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Welcome to the Parenting Hub!

October 2023

Bullying & Developing Resiliency Factors



Parent ConnexT® is under the Beech Acres Parenting Center umbrella of programs. Serving children and all the adults in their lives for over 170 years.

This month we will be talking about Bullying and Resiliency Factors...

- Save this deck somewhere that you can easily refer to it as your child grows.
- Reflect on your own fears and concerns around bullying.
- What do you know about resiliency factors?

"I've learned that people will forget
what you said, people will forget
what you did, but people will never
forget how you made them feel."

Maya Angelou



About Bullying...

Bullying is defined as 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. - stopbullying.gov

Types of Bulling:

- **Physical - hurting a person's body or possessions.** Includes hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things.
- **Verbal - saying or writing mean things.** Includes teasing, name calling, taunting, threatening to cause harm.
- **Social - hurting someone's reputation or relationships (also called relational bullying).** Includes leaving someone out on purpose, telling other children not to be friends with someone, embarrassing someone publicly.
- **Cyberbullying - Bullying via the internet and social media.**

**1 in 5
12-18 year olds
reported
experiencing
bullying nation
wide.**



Information Source:
<https://www.stopbullying.gov/resources/facts>



Being Mindful of the Signs of Bullying

PHYSICAL SIGNS

- Comes home with torn, damaged or missing belongings
- Has unexplained cuts and/or bruises
- Complains about frequent headaches, stomachaches, or physical ailments
- Has trouble sleeping or has frequent bad dreams
- Experiences a loss of appetite
- Takes a long and out of the way route to walk or from school

MENTAL WELL-BEING SIGNALS

- Appears sad, moody, tearful, depressed
- Has lost interest in schoolwork or suddenly begins to do poorly in school
- Appears anxious and suffers from low self-esteem
- Seems afraid of going to school or participating in organized activities with peers
- Finds or makes excuses to avoid going to school



Is it Bullying or is it Friendship Challenges

Your child comes home and says nobody will play with them on the playground or they aren't allowed to join a game. This can feel especially vulnerable as a parent to hear. How do you determine if it is conflict vs bullying?

- Start by comforting your child.
- Empathize and help them identify what feelings they are experiencing.
- **Next get curious.** Ask your child if they want advice/help or for you to just listen.
- If they want advice, ask more about what happened.
- It may be that nobody wants to play what your child wants to play, or there wasn't room in the game. Then help your child connect if this was just a misunderstanding or if there is more to the story.



Use the analogy of **RED** light, **YELLOW** light, **GREEN** light with friendships

A **red light** person is someone that you know is not a good friend. They continually break your trust and don't support you. You don't have to be friends with this person, but you do need to be kind.

A **yellow light** friend is someone that you sometimes get along with, but sometimes don't. They may have broken your trust or done something hurtful. It is ok to take a break from this friend, but you may be able to repair.

A **green light** friend is someone with whom you consistently have a positive relationship and don't have consistent disagreements or struggles. A green light friend is someone you feel good being around and feel you can trust.



Is it Bullying or is it Friendship Challenges, cont.

- Work together to come up with a plan on what would be helpful the next day.
- Can your child compromise and play a game they don't like and see if their friend will play their game next? Or see if they are open to meeting new friends on the playground.
- Help your child figure out the solution vs jumping in to fix it.
- Sometimes there is no solution other than using your strength of compassion with your child.
- If you notice a pattern that a friend is not being kind or inclusive, use the stop light analogy to help your child.



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What to Do if Your Child is Being Bullied

- 1. Manage your emotions.** Stay calm and assure your child you will see to their safety. Assure your child that it is not their fault. Check in with yourself on how this is impacting you. Is it bringing up old memories? It's best to deal with our emotions first, so we don't muddy the waters with our child's situation. Remember, all situations are unique.
- 2. Gather information** about what happened from your child. Be prepared that they may have some hesitancy to tell you, so proceed gently. Document all incidents.
- 3. Assess the severity of the situation.** Is it something your child can try to deal with first or do you need to become involved? Make sure the situation qualifies as bullying. Often children call a disagreement or not getting along with another child bullying. It's important to not minimize the situation, so validate the feelings first before helping them understand the difference.
- 4.** If it is a **cyberbullying incident**, take screenshots. Have your child block the perpetrator.
- 5.** If the **incident occurred at school**, contact the adult in charge of the immediate environment first (i.e., the teacher). If they do not take action, speak to the principal, then the superintendent.



