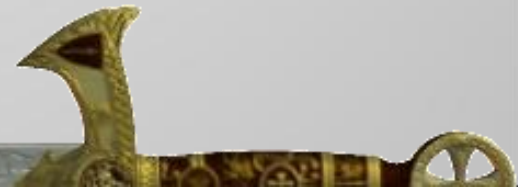


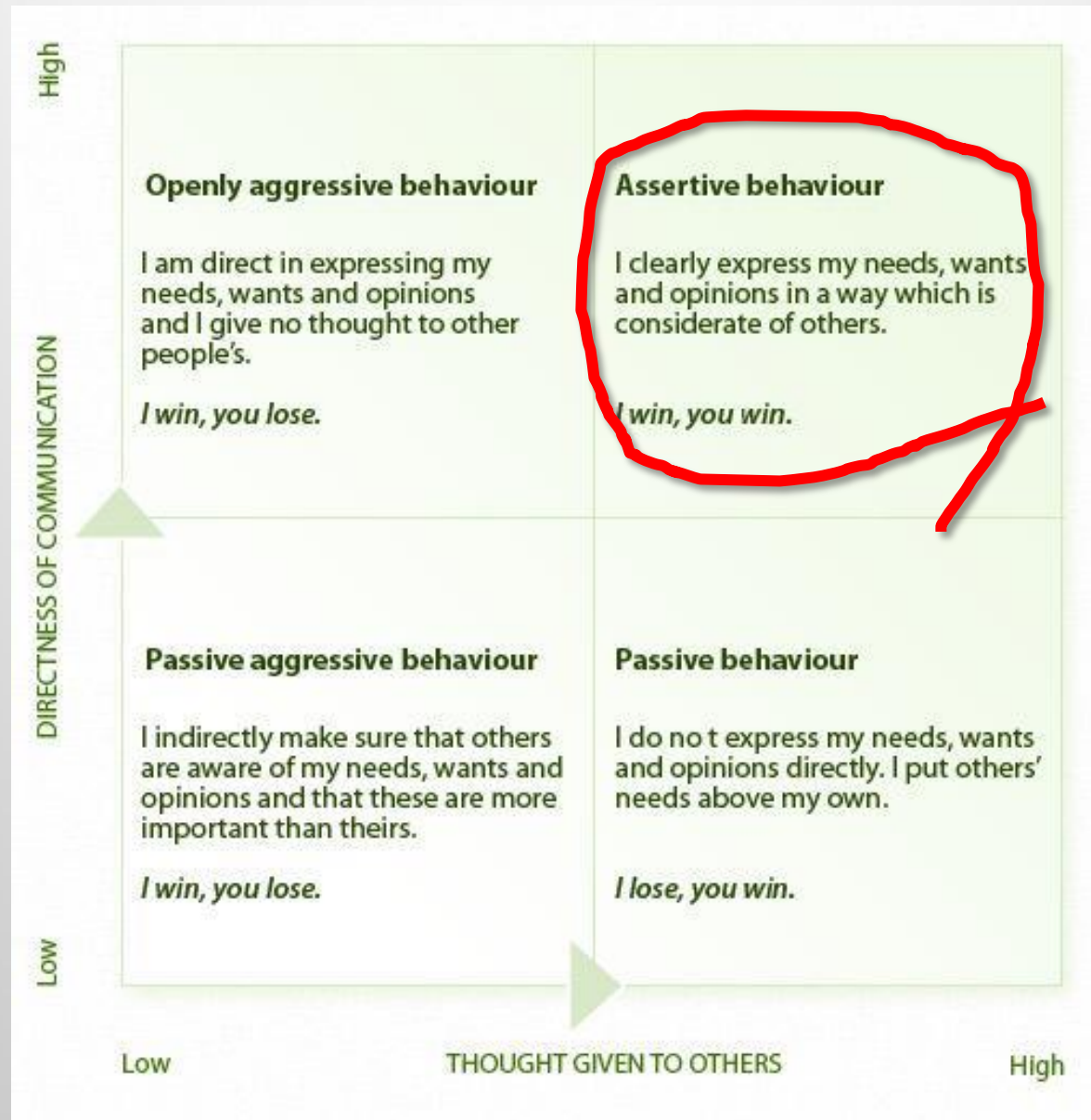


# 2015 MD DeMolay Advisors' Training

## Take AIM Against



# Assertiveness vs Aggressiveness

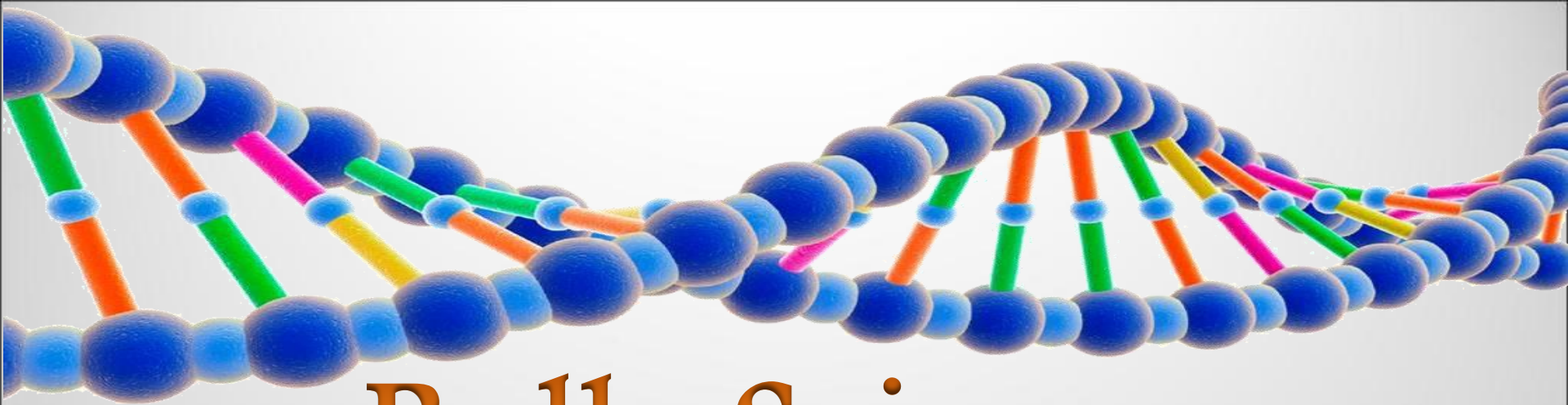


# Assertiveness vs Aggressiveness

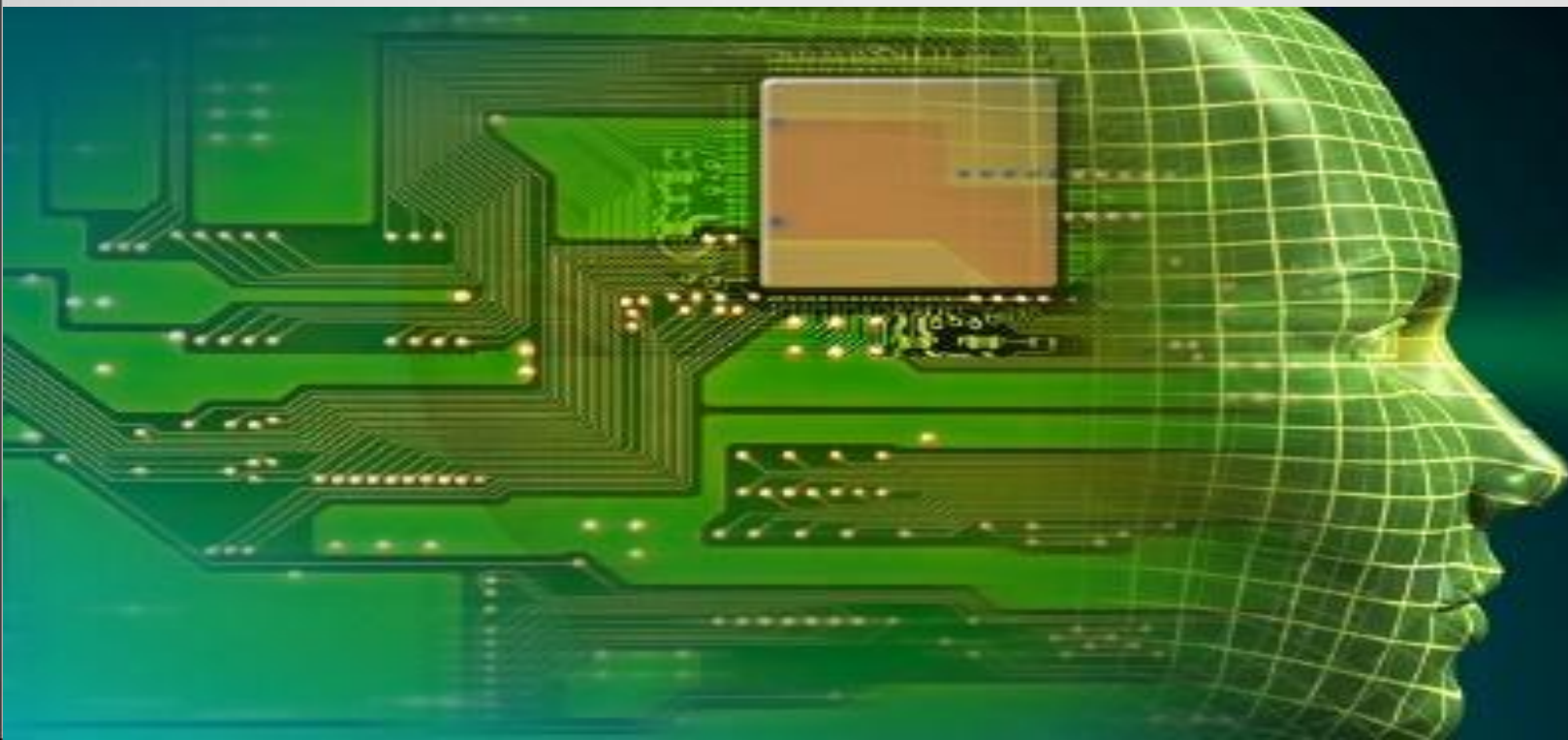
- Goal
  - Encourage positive assertive behavior in communication
  - Discourage other responses

# Group Activity

## Assertiveness Test



# Bully Science





# Why does bullying occur?

An iceberg floating in the ocean under a blue sky with white clouds. The visible tip of the iceberg is above the water line, while the much larger submerged part is below. The image is divided into four horizontal sections by yellow lines, each corresponding to a level of the mind.

Conscious Mind

Subconscious Mind

Unconscious Mind

