

# ***Dignity For ALL Students Act (DASA)***

***6-Hour Training for NY  
State Certification***



Center for Instruction,  
Technology & Innovation

[http://pre00.deviantart.net/cd1f/th/pre/i/2012/085/e/e/galaxy\\_rainbow\\_by\\_fernandaturegano-d4u0iot.jpg](http://pre00.deviantart.net/cd1f/th/pre/i/2012/085/e/e/galaxy_rainbow_by_fernandaturegano-d4u0iot.jpg)

Fernanda Turegano

# ***Comfort Basics***

**1**

***Snacks and Drinks on the table***

**2**

***One Break Per Hour***

**3**

***30-minute lunch***

**4**

***Bathrooms in Hallways and in every office suite***

**5**

***Lisa Spencer-Regional Certification Specialist-  
963-4275***

***Intro to  
your  
trainer***

**1**

***Roseann Bayne, Assistant Superintendent***

**2**

***Former High School Teacher***

**3**

***Elementary & Middle School Principal***

**4**

***APW, Oswego City, Highland***

**5**

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# ***Dignity For All Students Act (DASA)***

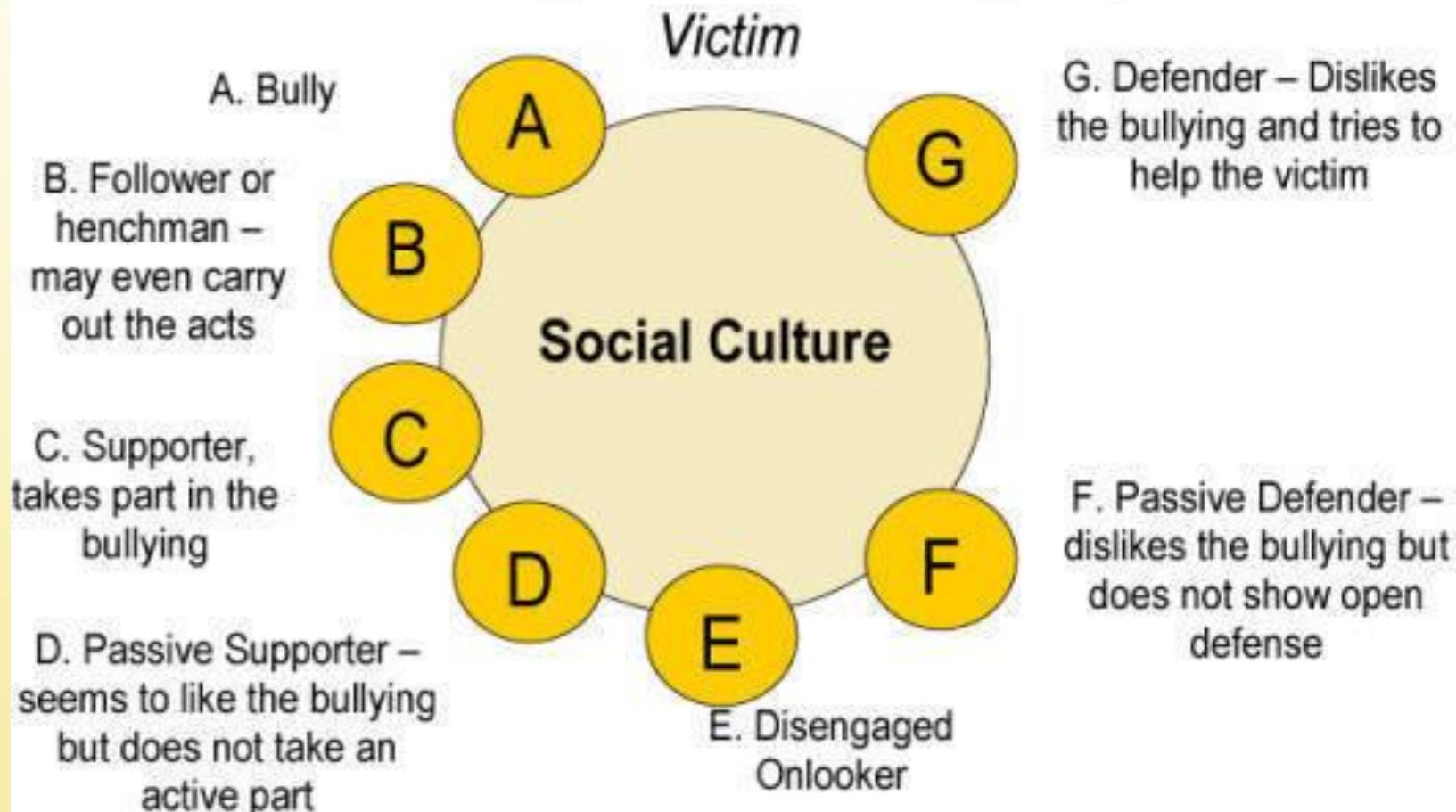
- Originally signed into law on September 8, 2010, The Dignity Act added Article 2 to the New York Education Laws effective July 1, 2012.
- **Dignity Act 2013** amended the Dignity Act, to, among other things, include cyberbullying as part of the definition of “harassment and bullying”
- The amendment also requires **instruction to students** in safe, responsible use of the Internet and electronic communications
- Additionally the amendment requires that school professionals applying for a certificate or license on or after January 1, 2014 complete a **six-hour** training on the social patterns of harassment, bullying and discrimination.

**DIGNITY FOR ALL  
STUDENTS ACT**



## **The Who of Bullying**

# The Cycle of Bullying



# Characteristics of Aggressors

- Want to be popular
- Want to control the environment
- Leader of their group
- Dominant
- Self-absorbed
- Do not accept responsibility for own actions
- Crave attention



# Personality Types

- **Confident**

- Big ego, likes violence, feels superior to others

- **Social**

- Prefers rumors and gossip, isolates victims, charming personality front

- **Fully Armored**

- Shows little emotion, bullies when cannot be seen or caught

- **Hyperactive**

- Poor social skills, struggles with homework, reacts aggressively

# Risk Factors-Target

- Perceived as “being different” from peers
- Perceived sexual orientation
- Perceived ability/disability level
- Perceived socioeconomic status
- Poor social skills
- Socially isolated/few friends
- Overweight/underweight
- Many more....basic premise of “perceived difference”

# Specific populations that are targets more than other populations



<http://blog.ncpad.org/wp-content/uploads/2012/11/istockphoto-purchased1.jpg>

# Children with Special Needs

**A growing body of research has demonstrated that children with special needs are at an increased risk of being bullied.**

- Available information indicates that children with learning disabilities are at greater risk of being teased and physically bullied (Martlew & Hodson, 1991; Mishna, 2003; Nabuzoka & Smith, 1993; Thompson, Whitney, & Smith, 1994).**
  
- Children with medical conditions that affect their appearance (e.g., cerebral palsy, muscular dystrophy, and spina bifida) are more likely to be victimized by peers. Frequently, these children report being called names related to their disability (Dawkins, 1996).**
  
- Unintentional Bullies**

# **LGBTQ Children**

- **The Gay, Lesbian and Straight Education Network (GLSEN) reports that many lesbian, gay, bisexual, and transgender teens in the United States experience homophobic remarks and harassment throughout the school day, creating an atmosphere where they feel disrespected, unwanted, and unsafe.**

# Children w/Weight Problems

- **1-Weight Problems**
- **Skinny or Fat, big boned or petite, athletic or born with metabolism related disorders, children and teens are sometimes faced with bullying because of their appearance, something they, at most times, cannot change about themselves.**

# ELL Students

- Unfortunately, ELLs are often easy targets for bullies in the school setting
- Foreign accents and different cultural mannerisms are often mimicked and made fun of in school, which can cause ELLs to question their most basic identity and heritage
- Helping to prevent the bullying of ELLs can be a little more tricky than protecting against general bullying, primarily because attempts to be helpful can end up causing even more discomfort to ELLs.

# Students in Foster Care & Student w/ Incarcerated Parents

## Children in Foster Care and Children with Incarcerated Parents

- Children with incarcerated parents face additional stigmas that make them more susceptible to being victims or bullies at school
- These children frequently miss school which can lead to education and social problems, making them easy targets
- They may feel humiliated for having lost contact with their parents and may worry about how their parents are doing or when they might see or talk to them again
- More than 72% of incarcerated women report being parents
- In New York, it is estimated that more than 105,000 minor children have a parent serving time in prison or jail at any one time.

“If they don't like you for being yourself,  
be yourself even more.”

- Taylor Swift



## Defining Bullying Harassment, Discrimination and Conflict

# ***Definition of Bullying-NYSED***

- **Bullying is:** (1) **unwanted, aggressive behavior**
- **It involves:** (2) **real or perceived power imbalance.**
- **The aggressor:** (3) **intends to cause physical or emotional harm.**
- **The behavior is:** (4) **repeated,** or has the potential to be repeated, over time.

# (1) Unwanted Behavior

- **The student who has been bullied did not initiate the negative contact**
- **The student who has been bullied wants the negative contact to stop**
- **The victim is unable to respond the behavior with equal force (physically, verbally, cognitively)**



# (2) An Imbalance of Power:

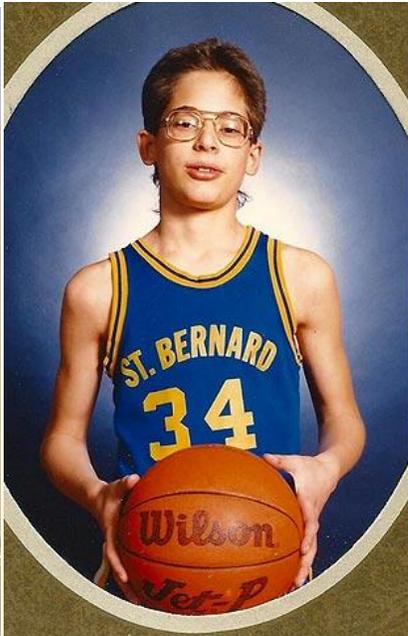
Students who bully others use their power, such as **physical strength**, **social status/economics**, **access to embarrassing information**, or **popularity**, to control or harm others.

- Power imbalances can change over time
- Not all victims of bullying play the role of victim their entire time in school.
- Similarly, not all bullies play the role of bully their entire time in school.

(Swearer, Cary, & Frazier-Koontz, 2001.)



<http://parents.kernhigh.org/khsd-anti-bullying/bullying-definition/>



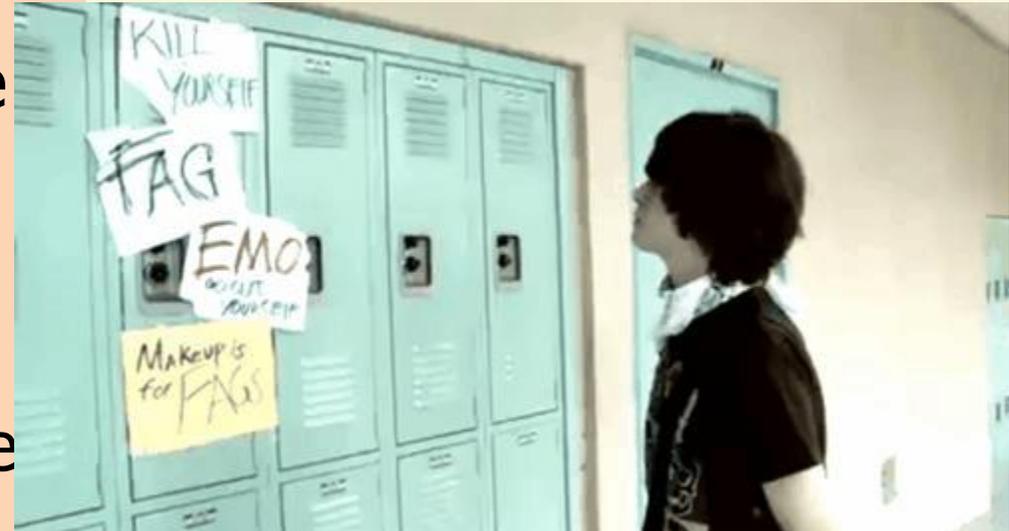
# (3) The Intent to Cause Harm:

- **Intent to Cause Harm:**
  1. Accidental actions are not bullying
  2. The person bullying has a goal to cause harm
  
- **This is further complicated by the fact that:**
  1. For some bullies their behaviors are their norm
  2. For some targets, any attention is good attention



# (4) Repetition

- Bullying behaviors **generally** happen more than once or have the potential to happen more than once.
- This does not mean that bullying that has only happened once should be ignored.
- The key is that most incidents may not be reported until the behavior has been repeated



# 4 Types of BULLYING

## PHYSICAL Bullying

Hitting, kicking,  
pinching

Spitting

Tripping/pushing

Taking or breaking  
someone's things

Making mean or rude  
hand gestures

## VERBAL Bullying

Name calling

Insults

Teasing

Intimidation

Homophobic or  
racist remarks

Inappropriate sexual  
comments

Taunting

Threatening to cause  
harm

## SOCIAL Bullying

Lying & spreading  
rumours

Leaving someone out  
on purpose

Telling others not to be  
friends with someone

Embarrassing  
someone in public

Damaging someone's  
social reputation or  
relationships

## CYBER Bullying

Posting/sending  
hurtful texts emails or  
posts, images or  
videos

Making online threats  
Imitating others online  
or using their log-in

Deliberately excluding  
others online

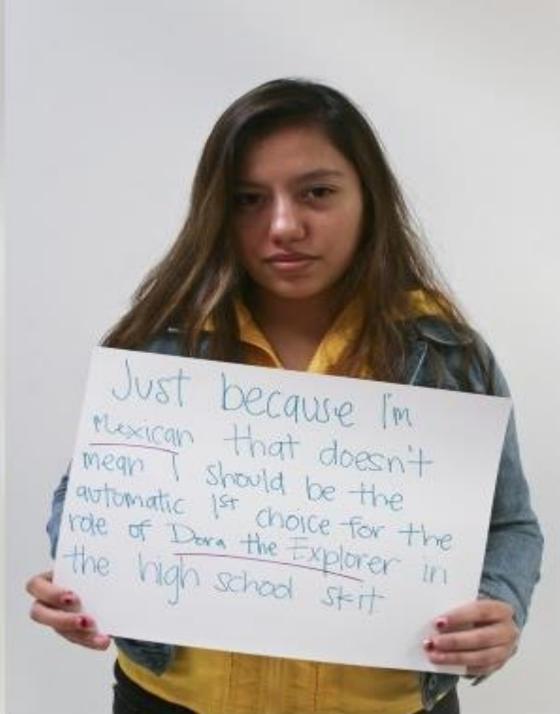
Spreading nasty  
gossip or rumours

# Microaggressions

- **Microaggressions** when people's biases against marginalized groups reveal themselves in a way that leaves their victims feeling uncomfortable or insulted
- Micro because they are brief everyday exchanges, verbal and non-verbal, that send messages to certain individuals that because of their group membership, they have little worth
- Microaggressions can be conscious or sub-conscious.
- Often perpetrated by those who do not display bullying or discriminatory practices in other aspects of their lives.

- **A popular student overtly avoids an empty seat in class because it is next to a larger girl. (Conscious)**
- **An Asian-American student is complimented by a teacher for speaking perfect English, but it's actually his first language. (Subconscious)**
- **A teacher always defers questions about Muslims to the only Muslim student in the class. (Subconscious)**
- **A teacher consistently chooses females to answer certain questions and males to answer others (subconscious)**
- **A homosexual student being told by a classmate, “you don’t look gay.” (Either)**
- **A white female goes to enter an elevator and when the door opens the only other passenger is a black male. The female instinctively clutches her purse. (Either)**

<http://www.vox.com/2015/2/16/8031073/what-are-microaggressions>



is it  
BULLYING?

When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*—  
even when you tell them to stop or show  
them that you're upset—that's  
**BULLYING.**

DIGNITY FOR ALL  
STUDENTS ACT



## **Identifying Differences Between Bullying and Conflict**

# A Conflict is Not Bullying

- Conflict is when two parties are at odds with each other and there is **no real or perceived power differential** between them.
- Conflict **starts and ends on the same level**
- Both parties feel uncomfortable emotions such as frustration, anger, and/or outrage
- People engaged in a conflict want the issue to be resolved. The “back and forth” that occurs is each person trying to make the case for what s/he wants

Source: Ed Donnelly

## Distinguishing Bullying from Peer Conflict, Accidents, Misunderstandings



Typical Peer Conflict	Bullying
<ol style="list-style-type: none"> <li>1. Equal power between students</li> <li>2. Students involved may be friends</li> <li>3. Negative actions do not follow a pattern</li> <li>4. Conflict not pre-meditated and no real intention to cause harm</li> <li>5. Followed by sincere remorse</li> <li>6. Interest in repairing relationship</li> <li>7. Both students play active role</li> <li>8. Youth may be supported by other peers</li> <li>9. Intention to resolve a situation</li> </ol>	<ol style="list-style-type: none"> <li>1. Imbalance of power</li> <li>2. No real friendship</li> <li>3. Negative actions are repeated</li> <li>4. Actions are purposeful and possibly pre-meditated</li> <li>5. Bully shifts blame, no sincere remorse</li> <li>6. No interest in repairing relationship</li> <li>7. Incident is mostly one sided</li> <li>8. Target is alone without peer support</li> <li>9. Intention is to gain power, control or items</li> </ol>
Accidents or Misunderstandings	Bullying
<p>Someone says something and didn't know it would upset the other, apologizes. The person is sad to see the other one upset.</p> <ol style="list-style-type: none"> <li>2. The person stops when asked.</li> <li>3. Someone borrows something without asking but gives it back when asked</li> <li>4. A person accidentally bumps into an individual or pushes past an individual, says "sorry."</li> <li>5. A person doesn't agree with everything another individual says but respects the opinion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Someone thinks it's fun to upset another person. They say things again and again, and laugh if the target gets cross or sad.</li> <li>2. The person carries on when asked to stop.</li> <li>3. Someone takes a person's things just to see the person get upset.</li> <li>4. Someone kicks, push, punches or hurts another on purpose.</li> <li>5. Someone sends nasty or mean messages to an individual's phone or e-mail.</li> <li>6. A person might be asked to do something that look silly or might get the person in trouble.</li> </ol>

*Source:*

*"Bullying and Autism Spectrum Disorder: A Guide for School Staff" by Alice Stobart, 2009*

## Bullying Checklist

**One check, it may be bullying; two checks it is likely bullying. Three or more checks, it is bullying**

**No checks or one check and it is likely conflict**

1. Is the behavior best describe as unwanted or unsolicited?

       **Unwanted/unsolicited**

2. Is there a real or perceived power imbalance between the individuals or do they have equal power/social status in this situation?

       **Power imbalance exists**

3. Is the unwanted behavior primarily one-sided or is it mutual?

       **Primarily one sided**

4. Was this a repeated incident or does it have the potential to be repeated or is this incident unique?

       **Repeated or potential to be repeated**

5. Do one of the individuals believe there is no problem between the two individuals or do both parties agree that there is an issue between them to be resolved?

