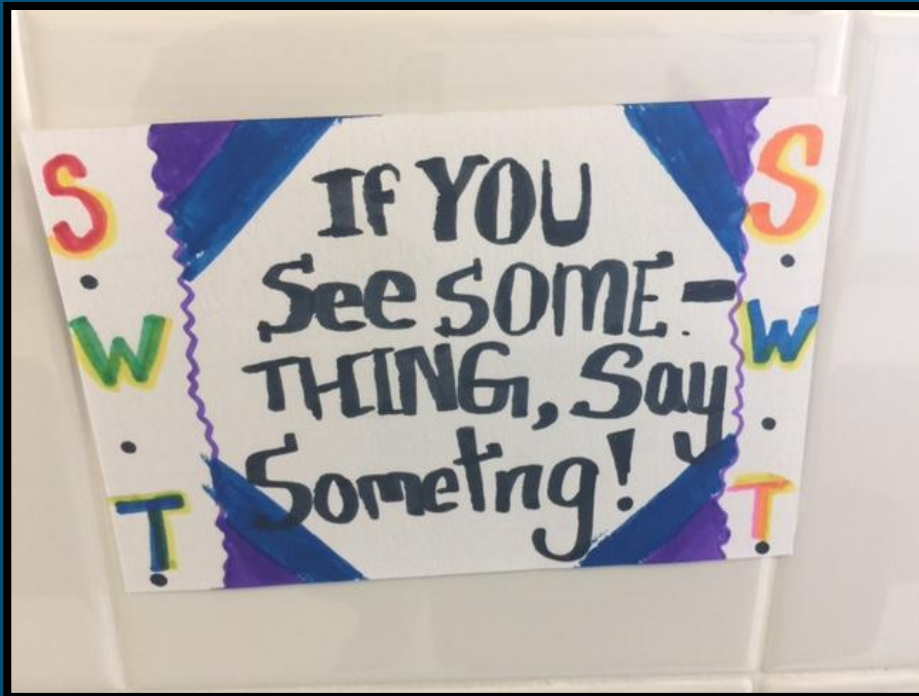
TALK



3. Talk to an adult you trust.

If they don't understand, talk to another adult!

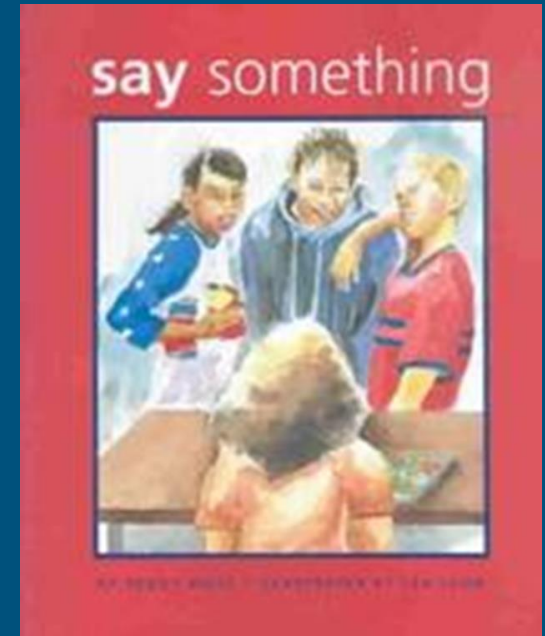
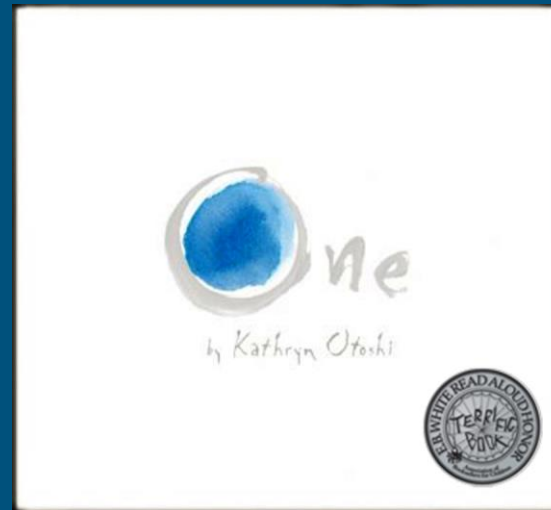
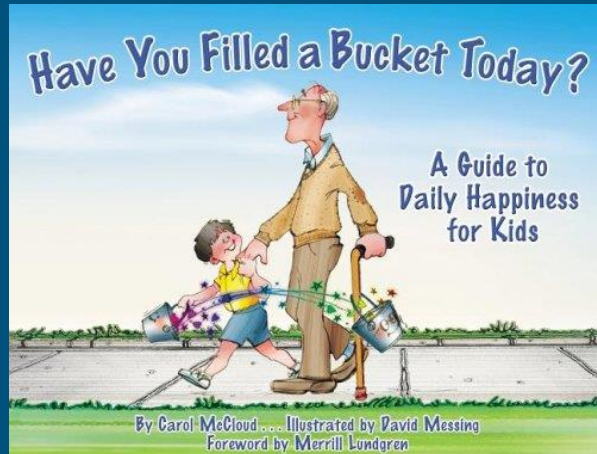
Elementary Classroom Example: Rosa Lee Carter