That part of the psyche obtained through heredity, not personal experience (Jung)

Collective Unconscious

# Aggression is Instinct Driven

- Instincts & impulses rooted in primitive animal neurobiology
  - Essential for survival of self, social group & species
    - Fight or flight response
    - Drives to satiate thirst, hunger & sexual urges
  - Sometimes it is necessary to learn to repress these urges for societal good

# Learning & Biological Factors → Roles

- Bullying Roles



## The Wolf

- Those who bully



## The Sheep

- Those who are bullied

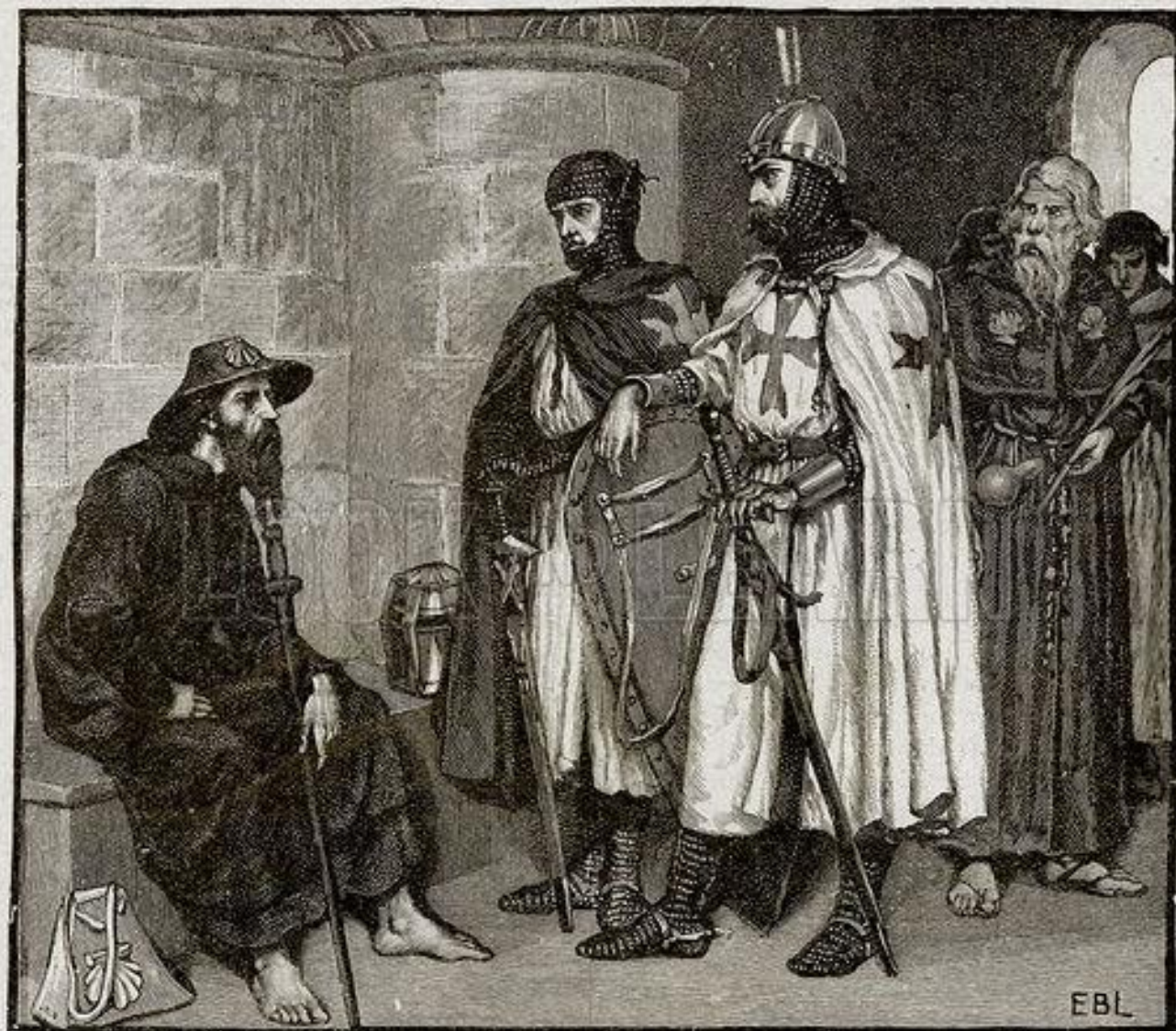


## The Sheepdog

- Those who protect the bullied



# Templar Were Pilgrims' Sheepdogs



PILGRIM (A), PALMER (D), HOSPITALIER (B), TEMPLAR KNIGHT (C), AND CONVENTUAL TEMPLAR (E). (See p. 151.)  
(a, Pilgrim's wallet; b, Pilgrim's staff.)