What to Do if Your Child is Being Bullied, cont.

- **Be persistent.** Document any phone calls and meetings as well as action steps that are being taken.
- If **threats have been made** to your child outside of school, you may need to contact the police.
- If the **bullying is severe**, ongoing, and no change is being made to protect your child, remove your child from the unsafe environment.
- **Consider counseling** services for your child to help them process what happened to them and to heal.
- **Spend some extra time** with your child to help them feel loved and supported.
- **Role Play** how to respond to a bully at home. A bully is looking for a response or reaction, so help your child practice staying calm and responding as if they don't care.





What to say to your child who has been bullied

- You are strong enough to stand up for yourself, but I am always here for you. Let me know what you need from me.
- You can say no
- Setting boundaries is telling a person what you are ok with and what you are not ok with.
- Asking for help takes courage.
- Let's practice what to say when someone is being mean.





When Your Child is The Bully – Sometimes ‘hurt kids hurt kids.’

- **Take it seriously.** Bullying can have long term effects on the aggressive child and failure to address the behavior at an early age can lead to more serious problems later in their life.
- Reassure your child that you love them and **focus on the behavior as being the problem.** Insist that the behavior change and follow through to make sure it does.
- **Obtain support from other adults,** such as teachers, who interact with your child, to help end the behavior.
- Consider counseling services to help your child develop more **effective coping strategies.**





When Your Child is The Bully – Sometimes ‘hurt kids hurt kids.’, cont.

- Communicate with your child to try to **find out why they are bullying.** They may be experiencing feelings of anger, loneliness, or insecurity.
- Talk to your child about **how it feels to be bullied.**
- **Ask a school counselor or teacher** if your child is struggling in school or having difficulty making friends.
- Make sure your child isn't being bullied by someone else. **Often kids who bully are mistreated themselves.**





Cyberbullying

- Approximately half of all teenagers report experiencing some form of harassment or bullying on-line, with the most common issue being name calling.
- Parents play an important role in preventing cyberbullying.
 - Monitor what your child is doing online, talk to them about what they are doing, or use a monitoring program.
 - Set rules about who your children can interact with online
 - Can they interact with strangers, only people they know, or only friends?
- Keep the lines of communication open.
 - Let your child know you are a safe person to come to even if they made a mistake too.





Cyberbullying, cont.

- Teach your kids what to do if they are the victim of cyberbullying.
 - If they report an incident to you, it is important not to overreact as they may be reluctant to talk to you further or may fear the loss of screen time.
- Take screenshots of any cyberbullying incidents, block the bully, and contact the platform on which the bullying occurred.
- If it happened at school or on a school device, contact the school.
- In some instances, it may be appropriate to contact law enforcement, for example if there are physical threats, blackmail, stalking, or posting sexual pictures of a minor.





Teaching Acceptance and Caring for Others

It's important to start teaching your child(ren) from an early age about diversity and differences.

“

Children as young as infants and toddlers notice and make social decisions based on physical differences.

- so.informed

”

Normalize celebrating how we are like others and how we are different. Teaching and modeling that every person deserves to be treated kindly and fairly can help encourage empathy and acceptance.





How to Get Started

Lean into a child's natural strength of curiosity. The most helpful thing you can do for your child is be empathetic and listen to their questions and concerns.

- A great way to start your conversation — saying out loud that everyone is different in some way.
- We treat all people with respect regardless of their abilities.
- Give brief, direct answers to your child's inquiry. Avoid adding your interpretation of how the person feels about their disability.
- Let your child know that pointing and staring are not OK.

The bottom line is this: Treating others as you would like to be treated is still great advice.

Teaching your child to be respectful and inclusive of all people involves coming to terms with your own feelings and perceptions first.





