

hiddensparks
without walls

Screen Time and Bullying

With Jeannie Crowley

March 26, 2014



hiddensparks®
helping children reach their potential™

Our Guest:



Jeannie Crowley is the Manager of Digital Media and Learning at Bank Street College. Her background includes years as a K-12 special education teacher and teacher trainer in the Bronx. With Master's degrees in both elementary education and digital media, she works with educators to create innovative, constructivist digital learning experiences for students. She received the Samsung Hope for Education and ING Unsung Heroes awards for her work with young children and technology.

Session Goals:

- Learn about the scope and impact of cyberbullying
- Learn how to identify the signs of bullying
- Learn about the new requirements for schools to respond to bullying as a result of the Dignity for All Students Act

Overview of the Session

- Impact of bullying p.9
- Impact on bully p.13
- Impact on bystanders p.14
- Opportunities for cyberbullying p.15
- Forms of cyberbullying p.18
- What parents can do p. 20
- Warning signs p.21
- Dignity Act for All Students p.23
- Responding to bullying (DASA) p.24
- Preventing bullying (DASA) p.27



Challenges for Young Tech Users

The Participation Gap — not having the tools, knowledge or the skills to fully utilize (and contribute to) the internet

The Transparency Problem — not understanding how the internet works or how information is created on the internet

The Ethics Challenge — not applying our normal socialization rules to online spaces. This applies to both interactions and property.

Henry Jenkins (<http://tinyurl.com/2uztw4>)

Impacts of Bullying

42% of teenagers with tech access report to being cyberbullied over the past year.

Bullied kids are twice as likely to commit suicide as non-bullied kids.

81% of youths say bullying online is easier to get away with than bullying in person...which might be why 1 in 3 kids have been threatened online.

3 million kids are absent from school each month because they fear bullies

Impacts of Bullying

1 in 5 cyber-bullied teens think about suicide

1 in 10 attempt suicide and each year 4,500 teens succeed in killing themselves

Suicide is the No. 3 killer of teens in the US

From 1985 to 2007, internet and tech consumption grew dramatically. And so did teen suicides.

Suicide rates in girls aged 15-19 rose 32%. The rate rose 76% during that time for girls 10-14.

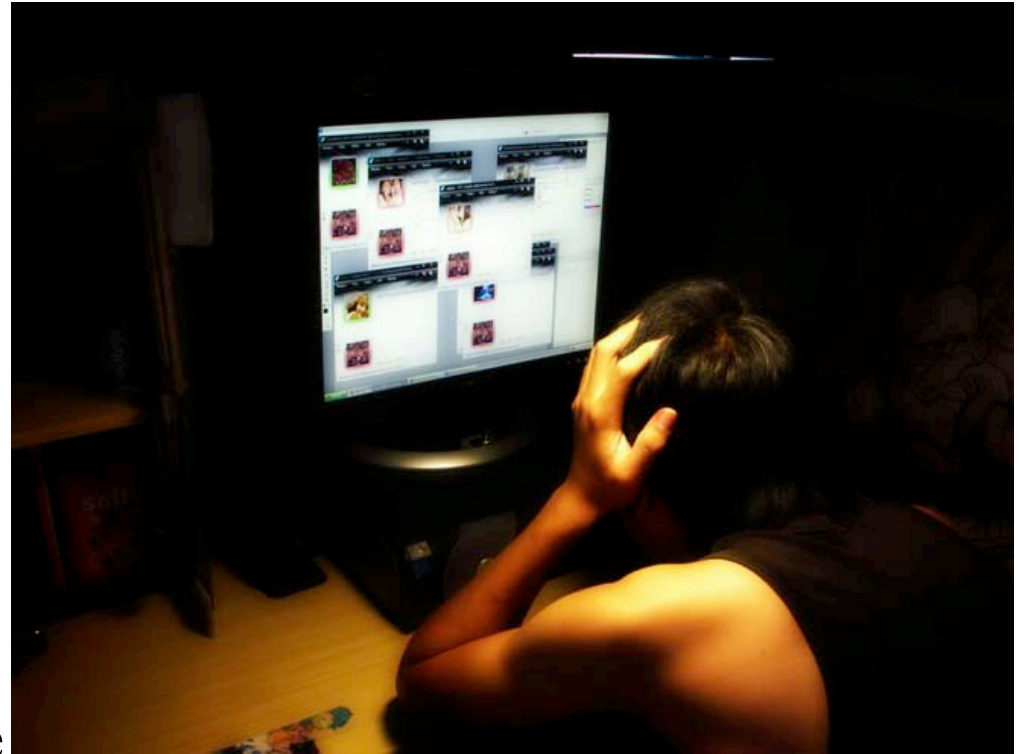
Only 2 in 5 victims will tell their parents. You have to be aware of cyberbullying and the devastating impact it might have on your child. Talk about it. Frequently.

