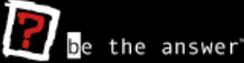


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solutions 2 bullying

**BULLYING INTERVENTION  
AS SUICIDE PREVENTION**

**Jonathan D. Sherman, LMFT**  
MarriageEnvy.com/bullying





**DOING  
NOTHING**

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**STANDING  
BY**

 be the answer™

**WATCHING  
IT**

 be the answer™

**TELLING  
NO ONE**

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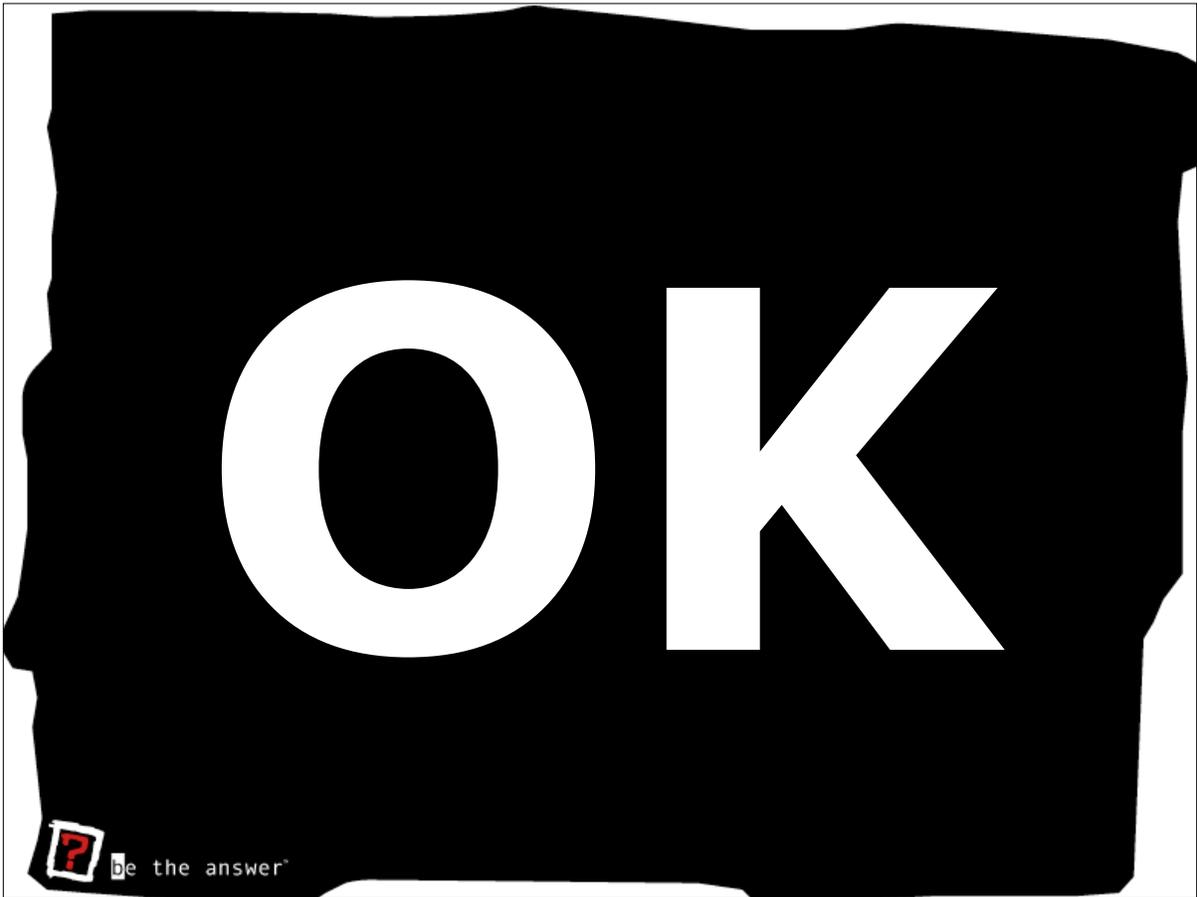
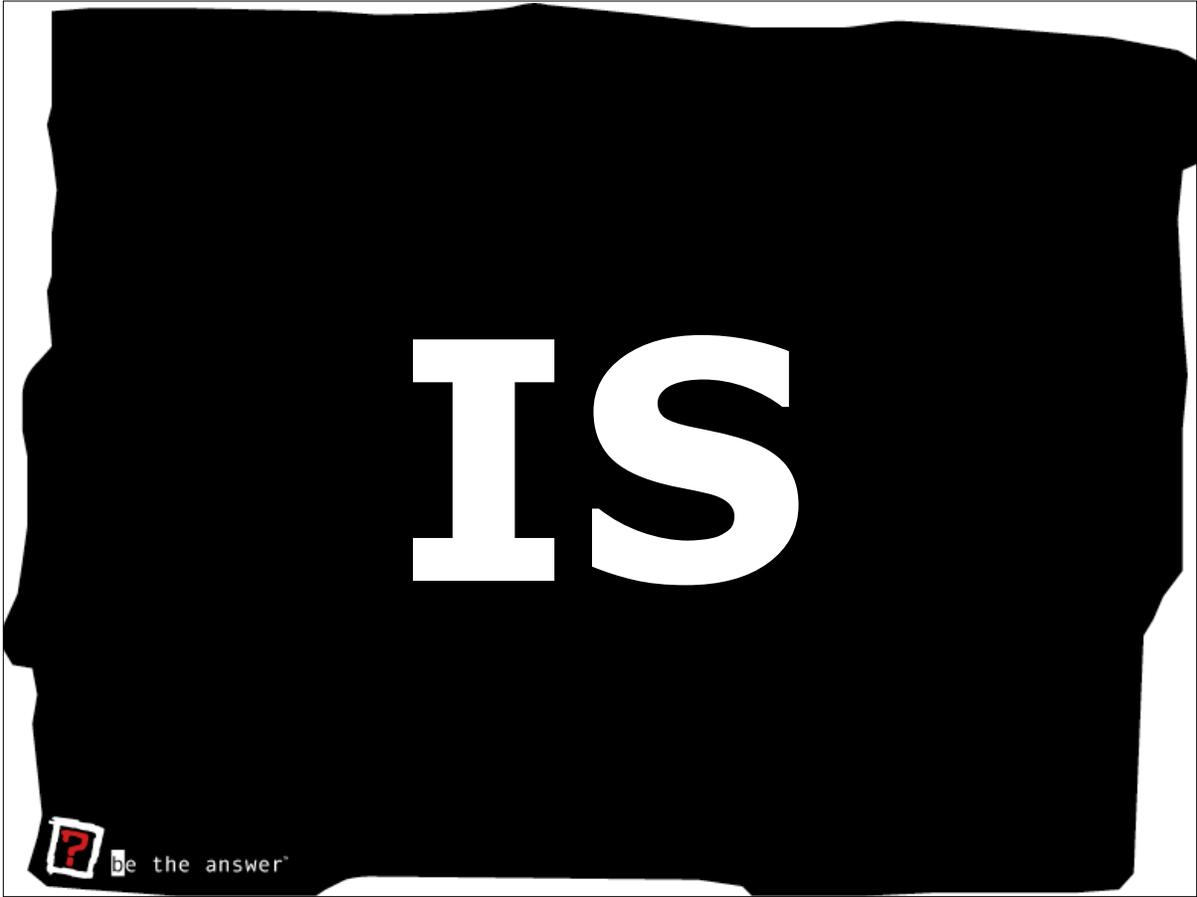


