2026 Bullying Prevention Month Toolkit

The Center *for the* *Prevention of Child Abuse*

CPCA

empowering & protecting children

CONTENTS

3 Introductions

Mission 4
Purpose 5

6 Understand Bullying

What is Bullying? 7
Types of Bullying 8
Cyberbullying 11
Effects of Bullying 12

13 Teaching Safety

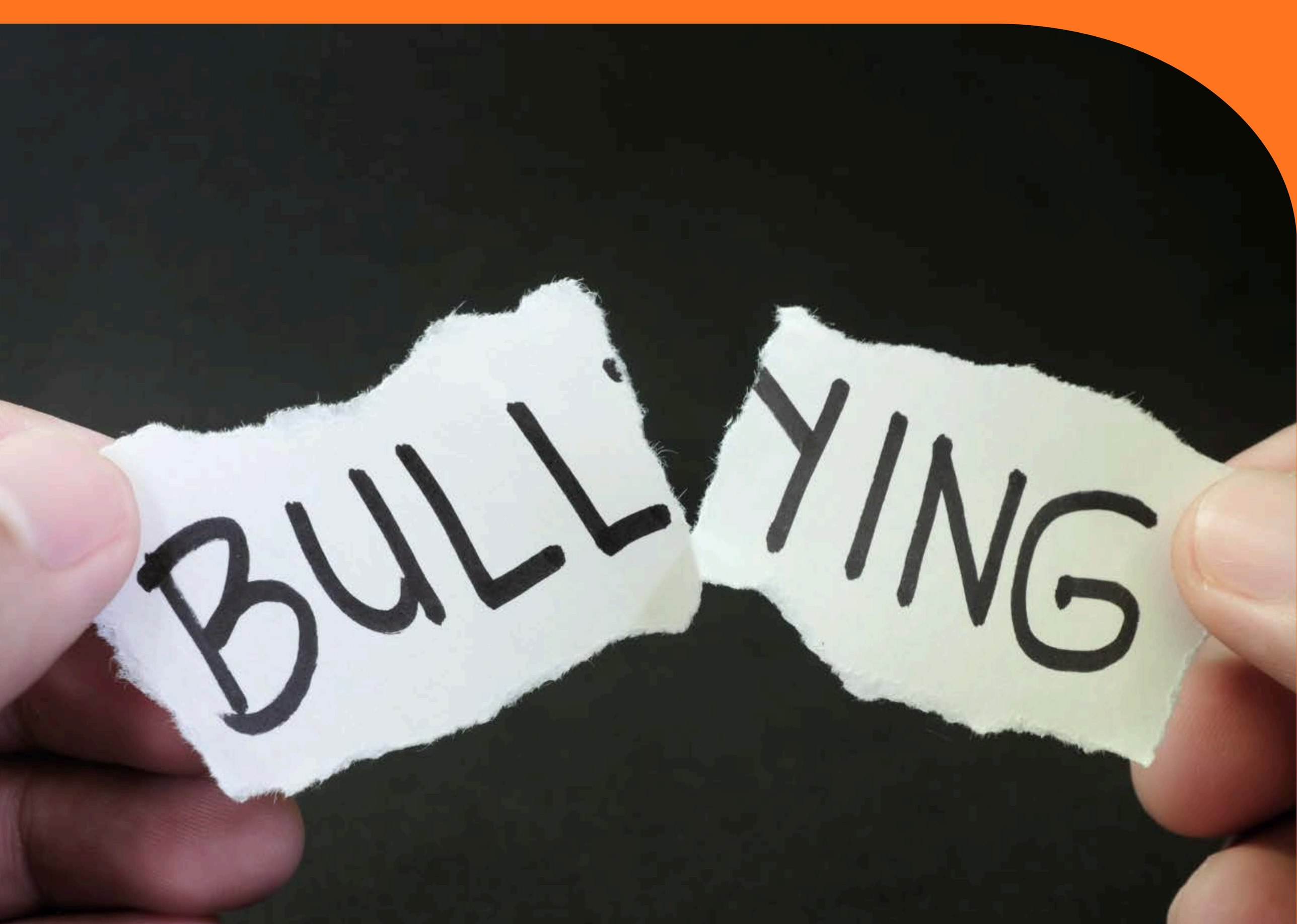
Starting the Conversation 14
Identifying Safe Adults 15
Choose Kindness 16
Being an Upstander 17
Helping Kids Build Belonging 18

19 Resources

Recognize. Respond. Report 13
Supporting Youth Further 29
Activities to do With Kids 39

49 Stay Connected

INTRODUCTION



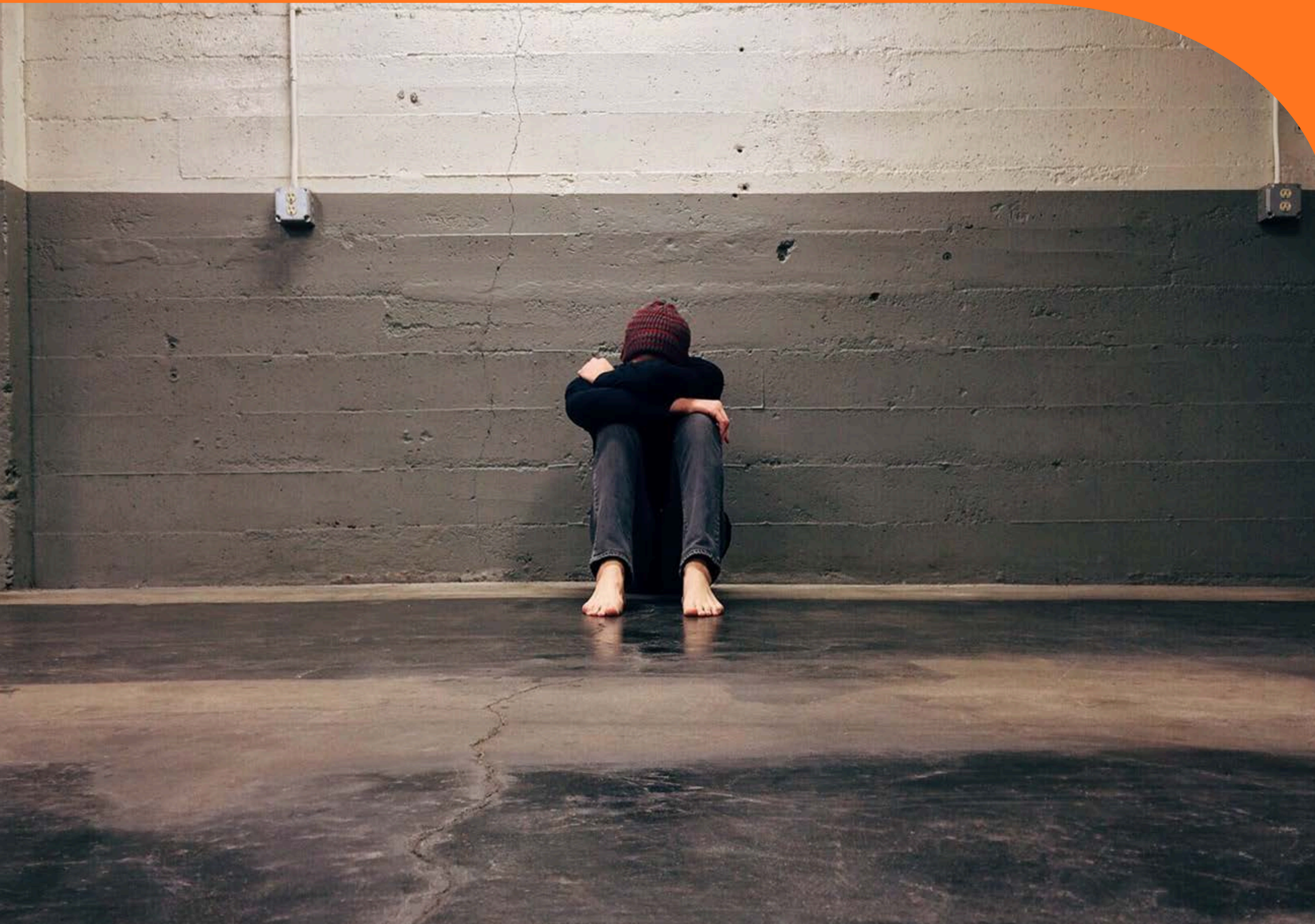
The mission of the Center for the Prevention of Child Abuse (CPCA) is to prevent child abuse. In honor of Bullying Prevention Month, we are highlighting ways to prevent bullying and promote safe, nurturing environments for children. By providing education and resources, we can help families and communities recognize warning signs, understand risks, and take steps to protect children and support their well-being.





CPCA has created a free toolkit to give you the information and materials needed to raise awareness in your schools, organizations, and communities. This toolkit includes infographics, resources, handouts, and age-appropriate activities designed to teach children about personal safety and healthy boundaries. It also provides guidance and resources for caregivers, educators, and community members to recognize and respond to signs of bullying, ensuring that every child has the opportunity to grow up safe, supported, and protected.

Understanding Bullying



What Is Bullying?

Bullying is unwanted, aggressive behavior that involves a real or perceived imbalance of power. It happens more than once or has the potential to happen again.

An Imbalance of Power: Someone uses physical strength, popularity, access to private information, or another advantage to hurt, intimidate, or control someone else.

Repetition or the Potential for Repetition: The behavior happens repeatedly, or there is a chance it will happen again.

Bullying is never the fault of the child experiencing it. Everyone deserves to feel safe, respected, and supported.
Even when hurtful behavior does not meet the definition of bullying, it still deserves attention and support.

<u>Types of Bullying:</u>

1) Physical
2) Verbal
3) Social

Physical Bullying

Physical bullying involves using physical actions to hurt, intimidate, or control someone, or to take or damage their belongings.

What Can It Look Like?

- Hitting, kicking, punching, or throwing things
- Shoving, pushing, or tripping
- Hair pulling, spitting, or choking
- Taking or breaking someone's belongings
- Using physical force to block someone's way or keep them from leaving



Verbal Bullying

Verbal bullying involves using spoken or written words to hurt, intimidate, threaten, or humiliate someone.



What Can It Look Like?