Elementary Classroom Example: Hamilton ES – PBL project



Bully Prevention Resources for Elementary



5th graders sharing bully prevention projects with 8th graders





Middle School Bullying Prevention & Education



Jude Misik,
Harper Park Middle School



Bullying Prevention & Education at Middle School Level

Sixth Grade

- Provide lessons on ***Defining Bullying Behavior, Types of Bullying and Role of the Bystander.*** ***Introduce a key word to stop bullying behavior*** using the PBIS “Expect Respect” guidelines.

Seventh Grade

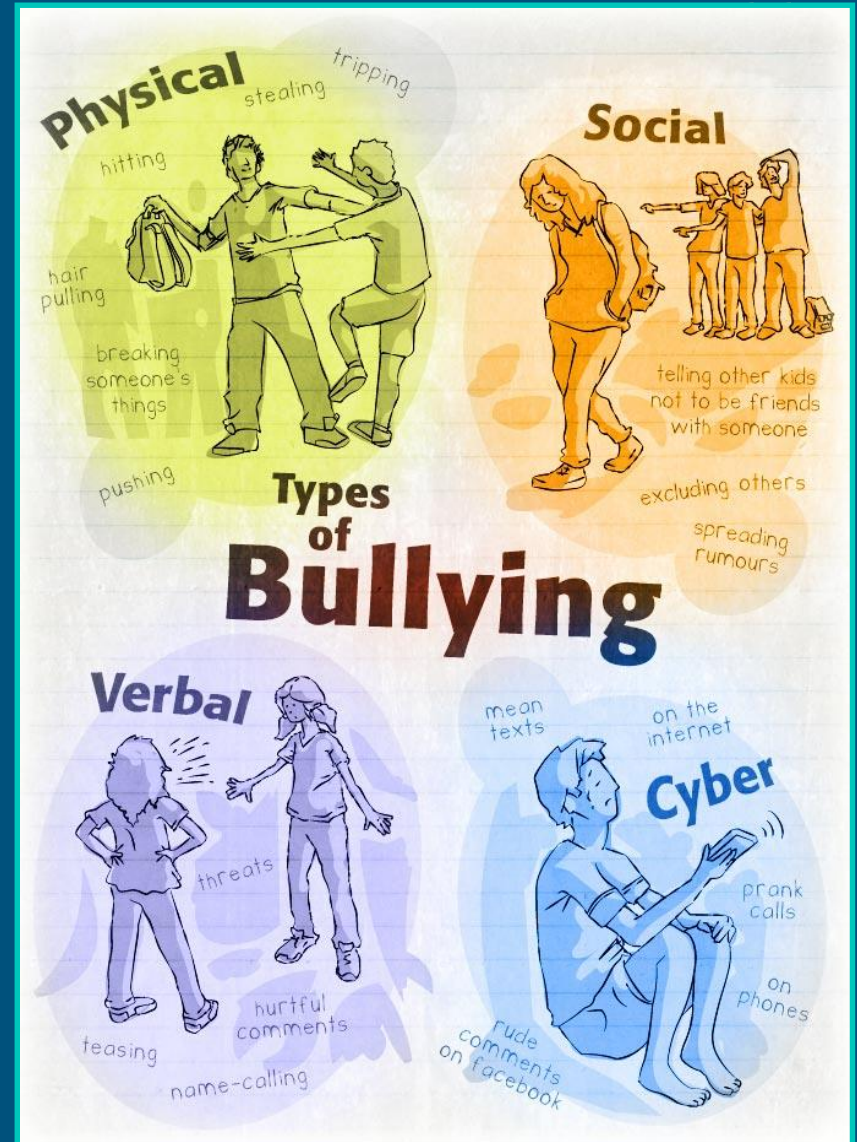
- Provide lessons on ***Sexual Harassment*** and review bullying behavior using the PBIS “Expect Respect” guidelines and identified key word