**TEASING**

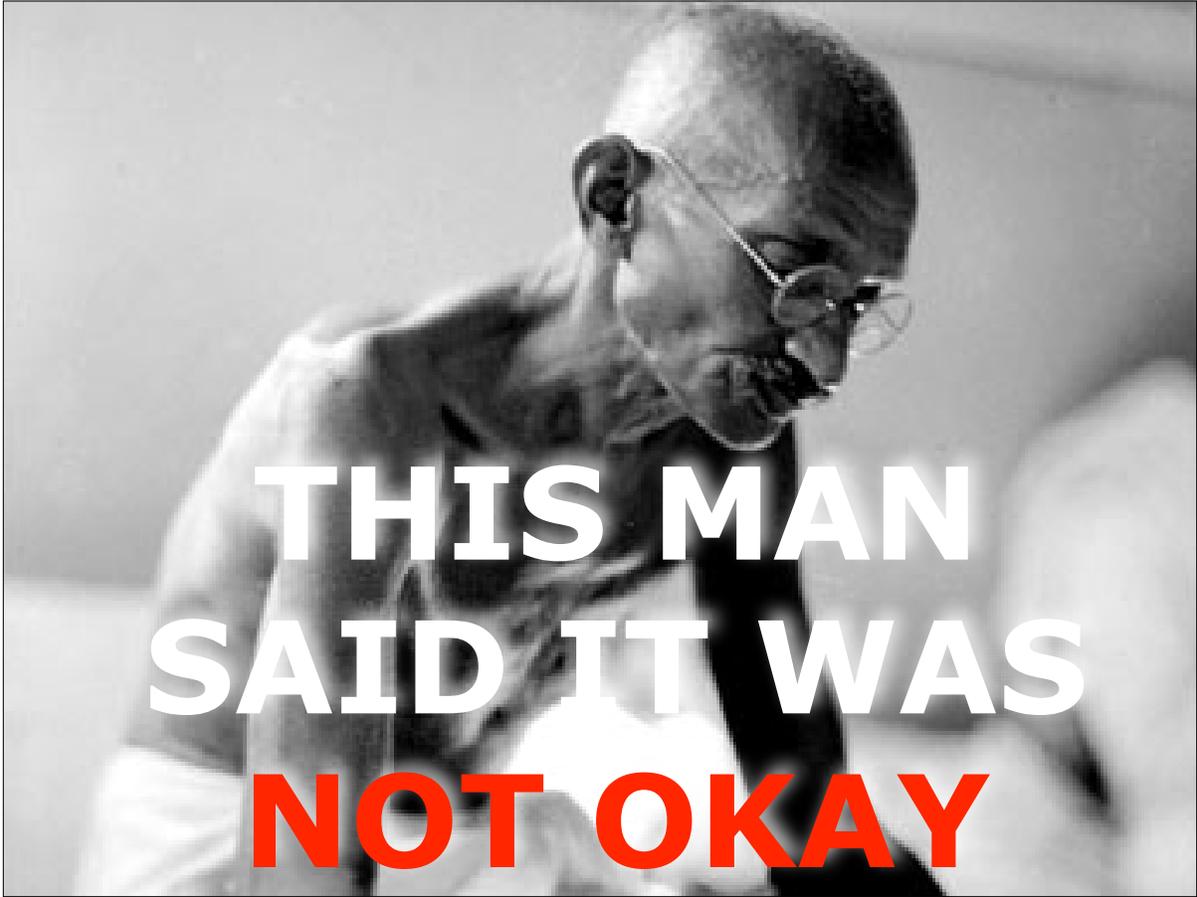
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**HARASSING**

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**THIS MAN  
SAID IT WAS  
NOT OKAY**



