

Who We Are.....

Kathy Lockard Consultant Afton, Iowa

Rodger Dinwiddie CEO, STARS Nashville Nashville, Tennessee

Bullying Prevention Best Practices

International Bullying Prevention Association (IBPA) San Diego, CA, USA 2018 Kathy Lockard Rodger Dinwiddie

The Distinctions

Caveat:

Not all negative, socially unacceptable behavior is “bullying”

• Bullying is intentional harm-doing where a negative action is repeated over time, and there is an imbalance of power.

Bullying:

Any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.¹ A young person can be a perpetrator, a victim, or both (also known as "bully/victim").

Center for Disease Control and Prevention (CDC)

Conflict vs. Bullying

Equal power Imbalance of power One time / occasionally Repeated over time Accidental / Not planned Intentional No serious, lasting harm Physical/emotional harm Equal emotional reaction Unequal emotional reaction Not seeking power Seeking control/possession Often: remorse No remorse-blames target May try to solve problem No effort to solve problem

Conflict is a disagreement between people with equal power, there is empathy involved

Bullying is intentional and an imbalance of power, there is a vulnerability and there is satisfaction to hurt.

To Consider

1. Expressing Negative Thoughts and Feelings Is Not Bullying
2. Being Left Out Is Not Always Bullying
3. Experiencing Conflict Is Not Bullying
4. Not Playing Fair Is Not Bullying
5. Good natured teasing is not Bullying
 - a. Joking and teasing become bullying when there is a conscious decision to hurt

- another person.
- b. Teasing becomes bullying when young people:
 - i. >make demeaning comments
 - ii. >engage in name-calling
 - iii. >spread unsavory rumors
 - iv. >make threats
 - c. The relationship you have with a person also defines the bullying
 - d. NJZ - No Joke Zone
6. Finding “conflict” does not preclude finding “bullying”

What really helps when involved in school shootings is understanding bullying, understanding mental health, understanding suicidal ideation.

GOOD ARTICLE - Jeff Daniels article “If you want to know how to stop school shootings ask the secret services.”

https://www.scientificamerican.com/article/if-you-want-to-know-how-to-stop-school-shootings-ask-the-secret-service/?fbclid=IwAR3R_NJIHRkLWUInBzy3kfbguyjVEB1eFffboU7JwSBnMUcGdHmxaUcbgbM

Understanding Bullying

Handout: *What is Bullying?* www.cfchildren.org

Story: “Milknose”

“Teasing, Fighting, Bullying ... What’s the Difference” Kenzi Bisbing, Youth Services Manager, Oakland Mediation Center

<http://www.safeschools.info/content/TeasingFightingBullyingWhatsTheDifference.pdf>

“What we accept today we will tolerate tomorrow”

BULLYING = PEER ABUSE

‘Low-status’ bullying’

- High on psychopathology, low on social skills, and possessing few assets and competencies that the peer group values.

‘High Status bullying’

- Not always obvious to adults. Perceived by peers as being popular, socially skilled, and leaders.
- High status aggressors can avoid discipline or manipulate situations so that their peers

are disciplined instead of them.

National Academies of Sciences, Engineering and Medicine

Two Kinds of Empathy

High status aggressors can have empathy too – just not the kind we typically think of when we hear the word. It’s “cognitive empathy”: the kind that enables them to manipulate people without guilt or without feeling the other person’s pain (low status aggressors usually lack even cognitive empathy).

Anne Collier

Constructing the cyber-troll: Psychopathy, sadism, and empathy. Federation University, School of Health Science and Psychology, University Drive, Mt Helen, VIC 3350, Australia. Federation University, School of Health Science and Psychology, Northways Road, Churchill, VIC 3842, Australia

Two kinds of bullying, Two kinds of empathy

Brene Brown : Empathy

YOUTUBE Video <https://youtu.be/1Evwgu369Jw>

Psychology Today: Brené Brown on Empathy vs. Sympathy ... Empathy never starts with the words, "At least..."