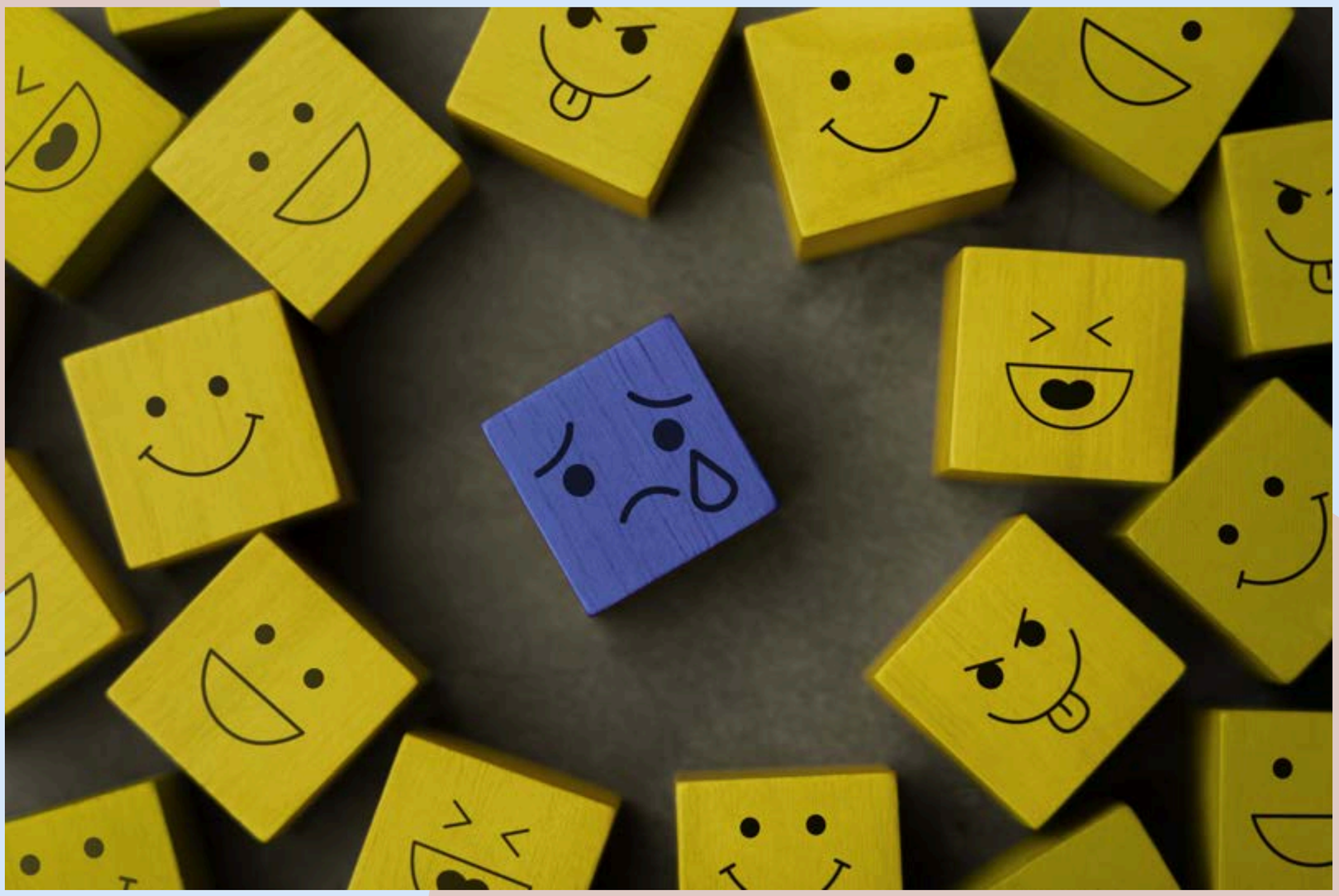
- Direct Insults and Name-Calling: constant criticism, mocking, and ridicule
- Manipulation and Control: gaslighting, blame-shifting, guilt-tripping, and silent treatment
- Intimidation and Threats: yelling, screaming, threats, and condescension

Social Bullying

Social bullying involves harming someone's friendships, reputation, or sense of belonging. It can happen openly or behind someone's back.

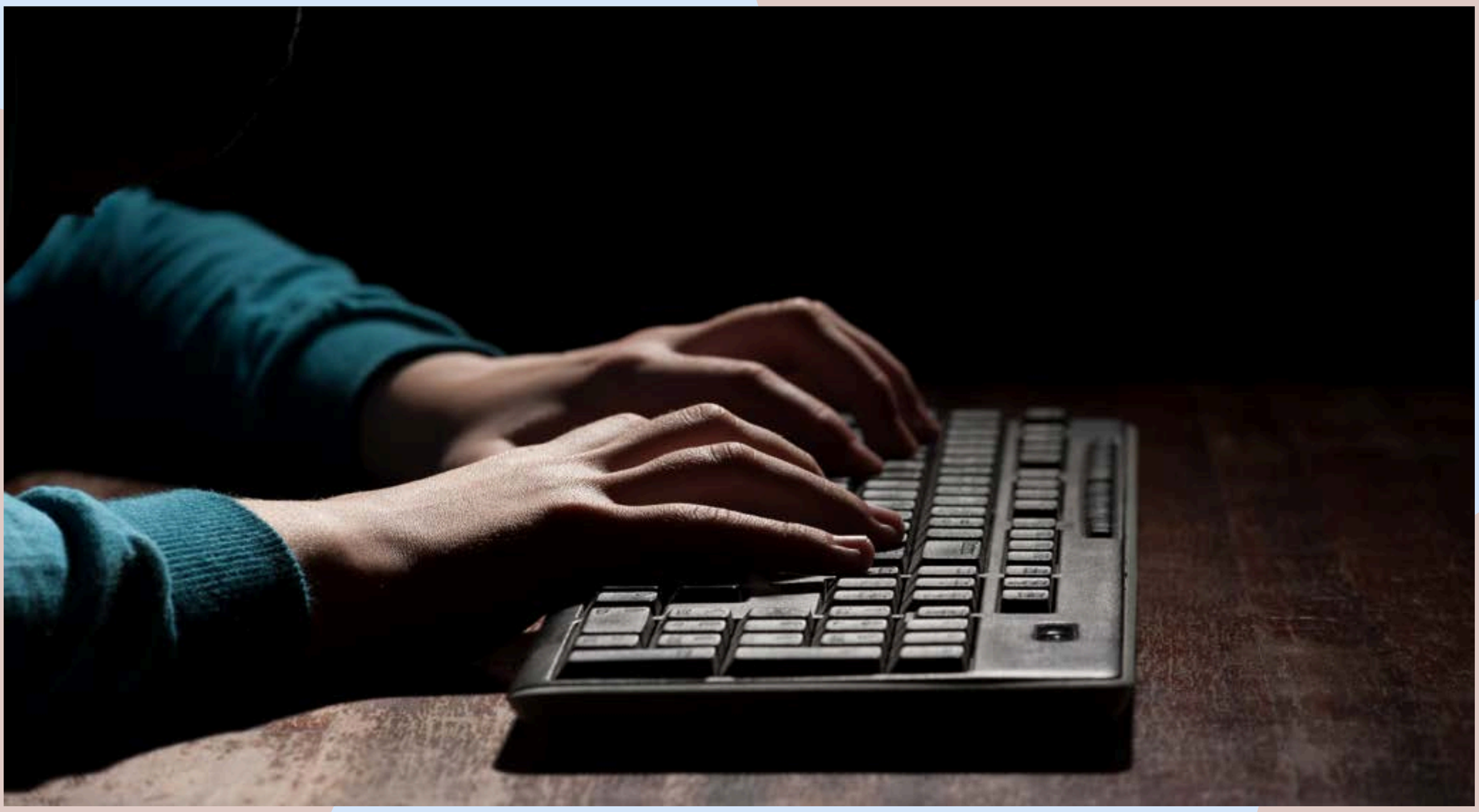
What Can It Look Like?

- Spreading rumors about someone
- Deliberately leaving someone out to hurt or control them
- Telling others not to be someone's friend
- Publicly embarrassing or humiliating someone



Cyberbullying

Cyberbullying is bullying that happens through technology, including text messages, group chats, social media, and online games. It can involve harmful content being posted or shared repeatedly, reaching someone even when they are at home.



What Can It Look Like?

- Sending hurtful messages or threats
- Posting or sharing rumors, embarrassing photos, or private information
- Creating a fake account to impersonate or humiliate someone
- Encouraging others to target someone online
- Deliberately excluding someone from an online group to hurt them

Effects of Bullying

Bullying can affect how children feel about themselves, their relationships, and school. Every child responds differently, and the effects may not always be visible.

Friendships & Belonging: Children may pull away from friends, avoid group activities, or feel unsure about whom they can trust.

School & Learning: Children may have difficulty concentrating, participating in class, or completing schoolwork. They may feel afraid to go to school.

Feelings & Confidence: Children may feel sad, worried, embarrassed, angry, or alone. They may lose confidence or begin to question their self-worth.

Physical Well-Being: Children may experience headaches, stomachaches, changes in sleep or appetite, or other signs of stress.

These changes can have many causes. Start a caring conversation rather than assuming bullying is happening.

With support, children can rebuild confidence and feel safer. Listen, remind them that bullying is not their fault, and work together to get help.

Teaching Safety



Starting the Conversation

Regular, caring conversations give children opportunities to share their experiences and ask for help. Choose a calm moment, listen without judgment, and let children know their feelings matter.

Questions for Younger Children:

- Did you feel included today?
- Has anyone made you feel hurt or unsafe?
- Who could you ask for help?

Questions for Older Kids & Teens:

- Have you seen someone being targeted in person or online?
- What makes asking for help difficult?
- How can adults support you?

Tips for Adults

Listen before offering solutions. Avoid minimizing concerns with phrases like “Just ignore it.” Thank children for sharing, ask what support they need, and explain what you will do next.

Identifying Safe Adults

Talk with your child about adults they can turn to when they feel worried, uncomfortable, or unsafe.



Explain What Makes An Adult Safe

Identify Their Support Network

Practice Asking For Help

Remind Them To Keep Telling

Choose Kindness

Everyone deserves to feel safe, respected, and included. Choosing kindness means thinking about how our words and actions affect others.

Teach Healthy Boundaries

Explain that kindness includes saying “no” and asking for help. Children do not have to accept hurtful behavior to be kind

Notice Specific Choices

Instead of simply saying “Good job,” try: “You invited someone to join. That helped them feel welcome.”

Model Kindness

Let children see you listen, offer help, respect differences, and speak kindly, even when you disagree

Practice Everyday Actions

Discuss ways to include someone, check on a classmate, or respond without laughing at hurtful comments



Being An Upstander

Teach children safe ways to support someone experiencing bullying. They should not feel responsible for stopping it alone.



Talk Through Their Options: They can tell a safe adult, check on someone privately, invite them to join an activity, or avoid sharing harmful posts.

Practice What to Say: Use fictional scenarios to practice phrases such as: “Do you want to come sit with us?” or “Let’s find an adult who can help.”

Follow Through: Thank children for speaking up, take their concerns seriously, and check back with them. Helping should never require a child to confront someone or risk their own safety.

Help Kids Build Belonging

Adults create the conditions for children to feel welcome, respected, and able to participate.

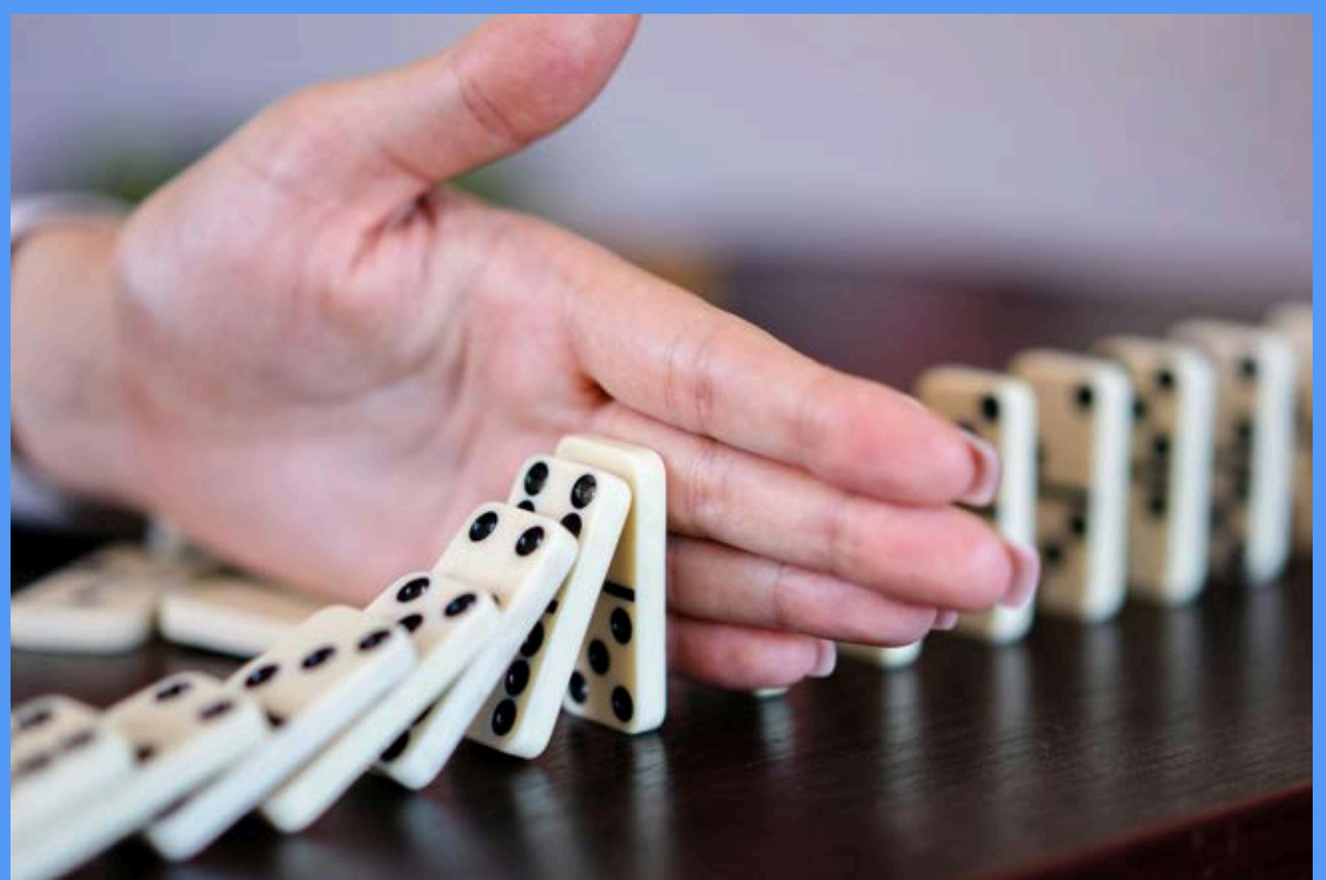


- **Create Opportunities to Connect**
- **Teach Respect for Differences**
- **Address Exclusion**
- **Listen & Adjust**