**AND DID  
SOMETHING  
ABOUT IT**









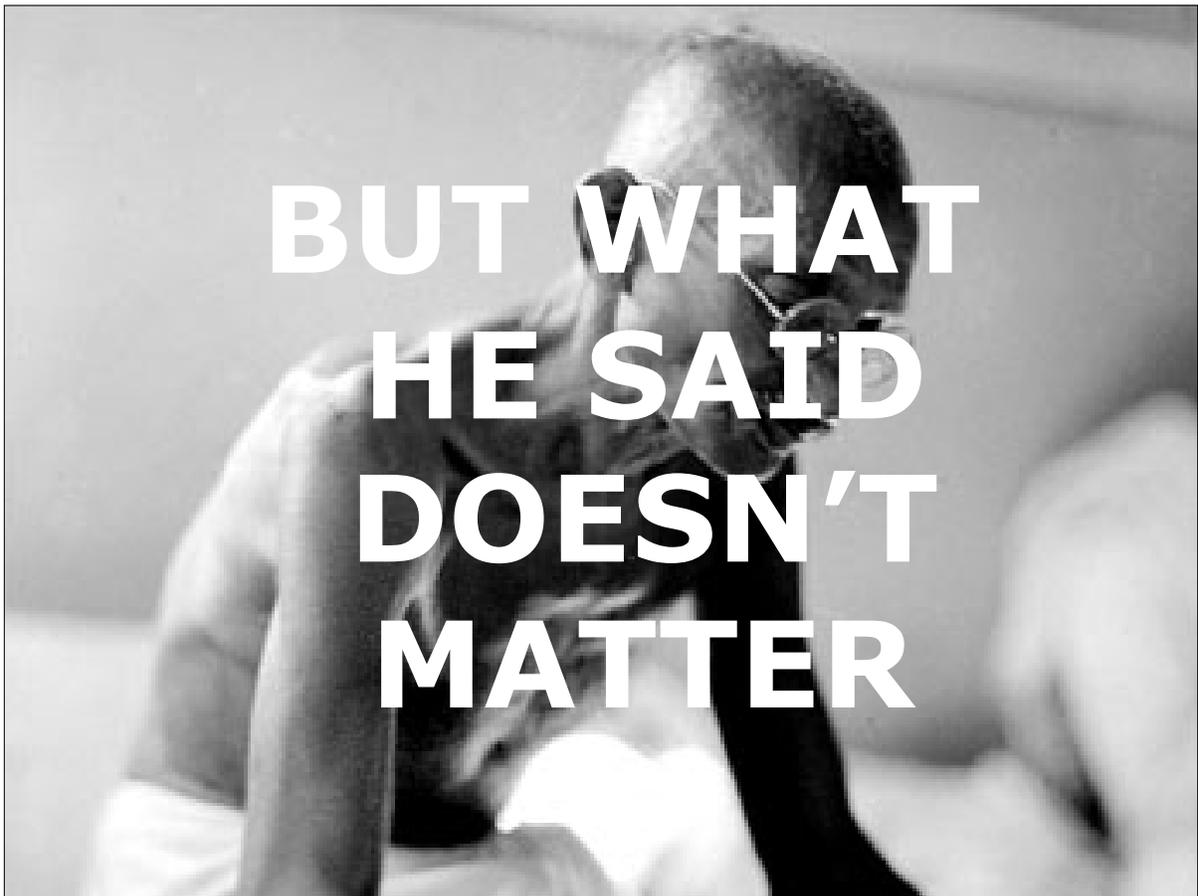
**THIS MAN  
SAID**



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**THIS MAN  
LISTENED  
AND DID SOMETHING**



**BUT WHAT  
HE SAID  
DOESN'T  
MATTER**

**IT IS  
YOUR ANSWER  
TO WHAT HE  
SAID  
THAT MATTERS**

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**WILL  
YOU  
BE THE  
CHANGE?**

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# THE PROBLEM



## Bullying includes...

**Pushing, shoving, hitting** and other physically aggressive acts.

Spreading **gossip** and harmful **rumors**

Social **exclusion**.

**Teasing** and **name-calling**.





## Call It What It Is

Bullying is **NOT** a normal part of growing up.

“Boys will be boys”

It **IS** a big deal.

It **IS** illegal in the workplace.

**YOUR** school has rules against it and serious consequences for it.

Bottom line: Bullying **IS** Abuse.