Eighth Grade

- Provide lessons on ***Cyberbullying*** using the Common-Sense Media, “Digital Citizenship” guidelines resources and review bullying behavior using the PBIS “Expect Respect” guidelines and identified key word

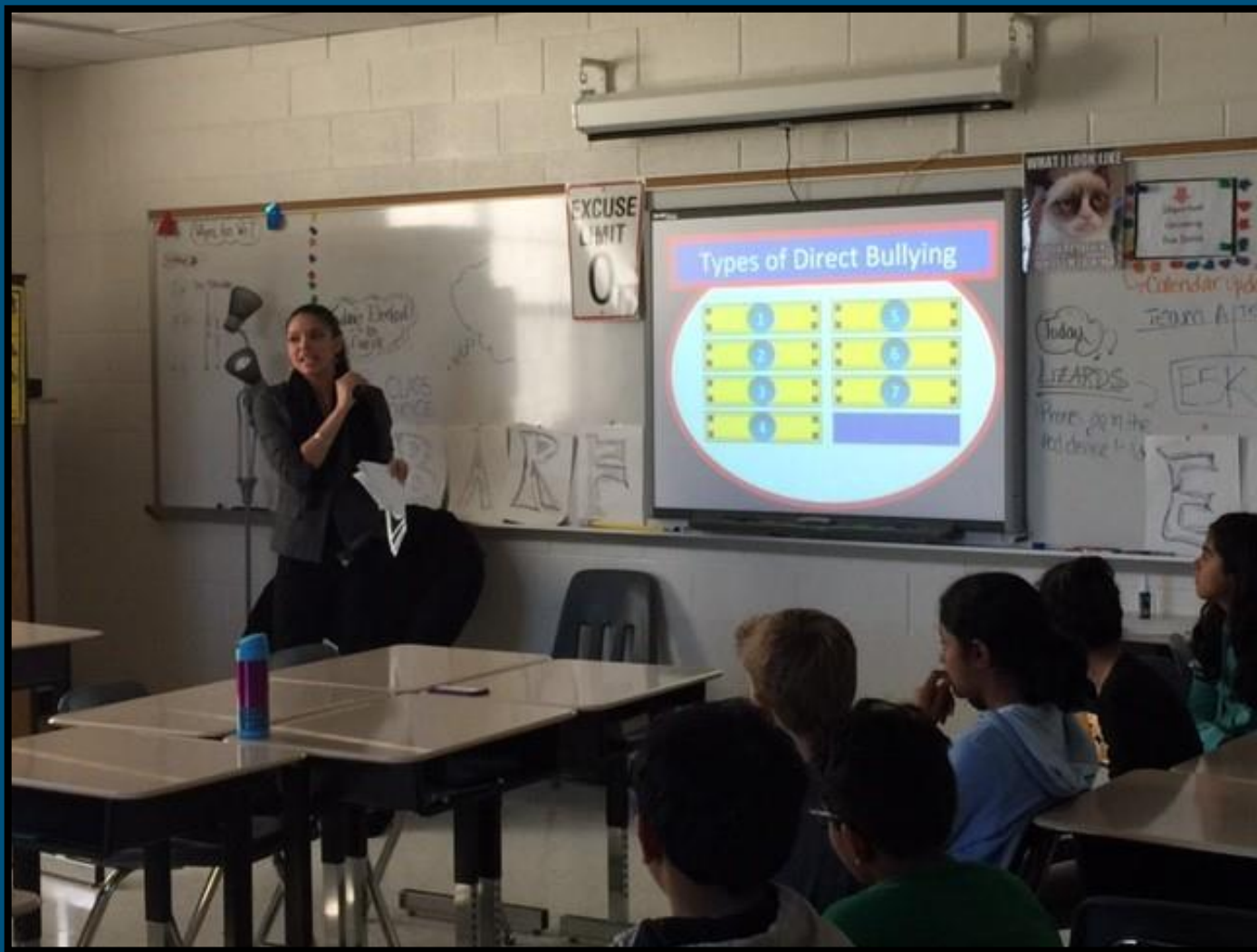
Four main types of bullying:

