

**Presentation by Heather Vliet, LPC  
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Video available via Lori Day, IT Manager**

**Hierarchy of Needs (Maslow)**

1. Food/Shelter
2. Safety/Security
3. Relationship/Connection/Belonging
  - a. This is where the need for being with others comes
4. Actualization

**Bystander Effect**

- Example of kidnapping
  - When people walked by who were alone, they did not say anything
  - When more than one person walked by together, then they were more likely to act
- Diffusion of Responsibility
  - The larger the group of people, then they assume “someone else” will handle the situation
  - Also, those with less authority will defer and not respond because they see the person of authority as the one who should respond
- Roles between being the bully, being bullied and being the bystander can change quickly and children don't want to “be the next one bullied.”
- It's about a need to develop a “solid friendship”
  - Children with 2-3 friends support each other and are more likely to intervene versus 1-on-1 play

**Technology Influence**

- Desensitization
  - Average daily use of technology by people ages 8-18 is 7 hrs, 38 min
  - Technology can lead to lag in development of empathy and social skills since there is less face-to-face social time with children
  - When less time is available, it is more difficult for them to learn how to read social cues
  - Some children can have a blur between “real” and “entertainment”
- How Do You Teach Your Child About Pop Culture?
  - Balance with “common sense media”
  - “Arbitrary limitations” can make children do things “under ground” (behind parents back)
  - Talk to them about your choices as a parent and why you are limited them from various media outlets/shows/clothing/etc.
    - 52% of children say they have limits on media
    - 46% say they have limits on television
    - 30% say they have limits on video
    - 26% say they have limits on music
  - Model your own decision making by prioritizing the communication you are having with the person you are with

### **Possibly Indicators Of Children Who Are Victims of Bullying**

- Changes in mood, food or sleep
- Social avoidance (not wanting to come to school, not wanting to participate in a person they used to do activities with, etc.)
- Physical complaints (stomach aches, headaches, etc.)
- Drop in grades
- Perceived helplessness
  - Help by teaching problem solving skills
- Observe them in multiple contexts
  - Changes in peer group can be because of a bullying situation
  - Sibling rivalry can sometimes manifest from siblings acting out what is happening to them at school.
  - “Bully’s” can be described by children like “policeman”
    - “This child says we cannot do that”
    - “So-in-so won’t let us play”

### **Suggestions For What To Do If Your Child Is The Bully**

- Our automatic response is to punish them
  - That actually reverses the “bullying” in their minds (the parent is now the bully)
  - That can make the bully have hurt/anger towards the punisher instead of the person they hurt in the first place
- 3 Steps
  - Restitution: have them fix the thing that went wrong
  - Resolution: have them resolve that it will not happen again
  - Reconciliation: heal the connection between the person they injured
    - Help the bully understand that the person they hurt may not be ready to reconcile as quickly as they are hoping.

### **Helping Those Who Are Victims of Bullying**

- Seek support
  - School/Parents/Coaches
  - Notify authority of situation
- Articulate your needs
  - Model the way to address bullies using effective communication
- Create a circle of support
  - Power of group versus I-on-I play
- Be mindful of your own social struggles
  - These struggles will not be modeled for your children so you need to figure out how to teach it to them.

### **Cyberbullying**

- The anonymous factor leads to the ability for anyone to be a cyberbully
- The earlier you begin with media limitations, the easier it is to help avoid cyberbullying
- Model proper media use for your children
- Create contacts with children laying out media expectations (examples attached)
- Make media use transparent
  - Keep computer in an open area
  - Make children understand that you can look at their media use at anytime
  - Check cell phone bills...including text message history