       **One of the parties say there is no problem between the two people**

“

**“With ignorance comes fear-  
from fear comes bigotry.  
Education is the key to  
acceptance.”**

*-Katherine Patel*



## Defining Harassment and Discrimination

# Bullying

1. Not Inherently Prohibited by Federal Law
2. Does not inherently violate civil rights (calling some one ugly)
3. Usually there is a relationship between bully and target
4. Generally directed at an individual not a group
5. Willful intent and a power imbalance exists

<https://nobullying.com/harassment-and-bullying-is-there-a-difference/>

# Discrimination

1. Prohibited by Federal Law
2. Inherently violates a protected class
3. There isn't always a relationship
4. Frequently affects everyone in the protected class or group even if they are not directly impacted by it
5. Willful intent and power imbalance don't always exist

# Discrimination Occurs When....

1. Actions or policies reduce opportunity or denies equal treatment based upon membership in a protected class
2. Causes or **could** potentially cause **adverse treatment, such as** being denied:
  - a. The benefits of school
  - b. Access to school property/buildings
  - c. Access to Academic Programs
  - d. Access to Extracurricular Activities

# **Protected Classes**

**Race**

**Color**

**National Origin**

**Sex (Gender)**

**Age**

**Disability**

**Religion**

**Sexual Orientation**

**In NY, but not Federally: Gender Identity  
and Expression; Weight**

# Types of Discrimination

**1. Direct: Excluding because of characteristics**

**2. Indirect: Law or policy that applies to all, has negative effect on some (no head coverings)**

**3. Harassment:** The offensive conduct is persistent or the conduct is severe or pervasive enough to create an environment that a reasonable person would consider intimidating, hostile, or abusive

**4. Sexual Harassment: Same as above w/sexual situations**

<http://education-law.lawyers.com/school-law/many-laws-protect-your-children-from-educational-discrimination.html>

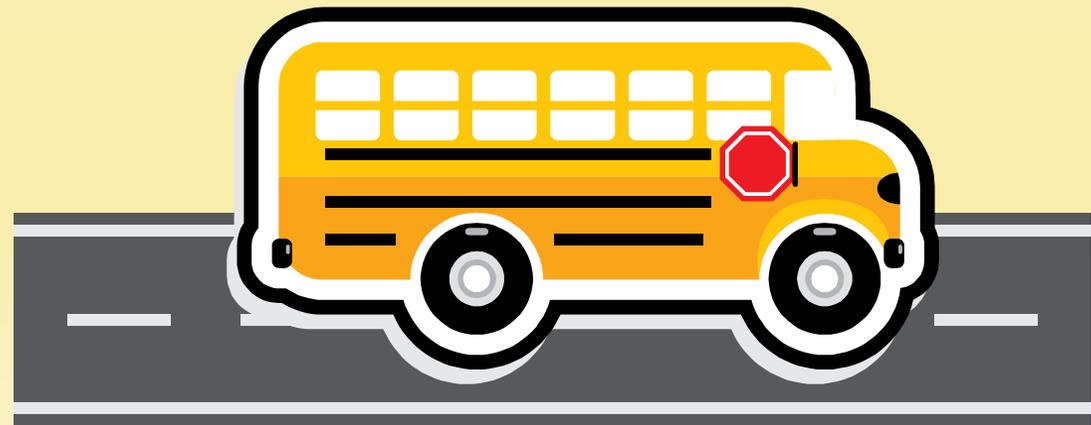
# Discrimination Examples

- **Not providing school correspondences in native language to non-English speaking parents**
- **Prohibition of clothing/accessories based upon items making others uncomfortable**
- **Assigning a transgender student a “permanent bathroom pass to the nurse” that they did not request**
- **Limiting Access to advanced courses if a student has an IEP**
- **Not allowing students to wear religious dress such as head scarves**
- **Policies that only allow for a limited number of “legal absences” for religious purposes**
- **Not providing an American Sign Language interpreter at school events**
- **Not addressing or attempting to curtail use of phrases like, “that’s so gay” or actions like “limp wrist gestures”; phrases like “No Homo”**
- **Having areas of the school district that are not independently accessible to students with disabilities**
- **Prohibiting a student from attending a field trip because of behavior related to a disability (which does not present a “clear and present danger”)**

# When Harassment is Discrimination

- 1. Harassment** based on a protected class is a form of illegal discrimination. That means that when school officials know or should know it's going on, they're legally obligated to take action to stop the harassment
2. Actual unwelcome behavior that interferes with an individual's access to their education
3. Harassment **frequently causes adverse treatment**. The offensive conduct is **persistent** or the conduct is **severe** or **pervasive** enough to create an environment that **a reasonable person would consider intimidating, hostile, or abusive**

<http://education-law.lawyers.com/school-law/many-laws-protect-your-children-from-educational-discrimination.html>



# Examples of Harassing Situations

- **When female students walk in the “senior hall” they consistently are subject to whistling; sexually suggestive gestures and comments by male students. A male teacher will half-heartedly tell them to “knock it off” but the behavior is not curtailed. The female students receive a detention for being late to class (Pervasive Sexual Harassment).**
- **Each day on the bus one male student calls another male student a faggot. The student is not gay, but is in the drama club. He does not hear these type of negative comments anywhere else during the school day. He no longer wants to ride the bus (Persistent harassment based upon perceived sexual orientation).**
- **A student of color hears racial slurs being used by many students in the school on a regular basis The slurs are not directed at him. (Pervasive Racial Harassment).**

*Every Child Deserve a Champion*



I told all my students, "You were chosen to be in my class because I am the best teacher and you are the best students, they put us all together so we could show everybody else how to do it."

One of the students said, "Really?"

I said, "Really. We have to show the other classes how to do it, so when we walk down the hall, people will notice us, so you can't make noise. You just have to strut."

And I gave them a saying to say:

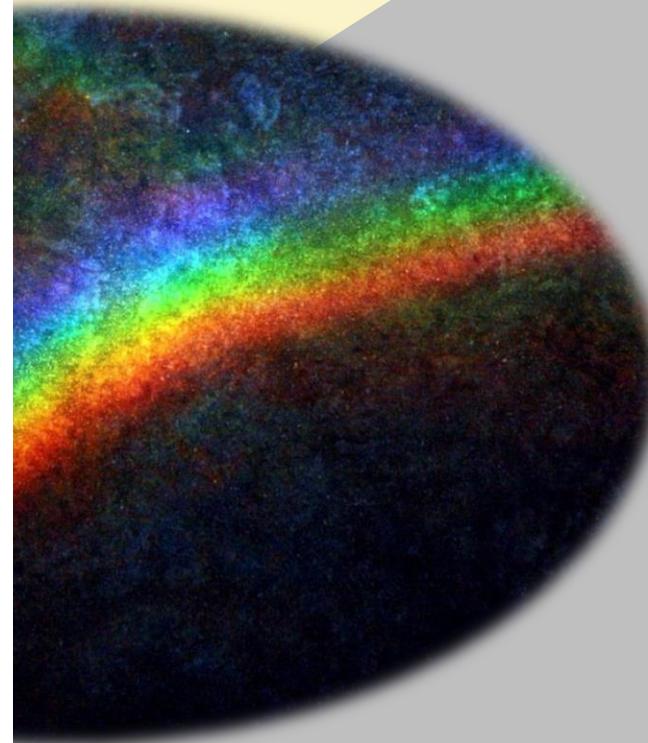
**I AM SOMEBODY.**  
**I WAS SOMEBODY WHEN I CAME.**  
**I'LL BE A BETTER SOMEBODY**  
**WHEN I LEAVE.**  
**I AM POWERFUL, AND I AM STRONG.**  
**I DESERVE THE EDUCATION THAT I GET HERE.**  
**I HAVE THINGS TO DO,**  
**PEOPLE TO IMPRESS,**  
**AND PLACES TO GO.**

And they said, **"YEAH!"**

**You say it long enough, it starts to be a part of you.**

**Rita Pierson**

The above quote is from the wonderful Rita Pierson's superb TED talk - "Every kid needs a champion".  
You can find it here: [www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion.html](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.html)  
We'd encourage every teacher to watch it. Students are more than test scores. - @SparkyTeaching





**Know The Brain,  
Know Your Students**

**Noon: She witnessed a popular upperclassman purposely spill chocolate milk on her friend's white skirt**



**7:00 am-She called a younger student on the bus a name and forced her to give up her seat**

**5:00 pm- While talking in a closed-group on social media she was called a slut and then told the world would be a better place without her**

***Is she a  
bully?***



# The Brain



**Live Wired**

---

**V S .**

---

**Hardwired**





[http://www.wildlifesafari.info/wildebeest\\_blue.html](http://www.wildlifesafari.info/wildebeest_blue.html)

**Blue Wildebeest:  
Walk within 30 minutes of  
birth, outrun predators  
within 24 hours of birth**

**Australian Brush Turkey:  
(Megapode)  
Born absent of parent,  
eyes open, feeds self,  
can fly**





# **We Are Shaped By Our Life Experiences**

Humans are born helpless, we are totally dependent on those around us for survival



Memory of our experiences

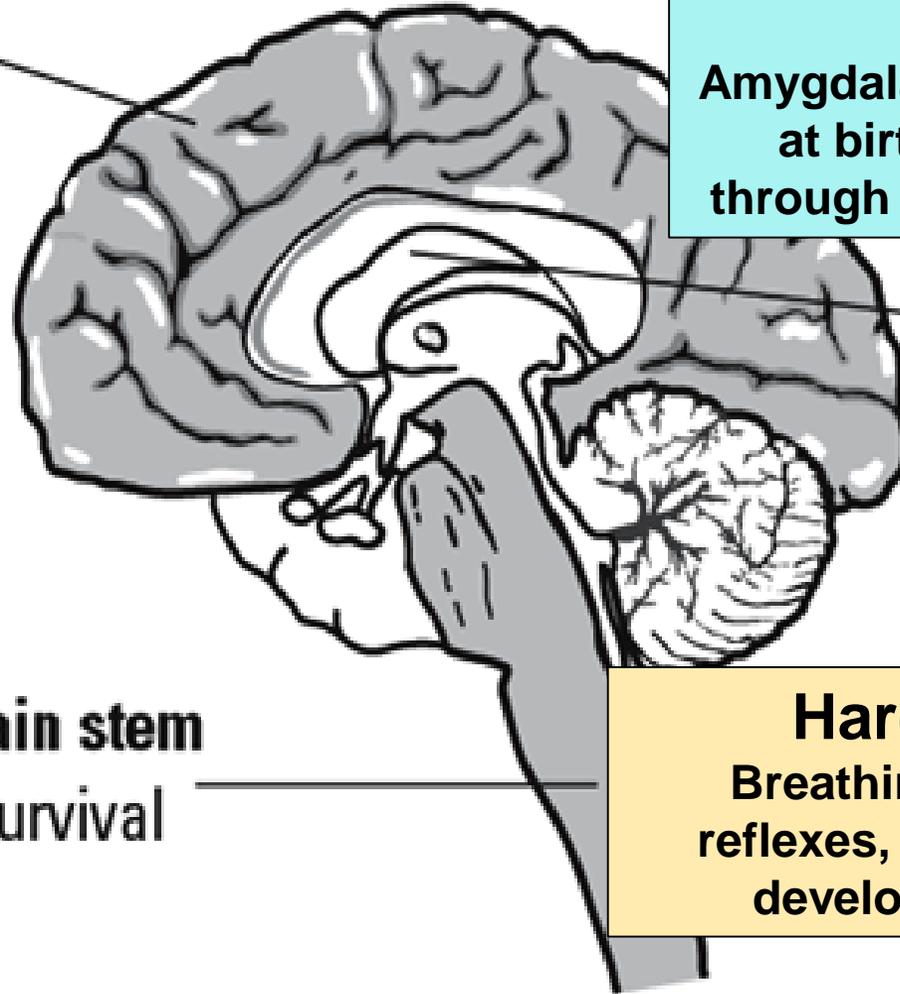
ARE STORED IN OUR BRAINS

# Whether We Want to Remember Them or Not....



**Neocortex**  
Higher-order thinking

**Live Wired-**  
Does not fully develop until the age of 25.  
Continues to adapt and change



**Hard and Live Wired-**  
Amygdala begins protecting at birth, but develops through emotional learning

**Limbic brain**  
Emotions

**Brain stem**  
Survival

**Hardwired-**  
Breathing, suckling, reflexes, startling=fully developed at birth

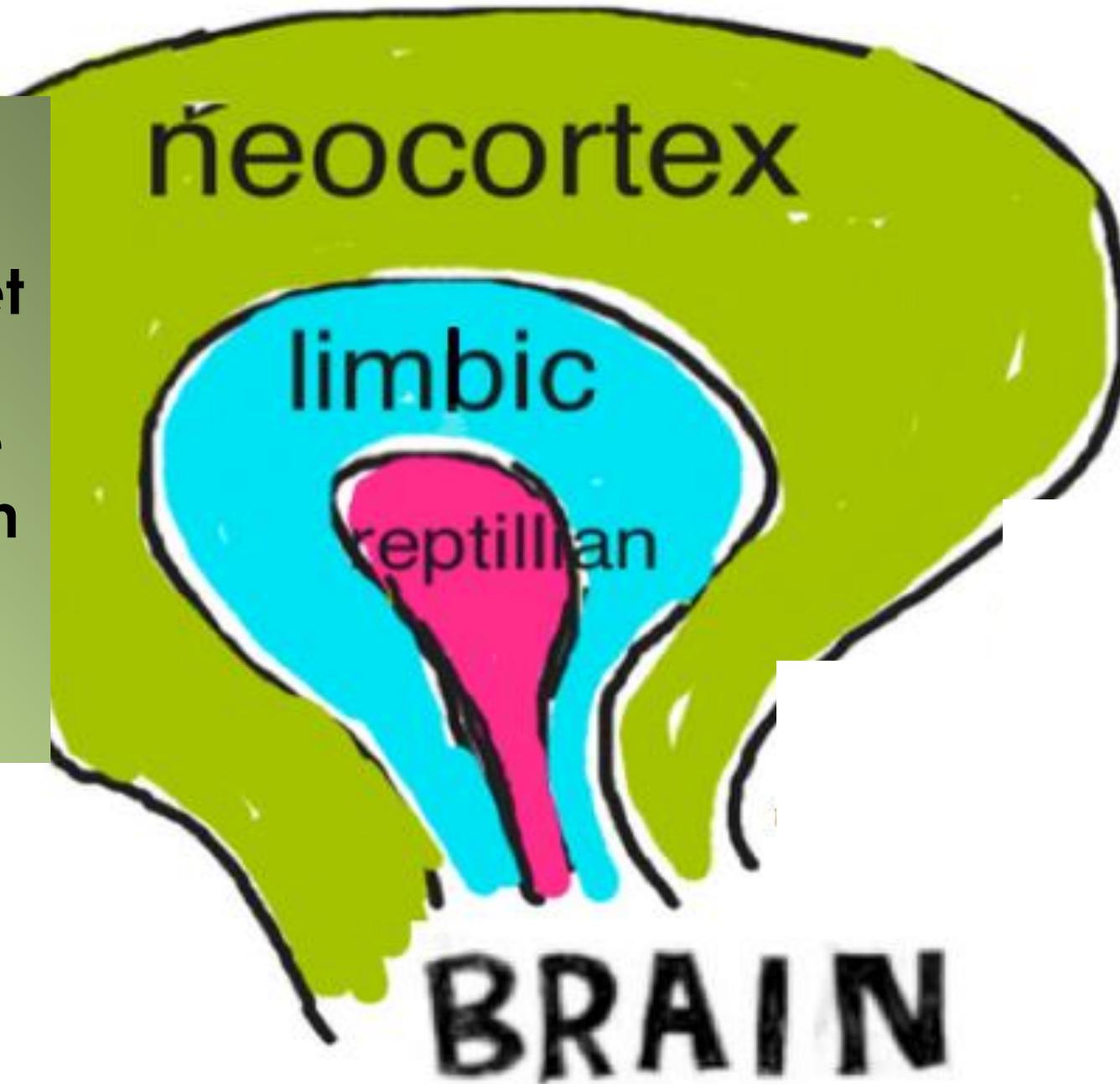
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**How Does Trauma**

**Hide Potential?**

”

“Learning occurs mainly in the neocortex and yet the neocortex is the first part of the brain to shut down when we feel threatened.” - Leslie Hart



“

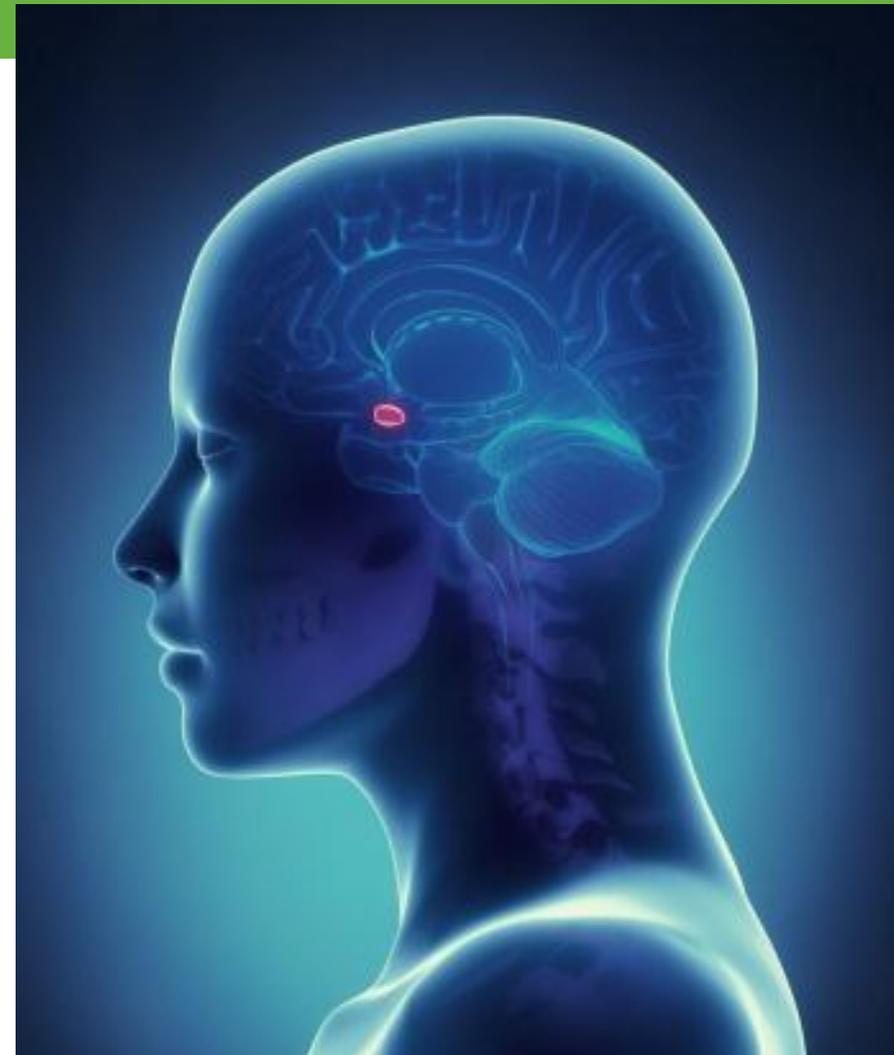
**When Emotions are High**

”

