

# RAISING RESPECT

TAKE A STAND AGAINST BULLYING

# CONTENTS

**Bullying and Your Child** \_\_\_\_\_

**Signs of Bullying** \_\_\_\_\_

**Identifying Instances of Bullying** \_\_\_\_\_

**Bullying and the Digital Age** \_\_\_\_\_

**What Bullying Is and What Bullying Is Not** \_\_\_\_\_

**Frequently Asked Questions** \_\_\_\_\_

**How to Talk to Your Child about Bullying** \_\_\_\_\_

**How to Help a Bullied Child** \_\_\_\_\_

**A Unified Force Against Bullying** \_\_\_\_\_

3

4

5

7

8

9

10

11

12

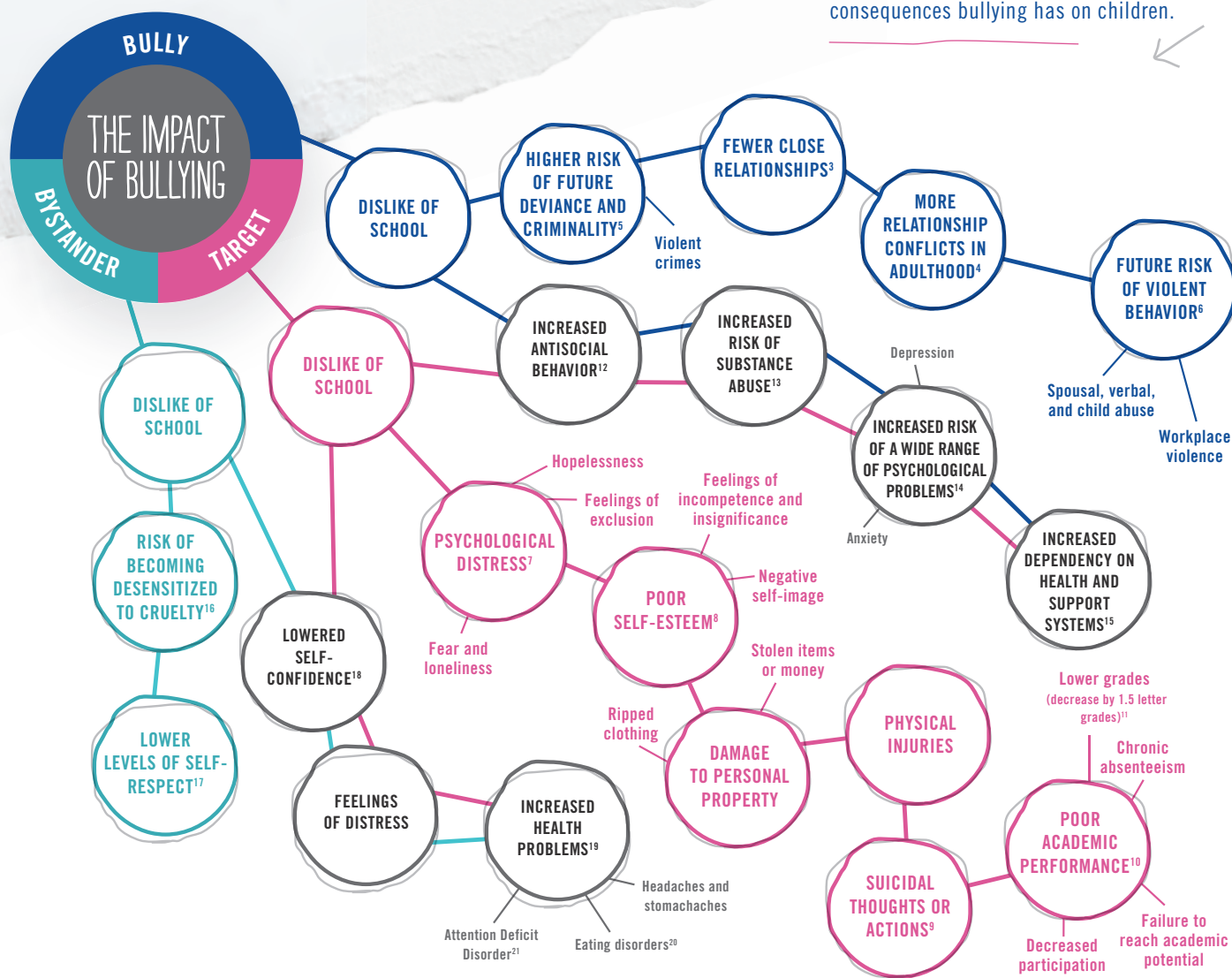
Research has shown that bullying awareness and education are powerful tools in addressing the issue—especially when reinforced at home. This guide has been created to help you learn to recognize, prevent, and take a stand against bullying.

