

## Mitigating Disability-Based Cyber Bullying During

[ Please stand by for realtime captions. ]

Good morning everybody thank you for attending our webinar today. Mitigating disability based cyber bullying during the pandemic. Is presented by the governors prevention partnership. We have some great presenters today. To be able to talk about the subject, you can go to the next slide. So today we have provided equally effective communication for people who are deaf or hard of hearing by using captioning & language interpreters. So for the accessibility function for this presentation and hopefully everybody who is on that is going to need this, uh, I have some instructions here. To share with everybody. Uh, so we have a sign language interpreter, so what we are going to need to do is for you to move your mouse up to the green bar and click side-by-side to be able to access the interpreter. And, on, on the frame it says drag the frame separate. Drag it to the right or left to adjust the size of the slides and interpreters. And in the link you should have received a link to the closed caption. If you haven't it is right here on the screen. Hopefully you can connect to that. I am going to be linked in the chat as well. Next slide. And the person that has been talking is none other the person that is going to be the moderator. My name is Aristede Hill. I'm the program manager for mentoring services at the governors prevention partnership. I primary role is to provide training and technical assistance to programs in the mentoring field around the state of Connecticut. Also serve as the point of contact to the mesh national mentoring partnership. We are an affiliate of Mentor the national mentoring partnership. And, uh, I do all of those things with supporting programs around the state. In the field of mentoring. But, the mission of the governors prevention partnership is with a focus on kinetics of, the governors prevention partnership is a statewide public alliance building a strong healthy workforce through leadership and mentoring and prevention of violent underage drinking, alcohol, and drug abuse. So, we have some housekeeping, uh, items on our agenda today. So we will go ahead and talk about those. Today's conversation will run for approximately one hour. The webinar will be recorded for hosting on our website and potential further use. So if you miss some things and you have some questions. So people that missed today's presentation you can tell them that it is on our website. All materials presented in training will be distributed by email and hosted on the governors prevention partnership coronavirus resources page. And our link is right there. In the slide. There will be a Q&A session following the slides. So if you have any questions, something that is [ indiscernible ] you might want to put it in the chat. We can get to those during the questioning and answering. We have capable prevent, presenters today to answer all of your questions. So, please feel free to use the chat box to make sure that we get all of your questions answered today. To have a really good conversation about this topic. And, today we want to thank the Connecticut Council on developmental disabilities for sponsoring this webinar series. The mission of the Connecticut Council on developmental disabilities is for the full inclusion of all people of disabilities in community life. So we are just happy to have them as a sponsor today. They do great work. You can go over to their webpage as well. Just to get more information. And so we are going to launch our Zuma Paul and I hope everybody will participate in the poll. We could go ahead and launch that. This is the pre-show poll. So go ahead and answer the pole please. Then we will go ahead and give the results and get to our presentation. We will give you a couple minutes and you will hear from our communications team when we are going to be wrapping this up. All right I will give it about 20 more seconds here.

Great.

Everybody just finished plugging it in. There we go. Alrighty I will go ahead and end the polling. Share the results. Great.

So, while., Wow. So the first question are you parent caregiver and or guardian, multiple-choice? It looks like yes, child aging 17 or below 19%. Child 18 or above 38% and no 43%. So which sector do you represent? We have 14% youth 14% schools, 24% youth serving organizations. 5% civic or volunteer groups. 10% healthcare professionals 5% state or local oral local tribal agencies. And 5% of state local or tribal [ indiscernible ] other organizations involved in prevention. I am a person with 10% with a disability 10% family member with a person with a disability 30% Manter 24% hopefully will be bring all this information back to the districts. And into the classrooms, thank you for participating in today's poll. So, today's presenters, we have Melissa Marshall she is a consultant on disability policy and, Christine, Christine Kuehlewind. They are both capable and ready to go ahead and also give you some great information so just a little bit about Melissa Marshall. She is the author of I cannot swim but I have not drowned yet. Uh [ indiscernible ] notes from a disability rights access. To gain equal access with all types of disabilities. This was her goal when she received her bachelor's degree in disability studies from [ indiscernible ] college. Where she was one of the first people in the nation to major in disability studies as well as she received her JD from the University of Connecticut school of Law. She has worked as an executive director of several disability nonprofits including the Center for Independent living. Most recently she has utilized her expertise

in ADA and other disability rights law to ensure the people with disabilities impacted by disaster have equal access to disaster related programs and services. She sees her role as a consultant to facilitate understanding of disability issues. And communicate to clients with other obligations that are not under the federal and state disability laws. Christine has been in education consultant for its estate education resource Center SERC for almost 4 years. We are thankful for her participation today. Her primary role is to provide statewide and technical assistance for districts and schools to strengthen their educational systems so that their student outcomes in areas of behaviors and academics are effective and equitable for all students. Her primary focus is to build effective and efficient [ indiscernible ] school-based team so that data practices, systems are built and sustained fidelity and each school. She also works close collaboration with Connecticut's Bureau special education and authors of early childhood education to successfully support districts and schools throughout Connecticut. Prior to coming to SERC Christine was elementary teacher intervention. Her passion of belief of every school environment should be positive and welcoming for all students have an equitable and equal opportunity for success. So those are just a little smidgen of the bios of both of our presenters today. Very capable people and I'm glad to be in this presentation today. So that I can get some more information from these great presenters.

Good morning everyone this is Melissa Marshall. I want to go over the goals for today's presentation. We have three. You may have many more, you may have different ones. But, first is our goal for participants to know methods of cyber-based bullying. How it is done and where it fits. Our second goal is use intervention. We want participants to know, we want you to know ways that youth can interrupt cyber-based bullying. And Arthur goal is strategy goal. We want participants to be able to articulate a strategy for communicating with your child or mentee about, or youth that you work with your student about disability based cyber bullying. So those are our goals today and I will turn it over to Christine.