**Intelligence is LOW**

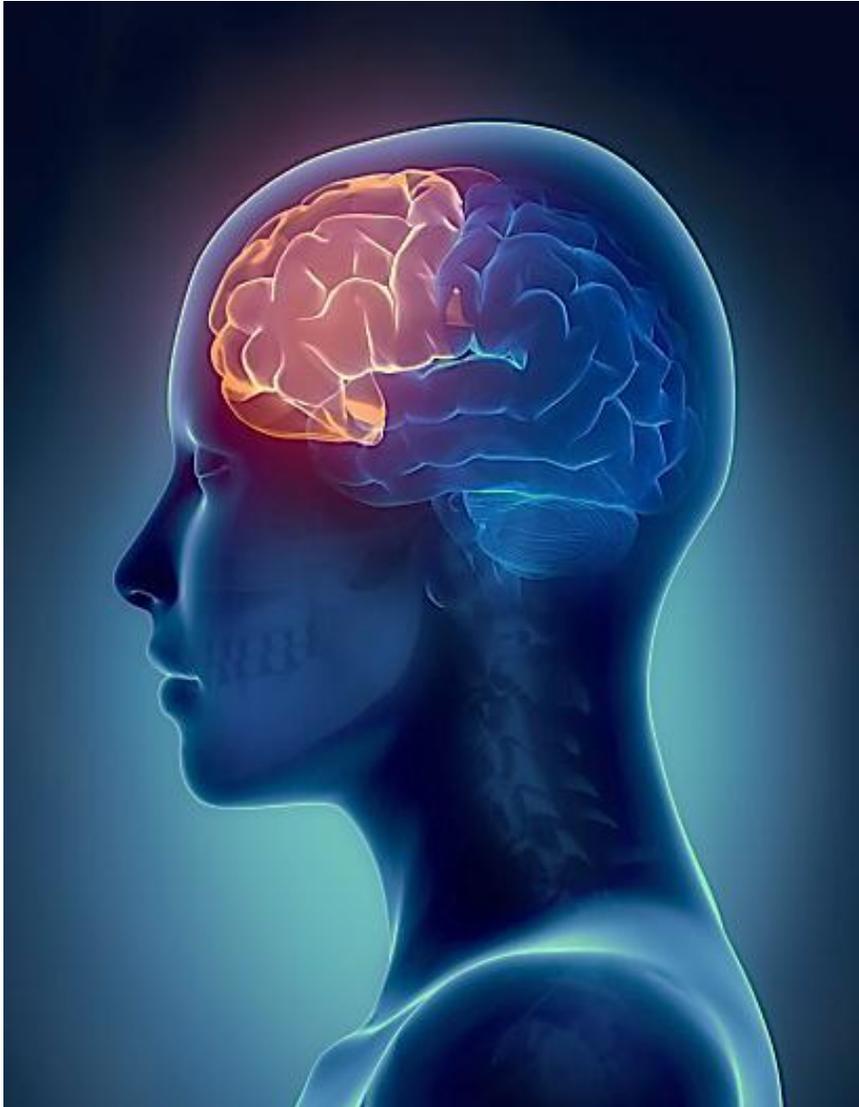


**Complex Thinking Brain-Not fully developed until age 25**



**Emotional Feeling Brain-Nearly Fully Developed at Birth**

# Complex Thinking Brain

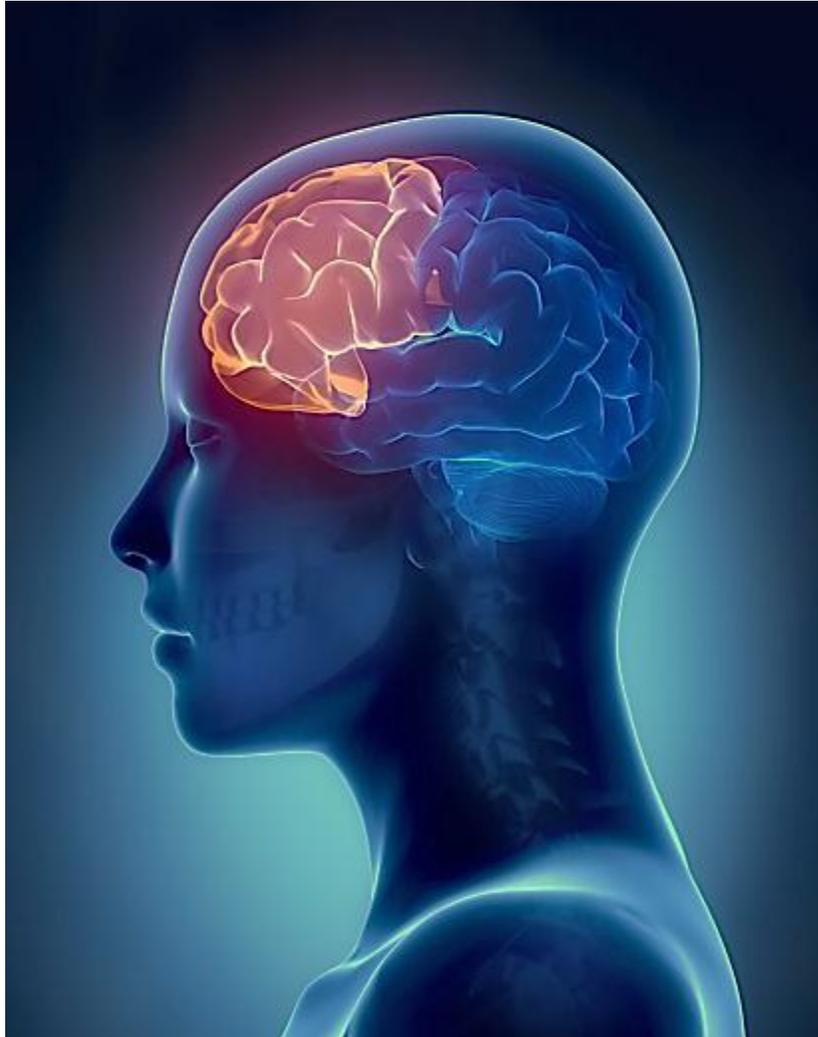


- **Neocortex**

- **IQ & Working Memory**
- **It thinks –**  
*(reflects & considers options)*
  - **Decision making**
  - **Strategizing**
  - **Prioritizing**
  - **Big picture & future consequences**
- **4 variables- multiple ideas/strategies**

Performing Under Pressure: The Science of Emotional Intelligence  
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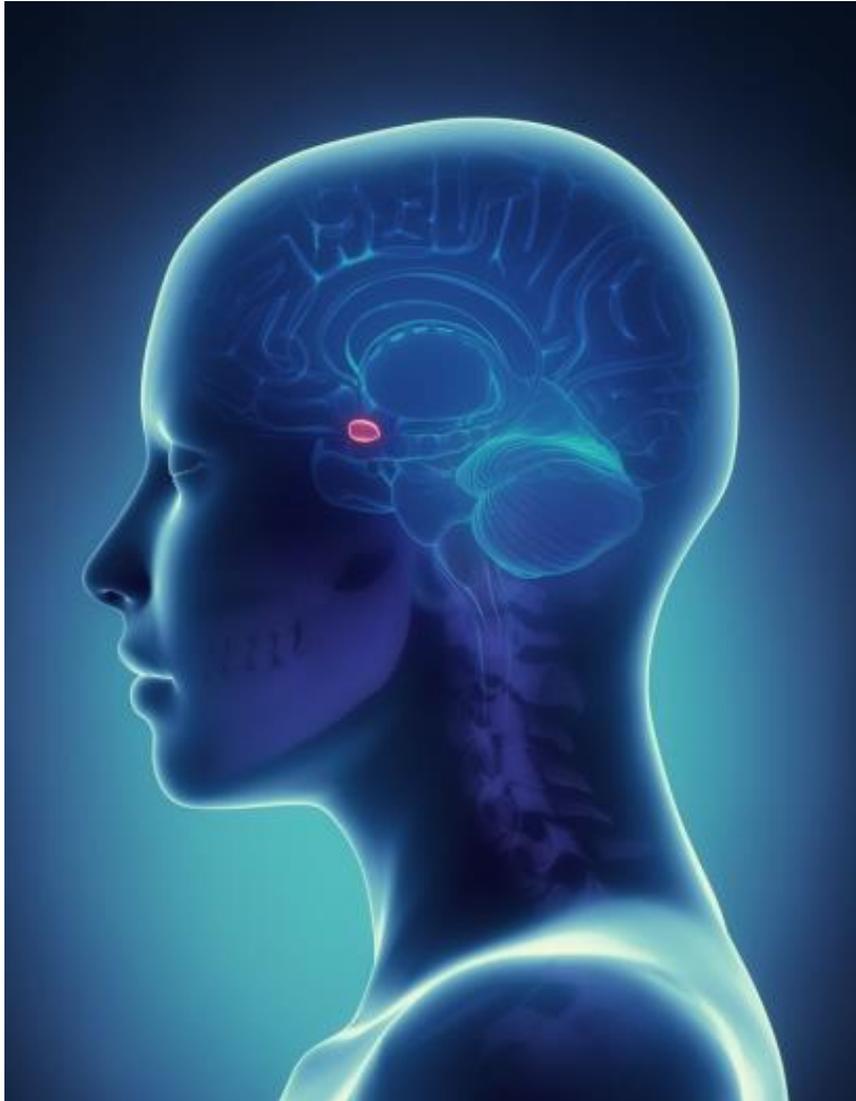
# Complex Thinking Brain



- **Language Center**
- **Influential role in sleep, memory and learning processes**
- **Procedural (walking, driving) and Declarative (numbers, facts) memory**
- **Helps us with deep thinking, forming judgments**

Performing Under Pressure: The Science of Emotional Intelligence  
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# Emotional Feeling Brain



## Amygdala- Part of the Limbic System

- Primary responsibility is to keep us safe (fear conditioning)
- **It is our survival center**
- When initiated solely it activates a fight/fright/flight/freeze response in brain stem
- **It doesn't think—it responds based upon emotional learning and memories**

Performing Under Pressure: The Science of Emotional Intelligence  
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# Emotional Feeling Brain



- It has a negativity bias
- Incoming info streams through the amygdala 1st so it can respond to threats (100x's faster than neocortex)

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- That means you 'feel' fear before you can understand what you fear and why you are fearing it
- You cannot control this
- The amygdala switches off its alarm when it believes that there is safety
- Once the amygdala alarm is switched off, symptoms will eventually reverse themselves to normal



# Cortisol/Blood Flow

When the amygdala is activated:

1. Blood flows away from prefrontal cortex and rushes to the amygdala
2. Blocks signals to your neocortex
3. Floods the neocortex with cortisol to immobilize it from long-term/big picture thinking (numbs)

**The amygdala causes a hyper-focus on the short-term protective response, defaults to self-protection**

When left unmanaged during a complete hijack, cortisol stays in the neocortex for up to 18 minutes



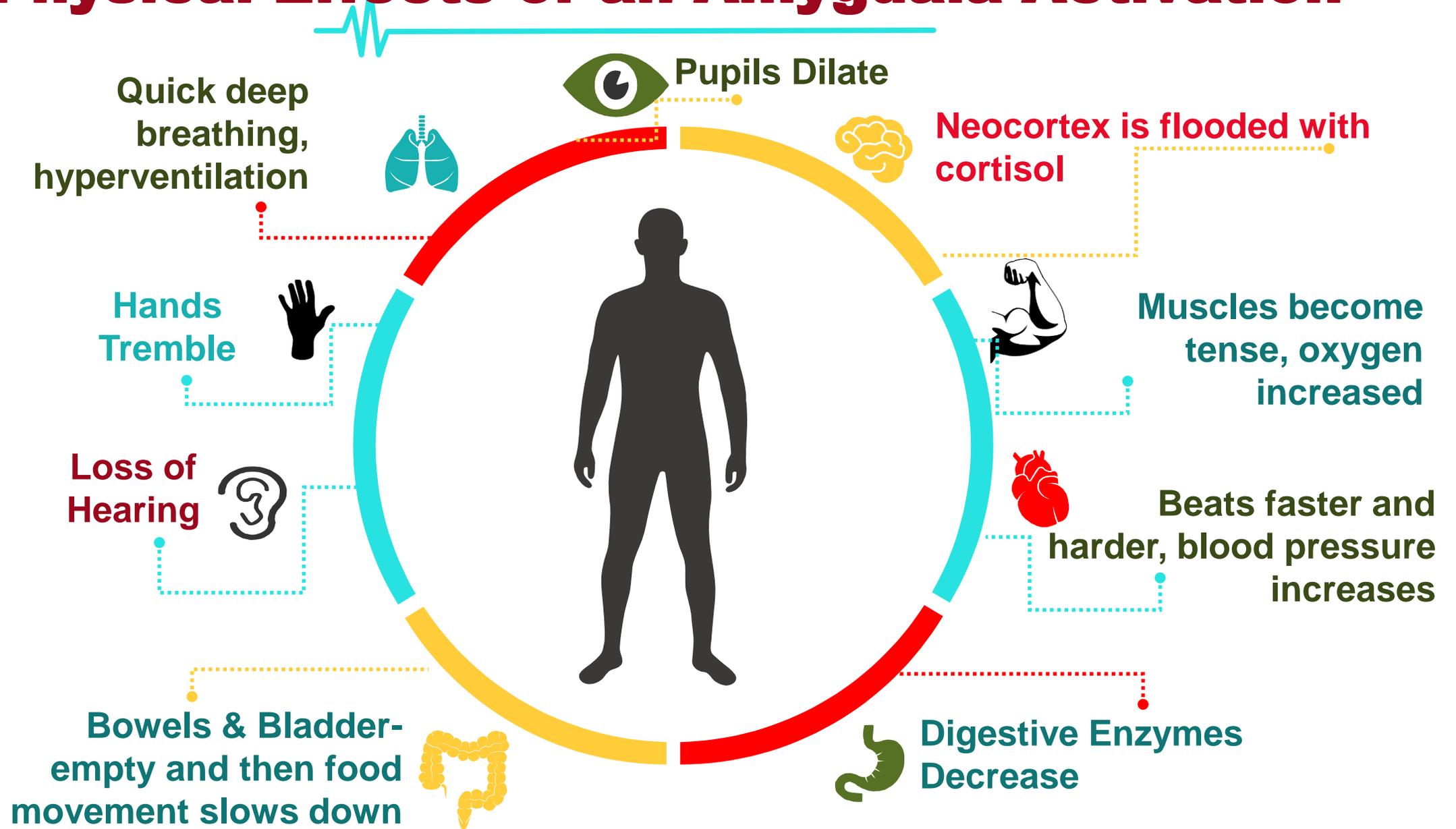
# Amygdala Hijack

**An Amygdala Hijack is an immediate and overwhelming emotional response out of proportion to the stimulus because it has triggered a more significant emotional threat.**



This is not a real spider, but if spiders are a trigger for you, the amygdala will process it as a threat initially. Your neocortex needs to convince the amygdala the threat is not real.

# Physical Effects of an Amygdala Activation



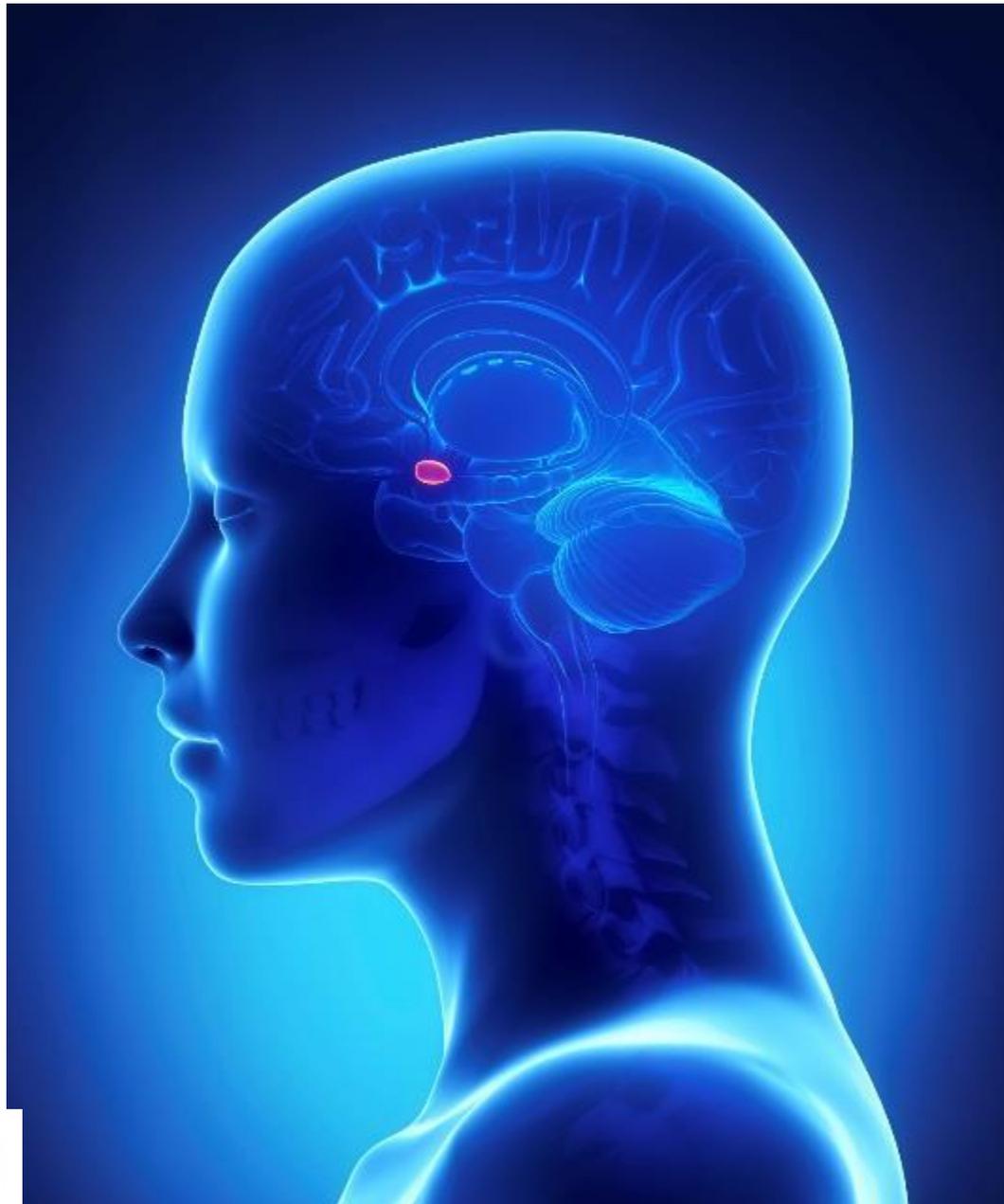


# Amygdala Hijack

The Amygdala does not know the difference between a physical threat of imminent danger or a social or emotional threat

- When it is repeatedly activated the brain is in a constant state of arousal.
- It is very difficult to concentrate, remember and learn or speak using your IQ when the brain is always scanning for danger.

(Paraphrased from the work of Daniel Goleman, Emotional Intelligence, Why it matters more than IQ, 1997).



# Amygdala Hijack

- When the amygdala is consistently activated it explains the symptoms people develop like: avoidance behaviors, anxiety, depression, appetite and sleep problems, feelings of helplessness and suicidal thoughts
- It also explains why the action of aggressors frequently do not make practical sense

(Paraphrased from the work of Daniel Goleman, Emotional Intelligence, Why it matters more than IQ, 1997).



FIGHT



FLIGHT



FREEZE

# The Neocortex



Research shows that the average person can hold between 4-8 distinct variables in their working memory when operating at their best.

On any given day we are often preoccupied with other issues so it is reasonable to assume that most of us have access to 4 distinct variables at any one time

# The Neocortex



There are a number of ways that these 4 distinct variables can be combined, giving us lots of options.

When our Neocortex is in the drivers seat we are able to use our experience, expertise and IQ to create theoretical options.