# BULLYING IS THE MOST ENDURING AND UNDERRATED CONCERN IN SCHOOLS TODAY.<sup>1</sup>

Tests, grades, and homework might not be the only things keeping your child awake at night. Bullying has become a serious issue children worry about. Seventy-four percent of students feel that bullying is a problem in their school, yet bullying's prevalence is not the only concern.<sup>2</sup> Perhaps even more worrisome is the negative effect it can have on children, as well as the rate at which aggressive behaviors can become entrenched.

## Examine the infographic below

to see the immediate and long-term consequences bullying has on children.



## THE POWER OF YOUR FAMILY



Family involvement is one of the most effective ways to deal with bullying.<sup>22</sup> When children have a caring home environment where they learn positive social norms and behaviors, they understand that bullying is not a normal part of relationships. They learn from the positive skills they're taught at home—such as showing empathy, solving problems peacefully, and making wise decisions—and use them to develop strong relationships with others. The positive relationship model established at home builds children's self-esteem and helps lessen the impact of bullying.

# BULLYING IS TOXIC. IT PRODUCES REAL SIGNS AND SYMPTOMS.



Bullying isn't always easy to identify. However, when you start looking for the signs and symptoms, you'll see that children often wear them like a scar.

## THE SIGNS: WATCH FOR THEM IN YOUR CHILD.

A BULLY ...	A TARGET ...	A BYSTANDER ...
Has more power than others (strength, popularity, etc.)	Might be viewed as "different" from classmates	Shows signs of lowered self-esteem
Has a close network of followers who do what he or she wants	Might have fewer relationships or relate better to adults than to peers	Might express fear or apprehension of certain classmates
Gets into physical or verbal fights frequently	Has unexplained injuries, such as bruises or scrapes	Has a sudden fear of certain locations in the school
Can be defiant or oppositional toward adults	Stays close to teachers and is one of the last students to leave class or school	Might seek attention of certain classmates in order to get on their "good sides"
Displays disruptive behavior at school or is frequently in detention	Has lost interest in school or has a sudden decline in grades	Feels uncomfortable at school or suddenly dislikes school
Has a short or violent temper	Is passive or submissive	Feels powerless
Craves attention, even if it is negative	Fears going to and from school, taking the bus, or participating in after-school activities	Might express fear of being a bully's next target
Likes to dominate/control situations	Shows low self-esteem by using negative self-talk or is often discouraged	Shows self-doubt
Has difficulty showing empathy for others	Has uncharacteristic outbursts of anger	Expresses feelings of guilt
Displays antisocial behavior	Is increasingly absent from school or leaves school early due to illness	Shows signs of stress, such as difficulty sleeping, loss of appetite, or frequent headaches
Has extra money or new belongings and can't explain where they came from	Has damaged or missing clothing and belongings	<b>A BYSTANDER'S</b> suffering typically derives from fear of what might happen if he or she helps a target or the guilt he or she feels for not getting involved. <sup>23</sup>
Has a tendency to lie or manipulate	Has suddenly become secretive or withdrawn	



# BE AWARE OF BULLYING.

Bullying experts agree that bullying behavior includes three characteristics:<sup>24</sup>



## POWER

The relationship dynamic is imbalanced. The bully has more power.



## INTENT

The bully consciously decides to hurt another person, physically or emotionally.