Thank you so much Melissa. Good morning everybody it is great to join you today. I would like to go over a little bit, kind of clarify what is going. Because a lot of times we are a little unclear what the definition is. So I really found this definition about clarification around it. So bullying is ongoing and deliberate misuse of power and relationship for repeated verbal, physical and social behavior. That intends to cause physical, social and or psychological harm. It can evolve an individual or a group is using their power or perceived power, over one or more persons who feel unable to stop it from happening. I want to make sure that we actually cite the source. This source actually came from the national Center against bullying and the link is in the slide. If we could go to the next slide. Thank you. One thing I always really want to focus on is what does the law say. What is really the definition under the law of bullying. So I really cite at 14 Dashe 172. I want everybody to really focus on that keyword repeated. Really if you look at the definition this truly is a repeated act over and over with the intentionality. Repeated written, oral, and electronic communications and/or physical acts and gestures by one or more students directed at or referring to another student and that: there are some of the qualifiers. Causes the student physical or emotional harm or damage to his or her property. Puts the student in reasonable fear of harm or property damage. It creates a hostile school environment for the student. It infringes on the students right at school, or substantially disrupts the education process or a schools orderly operation. Really focusing on creating a hostile school environment for the student because I believe that is one of the public act is focusing on. I'm using this to for the student actually function physically and mentally and they feel they cannot even be there. Go to the next slide. Thank you. So what is the schools responsibility under this law, under this public act. The school definitely has a legal responsibility. To intervene and to protect the student as well. So the school intervention is required when the incident again going back to the public act creates that hostile student environment for the student. Infringes on the students right at school. Or substantially disrupts educational process or schools orderly operation. Some of those things can go outside of the context of the direct. You can be a little more indirect it's really disrupting orderly operations. That sometimes those things are little bit harder to see at times., The documentation is really key here to really identify that this is repeated and happening. So these are the important components just to be aware of. And I will go through the first part of this and then turned it over to Melissa for the rest. Parents/guardians and students should be notified about the bullying reporting process at the beginning of the school year. Family should be aware of this. Families, parents, we should know what this looks like. So in case that we are not seen in the it in the school setting we are able then to at least, uh, know what the procedure is. So parents and families at home if they are noticing something they know who to contact in their school. They know who the go to person's. Is really part of they understand the systematic process for this. Students can make anonymous reports regarding bullying. At times you know that is necessary to do to make anonymous because of the fear factor that goes in. They always had that open door to approach the school if need be. Or approach any adult in that environment. The school climate specialist in building receives the report and investigate suspected incidents. It is the job of the school even though we use the world the word school climate specialist is really who the person is in the school is going

to be the go to. A lot of times a support staff person the school psychologist, social work, it's whoever is identified. But, that it was back to the top bullet point. Parent should know the process of who to go to and then who is going to be in charge of really investigating this. The legal obligation as we can an investigation. Now I will turn it over to Melissa.

Thank you Christine. The next component is parents of all parties must be notified when an investigation is opened. This is added in 2014. So parents have to be notified that an investigation is open. When incidents takes place, both the students initiator and of the bullying and the target of the billing must receive interventions. We got to intervene by that target of the bowling, the person receiving the billing and the person that is initiating, the student that is initiating bulleting. The important thing is a safety plan has to be targeted for students when a safety plan is warranted. Most of the time was bullying occurs a safety plan will be warranted. Next slide please. Now, students with disabilities are 2 to 3 times more likely to be bullied. That is a slide from pacer. Oregon pacer is a really good organization I disabilities. Let that sink in. We all know students with disabilities are bullied a lot. We all know they are cyber bullied a lot. We all know the students generally are cyber bullied a lot more now during the pandemic times when students are a lot more stressed. Don't have as much to do an online a lot more. Take that large amount, the percentage of time the students without disabilities are bullied and doublet or triplet and that is how often students with disabilities are bullied. Let that sink in. 70% is, 70% of students with disabilities often report bullying. That is one of the studies, that is one of the main studies out there. It is 2 to 3 times more as much as students without disabilities are being bullied. Students with disability's are being bullied and I would say they are specially being cyber bullied now during the pandemic. Next slide please. Thank you. So what are the characteristics of bullying/cyber bullying. Cyber bullying and you going to find out a few minutes is one is done electronically, so just so you know that. Cyber bullying and care and bullying is characterized by an imbalance of power. The student has more, the student is initiating more billing has more things, has more money, has more social status. There is an imbalance of power maybe they are older, maybe they are bigger, maybe they are stronger. Secondly there is a lack of remorse. One way you can see a student or a youth who is involved with bullying is when you point out the behavior they said these consequences and there lies. This is what happened when their feelings were hurt and this hurt them and they are really upset about this. When it is bowling up student who is initiating bullying might say yeah that is what I want to do. As well as the student is doing it unintentionally and it is unintentionally causing pain [ indiscernible ] which we'll talk about in a minute. Oh my gosh I did mean to do that if feel so bad. Again it is different than peer conflict. We talk about peer conflict in just a second. Next slide please. Bullying versus peer conflict. This is a really important slide and it's really important for everyone to understand it. It is important for educators to understand it, it is important for mentors to understand it, it is important for you to understand it, and it is also really important that parents understand it. Peer conflict is painful, I know what is like to have a teenager come home in tears because they had a fight with their friends and is painful and good. Is not okay but it is different than bullying. So let's look at what peer conflict is and then conversely what bullying is. Peer conflict happens among friends. So you might have children, youth, teenagers, teenage girls [ indiscernible ]. One day girl A comes home and she is in tears and she is upset because girls B and C has said something bad about the way she looks. The next with girls with AB they say something bad about C. They all remain friends with that in this process. With peer conflict. It is not okay and it is not behaved conduct. The roles may switch. Girl EAR girl A a is initiating a. [ indiscernible ] cirrhosis which they go back to be in France. It happens amongst friends. The third component that I talk about before is remorse. After, they really feel badly, I should know feel said that, I should note written that about her I did not mean it the way I said it, it sounds different when I put it in writing. I did not mean to put that to the talk video but I meant to put on but I didn't realize would it do is remorse. Whereas bullying and silly cyber bullying you have an imbalance of power. You have students of privilege [ indiscernible ] could be around social and economic privilege to have more money. They have more and better things. They have the right kind of phone, they have the right kind of computer, they have the right kind of technology where as a student who is cyber bullied has the wrong kind of phone, the wrong kind of computer, the wrong kind of technology. Bullying is not amongst friends. It is someone from outside a friend group coming in. Cyber bullying is when somebody outside of friend group comes in. Again as I said there is no remorse. When you point out to a youth, this person is really hurt by that. And he said oh good that was my goal. That is an indication that the bullying is peer conflict. When everyone to get there is between peer conflict and bowling. Peer conflict is painful it is absolutely powerfully painful I'm not minimizing that at all. I've been a parent and foster parent I understand that. But bowling is where you want to go to the school specialist where it needs to be reported and maybe you want to encourage you to report it. Peer conflict is the stuff that happens every day amongst friends, roles may switch, people feel remorse afterwards. Bullying is with the imbalance of power, tends not to be a friends and it tends not to be remorse. These are indicators of bowling. This is there other