Resources

Recognize. Respond. Report.

- Identifying & Reporting Bullying & Cyberbullying
- Bullying Prevention 101
- Bullying Warning Signs
- Responding to Cyberbullying
- Bullying Prevention Guide
- Bullying Victimization Map



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FOUNDATION FOR CHILDREN
PREVENTION EDUCATION PROGRAMS

IDENTIFYING & REPORTING BULLYING AND CYBERBULLYING

It is important to understand the dangers regarding bullying, cyberbullying, and digital abuse, as well as related indicators, because children often do not report these behaviors.

1 in 5 students experience bullying, and 5 in 10 experience cyberbullying.

1 in 3 teens consider the Internet as important as air, water, food and shelter.

Bullying is repeated acts of hostility or aggression where there is a real or perceived imbalance of power and the victim cannot defend himself or herself.

There are 4 types of bullying:

- Physical Bullying: Physical force or contact, such as, kicking, or shoving.
- Verbal: Name-calling, teasing, or threatening.
- Social/Relational: Aims to damage someone's relationships or social standing, such as spreading rumors or excluding others.
- Digital: Also known as "Cyberbullying."

Cyberbullying is repeated, threatening or harassing behavior that occurs online via the Internet or cellphone and can include:

- Sending harassing messages
- Posting false information
- Posting private pictures
- Gaining someone's trust to impersonate them and post their private information online

It differs from traditional bullying by being potentially anonymous, reaching a large audience quickly, and the content being difficult to remove, which can make it more hurtful. It can cause significant emotional and mental health issues, and sometimes it crosses into unlawful or criminal behavior.

Indicators of Bullying

- Frequent cuts or bruises
- Injuries without adequateexplanation
- Voices frequent physicalcomplaints
- Changes in sleeping/eatingpatterns
- Ripped/torn clothing uponreturn from school or other activity
- Missing items or valuables
- Suddenly reluctant to gotoschool or participate in sports/other activities
- Frequently loses moneyorother possessions
- Frequently spends timealone
- Seems sad or depressed
- Mentions or shows signsofwanting to harm themselves

Indicators of Digital/Cyberbullying

- Spends large amounts of time online, especially at night or when alone
- Receives an excessive amount of email or text messages
- Quickly exits computer or cell phone when parent or guardian approaches
- Withdrawn or depressed
- Does not want to go to school

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PREVENTION EDUCATION PROGRAMS

IDENTIFYING & REPORTING BULLYING AND CYBERBULLYING

Intervention Approaches			
A child/teen who bullies others	A child/teen experiencing bullying	A child/teen who cyberbullies others	A child/teen experiencing cyberbullying
• Set clear rules, guidelines • Teach empathy and acceptance of differences • Connect bully with positive peers • Model appropriate behavior and provide supervision • Follow policy	• Open lines of communication • Teach response strategies • Connect with helpful and supportive friends/peers • Create safety plan; establish safe place, connect with Safe Adults, and teach the MBF 5 Safety Rules • DO NOT use mediation or peer mediation	• Set clear rules, guidelines • Teach empathy and acceptance of differences • Connect them with positive peers • Model appropriate behavior and provide supervision, monitoring technology use • Follow policy	• Open lines of communication • Teach response strategies • Connect with helpful and supportive fiends • Create safety plan; establish safe place, connect with Safe Adults, teach the MBF 5 Safety Rules • DO NOT use mediation or peer mediation

As a general guideline, it is important to understand what interventions are recommended when bullying occurs. (See the chart above for general information). Here are steps you can take to intervene and prevent bullying in the future:

- Ensure the proper policies and procedures are in place and that all staff are trained to recognize and respond appropriately to bullying.
- Ensure kids know how to report bullying; Provide a way for reporting anonymously.
- Listen, document details, and take reports of bullying seriously.
- Understand that with suspicions of bullying, children will often deny it because they fear adult intervention will escalate the situation.
- Check the facts for yourself; be supportive while seeking details; do not accuse the target of bullying or any wrongdoing such as, "You should stand up for yourself," or "You should have told someone sooner."
- Do not deny or minimize the problem; respond with a firm but kind response that bullying is not tolerated.
- Help the child/teen being bullied brainstorm strategies to deal with a child who bullies effectively such as using resistance strategies (saying "stop" confidently, buddying up with a friend, using humor), or seeking out a Safe Adult who will intervene. Ignoring the bully or allowing the bullying to continue will not make it stop; this usually has the opposite effect.
- Remember, some social experiences, such as teasing and choosing certain friends over others, are developmentally normal behaviors for school-aged children. Group settings are not only for academic learning, but also for learning about social relationships and understanding how to choose friends wisely.
- Encourage the targeted child to get involved in activities they enjoy to meet new people, both within and outside of school.
- Provide increased supervision in places where supervision is low and social interaction is high, such as playgrounds, cafeterias, and bathrooms.
- Teach prevention programs that incorporate bullying prevention and include Bystander education.

For additional information and resources, visit www.mbfpreventioneducation.org.

Bullying Prevention 101

A quick guide for adults

BULLYING DEFINED

Althoughdefinitions vary, most include that bullying is when:

- Aggressive, unwanted words or action that hurt or harm another person physically or emotionally
- Those targeted by the behavior have difficulty stopping the action directed at them and struggle to defend themselves
- There is also a real or perceived imbalance of power, which is described as when the student with the bullying behavior has more power physically, socially, or emotionally
- There is a pattern of bullying behavior*

  **bullying can occur in a single incident depending on its severity or the history of those involved*

Note: For a legal definition, consult your state's law on bullying.

DID YOU KNOW

Bullying is not the same as conflict

Conflict can be a disagreement or argument that occurs when parties with equal power express their views. While people may not agree, it's not bullying if both parties can respectfully share what they think without demeaning or intentionally hurting the other person.

Harassment is different from bullying

Bullying and harassment are often used interchangeably when talking about hurtful or harmful behavior. They are very similar, but bullying behavior is considered harassment when it is directed at a protected class, such as a group identified by race, religion, sex, age, disability, or national origin.

The Internet is changing how youth experience bullying

Cyberbullying is often defined as an aggressive, intentional, and repeated act against someone using technology, such as email, texting, social media, or instant messages.

Adults don't see most bullying

Bullying often takes place outside the view of adults. It can happen in the classroom when the teacher leaves the room, on the playground, on the bus, or online. In order for youth to feel equipped to take action, it is important to empower them as advocates for themselves and others.

Advocacy

=

Helpingothersgetwhattheyneed

Self-advocacy

=

Communicatingandtaking actionto getwhatyouneed

Empowering Youth

Everychildandteencan andshould develop advocacy skills to address and prevent bullying.

Advocacy for yourself and others helps youth:

- **Feel empowered to help prevent bullying they see or experience**
- **Identify what help is needed to address bullying**
- **Ask others to get involved**
- **Respectfully express disagreement**
- **Offer their opinions with confidence**
- **Make a positive difference for themselves and others**

National Bullying Prevention Center®

HOW TO APPROACH BULLYING SITUATIONS

When a child is *being* bullied...

- Besupportive
- Listen to them without judgment
- Let them know that you are there for them and want to help
- Discuss their ideas on how they want to handle the situation
- Make a plan for next steps
- Identify others who may be able to help, such as a teacher or counselor

When a child *witnesses* bullying...

- Reassurethem that telling an adult is a positive first step
- Share that they can make a positive impact on others
- Work together to make a plan that they are comfortable using to respond to bullying incidents in the future
- Reinforce that they should never participate in or support bullying
- Encourage them to be supportive and kind to the student being bullied
- Explain why telling an adult about bullying is a good idea and is not tattling

When a child is *doing* the bullying...

- Knowthat bullyingisa behavior andbehavior can be changed
- Recognize that children bully for many different reasons
- Have a calm conversation to explore the reasons for their behavior
- Help them understand how their behavior affects others
- Make your expectations of appropriate behavior clear and consistent
- Let them know bullying is not okay under any circumstances
- Provide appropriate and meaningful consequences that fit the situation
- Help them think through how they can handle situations more positively
- Give positive feedback for good choices

Three simple steps youth can take to promote advocacy and self-advocacy

- **STEP 1: Describe the experience.**

Youth should think about the bullying they have experienced, seen, or done. Help them describe the situation including where it happened, who was involved, what occurred, and how it made them feel.

- **STEP 2: Reflect on ideas.**
  Ask youth to consider how the situation could be different. Include what they would like to see happen, what things could change, and what would help them feel more in control of the situation.
- **STEP 3: Develop potential solutions**
  Assist youth in thinking about the steps needed to make those changes. Consider what role they need to take, who should be involved, and what those involved would need to do.

It is important to note here that while it's not up to the child to handle the situation on their own, it's important they feel empowered to share their perspective. Download PACER's ***Student action plan*** Template to get started: **media.pacer.org/bullying/BP-25.pdf**

Many students define bullying as:

"When someone makes you feel less about who you are as a person."

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Bullying warning signs

Bullying is a concern with children of all ages. Know how to spot the warning signs and how to start a conversation with your child about bullying.

Pay attention to your child's behavior for warning signs of bullying. Keep in mind that a child can engage in bullying and be bullied.

Signs of being bullied

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics or jewelry
- Feeling sick or faking illness
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Self-destructive behaviors such as running away from home, self-harm, or suicidal ideation

Signs of bullying others

- Gets into physical or verbal fights
- Has friends who bully others
- Gets sent to the principal's office or to detention frequently
- Has unexplained extra money or new belongings
- Blames others for their problems
- Doesn't accept responsibility for their actions
- Is competitive and worries about their reputation or popularity
- Is increasingly aggressive—hitting, threatening, screaming

Tips for Starting a Conversation

If you suspect your child is bullied, is bullying, or may be a bystander, start by asking questions.

- How has school been lately?
- What do you think of other kids in your class?
- Are there any kids who get picked on?
- What is lunchtime/recess/homeroom like?