Impacts of Bullying

- Higher risk of drop out (schools with permissive cultures towards bullying had 29% higher drop out rates)
- Academic performance due to missed school
- Child is out of “zone of optimal arousal” for learning due to focus on fear of bullying

Impacts of Bullying

- Depression
- Eating disorders
- Poor sleep patterns
- Misdiagnosed with ADHD or learning disorder due to distraction (treating the symptom)



Source of image: <http://anson.deviantart.com/art/Cyber-Bullying-140350033>

Additional impacts of bullying (on the perpetrator)

- Drug and alcohol abuse
- Physical altercations and dropping out
- Early sexual activity
- Long-term abusive behavior (spouse, romantic partners, children as adults)

Additional impacts of bullying & cyberbullying (on bystanders)

- Increased anxiety and depression
- Increased use of tobacco, alcohol or other drugs
- More likely to miss or skip school

Cyberbullying – vs – Bullying

Bullying	Cyberbullying
Face – to – face	24 hours a day, 7 days a week, 365 days/yr
Can find a safe space or escape	No safe space – hard to escape
Limited to onlookers	Shared by a wide audience – can go viral in a matter of seconds
Bully can be identified	Bully can be anonymous
Can see facial and body reaction of target and onlookers	Harder to empathize with the target
	No geographical limitations
	The target can easily become the bully

Source: <http://beyondthebully.org>

Opportunities for Cyberbullying

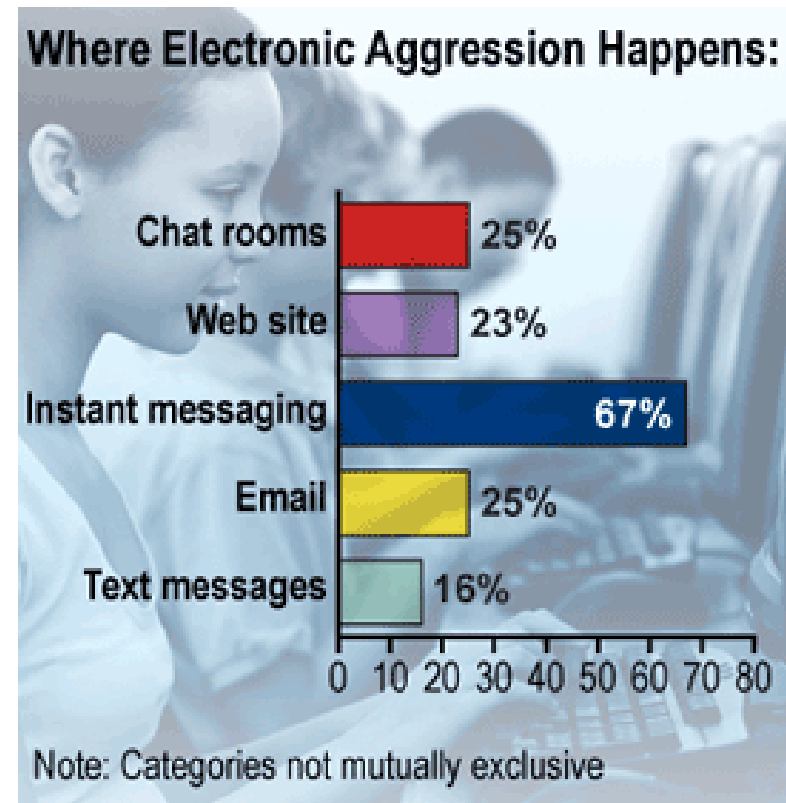
- Social media you know your child has an account with and access to (Facebook, Twitter, etc.)
- Social media you child accesses without your knowledge
- Text messages
- Instant messages