A Disability is a Difference

- **Disability** is when someone's brain or body works in a way that may require tools or strategies to participate in the community.
- People can be born disabled or become disabled from an accident or illness.
- Sometimes peoples' brains or bodies need extra support to access things in our community.
 - **For example,** a person who uses a wheelchair is disabled. That person may not be able to walk or stand as easily as others. But that doesn't mean that person has difficulty with everything. And when that person is doing something else, like playing games or helping other, your child probably doesn't think of the wheelchair at all.
- **There a many different types of people living with disabilities.**
- Educating young children about invisible disabilities is also important.
- Explain how there are disabilities that we cannot see that affect a child's behavior or mood.
- Emphasize that it's not always up to the child whether they react a certain way to a situation – sometimes their mind or body responds for them.



Disability-Inclusive Language Guidelines

Recommended Language	Language to Avoid
person with disability person with [type of impairment] persons with disabilities people with disabilities (only in Easy Read documents, informal text and oral speech)	disabled person, handicapped, person with special needs, handicapable, atypical, person living with a disability, differently abled, people of all abilities, people of determination, person living with a disability
person without disability the rest of the population	normal, healthy, able-bodied, typical, whole, of sound body/mind
have [disability/impairment/condition]	suffer from, afflicted by, stricken by, troubled with
person with an intellectual disability person with an intellectual impairment	retarded, simple, slow, afflicted, brain-damaged, intellectually challenged, subnormal, of unsound mind, feeble-minded, mentally handicapped
person with a psychosocial disability	insane, crazy, maniac, psycho, hypersensitive, lunatic, demented, panicked, agitated, mentally deranged, mentally ill
deaf person person who is deaf person with a hearing disability person with a hearing impairment person with hearing loss hard-of-hearing person deafblind person	the deaf, hearing impaired, deaf and dumb, deaf and mute
blind person person who is blind person with a vision/visual disability person with a vision/visual impairment person with low vision deafblind person	the blind, partially-sighted
person with a physical disability person with a physical impairment	crippled, invalid, deformed, lame, handicapped, physically challenged, person with physical limitations, limp

wheelchair user person who uses a wheelchair person with a mobility disability person with a mobility impairment person using a mobility device	confined/restricted to a wheelchair wheelchair-bound
person of short stature little person person with achondroplasia (only if the person has this condition)	midget, dwarf, stunted
person with Down syndrome person with trisomy-21	mongoloid, special person, Down
person with albinism	albino
person affected by leprosy	leper, leprosy patient
person who uses a communication device person who uses an alternative method of communication	non-verbal, can't talk
accessible parking parking reserved for persons with disabilities accessible bathroom	disabled/handicapped parking handicapped bathroom



Different Types of Families and Ways to Live

Children are very egocentric and assume everyone has similar experiences to them.

- Teaching children about differences with our bodies is important, but it is also important to talk about differences in how people live.
- Talk about your family and what your family looks like, then share about other types of families.
 - Some people have a mom and dad, others may have a mom, dad, step mom and step dad, some live with just 1 parent or have 2 moms or 2 dads or may live with their grandmother or grandfather.
- Talk about your home and different types of homes you may see (apartment, condo, mobile home, etc.)
- Normalizing that people have different families or ways of living increases your child's ability to grow up understanding and accepting of others.

Have your child identify their strengths and what they like about themselves and what they like about their family. Then have them name what they like about others. Show how the different strengths and qualities can create community.



Belonging vs Fitting In

- People who experience a sense of belonging are less likely to experience or engage in bullying.
- Encourage your children to spend time with people with whom they feel they can be their authentic selves versus feeling they have to act a certain way in order to fit in with them.



Fitting in is becoming who you think you need to be in order to be accepted. **Belonging** is being your authentic self and knowing that no matter what happens, you belong to you.

– Brene' Brown





Self-Esteem & Self-Confidence

- Similar to belonging, self confidence is belief in oneself and one's abilities.
- Children with healthy self esteem are less likely to be bullied or engage in bullying behavior.
- You can foster healthy self esteem in your child by:
 - Spending time with them. This shows them they are important to you and you care.
 - Love them unconditionally and treat them with respect.
 - Helping them recognize their innate STRENGTHS and abilities.
 - Praise the process vs the end product. "You worked really hard on that picture."
 - Giving them responsibilities and chores that they can handle, starting at a young age.
 - Encourage independence – be it learning to tie their shoes, allowing them to walk to school, learn to drive, etc. Doing for a child what they can do for themselves does more harm than good.
 - Reframe failure – it is a temporary setback, or a learning experience.