Source: American Academy of Pediatrics: Bullying: It's Not OK, https://www.healthychildren.org/English/safety-prevention/at-play/Pages/Bullying-Its-Not-Ok.aspx

Source: StopBullying.gov, https://www.stopbullying.gov/bullying/warning-signs

Helping Your Child Resist Bullying

If your child expresses concern about bullying in their school, you can help them learn behaviors to protect themselves and their classmates.

If your child is being bullied

What to say:

Stay calm. Tell your child it is not their fault, and you will listen and help however you can.

What to teach:

Practice saying, "Stop it," in a calm, firm voice. Use a mirror to practice standing tall and looking unbothered. Ignore the bully by walking away or pretending to text.

What to do:

- Support activities that interest your child. Provide opportunities for your child to socialize with other children.
- Discuss with your child what will make them feel safe. Involve your child in the decision to alert school officials.
- Keep a log of any bullying events that occur.



NAMI National Alliance on Mental Illness

***NAMI HelpLine* Call:** 1-800-950-NAMI (6264) | **Text:** "helpline" to 62640
***NAMI Teen & Young Adult HelpLine* Call:** 1-800-950-NAMI (6264) | **Text:** "Friend" to 62640 | **Email:** helpline@nami.org

Bullying warning signs

What to say:
Model respectful behavior. Explain why bullying is never okay, and how it harms others. Give real examples of the results of your child's actions.

What to teach:
Work with your child to understand some of the reasons they bullied. Help your child make amends by apologizing.

What to do:

- Support activities that interest your child. Provide opportunities for your child to socialize with other children under adult guidance.
- Use consequences that involve learning or building empathy. Assign reading or roleplay scenarios about respecting others and being a good friend.
- Praise acts of kindness and talk about what it means to be a good friend.

Source: StopBullying.gov, https://www.stopbullying.gov/bullying/warning-signs

If your child is a bystander to bullying

What to say:
Witnessing bullying can have similar mental health consequences as being directly involved. Let your child know that standing up for another child is an act of courage, and to only intervene if they feel they can do so safely.

What to teach:

- Intervene by helping the bullied child get away if you can.
- Interrupt by changing the subject or questioning the bullying behavior.
- Reach out privately to the bullied child to let them know they are not alone.

Those who bully are encouraged by attention, so do not actively support it.

What to do:
Model calm and respectful behavior. If you as a parent notice bullying around you, step in immediately. Setting a standard for quick and consistent response sends the message that bullying will not be tolerated.

Resources for starting a conversation

https://nami.org/Your-Journey/Kids-Teens-and-Young-Adults/Kids/How-to-Talk-to-Your-Child-About-Their-Mental-Health

Getting Help for Your Child

Most schools have anti-bullying policies in place. Many states have bullying laws and policies. Reach out to a professional, like a teacher, counselor, or your child's pediatrician.

Sample questions for addressing your child's needs in school

What strategies are in place or could be in place to help my child?
Discuss what anti-bullying measures have been used and what is available.

When can we meet again?
Recognize that emails and phone calls/texts can happen between meetings when questions or concerns arise.

May I have a copy?
Make copies for everyone involved. Be ready to maintain a log of any additional incidents and how they were handled.

If your school will not address bullying based on discrimination, you can contact the school superintendent; State Department of Education; U.S. Department of Education, Office for Civil Rights; or the U.S. Department of Justice, Civil Rights Division.

Responding to Cyberbullying

Top Ten Tips for Adults Who Are Being Harassed Online



Top Ten Tips for Adults Who Are Being Harassed Online

SameerHinduja,Ph.D.andJustinW.Patchin,Ph.D.

Here are a few ideas for what to do when adults are being cyberbullied:

1. DO NOT RETALIATE. Those who cyberbully want you to react. The problem is that if you respond angrily, the one doing the bullying may feed off of that response and continue (and even escalate the severity of) the cyberbullying. Plus there could be consequences for your response.

2. RECORD EVERYTHING. Keep evidence of all content (pictures, texts, emails, tweets, status updates) that the person has sent or posted about you. If the cyberbullying is occurring on a blog or forum, take screenshots of the posts. You can even make screen recordings of Snapchat, Facebook, or Instagram Stories. The evidence will be useful to build a case against the person harassing you, and to work with authorities (such as law enforcement) when needed.



3. TALK TO YOUR EMPLOYER. Let your employer know if the person harassing you is a co-worker, or if the bullying is occurring on a work-related forum or blog. If the harassment prevents you from doing your job, your employer needs to know about it.

4. CONTACT LAW ENFORCEMENT. If threats of physical harm are made, or if the cyberbullying starts to get more dangerous, make a police report. The more evidence you have of the threats, the easier it will be for law enforcement to respond.

5. TALK ABOUT IT. Speaking with trusted friends about what you are going through could be cathartic. They might have gone through similar situations and could be able to give you advice. Talking to someone about what you are going through, even if it is just to vent, can be very therapeutic.



6. CONSULT WITH AN ATTORNEY. If you feel like major damage has been done to your reputation due to cyberbullying, contact a lawyer and see what your options are. You might be able to file a civil suit against the aggressor depending on the nature of the case. Possible legal actions include intentional infliction of emotional distress, defamation of character, presentation in a false light, invasion of privacy, and harassment.

7. REPORT ABUSE. Every reputable website has a "Report" feature that allows you to tell them about behaviors that violate their terms of use. Guilty parties will be banned. Avoid sites that do not provide clear options to report bullying.

8. CUT TIES. Don't befriend those who are mean, or try to get them to warm up to you. If you feel like you need to respond to the person who is mistreating you, do it respectfully. Do not try and rationalize or make friends with anyone who is cruel towards others.

9. BLOCK THE PERSON WHO IS BULLYING YOU. Block the cyberbullying at its source. If you are getting incessant annoying or hurtful emails from someone, use your email program options to prevent that person from contacting you. Use the options within social media sites or apps to do the same. Then, those who want to cause you harm won't be able to see you, search for you, or contact you in any way. Also block through your phone's Contact List features, or your cell phone provider or telephone company as necessary.



10. CHANGE YOUR CONTACT INFO. Change your email, phone number, or online account completely. This would be a last resort because it greatly inconveniences you, but it may be necessary to terminate the problem.

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CYBERBULLYING RESEARCH CENTER

Bullying Prevention Guide

Bullying is incompatible with the principles of Scouting and should be taken seriously whenever and wherever it occurs. Unit leaders should understand how to prevent bullying and be prepared to deal with it proactively and thoughtfully.

What Is Bullying?

Bullying is harassment or aggressive behavior that is intended to intimidate, dominate, coerce, or hurt another person (the target) mentally, emotionally, or physically. It is *not* "just messing around," and it is *not* "part of growing up." Bullying is a form of victimization, not conflict. It is no more a "conflict" than is child abuse or domestic violence. *Bullying is prohibited in Scouting. All forms of bullying violate the Scout Oath and Scout Law.*

Forms of Bullying

Bullying takes many forms:

Verbal—Name-calling, belittling, taunting
Social—Spreading rumors; destroying or manipulating friendships; excluding or ostracizing the target
Physical—Hitting, shoving, kicking, using physical coercion, intimidation through gestures

Criminal—Assault; sexual aggression
Cyberbullying—Using digital technology such as social media, cell phones, etc., to engage in these kinds of behaviors

A bullied youth may develop a poor self-image, lose self-esteem, quit Scouting, or begin bullying other youth, thus perpetuating the bullying cycle. Studies indicate bullied youth tend to be future bullies. As a leader, either break the cycle or do not let it start.

How to Spot Bullying

A youth who is being bullied may:

- Be reluctant to join activities or unwilling to participate.
- Avoid activities, arrive late, or leave early (to avoid the bully).
- Avoid certain places or areas.
- Refuse to leave his tent at camp (out of fear).
- Experience nightmares, bedwetting, or insomnia (triggered by fear).
- Seem nervous around certain youth.
- Wait to use the restroom away from the group.
- Appear sad, moody, angry, anxious, or depressed.
- Seek, carry, or hide weapons (for protection).
- Lose money or personal items such as clothing or patches (taken by the bully).
- Feel sick, often with seemingly psychosomatic illnesses.
- Appear lonely, have difficulty making friends, or suddenly have fewer friends.
- Seem reluctant to defend himself verbally or physically when teased or pushed.
- Have bruises, cuts, defensive wounds, or other physical marks.
- Mention or consider suicide.

A Special Note to All Leaders

You are the key to creating a safe, bullying-free environment for Scouting youth. Experts say that leaders can usually tell when a youth new to the unit may become a target and be bullied. Individual factors such as temperament, social competence, physical condition (e.g., overweight/underweight), speaking another language at home, special health-care needs, perceived differences (e.g., sexual identity/orientation, race/ethnicity, religion), or the presence of a disability may put a youth at greater risk of being bullied. Leaders should identify these youth and take measures to help ensure their smooth integration into the unit.

- Support and empower youth who are bullied or at risk to be bullied; ensure they are connected with other Scouts who have things in common.
- Keep an ongoing, open line of communication with parents; keep parents updated on their children's progress with the unit and provide support.
- Speak with Scouts known to be unreceptive to new Scouting youth; empower them to be good Scouts and welcoming to new youth.
- Set an example by how you integrate these youth into the program; model strong, positive behavior by your interaction with youth and adults.
- Take bullying seriously; reinforce the message, using key points of the Scout Law, that bullying is not acceptable behavior.
- Closely supervise youth in your care and interrupt bullying whenever it occurs; follow up to monitor the results.

Remember, Youth Protection Begins With YOU.

Warning Signs for Suicidal Behavior

Common signs include:

- Talking about suicide
- Getting the means to commit suicide, such as buying a gun or stockpiling pills
- Withdrawing from social contact and wanting to be left alone
- Having mood swings, such as being emotionally high one day and deeply discouraged the next
- Being preoccupied with death, dying, or violence
- Feeling trapped or hopeless about a situation
- Changing normal routine, including eating or sleeping patterns
- Doing risky or self-destructive things, such as using drugs or driving recklessly
- Saying goodbye to people as if they won't be seen again
- Developing personality changes or being severely anxious or agitated, particularly when experiencing other warning signs listed above

Suicide Intervention and Response

If ayouthmentions suicide, take it seriously.

- Immediately notify parents or guardians.
- Immediately notify the Scout executive.
- Utilize the National Suicide Prevention Lifeline, available toll-free at 800-273-8255.
- If a youth is in danger of committing suicide or has made a suicide attempt, get emergency help.
- Don't leave the youth alone.
- Don't try to handle the situation without help.
- Call 911 or your local emergency number right away if you believe the youth is at immediate risk. Or, if you think you can do so safely, take the person to the nearest hospital emergency room yourself.
- Try to find out if he or she is under the influence of alcohol or drugs or may have taken an overdose.

How to Address Bullying

Thesetipscan help Scout leaders respond effectively:

- Immediately stop the bullying. Stand between the bully and the target, preferably blocking their eye contact. Do not immediately ask the reason for the bullying or try to determine the facts.
- In a matter-of-fact tone of voice, state what behaviors you saw or heard. Tell Scouts that bullying is unacceptable and against the Scout Law; e.g., "Calling someone names is bullying. The Scout Law states that a Scout is friendly and kind."
- Support the bullied youth in a way that allows him or her to regain self-control, to save face, and to feel safe from retaliation. Follow up with the youth later, but at the time of the incident do not ask what happened or be overly solicitous. Young people often find it uncomfortable to be questioned in front of peers, and a bullied youth may feel embarrassed to be shielded by an adult.
- Do not require Scouts to apologize or make amends during the heat of the moment. Everyone should have time to cool off.
- Speak to bystanders but do not put them on the spot to explain publicly what they observed. In a calm and supportive tone, praise them if they tried to help. If they did not act, or if they responded aggressively, guide them in how to appropriately intervene or get help when they witness bullying; e.g., "Maybe you weren't sure what to do. Next time, please tell the person to stop or get an adult's help if you feel you can't work together to handle the situation."
- Immediately notify parents or guardians of both the target and the youth who bullied of what occurred. Address the parents' or guardians' questions and concerns. Inform them of the next steps.
- Hold Scouts who bully others fully accountable for their actions. If appropriate, impose immediate consequences. As a first step, you might take away program opportunities.
- Increase supervision to ensure the bullying is not repeated and does not escalate. Let the bullies know you will be watching to be sure there is no repetition or retaliation. Notify other Scouters, and discuss the incident at the next unit meeting.
- Do not require Scouts to meet to "work things out." Forced apologies don't help, and a compulsory meeting could worsen the relationship between the parties. Instead, encourage the Scout who bullied to make amends (after follow-up with a parent or guardian) in a way that would be meaningful for the youth who was bullied.