Nuance things that you can go by to look at. These are just indicators of the difference between peer conflict and bullying. Next slide please. Thank you. So what is cyber bullying. Cyber bullying is the use of social media and electronic devices to bully. Cyber bullying is the use of technology to repeatedly and intentionally, we heard this atop a couple slides ago from Christine, intentionally, we heard that from Christine. Harassed, hurt, embarrass, humiliate, or intimidate another person. So you are using technology to intentionally and to repeatedly harass, we will talk about harassment more, to intentionally hurt, embarrass, humiliate, or intimidate another person. That is what cyber bullying is. Everybody get that? Thank you. Next slide please. So what are types of cyber bullying. You can cyber bully by initiating cyber bullied by flaming online fights. You see two people having a disagreement you say oh, you kind of egg them on. I think it's worse than that. I think she did worse than that I think that he did worse things to you than that. Harassment and stalking. We are talking about harassment today but stocking follows someone around, I am here, I am stalking you on your Facebook page. On your tumbler page, Facebook page I am well, I'm saying Facebook is that is how I see it done. I'm following your tumbler page, I'm following you everywhere in instagram. I know where you are. Denigration. You are not as good as me, look at the great things I have, look at the great things I do, look at my great friends. You do not have any of those things. You are less than me. Maybe you are fat, maybe you're stupid, maybe you're just not smart. You are just not as good, you don't have as much privileges me. You do not have the right close, you don't have the right technology, you don't have the right friends, you don't live in the right neighborhood. You do not have the right ZIP Code. Or impersonation. Impersonation is when I pretend, I pretend I am someone else. So I go in as someone else and I say bad things to other people. Then I have to prove I did not do it. Also outing and trickery. We think about outing is usually around sexual orientation or gender identification. It can be outing around that. It can also be outing around something somebody does art likes. Maybe somebody has a hobby that other people think is nerdy or dorky. Like something trains or something is not popular. Those things are just general trickery. Another important type of bullying and cyber bullying is exclusion. I'm sending this out to a list of everyone in the world but you. I'm sending this out to the popular kids. You're not part of it. When that happens repeatedly over and over, wants okay am I not be cyber bullying but when it happens intentionally and it happens with purpose and it happens I deliberately and it happens repeatedly then it might be cyber bullying. Okay. Next slide please. So what are mechanisms for cyber bullying. I'm going to give you a few Mike at mechanisms for cyber bullying. And we will talk about those in a few minutes and why we all need to know about these as an adult. There is tick-tock which is videos. Snapchat which is quick and disappears. Unless someone saves it and gives it to someone else and then it is there for all eternity. Just know that. There is periscope. Tumbler. Instagram Tom many of us know instagram which is mainly photo base but you can harass people and bullied people the a that. Any form of social media using any electronic device. And as we are saying, it is up to you adults to know this list. Now tomorrow, there could be six more things, launched out there. That I am not aware of and is our job as adults to figure out with the newest things are. Okay. Thank you so much. Next slide please. Okay. So youth with disabilities initiating cyber bullying. So we are going to trying to focus on this because it does happen and we really do have to cover what the characteristics of this is and why they do it. Uh, so one of the characteristics is the reasons is this to protect themselves. They are filling already something is on the horizon and they are feeling like a situation of conflict is about to happen. Order starting to become repeated. So that they might turn to using cyber billing themselves as a protection mechanism. To elevate their role in the hierarchy. So really this is, you know, they are wanting to really see that they are important that they have value so in order to do that they feel like they have to elevate themselves and match. It is something that you know we are seeing a little bit more happening especially as things go more viral and more social media-based. Uh, to mimic the behavior of typical use. Because at times with students with disabilities are feeling already that they do not match up. They are feeling they have to mimic the behavior to even elevate that point their places in that role. All of the reasons use without, without disabilities initiate cyber bullying. So we again, we are seeing a lot more of this because things are going viral a lot, there is a lot more going with the virtual [ indiscernible ] time that we are living in. We are seeing even the disabilities are initiating this. Next slide please. So let's talk a little bit about roles. And, targets. So really use with disability who is being bullied and cyber bullied as a target. So the target is a role. Really looking at that and thinking about the characteristics of what a target might look like. Initiator. On initiators. That could be plural as well. Youth who initiate bullying and cyber bullying. And who will step in there and be the primary role. Then there is the bystander, the one that kind of just looks around and, uh, is just kind of like an island of their own or just standing by. We have to look at that. Next slide please. So here the bystander roles. So we will cover this little bit deeper for you. Bystanders can choose to participate in cyber bullying and escalated. Doing nothing equals being complicit. So we kind of stand around and were seeing something around us that is happening. It's really complicity. We are not really taking the initiative to stand up against bullying. Were complicit in the act. Instead of we use the term, and I