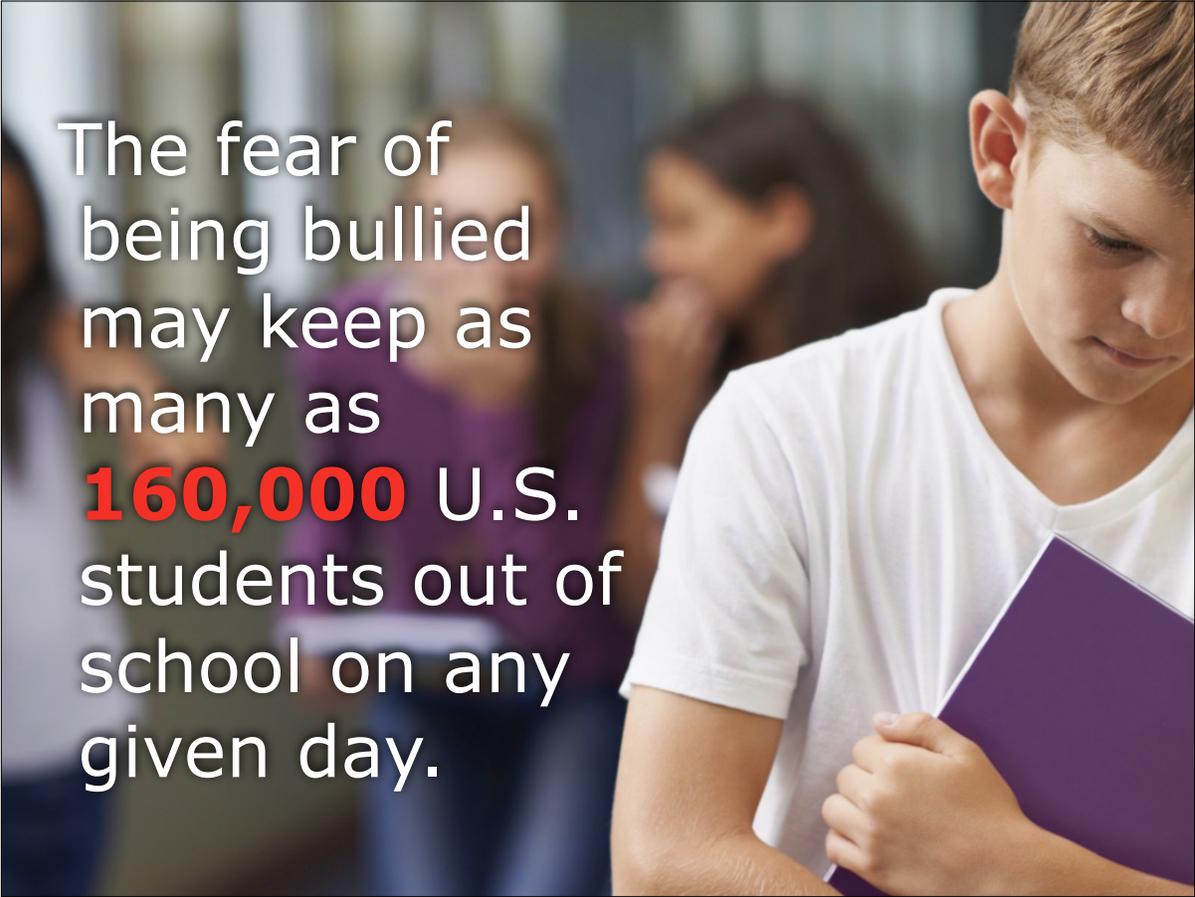
## CALL IT WHAT IT IS

Bullying is an attempt to **CONTROL** another person through

**FEAR**

and

**INTIMIDATION**



The fear of  
being bullied  
may keep as  
many as  
**160,000** U.S.  
students out of  
school on any  
given day.

## THE CONNECTION

### What We Know about Bullying & Suicide Together

- They are closely related:
  - Youth who report any involvement with bullying behavior are **more likely to report high levels of suicide-related behavior** than youth who do not report any involvement with bullying behavior.
- We know enough to make **evidence-based recommendations to improve prevention efforts.**

# THE SOLUTIONS

## What do we know from the research?

Youth who **feel connected to their school** are less likely to engage in suicide-related behaviors.

## What can school personnel do?

**Help your students feel connected to you and their school.**

- Greet them by name every day.
- Ask them how they are doing.
- Encourage their extracurricular interests and involvement.

A strong sense of connectedness to caring, responsible adults at school can provide invaluable support to youth who may be struggling socially and/or emotionally.



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Source: CDC

<https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>

# THE SOLUTIONS

## What do we know from the research?

Youth who are able to **cope with problems in healthy ways and solve problems peacefully** are less likely to engage in suicide and bullying related behaviors.

## What can school personnel do?

Teach youth coping/life skills. Focus on positive and empowering messages that build resilience and acceptance of differences in themselves and others.

Early training (even starting in elementary school) for students to help them develop coping and problem solving skills, build resilience, and increase their social intelligence and empathy is important to fostering positive mental health and pro-social behavior.



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Source: CDC

<https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>

# THE SOLUTIONS

## What do we know from the research?

Youth with **disabilities, learning differences, sexual/gender identity differences or cultural differences are often most vulnerable** to being bullied.

Source: CDC

<https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>



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## What can school personnel do?

Provide better training for all school staff who work with youth.

- Teach personnel about vulnerable populations and appropriate ways to intervene in bullying situations.
- Understand that acknowledging risk factors is not the same as victim blaming.

There are power differences involved in bullying situations.

- For this reason, general conflict resolution methods are not appropriate or effective.
- Adopt and implement effective and inclusive anti-bullying policies.

# THE SOLUTIONS

## What do we know from the research?

Youth who report frequently **bullying others** are at high, long-term risk for suicide-related behavior.

Youth who report **both being** bullied and bullying others (sometimes referred to as bully-victims) have the highest rates of negative mental health outcomes, including depression, anxiety, and thinking about suicide.

Youth who report being frequently **bullied by others** are at increased risk of suicide-related behaviors, and negative physical and mental health outcomes.

Source: CDC

<https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>



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## What can school personnel do?

Provide support and referrals for all youth involved. Include their families. Youth who act out through bullying others may be trying to fit in and/or reacting to stress, abuse, or other issues at home or school. Bullying behavior may be an important signal that they need mental health services and additional support.

- While punishment and appropriate consequences are often a necessary part of a school's response, we must move beyond punishment and blame to set the tone for lasting prevention.
- The focus on blame, shame, and criminalization is divisive and can be a roadblock to getting youth and families the professional support that is needed to make a positive change and prevent future suffering.

# THE SOLUTIONS

## What do we know from the research?

**Involvement in bullying in any way—even as a witness—has serious and long-lasting negative consequences for youth.**

Youth who reported witnessing bullying had greater feelings of helplessness and less sense of connectedness to school than youth who did not report witnessing bullying.

## What can school personnel do?

Empower youth by providing concrete, positive, and proactive **ways THEY can influence the social norms of their peer group** so that bullying is seen as an uncool behavior.

Encourage more work on **bystander approaches** to violence prevention in general.



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Source: CDC

<https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>

# THE SOLUTION

# YOU



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**1 in 7**

1 out of 7 kids are bullied.

**Who Will STAND for  
Them?**



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## **Bystanders: The Hidden Problem of Bullying**

There are more bystanders —  
kids who are standing by —  
than there are bullies.

Why do they stand by?

Will you stand by or stand up?