# Bullying Transactions Doggy Style



Active Aggression



Active Aggression



Conflict



Passive Aggression



Conflict



Active Submission



Bullied



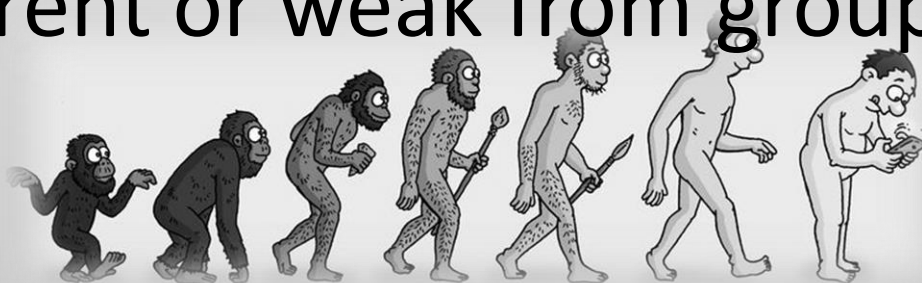
Passive Submission



Bullied

# Human Interactions

- Interactions similar to animals
- During development children learn strategies to resolve social dominance conflicts
  - Learn to perceive vulnerability
  - May exclude members who appear different or weak from group



# Human Interactions

- Some aspire to dominate group as the alpha male or alpha female



Males: Top Dog



Females: Queen Bee



# Alpha Males

## Rambo



Alpha Females

# Hunger Games





# Dominance Behavior

- In animals & humans both genders strive for dominance
- Individual animals may express it verbally, socially or physically
  - Males tend to express aggression physically more often than females
  - Females tend to express aggression socially more often than males

# Play vs Fight?

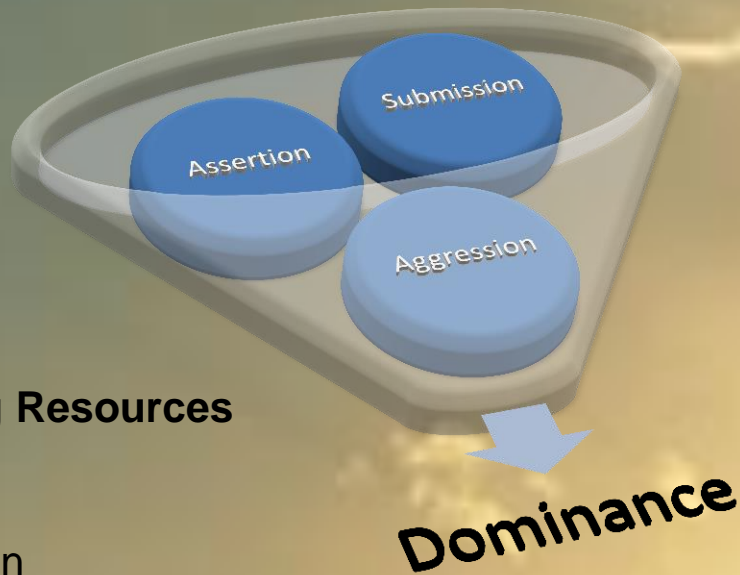
## P l a y

- Reciprocal actions, neither party seeking dominance

## F i g h t

- Dominance is sought objective
- *One party perceives the other sought to dominate*

# Attaining Social Dominance



## Controlling Resources

- Money
- Attention
- Information
- “Stuff”

## Controlling Social Stature

- Good Works
- Intimidation
- Marginalization

## Controlling Emotions

- Endearment
- Feigning Helplessness
- Fear



# Establishing Social Dominance





# Going Ape!



**NATIONAL  
GEOGRAPHIC**

# General Bullying Information

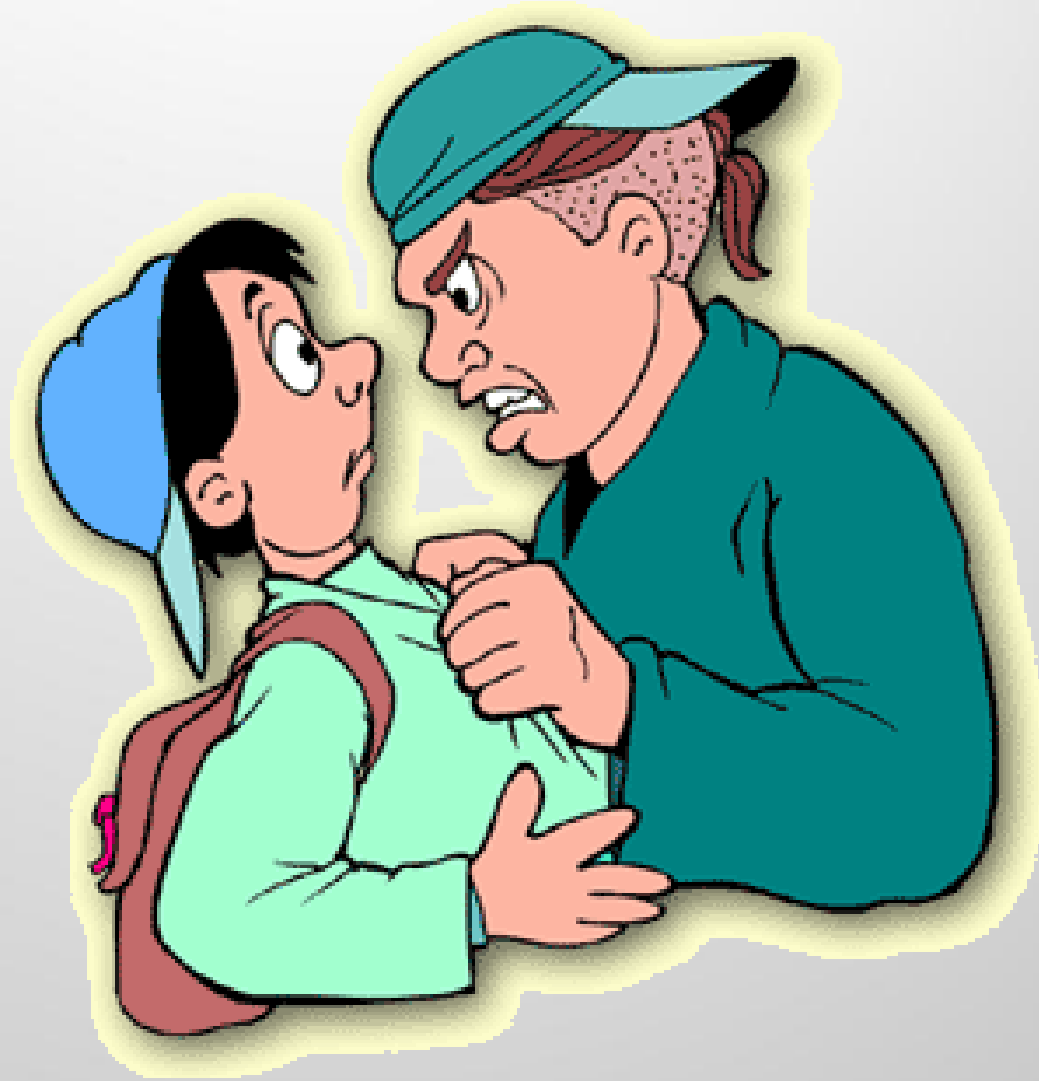


# What is bullying?

- Bullying is unwanted, aggressive behavior ~~among school aged children~~ that involves a ***real or perceived power imbalance***. The ***behavior is repeated, or has the potential to be repeated, over time***. Both kids who are bullied and who bully others may have serious, lasting problems.

# Three Types of Bullying

- Verbal
- Social
- Physical



# Verbal Bullying

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm



# Physical Bullying

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures



# Social Bullying



- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public
- ***Using political means to gain special privileges for a particular group***

# Where and When Bullying Happens

## Any time, any place!

- Internet gives bullies a 24/7 pulpit





# Frequency of School Bullying

- Nationwide
  - Grades 6–12: 28%
  - Grades 9–12: 20%
- Maryland (Grades 9-12)
  - 19.6% (on school property)
  - 14.0% (electronically)



# Warning Signs of Bullying

## Warning Signs that a Child May be the Target of Bullying

- Has damaged or missing clothing or other belongings.
- Has unexplained injuries.
- Complains frequently of headaches, stomachaches or feeling sick.
- Has trouble sleeping or has frequent bad dreams.
- Loses interest in visiting or talking with friends.
- Is afraid of going to school or other activities with peers.
- Loses interest in school work or begins to do poorly in school.
- Is very hungry after school from not eating lunch.
- Appears sad, moody, angry, anxious or depressed after school.
- Suddenly has fewer friends.
- Avoids certain places.
- Acts differently than usual.

## A child should be evaluated by a professional if the child:

- Runs away from home.
- Hurts himself or herself.
- Talks about suicide.
- Feels helpless.
- Blames himself or herself for his or her problems.