## REPETITION

The bullying is not a single event. It happens often, or there is the threat it will reoccur.

Your child's school might have its own definition of bullying. Learn what it is and discuss it with your child.

### THREE TYPES OF BULLYING ARE MOST PREVALENT IN SCHOOLS: VERBAL, PHYSICAL, SOCIAL/RELATIONAL

TYPE OF BULLYING	VERBAL BULLYING	PHYSICAL BULLYING	SOCIAL/RELATIONAL BULLYING
WHAT IT LOOKS LIKE	<ul style="list-style-type: none"> <li>• Verbal attacks, such as name-calling, racial slurs, and sexist remarks</li> <li>• Taunts and threats</li> <li>• Rumors, lies, and unfounded accusations</li> <li>• Derogatory comments about sexual orientation or perceived orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Physical attacks, such as hitting, punching, scratching, shoving, kicking, choking, and spitting</li> <li>• Theft or damage of someone's belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion, isolation, rejection, and intimidation</li> <li>• Ignoring or ganging up on someone</li> <li>• Aggressive stares or body language, eye rolling, and unkind expressions</li> <li>• Snickers or whispers</li> <li>• Spreading rumors</li> </ul>
WHERE IT HAPPENS	<ul style="list-style-type: none"> <li>• Almost anywhere</li> <li>• Common areas include playgrounds, classrooms, after-school activity sites, unsupervised areas, school buses, and cafeterias</li> </ul>	<ul style="list-style-type: none"> <li>• Unsupervised areas or sites with limited supervision, such as hallways, cafeterias, and bathrooms</li> <li>• Areas with poor lighting</li> </ul>	<ul style="list-style-type: none"> <li>• Almost anywhere because it can be difficult to detect</li> <li>• Common areas include playgrounds, after-school activity sites, sleepover sites, and party locations</li> </ul>

### WHAT TO WATCH FOR

#### Warning signs displayed by targets:

- Skipping classes or leaving early due to complaints of illness
- Sticking close to the teacher and lingering after class
- Being tardy or absent from school
- Visiting the school nurse frequently due to injuries
- "Losing" items
- Acting sad, depressed, or withdrawn

#### Warning signs displayed by bullies:

- Exerting power and seeming to rule the school
- Excluding certain students from activities or picking them last on a regular basis
- Spreading negative rumors
- Vandalizing
- Acting aggressively

# CYBERBULLYING IS THE LEAST-REPORTED FORM OF BULLYING.

As recently as a few years ago, cyberbullying was defined as instances of bullying that occurred through the use of a computer. However, it can now be accomplished using a cell phone. Cell phones have become small, portable computers, and they enable users to surf the net, access social-networking sites, and send IMs (instant messages) from anywhere and at any time.

MY SON WAS VOTED THE UGLIEST KID IN CLASS ON AN ONLINE VOTING SITE. HE'S DEVASTATED.

I COULD HEAR MY DAUGHTER'S PHONE RECEIVING TEXT MESSAGES LATE AT NIGHT. WHEN I ASKED HER ABOUT THEM, SHE STARTED TO CRY.

## TYPE OF BULLYING

**CYBERBULLYING**  
A form of bullying in which a person uses digital technology, such as a cell phone or computer, to harass, defame, threaten, or humiliate a target. Cyberbullying is a form of verbal and social/relational bullying.

## WHAT IT LOOKS LIKE

- Threats, taunts, or name-calling via text message, instant messaging (IM), or e-mail
- Persistent, harassing text messages, calls, or e-mails
- Derogatory or defaming comments posted online
- Impersonation of another person online
- Online fighting using crude language (called flaming)
- Distribution of pictures/video, usually captured by cell-phone cameras
- Instances of physical bullying recorded and posted online

## WHERE IT HAPPENS

- Popular social-networking sites, such as Facebook, MySpace, Twitter, and Instagram
- Blogs, personal websites, school gossip sites, online polling sites, and e-mail
- Instant messaging (IM) and message boards
- Online gaming websites and Internet gaming (e.g., using Xbox Live®, Sony Playstation® Network, etc.)