C yberbullying

A rapidly growing form of bullying, cyberbullying uses the power of the Internet, cellular networks, and social media to harass the target. Cyberbullying encompasses text or instant messages with hostile or degrading comments, embarrassing digital images, and fictitious online posts intended to humiliate, threaten, or coerce. Cyberbullying can devastate the target, whether a lone bully participates or others witness or join the attack. The target may obsess over what is posted, become depressed, avoid school or social activities, or have suicidal thoughts. In extreme circumstances, cyberbullying can lead to suicide.

Parents and adults should talk with youth about their online activities and stay alert to signs of cyberbullying such as sleeplessness, withdrawal, stress, avoidance, declining grades, or lowered self-esteem.

Ways to Address Cyberbullying

- Encourage a child to speak up immediately if he or she is the victim of cyberbullying. Assure that a young person has a trusted adult—whether parent, teacher, or Scout leader—in whom to confide.
- Block cyberbullies by using available privacy controls such as blocked-sender lists and call-blocking.
- Do not erase the messages or pictures. Save them as evidence.
- If the cyberbullying is criminal or you suspect it may be, contact the police. Areas falling under the jurisdiction of law enforcement include threats of violence, extortion, obscene or harassing phone calls or messages, harassment via stalking or hate crimes, child pornography, sexual exploitation, and taking a photo or video image of someone in a place where he or she would expect privacy.
- Utilize tools offered by the BSA. To help families and volunteers keep youth safe while online, the BSA introduced the Cyber Chip, developed in cooperation with the content expert NetSmartz®, part of the National Center for Missing and Exploited Children. (See "Bullying Prevention Resources," below.)

Seeking Professional Help

Bullying is a form ofabuse thatcan cause psychological, physical, and academic problems. Parents may want to talk with a counselor about a counseling or mental health referral. A professional can assess how much support and assistance a bullied youth needs. If a youth is sick, stressed, not sleeping, or having other problems because of bullying, a health professional should be contacted.

A young person who bullies others will also need the help of caring adults. Scouts who bully may need help recognizing their behavior, taking responsibility for their actions, developing empathy, and finding ways to make amends. Scout leaders can offer guidance in how to interact with others in socially appropriate ways. Assess possible reasons for the bullying behavior, such as lack of self-control, poor social skills, academic problems, or a troubled family life. Depending on the severity of the bullying behavior or the related circumstances, therapeutic intervention might be

needed for the bullyas well as the target.

Incidents Requiring an Immediate Report to the Scout Executive

Thefollowing must be reportedtothecouncilScout executive for action immediately:

- Any threat or use of a weapon
- Any negative behavior associated with race, religion, sexual identity or orientation, or disability
- Any reports to authorities where the BSA's Mandatory Reporting of Child Abuse policy or your state's mandatory reporting of child abuse laws apply
- Any abuse of a child that meets state reporting mandates for bullying or harassment
- Any mention or threats of suicide

If someone is at immediate risk of harm, call 911.

If a Scout is bullied because of race, ethnicity, or disability, and local help is not working to solve the problem, contact the BSA's Member Care Contact Center at 972-580-2489, or send an email to youth.protection@scouting.org.

Antibullying Action Plan

- Stop the abuse, bullying, or policy violation.
- Protect the targeted youth.
- Summon assistance from other leaders, authorities, etc.
- Gather factual information about the bullying incident, including details of who was involved, what happened, and when and where it happened.
- Notify parents or guardians of both the target and the youth who bullied.
- Take corrective action.
- Notify the council Scout executive when warranted.
- Check back with the targeted youth to ensure the problem behavior has stopped.

Bullying Prevention Resources

Antibullying and Anti-Cyber Intimidation Programs
Website: learning.learningforlife.org/digital-programs/abc

BSA Youth Protection
Website: www.scouting.org/youthprotection

Bullying Awareness
Website: www.scouting.org/Training/YouthProtection/bullying

Cyber Chip
Website: www.scouting.org/cyberchip

Cyberbullying Research Center
Website: cyberbullying.us

NetSmartz Workshop
Website: www.netsmartz.org

StopBullying.gov
Website: www.stopbullying.gov

BOY SCOUTS OF AMERICA®

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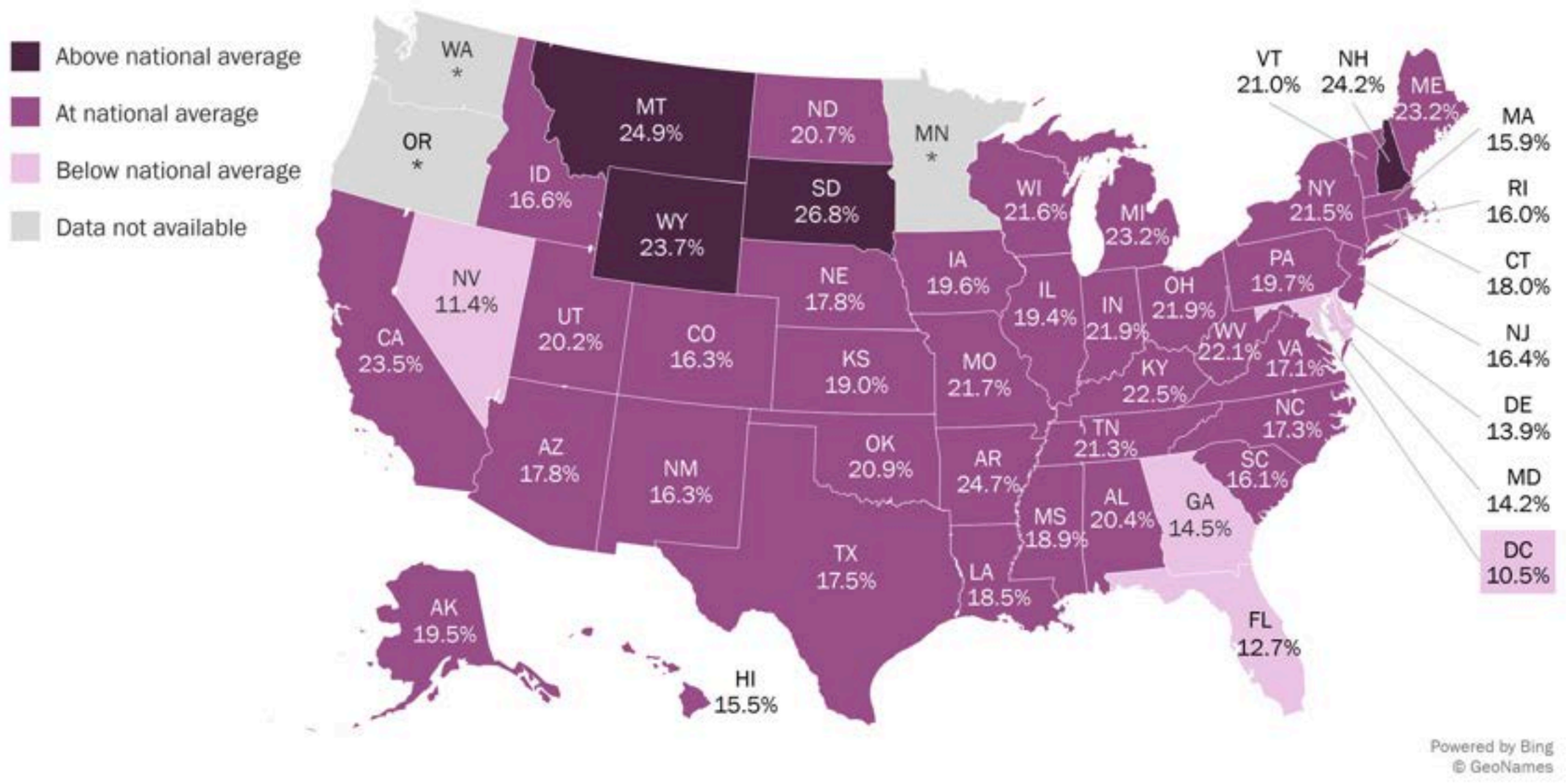
BULLYING VICTIMIZATION

Bullying victimization is defined as any unwanted aggressive behavior that is repeated over time and involves an imbalance of power or strength (Centers for Disease Control and Prevention [CDC], 2024). In 2023, 19.2% of U.S. youth in grades 9-12 reported being bullied on school property in the past 12 months. For states that provided youth data on bullying victimization, statistical comparisons of national and state data using 95% confidence intervals showed:

- *4* states were significantly above the national percentage
- *38* states were at the national percentage (i.e., state percentage not statistically different from the national percentage)
- *5* states and the District of Columbia were significantly below the national percentage

Bullying Victimization Among U.S. Youth in Grades 9-12, 2023

Comparison of State Percentage to National Percentage (19.2%)



Data Sources: CDC Youth Risk Behavior Surveillance System, 2023

Note: Alabama, Arizona, Colorado, Florida, Idaho, Iowa, Kansas, Louisiana, and South Carolina data were based on YRBS 2021; California, Georgia, and New Jersey data were based on YRBS 2019; and Wyoming data was based on YRBS 2015. Vermont data were obtained from the Vermont Department of Health. Asterisk denotes data not available for Minnesota, Oregon, and Washington. New York data excludes New York City.

Children's Safety Network

EDC.ORG

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under the Child and Adolescent Injury and Violence Prevention Resource Centers Cooperative Agreement (U49MC28422) for $5,000,000 with 0 percent financed with non-governmental sources. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

Supporting Youth Further

- Discussing Sensitive Topics
- CPCA Resource Card
- Dutchess County Pocket Guide
- Healthy vs. Unhealthy Teen Relationships Graphic
- Supporting Children Who Have Been Victimized
- Injury and Violence Disparities
- Parenting Tips For Online Safety



TALKING TO CHILDREN ABOUT SENSITIVE TOPICS

A PREVENTION & SAFETY GUIDE FOR ADULTS

thecpca.org (845)454-0595

CPCA

Why These Conversations Matter

- 1 in 4 children experience trauma or victimization before age 18
- 1 in 10 children are sexually abused before age 18
- 1 in 4 students are bullied; 1 in 5 are cyberbullied
- 90% of youth ages 8–16 have viewed online pornography
- 11 years old is the average age of first exposure to pornography
- 1 in 5 teens have engaged in sexting

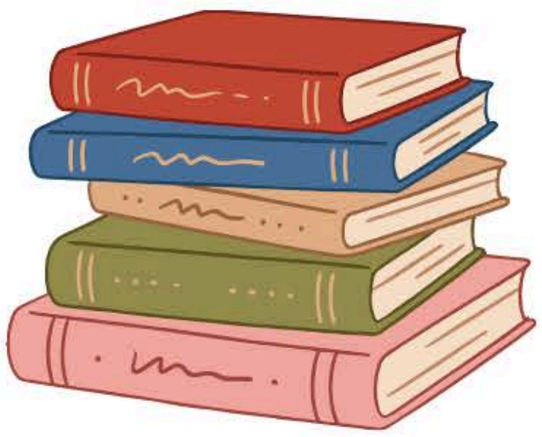


Keys to Successful Conversations

- Learn about the topic before talking with your child
- Use age- and developmentally appropriate language
- Let children talk and ask questions first
- Have ongoing conversations, not one “big talk”
- Answer honestly, but avoid too much information
- Reinforce safety rules and help-seeking skills

Conversation Starters

- Books, shows, or movies
- Journals or letters
- Topic cards or a “conversation jar”
- Trusted, age-appropriate websites



How to Talk With Your Child

- Stay calm and listen carefully
- Use open-ended questions:
  - “Can you tell me more?”
  - “What happened next?”
- Validate feelings:
  - “I’m glad you told me.”
  - “You’re not in trouble.”