# Adverse Health Effects of Bullying

The Long Shadow Of

## CHILDHOOD BULLYING

"Bullying is not a harmless rite of passage, it is a public health issue which has far-reaching effects on adult health, wealth, criminality and social relationships"

Professor Dieter Wolke  
University of Warwick

BULLY VICTIMS ARE

4.8

TIMES MORE LIKELY  
THAN THOSE NOT  
INVOLVED IN BULLYING  
TO SUFFER FROM

DEPRESSION



PURE VICTIMS ARE

4.3

TIMES MORE LIKELY  
THAN THOSE NOT  
INVOLVED IN BULLYING  
TO SUFFER FROM  
ANXIETY



MALE

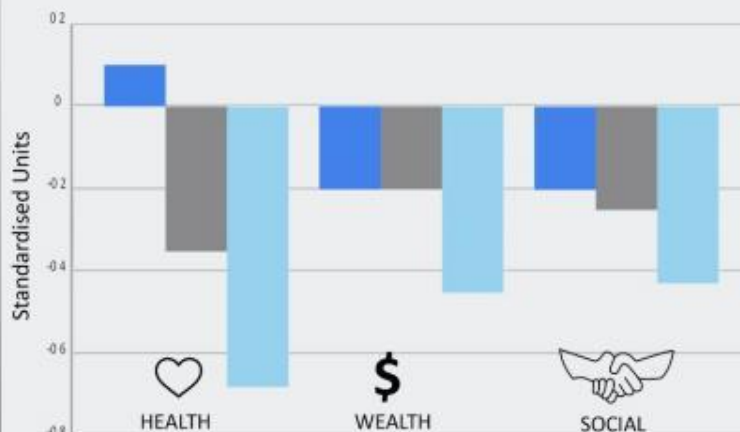
BULLY VICTIMS ARE

18.5

TIMES MORE LIKELY THAN  
THOSE NOT INVOLVED IN  
BULLYING TO COMMIT  
SUICIDE



### Adult Outcomes Of Childhood Bullying Involvement



**PURE BULLIES**

Perpetrate the aggression;  
never victims

**PURE VICTIMS**

Being bullied; never bully  
others

**BULLY / VICTIMS**

Get victimised and bully  
others frequently

#### HEALTH

This includes serious physical illness, sexually transmitted disease, serious accident, obesity, smoking and mental illness

#### WEALTH

This includes income, education, job problems, debt and being a poor manager of personal finances

#### SOCIAL RELATIONSHIPS

This includes marital, parenthood and divorce status as well as the quality of relationships with parents, spouse and friends

# Who is bullied?

- Students
- Teachers
- Parents
- Others



# Baltimore City Schools



# Bullying Roles





# Bully Profile

- Positive attitude toward violence & ***may get satisfaction injuring others***
- Strong need to dominate others
- Impulsive and easily angered
- Show little empathy toward others
- Defiant and aggressive toward adults
- Inclined to break rules



# Submissive Victim Profile

- 80 – 90% of bullied victims
- Cautious, sensitive, quiet, & reclusive
- Anxious, insecure, unhappy
- Prone to low self-esteem, depression & have suicidal ideation
- Identify more with adults than peers
- Physically weaker than bullies



# Provocative Victim Profile

- 10 – 20% of bullied victims
- Depressed, anxious, low self-esteem, feel unlikely by peers
- Concentration problems; lower reading & writing skills
- Hyperactive, impulsive, anti-social; create tension that makes them unattractive for peers & teachers

# Other Players



## The Bystander

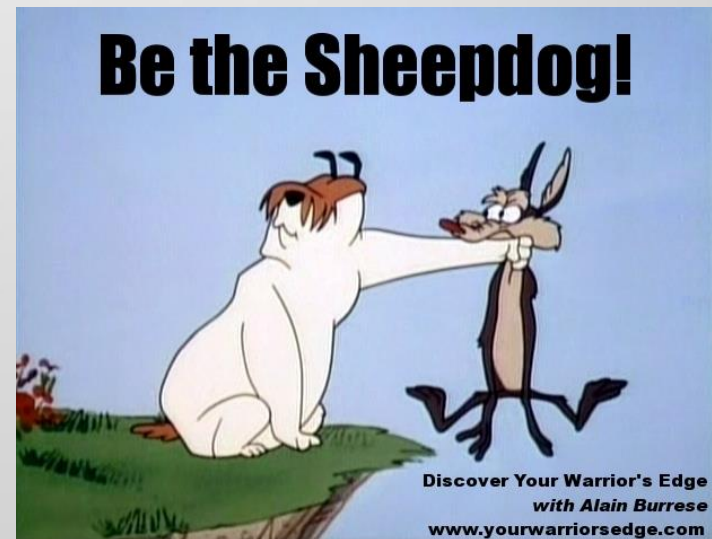
Bullies expect bystanders to:

- Support the bully
- Do nothing
- Fear reprisal



## The Defender

- Opposes the bully



# Bullying Roles

## **A. Students Who Bully.**

These students want to bully, start the bullying, and play a leader role.

## **B. Followers or Henchmen**

These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.

## **C. Supporters or Passive Bullies**

These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.

## **D. Passive Supporters or Possible Bullies**

These students like the bullying but do not show outward signs of support.

## **E. Disengaged Onlookers**

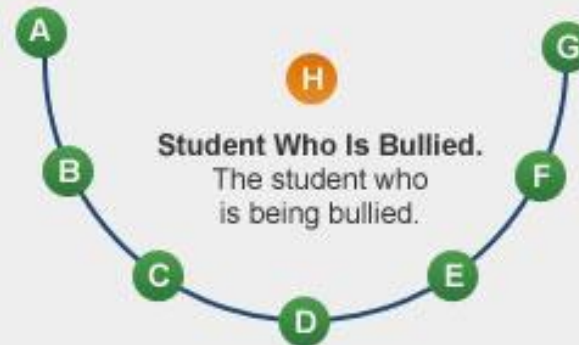
These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say: "It's none of my business," or "Let's watch and see what happens.")

## **F. Possible Defenders**

These students dislike the bullying and think they should help the student who is being bullied but do nothing.

## **G. Defenders**

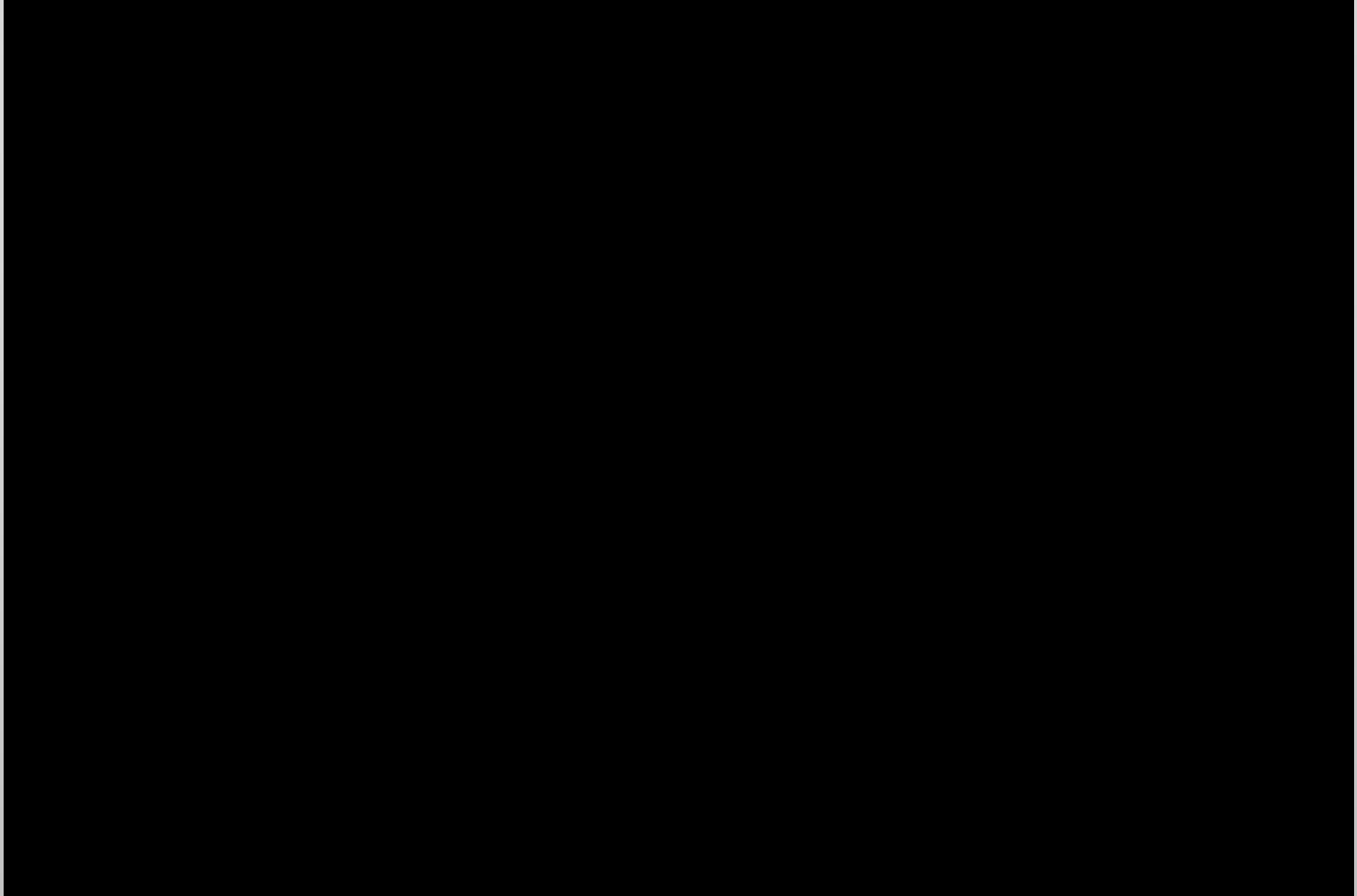
They dislike the bullying and help or try to help the student who is being bullied.