<https://www.psychologytoday.com/us/blog/partnering-in-mental-health/201408/bren-brown-empathy-vs-sympathy-0>

Types of Bullying

- **Direct Bullying**

o consisting of overt, relatively open attacks , usually in a face-to-face confrontation

- **Indirect Bullying**

o consisting of covert actions, which are more concealed and subtle

- **Relational or Social Bullying**

o consisting of behaviors that are intended to damage a student’s reputation or social standing Olweus: 2007

Teens report that students are bullied very often or often at their school because of:

Targeted Identities

Elementary-aged students: students at their school are called names, made fun of or bullied with at least some regularity (75%)

Most commonly because of:

- students' looks or body size (67%)
- not being good at sports (37%)
- How well they do at school work (26%)
- not norms/roles conforming to traditional gender (23%)
- other people think they're gay (21%)

Harris Interactive (2012). *Playgrounds and Prejudice: Elementary School Climate in the United States*

Harris Interactive and GLSEN (2011). National School Climate Survey

Characteristics of Students who are Bullied

- Are perceived as different from their peers (obese; having special needs; are gay, lesbian, bisexual, transgender, or who are questioning their identities (GLBTQ);...) or as weak and unable to defend themselves
- Are depressed, anxious, or have low self esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

www.stopbullyingnow.gov

WHO IS TARGETED? BULLYING & BIAS

Many Students Experience Bullying Percentage of students ages 12-18 who reported being bullied at school and being cyber-bullied anywhere during the school year: 2013

Source: Indicators of Crime and School Safety, 2013

Two Types of Students who are Bullied

One type:

- *are bullied, but do not bully others*
- *are cautious, sensitive, quiet, withdrawn, shy*
- *are anxious, insecure, unhappy, have low self-esteem*
- *do not have a single good friend*

- *are often physically weaker than their peers (if they are boys)*

Olweus Bullying Prevention Program, US, 2015, 1996

Two Types of Students who are Bullied

Second type:

- *display social-emotional problems of students who are bullied (depressed, socially anxious, poor self-esteem, socially isolated, feel disliked by peers)*
- *also show behavioral problems similar to students who bully (aggressive/antisocial, difficulty concentrating, impulsive, more likely to be hyperactive/ADHD)*

Olweus Bullying Prevention Program, US, 2015, 1996

Students Disagree about Teachers' Ability to Deter Bullying

Perkins, Brian. (2007). Figure 5a [Tables]. Where We Learn: The CUBE Survey of Urban School Climate. Alexandria, VA: National School Boards Association

Characteristics of Students Who Bully

- Are aggressive or easily frustrated
- Have less parental involvement or are having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others
- Are well connected to their peers
- Have social power (social capital)

www.stopbullyingnow.gov

Students Disagree about Teachers' Ability to Deter Bullying

Perkins, Brian. (2007). Figure 5b [Tables]. Where We Learn: The CUBE Survey of Urban School Climate. Alexandria, VA: National School Boards Association

<http://www.schoolclimatesurvey.com/files/WhereWeTeachFullReport.pdf>

We MUST take action!

Welcoming Schools Handouts

- *Bias, Bullying, and Bystanders*
- *Tips for Elementary School Educators*
- *What You Can Say to Stop Hurtful Language and Educate*
- *Engage Students in Teachable Moments*

- *What Do You Say to 'That's So Gay'?*
www.welcomingschools.org Interesting Website

Cyberbullying

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as...

- Cell phones
- Computers and tablets
- Communication tools such as social media sites, text messages, chat and websites
www.stopbullying.gov/cyberbullying
- MOST BULLYING ISN'T DONE ONLINE, BULLYING IS MORE HAPPEN IN REAL WORLD SITUATIONS.

Why Cyberbullying is Different

- Cyberbullying can happen 24 hours a day, 7 days a week, and reach a child even when they are alone.
- Cyberbullying messages and images are posted anonymously and distributed quickly to a very wide audience. Sometimes impossible to trace.
- Deleting inappropriate or harassing messages, text, and pictures is extremely difficult after they have been posted or sent.

www.stopbullying.gov/cyberbullying

Frequency of Cyberbullying

- The 2010-2012 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicate that 9% of students in grades 6-12 experience cyberbullying.
- The 2013 Youth Risk Behavior Surveillance Survey finds that 15% of high school students (grades 9-12) were electronically bullied in the past year.

www.stopbullying.gov/cyberbullying

Bullying, Cyberbullying, and Suicide Among US Youth: Our Updated Research Findings

Study: 12 to 17-year-old middle and high school students across the United States

- 2,670 (49.9% female, 49.6% male) and comparable to the population of middle and high school students in the U.S. by race (66% of the sample is White/Caucasian, 12% is Black/African American, 11.9% is Hispanic/Latin American, and 10% were another race). Key Findings:
- Experiencing both together was linked to an exponentially higher likelihood of trying to take one's own life.
- Bullying does have a tremendous impact on the mental health of youth today, especially if multiple forms combine and are magnified to plague a student in pointedly negative

ways.