TALKING TO CHILDREN ABOUT SENSITIVE TOPICS

A PREVENTION & SAFETY GUIDE FOR ADULTS

What to Avoid

- Graphic or frightening details
- Leading or investigative questions
- Blaming language (“Why didn’t you…”)
- Pressuring a child to talk
- Promising secrecy you can’t keep



CPCA



Your Role as an Adult

Staying involved, informed, and available helps children:

- Recognize unsafe situations
- Know they can ask for help
- Feel supported and protected

If a Child Shares a Concern

- Stay calm and listen
- Thank them for telling you
- Ask open-ended questions only
- Do not investigate
- Report concerns when required
- Reassure them they did the right thing



CPCA

Personal Safety Program
Main Office: 845-454-0595
thecpca.org
If you or someone else is in immediate danger, call 911.

Student Resources

If you or a friend are in need of help or support, please talk to your Safe Adults or use the resources listed inside this card. No matter the situation, there is always help available.

MBF

TEEN SAFETY MATTERS®

Help / Hotlines

Abuse

- National Child Abuse
- Hotline
  - Call/Text 1-800-4-A-Child (422-4453)
  - Childhelphotline.org
    NYS Child Abuse Hotline:
    1-800-342-3720

Sexual Abuse/Assault

Darkness to Light Helpline

- Call 1-866-FOR-LIGHT (367-5444)
- Text "Light" to 741741
- Darknesstolight.org
- Family Services Rape Crisis & Crime Victims Hotline:
  845-452-7272

Rape, Assault, Abuse, and Incest National Network (RAINN)

- Call 1-800-656-HOPE (4673)
- Hotline.rainn.org

Relationship/Dating Abuse & Violence

Love Is Respect

- Call 1-866-331-9474
- Text "Loveis" to 22522
- Loveisrespect.org

LGBTQ Support

The Trevor Project

- Call 1-866-488-7386
- Text "Start" to 678678 Thetrevorproject.org
- Dutchess County Pride:
  Call 845-440-3430
  Text 845-380-6549

Human Trafficking

National Human Trafficking Hotline

- Call 1-888-373-7888
- Text "Help" to 233733
- Humantraffickinghotline.org

Online Exploitation

Cybertipline

- Call/Text 1-800-THE-LOST (843-5678)
- Cybertipline.org

Mental Health/Substance Abuse

SAMHSA National Helpline

- Call 1-800-662-HELP (4357)
- Samhsa.gov/find-help/national-helpline
- Dutchess County Helpline
  Call or Text 845-485-9700
  Toll Free 1-877-485-9700

Crisis/Suicide

Crisis Text Line

Text HOME to 741741
Crisistextline.org

- National Suicide Prevention Lifeline:
- Call 988 Suicidepreventionlifeline.org



SAFE SPACE

a place to catch your breath

River Haven Youth Shelter
(845) 464-3800
Offers emergency housing and support services for runaway and homeless youth who can benefit from housing. They provide crisis intervention services like group counseling. The shelter is open 24/7, 365 days a year.

Pete's Place
(845) 337-4407
A youth and young adult drop-in center that offers access to housing and food. They also offer counseling services, internet access, recreational programming, and help with job searching.

Pat's Place
(845) 343-0988 ext. 488
A transitional supportive housing program designed to help youth and young adults ages 18-24 develop life skills, develop robust support systems and pursue education and career aspirations within a two-year timeframe.

Teen Resource Activity Center
(845) 452-1110 ext. 3124
An after-school program for teens to participate in recreation and healthy living programs. Teens can learn to produce their own music. Along with these activities there is homework and exam help.

Dutchess County Family Services
(845) 452-7272
A community agency that provides behavioral health, victim services, family programs, youth services, community safety, and prevention support and services.

Family House (Ulster County)
(845) 338-8853
Provides housing for runaway and homeless teens. They offer counseling for families and individuals, life skills training, and access to educational, mental health, and substance abuse services.



HOT-LINES

no judgement just a listening ear.

Dutchess County Human Trafficking Hotline
(845) 452-7272 OR HUMANTRAFFICKING@DUTCHESSNY.GOV
https://www.dutchessny.gov/Departments/Community-Family-Services/Human-Trafficking.htm
Offers 24/7, 365 days a year hotline if you suspect or know someone who is being trafficked.

988 Suicide and Crisis Lifeline
988
https://988lifeline.org/?utm_source=google&utm_medium=wcb&utm_campaign=onebox
Offers 24/7, 365 days a year free and confidential resource for those in distress, prevention, and crisis for you or those you know.

National Human Trafficking Resource Center
1.888.3737.888
www.traffickingresourcecenter.org
If you or someone you know has experienced human trafficking or is in a potential human trafficking situation, call this hotline for help and services.

Runaway/Homeless Youth Hotline
800.999.9999 *The Nine Line*
800.999.9915 *TTY Line*
www.ninelines.org
Offers a hotline from 2pm-12am for anyone who wants to talk or needs someone to listen.

The Trevor Project
866.488.7386
www.thetrevorproject.org
Helpline for Lesbian, Gay, Bisexual, Transgender, and Questioning youth in crisis or thinking about suicide. They also provide support resources for educators and parents.

a quick refresh of

THE BASICS

EXPLOITATION Taking advantage of someone or treating them unfairly for personal benefit or gain.

HUMAN TRAFFICKING
Labor Trafficking: Labor for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery induced through the use of force, fraud, or coercion.
Sex Trafficking: A commercial sex act induced through the use of force, fraud, or coercion in return for payment in money or in kind, paid to one or more third parties. In cases of trafficking of people under the age of 18 for sexual purposes, force, fraud or coercion do not need to be present.

FORCE Physical Restraint, Beatings, Rape, Confinement

FRAUD False Promises, Lying, Tricking, Withholding Wages

COERCION Threats, Blackmail

COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN Sexual abuse of a child (under the age of 18) by another person in return for something of value. CSEC includes child pornography, trafficking in children for sexual purposes, child sex tourism and child marriage when payment is exchanged.

SEXUAL ASSAULT Sexual contact or behavior that occurs without explicit consent of the victim.

RAPE Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. Rape is a crime that is motivated by power and control.

CONSENT When someone agrees, gives permission, or says "yes" to sexual activity with other persons. Consent is always freely given and all people in a sexual situation must feel that they are able to say "yes" or "no" or stop the sexual activity at any point. There are three main considerations in judging whether or not a sexual act is consensual or is a crime. Both people are: 1) old enough to consent, 2) have the capacity to consent, and 3) agreed to the sexual contact.

SAFETY PLANNING Brainstorming ways to stay safe that may also help reduce the risk of future harm. It can include planning for a future crisis, considering your options, and making decisions about your next steps.

Don't have time for all this?

CALL 211

They'll be able to put you in touch with someone.



a

POCKET GUIDE

to local help for youth



SUBSTANCE ABUSE

killing your buzz... saving your life...

Lexington Center for Recovery
(845) 486-2550 (Poughkeepsie) or (845) 765-2366 (Wappingers)
Helps individuals, families, and the community affected by substance abuse by providing a holistic approach to recovery. Programs are available in Dutchess, Rockland, Sullivan, and Westchester counties.

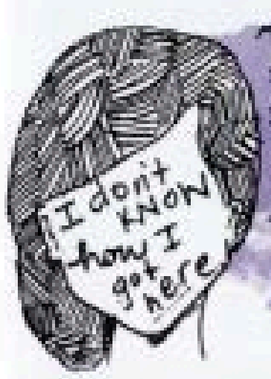
Dutchess CAPE
(845) 765-8381
Provides prevention counseling and education to businesses, community organizations, and schools.

Step 1 NY
(845) 691-8191
Provides an outpatient facility with diagnosis and treatment for those struggling with addiction. Services are offered to patients and their family members/significant others.

Al-Anon & AlaTeen
888.425.2666 www.al-anon.alateen.org
Friends and families of problem drinkers find support at Al-Anon meetings. AlaTeen is specifically for teenagers whose lives have been affected by someone else's drinking.

Alcoholics Anonymous (AA)
866.753.7712 www.aa.org
AA is open to those trying to recover from alcoholism and provides a place to share experiences, strength and hope with each other so that people may solve their common problem and help others.

Narcotics Anonymous (NA)
800.627.3643 www.na.org
NA is open to all drug addicts and provides a recovery process and peer support network that is linked together to help anyone struggling with a drug addiction.



TRAFFICKED + EXPLOITED YOUTH

you deserve better. you always deserved better

Dutchess County Safe Harbour
(845) 249-4878 or HumanTrafficking@DutchessNY.gov
Working with youth up to 21 to reduce risky behaviors and exploitation. Provides access to community resources and referrals for additional services.

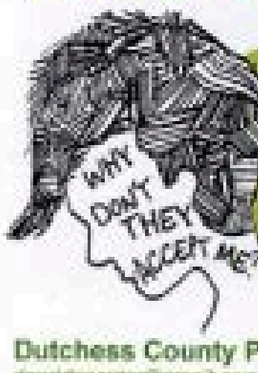
Ulster County Safe Harbour
(845) 340-3927
Identifies and responds to youth being trafficked with trauma informed resources such as food, clothing, medical attention, counseling.

Worker Justice Center of New York (Kingston)
(845) 331-6615
The Center supports rural and marginalized groups with legal, human trafficking, and outreach advocacy by direct service, education, and referrals. The programs focus on providing access to justice for exploited/abused workers and trauma informed services to help achieve safety for victims.

Fearless Hudson Valley Inc. (Orange County)
(845) 779-1003
Offers youth outreach to help educate them about local resources.

Arbor House Youth Shelter (Brewster)
(845) 279-2995
A voluntary temporary safe house serving 12–17-year-olds. They offer counseling for individuals and family. The shelter provides case management, referral services, and life skills training.

Love 146
(203) 772-4420 or info@love146.org
Their goal is to end child trafficking by providing resources and educating the public.

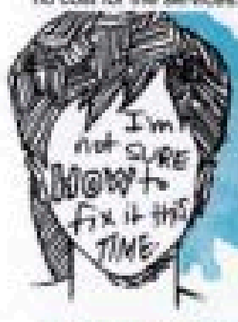


LGBTQ

people who get it.

Dutchess County Pride Center
dcpridecenter@gmail.com or (845) 440-3430 (call)
A safe space where LGBTQ+ individuals can find a community where they can participate in support groups and other events.

Hudson Valley LGBTQ Community Center
(845) 331-8300
Provides services, programs, events, and professional resources for the community. They have a well-being center focused on comprehensive and holistic services. There is no cost for the services.



HEALTH

they have answers, and they're pro.

Dutchess County Stabilization Center
(845) 485-9799
A walk-in, voluntary center for individuals feeling overwhelmed by a mental health crisis or substance use. Open 24/7, 365 days a year.

Sun River Health
(845) 790-7999
Provides medical, dental, mental health, and urgent care services regardless of health insurance or ability to pay. Locations in Amenia, Beacon, Dover, and Poughkeepsie.

Planned Parenthood of Poughkeepsie
(845) 562-7800
Provides healthcare for women and men along with other resources for related to sex education. Appointments offered in-person and online.



DATING + SEXUAL VIOLENCE

love shouldn't hurt like this.