# The Neocortex



$$4 \times 3 \times 2 \times 1 = 24$$

Performance under pressure; The science of emotional intelligence version 15 Copyright 1999-2016 the institute for health and human potential



**24**

**full use of  
options**



**6**

**Loss of some  
perspective**  
"Hormonal Flush Begins"



**2**

**More  
certainty  
perspective  
lost**



**1**

**75% of conscious  
reasoning is lost, jump  
to conclusions**

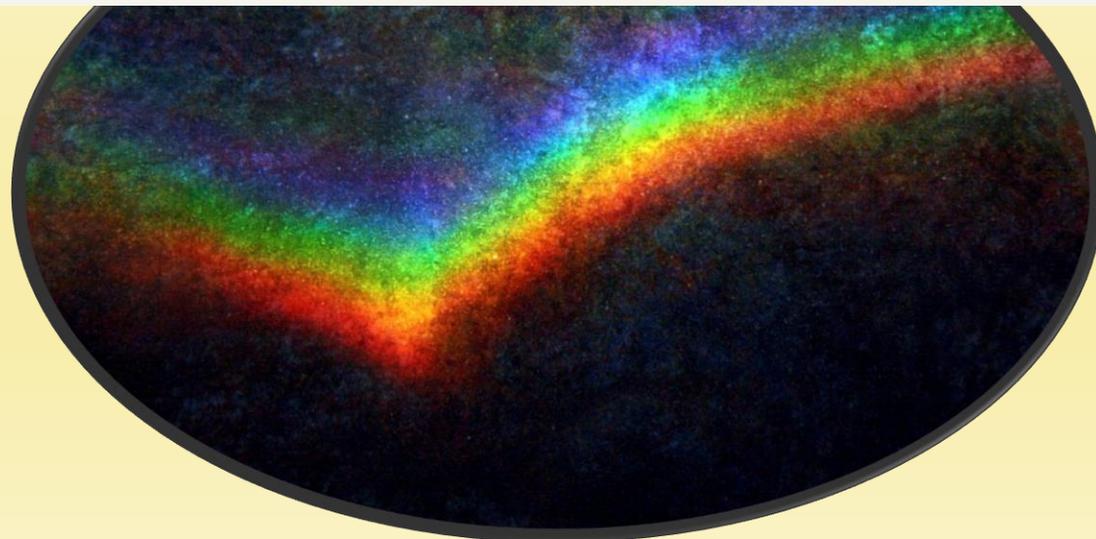
**0 Zero Zilch Long Gone**

**HIJACK! Reactive, Short-term Thinking,  
Hyper-Focus on Threat**



# *Hijack Triggers*

- **In order to increase protection, the amygdala maintains experiences that develop into triggers**
- **A trigger is something (usually related to our senses) that causes our brain to go into protection mode**



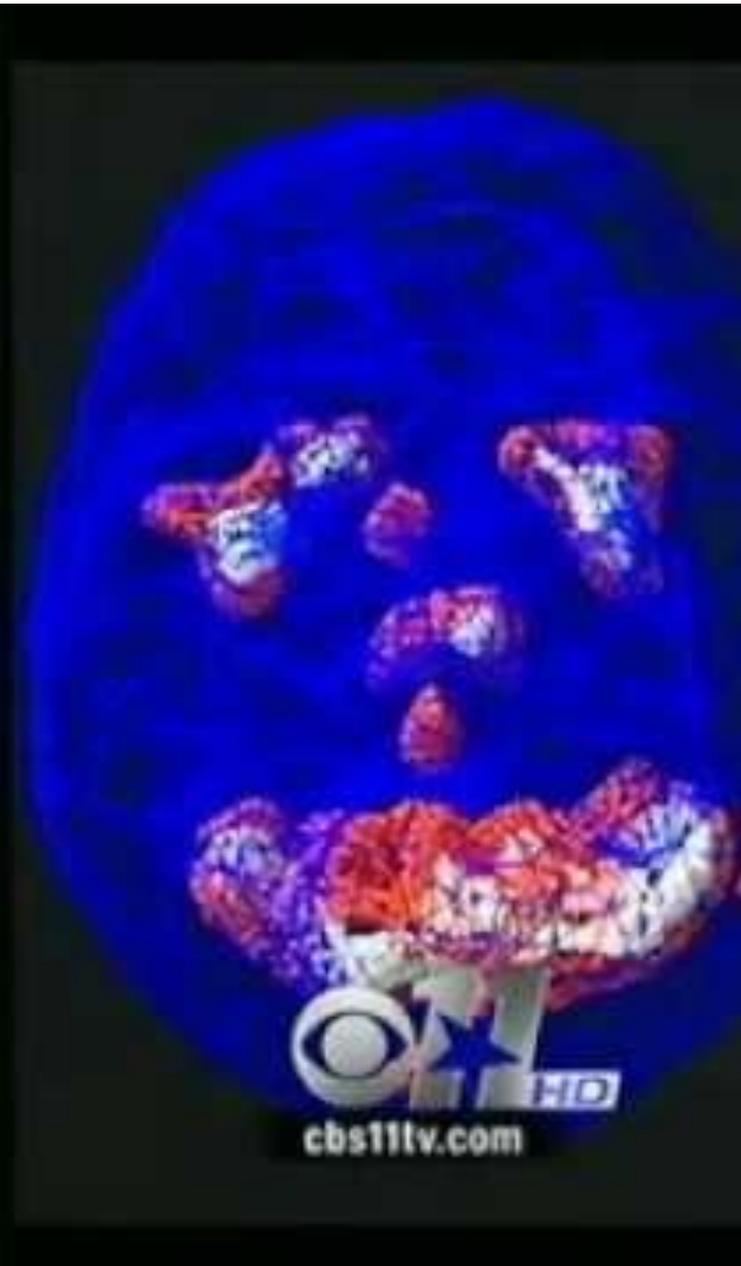
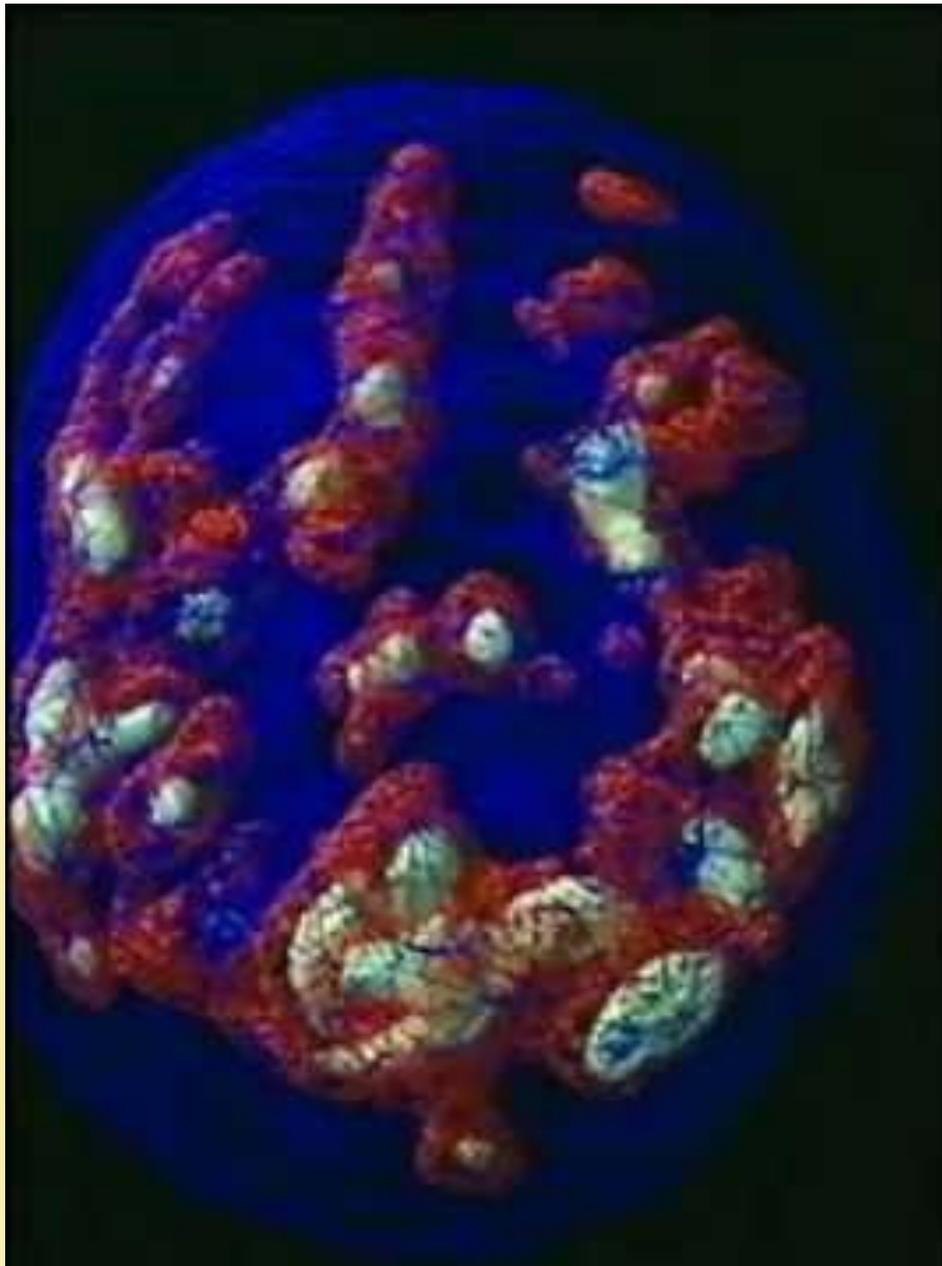
***Insulting his Momma is a Trigger***



# *The Bullied Brain*

- Bullying also causes cognitive problems like impaired memory, attention and concentration.
- It's hard for the bullied brain to learn when it's always in a state of high alert, prepared for the next attack.
- Bullying victims and PTSD sufferers have a lot in common. The hypersensitivity makes it very hard to relax and enjoy activities.

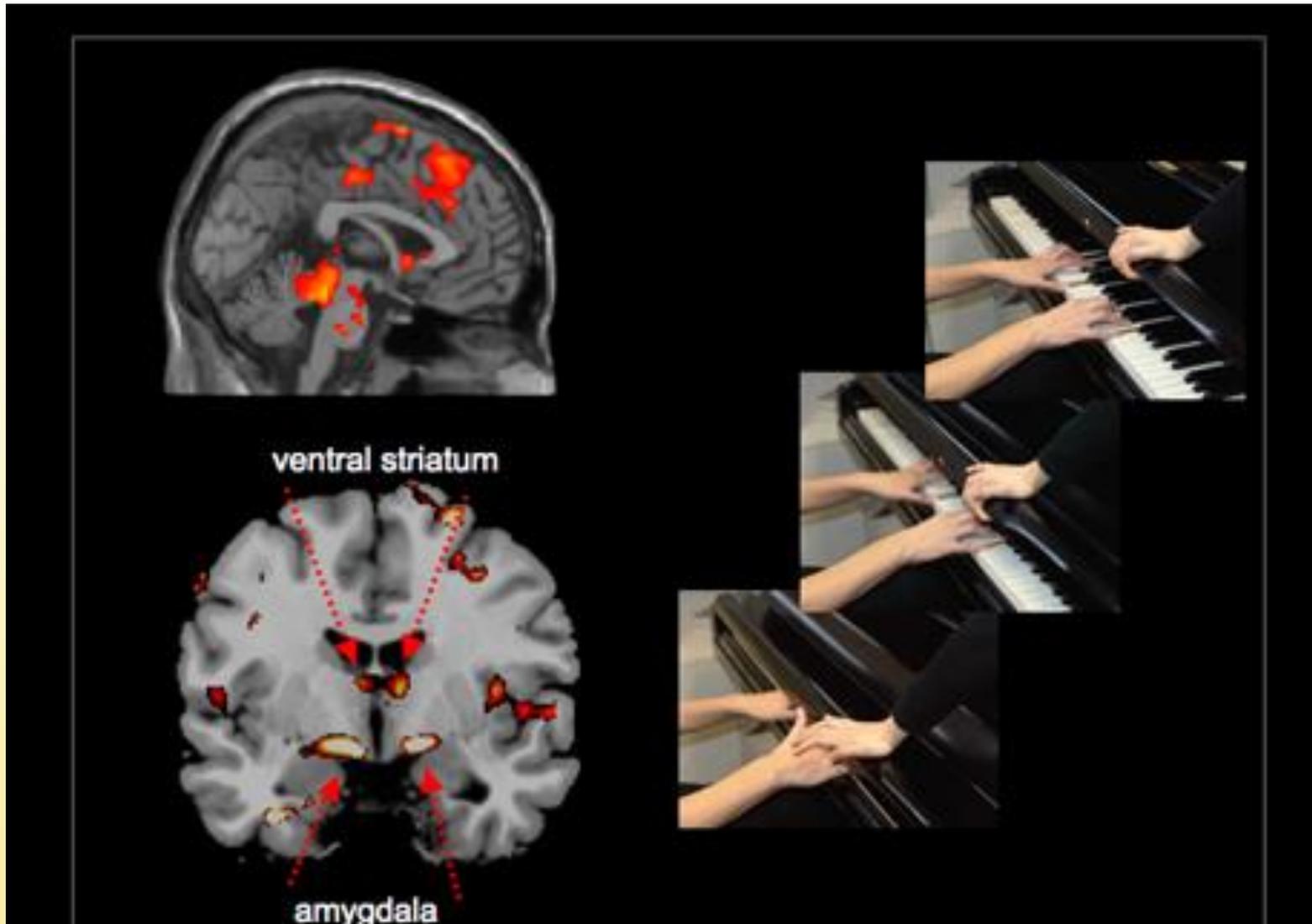
<http://www.youtube.com/watch?v=itQLq4wqiCY>



# ***Aggressive Brain***

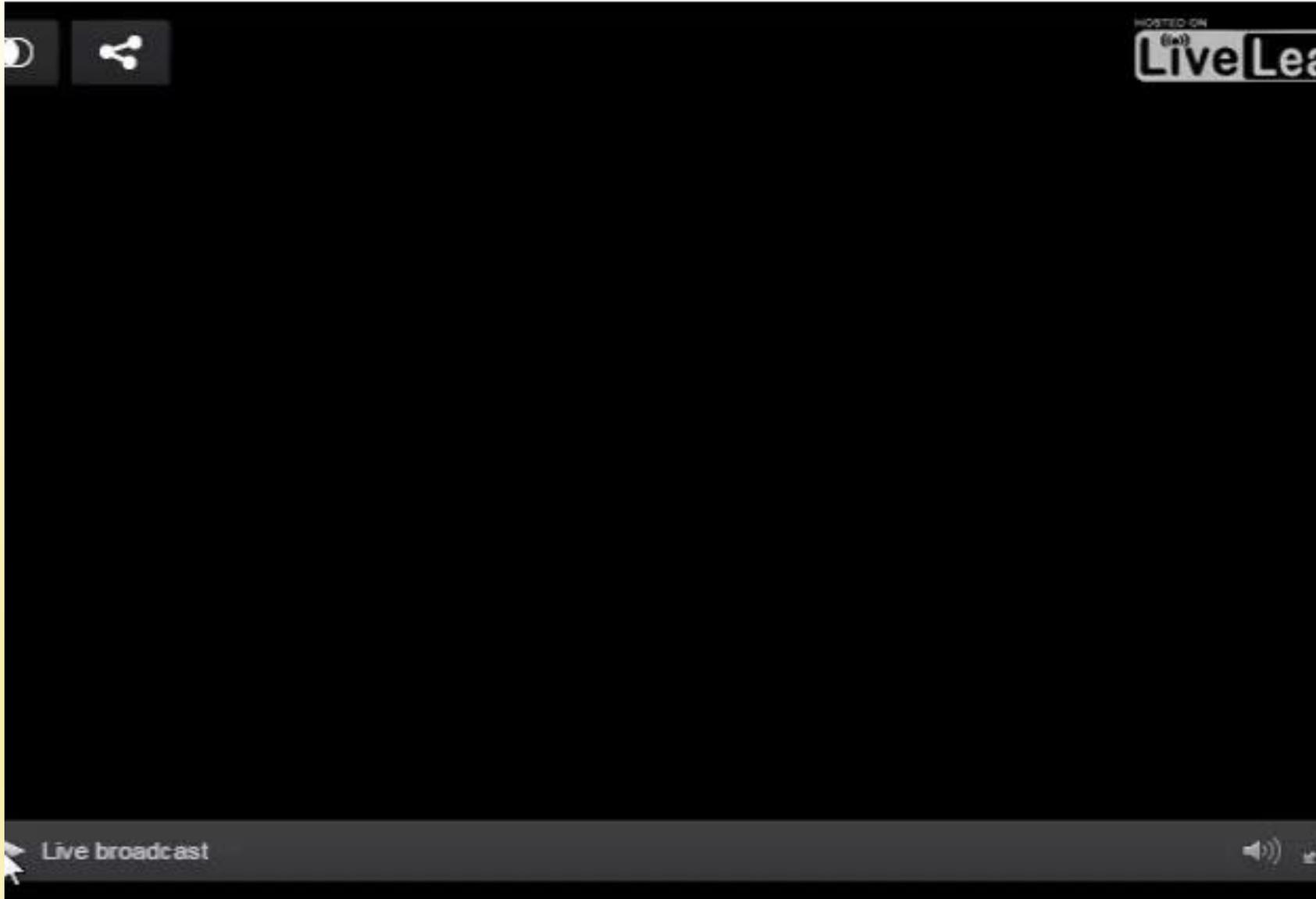
**Aggressive adolescents showed a specific and very strong activation of the amygdala and ventral striatum (an area that responds to feeling rewarded) when watching pain inflicted on others, which suggested that they enjoyed watching pain.**

**Contrary to former assumptions, aggressive teens recognize pain and suffering, but process it in a positive way.**



**Notice the pleasure center of the brain lights up when seeing pain**

# *Malcolm in the Middle*



The following is what can result when two "fight" mindsets have simultaneous amygdala hijacks

# Commission & Omission



# Childhood Trauma

## Acts of Commission

### ABUSE

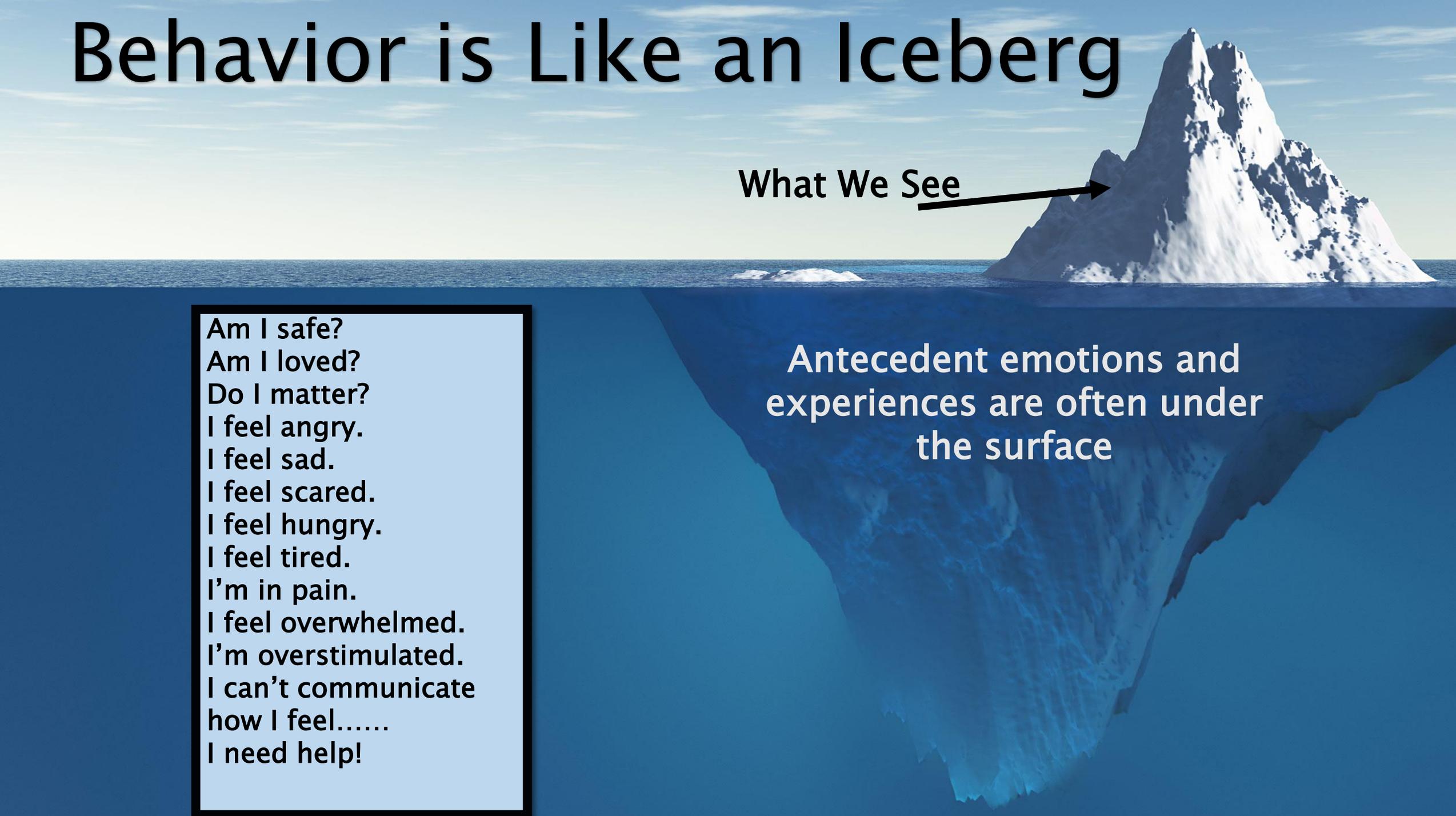
- Physical
- Sexual
- Psychological

## Acts of Omission

### NEGLECT

Physical  
Emotional  
Medical/Dental  
Supervision  
Exposure to violence

# Behavior is Like an Iceberg



What We See

Antecedent emotions and experiences are often under the surface

Am I safe?  
Am I loved?  
Do I matter?  
I feel angry.  
I feel sad.  
I feel scared.  
I feel hungry.  
I feel tired.  
I'm in pain.  
I feel overwhelmed.  
I'm overstimulated.  
I can't communicate how I feel.....  
I need help!