Takeaways:

- *Anonymous reporting systems, and the availability of educators at school*
- *Students themselves must realize that their individual and collective voice is powerful and must come through for their classmates with intentionality by encouraging, defending, supporting, and rallying to their aid as necessary*

Connecting Adolescent Suicide to the Severity of Bullying and Cyberbullying, By Sameer Hinduja and Justin W. Patchin, 2018

Cyberbullying

- *What to do when your child is cyberbullied...*
 - <http://cyberbullying.org/wp-content/uploads/2014/12/tips-for-parents-when-child-is-cyberbullied.jpg>
- *Cyberbullying: identification, prevention and response...*
 - <http://cyberbullying.org/cyberbullying-fact-sheet-identification-prevention-and-response/>

But ... it happened away from school

If there is a nexus between on and off-campus behavior such as:

1. location & proximity to school
2. time: hour & date
3. effect on others
4. severity of activity & likely connection to student or staff safety
5. impact on overall environment & safety of the school

Cyberbullying Research Center, cyberbullying.org

Bullying/Cyberbullying

“It seems likely that we will eventually do away with a differentiation and recognize that online bullying is more of a location than a method, since social media is the virtual hangout of youth today.” Dr. Patti Agatston 2017

Legalities

Federal Laws: <http://www.stopbullying.gov/laws/federal/index.html> At present, no federal law directly addresses bullying. In some cases, bullying overlaps with discriminatory harassment which is covered under federal civil rights laws enforced by the U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ). No matter what label is used (e.g., bullying,

hazing, teasing), schools are obligated by these laws to address conduct that is:

- Severe, pervasive or persistent.
- Creates a hostile environment at school.
- Based on a student's race, color, national origin, sex, disability or religion.

Federal Laws: Broadband Data Improvement Act Section 215 require[s] elementary and secondary schools with computer access to the Internet to educate minors about appropriate online behavior, including interacting...on social networking websites and in chat rooms and cyberbullying awareness and response as a part of their Internet safety policy.

(IF THERE IS TECHNOLOGY IN OUR SCHOOL WE HAVE TO HAVE A TRAINING POLICY) WHAT IS OUR POLICY???

Harassment-related student bullying

Schools may be legally liable :

1. Target is a member of a "protected class" defined under federal civil rights laws - include gender, race and disability
2. Harassment was based on the students' membership in a protected class
3. Harassment was severe, pervasive and offensive
4. School had knowledge of the harassment
5. School was deliberately indifferent

http://www.educationworld.com/a_admin/bullying-school-legal-liability.shtml

A The WORLD Impact OF DIFFERENCE of @Bullying

Targets of Bullying:

A WORLD OF DIFFERENCE® Institute The Impact of Bullying

Students engaged in bullying:

- Abuse alcohol and other drugs in adolescence and as adults
- Get into fights, vandalize property, and drop out of school
- Engage in early sexual activity
- Have criminal convictions and traffic citations as adults
- Tend to be abusive toward their romantic partners, spouses, or children as adults

Legalities

- Higher rates of anxiety
- Depression
- Physical health problems

- Decreased academic performance
- Impact into adulthood

Institute

The Impact of Bullying

- By toward age 3-5, difference children may develop negative attitudes
- 1 in 8 students have had hate-related words used against them
- 1/3 of known hate crime offenders are under 18
- 1 in 14 students are fearful about their safety at school

© Anti-Defamation League

The Impact of Bullying

“A school climate characterized by lower rates of bullying and teasing was predictive of higher graduation rates.”

The Impact of Bullying

Bystanders:

- Have increased risk factors for use of tobacco, alcohol or other drugs
- Have increased depression and anxiety
- Miss or skip school

High rates of bullying = student body performs lower on standardized tests

American Educational Research Association, 2013

Misdirections in Bullying Prevention

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Reflection

Trauma

Experts classify bullying as chronic trauma.

Chronic trauma is repetitive and insidious accumulation of everyday insults to one's integrity and sense of safety as a human being. The more a person is bullied and threatened, the more they are traumatized.