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# Taking Down a Bully – Literally!



# Family Types & Bullies

# Family Types & Bullies

- The Brick Wall Family
  - The Jellyfish Family
  - The Backbone Family
- Both the ***Brick Wall*** and the ***Jellyfish*** families help create bullies, bullied kids & bystanders.
- + ***Backbone*** families help children create inner discipline with faith in themselves and the ability to make a difference.



# Brick Wall Family Traits

- Authoritarian with rigid rules
- Parents use sarcasm, embarrassment and ridicule to manipulate behavior
- Parents use bribes and threats
- Fear used to reinforce learning; perfection is the goal, mistakes not tolerated
- Competitive atmosphere, contempt for loser
- Children taught what to think not how to think
- Love is conditional
- Child's will and spirit broken!



# Jellyfish Family Traits

Permissive, laissez-faire atmosphere – children are smothered or abandoned, humiliated, embarrassed & manipulated with bribes, threats, rewards, punishments. They become obnoxious and spoiled and/or scared and vindictive.

## Two Types of Jellyfish Families

A: Lax discipline with few or no limits.

Smother children

B: Parent physically or psychologically abandons children, focused on own problems





# Backbone Family Traits

- Not hierarchical, bureaucratic or violent
- Parents don't demand respect, they demonstrate and teach it
- Parents create support network through 6 critical life messages:
  - I believe in you
  - I trust you
  - I know you can handle life situations
  - You are listened to
  - You are cared for
  - You are very important to me

# Family (Mentoring) Types

# Cyberbullying

# Cyberbullying

- Cyberbullying refers to bullying which is carried out using the internet, mobile phone or other technological devices.
  - Sending nasty, mean or threatening messages
  - Posting obscene pictures or videos
  - Saying hurtful things in a chat room
  - Accessing someone's accounts & making trouble
  - Posing as someone else in an electronic forum and causing trouble
  - Making silent phone calls

# Cyberbullying

## DIFFERENCES

### BULLYING

- DIRECT
- Occurs on school property
- Poor relationships with teachers
- Fear retribution
  - Physical:** Hitting, Punching & Shoving
  - Verbal:** Teasing, Name calling & Gossip
  - Nonverbal:** Use of gestures & Exclusion

[www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov)

### CYBERBULLYING

- ANONYMOUS
- Occurs off school property
- Good relationships with teachers
- Fear loss of technology privileges
- Further under the radar than bullying
- Emotional reactions cannot be determined



# Children & Internet

## AND THE Children Internet

The problem of undesirable content

The percentages represent the share of visits to sites of the given category in relation to total visits to the 10 site categories used for this research in each of the countries



### PAYMENT BY CREDIT CARDS



### DRUGS



### ANONYMOUS PROXY



### PORNOGRAPHY



### ILLEGAL SOFT



### ONLINE GAMES



### WEAPONS



### GAMBLING



### UNCENSORED



### VIOLENCE



# Cyberbullying



# Maryland Cyberbullying Tragedy



Grace McComas cyberbully victim

- Older neighborhood classmate started cyberbullying Grace in the summer of 2011
- Attacks escalated, prompting her to take her own life on April 8, 2012
- Legislation has been in process since 2013

# Maryland Cyberbullying Law

## MD - HB17 Criminal Law

### Misuse of Interactive Computer Service

Expanding the prohibition against using an interactive computer service to maliciously engage in a specified course of conduct that inflicts serious emotional distress on a minor or places a minor in reasonable fear of death or serious bodily injury with a specified intent, so as to prohibit this conduct against any person regardless of age; and providing penalties for a violation of the Act.

Track bill here: <http://bit.ly/1uJqwR5>

# Cyberbullying Prevention

# Are your kids safe in cyberspace?



Gangs

# Gangs – Bullying on Steroids!



# What is a gang?

- may be formal or informal
- consist of at least three members
- have a name, hand sign, or symbol which is identifiable
- must be ongoing, meaning that the gang associates on a continuous or regular basis

# Social Dynamics of Gangs

- Establish territory or turf
- Intimidate outsiders
- Protect insiders
- Lure susceptible youth via reputation



# Gang Organization

## Hardcore Members (OGs)

- 10 – 20% of group
- Primary leadership
- Distribute narcotics
- Enforcers (violence)

## Active Members

- 40 – 50% of group
- Readily identify with gang
- Openly claim affiliation
- Display gang identifiers



## Associate Members

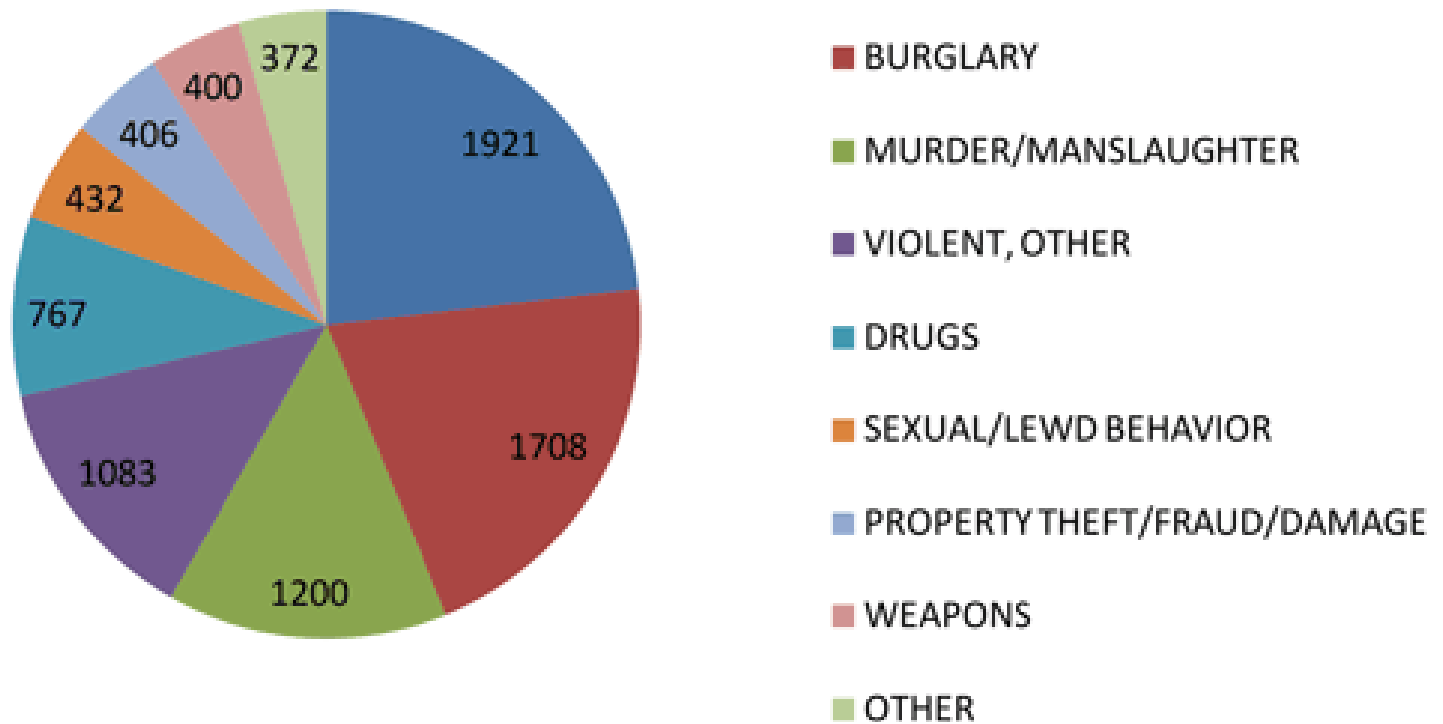
- 20 – 30% of group
- Communicate to each other & rival gangs w/ hand signs
- Use gang graffiti (tag)
- Wear gang colors
- Move in/out freely