- Physical bullying
- Social bullying
- Verbal bullying
- Cyber bullying (internet)

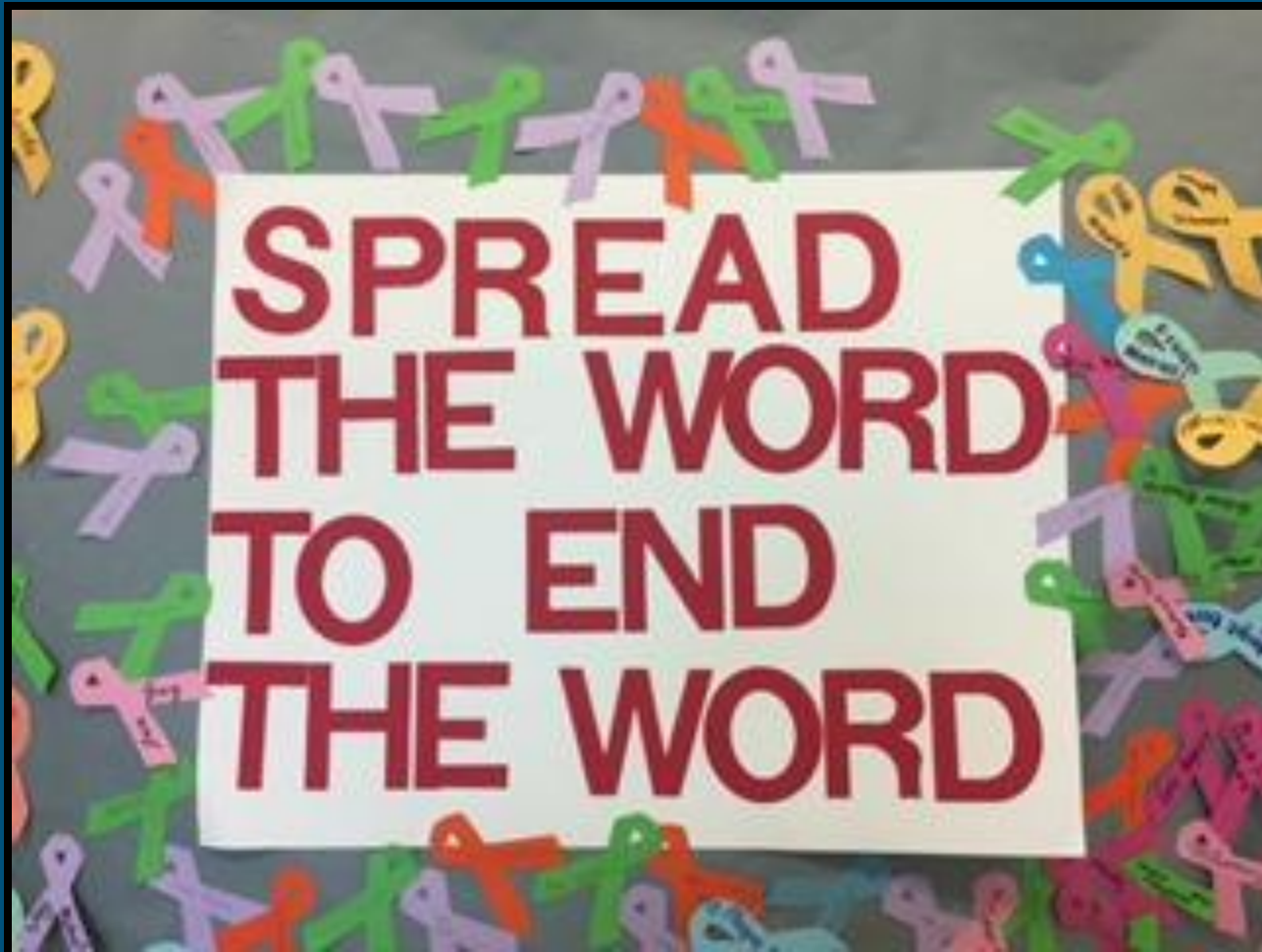


Middle School Classroom

Lesson Example: Stone Hill MS



Expect Respect



Creating a Positive School Climate



RAYS' Bracelets

Pay it forward -
How can you share positive
feedback to your peers?