Fail stands for First Attempt in Learning





Fostering Resilience

Resilience is the ability to overcome hardship.

Adults can help foster **RESILIENCE** in children by:

- **Building a strong emotional connection** – spend one on one time with your child. Express how much you care about them.
- **Help them problem solve**, rather than trying to fix their problems for them. Resilience comes from the belief that we can handle whatever situations life throws at us. When we don't allow our children to manage their own problems, they may begin to believe they can't handle them on their own.
- **Encourage healthy risk taking** – it is from doing things and experiencing both success and failure that we develop resilience.
- **Express feelings** – allow and label emotions. Tell them it is ok to feel the way that they are feeling and reassure them these feelings will pass with time. Sit with them in their feelings.





Fostering Resilience

- **Help them build community** – having others to turn to for emotional support or for guidance is helpful in times of difficulty.
- **Teach them problem solving skills** – we all need help sometimes, but don't take over – let your child stay in charge.
- **Demonstrate Healthy Coping Skills** – Kids learn to manage stress from the adults in their life. Try meditation together.
- **Embrace Mistakes** – they are a necessary part of growth. Again, Fail stands for First Attempt in Learning
- **Encourage Optimism** – after you have fully expressed empathy for any negative feelings and sat with them in their emotions, talk about the reasons to feel hopeful about the future.





Raising Kids to be Upstanders Be Intentional.

- **Teach empathy.** Kids with emotional intelligence can put themselves in someone else's shoes and think "what would I want others to do if I were being bullied?"
- **Talk about your Family Values** — state that you value kindness and sticking up for others.
- **Role play** situations they may come across and brainstorm various ways they could deal with them. Having a plan of what they might say in a situation will bolster their confidence.
- Talk about the **different ways** to be an Upstander and that they can choose the response they are most comfortable with, or that they may vary their response depending on the circumstances.
- **Options include:**
 - **Confronting the bully** about their behavior. ("That's not nice. Knock it off.")
 - **Supporting the victim** – offer to help, invite them to sit or walk with you.
 - **Distract attention away from the bully** ("Hey everyone, let's watch the game.")
- Teach them to **ask for help**. Sometimes intervention from an adult is needed and that's okay.
- **Keep talking to your kids about bullying.** It should be an ongoing conversation.



Raising Kids to be Upstanders Be Intentional.

If you are looking for concrete ideas to teach kindness, try signed to be kind:

1. Go to: <https://beechacres.org/signed-to-be-kind/>
2. Scroll down to sign the pledge as a family.
3. Text 'kind' to 833-558-0781 to receive weekly ideas on how to be kind to yourself, your family, your community & the world.

Volunteer in your community or find items to donate.

Do acts of service around your neighborhood. Have your child offer to rake leaves for an elderly neighbor or walk their dog.

Have each family member strength spot each other.

Discuss as a family an act of kindness each person performed each day.

signed to be kind

Family Name

By signing this pledge, our family commits to being kind to ourselves, our family, our community, and the world!

#signedtobekind

beechacres
PARENTING CENTER



What strengths does your child have? How can you celebrate those strengths to promote their self esteem?

Take the complete survey at

<https://www.viacharacter.org/>

**You may notice a few character strengths have different names as we made it more kid-friendly...
Social Intelligence = Friendship*



Appreciation of Beauty
I value and respect the unique qualities in everything I see around me.



Bravery
I take on challenges and speak up for what is right.



Creativity
I can think of lots of ways to solve problems and use my imagination.



Curiosity
I explore the world around me with an open mind and ask questions often.



Fairness
I believe everyone should have the same opportunities.



Forgiveness
I believe that everyone deserves a second chance. I can let things go.



Friendship
I get along well with others and my friends can count on me.



Gratitude
I appreciate the good things that happen to me.