Dr. Henry Gravitz, *Unlocking the Doors to Triumph*, 2004

Diplomate of the American Academy of Experts in Traumatic Stress and of the American Board of Forensic Examiners

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Best Practices

1. Focus on the social environment 2. Assess bullying 3. Garner staff and parent support 4. Form a group to coordinate the school's activities 5. Train your staff 6. Establish and enforce school rules and policies 7. Increase adult supervision in hot spots 8. Intervene consistently and appropriately 9. Focus class time 10. Continue these efforts over time

Mis-directions discussions

Best Practices

Which of the 10 Best Practices is working well in your school?

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Best Practices

Which of the 10 Best Practices do you have the skills to lead at your school?

Best Practices

Which of the 10 Best Practices is missing from the current efforts of your school/district?

Best Practices

Which of the 10 Best Practices do you need the most support to implement?

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Best Practices

Which of the 10 Best Practices do you see as the most problematic for your schools/districts as they think of implementing a comprehensive bullying prevention program?

Best Practices

Which of the 10 Best Practices can you/your team begin working to implement tomorrow?

Reflection

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Expectations/Rules

- Be Respectful
- Be Responsible
- Be Safe
- Everyone contributes to the learning environment
- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Step #1 Establish clearly defined school wide behavior expectations

10 Steps to building Schools Where Everyone Belongs

Stan Davis, author

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STEP #4 Acknowledge positive actions

STEP #2 Use small, predictable and escalating consequences for aggression

STEP #3 Maintain a positive emotional tone between adults and youth

Rodger

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STEP #5 Provide structured opportunities for aggressive youth to think about their actions

STEP #7 Protect targets and bystanders from repeated or retaliatory harassment or other negative behaviors

STEP #6 Work to develop a peer climate in which bystanders support and include students who are frequent targets of bullying

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STEP #10 Recognize and build on the strengths and accomplishments of your school community

STEP #8 Help targets to reverse feelings of self-blame & to feel powerful

STEP #9 Help targets build friendships

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What Roles Do Students Play In Bullying Situations?

Start the bullying and take an active part

Take an active part, but do not bullying

start the

Support the bullying, but do an active

not take

part

Like the bullying, but do not display open support

Watch what happens, don't take a stand

Spectrum of Bystander Actions:

- Don't support the one bullying others
- Choose not to repeat gossip
- Support the person being bullied in private
- Tell an adult
- Talk to the person bullying others in private
- Support the person being bullied in front of others
- Confront the one bullying others in the situation

created by Dawn M. Jaeger (7/2012) Based on information presented by Marlene Snyder and Rodger Dinwiddie at the Iowa Department of Education Super Conference, Des Moines, Iowa, June 2012

“While attention is most often directed at the experiences and traits of aggressors and victims, the majority of students (75 - 80%) are bystanders.”

Stan Davis, Schools Where Everyone Belongs, p195

A

Students Who Bully

Defenders

G Student

B

C

D

Dislike help or the try to bullying,

help the bullied student Who Is Bullied

Followers

H

The one who is

Supporters

being bullied

Dislike the

Passive

Supporters

Possible Defenders

F

**bullying they help, ought but and don't to
think**

do it

Disengaged Onlookers

E

Olweus Bullying Prevention Program, US 2015

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Which of the bystander actions below made things better?

- Asked them to stop
- Helped me tell someone
- Spent time with me
- Blamed me
- Talked to me
- Made fun of me
- Told an adult
- Ignored it
- Helped me get away
- Confronted them
- Called me
- Gave me advice
- Distracted them
- Listened to me

What Happened After Peers Did That?

•Bystander training is unlikely to make a significant, long-lasting change unless adults actively model the behaviors they are expecting to see in the bystanders.

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Which Strategies Made Things Better?

Which of the actions below made things better for the student being bullied?

- Did nothing
- Walked away
- Reminded myself it was not my fault
- Made a joke about it
- Pretended it didn't bother me
- Told a friend
- Told an adult at school
- Told an adult at home
- Told the person how I felt
- Told the person or people to stop
- Made plans to get back at them
- Hit them or fought them

“We encourage caring adults always to ask students

not only about what they did, but also about what happened after they did that. This follow-up question helps youth internalize the value of kind actions by reflecting on the specific positive outcomes of those actions. When young people learn to see the effects of their positive actions, they grow in self-efficacy - that is in the sense that their actions make a difference. They develop internal motivation to continue those positive actions.”

Youth Voice Project, Chapter 5 Page 78

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“When we stop our behaviors that make the problem worse, we take the first step. ... when we show by our actions and our positive attention that we value every student, we encourage our students to do the same.”