do not know how widespread it is out there of it up Sander. It's somebody, it is completely opposite of a bystander in somebody who see something as stepping in. Or tries to step in and interrupt. And interrupt cyber bullying is how can we enter into that in a careful way to interrupt what is actually happening. Next slide please. And that is going to lead us into interrupting cyber bullying. So telling an adult in a great way, I think a lot of times to me it is the first step. Especially when we talk about children but especially those with disabilities as well. Telling an adult is really a first epic especially with schools, we have a plan in place, we have this next action staff. If you can get to, if there is a relationship within the school, I think telling an adult is the best Avenue and doorway into that. Even deflecting and's changing the subject. So if we are finding that oh this is starting to go into the direction of that, sort of entry point into harassment that could turn even eventually into a kind of bullying mechanism. Can we deflect and change the subject. Of it is getting something we are finding to be a problem. You could do a tagline, something like the way to interrupt is that is not cool. Are you, that could hurt a little bit. Adding in something to say let's deflect this into a positive conversation. There is already divers, diversion and redirection as well. Redirection to a completely different talk topic. Redirecting it to a completely different safe idea. Is a great way to interrupt. We want to be very careful with interrupting, especially if it is students interrupting cyber bullying or children to children interrupting this cyber bullying because it could also become dangerous if you're interrupting and you really have that power like an adult add to interrupt the conversation. So we always want to be cautionary. That's why I always say the best step is try to use the tagline of that is not cool or we should not be doing this. But, then tell the adult of the Nextep right away. Telling an adult it starts being documented or can be looked at. Even if that is in the homes, parents and families. We got to teach children how to talk to their families and say that they are feeling, what they are feeling our friends can reach out and say this is not good what is starting. Unless we talk to an adult that is where we can, we have to make that movement in the direction to get it recorded. Next slide please. We will go back to Melissa.

Thank you so much. Again I want to stress that cyber bullying is on the upswing during the pandemic. Why? Because kids are stressed. Youth are stressed. When youth are stressed they might be prompted to initiate bullying they might be triggered to initiate bullying. Their board, they do not have anything to do. There scare, they do not know what the future holds. Maybe the stress in their house because everyone is crammed together in ways that they are usually not. So they are reflecting those kinds of things. So cyber bullying is really high now during the pandemic. So again as Christine said it is important to talk about strategies to interrupt. And again, when interrupting understand that you should be taking a risk when interrupting. They could be putting that target on their backs by going in and saying the tagline. It's not quite the same as the school when you see someone being mean to another person in the hauling you walk by and say hey, that is not cool. To put that in writing or put that in video is something that is a lot harder and a lot bigger asked. So what I'm asking you to interrupt that that is a lot bigger asked. So again telling an adult to be judicious about how the interrupt. So some signs of cyber bullying. The interesting thing is I have this list of signs of cyber bullying. All of these things apply during the pandemic situation as well. So how do you tell when someone is being cyber bullied. I'm going to give you the generic list of cyber bullying. Declining grades. Unexplainable injuries. Depression. A change in eating habits, eating less than usual, any more than you as well, a change in sleep patterns. Sleeping more than usual, sleeping more than you less than usual getting up earlier, going to bed earlier, going to bed later getting up later. Expressing feelings of helplessness or decreased self-esteem. Increase physical complaints. Social avoidance. And self-destructive behavior. Now, all of these could be signs that you, youth exhibit because they are in a pandemic. The grades are going to decline. Because, it is hard to focus, it is hard to do school in remotely. Unexplained will injuries injuries, maybe, maybe not. Depression, lots of people have been depressed during the pandemic for really good reasons. One is the fear of the unknown. To, is just being stuck out of the routine, not being with people, not having the human contact. And do not underestimate use capability to be depressed and really young children to project in the future. You might be seeing a kid that is saying they are depressed because they are not going to school or they are not near their friends are they want to have a birthday party or they want to go out to the mall, whatever. Sometimes even a very young children the child could be looking at what is happening to the world and what does this mean. Is the world going to end? Is this going to be like one of the apocalypse movies that contagion, is it going to be one of those movies about a pandemic question so depression is there around the pandemic but, also it could be there around bullying. Having bullying being a target of bullying is going to refuel that fire. So all of these things, self-destructive behavior, increased physical complaints, all of these things are going to increase during the pandemic period. Plus they enter grace, increase more if someone is a target of cyber bullying. So how do we draw the line and figure this out. What it is, how it is, why is this happening? Next slide please. First what can adults do. Educate ourselves. Educate ourselves about social media and devices and signs of cyber bullying. Now, it is your responsibility, our responsibility not just you, I'm not a technological person because I'm in the subset a person that does not