Honesty
I am open and truthful.



Hope
I feel positive when I think about the future.



Humility
I let my accomplishments speak for themselves.



Humor
I like bringing a smile to others.



Kindness
I am helpful and nice to others.



Leadership
People value my opinion and look to me for direction.



Love
I value my close relationships with others.



Love of Learning
I get excited about discovering new things.



Perseverance
I work hard to achieve my goals and don't give up.



Perspective
I can see other people's points of view and offer good advice.



Judgment
I am open-minded and think through my decisions.



Prudence
I carefully and thoughtfully approach situations I encounter.



Self-Control
I can stop, wait and manage my emotions.



Sense of Meaning
I am discovering my purpose and place in the world.



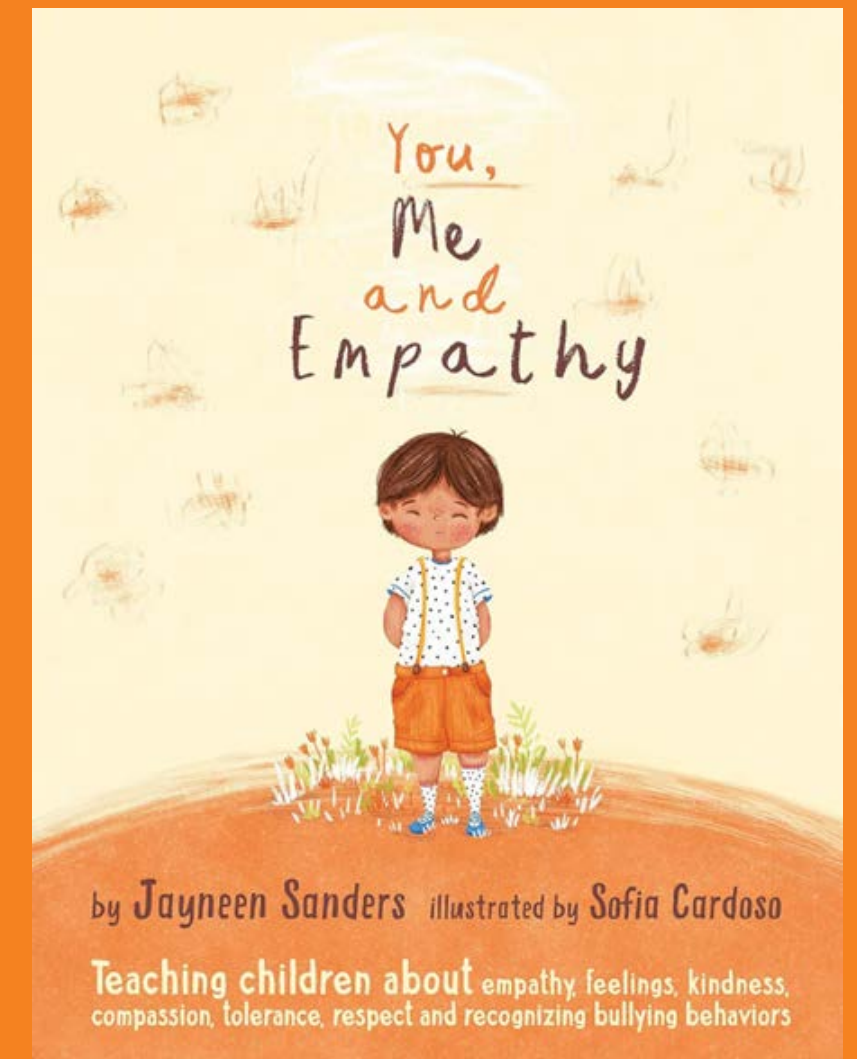
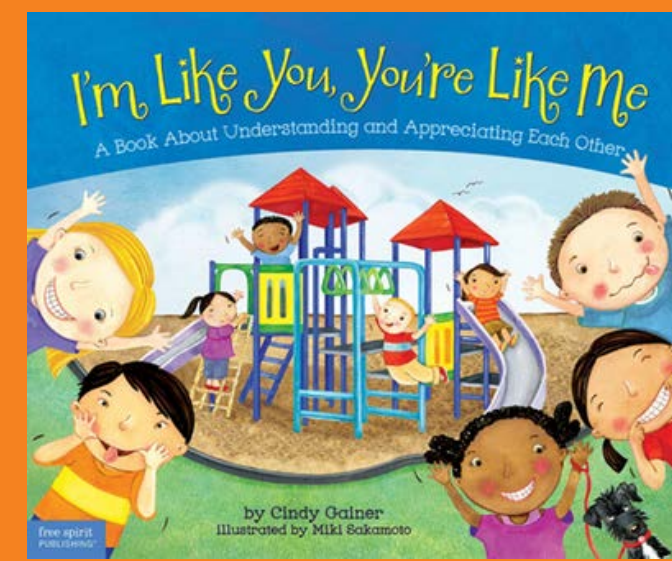
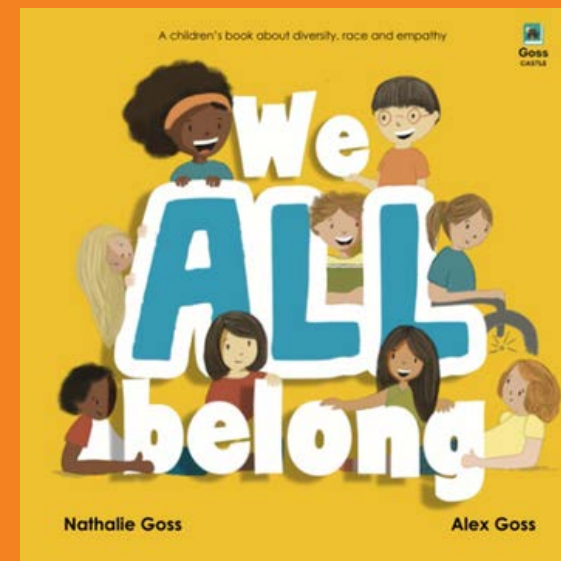
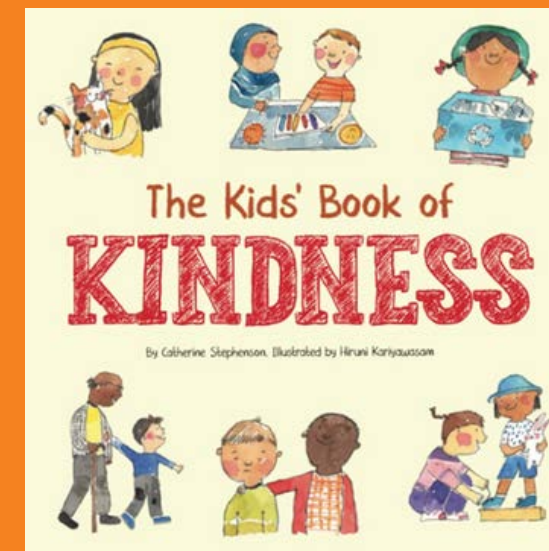
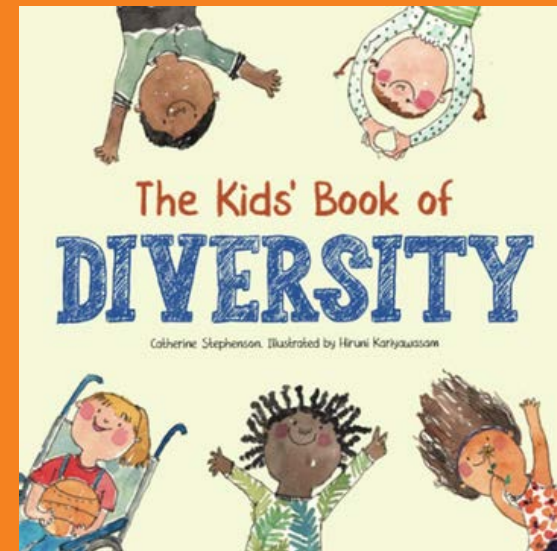
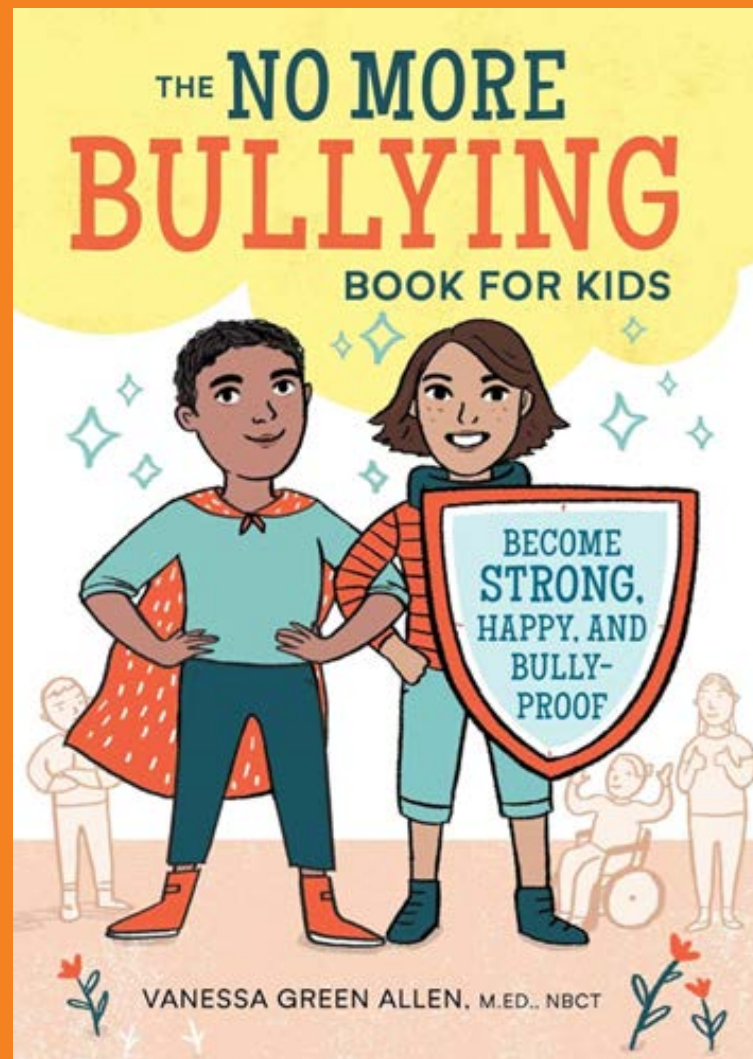
Teamwork
I like being part of a team and doing my share.