Stan Davis, *Schools Where Everyone Belongs*, Chapter 4

Scenario

Sam has been receiving messages like “you’re such a loser” and “you suck” from a couple of people at school. He deletes the messages, but they keep coming. He asks you for help. What would you do?

From “Words Wound” by J. Patchin and S. Hinduja

Scenario

While surfing the internet one night you stumble on a website someone has made about Micah, a student at your school. The site includes embarrassing photos and hurtful information. What would you do?

From: “Words Wound” by J. Patchin and S. Hinduja

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Questions and Parking Lot

With acknowledgement and many thanks to.....

- American Educational Research Association: www.aera.net
- Anti-Defamation League: www.adl.org
- Centers for Disease Control and Prevention: www.cdc.gov/violenceprevention
- Committee for Children: www.cfchildren.org
- Cyberbullying Research Center: www.cyberbullying.org
- Education World: www.educationworld.com
- GLSEN (Gay, Lesbian & Straight Education Network): www.glsen.org
- International Institute for Restorative Practices (IIRP) <https://www.iirp.edu>
- National Center for Education Statistics: <https://nces.ed.gov>
- National School Boards Association:
www.nsba.org/sites/default/files/reports/Where-we-learn_1.pdf
- Olweus Bullying Prevention Program: www.hazelden.org/web/go/olweus
- Stop Bullying Now: www.stopbullying.gov
- Welcoming Schools: www.welcomingschools.org

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- IBPA (International Bullying Prevention Association)
- Kenzi Bisbing, Youth Services Manager, Oakland Mediation Center, Bloomfield Hills, MI
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- Dr. Susan Limber, Clemson University, Clemson, SC
- Jane Riese, Associate Director of Safe and Humane Schools, Clemson University, Clemson, SC
- Dr. Marlene Snyder, Whitefish, MT

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Closing and Thank You

Remember!!!

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International Conference IBPA - Bullying Prevention

Conflict vs Bullying, what is the difference?

- **Conflict** - Equal power
 - Students realize when the “line” has been crossed & stop
 - No one feels unsafe or threatened - can be resolved
- **Bullying** - Imbalance of Power
 - Larger, Stronger, Social Status, Group Think
 - Vulnerable person - feel unsafe at school or even online
 - Person who is being bullied, can't get it to stop
- <https://www.pacer.org/bullying/video/player.asp?video=104>

Jeff Daniels - wrote an article on school shootings - Government found out 16 years ago, the key to shootings is:

- 75% had been bullied
- 75% had mental health concerns
- 75% had suicide ideations
- <https://www.cfchildren.org/>

Mediation:

- Only **Conflict** can be resolved through mediation
- Mediation is never OK when bullying occurs
- Kenzi Bisbing - Conflict Article
<http://www.safeschools.info/content/TeasingFightingBullyingWhatsTheDifference.pdf>

Types of Bullying:

- **Direct** - overt, usually in face-to-face, open attacks
- **Indirect** - covert, concealed, subtle
- **Relational/Social** - consists of behaviors that are intended to damage a students reputation or social standing (Social Media)

Empathy:

- Empathy is a SKILL that can be taught
- Brene Brown: Empathy -vs- Sympathy
<https://www.youtube.com/watch?v=1Ewgu369Jw>
- Cognitive Empathy - is head knowledge only - can be used for manipulation

Characteristics of Those being Bullied:

- Perceived as Different
- Depressed, anxious, low self-esteem (chicken or the egg?)
- Less popular kids
- Do not get along well with others, seen as annoying or provoking, antagonize others for attention (Trauma, Entitled Students, Autism Spectrum Disorders)
- Do not have a single close friend

Social Thinking - Key teaching components here for autism spectrum/trauma students

Characteristics of Those who Bully Others:

- Aggressive - view violence in a positive way
- Have friends who bully others
- Think badly of others
- Are well connected to their peers
- Have a social power
- Have difficulty following rules

Eastern Iowa teen speaks out on the effects of bullying

KCRG TV

About 20 percent of high school kids say they have been bullied on school grounds. That's according to a report by the Youth Risk Behavior Surveillance System.

16-year old Carson Orzechowski of Independence was bullied to the point where he thought of killing himself. He's overcome his anxiety and is ready to help others.

Orzechowski has been taking online classes with Iowa Virtual Academy for the last year. He stopped going to his high school after being constantly picked on.

"Verbal harassment like stuff like you don't belong here, and why are you even still alive," he said. "There was instances of physical harassment, you know getting shoved around, getting shoved in the lockers, tripped, pushed."