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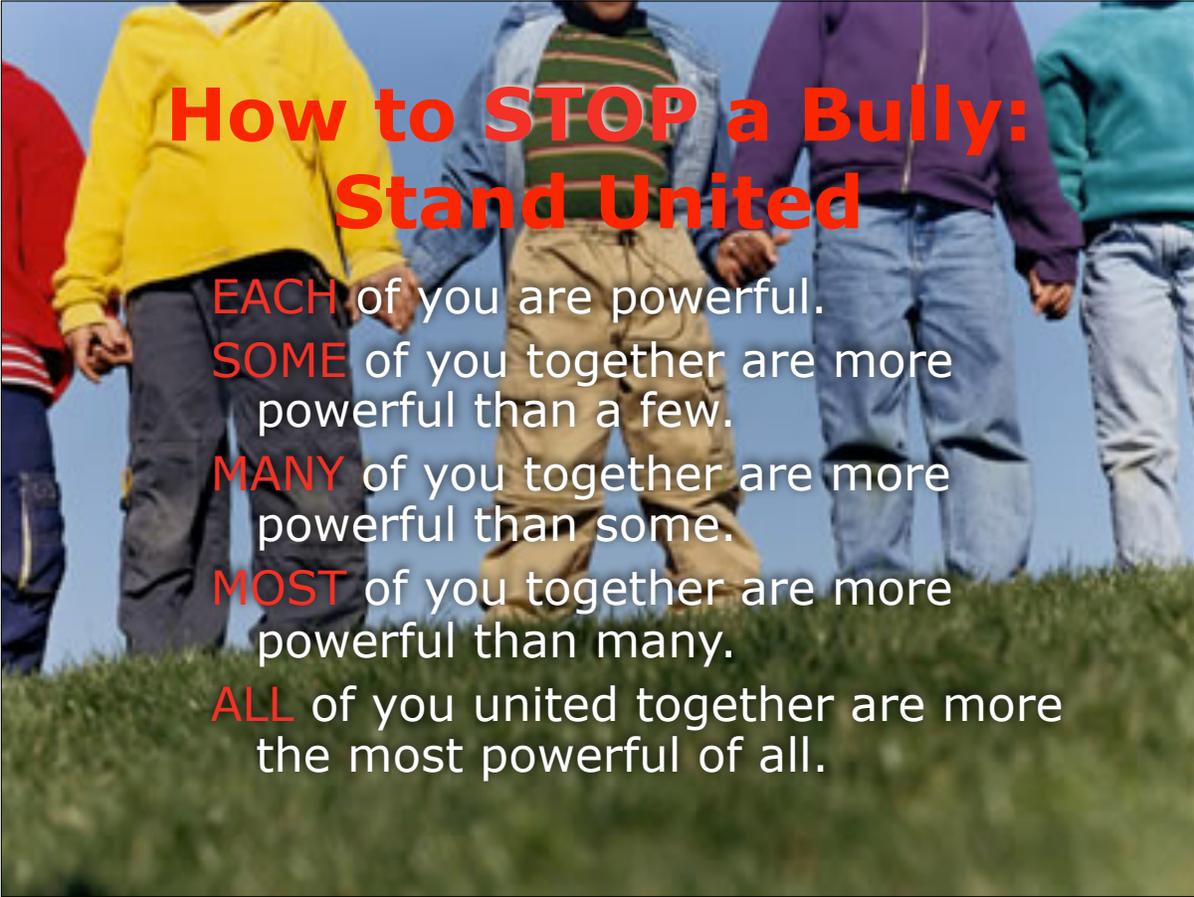
**new word**

**"SYNERGY"**



**STAND UP**

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## How to STOP a Bully: Stand United

**EACH** of you are powerful.

**SOME** of you together are more powerful than a few.

**MANY** of you together are more powerful than some.

**MOST** of you together are more powerful than many.

**ALL** of you united together are more the most powerful of all.



## How to STOP a Bully: Stand United

Stop talking. Take action.