## TEXT-MESSAGE SHORTHAND

**POS**  
Parent over shoulder

**PIR**  
Parent in room

**P911**  
Parent alert

**PAW**  
Parents are watching

**PAL**  
Parents are listening

**KPC**  
Keeping parents clueless

## BULLYING FAST FACTS

- More than half of reported instances of bullying are verbal.<sup>25</sup>
- Less than one-third of reported bullying is physical.<sup>26</sup>
- Emotional bullying peaks in middle school.<sup>27</sup>
- Over eighty-five percent of bullying happens inside school or on school grounds.<sup>28</sup>
- Cyberbullying is most common in middle school, but is starting to affect younger children.<sup>29</sup>
- Most teens think online bullying is easier to get away with than face-to-face bullying.<sup>30</sup>
- Cyberbullying is devastating because it is public, widespread, and hard to get away from.
- Fifty-four percent of children aged 8-17 worry about being bullied online.<sup>31</sup>

## WHAT TO WATCH FOR<sup>32</sup>

### Warning signs displayed by targets:

- Becomes nervous or anxious when he or she gets a text message, e-mail, or instant message
- Is upset, angry, scared, or embarrassed after using the computer
- Suddenly stops using the computer
- Shows signs of depression or becomes withdrawn

### Warning signs displayed by bullies:

- Is secretive about his or her computer use or closes screens when adults walk by
- Uses the computer late at night
- Has several digital accounts
- Gets angry when he or she isn't allowed to use the computer

Note: Even though this chart is comprehensive, it's important to find out how your child's school defines each form of bullying.

# THE LANDSCAPE OF BULLYING IS CHANGING.

## Bullying + Technology = Cyberbullying

Technology has enabled bullying to become faster, more aggressive, and faceless. As technology has evolved and become more accessible, so has bullying. Technology now gives bullies:

- **ACCESS.** They can reach their targets 24/7.
- **OPTIONS.** Large or small audience? 1 message or 100? Sent during school or late at night?
- **ANONYMITY.** They can hide behind screen names or false identities.

### CYBER-SENSE STARTS AT HOME

Have conversations at home that outline your expectations for your child's online behavior. Discuss what it means to be a good citizen of the Internet and how your child can stay safe online.

## HOW TO DEAL WITH CYBERBULLYING

If someone is using technology to bully your child, there are several steps you can take to help him or her.

1. **Save the bullying messages or take screen shots of them.** Saving hurtful messages might seem counterintuitive, but keeping a record of what was said and when it was said provides you with evidence you can use later on.
2. **Block the bullies and report the behavior.** Make it difficult for bullies to access your child. Block phone numbers and e-mail addresses, then report bullying behavior to your service providers.
3. **Report the bullying to your child's school.** If your child is being bullied online, his or her school can probably help. Even though the bullying might take place outside of school, your school might have policies in place to deal with it. Many laws now include information and standards for schools regarding cyberbullying.
4. **Support and encourage your child.** Cyberbullying can be one of the most traumatic forms of bullying. Your warmth, support, and love will help your child get through the difficult situation.

## TEENS AND TECHNOLOGY



THE AVERAGE AGE A CHILD RECEIVES HIS OR HER FIRST CELL PHONE.<sup>33</sup>



THE AVERAGE NUMBER OF TEXT MESSAGES A TEEN SENDS EACH MONTH.<sup>34</sup>



THE AGE FACEBOOK REQUIRES USERS TO BE IN ORDER TO CREATE AN ACCOUNT.<sup>35</sup>



THE NUMBER OF CHILDREN YOUNGER THAN 13 WHO HAVE FACEBOOK ACCOUNTS.<sup>36</sup>



THE NUMBER OF CHILDREN YOUNGER THAN 10 WHO HAVE FACEBOOK ACCOUNTS.<sup>37</sup>



THE NUMBER OF TEENS WHO'VE RECEIVED A SEXUALLY SUGGESTIVE IMAGE OF SOMEONE THEY KNOW BY TEXT.<sup>38</sup>

## TRENDS TO WATCH: SEXTING

Sexting is defined as sending sexually explicit or suggestive messages, photos, or video through e-mail, chat sessions, social-networking sites, text messages, or other digital file-sharing services.