Center for Victim Safety and Support
(845) 485-5550 or (845) 452-7272 (24-hour hotlines) Provides non-residential 24-hour services to victims of domestic violence, sexual assault, and other crimes. The hotline is a community resource in need of assistance.

Grace Smith House
(845) 471-3033 (24/7 Crisis Hotline)
A crisis intervention shelter that has a 24-hour hotline to help victims. Provides residential and nonresidential services for victims of domestic violence and their families along with counseling, support groups, and transitional housing.

MY SAFE PEOPLE

A FRIEND I CAN TALK TO:

AN ADULT I CAN TALK TO:

HEALTHY VS. UNHEALTHY TEEN RELATIONSHIPS

Teens in HEALHY relationships should:

- Communicate respectfully and listen to each other's feelings, opinions, and needs.
- Take responsibility for their actions and apologize.
- Trust each other.
- Respect their partner's space, privacy, and boundaries.
- Spend time with family and friends outside the relationship.
- Feel safe around one another and understand "no means no."

CPCA

THECPCA.ORG **(845) 454-0595**

HEALTHY VS. UNHEALTHY TEEN RELATIONSHIPS

Teens in UNHEALTHY relationships:

- Communicate poorly suchas name-calling, yelling, or mocking each other.
- Refuse to talk about a disagreement or apologize.
- Pressure their partner to do things they do not want to do.
- Show up unannounced.
- Tell their partner who they can and cannot hangout with.
- Isolate their partner from their friends or family.

CPCA

THECPCA.ORG **(845) 454-0595**

Safety Brief: Supporting Children Who Have Been Victimized

thecpca.org
(845) 454-0595

Academic Needs

The following strategies may help the child regain confidence in their ability to succeed at learning and may lessen frustration with difficult tasks:

- Find ways to provide one-to-one assistance or tutoring in problem areas—from both adults and peers, if possible.
- Break down large projects into smaller tasks so that the child can have more frequent feedback and a sense of satisfaction from completing a task.
- Minimize competition and try to set up failure-proof tasks.
- Eliminate timed tasks or allow the child more time to complete tasks.
- Provide well-defined procedures for transition from one activity to another.
- Assign the child a classroom job, such as helper to the teacher.
- Ask resource staff how to obtain other academic help for the child, if necessary.
- Ensure access to all educational services for which the child is eligible (e.g., free or
- reduced price meals programs, Title I services, and bilingual programs).

Emotional Needs

It is important to acknowledge the child's strengths and skills and not simply the victimization. Reinforce positives by providing experiences that leave the child with a feeling of accomplishment. Help the child identify something they can do well. The following strategies may help a child increase their self-esteem:

- Let your behavior indicate to the child, "I like you. I like to be with you."
- Use statements such as, "You have done this very well. I think you have gotten better at this task."
- Acknowledge and validate the child's positive qualities.
- Play games that will be winning situations for the child.
- Begin each day with a clean slate.
- Read to the child or have them read to others.
- Use stories in which children are the heroes and overcome great odds through competence, strength, and intelligence.
- Help the child talk about feelings. Label feelings, both your own and the child's. Encourage the child to express their feelings.
- Encourage the child to express their feelings through creative mediums, such as art, music, dance, and writing.
- Help the child to identify and become part of extracurricular activities or clubs.

Safety Brief: Supporting Children Who Have Been Victimized

CPCA
thecpca.org
(845) 454-0595

Behavioral Needs

Children who have been maltreated sometimes find that acting out in school is the only available form of expression for their feelings of anger, fear, and guilt. It is imperative to redirect inappropriate behaviors, but remember that these children may be extremely sensitive to adult control. However, they may respond well to structure and limitations on highly stimulating tasks. The goal is to help the child build up a sense of self-control that comes from an ability to predict events and participate successfully. The following strategies may help to structure learning situations in ways that may be helpful to children:

- Be consistent, calm, and clear in your directions. When speaking, bend down or sit down with the younger child to speak directly to them in a quiet voice.
- Help the child realize there are consequences to behavior, and the child can make a good choice to exercise control over behavior.
- Provide time and reasons for the child to get up and move around to discharge some energy. Encourage structured play or exercise. Do not withhold recess, lunch, or physical education as punishment.
- Avoid taking away possessions as a disciplinary measure.
- Set up the classroom to help the child stay on task. Move the child's desk closer to the
- teacher's desk; use a study carrel or timer.
- Avoid using corporal punishment. The child has had adults use power and force inappropriately and must be shown other ways to solve problems.
- Do not allow destructive behavior as an expression of anger. Talk about appropriate release of anger. Have children demonstrate or rehearse appropriate behaviors.
- Model nurturing concern toward others. Foster empathy and sensitivity to others. Verbalize those feelings and model empathetic behaviors. Watch for this behavior and praise the child when they are appropriately empathetic toward others.

Social Needs

Young children will learn how to get along with their peers by first getting along with the adults who are important to them. Do not expect good peer relations until the child can forge a relationship with an adult. Help the child learn social skills through these strategies:

- Be a role model; demonstrate and talk about acceptable ways of behaving with others. Express your own feelings appropriately.
- Offer guidance on how to deal with peers. Social skills or friendship groups are useful. Locate and use books on the topic of making friends.
- Set up group activities so the children have a chance to learn from each other. Cooperative learning is a model that may empower these children.



INJURY AND VIOLENCE DISPARITIES

between LGBQ+ and Heterosexual Youth

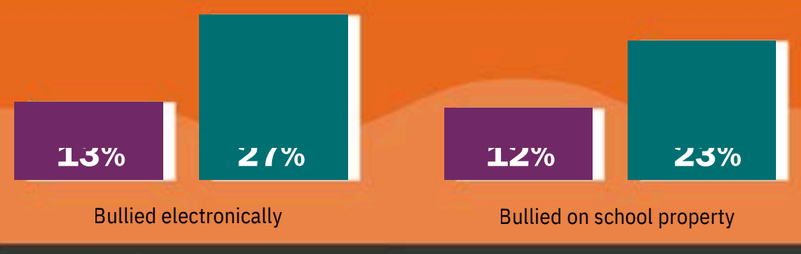
Heterosexual youth LGBQ+ youth

INTRODUCTION

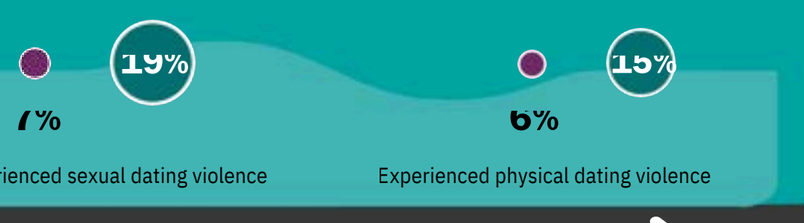
Youth who identify as lesbian, gay, bisexual, questioning, or other non-heterosexual identity (LGBQ+) are resilient[1] and diverse, representing every racial, ethnic, and socioeconomic group and are present in every community across the U.S. They make up 24% of the high-school aged population.[2]

While acceptance, affirmation, and inclusion of youth with these identities has increased, significant yet preventable disparities persist. Data from the 2021 Youth Risk Behavior Surveillance System (YRBSS; a survey that is representative of 45 states)[3] show that sexual minority youth have disproportionately higher rates of experiencing bullying and dating violence, risk for suicide, and substance use, compared to their heterosexual peers.

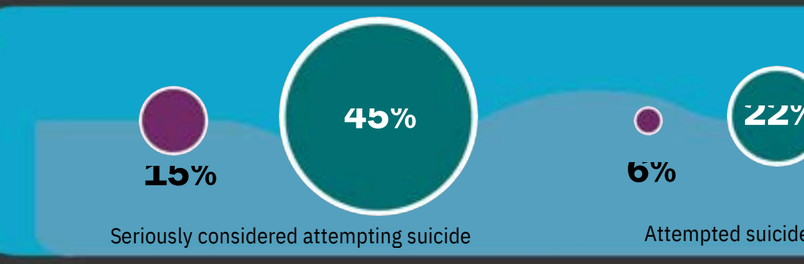
BULLYING



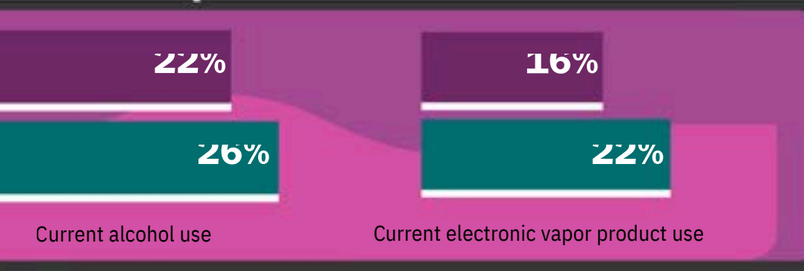
DATING VIOLENCE



SUICIDE RISK



SUBSTANCE USE



RISK FACTORS

There are several risk factors that help us understand these disparities experienced by sexual minority youth, including:

- Stigma coming from peers, family, society, and even the self (internalized stigma).
- Discriminatory policies against sexual minority individuals.
- Disproportionate access to quality mental and physical health care.

PROTECTIVE FACTORS

It is important to focus on protective factors to prevent disparities. Recommendations include:

- Build resilience.
- Form affirming, inclusive, welcoming, and supportive communities.
- Adapt school programs to include sexual minority youth, for example anti-bullying programs and teen dating violence interventions.
- Make use of evidence-based, culturally responsive, programs that inform and train healthcare providers.

SOURCES

[1] Lira, A. N., & Morais, N. A. (2018). Resilience in lesbian, gay, and bisexual (LGB) populations: An integrative literature review. *Sexuality Research and Social Policy: A Journal of the NSRC, 15*(3), 272–282. https://doi.org/10.1007/s13178-017-0285-x

[2] Centers for Disease Control and Prevention. (2019). Health considerations for LGBTQ youth. https://www.cdc.gov/healthyyouth/disparities/health-considerations-lgbtq-youth.htm

[3] Centers for Disease Control and Prevention. 2021 Youth Risk Behavior Survey Data. Available at: www.cdc.gov/yrbs. Accessed on January 23, 2024.

Children's Safety Network

Education Development Center

April 2024

CSN is committed to achieving health equity for all infants, children, and adolescents, and views the health disparities that lesbian, gay, bisexual, transgender, questioning, or other non-heterosexual identity (LGBTQ+) youth experience in the context of social determinants of health. Root causes related to LGBTQ+ youth disparities must be identified and addressed to achieve true health equity. Structural discrimination and inequitable access to health care has put LGBTQ+ youth at greater risk of negative health outcomes. Social stigma regarding sexual and romantic preferences and identities contribute to disparities experienced by LGBTQ+ youth. These youth often experience discrimination, harassment, family rejection, and social rejection, placing them at greater risk for violence and injury.

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under the Child and Adolescent Injury and Violence Prevention Resource Centers Cooperative Agreement (U49MC28422) for $5,000,000 with 0 percent financed with non-governmental sources. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

S.M.A.R.T.