# Adverse Childhood Experiences

**ACES**



# ABUSE



Physical



Emotional



Sexual

# NEGLECT



Physical

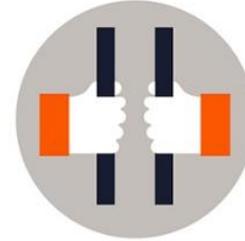


Emotional

# HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse

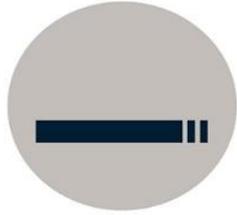


Divorce

## BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

## PHYSICAL & MENTAL HEALTH



Severe obesity



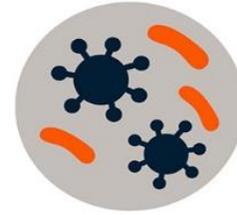
Diabetes



Depression



Suicide attempts



STDs



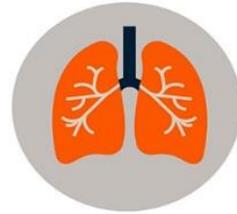
Heart disease



Cancer



Stroke



COPD



Broken bones

# Adverse Childhood Experiences **ARE COMMON**

## Household Dysfunction

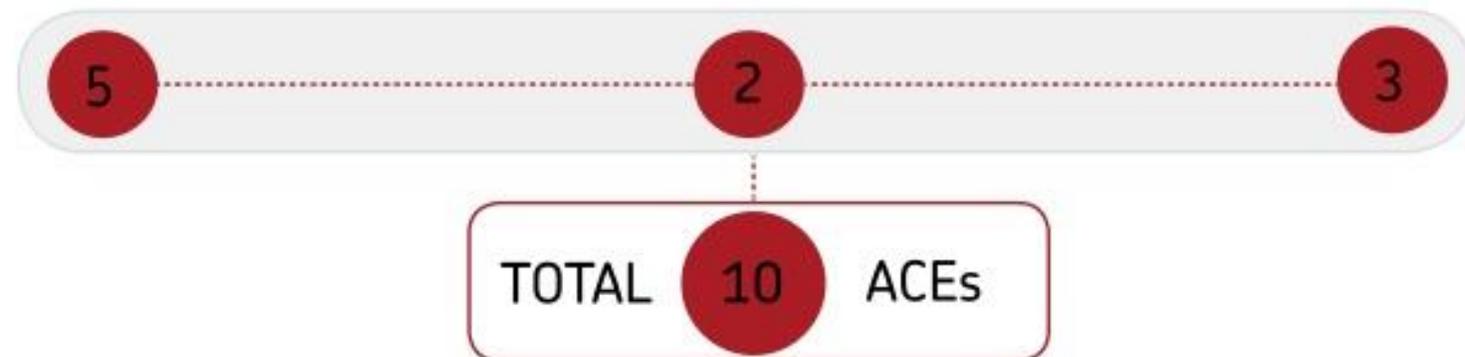
Substance Abuse	27%
Parental Sep/Divorce	23%
Mental Illness	17%
Battered Mothers	13%
Criminal Behavior	6%

## Neglect

Emotional	15%
Physical	10%

## Abuse

Emotional	11%
Physical	28%
Sexual	21%



# Impact of ACEs on School Performance

---

Children with 3 or more ACEs are nearly 4 times (OR=3.66) more likely to have developmental delays

Children with 4 or more ACEs are 32 times more likely to have behavioral problems in school



YET, Not all students  
who experience  
bullying, trauma or  
fear are in crisis.  
WHY?

# MASLOW'S HIERARCHY OF NEEDS



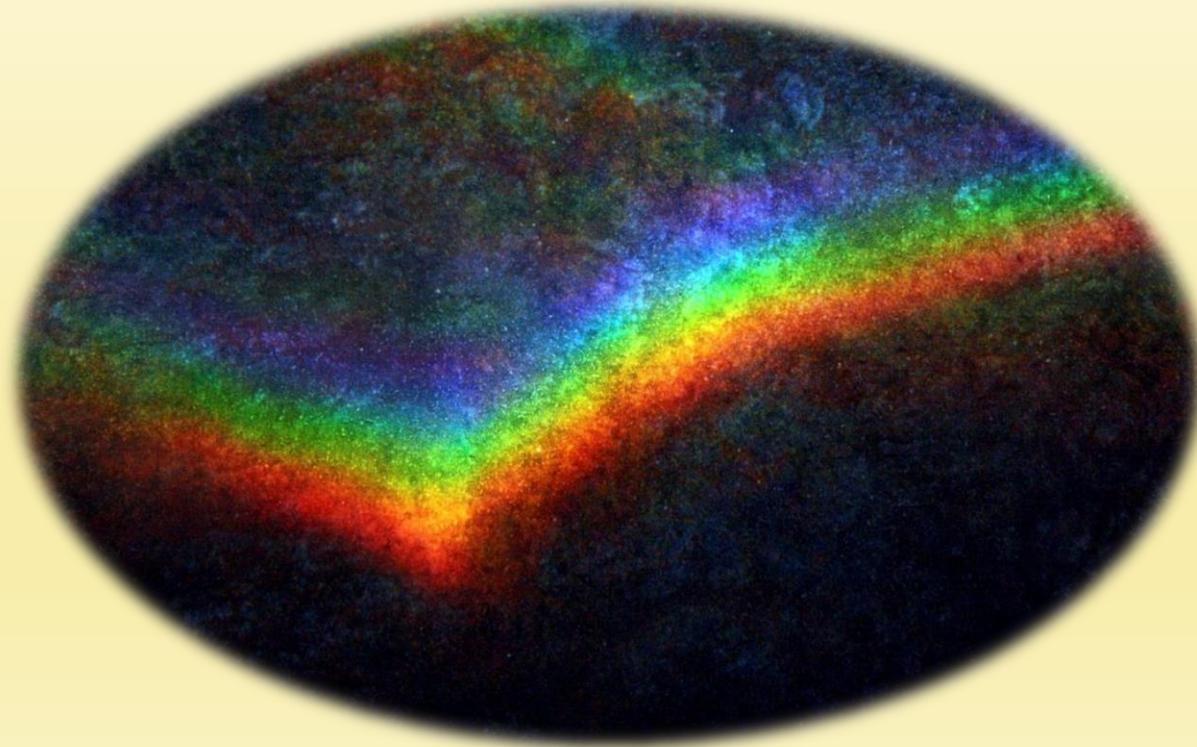


“In teaching,  
you can’t do  
the Bloom  
stuff until you  
take care of  
the Maslow  
stuff.”

Alan E. Beck

---

“Resilient individuals dampen  
negative inflammatory responses to  
stress.” -Scott Russo, Brainfacts.org



**“Research shows us that emotional regulation is one of the key factors for the development of resilience and wellbeing.”**

*– Fiona Forman*

# Strategies When Dealing with People who are Hijacked or Stressed

- ✓ Introduce the brain to novelty
- ✓ Introduce a Tactile/Sensual Activity-Exercise, Texture
  - ✓ Meditation/Deep Breathing
  - ✓ Imagine a safe calm place
    - ✓ Sleeping/Napping
    - ✓ Provide Reassurance



**Forget “Conceal it, Don’t Feel it!”  
Instead, you’ve got to “Name it to Tame it!”**



<https://www.wirlsummit.com/forget-conceal-dont-feel-instead-youve-got-name-tame/>

Dr. Daniel Siegel discovered that when we deny the feelings we are having we make an amygdala hijack stronger and longer

Stating the emotion helps reengage the prefrontal cortex

Naming the emotion helps to build new neural pathways, also building resilience

Claiming it helps expel the emotion

# Best Practices:

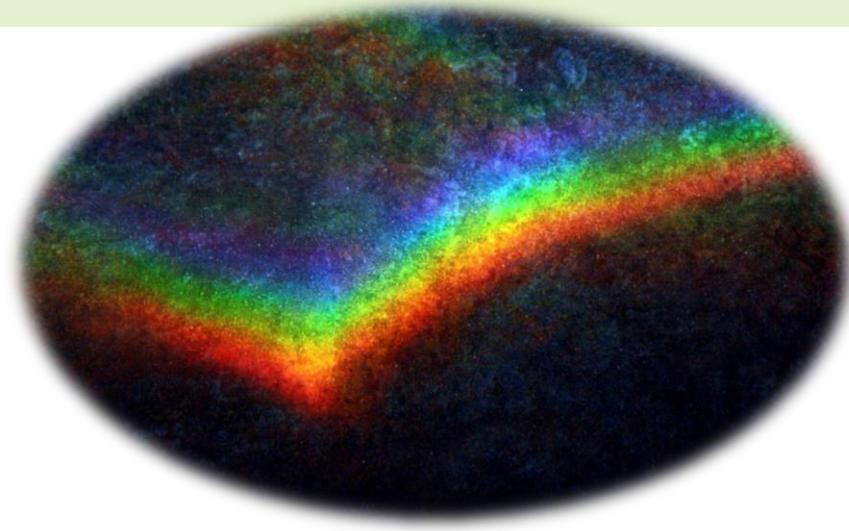
Acknowledge past experiences of loss and betrayal

Support participation in student clubs

Provide time and space

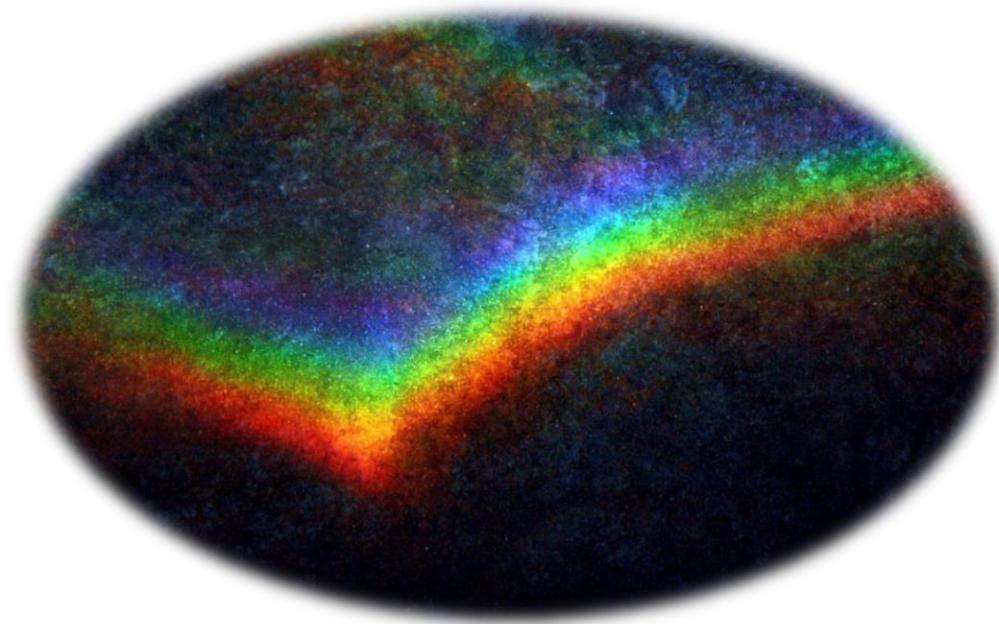
Model compassion

Create structured opportunities for safe interactions



# Best Practice:

Acknowledge and compliment even small changes with praise that is behaviorally specific.

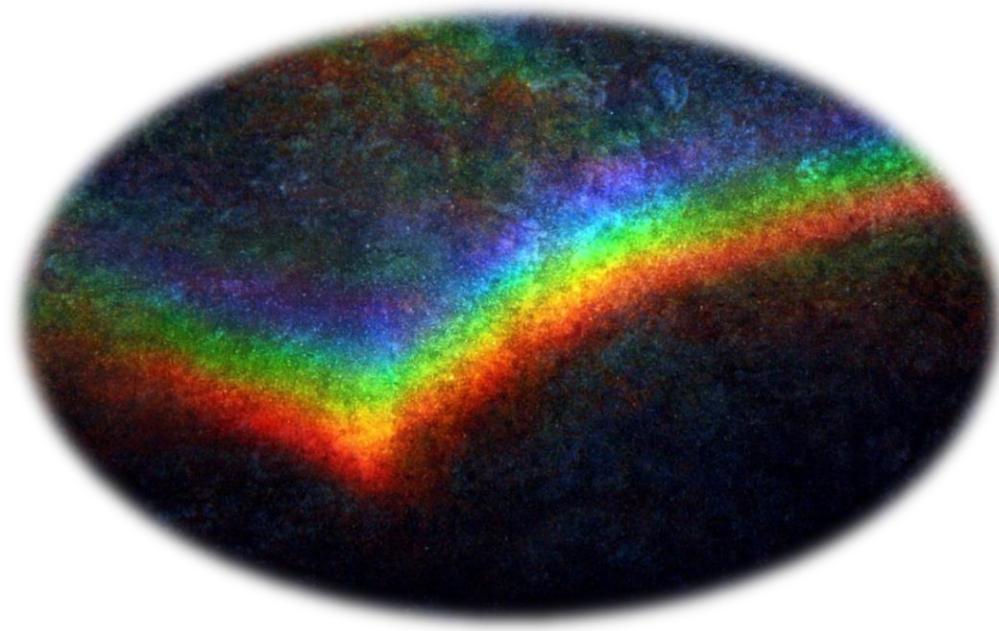


# Best Practice:

Encourage and support participation in community service organizations

Participate in volunteer organizations

Involve children in rituals (civic, holidays, etc.)



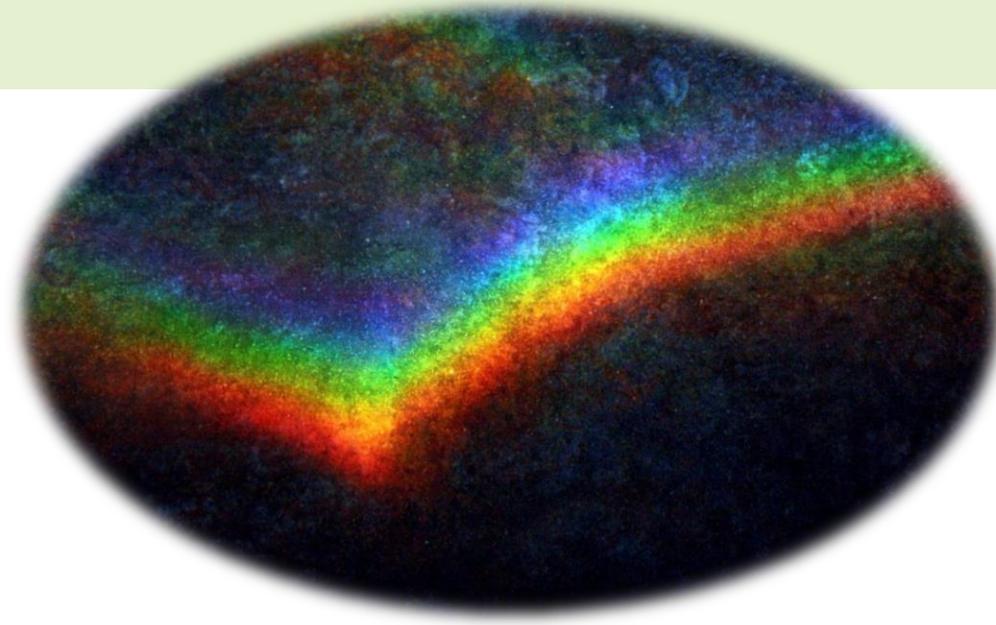
# Best Practice:

Implicitly teach emotions

Model emotional responses and label them

Identify the range of human emotions through pictures and sound

Have children self-select what their emotional state is



## Attachment & Belonging

**RELATIONSHIPS**

with caring and competent

**people are**

**—VITAL—**

contributors to  
resilience & recovery



# Individual Capabilities



**Positive**

view lets me know I am  
important and valuable



# Community, Faith & Cultural Processes



**f o s t e r  
t h r i v i n g  
c o m m u n i t i e s**



# DIGNITY FOR ALL STUDENTS ACT

A graphic featuring the text "DIGNITY FOR ALL STUDENTS ACT" in a bold, black, sans-serif font. The text is positioned to the left of a stylized map of the state of Connecticut, which is colored in a gradient of orange and yellow.

"Bullying builds character like nuclear waste creates superheroes. It's a rare occurrence and often does much more damage than endowment."

## **The Law & Reporting Requirements**

# Dignity Act Language (NY)

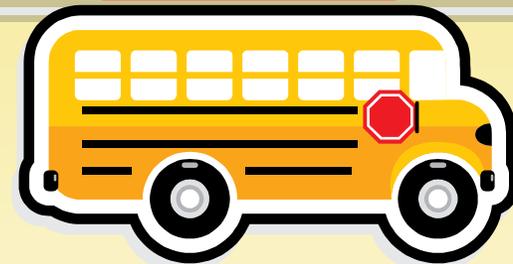
- The Dignity Act prohibits acts of harassment and bullying, including cyberbullying, and/or discrimination, **by employees or students** on school property or at a school functions;
- Including but not limited to such conduct those based on a student's actual or perceived **race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender** (defined to include gender identity or expression), or sex (Education Law §12[1]).
- <http://www.p12.nysed.gov/dignityact/>

# Required Reporters

• All district staff, when aware of harassment, bullying and/or discrimination, are required to:

1. Orally report the incident(s) within one school day to the principal, superintendent or his/her designee and;

2. Then report it in writing within two school days after making an oral report



# Encouraged Reporters

The following individuals are encouraged to verbally or in writing report issues of bullying, harassment or discrimination

Students who have been targets

Parents or those in parental relation to a student who is a target

Other students who observe or are told of such behavior



# Reporting



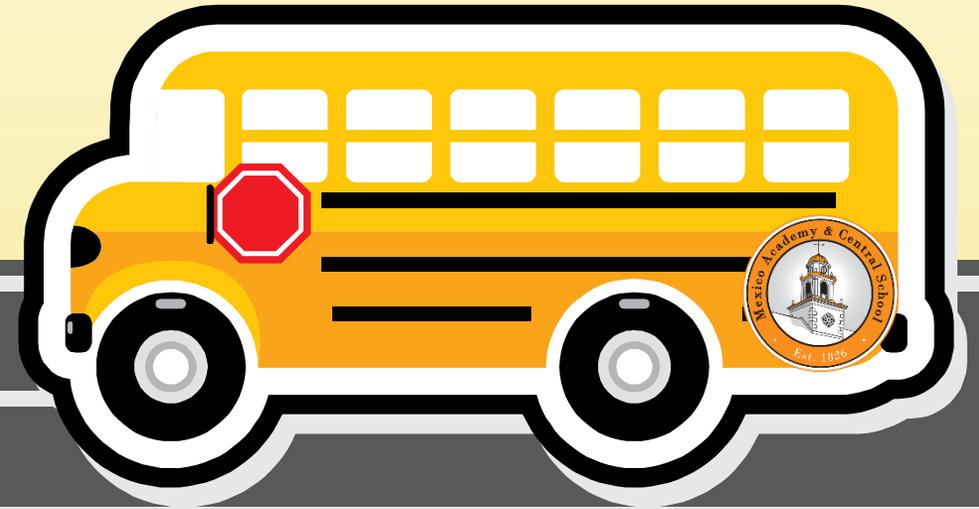
The student does not need to fill out a complaint form, BUT the employee of the school district is required to.

Awareness=  
You saw it...  
You heard it....  
Someone else told you about it....