The ramifications of teen sexting can be devastating. While the act of sexting isn't bullying, it can quickly become **cyberbullying** when personal/private photos or messages are circulated publicly with the intent to harm or humiliate the subject of the photos or message.

## PREVENTING SEXTING BEHAVIOR

1. **Talk about the trend.** Explain what it is and how it can hurt your child.
2. **Discuss peer pressure.** Explain that it's okay to say no, and encourage your child to trust his or her instincts. If he or she feels something is wrong, it probably is!
3. **Talk about what it means to send sexually explicit messages.** Talk about the underlying signals sexting sends as well as the importance of developing healthy relationships based on mutual respect.

# BULLYING CAN BE HARD TO SPOT.

Bullying can be easily confused with conflict or mislabeled as mean-spiritedness. It can disguise itself as teasing or seem like a natural part of growing up. In reality, though, it's a damaging act designed to make your child feel afraid and helpless.

Therefore, it's imperative to learn about, understand, and be able to identify how bullying is different from ribbing, roughhousing, disagreements, and unintentional harm. When you're able to discern the key characteristics of each, it's easier to quickly assess a situation and know when and how to intervene.

## Examine the chart below

to see how the relationship problems children experience differ from each other, and how they are similar to and different from bullying.



CONFLICT	TEASING	TAUNTING	BULLYING
<b>IS HEALTHY</b> It's a normal part of relationship building.	<b>IS PLAYFUL</b> It's meant to be lighthearted and fun.	<b>IS HURTFUL</b> It's attacking, degrading, or demeaning.	<b>IS DETRIMENTAL</b> It isn't a normal behavior and is harmful to the health and well-being of all involved.
<b>IS A BALANCE OF POWER</b> Both parties have equal power and want the conflict resolved.	<b>IS A BALANCE OF POWER</b> Friends participate equally in the act.	<b>IS AN IMBALANCE OF POWER</b> One person is taunting and the other person isn't saying anything back.	<b>IS AN IMBALANCE OF POWER</b> The bully has more power than the target.
<b>IS A PROBLEM</b> The root of the situation is based on a problem.	<b>IS LIKE A GAME</b> Friends joke or use names that are understood to be in fun.	<b>IS OFFENSIVE</b> A perpetrator, who may or may not be friends with his or her target, verbally mistreats another person in order to get a rise out of him or her.	<b>IS AN ATTACK</b> A bully wants to hurt another person or creature physically, verbally, or socially.
<b>IS OFTEN UNAVOIDABLE</b> People have different opinions or ideas and need to resolve the differences.	<b>IS INTENTIONAL</b> There's mutual understanding that the behavior is okay and will stop if someone feels hurt or uncomfortable.	<b>IS INTENTIONAL</b> A decision is made to hurt or harass another person.	<b>IS INTENTIONAL</b> The incident is not an accident or misunderstanding.
<b>IS OCCASIONAL</b> It doesn't happen often and once it's resolved, it's over.	<b>IS OCCASIONAL</b> It happens infrequently.	<b>IS REPEATED</b> It happens frequently, often escalating when someone is uncomfortable or hurt.	<b>IS REPEATED</b> It is NOT a one-time event. It recurs or there's a threat that it will happen again.

## REMEMBER:

- Being mean isn't always bullying. Though mean behavior has the intent to harm and is an exertion of power, it shouldn't be labeled bullying until a record of **repetition occurs**.
- Teasing becomes taunting when one person wants the joking to stop and it doesn't. Similarly, if jokes become hurtful or a shift in power occurs, teasing **crosses into taunting**.
- Taunting is a form of **verbal bullying**.

## THE POWER OF YOUR FAMILY



It can be difficult to distinguish between bullying and conflict. A child who has been rejected by a friend at school might want to go home for the rest of the day because she feels hurt, making the situation feel (and sometimes look) like a genuine case of bullying.