Set-up:Devices/Accounts/Passwords

Monitor: OnlineUse/Connections

Approve: Apps/Games

Restrict: Content/Permissions

Talk:#StartTheConversation/Teach

exploitation

grooming

sextortion

financial sextortion

scam

risky behavior

generative ai

sexting

privacy

To access more Internet safety resources,
please scan the QR code here:

ICAC Internet Crimes Against Children Task Force Program

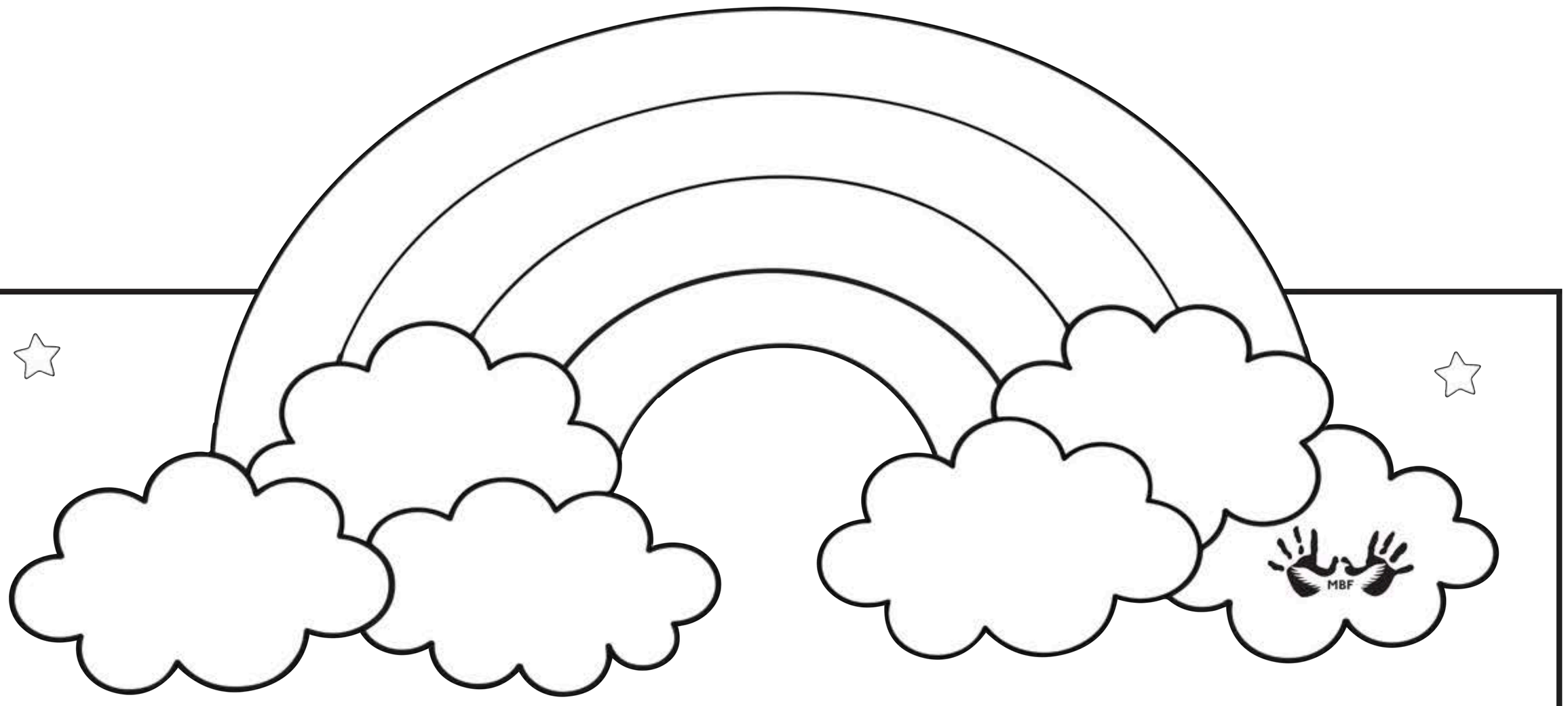
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This project was supported by Grant #2020-MC-FX-K002 awarded by the Office of Juvenile Justice and DelinquencyPrevention,Officeof JusticePrograms, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect those of the Department of Justice.

Activities To Do With Kids

- Ways To Be Kind Worksheet
- I Am An Upstander Coloring Sheet
- Kindness Coloring Sheet
- Bullying Wordsearch
- Anti-Bullying Worksheet
- Be Kind Worksheet
- A Kindness Questionnaire





KINDNESS MATTERS

WAYS TO BE KIND:

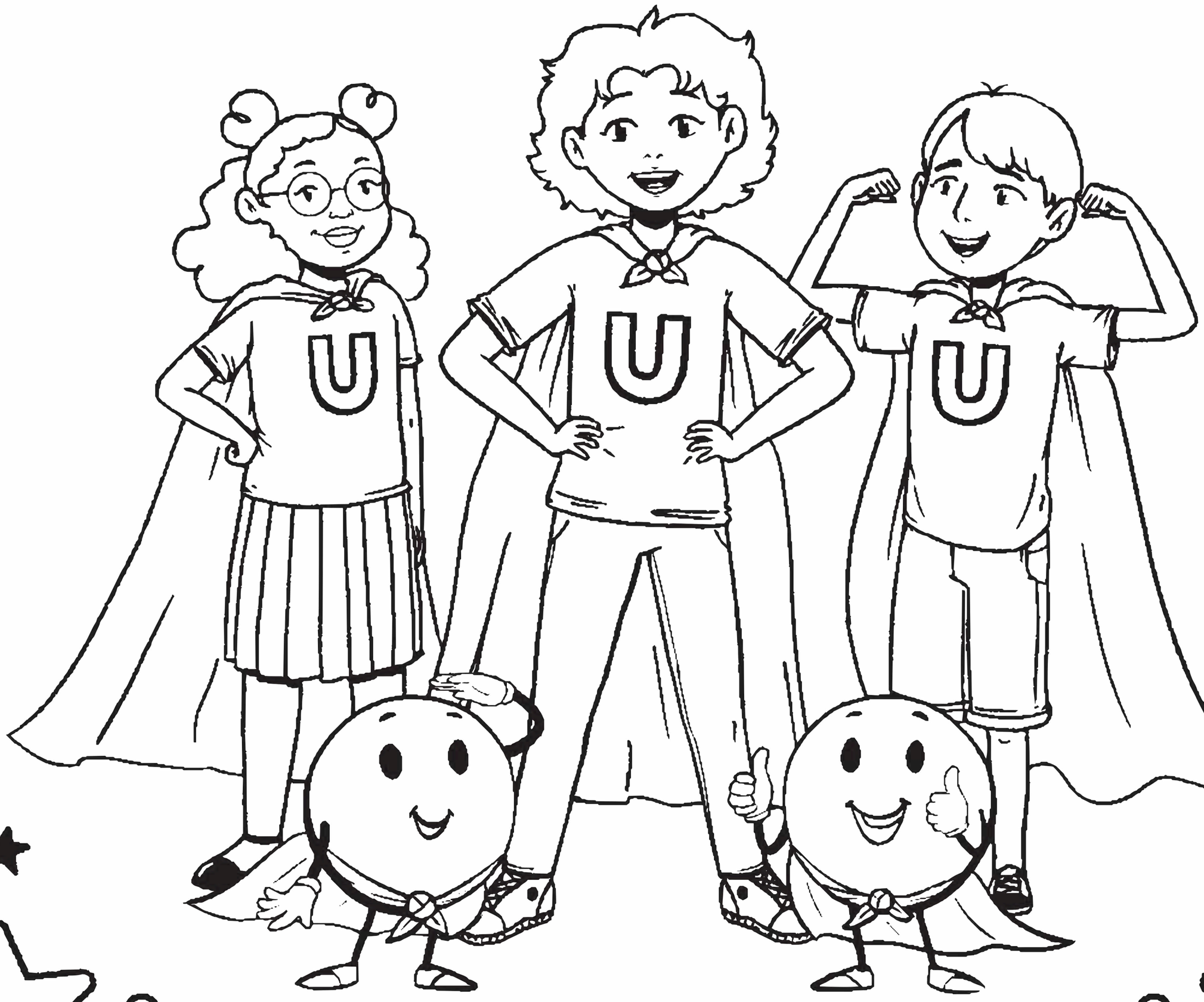
1.

2.

3.

I am an

UPSTANDER!



MONIQUE BURR
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PREVENTION EDUCATION PROGRAMS

www.MBFPreventionEducation.org

KINDNESS BEGINS WITH ME!



BE THE CHANGE YOU WANT TO SEE IN THE WORLD

Bullying Word Search

Find all the words in the word search! Talk about what each one has to do with bullying.

K	I	N	D	N	E	S	S	O	G	P
F	D	A	W	G	O	C	P	H	R	L
B	R	L	T	Y	F	T	R	M	A	E
I	E	O	W	U	R	N	K	R	S	H
G	D	A	Z	H	I	U	E	H	T	M
N	N	Y	S	T	E	M	M	U	R	N
O	A	M	D	E	N	C	P	N	O	Y
R	T	E	T	A	D	E	A	T	P	Q
E	S	S	T	S	C	O	T	M	E	E
M	Y	D	G	E	A	B	H	U	R	T
B	B	H	B	U	L	L	Y	N	D	A

bully
bystander
empathy
help
kindness
tease
report
hurt
friend
ignore





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ANTI BULLYING WORKSHEETS

Verbal ways to bully

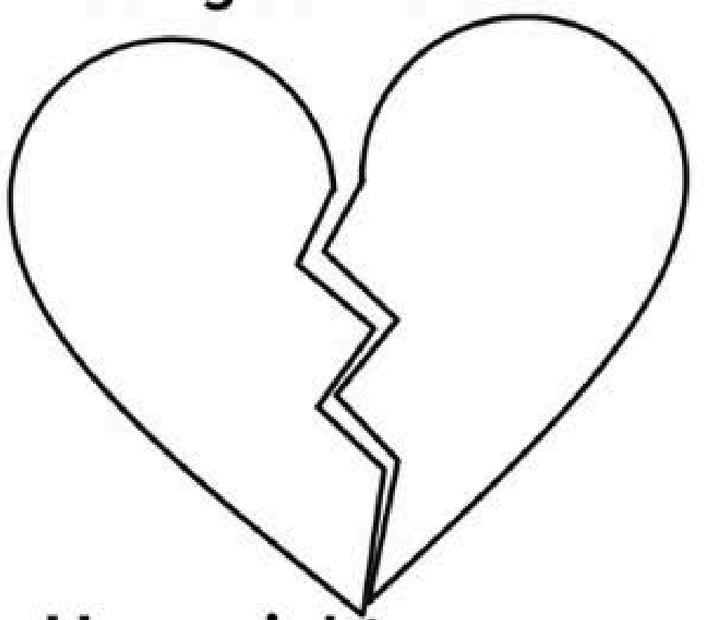
How might someone being bullied act?

physical ways to bully



emotional ways to bully

how might someone being bullied feel?



How might someone being bullied feel?



WRITE AND COLOR

11X8.5 INCHES

Name: _____

Being Kind

Sometimes things happen with a person and we need to make a decision about how to react. Sometimes, we might want to get mad, yell, or even hit. But, being kind to someone can make you feel good, and maybe even help the other person.

Directions: Look at the pictures below. What is happening? If this was happening to you, how could you react in a kind way? Write a sentence for each picture that tells about a way you could react kindly.







Remember, if someone is not treating you kindly, you can tell your teacher or your parent. It is wrong to bully others.

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Date _____

Name _____

Self-Reflection

A Kindness Questionnaire

Read the sentences below. Determine how often you do the activity described in the sentence – often, sometimes, rarely – and record your answer. There are NO wrong answers! When you are done, add the total of your points to see how strong your KINDNESS skills are.

Showing KINDNESS	Often 3 points	Sometimes 2 points	Rarely 1 point
1. I share with others.			
2. I ask others how they are doing.			
3. I include all of my classmates.			
4. I compliment people.			
5. If I hurt someone's feelings, I try to fix it.			
6. When I'm upset, I do something to take care of myself.			
7. I listen when others are speaking.			
8. I greet people when I first see them.			
9. I encourage others.			
10. I try to solve problems with polite words.			

CocunutCounselor©

My total is _____

If you scored between...

10-15: You show KINDNESS a little, but could work to show more. Think about how you could spread more joy to others.

15-25: You show a good bit of KINDNESS, but there is still a little room to grow. Try seeing what others around you need.

25-30: You show so much KINDNESS! Keep it up!

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