understand the technology please be aware that. To educate ourselves about social media and devices. I've heard of a lot adults say I am old I do not know about that or that is for kids. Guess what it is our job to learn about it. The good news is all of these things are knowable because we all have a device called Google. We can all Google, the latest mechanisms of bullying, we can all Google popular, popular social media. And know that social media is popular by age groups. So and elementaries cool student student uses or middle school student uses are high school student uses is different. What a high school student uses is might be different than a what a college student uses in a college student uses is might be what older millennial uses. I have 10 years sons 10 years apart and one is in college and one is out of college for 10 years. They used totally different concepts are social media. The 30-year-old uses social media lot closer to mine, just same. But we have millennial's, we also have zoomer's, Gen Z. So zoomer's who are younger than the millennial's. It is our job to figure out what youth are using. How they use it, when they use it and why they use it. And what devices they like to use to do it. It is not okay for us to say I am old I do not know about it. It is all knowable information so it is all incumbent on all of us to figure it out. The good news is we can, we have the technology and once we have the knowledge we have the power to help solve it. And again the signs of cyber bullying we talked about before. Okay. So educate ourselves. That is good, that's easy, right? Next please. Having conversation. This is all about communication. If you are a mentor you are in a good position. Your parent is little trickier because sometimes the communication is harder. Your educator get yourself in that position. You are a friend of the youth with a disability. Or if you are an adult with a disability who knows an notion people with disabilities you want to have the conversations. Again the more you understand about social media and devices used the better able you are able to discuss cyber bullying. It is okay not to know everything, it is okay to make mistakes. You want to have yourself coming in the conversation looking for. So you will not say they do not know anything with eyeballs. They will still say that anyway maybe. But, the more information you have shows them you respect them, it shows you have taken the time to learn. You are not going to get everything right the first time. Understand that youth are targets of cyber bullying or bullying are likely to deny that they are targets. Don't allow this to shut down the conversation. If you walk up to a youth and you say your, your, your child, your mentee, whatever, students work with. Say hey, are you being cyber bullied? I can tell you 99.9% of the time they will say no, and go back to the [ indiscernible ]. That is what is going to happen. If you have a conversation about your life open up, say hey, I'm having a hard time sometimes during this pandemic, I feel real cooped up and I miss my routine, how about you? They go oh it bothers me online some of the stuff I see. By the way, you are not the only people who are cyber bully. I work with a couple people and the last couple months who are adults or professionals who work in jobs or are committed to making the world a better place who are being cyber bullied by other adults who, or professionals who are in job making the world a better place. Understand this happens older people as well. Is not just exclusively young people. So they are going to deny that they are targets. They're going to say no, and go back to their phone. Again do not do the, do an open ended questions not a yes no question. But, even if they do go back to the phone say hey, yeah, this is what I've noticed about how I feel. It's really frustrating and I have not been able, I really want to go out and do things. I hate wearing a mask., Am doing it anyway and this is why. Uh, I miss going to restaurants, I miss going to the mall and having a lot of people being there. I miss crowds. I even miss my regular job, I miss Mike commute in, I miss my colleagues. I miss my boss that I used eight. I even miss that really, really lame person at work. So kind of open up the conversation, talk about where you're coming from. Also, assume, and this is hard for parents to hear. Assume that most youth with disabilities have been or are now experiencing cyber bullying. They will at some point, they are probably experiencing it now. Again, I am somebody with a disability I have several cerebral palsy and I walked all the time. Have a scooter using out. I remember being teased all the time because that is unusual gait. It wasn't so visible that I had a disability I just kind of walk funny. I was taught someone not to lie to my parents I did not lie to my parents about one thing. They would say to me are you being bullied? I would say no. Even though I knew they would see me being teased about how I walked and they knew that I knew that so they knew that I was lying to them it was kind of an open secret. I was just trying to protect them because I did not want to burden them, I did not want to embarrass them, I did not want to shame them. So it is [ indiscernible ] sometimes. Okay. The other important thing is when you have a conversation with the youth that you suspect is a target recognized to them that the youth who initiate cyber bullying are likely in pain as well. Now, they are probably not going to see that, they're going to see the person as a villain, I remember being bullied there was not cyber bullying back then, I'm going to date myself. I remember being cyber bullied and thinking they are the villain, they were even evil, they were bad. They are really [ indiscernible ] and what I want the world to know is they are bad people. But if someone had said to me as a use. There might be something going on in their life. Have you noticed them being excluded by their friends. There might be something going on in their home that we do not know about. They might be really frustrated also. Things might be really hard for them. Just recognizing that.

Recognizing that out loud when you're communicating with youth that you suspect might be targets. Acknowledge that you empathize with youth who are targets of cyber bullying and you might not have had this experience. You might not have, you probably haven't had the variance of being cyber bullied. Say this must be awful. This might hurt so much. Make it like, you do not want to center on your cell. Make it like something that is happened you. I remember the time when somebody made up the stolen necklace and that irony is it was a present from my mother, I was so embarrassed. This is back in the day because I'm older than dirt and that's what happened then. This must be a horrible for you. How does it feel for you? I have never been cyber bullied it must be worse. Educate me. Then the important thing if you've gotten used to admit that they are being bullied. Or if they have not admitted that they are being bullied yet, let's make a plan. I get they have cyber bullied ever. Even though I know cyber bully. I get that you haven't been cyber bullied ever. What would you do if you were. So that way they do not have to admit it, they do not have to cop to it they do not have to be embarrassed they do not to be ashamed. So what would you do if you were? What if your friend, asking for a friend, what if your friend was cyber bullied? What would you tell them to do? That is when you get into a interrupting, telling an adult, maybe using a tagline, maybe saying that is not cool, maybe deflecting a little bit. So that is the plan so the tool coming out for them is a plan they can use. It might be a hypothetical plan. Maybe they're telling the truth they have been cyber bullied or maybe they do not realize is cyber bullying. Sometimes that young children, they do not understand is cyber bullying. Sometimes kids with certain disabilities have a hard time recognizing cyber bullying. And, uh, I've noticed one student tell a story about she had autism. She was invited to eat with the popular kids for lunch. Trying to negotiate the middle school landscape their landmines everywhere. How do you negotiate the environment when your typical student are you have a disability that makes you hard to understand social cues. Actually she was invited to sit with the popular kids because they were reaching out to her and the school climate counselor knew that they were and knew what was going on and knew that they had [ indiscernible ] content but it's hard to know. Recognizing bullying is also an important part and understand that everyone might not be recognized when they are being bullied. Okay?

No CiPA. So we are going to have a plan. Youth who might initiate cyber bullying. They are not the bad guys, understand that. They may be doing hurtful, awful, terrible behavior that is really damaging to people and I do not want to mitigate that at all. But recognize they are in pain as well. So if you, if you know someone is initiated cyber bullying, if they are in school, understand their individual situation. I know school climate counselors know this in school climate people know this. But, talk about their individual situation. This must be awful and the pandemic. What's it like in my house, in your my house we are arguing with each other, what's it like in your house we are tripping over each other. You how much space you have at home, you have your own room, are you sharing your room with multiple siblings? Do you have one room, and you have a lot of space? Are you going out to the big, big house and Lopez of not talking to anyone. Again, recognizing that a global pandemic can be scary. User rejecting out all kinds of horrible things. We have all grown up of the apocalypse movies and we have all grown up with into the world movies. They are all worrying about that a lot so they might be worrying about that. Or if they not worried about that they are scared that they will not get into college that they get into because they don't do as well as on the SATs or something like that, something really ordinary or they will not be [ indiscernible ] at the mall or something like that. Asked them to consider the ramifications to the person who is being targeted. Asked them to think, how do you think that makes them feel. It was funny when you did it and you thought it was really funny and it was a funny line. You need to weigh how funny that line is against how much you have hurt someone else and how long they're going to remember that. Here I am I am older than dirt and I remember the time that somebody made up that I stole a cheap necklace that I did not. Asked them to consider the ramifications to themselves. How does it make them look to their friends? Does it make them look cooler does that make them look mean? How could it affect them getting into a college, how could it affect their career? Because what you put online is there forever. [ indiscernible ] a Snapchat is something like that but then it can be saved, once you put it online consider it there for all eternity. So it might have some personal effect on them. So, what you might want to do with them is also make a plan. Because guess what their students who cyber bully, you cyber bully that do not want to. So why did you do that? Well, what were you feeling like right before hand? What made you do it? I had another fight with my sister, mom and dad were fighting again. I just decided I could not take it anymore. I just got really stressed and felt really overwhelmed. Asked them to think about making a plan of what to do when they are triggered? Maybe their plan is to tell an adult, maybe it is to tell their friend, maybe it is, it is something realistic for them to do, maybe it is to talk, maybe it is to play music, maybe it is to go for a walk outside. Maybe it is to go separate from other people, maybe it is to join other people in the household. So ask them to make a plan for when they are triggered. So the best way to mitigate cyber bullying or any kind of bullying is to prevent it. So asked them to consider doing those things. Those are just a few of the things. Next slide please. Okay, now it goes to Christine.