## Wannabe Members

- <10% of group
- Hang with gang
- Sometimes asked to prove worth with criminal act
- **Extremely dangerous**

# Gangs by Primary Offense

**Gangs by Primary Offence**



Source: Security Threat Intelligence Unit



# Gang Signology



HERE'S  
YOUR  
SIGN

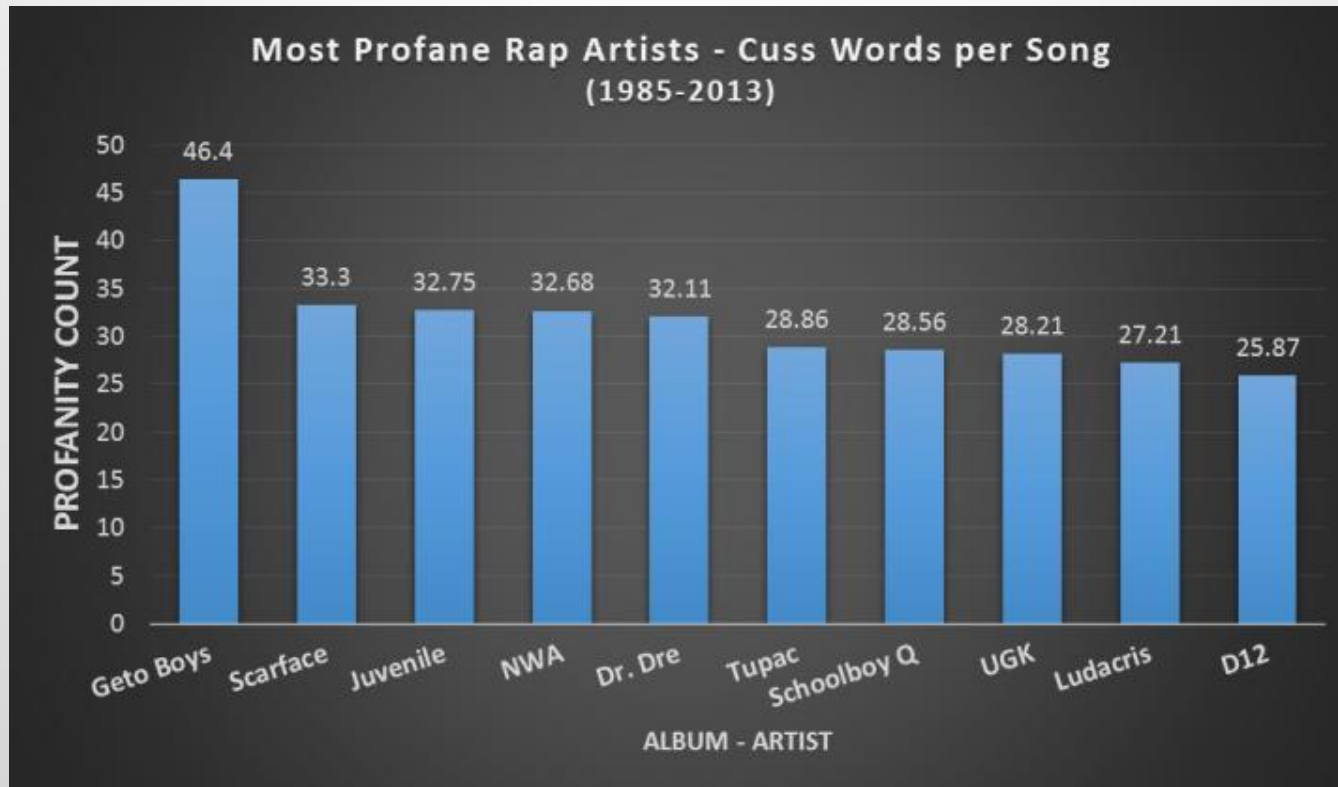
# Influence of Rap Music Culture



**PARENTAL  
ADVISORY**  
EXPLICIT CONTENT



# Profanity Count

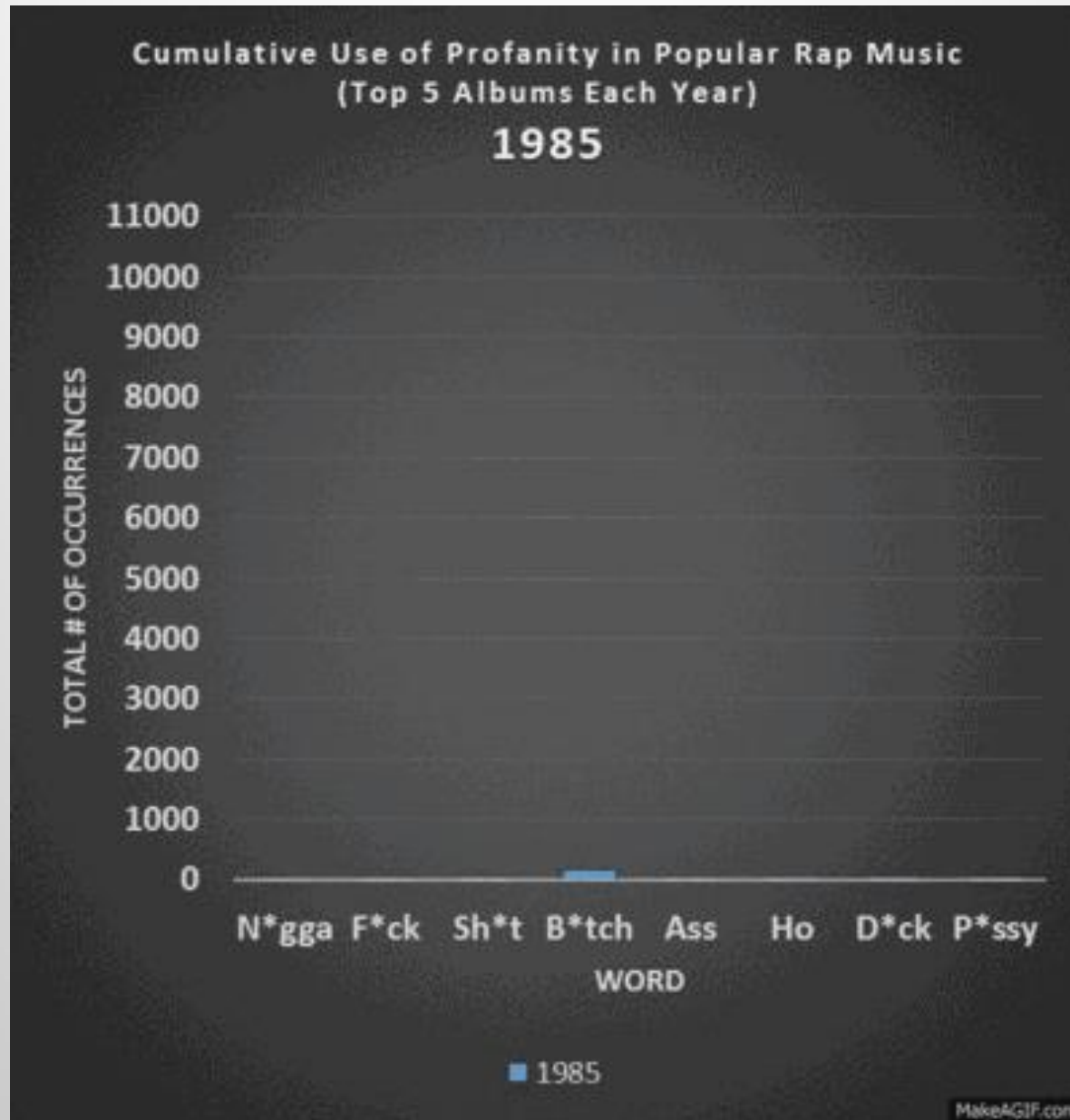


Profanity in Popular Rap Music (1985-2013)													
F*ck	Sh*t	B*tch	P*ssy	Ho	N-Words	D*ck	C*ck	Homophobic Slurs	G-Damn	Skeet	Tits	C*nt	Ass
7770	5072	3577	476	1213	10098	779	129	87	192	27	75	33	2036