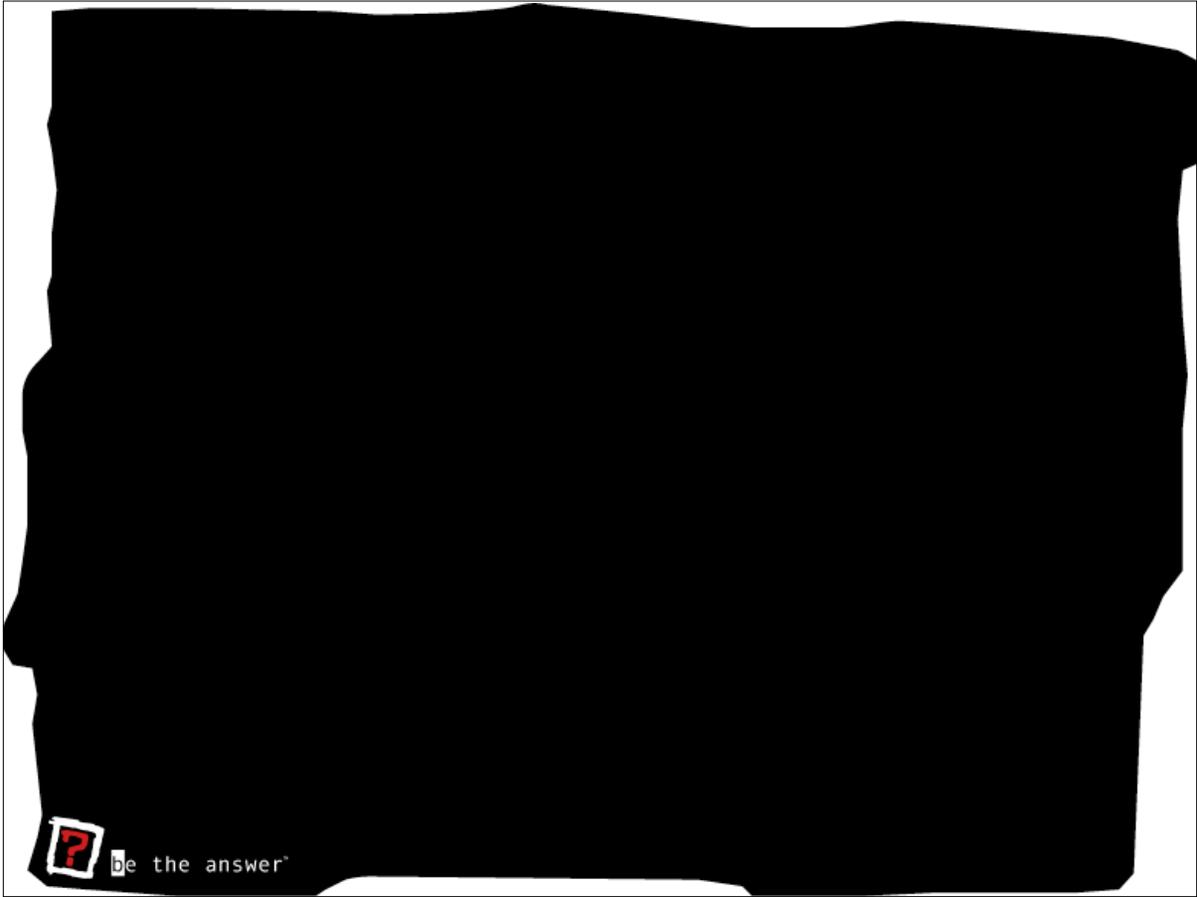
**Abuse thrives on secrecy.**

Expose it for what it is.

Stand up as a group to the person doing the bullying.

Support the person being bullied. **Refuse to be a "bystander."**

Refuse name calling, teasing, exclusion.



**S**tay away from bullies.  
**T**ell someone.  
**A**void bad situations.  
**M**ake friends.  
**P**roject confidence.  
**OUT BULLYING!**

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## How to **STOP** a Bully

Be **assertive**

Tell the bully to "**Stop!**"

Have **confidence** in who you  
are

Make good **friends** + stick  
together

**Talk** to someone you can trust

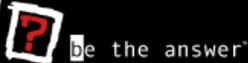
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## “That’s interesting...”

Refuse to engage.

“That’s interesting...”

Then walk away to a support person.



## How to STOP a Bully

Take a **STAND FOR** others.

Make yourself the **FRIEND** of kids who don't have friends.

If bullying is NOT okay, if bullying IS abusive, then telling an adult is not “narcising” or “tattling” — it is **REPORTING**.

# ACTIVATING BYSTANDERS

Examples:

- QPR
  - Question, Persuade, Refer
  - [QPRinstitute.com/](http://QPRinstitute.com/)
- Hope Squad
  - [hopesquad.com](http://hopesquad.com)
- Be the Change
  - [twitter.com/bethechange\\_af](https://twitter.com/bethechange_af)
  - [#bethedigitalchange](https://twitter.com/bethedigitalchange)
  - [#icanhelp](https://twitter.com/icanhelp)
- SAFE-UT App

<https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>

# CYBERBULLYING

## STOP, BLOCK & TELL

### • STOP!

- Don't do anything. Take 5! to calm down.

### • BLOCK!

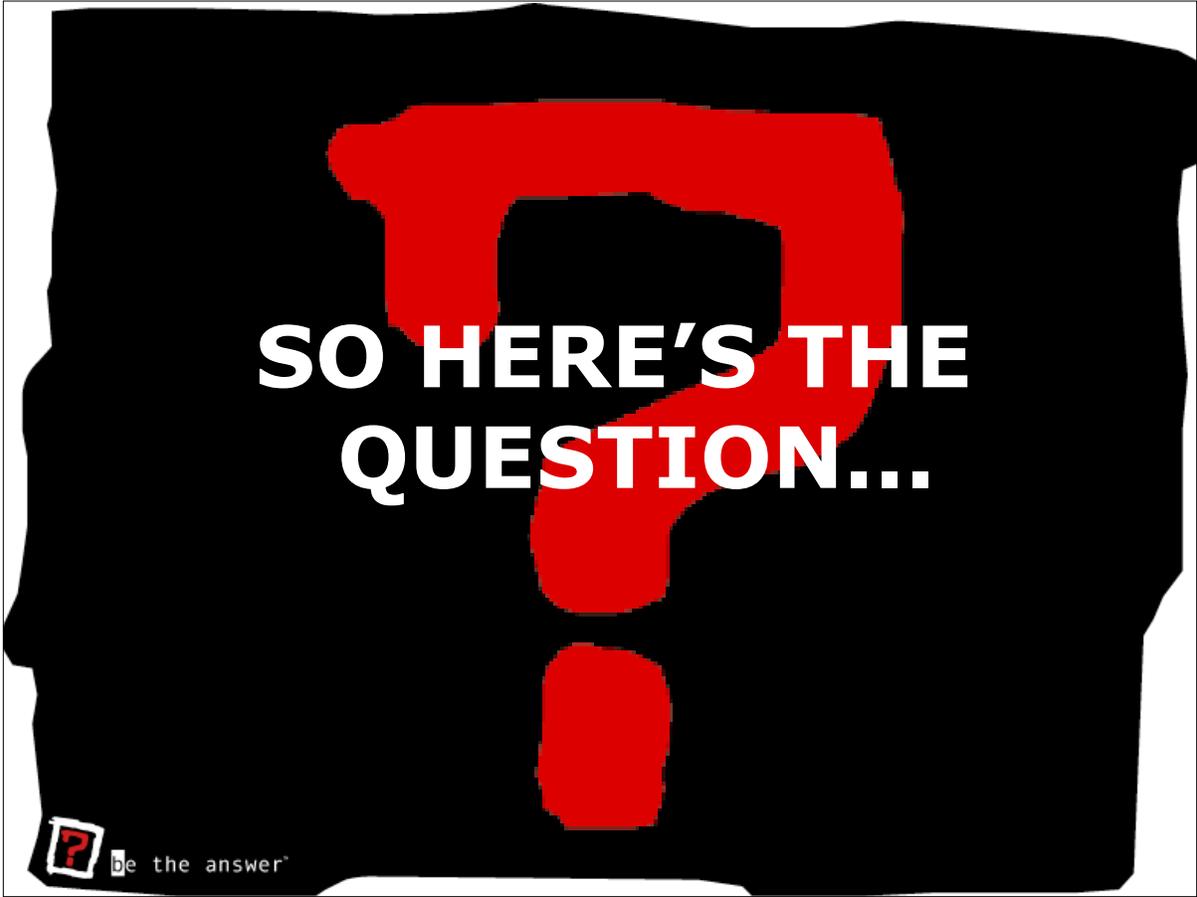
- Block the cyberbully or limit all communications to those on your buddy list.