# Silence implies consent

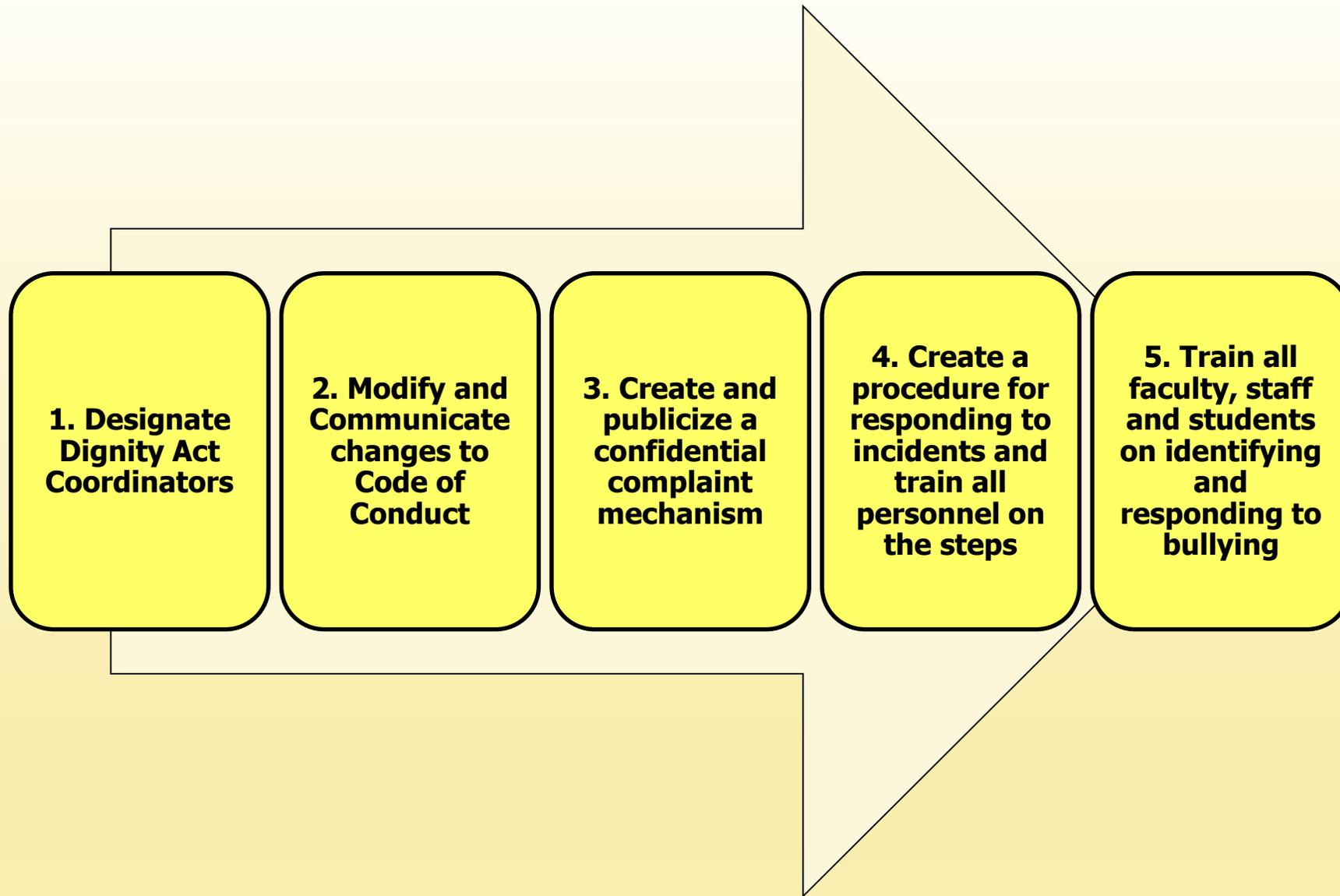
Employees who report in “good faith” are legally protected from liability or retaliation related to their reporting.



DIGNITY FOR ALL  
STUDENTS ACT



## **School District Responsibilities**



## Dedicated Dignity Act Email

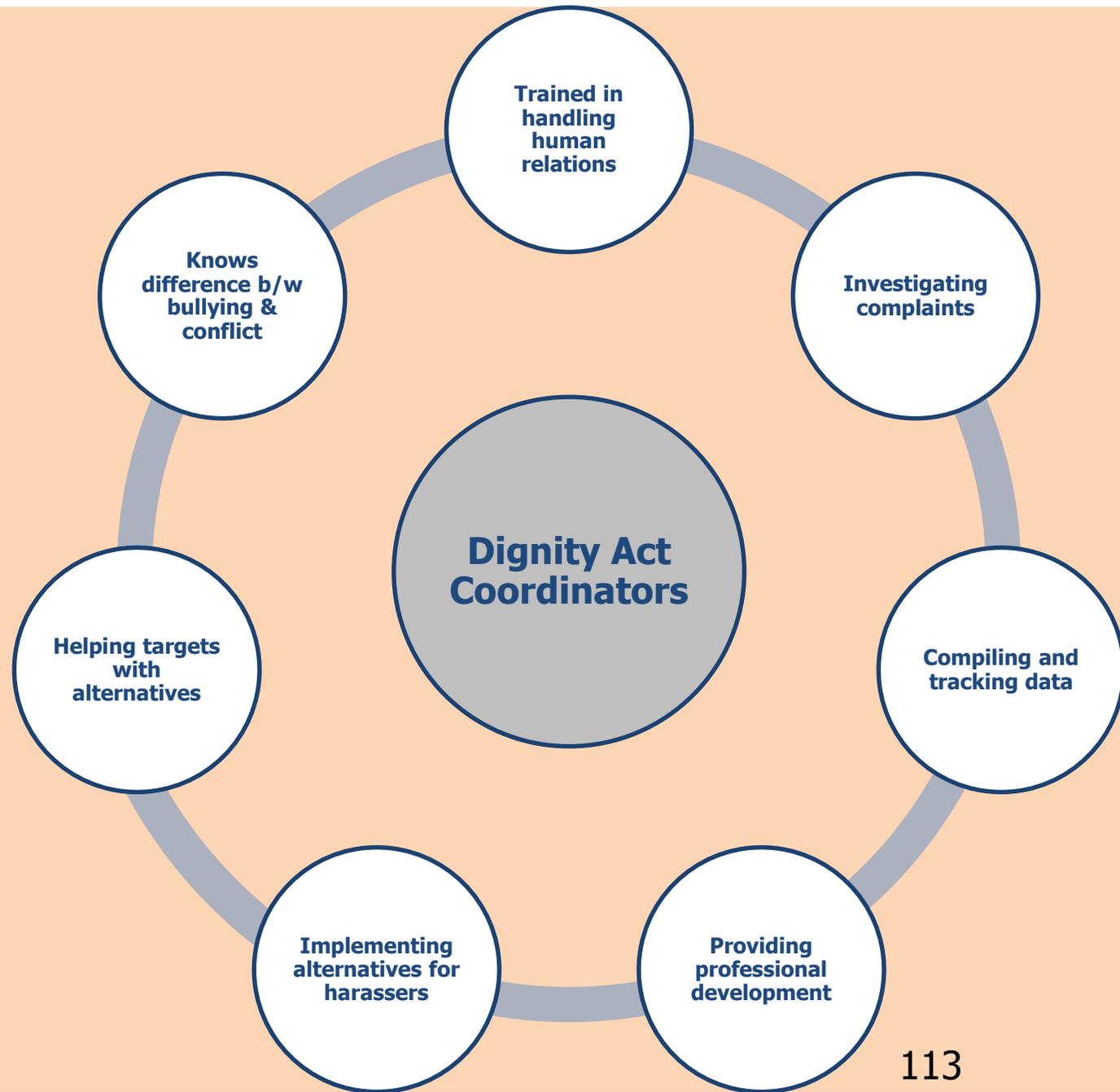
In compliance with Education Law §13(3), at least one staff member at every school must be thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, and gender identity and expression), and sex. This staff member should be referred to as the Dignity Act Coordinator (DAC).

One per school, not  
one per district

When possible  
having a  
male and  
female DAC  
is ideal.

Person should be  
accessible during  
the school day.

# Dignity Act Coordinator



# Dignity Act Language

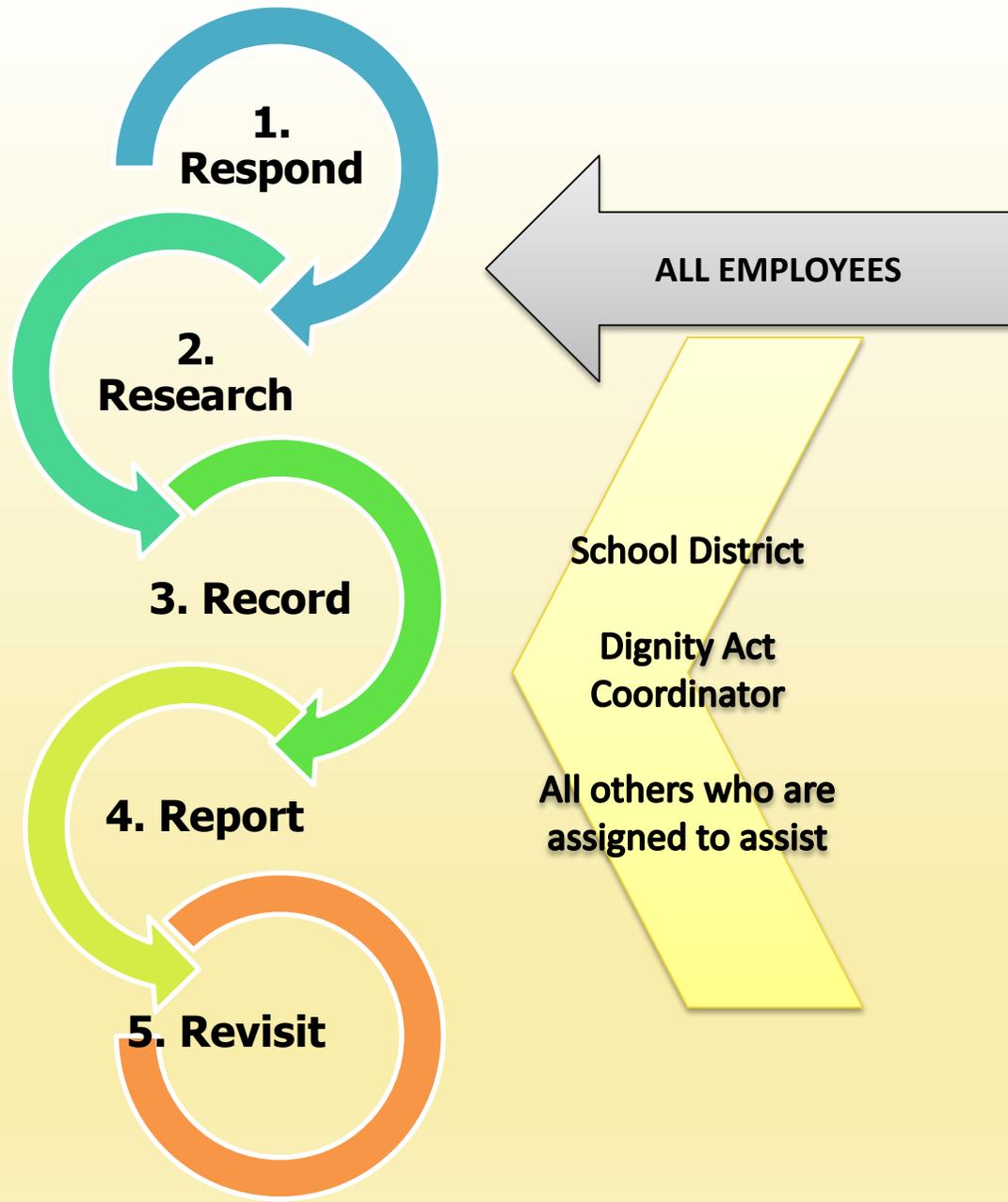
- A key principle in the Dignity Act relates to reporting incidents of harassment, bullying, and/or discrimination
- It is not your job to do an in-depth investigation
- Not every reported incident will be determined to be bullying, harassment or discrimination
- You do not determine the merit of the claim, the DAC does.

# Dignity Act Language

- **If an incident is determined to be bullying it is called a MATERIAL INCIDENT**
- **When a material incident has occurred school district's must:**
  - 1. End the harassment, bullying, and/or discrimination;**
  - 2. Eliminate any hostile environment;**
  - 3. Create a more positive school culture and climate;**
  - 4. Prevent recurrence of the behavior; and**
  - 5. Ensure the safety of the student(s) against**

# Why it is important to document all complaints

- **Deliberate Indifference**
  - **Gross Misjudgment**
- **Deliberate Indifference**= Not responding to reports of bullying and harassment
- **Gross Misjudgment**= Bullying was responded to, but the interventions were not appropriate, timely or not intensive enough



DIGNITY FOR ALL  
STUDENTS ACT



**What is my role in a complaint about bullying?**

## **Each District Should Have Their Own Complaint Flow Process, But Generally Speaking.....**

- 1. When made aware of a complaint, take notes on what the person is telling you**
- 2. Recommend (but do not require) that the person fill out the DASA complaint form**
- 3. Assist the person with the form if necessary**
- 4. If they do not want to fill out the form, ask (but do not require them) to write a short synopsis of what they know**
- 5. Bring the form; any written statements; your verbal knowledge of the situation and any other evidence to the DASA coordinator**
- 6. You should not do any in-depth questioning of the alleged person who bullied or the alleged target**
- 7. The DASA coordinator determines if a formal investigation is necessary**

# **1. Take the complaint seriously....**

- If a student comes to you with a complaint about being bullied, please don't dismiss it as "just teasing"**
- Listen to the student, and tell the student you will take the appropriate action**
- No allegation about bullying should be ignored because the charge seems improbable or because the behavior seems unlikely to recur or is perceived as a "harmless rite of passage."**

## **2. Reassure, do not judge.**

- If a student comes to you for help, reassure the student that you care about him or her and will do what you can**
- Do not, however, suggest that the student who has been bullied should make concessions. "Have you ever thought that if you weren't so vocal about being gay, people wouldn't harass you as much?"**



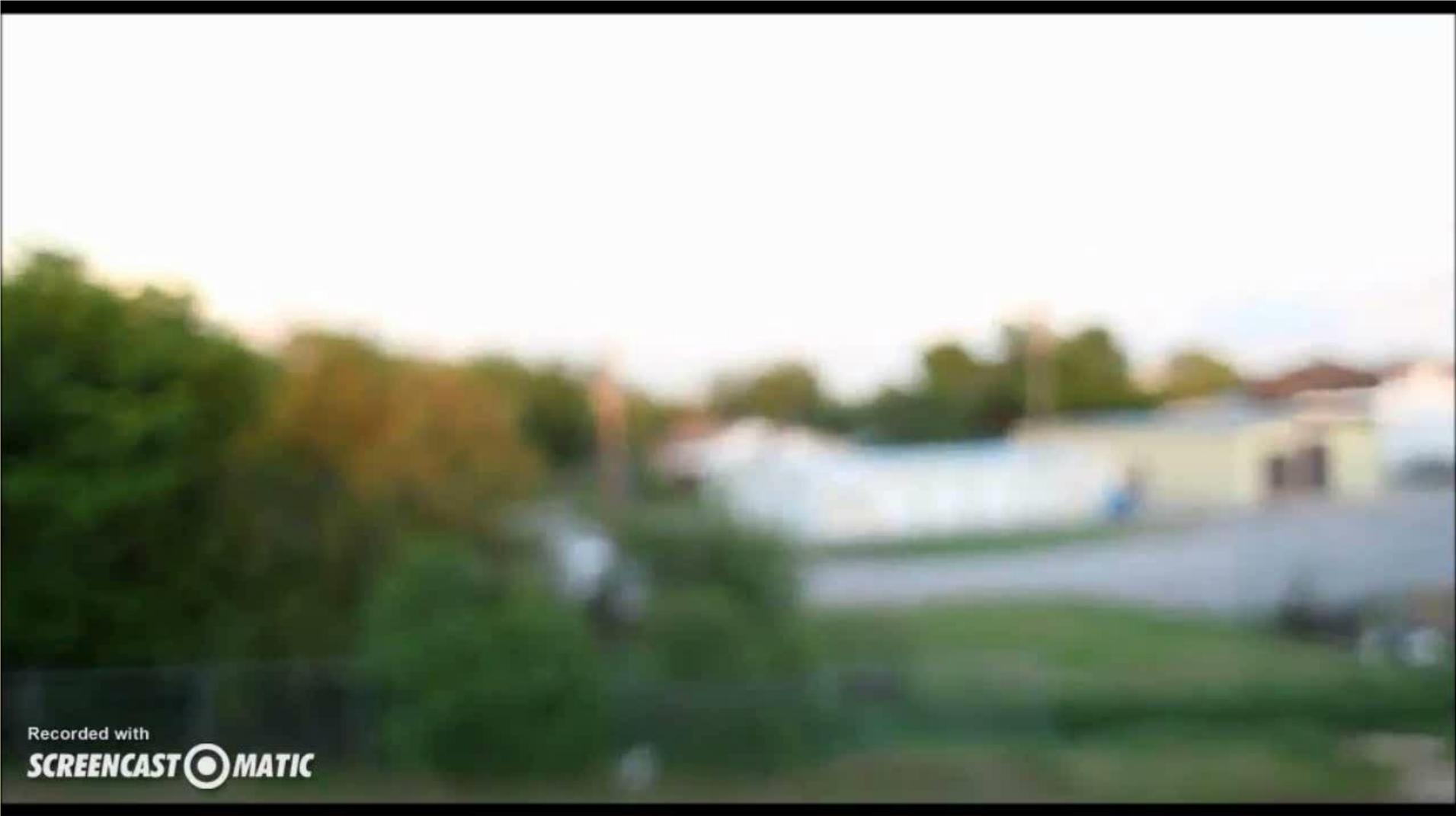
Recorded with  
**SCREENCAST**  **MATIC**

### **3. Get the student(s) the appropriate professional help.**

- If any student seems to be in emotional or psychological distress, offer to help the student get in touch with a counselor, social worker, or school psychologist right away; be supportive**
- But don't give advice beyond your expertise**
- And if the student seems in imminent physical danger, alert the appropriate school officials or Child Protective Services**

# 4. Do Something.

- **If you witness a student being harassed and humiliated by another student, intervene**
- **Everyone involved—the student who has been bullied; the student who has been bullied and the witnesses all need to know this is unacceptable behavior**
- **Research shows that creating a safe learning environment for all students requires the adults in the school working together.**



Recorded with  
**SCREENCAST**  **MATIC**



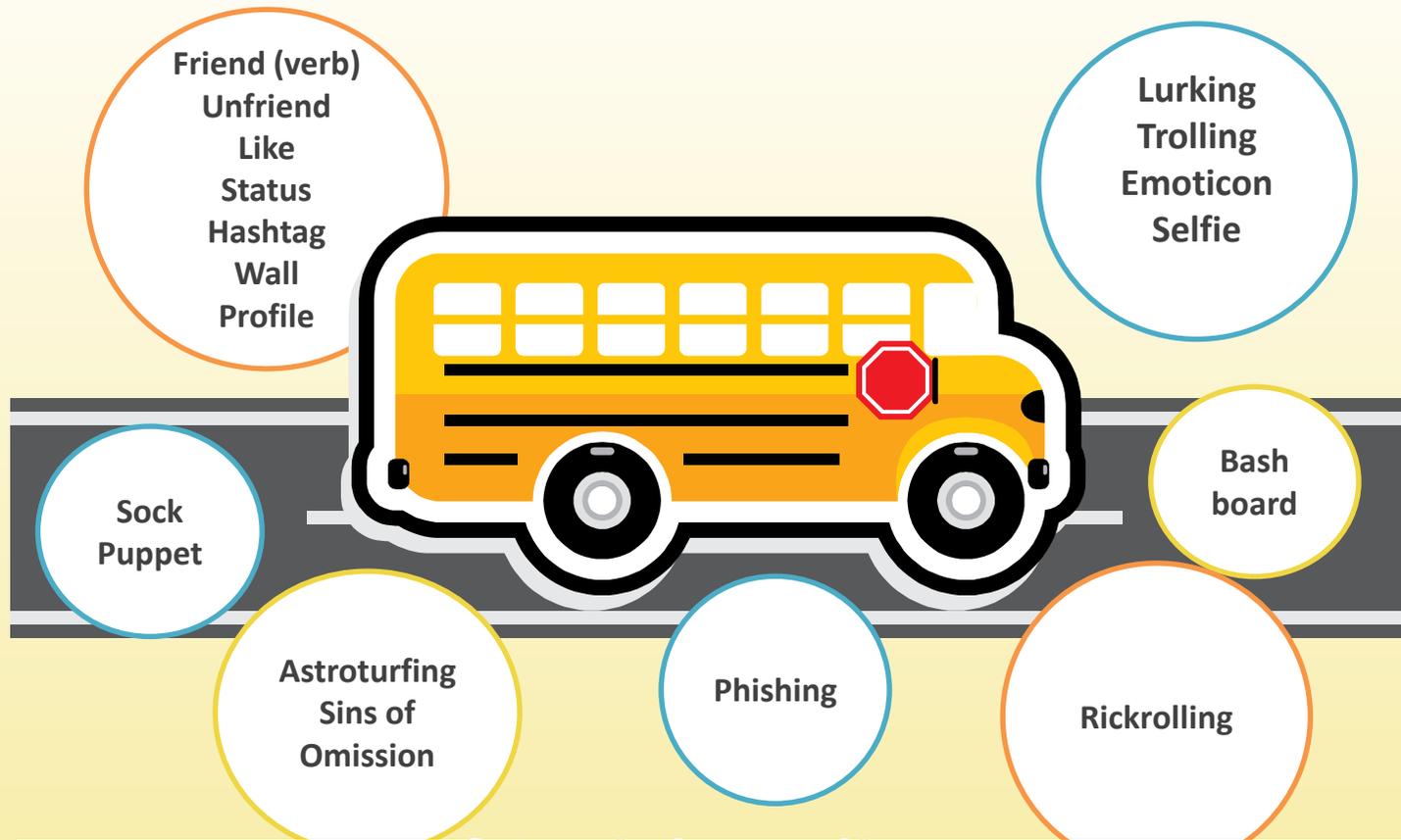
**Cyberbullying** is defined as harassment or bullying which takes place through any form of electronic communication (Education Law §11[8]).