**31,564 total cuss words in 145 albums.**

**That's 217.7 cuss words per album.**

# Rap Profanity 1985 – 2013



# The Moral Teachings of Rap Music

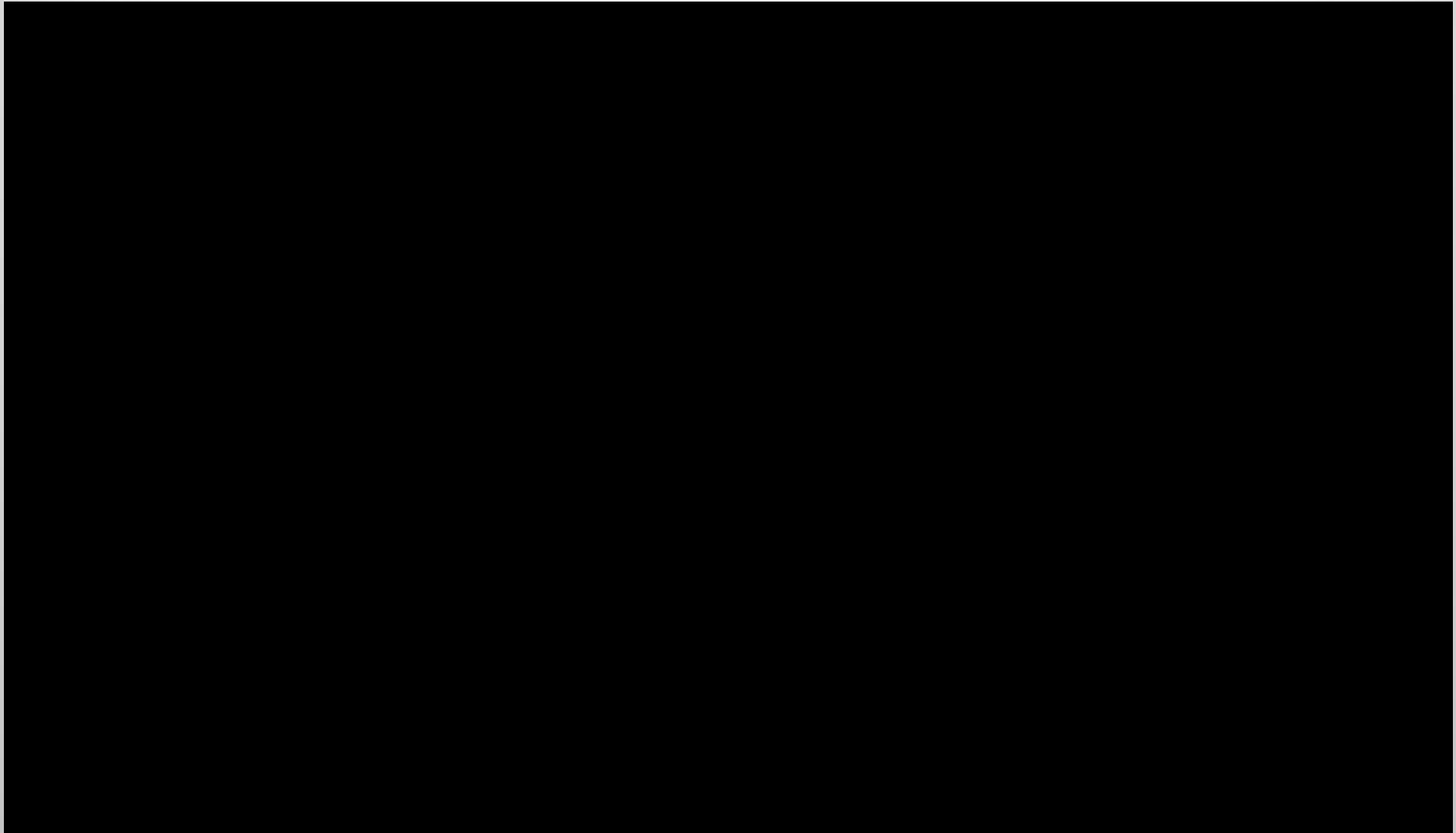


# Adolescent Rap Music Exposure

- Evidence suggests that there is a statistically significant relationship between exposure to hip hop/rap music and the development of antisocial behaviors in adolescents
- Black females exposed to nonviolent rap videos showed greater acceptance reading violent dating vignettes than females who were not exposed



# Gang Identification



# Workplace Bullying

# Workplace Bullying

- Bullying persists into adulthood



# Examples of Workplace Bullying

- Unwarranted or invalid criticism
- Blame without factual justification
- Being treated differently than the rest of your work group
- Being sworn at
- Exclusion or social isolation
- Being shouted at or being humiliated
- Excessive monitoring or micro-managing
- Being given work unrealistic deadlines

# Adult Bullies

“While most people are distressed by other people’s pain and want to soothe them, *some are excited by it and enjoy it*. Both genetic factors and early trauma probably play a role in this. Lacking an empathic connection to people, *bullies feel no remorse after hurting someone*. They destroy another person’s career with as little concern and inhibition as we throw away a piece of paper we no longer need.”

# Four Types of Workplace Bullies



Taking AIM Against



Assess  
Intervene  
Monitor

# Taking AIM Against



## **Assess**

- Use observation or other tools to gain a deeper understanding of the behavior

## **Intervene**

- Employ measures to shift behavior in a desired direction

## **Monitor**

- Determine effectiveness of interventions
- Decision: Continue monitoring or reassess?

Taking AIM Against



Assess

# Assessment Guidelines

- Observe individual behavior
  - Observe for signs of bullying
    - Change in social interactions
    - Change in mood (hostility, depression)
    - Truancy
- Characterize the threat
  - Individual, group or gang
- Look for gang activity in neighborhood

# Illinois Bully Scale – Test

## Illinois Bully Scale

For each of the following questions, choose how many times you did this activity or how many times these things happened to you in the **LAST 30 DAYS**.

	Never	1 or 2 Times	3 or 4 Times	5 or 6 Times	7 or more Times
1. I upset other students for the fun of it.	a	b	c	d	e
2. In a group I teased other students.	a	b	c	d	e
3. I fought students I could easily beat.	a	b	c	d	e
4. Other students picked on me.	a	b	c	d	e
5. Other students made fun of me.	a	b	c	d	e
6. Other students called me names.	a	b	c	d	e
7. I got hit and pushed by other students.	a	b	c	d	e
8. I helped harass other students.	a	b	c	d	e
9. I teased other students.	a	b	c	d	e
10. I got in a physical fight.	a	b	c	d	e
11. I threatened to hurt or hit another student.	a	b	c	d	e
12. I got into a physical fight because I was angry.	a	b	c	d	e
13. I hit back when someone hit me first.	a	b	c	d	e
14. I was mean to someone when I was angry.	a	b	c	d	e
15. I spread rumors about other students.	a	b	c	d	e
16. I started (instigated) arguments or conflicts.	a	b	c	d	e
17. I encouraged people to fight.	a	b	c	d	e
18. I excluded other students from my clique of friends.	a	b	c	d	e

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# Illinois Bully Scale – Score

## Total Score

Point values are assigned as follows:

Never = 0

1 or 2 times = 1

3 or 4 times = 2

5 or 6 times = 3

7 or more times = 4

## Subscales

Victim subscale: Items 4, 5, 6, and 7

Bully subscale: Items 1, 2, 8, 9, 14, 15, 16, 17, and 18

Fight subscale: Items 3, 10, 11, 12, and 13

Subscale scores are computed by summing the respective items. The range for the victim subscale is 0 to 16, with higher scores indicating more victimization. The range for the bully subscale is 0 to 36, with higher scores indicating more bully perpetration. The range for the fight subscale is 0 to 20, with higher scores indicating more fighting.