It even took a toll on his mother, Mary Close. "It was very, very hard. He missed a lot of school," said Close. "He missed probably upwards of 30 days of school that year because he didn't want to go. I wasn't gonna force him to go. Towards the end, I wasn't going to force him to go. I wasn't going to put him in that situation."

Orzechowski says he would have anxiety attacks when he ran into classmates outside of school. He eventually broke down. "I spent almost a week in a mental hospital," he explained.

That's when he realized he needed counseling. Mental Health experts say the best thing for kids to do when they're bullied is to speak up, and parents should take them seriously.

"If kids are coming forth and we notice any behavioral changes like if they're withdrawing, they seen pretty down, their grades all of a sudden are dropping to not just assume it's a phase." Said Kim Ellingson with Covenant Clinic Psychiatry.

Orzechowski has stopped going to counseling and is now making friends. He wants to tell his story to let people being bullied know that they can overcome it too, and also to tell bullies to back off

"Just leave them alone," he pleads, "Just leave the people that you're hurting alone."

How common is Cyberbullying depends on the Questions Asked - Whose Surveys you are looking at - 7-15% Cyber bullying;

Luxenburg - 2015 - about 6% of girls & 4% report being cyberbullied 2-3 times a month

Great Data - Longitudinal Study - <https://cyberbullying.org/>

We are the 1st generation to track cyberbullying. What really have is prevalence and frequency data. It is complicated to find the answer as to “why” - it’s like building a plane while you are flying it.

The majority of students do not harm each other with technology - cyberbullying. When it does happen, it can be brutal. When a student is both cyberbullied and then also bullied in schools - exponential likelihood for a student to die by suicide.

“It seems likely that we will eventually do away with a differentiation and recognize that online bullying is more of a location than a method, since social media is the virtual hangout of youth today.” Dr. Patti Agot

Bullying Prevention & Sports

Culture & sports - students do what they see.

Bullying in Sports:

There have been more mass shootings in USA since 1999 through today, than in all shootings previous.

Columbine - Jocks were stated as the bullies.

All states in USA have bullying laws.

Tyler Clementine - Gay who committed suicide in 2010

November 2016 - Locker Room Talk

Bully Culture in Sports!

Three Steps for Elite Athletes:

- Be aggressive (Aggressive - *Intimidation*)
- Perfect Practice -Work hard & harder - 1st in, last out (Repetitive)
- Win (Imbalance of Power)

Are players being pushed too hard?

- Focus on 1 sport - be the best
- Starting younger

Locker Room Oath:

- What happens in the locker room, stays in the locker room
 - Sexism
 - Homophobia
 - Helplessness
 - Hazing
 - Winning is Everything
- When a team loses, coach makes them run, be benched

Sexism:

- How society views athletes: men-athletics; women-beauty
 - “Like a girl,” is a put-down
 - “Be a man”
 - Boys will be boys
 - Mostly harmless
 - Just Kidding- just joking
 - Homophobic messages
 - Millennials

Bully Line:

1. Target
2. Initiator
3. Motivator
4. Cheerleader
5. Aggressive & Passive - Active Form of Bullying
6. Fanatic
7. Spectator - Glad it's not me!
8. Ostrich (head in sand)
9. Upstander - Stands up for the person being bullied

Bullying -vs- Hazing

- Bullying is about exclusion
- Hazing is about including you on the team
- Law of Unintended Consequences - results of hazing

Bully-Parent

- <https://ilovetowatchyouplay.com/2018/08/19/what-cell-phones-are-doing-to-your-athlete/>
- **Tony Vis - Resigns from coaching Kennedy Girls' Basketball:**
- <https://www.thegazette.com/subject/sports/iowa-prep-sports/basketball/conflict-wi-th-parents-drives-tony-vis-out-at-kennedy-20180221>

Schools are not safe anymore - kids feel the safest when they are playing sports. Parents pay out more money for sports & are getting few responses - they want big returns for their money investments.

Upstander: Find a way to remove the target from the focus - inclusion, fogging (absorb student), take the pledge, Speak up, Acknowledging

www.amazon.com/gp/video/detail/B018QLU4AU/ref=atv_tv_hom_1_c_yrvds_2_1?ie=UTF8&pf_rd_i=home&pf_rd_m=ATVPDKIKX0DER&pf_rd_p=2523961562&pf_rd_r=CK42SVTACVAFVJZB1XJ2&pf_rd_s=center-4&pf_rd_t=12802