Smiley Stickers

Sharing positive comments
about staff and peers



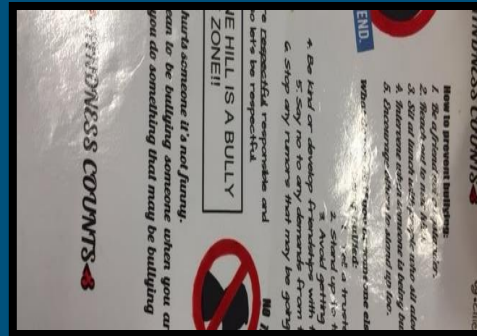
Compliment Wall

Creating a Positive School Climate (cont.)

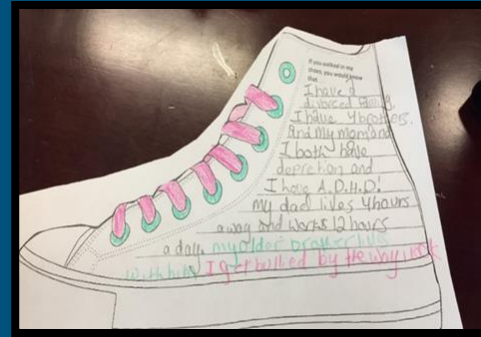


Poster Contest

Creating empathy for others

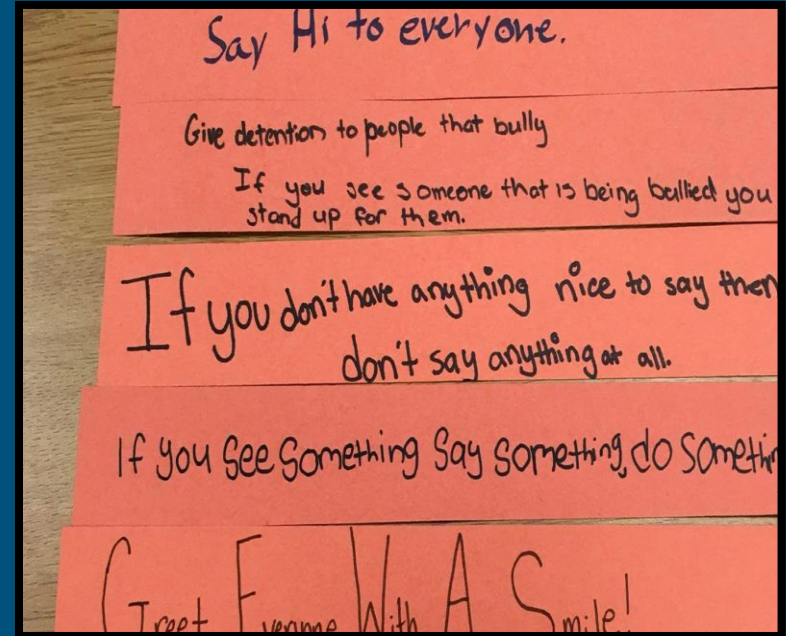


Poster Contest



Walking in my Shoes

Unity Day Activities



Stone Hill Middle School



Parent/Guardian Programs & Education



- Parent/Guardian Coffees
 - Building Resilience In your child - Stone Hill MS
 - How to help your Child be Successful in School - SHMS
 - Addresses who to go to for help, Cyber- bullying
 - Bullying Prevention and Awareness - Guilford Elementary
 - Adolescence - What is Normal, What is Not?
 - Recognizing signs that may indicate a situation of concern