# YOUR CHILD MAY HAVE QUESTIONS ABOUT BULLYING.

Help your child gain a better understanding of bullying by discussing these frequently asked questions together.

## Q: WHY DO SOME PEOPLE BULLY OTHERS?

**A:** People bully for many reasons. Some bully because *they* are bullied. Others bully because they don't know other ways to solve their problems. Most people bully because they've learned to do it.<sup>39</sup> They might have learned it at home, from their friends, from watching television, or from playing video games.

## Q: WHAT CAN I DO IF I SEE SOMEONE BEING BULLIED?

**A:** If you see someone being bullied, you are a **bystander**. Witnessing bullying can be stressful, especially if you're afraid of becoming the bully's next target. However, what you do as a bystander can help stop a bully or encourage him or her to continue.

### ACTS THAT STOP A BULLY:

#### RESPONDING

- If you see someone being bullied, tell the bully to stop. When bystanders intervene, bullying often stops within sixty seconds of it starting.<sup>40</sup>

#### FINDING AN ADULT

- Never get involved if you don't feel safe. Find an adult who can help.

#### REPORTING

- Tell a trusted adult what you saw. This will help ensure that the bullying won't happen again.

### ACTS THAT ENCOURAGE A BULLY:

#### STAYING SILENT

- Watching from the sidelines or walking away do nothing to stop the bullying behavior or help the target.

#### LAUGHING OR CHEERING

- These acts give the bully more power and become part of the bullying taking place.

#### NOT REPORTING

- When bystanders don't report what they've seen, the bullying might continue.

## Q: HOW CAN I PROTECT MYSELF FROM BEING BULLIED?

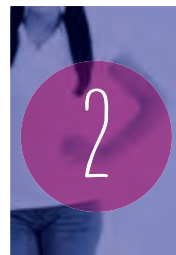
**A:** While there's no foolproof way to ensure you'll never be bullied, there are some strategies you can use if you're confronted by a bully.



### STAY CALM

Bullies love it when their targets get upset or react to their aggressive behavior. If you don't respond to the bully's advances, the bully might quickly lose interest.

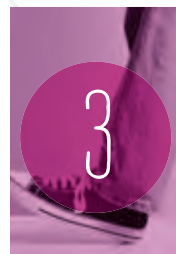
**TRY:** Taking a deep breath, looking past the bullying, or appearing bored.



### BE ASSERTIVE

Bullying is an imbalance of power. When you're confident, you are not giving a bully power. Stand tall, keep your head up, look the bully in the eye, and tell him or her to stop. Use a firm voice—like you mean it—without being aggressive.

**TRY:** Using the bully's name, identifying the bullying behavior, and telling the bully to stop.



### WALK AWAY

Another way to stay in control of the situation and diffuse the bully's power is to leave the area. It's important to walk away in a confident manner rather than looking scared or defeated (e.g., slumped posture, head down, and downcast eyes).

**TRY:** Walking to a place where there are adults or friends (e.g., a classroom, the school office, inside a shop, etc.).

## THE POWER OF YOUR FAMILY



Teaching children methods to recognize emotions, manage anger, practice self-control, and show empathy help in reducing bullying behavior.

# MORE THAN HALF OF BULLIED CHILDREN DON'T TALK ABOUT IT WITH ANYONE.<sup>41</sup>

Bullying is very serious. It can even become deadly. So regardless of whether you think your child might be at risk, you should talk to him or her about it.

Some children talk about bullying openly, while others suffer in silence. Children may not talk about bullying due to the deep emotional pain it causes.

## **Bullied children feel ashamed and embarrassed.**

Some think that by telling, they'll disappoint people they love. Some feel they deserve to be bullied.

**They feel afraid.** They worry about the repercussions of telling an adult: What if telling makes the situation worse? What if no one believes them? What if they are forced to stand up to a bully when they're not ready to?

**They feel hopeless.** For many targets, being repeatedly bullied causes them to feel no one *can* or *will* help them. Some resign themselves to the belief that they will always be bullied.

