



Bullying & Adolescent Mental Health

Ms. Stankiewicz and Ms. Limbeck
EPHS Social Workers



What is bullying?

- Aggressive, unsolicited behavior that involves an imbalance of power used to control or harm others - the person and the person bullying
- The behavior is intentional and repeated over time
- The actions of bullying can be physical, verbal and emotional
 - Examples include name calling, threats, taunts, inappropriate sexual comments

Cyberbullying

- Bullying that uses technology
 - Texting, chat/instant messages, websites, gaming, email, social media
- Can take place anywhere, 24/7
- Information can be posted anonymously and distributed quickly
 - Once posted it cannot be deleted
- Cyberbullying includes:
 - Flaming - messages with angry / vulgar messages about another individual
 - Harassment - repeated insulting or threatening messages creating an uninvited or hostile situation
 - Cyberstalking - following someone continuously, with text messages, social media comments, streaks, etc. and posting messages of harm
 - Denigration - attaching the reputation of someone online, such as spreading cruel rumors to damage their relationships or reputation

How prevalent is cyberbullying?

- 93% of teenagers (age 12-17) use the internet ⁽²⁾
 - In 2010, 73% of teenagers use social media/social networking sites such as Facebook ⁽²⁾
 - In 2008, 43% of teenagers report exposure to cyberbullying ⁽³⁾
 - But only 1 in 10 of those exposed to cyberbullying reported this to their parents ⁽³⁾
- More females are cyberbullied (59%) than males (41%) ⁽⁴⁾
- Those engaging in cyberbullying spend more time online than other teens overall ⁽⁴⁾
 - 34% of those who have been involved in cyberbullying have been both the one who has been cyberbullied and the one who has cyberbullied ⁽⁴⁾

What are the risk factors of those involved in cyberbullying?

Roles individuals can play: individual being bullied, individual doing the bullying, those that witness the bullying

- The individual doing the bullying may:
 - 1. Have social power/be concerned with popularity
 - Like to be in charge.
 - May not recognize the harm of their actions.
 - 2. Be isolated, have low self esteem, less involved in school and may be pressured by peers
 - Such individuals may be easily frustrated and/or aggressive.
 - They may experience issues at home, school and other environments, and have less parental involvement.
 - Desire of revenge.
- The individual being bullied may:
 - Be perceived as being different from others
 - Seen as weak or unable to defend self
 - Be isolated and have a few friends; have low self esteem
 - Experience difficulties socializing with others



What are the effects of cyberbullying?

- Use and/or abuse of alcohol and/or drugs
- School refusal or skip school
- May also experience in person bullying
- Poor academic performance
 - Loss of interest in school
- Health problems
- Engage in other riskier behavior
 - Running away
- Sudden loss of friends or avoidance of social situations
- Low self esteem
- Loss of interest in activities



- Increased anxiety and depression
 - Self injurious behavior
 - Suicide ideation
 - Feeling hopeless and helpless
 - Changes in eating and sleeping patterns
- Those doing the cyberbullying may also have lower empathy
- Not only are these the effects of cyberbullying but they are potential warning signs for adults to be aware of when identifying cyberbullying in youth

Other potential warning signs of cyberbullying

- Youth becomes upset if they cannot use their technology or are upset after the use
- Appears nervous while using phone/computer
- Youth avoids discussion of what they're doing
- Becomes withdrawn
- Long use of phone/computer, particularly long into the night
- Switches screens or turns off phone rather quickly

Why don't youth inform adults of cyberbullying?

- Many youth are afraid to report the cyberbullying due to fear parent might take away their technology/access to technology
- They may be or perceived to be no support at home, school or the community
- May be unsure of who is targeting them
- May be blamed or may be told to “ignore the situation”
- May feel parents/educators responses may make the situation worse
 - May be willing to approach adults and/or peers who seem willing to listen and offer support
 - School counselors and school social workers

What can we do to intervene to those being cyberbullied?

- Respond quickly and consistently
 - Make sure the youth are safe and any immediate medical or mental health needs are addressed
- Stay calm and model positive behavior when addressing the bullying-child and adolescents see all we do!
- Listen openly, specifically listen without blaming
 - Try to understand what happened and collect all information possible-keep documentation
- Provide support and validation
- Discuss and resolve the situation by developing a plan
 - Involve the school if this persists and cannot be resolved without help
- Be persistent as this may take a while to resolve
- Follow up with the adolescent

What can we do to intervene with the individual engaging

- Youth who bully must know what the problem behavior is and how it harms others
- Once again, be calm and model respectful behavior when informing them that bullying/cyberbullying will not be tolerated
- Talk with the youth to understand why they engaged in the bullying
 - Listen!
- Provide consequences to teach that the behavior will not be accepted
 - School to follow their policy
 - Consequences that involve building empathy can help stop bullying
- Help the youth see how their behavior and actions affect others
 - Help engage them in repairing the situation
- Follow up!