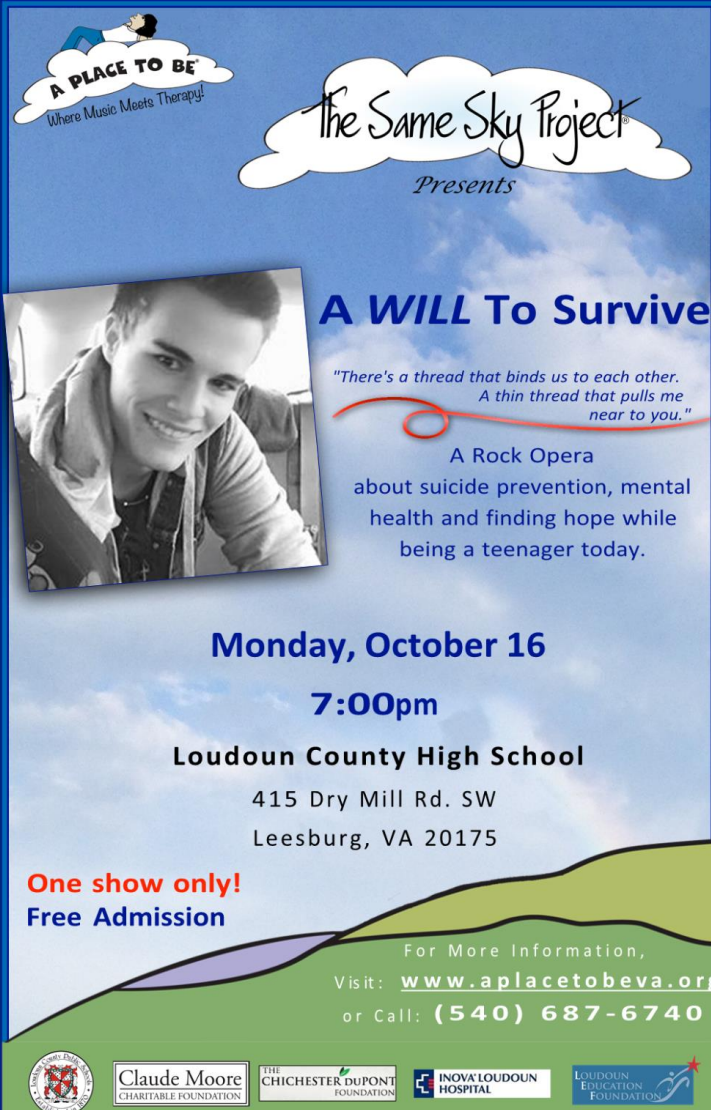
Student Presentations

SAME SKY presentation

Accepting differences

Being:

- Understanding
- Inclusive
- Patient
- Kind



The poster features a blue sky background with white clouds. At the top left is the logo for 'A PLACE TO BE' with the tagline 'Where Music Meets Therapy!'. To its right is the 'The Same Sky Project' logo. Below the 'A PLACE TO BE' logo is a black and white photo of a smiling young man. The title 'A WILL To Survive' is written in large, bold, blue letters. Below the title is a quote: 'There's a thread that binds us to each other. A thin thread that pulls me near to you.' followed by a red squiggle. Below the quote is the text 'A Rock Opera about suicide prevention, mental health and finding hope while being a teenager today.' The date and time 'Monday, October 16 7:00pm' are listed in bold blue text. Below that is the location 'Loudoun County High School 415 Dry Mill Rd. SW Leesburg, VA 20175'. At the bottom left, it says 'One show only! Free Admission'. At the bottom right, it says 'For More Information, Visit: www.aplacetobeva.org or Call: (540) 687-6740'. The bottom of the poster features logos for the Loudoun County Public Schools, Claude Moore Charitable Foundation, The Chichester Dupont Foundation, Inova Loudoun Hospital, and Loudoun Education Foundation.

A PLACE TO BE
Where Music Meets Therapy!

The Same Sky Project
Presents

A WILL To Survive

"There's a thread that binds us to each other.
A thin thread that pulls me near to you."






A Rock Opera
about suicide prevention, mental
health and finding hope while
being a teenager today.

Monday, October 16
7:00pm

Loudoun County High School
415 Dry Mill Rd. SW
Leesburg, VA 20175

One show only!
Free Admission

For More Information,
Visit: www.aplacetobeva.org
or Call: (540) 687-6740



High School Bullying Prevention & Education



Ken Christopher,
Freedom High School



Bullying Prevention & Education at High School Level

Ninth Grade

- Provide lessons on respect, exclusion vs. inclusion, and bullying & cyberbullying prevention using the Digital Citizenship Common Sense Media Resources

Tenth Grade

- Provide lessons on respect, exclusion vs. inclusion, and bullying & cyberbullying prevention using the Digital Citizenship Common Sense Media Resources

Eleventh Grade

- Provide lessons on respect, exclusion vs. inclusion, and bullying & cyberbullying prevention using the Digital Citizenship Common Sense Media Resources

Twelfth Grade

- Provide lessons on respect, exclusion vs. inclusion, and bullying & cyberbullying prevention using the Digital Citizenship Common Sense Media Resources

Hero in the Hallway



High School Student Leadership

Example: Tuscarora HS



High School Student Leadership Example: Sources of Strength






What Can Parents/Guardians Do?