Source: <http://heatherensley.wordpress.com/category/health/>

Opportunities for Cyberbullying

- Email (personal or school)
- Social media your child doesn't participate in, but is used by others (for example, a peer posts a picture on Instagram)
- School-based electronic communications, such as a class blog



Source: <http://en.wikipedia.org/wiki/Cyberbullying/>

Additional risk factors

- Students with disabilities are 2-3 times more likely to be bullied
- Nearly 90% of gay, lesbian, bisexual and transgender students reported being bullied and feeling unsafe

Forms of cyberbullying

- **Cyberstalking**: repeated threats and intrusion upon one's privacy
- **Denigration**: Spreading gossip or cruel rumors
- **Flaming**: Online fights with angry or vulgar language
- **Impersonation**: Posing as a student and sending messages to make him/her look bad

Forms of cyberbullying

- **Outing**: Sharing secrets or embarrassing information online
- **Sexting**: Sending sexually suggestive nude or nearly nude photos
- **Trickery**: Tricking someone into revealing secrets or embarrassing information which is then shared online
- **Microaggressions**: Common verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile or negative slights to marginalized groups.

Why children don't report bullying



Why children don't report bullying

- Research shows adults rarely intervene (reporting won't change anything)
- Don't recognize subtle bullying or non-physical bullying
- Fear of retaliation, loss of power
- Feeling ashamed

What parents can (before and after)

- Have open channel of communication
- Help your child identify bullying and what behavior has “crossed the line”
- Have a plan of action in case bullying does occur & make sure your child knows about it
- Validate & follow through on that plan of action
- Empathy and community building
- Know the signs

Knowing the warning signs of being bullied

- Frequent or faked illnesses
- Trouble sleeping or frequent nightmares
- Changes in eating habits
- Avoiding social situations/loss of friends
- Decreased self esteem
- Destructive behaviors

Signs your child might be bullying another

- Have friends who bully others
- Increased physical or verbal aggression
- Blaming others
- Very focused on reputation or popularity
- Does not accept responsibility for actions

To Avoid

- Diminishing their feelings or ignoring their concerns
- Inadvertently taking the side of the bully by excusing the behavior: “girls sometimes do that”, “he didn’t mean it”, “it was just the one time”
- Asking your child to ignore or “don’t pay attention” to bullies

Dignity Act for All Students (Parent Advocacy)

- All new teachers who graduated in 2013 must receive 6 hours training in bullying reporting and prevention
- Focus on changing school culture (proactive) through ethical discussions and clear guidelines for reporting (responsive)
- Knowing the law helps you advocate for your child

Responding to bullying (DASA Requirements)

- School employees who witness or have bullying reported to them are under an affirmative duty to report the incidents
- Report must be orally submitted no later than one school day after witnessing or receiving a report
- Written report must be submitted to principal, superintendent or their designee no later than two days after oral report

Responding to bullying (DASA Requirements)

If investigation verifies report, principal or superintendent must:

- Take prompt action to end harassment
- Eliminate hostile environment
- Create a more positive school culture
- Prevent recurrence of behavior
- Ensure safety of the student who was targeted (preventing re-victimization)

Responding to bullying (DASA Requirements for public schools)

- The principal must make regular reports to the superintendent about bullying data (at least once per year)
- The superintendent must submit annual reports to the Commissioner of Education
- Each school must have at least one staff member trained and designated as the Dignity Act Coordinator

Preventing bullying

Today I learned that spreading rumors about people is a bad thing to do because there's no good reason to say bad things. It hurts their feelings and their friends feelings. No one will want to be your friend.