## Social Media: Cyberbullying's Subtle and Outrageous Playground

**Social Media has changed the weapons of bullying, sometimes with a subtlety that adults do not understand.**

**Additionally, social media provides a 24-hour opportunity for both social affirmation and social exclusion**





## Language of Social Media

<https://www.youtube.com/watch?v=dQw4w9WgXcQ>

# **You've Been Rickrolled**



safe drivers who switched from GEICO to Esurance saved an average of \$305 on car insurance

Based on average customer-reported savings. Click for more details. Not available in all states. Allstate products are not available through Esurance. Esurance Ins. Co. and affil.: SF, CA.

esurance an Allstate company

enter ZIP [get a quote](#)

SEP 18



# yassderday

When **something** really **great happened** the day prior.

Person #1: Last night's **party** was **lit!**

Person #2: Yaaassss, yassderday's party was **soooo liiittt**

#yass] [lit] [yesterday] [is this what the kids are saying these days] [idk]

by **KEMMA SLAY** September 16, 2017

313 593



## The Urban Dictionary Mug

One side has the word, one side has the definition. Microwave and dishwasher safe. Lotsa space for your liquids.

[BUY THE MUG](#)

**URBAN DICTIONARY IS WRITTEN BY YOU**

[+ Define a Word](#)

TWITTER FACEBOOK

HELP SUBSCRIBE

### TRENDING RN - SEPTEMBER 18, 2017

- |                            |                          |                    |
|----------------------------|--------------------------|--------------------|
| 1. pissfuck                | 11. grapefruiting        | 21. cushioning     |
| 2. polish bike ride        | 12. puttin on the ritz   | 22. poodle balling |
| 3. astroglide              | 13. twf                  | 23. scat porn      |
| 4. rub down                | 14. mens rights movement | 24. on the side    |
| 5. chitty chitty bang bang | 15. canadian competition | 25. saftb          |
| 6. pulling the blinds      | 16. catalina wine mixer  | 26. mrw            |

90 YEARS

ELECTRIC MOTORS - FANS  
WHOLESALE  
**W.W. GRAINGER**  
INC.  
EST. 1927  
TOOLS - HEATING - PUMPS

OF GETTING THE JOB DONE RIGHT

[SHOP NOW](#)

<http://netsmartz411.org/>

## dick means penis - but are there any other definitions?

### Slang Words & Acronyms containing "dick"

<b>dick.:</b>	d**k
<b>dh.:</b>	dickhead
<b>dick.:</b>	penis
<b>dih.:</b>	d**k in hand
<b>dikhed.:</b>	dickhead
<b>eabod.:</b>	eat a bag of dicks
<b>ead.:</b>	eat a d**k
<b>fudh.:</b>	f**k you d**k head
<b>gosad.:</b>	go suck a d**k
<b>gsad.:</b>	go suck a d**k
<b>lmd.:</b>	Lick My d**k
<b>pydim.:</b>	put your d**k in me
<b>sd.:</b>	suck d**k
<b>smbd.:</b>	suck my big d**k
<b>smd.:</b>	suck my d**k
<b>smdb.:</b>	suck my d**k b***h
<b>smdvq.:</b>	suck my d**k quickly

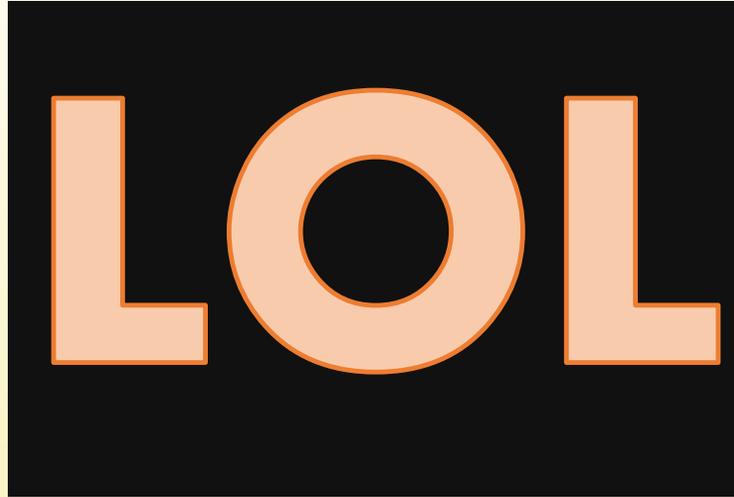


<https://www.noslang.com/search>

It's not 1989. The excuse "I'm not good with computers" is no longer acceptable.



your  cards  
someecards.com

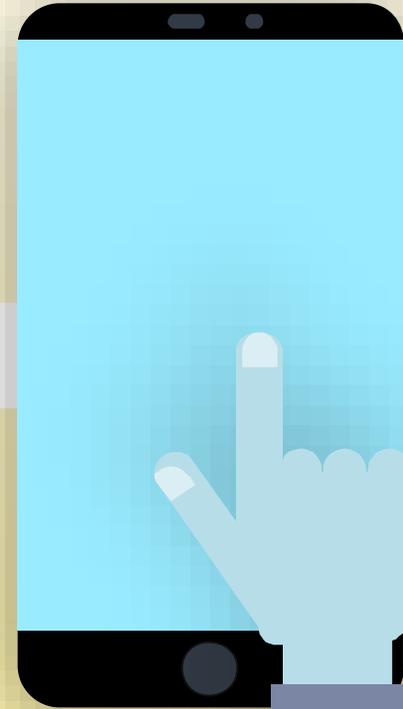
The image shows the word "LOL" in a large, stylized, orange font with a black outline. The letters are set against a solid black rectangular background. The 'L' on the left is a simple block letter. The 'O' in the middle is a circle with a smaller black circle inside it, creating a ring effect. The 'L' on the right is also a simple block letter.

- First used on the internet in 1990
- Recognized by Oxford Dictionary in 2011
- Still not recognized by some adults in 2017

## Social Apps



## Productive Apps



---

“The combination of social media pressure and an underdeveloped prefrontal cortex, the region of the brain that helps us rationalize decisions, control impulsivity and make judgments, can contribute to offensive online posts.”

<https://www.nytimes.com/2017/06/07/well/family/the-secret-social-media-lives-of-teenagers.html?mcubz=1>

# Social Media Lacks Proper Supervision

- Studies consistently show that bullying is twice as likely to happen in areas of the school that are less supervised
- Therefore, since most social media lacks adult supervision, it is easy to surmise that bullying will flourish on social media



**Buy one**  
Samsung Galaxy S7  
or Galaxy S7 edge  
**and get another**  
**FREE**

of equal or lesser value when you add a second line.  
After 24 monthly credits with installment billing. Tax due at sale.

Subject to credit and \$30 activation fee. \$30 down and \$27.99/mo. for S7, S7 Edge - \$31.25/mo. Add two new lines of service. Early termination of  
installment agreement results in remaining balance due on both phones. Void in CT, IL, and Maryland. Restrictions apply.

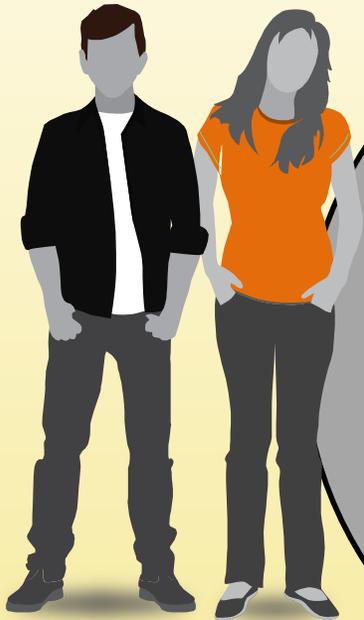
**1 (800) SPRINT**

When adults are portrayed like this, the idea that they are incapable of monitoring their children's devices is reinforced.....

# Student Vulnerability

Face to Face Bullies strategically target their most defenseless/marginalized classmates (Saino et al. 2012; Veenstraet al. 2010)

Online aggressors strategically target non-marginalized youth in order to "up their cred" (Saino et al. 2012; Veenstraet al. 2010)



Face to Face: Perceived  
Difference/Weakness

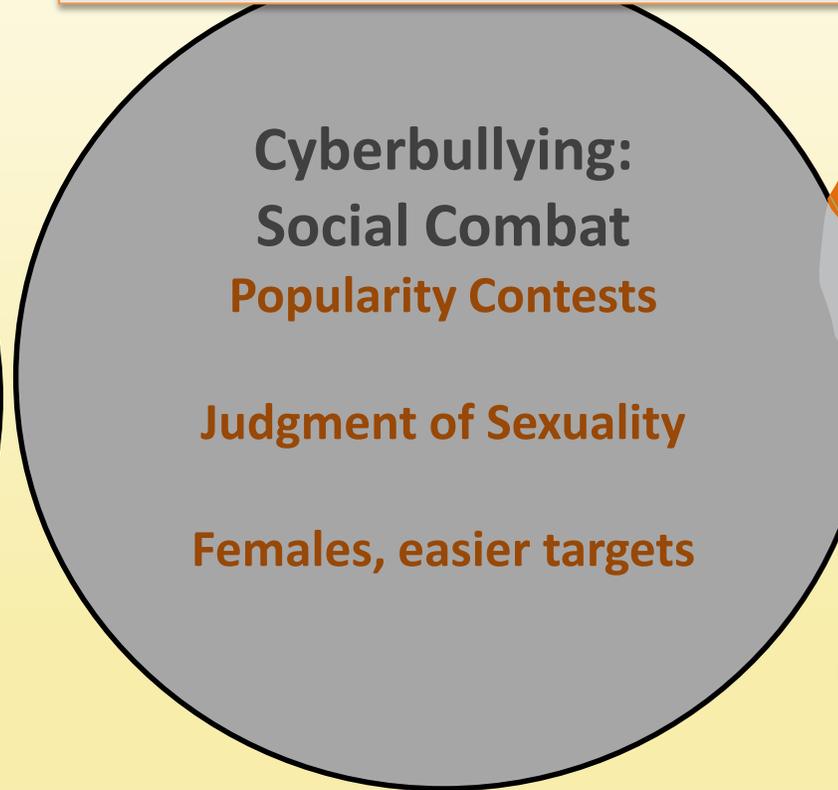
Disabilities

LGBTQ

ELL

Weight Issues

Students in Poverty



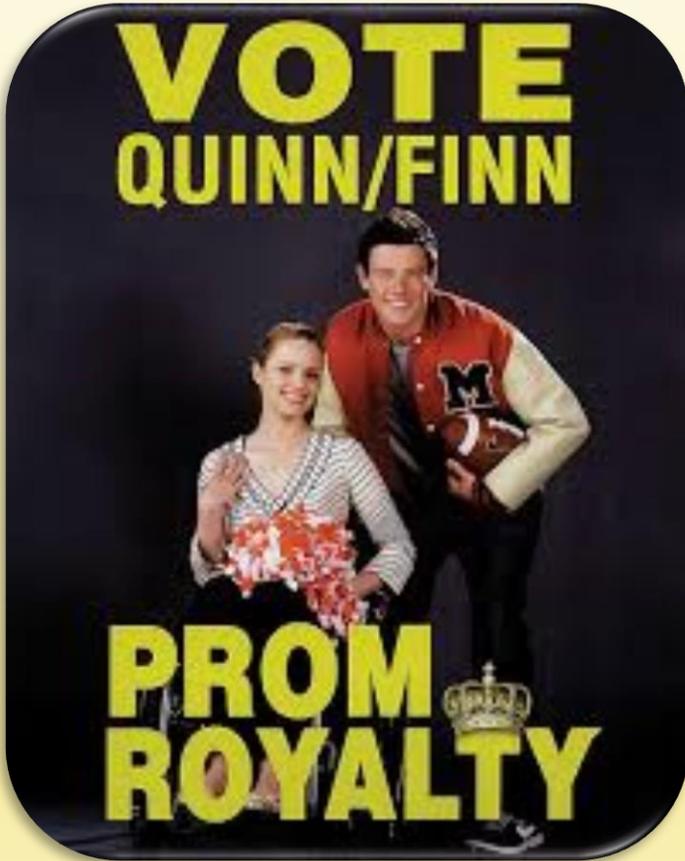
Cyberbullying:  
Social Combat

Popularity Contests

Judgment of Sexuality

Females, easier targets

# Theory of Victimization



Harassing the weakest members of a group is singularly unimpressive- too easy

Popularity/Status increases both the risk of victimization and, crucially, the severity of its consequences

Weakening the social status of a someone can be a **MAGNIFIED** social trauma for those who were not already marginalized

# Social Combat



"Schools should be aware of this more subtle version of aggression and cruelty, and maybe it will hopefully challenge some of the stereotypical thinking of what a victim of bullying looks like,"  
"There are kids who may appear to be popular and well-adjusted and so on that actually experience a lot of trauma as a result of this, what we call 'social combat.'"

# TAKING NOTES

# IN THE 21ST CENTURY

memecenter.com MemeCenter

Rather than forbidding students from using all mobile devices, we must teach them about responsible usage.

The bottom line is that parents and teachers must be involved in the digital lives of kids if we're going to help prevent dangerous situations and consequences that could last a lifetime.

The kids will not find the right path on their own—that is for certain

So we must train our kids to be extremely careful with what they put online, especially on social media. Every word and image made with a digital device should be treated as public and permanent.



# Kids React...



# Parents Need To Monitor Children

- **Texting is instantly gratifying and highly anxiety producing.**
- **Neuro-imaging has shown that back and forth texting floods the pleasure centers of the brain, the same area that lights up when using heroin.**
- **The emotional disruption of a real or perceived negative response, however, necessitates more texting to repair the mood, to fix the feelings of rejection, blame and disconnection.**
- **The addictive potential is obvious.**

<http://www.mmguardian.com/>

http://www.mmguardian.com/ Parental Control for Androi... Social Combat: Bullying Risk In... Embed YouTube Video in Pow...

File Edit View Favorites Tools Help

BEDS 2014 - Google Search Suggested Sites Web Slice Gallery Readability Score http--usny.nysed.gov-rttt...

Home Phone Tablet Pricing FAQ Support Blog Login

# MMGuardian™

# MMGuardian Parental Control

Protection for Kids. Peace of Mind for Parents.



Award Winning Parental Control for Android and iPhone

100%

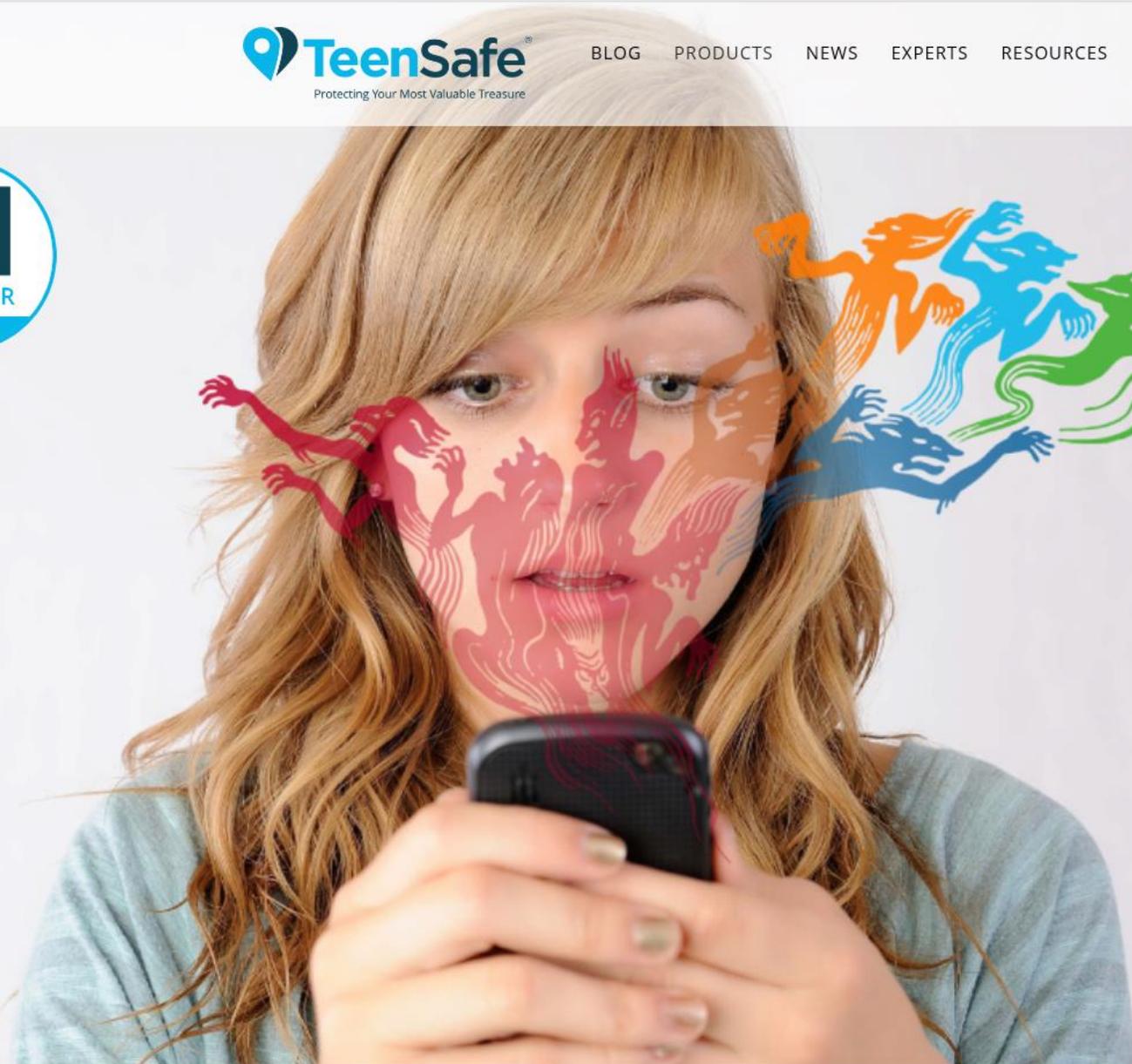
1:13 PM  
3/12/2017

# Teensafe

The screenshot shows a web browser window displaying the WebWatcher website. The browser's address bar shows the URL <https://www.webwatcher.com/>. The website header includes the WebWatcher logo, the text "COMPUTER & MOBILE MONITORING SOFTWARE", the Inc. 500 logo, and a "Chat Live" button. Navigation links for "Blog", "For Business", "About Us", "Screen Time", and "Login" are present. Below the header, there are buttons for "PC", "Mac", "Android", and "iPhone".

The main content area features a section titled "WebWatcher Ranked #1 2011-17" with logos for PCMag.com, Redmond Reader's Choice Awards, and The Reader's Choice Awards 2011. To the right, a large heading reads "Computer & Mobile Monitoring Software" with the subtitle "#1 Rated Parental & Employee Monitoring Software". Below this, a large image shows a computer monitor displaying a "RECORDED DATA" window with a list of monitored activities (Computers, Emails, IMs/Chats, etc.) and a Facebook message interface. The message content is: "Party This Saturday! (parents are out of town)" and "Party this weekend! My parents are out of town and the liquor cabinet is stocked! Be here Saturday at 8pm!".

At the bottom of the main content area, there is a section titled "-- Over 1 Million Satisfied Customers --" with buttons for "ADD TO CART" and "Learn More" for Windows, iPhone, Mac, and Android. The browser's taskbar at the bottom shows various application icons and the system clock indicating 1:14 PM on 3/12/2017.



## #1 in Parental Monitoring

TeenSafe helps you detect the hidden dangers lurking inside your child's smartphone.