Resources available at:
Stopbullying.gov
Netsmartz





What Parents/Guardians Can Do



Parents play a key role in preventing and responding to bullying. If you know or suspect that your child is involved in bullying, there are several resources that may help.

How to Report Bullying Behavior?

If your child reports bullying, please
notify school administration

What Parents/Guardians Can Do

► **Build Resiliency**

- ❖ Help your child develop self-confidence
- ❖ Encourage your child to interact with peers
- ❖ Teach safety strategies and how to seek help
- ❖ Make and enforce rules about phone and computer use
- ❖ Discuss what is appropriate and monitor behavior



What Parent/Guardians Can Do (cont.)

Listen



Skill Building



Skill Building



What Parents/Guardians Can Do (cont.)

Interests & Activities



Self Advocacy



Online gaming tips for adults

- Play the game
- Observe when the game is being played
- understand the dynamics of the game and it's chatting features
- Check in with the child
 - Who is online?
 - Who do you like to play with?
 - Are you respected while playing?
- Teaching children about safe online behavior
 - Sharing personal information
 - Reporting when questions/comments happen that feel uncomfortable
 - Taking a photo or staying on the screen when getting an adult
 - Safe boundaries when directing chatting with others
 - Develop “signs” together regarding player behavior



Parent/Guardian Resources (handouts)

How Youth Can Protect Themselves

August 2017

RESEARCH
SUMMARY

stopbullying.gov

How Youth Can Protect Themselves from Bullying

Understanding


Youth often ask: "What can I do to help stop bullying?" and "How can I protect myself from being bullied?" These are difficult questions to answer, and sometimes parents, teachers, and principals struggle to address them. Findings from some recent studies of new and innovative strategies can help youth to protect themselves from bullying. While considering the important role of parents, educators, and adults at school, this summary covers protective factors to prevent bullying as well as innovative strategies for youth that can reduce the likelihood of being bullied.

Protective Factors

One of the best ways that youth can protect themselves against being bullied is through healthy friendships and positive relationships with classmates.¹ A wealth of research indicates that having a healthy peer network protects against being bullied and also helps reduce the negative effects of being bullied, such as feeling depressed and anxious.² In addition, having positive peer relationships also can increase the likelihood that peer bystanders will step in to intervene and help stop bullying when it occurs.³

Research also indicates that having positive relationships with teachers is associated with a reduced risk of being bullied⁴ and that hostile teacher-student relationships are associated with higher levels of bullying.⁵ So it is important for youth to seek out and maintain both healthy peer and adult relationships to reduce the likelihood that they will be bullied.

Youth can also reduce their exposure to environments in which bullying frequently occurs such as areas of schools with poor adult supervision or in social media settings where negative and hurtful communication occurs. In those instances where youth are in these environments, they should take extra caution, such as walking between classes with friends or a supportive peer, and protecting their identity online and the information they share electronically.



¹ Fion, J., Sulkowski, M. L., & Bauman, S. (2016). Teachers' responses to bullying incidents: Effects of student characteristics and teacher characteristics. *Aggression and Violent Behavior, 32*, 311-322. doi: 10.1016/j.avb.2016.05.001

² Hong, J. S., & Espelage, D. L. (2012). A review of research on bullying and peer victimization in school: An ecological system analysis. *Aggression and Violent Behavior, 17*, 311-322. doi: 10.1016/j.avb.2012.05.001

³ Salimvalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior, 15*, 112-120. doi: 10.1016/j.avb.2009.08.007

⁴ Kärnä, A., Voeten, M., Poskiparta, E., & Salimvalli, C. (2010). Vulnerable children in varying classroom contexts: Bystanders' behaviors moderate the effects of risk factors on victimization. *Merrill-Palmer Quarterly, 56*, 281-282. doi: 10.1111/j.mpa.10.0052

⁵ Kohn, J. S., & Stanton, L. (2008). The role of teachers in school violence and bullying prevention. In school violence and primary prevention (pp. 49-72). Springer New York.