Zest
I approach daily life with energy and excitement.



Read Books at Any Age





References and Resources

- [StompOutBullying.org](https://www.stompoutbullying.org)
- [Stopbullying.gov](https://www.stopbullying.gov)
- “How to Raise an Upstander” – Caroline Bologna
- [Greatergood.Berkley.edu](https://www.greatergood.berkeley.edu)





How are we doing?



Link

Your voice matters. Please scan the QR code for a quick survey.

Help us do better!



Our vision is a world where every child's natural strengths are nurtured so they realize their endless potential – use your strength of honesty to help us get there.

Answer 4 quick questions by scanning the QR code and enter to win a family game night package!





Families Report a Positive Change in Just 3 Sessions and it LASTS 3 Months Later

After 3 Sessions	3 Months Later... Effect is Still Felt
 Satisfaction as a Parent ✓	 Satisfaction as a Parent ✓
 Self-Confidence in their Parenting ✓	 Self-Confidence in their Parenting ✓
 Relationship with their Child ✓	 Relationship with their Child ✓
 Improved Self-Care ✓	 Improved Self-Care ✓
 Overall Score ✓	 Overall Score ✓

General Population
Statistically Significant Changes
Seen at 95% Confidence Interval
and p value <0.001



Connect with us!

If you are interested in something more personal, feel free to contact Katie Helmes at khelmes@beechacres.org to set-up a virtual session with a Parenting Specialist.

In just 3 sessions, their approach has been proven to strengthen the parent/child relationship – with the effect lasting at least 3 months later.

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WATCH FOR WEEKLY REELS from Kerry Brown!



<http://www.linkedin.com/showcase/parentconnext/>