### • TELL!

- Tell a trusted adult. You do NOT have to face this alone.

Report cyberbullying to [wiredsafety.org](http://wiredsafety.org)

Source: [http://www.stopcyberbullying.org/take\\_action/stop\\_block\\_and\\_tell.htm](http://www.stopcyberbullying.org/take_action/stop_block_and_tell.htm)



**SO HERE'S THE  
QUESTION...**

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**CAN BULLYING BE  
100% COMPLETELY  
STOPPED IN YOUR  
SCHOOL?**

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**“CAN'T”**

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do you want to be  
**FAMOUSLY WRONG?**

OR do you want to be  
**FAMOUSLY RIGHT?**

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# FAMOUSLY WRONG



"Heavier-than-air flying machines are impossible."  
— Lord Kelvin, president, Royal Society, 1895.

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# FAMOUSLY WRONG

"This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us."  
-- Western Union internal memo, 1876.



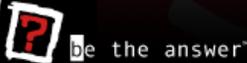
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# FAMOUSLY WRONG

The logo for Mrs. Fields, featuring the brand name in a white, cursive script font with a registered trademark symbol, set against a solid red rectangular background.

"A cookie store is a bad idea. Besides, the market research reports say America likes crispy cookies, not soft and chewy cookies like you make."

-- Response to Debbi Fields' idea of starting Mrs. Fields' Cookies.



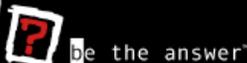
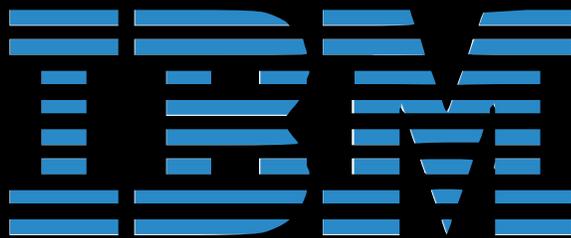
# FAMOUSLY WRONG

"I think there is a world market for maybe five computers."

-- Thomas Watson, chairman of IBM, 1943

"\$100 million dollars is way too much to pay for Microsoft."

-- IBM, 1982

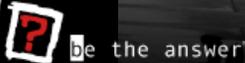


# FAMOUSLY WRONG



"We don't like their sound, and guitar music is on the way out."

— Decca Recording Co. rejecting the Beatles, 1962.

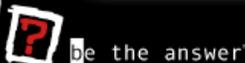


# FAMOUSLY WRONG

"The concept is interesting and well-formed, but in order to earn better than a 'C,' the idea must be feasible."

— A Yale University management professor in response to Fred Smith's paper proposing reliable overnight delivery service. Smith went on to found Federal Express Corp.

The FedEx logo, featuring the word "FedEx" in a bold, sans-serif font. The "Fed" part is purple and the "Ex" part is orange.



# FAMOUSLY WRONG

"So we went to Atari and said, 'Hey, we've got this amazing thing, even built with some of your parts, and what do you think about funding us? Or we'll give it to you. We just want to do it. Pay our salary, we'll come work for you.' And they said, 'No.' So then we went to Hewlett-Packard, and they said, 'Hey, we don't need you. You haven't got through college yet.'"

— Apple Computer Inc. founder Steve Jobs on attempts to get Atari and HP interested in his and Steve Wozniak's personal computer.



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# FAMOUSLY WRONG

"Computers in the future may weigh no more than 1.5 tons."