⁶ Loeber, R., & Stouthamer-Loeber, M. (2015). Effects of teacher-student relationships on peer harassment: A multi-level study. *Psychology in the Schools, 52*, 298-315. doi: 10.1002/jts.21822

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Teach Digital Citizenship

FACT SHEET

stopbullying.gov

Teach Digital Citizenship Skills to Prevent Cyberbullying

Digital citizenship is appropriate, responsible behavior when using technology. This includes social media, websites, online forums, communities, comments, and in apps and other device features. Teaching children and teens digital citizenship skills can help to prevent cyberbullying and its negative effects. When children learn positive online behaviors, social media can be used in productive ways.



Teenagers are often the first to use new social media and digital technology. Research shows that 95% of American youth aged 12-17 use the internet.¹ Among U.S. teens that use social media, 88% witness mean or cruel behavior, 67% observe others joining in those negative behaviors, and 21% admit to joining in at least once in a while.² Parents are the first source of advice teens go to about responsible internet use. And parents can monitor what their children do online in a variety of ways. Teachers are the second source of information for teens.³ Both parents and teachers play an important role in teaching digital citizenship skills, including digital safety and digital etiquette⁴ to children and teens.

Digital Safety

Digital safety involves identifying and taking measures to protect against potential risks when using devices, apps, and the internet. Sharing personal information online can put children and teens at risk for the misuse of personal data, cyberbullying, and exposure to harmful content that may contain violence, suicide, and racist and adult material. Teens may not want or intend to access or post inappropriate content online. However, 44% admitted to giving a false age to access a website or sign up for an online account.⁵ Parental knowledge and involvement in mediating teenagers' online activities influence whether teens behave appropriately and responsibly when using digital technologies.⁶

To reduce risks, parents can help their children set the privacy controls on their devices and accounts to ensure their children's content is not shared with the public. Parents should proactively discuss the types of content and information that is safe or acceptable to share, post, and view online. It is important to foster open dialogue in which youth feel comfortable sharing their cyber experiences with caregivers and other supportive adults. Other tactics parents can use to ensure their children's online safety include:

- Following their child's social media accounts.⁷
- Checking the websites that their child visited.⁸
- Knowing the passwords to their child's email, social media accounts, and cell phones.⁹
- Searching online for information available about their child.¹⁰

Digital Etiquette

Digital etiquette refers to an individual's conduct online and in their use of technology. The virtual nature of social media and the privacy of using individual devices can embolden some to say or do things in cyberspace that they would not do in person. Appropriate behavior for digital interactions should follow the same social guidelines as face-to-face interactions.¹¹ Digital etiquette also extends to conduct beyond the screen – how and when individuals use their devices around others in different social settings.¹² Teaching good digital etiquette skills involves:

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Take-Home Message

- ▶ It *is* possible to reduce bullying.
- ▶ It requires a *team* effort.
- ▶ It requires a long-term commitment.





Information and Resources

- ▶ **Stopbullying.gov:** <https://www.stopbullying.gov/>
- ▶ **Restorative Practices:** <http://www.iirp.edu>
- ▶ **Netsmartz:** <https://www.netsmartz.org>
- ▶ **Sources of Strength:** <https://sourcesofstrength.org/>
- ▶ **Bully Prevention in Positive Behavior Support:**
<https://www.pbis.org/common/cms/files/pbisresources/pbsbullyprevention.pdf>
- ▶ **Olweus Bullying Prevention Program:**
<http://www.violencepreventionworks.org/public/index.page>
- ▶ www.Pacer.org
- ▶ www.TheKindnessChallenge.org

Contact Information

Heather Ross

School Counseling Specialist

Phone: 571.252.1017

Email: Heather.Ross@LCPS.org

Karen Thompson- Guilford Elementary School

Jude Misik- Harper Park Middle School

Ken Christopher- Freedom High School



THANK YOU

A string of eight colorful paper flags is hanging against a dark, textured wooden background. The flags are arranged in a slightly wavy line and are held together by small wooden clothespins. The flags are colored red, light blue, yellow, light blue, yellow, light green, yellow, and light green. The words 'THANK' and 'YOU' are written in blue, hand-drawn capital letters on the flags. The 'T' is on the red flag, 'H' is on the first light blue flag, 'A' is on the yellow flag, 'N' is on the second light blue flag, 'K' is on the third yellow flag, 'Y' is on the light green flag, 'O' is on the fourth yellow flag, and 'U' is on the final light green flag.