Great. Thank you Melissa. So mitigating cyber bullying. Include anti-bullying strategies and we are thinking like the IEP's and the 504 plans. So really develop strategies even goals inside these documents will really help. The reason it will help is because, yes the schools are governed by that policy and law. But come on top of that now the schools are responsible for hearing, adhering to the IEP and 504 plans. Really including some anti-bullying strategies will help to put up rejection around our students with disabilities and are [ indiscernible ] population. They are morbid to this. But it will also help educators as well. I am talking to this about my own educator classroom Lense. It will help the teachers understanding what those [ indiscernible ] are inside the plan. So they have to implement them in their classroom. So it is another form of protection for the students as well. Next slide please. Okay, so a few minutes early on this but that is okay. We want to really open this up for kind of a question and comments and a kind of use must and myself, anyway we can help you. We hope that you guys have some great things that you would like to ask us. Uh, now, I'm not sure exactly Christine how would you like this. If they put their names in the chat box.

I want to see, thank you for that presentation both you and Melissa, it was great information. I took notes and I took away some things that I did not know before and, I, uh, is pretty well versed on this. So I want to go to Andrew and see if we have any questions in the chat that we can answer? Also this is interactive. You can also go ahead and if you want to ask a question you can unmute yourself am asked the question and we will, we have some experts here to answer those questions. So Andrew. I'm sorry.

This is Melissa. I just want to throw out there that Christine talked about incorporating, incorporating anti-bullying strategies into the IEP's and 504 plans be will be doing a webinar either at the end of December or the beginning of the fall on that this is part of a series. We have done this is a partnership a lot. This is specifically looking at the new world. Because students may be in school full-time, they may be in school part-time, they may be at home part-time Amma they may be at home full-time. I suspect it will vary. So we are going to look at the IEP and 504 first of all during the pandemic. Those plans secondly, we will be looking at an address specifically addressing bullying and [ indiscernible ] through the APN 504 plans pics that is something we are really excited about and we have done as a partnership before but, it will have a whole new flavor given that we are in these pandemic times.

Thank you.

Getting back to, uh, what Aristede has said before. We do have some questions. There privately messaging white they did not pop up in the chat. One of the questions was, uh, how do you know when just sort of teasing turns to bowling or is there really no difference?

If I can answer that is that okay?

Absolute.

What I would say is what we talked about before. First of all there is a difference. There is a legal difference. In order for it to be bullying it has to be intentional and it has to be repeated. It can be from the end of the school year to the beginning of the next year but, it has to be intentional and it has to be repeated. Again look to the slide, you're getting copied the slides between peer conflict and bullying. If it is amongst friends it is probably just teasing. If there is equal power it is probably just teasing. I do not mean to say just teasing, it might not be bowling. But, if it is people with an imbalance of power, it is outside the Fran group and there is no remorse is what you want to look for. There is not a bright line distinction between those two things that we look for. The other thing I just want to say is teasing really hurts. Teasing really, really, really hurts and so unkind words, also when you are saying slurs or unkind things about someone's disability that can merge into harassment. That is a whole other webinar that we can do. And that we have done, we have done lots of work around harassment in the partnership. So think about that as well. The difference between bullying and harassment just in a nutshell is bowling is repeated, harassment does not have to be repeated it can be once. Bullying must be intentional, harassment does not have to be intentional. Those are a couple of the key things. The example I use most of what I do in training is if someone writes the R word. I'm saying this out loud as opposed to in air quotes and I understand it is a horrible work, retard. Or someone writes that slur across the front of the school, it was only done once it was not repeated. It was not targeted an individual person. But, that is harassment. As opposed to bullying. So those are the things, does that answer your question a little bit? Is not really easy the more you can talk to the people involved is the better. Kristen can you add to that?

It just goes back to that slide you put up weather peer conflict or bullying. Sometimes even teasing can follow under the peer conflict side as well. Or you know it could take some mediation, adults could step into remedy. But, I think it also sometimes can have more of an empathy component to a. Where we can understand what we are doing is impactful to that person. We are really the bullying is that targeted, implicit, repeated, uh, steps that are being taken.

All right. Great. Uh, her I apologize for butchering your last name. I have a question about telling an adult. It could be they do not want to read out their friends, how do you conquer that attitude?

Thanks her. Thank you for coming first of all her. I will jump in and then Christine can jump in. I'm glad you are here. Uh, they do not want to rat out a friend on a basic level, on the school level you want to create a school climate that fosters interrupting bullying. Not ratting out her friend but interrupting bowling and you do that on a school climate level. When, uh, there is, when you're working with the youth and they are being cyber bullied they do not necessarily have to tell you who it is. They can report anonymously. If they report anonymously there is no consequences to that person. It is, it's interrupting more than ratting out. It's not so much I am going to school specialist and reporting you. Is like so-and-so is really stupid, she's really dumb and she's really stupid, it's like she is really good at basketball have you noticed that? That kind of reflection, that kind of interruption Christine.