# Attitude Towards Bullying - Test

**How much do you agree with each sentence?**

	Totally false	Sort of false	Both true and false	Sort of true	Totally true
a. Most people who get bullied ask for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Bullying is a problem for kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Bullies are popular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I don't like bullies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am afraid of the bullies at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Bullying is good for wimpy kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Bullies hurt kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I would be friends with a bully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I can understand why someone would bully other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I think bullies should be punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Bullies don't mean to hurt anybody.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Bullies make kids feel bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I feel sorry for kids who are bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Being bullied is no big deal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Attitude Towards Bullying - Score

- Although not behavioral in nature, Part D assesses attitudes toward bullying.
- Items are scored on a 5-point Likert-type scale (1 = “Totally false” to 5 = “Totally true”). In Part D, items 1b, 1e, 1g, and 1j–m are reversed scored.
- The range for the scale is 12–60. Higher scores denote more pro-bullying attitudes.

Taking AIM Against



Intervene

# Interventions

- Teach parents backbone family skills
- Train how to **not** appear as a victim
- Train youth in conflict resolution
- Encourage martial arts training
- Provide structured, positive activities
- Use cyber-defenses: password protection & privacy settings

# Anti-bullying Programs

- Adopt formal anti-bullying programs
  - Zero tolerance policy towards bullying
  - Use a “total school” approach
- Increase supervision of youth
- Provide therapy for bullies
- Discuss children’s life experiences

# Counseling Strategy

- Show students what they have done wrong
- Give students ownership of the problems involved
- Suggest strategies for solving misbehaviors and problems
- Ensure students' dignity remains intact
- Provide real opportunities to solve problems independently

# Learning Not to Look Like a Victim



## A MATTER OF STYLE

People use one of three styles when they communicate. Suppose two people are trying to choose what to do. They might use one of the following styles when making the decision:

### 1. Passive

Someone who uses a passive style might say, "I'll do whatever you want to do. I don't care." The person may actually have feelings or thoughts about the choices but just isn't expressing them.



### 2. Aggressive

Someone who uses an aggressive style might say, "You have to do what I want or you're going to get it!"



### 3. Assertive.

Someone who uses an assertive style might say, "I would rather do something I want to do right now. Maybe we could do what you want afterward." Most people use all three styles from time to time, but every person usually uses one style more than any other.



## A Mirror Image?

You may not know what kind of communicator you are and what communication style you use. (Communicator just means someone who shares thoughts, words, and information.) After all, you can't just look in a mirror and see a sign above your head that says "Passive Communicator," "Aggressive Communicator," or "Assertive Communicator." To find your main style, let's look more closely at each of the three communication styles.



# Assertiveness Training



## ASSERTIVE COMMUNICATION

Step 1: Take a "You View"

Step 2: Know When

Step 3: Focus on Feelings

Step 4: Practice "I" Statements

Step 5: Speak with Confidence

Step 6: Be Aware of Your Body Language

Step 7: Learn to Listen, Listen to Learn

Step 8: Control Your Temper

Step 9: Accept Responsibility

Step 10: Take Your Time

### Step 10: TAKE YOUR TIME

If you have the chance to take time before you speak with someone, take it. Even a few minutes will give you a chance to check out your true feelings. You can decide when to communicate, how much you want to say, and how to say it. You can come up some good "I" statements and figure out possible solutions to any problem. You will also have a chance to practice your tone of voice and your body language.

### Know Your Rights

As you use assertive communication, remember that you have certain rights in any situation.

- You have the right to have your own opinion.
- You have the right to be listened to.
- You have the right to be treated with respect.
- You have the right to say what you feel and think in a respectful manner.
- You have the right to ask questions.
- You have the right to make a mistake.

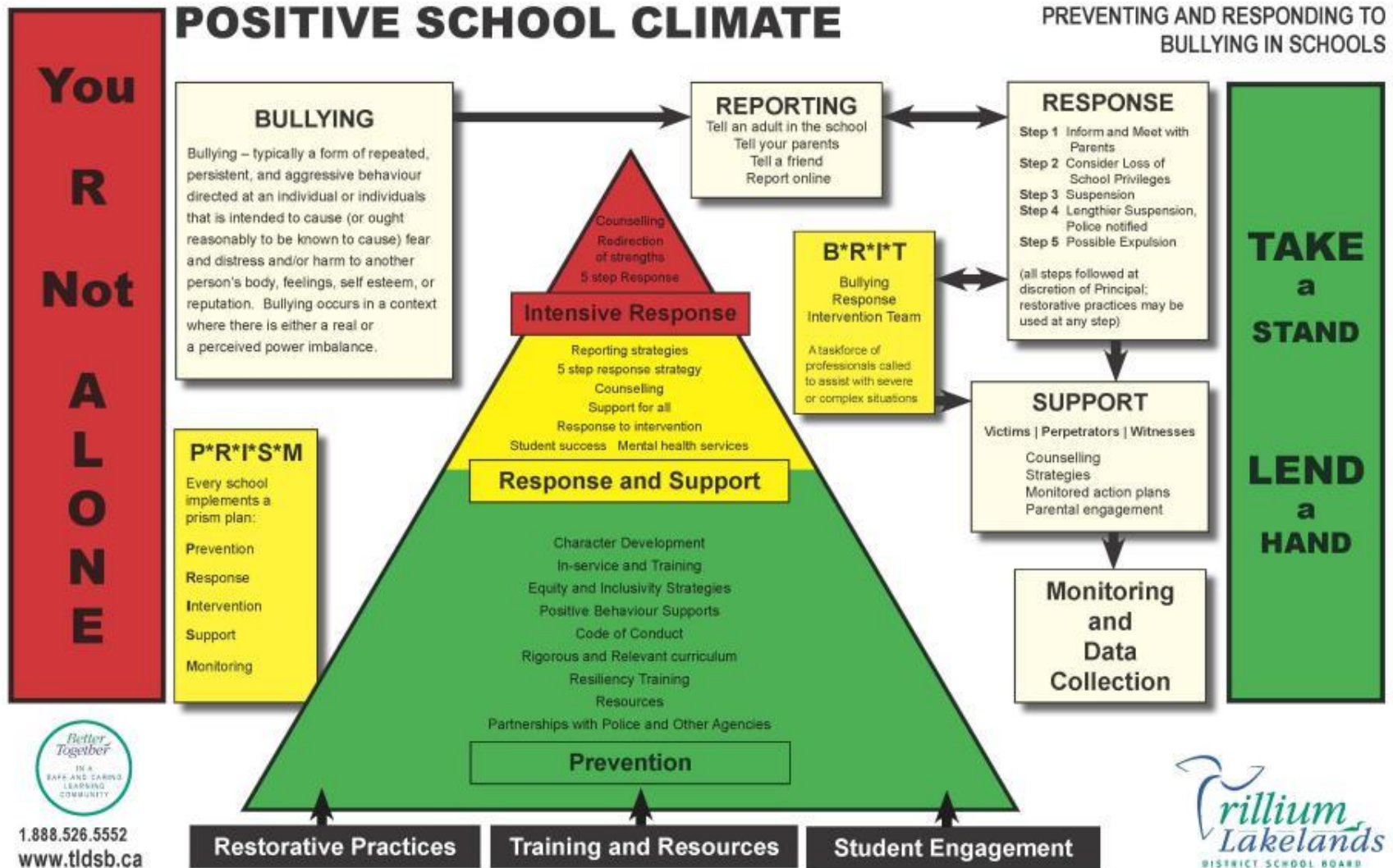
### Think Win-Win

Assertive communicators try to always think win-win. Instead of just trying to get what they want, they look for solutions that meet everybody's needs.

Remember, if you follow these steps, you will become a successful assertive communicator. You'll have the tools to make strong friendships and end conflicts positively. With assertive communication, everyone wins!



# Interventions at School



Taking AIM Against



Monitor



# Monitoring

- Observe for – / + changes in items compared to original assessment
- Maintain social support for victim

If no change or suspicious behavior noted,  
repeat A-I-M cycle

# Questions