— Popular Mechanics, forecasting the relentless march of science, 1949



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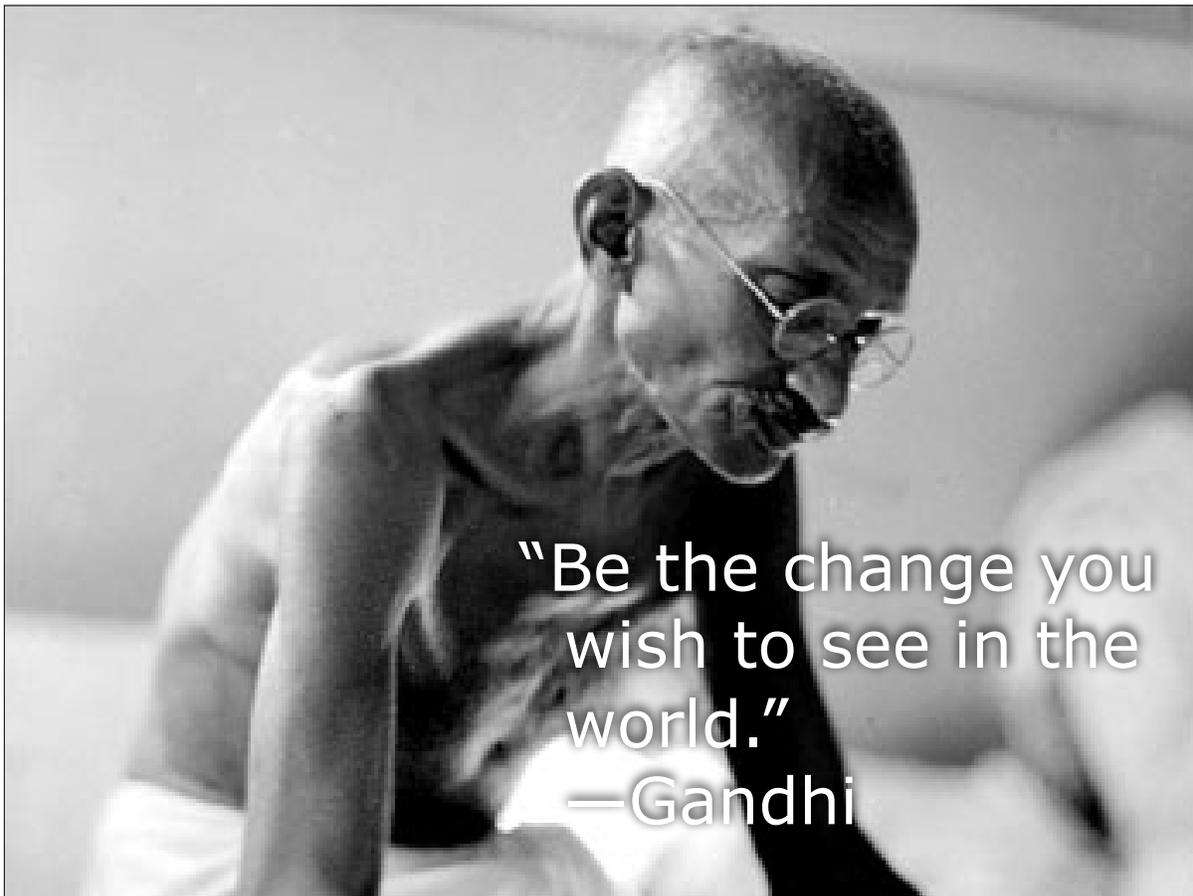
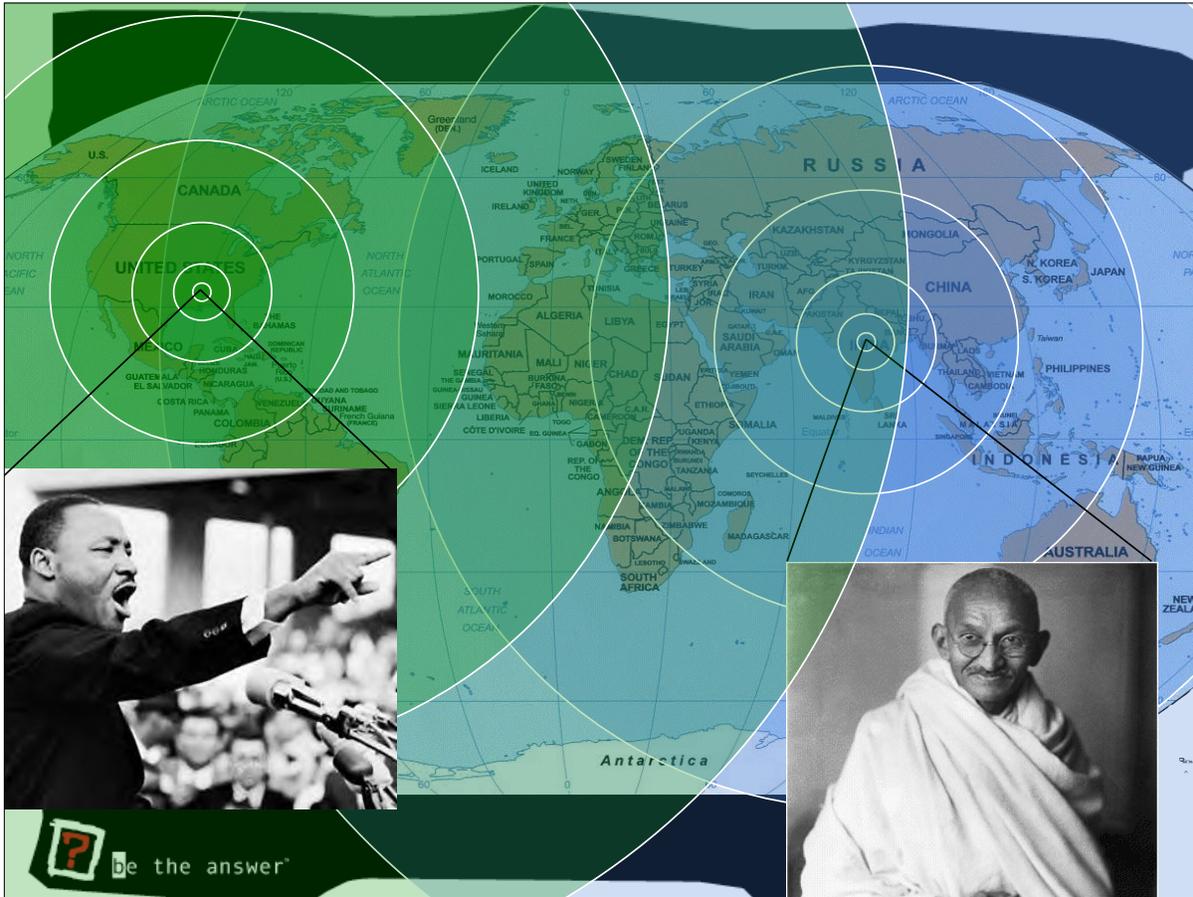
do you want to be  
**FAMOUSLY WRONG?**

OR do you want to be  
**FAMOUSLY RIGHT?**

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**FAMOUSLY  
RIGHT**

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**CAN BULLYING BE  
100% COMPLETELY  
STOPPED IN YOUR  
SCHOOL?**

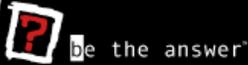
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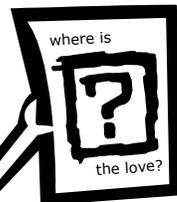
**CAN!**

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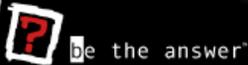
**IF IT IS TO BE  
IT IS UP TO ME**



I, \_\_\_\_\_, **AM THE ANSWER!**



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