So that's an excellent question I'm going to put on my [ indiscernible ] hat now. You hit the nail on the head. It is really that school climate piece. It's how is your system developed in the school. How comfortable our kids with, with approaching adults, those relationships. Are they really Madewell or they fractured with mistrust? Because against dudes especially students with disabilities can be so apprehensive about adults, the consequences of approaching adult can be actually bigger than the bullying and teasing. How is your system set up within your school? How are you building, that positive kindness school climate as much as you can. How do students and adults know who to go to at what time? The more students and adults know this process the easier it will be for students to access adults at the right time. Now we are talking about cyber bullying especially in the virtual world that we are in. It takes a little bit different turn. Now the virtual learning is not a person in the schools. So a lot of districts did not have system set up for trying to track, monitor cyber bullying, even happening on the virtual learning platforms. It's something we have to improve upon because students and families do need to know who to go to at the school. The school still has a legal obligation even with distance learning. To meet the needs of the students and protect them against bullying. So I would first step, is really look into the district, the schools to see what plans they have in place. Those plans for bullying and cyber bullying are in place. What policies in each district is in place? To support them. Policy [ indiscernible ] that is going to actually be the lands, uh, of what schools have to do and are required to do. A lot of those policies have to also bridge over what the state statutes have in place. I am a Board of Education member in my district so I [ indiscernible ] have to put on. We have to aligned to the state statute. So she would your district has and what your policies have gone. Again the relationship the climate of the school. May I say something in your Melissa.

When you're talking about school climate uh, would you be able to speak a little bit about the [ indiscernible ] alliance maybe that can have a little bit to do with this conversation?

Thank you I certainly well. Kristen Christina can you see what say what PBI S is.

I do apologize with my acronyms. There acronyms.

I do it all the time.

So those who do not understand it really I am using this acronym but is really the system and framework I'm speaking a. But his positive behavior intervention and support. What it is talking about really yes our systems for tier 1 and what we are putting into place in a positive school place climate. Positive expectation and [ indiscernible ] focus Polk. That we are also providing very research-based intervention for students who volunteer [ indiscernible ] not meeting those expectations. So when we talk about the whole idea, the bowling an intervention, that is something school should be building it already to their support that are they are giving and how to address both the victim of bullying and the perpetrator of bullying. I'm sorry.

Melissa I'm glad to answer Christina's question. The all abilities alliance is one of my favorite things to talk about. The all abilities alliance is an initiative of the partnership. I started working as a consultant with the partnership in 2012. And, uh, they cannot get rid of me. I just keep coming back. Coming back and I will leave. We started working on anti-bullying initiatives and were educated adults like we are doing today. We talked to cyber bullying we talk about in person bowling, we talked about incorporating anti-bullying strategies into IEP and 504 plans. We created that. In the back of my mind is what about the youth? I am very pro-youth led learning and is just my educational velocity velocity. Uses everything to me. What we started to do is we started agreed a group called all abilities alliance. It is modeled on the [ indiscernible ] alliance. So students with and without disabilities who are passionate about disability rights as a social justice issue and disability is a social justice issue. It is not for all students with disabilities it is not for all students. If students are interested in disability and social justice issue. They come together, they can now come together virtual because we all know how to use Zoom meetings and we all know how to do all kinds of games and all kinds of platforms. We not do that. They can come together virtually or they can come together in person back in the day when we did that say February 2020. And get together and do things to educate their school. They can do things to educate the community and they can educate themselves. One district I work, one school I work with, we do [ indiscernible ] days where they have everyone sign a pledge to basically go beyond awareness of but, to acceptance with people of disabilities. Judge people with having

disability. Then they went on to procedural conference with workshops. They have had guest speakers come in. Or could be with young children in elementary school, an older student reading a book about disability and disability awareness younger students. So there all kinds of things the groups can do, they can do with what they want with the. One [ indiscernible ] and Woodstock made an award that he winning video, I had nothing to do with it. I get an email from the adult advisor saying, uh, saying oh the students won this award can you come to the presentation. I was lightweight I did not know they made a video. At that moment as an adult when you see a video about disability issues and were you when you're about to see a use made ability with disabilities. There is okay, I hope they did not say anything that I wouldn't, that I wouldn't want them to say. I hope it's okay, it is youth that are doing it. I watched it and it was just about perfect. Not to brag about it I had nothing to do with it. Working with students all across the state has been really exciting. It is for all students will all kinds of different disabilities. One thing is it is a place where people can come out as having a disability. Maybe I am learning disability and I'm embarrassed about that, I am uncomfortable at having [ indiscernible ] a disability. But I go to the disability alliance and I learned that's okay. I was in a room where you had the alliance from high school of to middle school and [ indiscernible ] is Hartford. And they talked, everybody is introduce themselves enters really a new meeting of the Hartford. The student said, uh, is it okay to tell you if I have a disability. If you want to it is your choice, I have autism. As a first time he had ever said that out loud without being ashamed. All right great, thank you for sharing that with us. So those are the kind of things that come out with of the alliance. We had another student Haddad decided to go into special education because of it. Is really, really exciting. [ indiscernible ] about those alliances. I do not know where we stand with that but I am also willing to talk with someone and give them tips. So thank you Christina. My favorite subject and all world.

All right thank you for that. Moving on Darcy Hudson is not doing enough in regards to bullying policies. Christine you.

Going back to [ indiscernible ]. Depending on the policy again it goes back to reading the policy. The policy does not match the state statute than the conversation piece needs to happen at the board education level. But, as far as, uh, the school we have to look into exactly what their process is for investigation. Sometimes investigations take time. Again if the investigation does not happen to begin with. Then you do have to reach out to the school and really communicate with them. Communicate them that the superintendent's office of it is getting to a level where are you are not getting a feedback from the school. That's what you're looking for. Again having legal mandate. Outside of that there is a lot of [ indiscernible ] places that you may reach out to if you feel like even now [ indiscernible ] which is different [ indiscernible ] because I'm still not getting what I need you. You can always reach out to the Board of Education, however, it really only could be a written statement that says if we have to turn and see how the superintendent is handling it. Is really their responsibility to handle overall. They are the chief operating officer of the school. You really have to follow and make sure those procedures. If they are not even investigating or they started and it kind of dropped, uh, then you do have to kind of push. I would see be the biggest advocate for your kids that you can be. Because that is how change happens. Then again it is their obligation to, uh, to research it and to really develop the investigation.