What can we do to prevent cyberbullying? (P)

- Start a dialogue and talk to them regularly
- Create a positive online environment
 - Teach “net-etiquette” and online safety to ensure they understand how technology can be used prosocially and beneficially
 - Help them be smart about what they post
- Establish rules about appropriate use, what is off limits and collaboratively determine consequences if rules are violated-example create a “family internet use agreement”
 - Create a plan on what to do if they encounter a situation that makes them feel uncomfortable
 - Make sure they understand technology won’t be revoked if they disclose they are being cyberbullied and allow them to report this safely

What can we do to prevent cyberbullying?

- Get to know the sites they use, their online activity, and their phone usage
 - Ask questions and supervise
 - Websites for parents to learn about social media usage and ways to keep their youth safe: Net Cetera, Connect Safely, Common Sense Media
- As a responsible parent, you may review their online activity and communication if you think there is valid reason for concern
 - Make sure this is in your “internet use agreement” if it’s discussed and agreed upon
 - Make sure youth is aware you are reviewing their activity
- Encourage them to talk to you or another trusted adult
- Model positive behavior
- Encourage them to engage in activities and interests they enjoy



What can we do to prevent cyberbullying? (S)

- **School to take a whole school/community approach vs. individual approach**
 - Provide education on bullying/cyberbullying to all students and staff
 - Curriculum example: Cyberbullying: A Prevention Curriculum for Grades 6-12 by Hazelden
- **Assess bullying/cyberbullying**
 - Get to know what's really going on
 - Determine the frequency of bullying, effectiveness of current school intervention and prevention
 - School culture and climate
 - Use information to help make positive changes
- **Engage parents and students to help create and maintain a safe environment in the school**
 - Students can help develop policies and procedures, communicate bullying prevention with their classmates and promote positive through their leadership
 - Parents can participate in providing input and engaging in school development events
- **Integrate policy and procedures addressing bullying into school climate and culture**
- **Provide a safe and supportive environment**
 - Establish a respectful environment in and outside the classroom
 - Train school staff on how to intervene appropriately and adhering to school policies

Let's educate adolescents about cyberbullying!

- Those that know what cyberbullying is can better identify it and may be more ready to take action
- Encourage them to talk to a trusted adult if they or someone else is being cyberbullied
- Discuss how to stand up to those cyberbullying - help them create a plan



Interventions

- Consider connecting the adolescent (both the individual being bullied and the individual engaging in the bullying) with a school social worker or school counselor
 - Linkage to mental health services outside of school for counseling
- Be there to listen, support and help them
 - Avoid self blame
 - Ask them what they've tried to do and praise their efforts in trying to resolve situation
 - Help connect with peers who have shared interest and experience
- If there is an immediate crisis and they mention they want to hurt themselves call a crisis line, 911 or take the adolescent to the nearest emergency room
- Counseling:
 - Counselor will provide trauma informed interventions in addressing the bullying and its effects:
 - Symptoms of depression, anxiety and potentially PTSD
 - Counseling will also help develop:
 - Self awareness, social awareness, responsible decision making, self management and relationship skills



E-Cigarettes, Vaporizers, THC Pens



What are they?

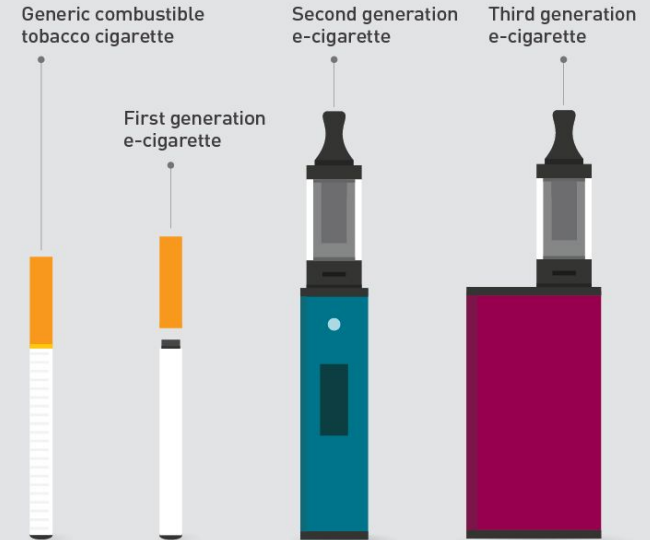
- Devices that heat a substance and produces a vapor.