EVERY CHILD IS DIFFERENT. HERE ARE THREE **CONVERSATION STRATEGIES** YOU COULD USE IF YOU SUSPECT YOUR CHILD IS BEING BULLIED:



## **LET YOUR CHILD DO THE TALKING.**

Ask if someone is being mean or hurtful at school, and then give your child time to respond. Let your child lead the conversation, and try to refrain from asking a lot of questions.

**By letting your child talk freely, you'll see his or her perspective and learn the details that are most important to him or her.**



## **GENTLY DRAW OUT THE DETAILS.**

If your child gives few details, use open-ended questions or prompts to help him or her open up.

- Are there places at school you don't like to go on your own?
- Tell me about a time someone hurt you or made you feel sad.
- Which friends do you like being with?
- Who don't you like to be around?



## **MAKE IT LESS PERSONAL.**

Ask "what if" questions if your child doesn't want to talk about his or her situation. *What would you do if someone:*

- Hurt your friend and said he'd do it again if your friend told on him
- Teased a friend and wouldn't stop
- Spread rumors or told lies about your friend

## **THE POWER OF YOUR FAMILY**



Once your child opens up about his or her situation, you need to get the facts: what happened, when it happened, where it happened, and who was involved. Share this information with your child's teacher, and expect the teacher to follow up on it. Check back with your child's school to ensure something is being done.

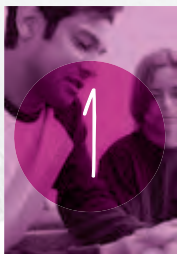
If a child is considered "different" from his or her peers, he or she is at greater risk than others of being a bully's target.<sup>42</sup>

- Shy or socially awkward
- In an ethnic or linguistic minority
- Disabled or special needs
- Overweight or underweight
- Gifted or eccentric
- Gay, lesbian, bisexual, transgender, or androgynous

# BULLIED CHILDREN DO NOT HAVE TO SUFFER ALONE.

Lawmakers in Canada and the United States are determined to help children feel safe in school. Forty-nine states in the US and four provinces in Canada have introduced tough anti-bullying legislation to ensure bullying prevention and intervention strategies and procedures are in place in our schools.<sup>43</sup>

## REPORTING INSTANCES OF BULLYING



### GET YOUR CHILD TALKING ABOUT WHAT HAPPENED.

Explain you need to know as much about the situation as possible. Don't promise that you won't tell anyone about what happened. You may NEED to tell, and breaking a promise will further erode your child's trust. **ASK:**

- What happened before/during/after the incident? Did you feel unsafe?
- Who were the bully/bullies and witnesses?
- Where and when did it happen?



### REPORT THE INCIDENT DIRECTLY OR ANONYMOUSLY.

**Directly:** Set up a meeting with your child's teacher, principal, or school counselor to discuss the situation. Share the details your child has given about the bullying incident and **ASK:**

- Who will look into my child's situation and when?
- How will you protect my child and prevent this from happening again?
- How will you protect my child's privacy/identity during the investigation?
- What services are available to support my child?

**Anonymously:** Most anti-bullying legislation requires schools to have an anonymous reporting option, such as a locked drop-box for complaints, a website, or an e-mail system. You may feel this option better protects your child's privacy and identity. If this option works best for you, learn how your school accepts anonymous reports.

Get to know the anti-bullying laws in your state or province as well as your school's anti-bullying policies. Though policies might vary from region to region, they all have something in common: they ensure the situation will be dealt with, the parties involved will be helped, and the incident will be taken seriously.

## HELP BULLY-PROOF YOUR CHILD

There are many ways you can help your child become resilient to a bully's abuse.

**Build his or her confidence** by surrounding your child with people who lift his or her spirits, spending time doing activities he or she loves or is good at, and encouraging him or her to learn new skills.

**Teach assertiveness** by talking about how to show strong body language, name emotions, and speak with a firm tone.

**Model conflict-resolution techniques** by encouraging your child to express his or her feelings and find peaceful solutions to problems.