Whether your child uses an iPhone or Android device, TeenSafe can help you keep tabs on what they are doing, who they are talking to and where they are.



SHARE  
f  
t  
p  
✉️  
⋮

## Parenting, Media, and Everything In Between

### 17 Apps and Websites Kids Are Heading to After Facebook

Social media apps that let teens do it all -- text, chat, meet people, and share their pics and videos -- often fly under parents' radars. By [Christine Elgersma](#) 7/15/2017

Topics: [Cell Phone Parenting](#), [Facebook](#), [Instagram](#), and [Social Technology Addiction](#)

Gone are the days of Facebook as a one-stop shop for all [social-networking needs](#). While it may seem more complicated to post photos on Instagram, share casual moments on Snapchat, text on WhatsApp, and check your Twitter feed throughout the day, [twens and teens love the variety](#).



You don't need to know the ins and outs of all the apps, sites, and [terms](#) that are "hot" right now (and frankly, if you did, they wouldn't be trendy anymore). But knowing the basics -- what they are, why they're popular, and [what problems can crop up when they're not used responsibly](#) -- can make the difference between a positive and a negative experience for your kid.

Below, we've laid out some of the most popular types of apps and websites for teens: texting, microblogging, live-streaming, self-destructing/secret, and chatting/meeting/[dating](#). The more you know about each, the better you'll be able to communicate with your teen about safe choices.

The bottom line for most of these tools? If teens are using them respectfully, appropriately, and with a little parental guidance, they're mostly fine. So take inventory of your kids' apps and review

Get the latest in kids' media, tech, and news right to your inbox

  
 [Sign me up!](#)  
 I'm not in the U.S. [View our privacy policy](#)

#### Browse Advice

- Most Discussed**
  - 15 comments: [Giveaway: Take Your Family to See "Nausicaa of the Valley of the Wind"](#)
  - 0 comments: [Ask Your Kid's School These Essential Student Privacy and Safety Questions](#)
  - 0 comments: [Why Your Kid Should Read Banned Books](#)
  - 0 comments: [Hack the School Year](#)
- Most Shared**

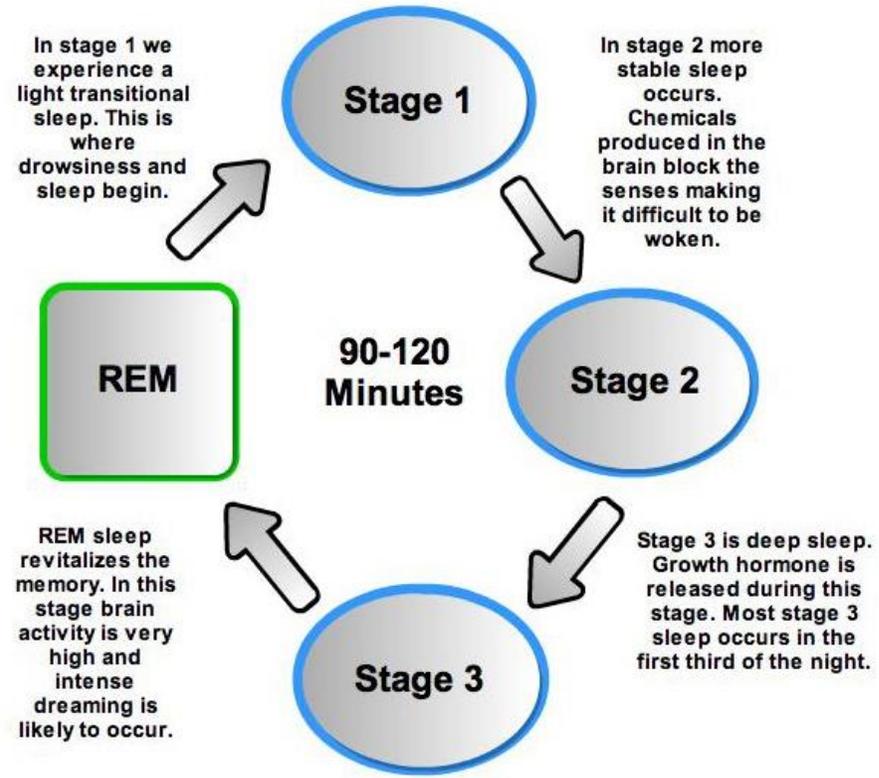
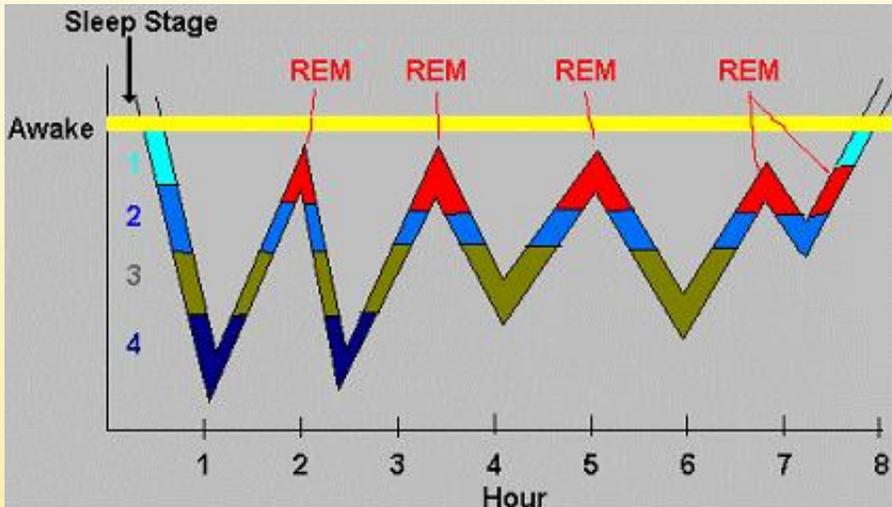
Which best describes you?

- Parent or caregiver with at least one kid age 2-17
- Other adult
- Under 18

#DeviceFreeDinner, not texting. [Léelo en español](#)

[Challenge your family](#)

# Electronic device cause cognitive stimulation and disrupt Circadian Rhythm



That “glow” from electronics is also at work against quality shuteye. The small amounts of light from these devices pass through the retina into a part of the hypothalamus (the area of the brain that controls several sleep activities) and delay the release of the sleep-inducing hormone, melatonin

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STUDENTS ACT



**BIAS**

# BIAS

- Research tells us that between ages 2 and 5, children become aware of gender, race, ethnicity, and disabilities
- They also become sensitive to both the positive attitudes and negative biases attached to these by their family and by society in general

<http://www.cccpreschool.org/wp-content/uploads/2012/11/Teaching-Children-to-Resist-Bias4.pdf>

# Unconscious Bias

- Since the 1980s, numerous studies have shown that people can act in biased ways despite explicitly believing that prejudice and discrimination are wrong
- 
- This dichotomy comes from what social psychologists call implicit — unconscious — biases, the result of pervasive messages that perpetuate stereotypes.

<http://www.workforce.com/articles/20242-you-biased-no-its-your-brain>

# Common Biases Based in Traditions (even in those who are hip and cool)

- **Religions other than Christianity**- Especially in our county, bias is often rooted in lack of knowledge about the traditions of other religions
- **Race**- Our county has less than 2% races other than white, compared to 18% statewide. Once again, lack of exposure to other races tends to cause bias
- **Disability**-Preconceived notions about what people with disabilities are and are not capable of
- **Gender**-Assigning roles/expectations to male and females

# **Most Sensitive Areas w/ most visceral bias response are....**

## **1. Sexual orientation**

"Sexual orientation" is the preferred term used when referring to an individual's physical and/or emotional attraction to the same and/or opposite gender. "Heterosexual," "bisexual" and "homosexual" are all sexual orientations. A person's sexual orientation is distinct from a person's gender identity and expression.

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**July 2015-New York State  
Update- Transgender and Gender  
Nonconforming Youth**

# Understanding Gender Identity

- Transgender youth are those whose assigned birth sex does not match their internalized sense of their gender (their “gender-related identity”),  
A transgender boy, for example, is a youth who identifies as male, but was assigned the sex of female at birth.

# Understanding Gender Identity

- GNC (Gender Nonconforming) youth are those whose gender-related identity does not meet the stereotypically expected norms associated with their assigned sex at birth.

GNC youth vary in the ways in which they identify as male, female, some combination of both, or neither

**Example: A male student who wears lipstick, mascara and eye shadow or a female student who is on the male wrestling team**



**I'm Genderqueer — Please Stop Asking  
Me When I'm 'Really' Going To  
Transition**

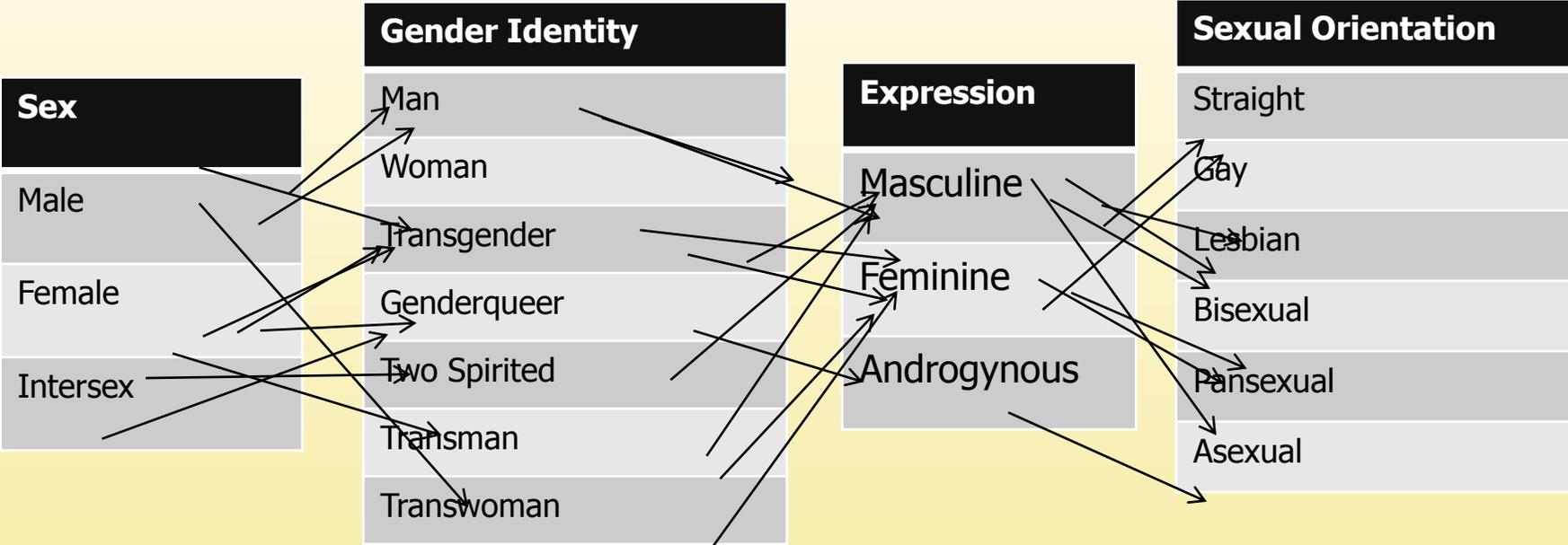
Like so many genderqueer people, my  
transition has not been from one gender  
identity to the other.

-Jacob Topia

# ***Defining Gender***

- **Cisgender**-is someone whose sex assigned at birth corresponds to their gender identity

# So What Does This Look Like?



Students in Transition; Laws in Transition- An Understanding of Transgender Student Issues. Ferrara Fiorenza PC, December 2015

## ***NY State Advises us that....***

The person best situated to determine a student's gender identity is the individual student

It is **recommended** that schools accept a student's assertion of his/her/their own gender identity.

\*Since no cases on this issue have been heard in NY State, legal firms across the state are advising districts differently on this matter. Follow the advice of your district counsel.

## ***Issues Like Bathrooms, etc. (Check with your School)***

Transgender and gender nonconforming youth have the right to use the bathroom/locker room of their choice

If a student expresses the desire to use a nonconforming bathroom they should not be denied

Additionally, they should not be forced to have a “permanent pass to the nurses office” or be assigned a specific bathroom

# NY State Guidance

- If a TG student is new to your district, their birth name and birth sex should not be revealed
- If a TG student has been in attendance in the district, the principal should direct all school personnel to use the student's chosen name and pronouns. Every effort should be made to update student records and not circulate records with the student's birth name

Education

# Federal appeals court sides with transgender teen, says bathroom case can go forward



2.9k

June 2016



Education

# Supreme Court issues stay in transgender bathroom case, blocking teen's use of boys' bathroom



196

August 2016



# 58 gender options not enough? Facebook now allows unlimited custom identities

Asexual

Female to male trans man

Female to male transgender man

Female to male transsexual man

F2M

Gender neutral

Hermaphrodite

Intersex man

Intersex person

Intersex woman

Male to female trans woman

Male to female transgender woman

Male to female transsexual woman

Man

M2F

Polygender

T\* man

T\* woman

Two\* person

Agender

Androgyne

Gender Questioning

Gender Variant

Genderqueer

Intersex

Male to Female

MTF

Neither

Neutrois

Non-binary

Other

Pangender

Trans

Trans Female

Trans Male

Trans Man

Trans Person

Transexual Female

Transexual Male

Transexual Man

Transexual Person

Transexual Woman



<https://implicit.harvard.edu/implicit/>

# Single-target Implicit Association Tests & Brief Implicit Association Tests



**implicit**

# What's Important

- **We need to know our hidden or implicit biases so that those biases do not effect our treatment of students in our schools.**
- **First, we must know and accept our biases;**
- **Then, we must self-monitor so that they do not effect our judgment especially in reporting bullying or harassment.**

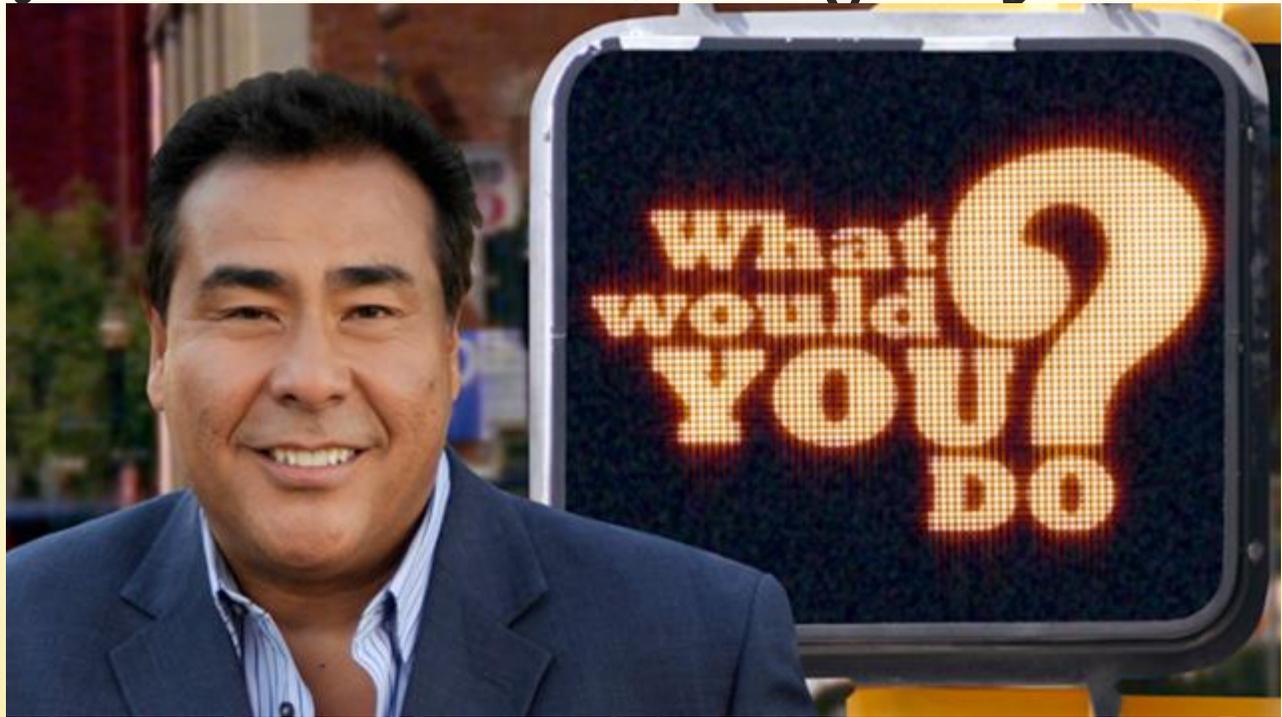
## **Bullying? Harassment? Discrimination? Microaggression? Conflict?**

1. Mark repeatedly singles-out Tony calling him "Pug Face." Tony tells his teacher it bothers him and he has told Mark to stop. Mark continues the name calling.
2. Brian is an outstanding lacrosse player who is also Jewish. The coach has scheduled two practices during Passover, Brian does not attend and is then not allowed to participate in the next game because if anyone misses a practice they cannot participate in the next game.
3. Samuel is a student whose designated sex at birth was female but identifies as male. Administration has informed all staff of Samuel's gender identification and new name. Biology teacher, Mr. Smith insists on repeatedly calling the student Samantha, stating to the class that he is going to use her "God-given name."
4. Susie and Michaela are arguing over a boy. Swapping statements like, "you're a fat cow" and "well, I'd rather be fat than be the biggest slut in the school."
5. Anthony is a student with a disability and every day students take food from his lunch tray without his permission. He has told two adults and the behavior continues.
6. A Global Studies teacher defers all questions about the Opium Wars to the only Asian student in the classroom.
7. A teacher is offended by a student's satirical shirt that portrays President Trump as pinnochio. She makes him turn the shirt inside out.

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## **School Climate and Culture**



# **What Would You Do To Help?**

- **A student has come to meet with you and told you that he is being called a faggot in the lunch room. Think about how you might respond to the student.**



Recorded with  
**SCREENCAST**  **MATIC**

# What Would You Do To Help?

- **You see a clearly distraught student in the hallway. His friends reinforce to you that the student was just physically bullied. What should you do?**



Whoa, buddy,  
what happened? Come here.

Recorded with  
**SCREENCAST MATIC**

# **What is the appropriate response?**

- Parents are expressing concerns about their child's safety on the bus to a school administrator.



Recorded with  
**SCREENCAST**  **MATIC**

<https://www.technologyreview.com/s/409013/the-neurological-roots-of-aggression/> **Rewriting Life**

## **The Neurological Roots of Aggression**

Recent findings shed light on the brain deficits that underlie aggression and could aid in the development of preventative treatments.

by [Emily Singer](#)

November 7, 2007

Creation Date: **30 April 2015** | Review Date: **30 April 2015**

## **Bullying and the Brain**

Source: **Society for Neuroscience**

<http://www.brainfacts.org/in-society/in-society/articles/2015/bullying-and-the-brain/>

<http://www.dailymail.co.uk/sciencetech/article-3433491/How-anger-changes-BRAIN-Aggression-causes-new-nerve-cells-grow-trigger-rage-future.html>

**How anger changes the BRAIN: Aggression causes new nerve cells to grow which can trigger even more rage in the future**

<http://resources.uknowkids.com/blog/does-bullying-impact-your-childs-developing-brain>

<http://blog.neurogistics.com/index.php/bullying-brain/>

[http://blogs.edweek.org/edweek/inside-school-research/2014/11/grade-school\\_bullying\\_takes\\_a\\_.html](http://blogs.edweek.org/edweek/inside-school-research/2014/11/grade-school_bullying_takes_a_.html)

<https://www.nytimes.com/2017/06/07/well/family/the-secret-social-media-lives-of-teenagers.html?mcubz=1>

The Secret Social Media Lives of Teenagers  
By ANA HOMAYOUNJUNE 7, 2017

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<https://medium.com/future-crunch/fear-is-an-evolutionary-hangover-and-the-media-and-the-politicians-know-it-e6de6a69f64b>

<https://breakingmuscle.com/fitness/what-you-dont-know-about-crh-can-kill-you>  
**What You Don't Know About CRH Can Kill You, Vanessa Bennington**

<http://www.ascd.org/publications/educational-leadership/sept96/vol54/num01/Building-Resiliency-in-Students.aspx>

**Building Resiliency in Students**  
Richard Sagor