Source: http://farm6.staticflickr.com/5007/5348514526_6eb5a39fcc_z.jpg

Preventing bullying

School climate:

- Focus on ethical discussions and behavior as routine part of school culture
- Create strong bonds (adults, peer & school) with effective and available supports
- Create students who are socially capable
- Clear policies and procedures to support ethical behavior
- Consistent and equitable treatment of students
- Empathy as part of school culture
- Conflict resolution learned & routinized

For more information

Bullying and Drop Out Rates

<http://news.virginia.edu/content/uva-study-links-prevalence-bullying-teasing-high-dropout-rates>

Tips for Bullying at Different Age Groups

<http://www.common sense media.org/cyberbullying>

Dignity for All Students Act

[http://p1232.nysed.gov/dignityact/documents/DignityForAllStudentsActGuidance POSTING.pdf](http://p1232.nysed.gov/dignityact/documents/DignityForAllStudentsActGuidance_POSTING.pdf)

Stop Bullying Resource

<http://www.stopbullying.gov/at-risk/effects/>

Upcoming HSWOW Sessions:

Wed May 7 8 – 9 pm	For Parents: <i>Making Bar and Bat Mitzvah Preparation More Joyful!</i> With Howard Blass, MA, MSW
Tue May 13 8 – 9 pm	For Teachers: <i>Guided Reading in the Early Grades</i> With Hadassah Berg, Ed.D

For more information visit:

www.hidden-sparks.org

About Hidden Sparks

Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

Guided by a philosophy that helping schools meet the needs of children with learning and behavioral differences will ultimately benefit all students, Hidden Sparks' programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching.

The Hidden Sparks program is currently in 23 Jewish day schools/yeshivot in the New York metro area, 7 schools in Baltimore and 2 schools in Chicago.

Since inception, Hidden Sparks has trained 77 Internal Coaches from 45 ICP participating schools and has provided school-based coaching to a total of 15 Hidden Sparks External Coach Schools.

More than 1,200 teachers have received Hidden Sparks training, impacting an estimated 12,000 students.

**If you are interested in bringing Hidden Sparks
to your school or city, please contact us at:**

212-767-7707 or news@hiddensparks.org

Hidden Sparks would like to thank ...

Our donors and supporters:

The George Rohr Foundation

The Covenant Foundation

FJC

The Milstein Family Foundation

The Oppenheimer Haas Foundation

The Polinger Family Foundation

Slingshot

Our Institutional Partners:

Bank Street College of Education, New York, NY

The Churchill School and Center, New York, NY

Ravsak

Shemesh, Baltimore, MD

JCFS, Chicago, IL

Contacting Hidden Sparks

Contact Jeannie Crowley
jcrowley@bankstreet.edu

Contact Hidden Sparks:
www.hidden-sparks.org
news@hidden-sparks.org
(212) 767-7707

Hidden Sparks in schools

The Hidden Sparks coaching program is currently in 33 Jewish day schools/yeshivot in the New York tri-state area, Baltimore and Chicago.

Since inception, Hidden Sparks has provided school-based coaching to 15 schools through its External Coach Program and has provided training and mentoring to 95 Internal Coaches from 45 Internal Coach Program participating schools.

Over 3,700 teachers have participated in Hidden Sparks programs. Of that number, more than 1,200 teachers have benefitted from Hidden Sparks training, impacting an estimated 12,000 students.

If you are interested in bringing **Hidden Sparks
to your school or city, please contact us at:
212-767-7707 or news@hiddensparks.org**