How Does An E-Cig Work?



quit-smoking-comparison.com

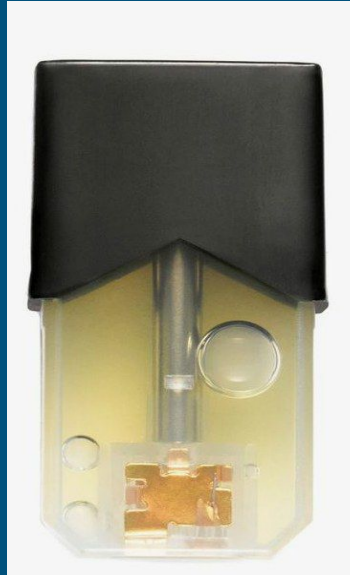
Evolution of the e-cigarette



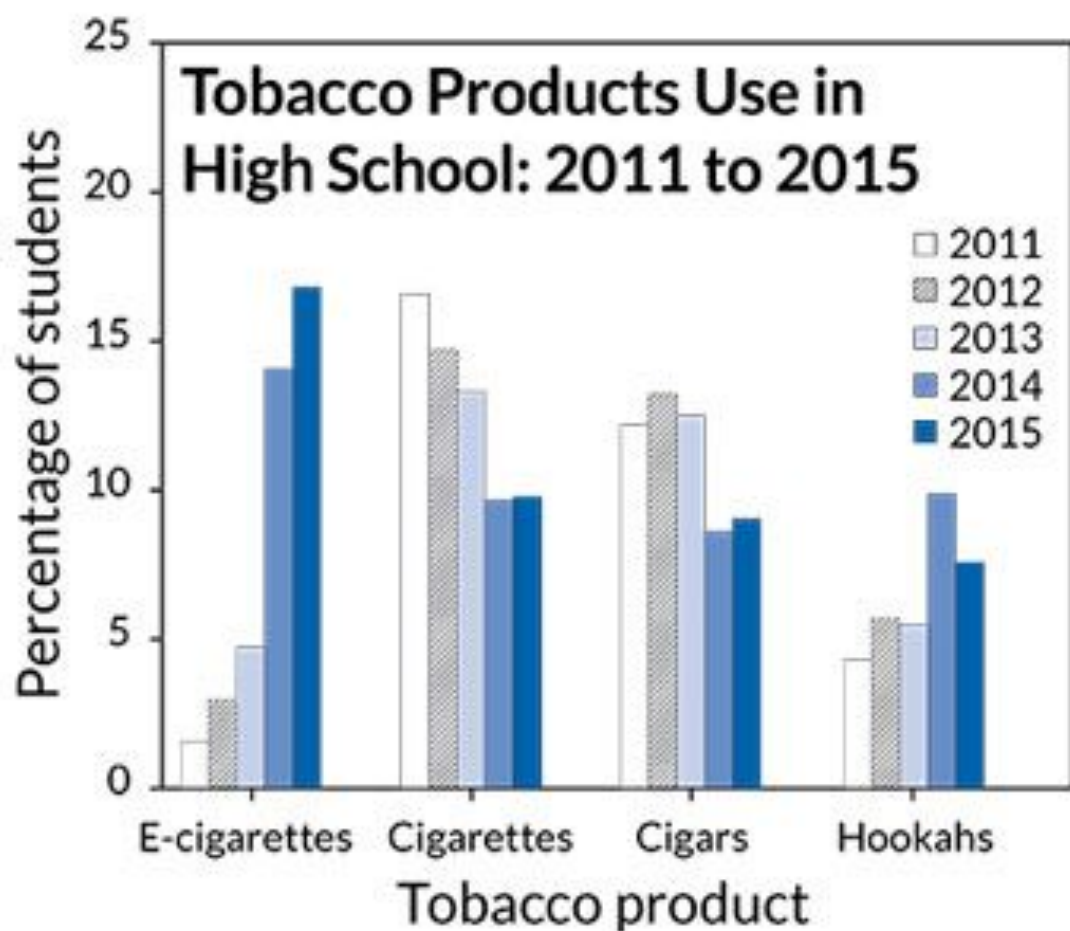
Shown to demonstrate approximate scale

Source: National Academies of Sciences, Engineering and Medicine, Public Health Consequences of E-Cigarettes

Wet/Dry Vaping



- Cartridges = wet –
Refillable or closed
 - Cannabis or THC wax
= dry
 - ...most of the time
-



Juul



Appeal to Adolescents



- Easy to conceal use
 - No odor
 - No smoke
 - Can use in the bathroom, or discreetly in a classroom
 - Juul looks like a flash drive
- Marketing advantage
 - E-cigs not included in Tobacco Control Act of 2009

- They aren't as bad for you as combustible cigarettes – But they're not good for you either
- They are habit-forming via nicotine – And socially reinforcing through vaping culture
- They are a significant risk for looping new kids into cigarette smoking

Cancer-causing chemicals in e-cigarette vapor

CENTER FOR
TOBACCO
CONTROL
RESEARCH &
EDUCATION

1. Benzene
2. Cadmium
3. Isoprene
4. Lead
5. Nickel
6. Formaldehyde
7. Acetaldehyde
8. Toluene
9. N-Nitrosonornicotine
10. Nicotine

THC Vape



Cannabis use in kids

- Increased risk for addiction
- Higher dropout rates, school disciplinary problems
- Lower lifetime earning potential Diminished IQ (6-8 points)
- Impaired judgement
 - Increased risky sexual behavior
 - Psychotic breaks – Increases with higher % THC

Credits

Bullying presentation provided by Leyden Family Services.