**Plan how to deal with bullies** by practicing what to say, where to go, and what to do.

"KIDS ARE NOT REPORTING [BULLYING] BECAUSE THEY DON'T FEEL SAFE OR KNOW HOW."

- MICHELE BORBA, AUTHOR

## TELLING VS. TATTLING

Children often don't report bullying because they're afraid of being labeled a "tattletale." Help children distinguish between **telling** and **tattling** by explaining:

- **Tattling** will get someone **into** trouble.
- **Telling** will get someone (or yourself) **out of** a troublesome situation.

Help your child create a list of trusted adults he or she can approach if he or she is bullied. The list could include family members, teachers, members of the community, etc.

# TAKE A STAND AGAINST BULLYING.

## THE POWER OF YOUR FAMILY



BY PARTNERING WITH YOUR CHILD'S SCHOOL, YOU ARE SHOWING THAT YOU BELIEVE IT TAKES A COMMUNITY'S COMMITMENT TO END BULLYING AND ARE BECOMING PART OF A UNIFIED FORCE AGAINST IT.

## REINFORCE THAT BULLYING IS NOT OKAY.

When you talk about bullying, you help your child learn how to identify and deal with it. Your willingness to discuss bullying encourages your child to come to you when he or she is dealing with bullying-related issues.

## PROTECT YOUR CHILD.

When you learn strategies that protect children from victimization, you're likely to use them. Teaching resilience, confidence, competency, and character will bolster your child with skills and strategies that resist bullies.

## EDUCATE AND INFORM.

Your willingness to stay up-to-date on bullying trends (e.g., cyberbullying, sexting, etc.) will enable you to teach and aid your child when difficult situations arise.

## RESOURCES:

BOOKS	WEBSITES	TELEPHONE SERVICES
<p><b><i>Bullying Beyond the Schoolyard</i></b> by Sameer Hinduja and Justin W. Patchin</p> <p>Respected cyberbullying researchers, Hinduja and Patchin, present valuable information about cyberbullying.</p>	<p><b><a href="http://www.stopbullying.gov">www.stopbullying.gov</a></b></p> <p>This website, managed by the US Department of Health &amp; Human Services, provides educators, parents, and students with information about bullying, including how to respond to it and where to get help.</p>	<p><b>Kids Help Phone</b> 1-800-668-6868</p> <p>This number connects to a toll-free, confidential, Canadian counseling service for young people. Counselors are available twenty-four hours a day, and service is available in French and English.</p>
<p><b><i>The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence</i></b> by Barbara Coloroso</p> <p>This excellent resource helps parents and educators understand the roles of the bully, target, and bystander in bullying situations.</p>	<p><b><a href="http://www.prevnet.ca">www.prevnet.ca</a></b></p> <p>The Promoting Relationships and Eliminating Violence Network (PREVNet) is a cooperative website dedicated to providing research and resources to help prevent and eliminate bullying behavior.</p>	<p><b>National Suicide Prevention Lifeline</b> 1-800-273-TALK</p> <p>This number connects to a toll-free, confidential, American counseling service provided to prevent suicide. Counselors are available twenty-four hours a day.</p>
<p><b><i>No Kidding About Bullying: 125 Ready-to-Use Activities to Help Kids Manage Anger, Resolve Conflicts, Build Empathy, and Get Along</i></b> by Naomi Drew</p> <p>This book is filled with activities to help children learn to manage anger, build empathy, and learn conflict-resolution strategies.</p>	<p><b><a href="http://www.cyberbullying.us">www.cyberbullying.us</a></b></p> <p>The Cyberbullying Research Center, directed by bullying experts Drs. Sameer Hinduja and Justin Patchin, provides information about technology-related forms of bullying.</p>	<p><b>"THE GUIDING RULE OF ACTION SHOULD BE TO INTERVENE TOO EARLY RATHER THAN TOO LATE."</b> - DAN OLWEUS, IN <i>BULLYING AT SCHOOL</i></p>

## REFERENCES:

This Family Guide was compiled using the most recent research available from published anti-bullying experts. Each page of the guide cites the research we've used and has been recorded here for your convenience.

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