Again this is Melissa thank you Christine. I think also be in the best advocate for your kids is really important. Also teaching your kid to advocate for themselves. Empowering them to add the Kate for themselves. Because pretty soon you're either going to be in the world working or they are going to be going to college or they are going to be in another program and you are not going to have as much direct influence. So, teach your child to advocate for themselves even from a very young age as soon as you can. The good news it's never too late to start teaching to advocate for themselves. It is something you have not focused on you can start right after the webinar. Do not beat yourselves up for not doing it yet.

I agree with you, I have to second that. Really teach them that their value, they have amazing value of themselves. Amazing talents and abilities bringing to the table. To really reiterate that that no one has the right to take that value from them. Uh, and just bringing a point. Talking to them about how to speak their value, what is [ indiscernible ]. To really advocate for that.

All right, we have talked a lot about cyber bullying between peers, but, there is another question about what to do when teens feel bullied by adults?

Oh that is a good one. This is Melissa. It is outside of the anti-bullying law but, I think it depends on who the adult is. I think if it is an adult that comes to the schools and you go to the school you talk to the school climate specialist and you do all those things, uh, is really tricky. If someone is saying something inappropriate you teach, your kid or the student to tell you. One time my daughter, foster daughter who is living with me now who is an adult now. She was online and she was, someone made inappropriate advances to her and say he was 40 something years old and gave the state in town he lived in. She knew that it was safe to come to us. She came to us and said this guy is online. She just got off and said icky. My husband

Lynn said I'm her father what is your problem? We went to the police and the police stopped him, stopped him down and later interviewed my daughter with her, with her bio mom together and interviewed her and talk to her about it so that yes this is how she stuck. The stink they got the guy. Because the truth had given his correct address and his agent's name. So you want students and youth, children to be able to come to you and say that it is happening. Then you are dealing with the. If it is adult you are a stalker, there is one step you take there. If they are bringing up inappropriate sexual [ indiscernible ] that is when you bring a please. But, if it is someone, that is avoiding the person, his diversion, it's unfriending them, is getting away from them. The Facebook thing an older person term I use but getting away from that person and strategizing and saying to your kid, okay, if this is something, someone your age I will would you do? Make them be the partner in this. Christine you have other thoughts.

I would love to add document, document, document. Especially that cyber bullying right, keep screenshots. Especially if it is in writing. Absolutely the school has an obligation in the newness uh& Doing it anything from what seems to be bawling to totally inappropriate. Run right away, agree with Melissa especially [ indiscernible ] towards that place. Contact the please, contact the school. Keep any documentation that you have. But, sometimes is just outside of that. Bowling and really horribly mean behavior. Please document that and advocate. It does happen, Sally sometimes a little more than we suspect.

All right. Well thank you and we are just about it time here. So I will go ahead and end this back over to Aristede.

Thank you, next slide please., So, we have some resources here that you want to, deftly check out. We got some great information from our presenters today. I am taking away a ton of information, upstanding is something I learned today. Instead of by standing. So that is something I'm going to take away also with developmental relationship between youth development and the types of devices and social media that they use. So Melissa you outline that really good for me. Here are some other resources that you could, uh, you can, uh, tune into. So the national Association of school psychologists. Cyber bullying intervention and prevention strategies. You can check that out. Here are some links to some other websites. Pacer.org was mentioned a couple times. Www.bowling.org is also a great place to get more information. Next slide please. So, for our presenters today the contact information is right here on the screen. And, uh, what I am really encouraged by that this is going to be recorded and up on her website, the governorates prevention partnership@preventionworkCT.org. So if you want to come back, submit out to their friends at that time. If your mentors and your online here in our prevention folks are here as well. We can share it. In your list. Their contact information is here. If, uh, they both, as they both stated if you want to contact them just ask a question or get some more resources they will abide you. And, uh, for more information you can contact the government for prevention should. My name is Aristede held the program mentoring manager here. You can also contact me and I can [ indiscernible ] contact with our great presenters. So my contact information is here. Aristede onhel@prevention works CT.org. After these webinars I always, you know, get, more messages from the people that are participating. If you love to contact us please do so. And connect with us on our, different social media platforms., Uh, we have instagram, twitter, we have YouTube channel, please go check out her webinars. Their Facebook page, where you can interact with us. And follow us on her website prevention works CT.org. I want to, uh, urge you all to go to our different platforms, uh, we have a coronavirus page that has come is full resources and you would definitely have some opportunities to get those to share with your friends. Uh, again I want to thank everybody on the governors prevention partnership that is on the line today. Good to see everybody, our leadership is here. As well as, uh, our interpreter. We want to thank everybody for participating and all of you for coming in and spending this morning with this. Getting some really good information that I am going to take to the people I talked to in the mentoring field on the prevention folks will do the same thing. Again thank you and, uh, have a great rest of your day.

Actually Aristede before we conclude today's presentation , I think there is a zoom Paul.

Oh there is a zoom poll. Thank you for, uh, let us know. It we can launch simple, great. We have an evaluation Paul, here. Please, uh, we would like everybody to participate in the poll. So our communications folks will definitely let us know how that is going. Andrew nation have been great today. We really appreciate there, uh, oversight of this. Webinar. We want to thank them again. For the hard work that they do behind the scenes.

Thank you everyone, thank you Melissa, thank you Christine before everyone else's today and you can just please take a moment to answer the two or three questions we have in our evaluation Paul. The state, the data that we collect is crucial to our funding. We would like to report back to our funders, uh, how we are doing and we also would like to hear from you all on what we can learn from today's presentation looking forward to communication side. We thank everyone for joining us today. On, thank you again Melissa and Christine. It is so good to partner with SERC and always a pleasure to have you Melissa. Thank you.

Thank you it was a pleasure to be here today.

Thank you so much it was a pleasure to work with all of you is always. Thank you Christine.

Thank you Melissa.

The polling is all done.

Okay great. While that concludes our webinar for today. Thank you very much everybody for attending.

Enjoy the rest of your day.

Thank you you also.'s

Thank you you as well.

[ Event Concluded ]