



respect

staging conversations



Resource GUIDE



PAGES

Topic

3	Why RESPECT / About US
4	Bullying in Early Childhood
5-6	Bullying in Primary Grades
7-8	Bullying in Intermediate Grades
9-10	Bullying in Middle School
11-12	High School Bullying
13-14	Cyberbullying & Online Safety
15-16	LGBTQ Bullying
17-18	Race & Bias
19-20	Teen Dating Violence
21	Impulse Control
22	Child Abuse
23-24	Drug & Alcohol Abuse
25-26	Body Image & Eating Disorder
27-28	Depression & Suicide
29	Advise from a School Nurse
30	Building Healthy Relationships using theatre and Community Collaboration!

Mission

BUILDING HEALTHY
RELATIONSHIPS USING
THEATRE AND COMMUNITY
COLLABORATION!

Our Objectives

- Provide information about healthy relationships and personal (physical and emotional) boundaries and how to protect these for one's self and one's peers
- Demonstrate strategies, problem solving processes, and empathy building
- Provide an opportunity for students to rehearse, practice and model
- Provide community resources available to students, their teachers and parents

Welcome

Welcome to the third edition of RESPECT's Resource Guide.

RESPECT's mission has always included the important component of collaboration. As the founder of this organization, which is now 22 years old, I attribute this to my training as a teacher, special educator, and psychologist. The only way we know to work is collaboratively and as part of a team! Collaboration is more fun; we learn from each other, and the ideas and outcomes are always better than if we work alone. The students and families, teachers, and other school professionals with whom we work, benefit from a collection of ideas and experiences that are flexible and diverse. We are far more likely to be successful when we work together.



This Resource Guide also reflects the collaborative component of our mission statement. Professionals from different disciplines have taken their time to share their expertise with RESPECT and those who have accessed our programs. Many of the most caring and expert of professionals in our community share their expertise in areas specific to the "conversations" RESPECT excels at starting, facilitating, and encouraging. We asked them to consider topics important to what they do and tell us what they think we need most to know about and where to find out more!

All RESPECT programs strive towards staging conversations with our audiences about how to have safer, healthier, and more positive relationships with other individuals. These individuals might be family members, friends or even individuals with vastly different lifestyles and interests with whom the potential for conflict exists.

An important objective for all our programming is to share information. The RESPECT Resource Guide and its valuable information from professionals who also care about students and understand the importance of healthy conversations and interactions, is one way we share information with the people who care about them.

Our thanks to the generosity of our contributors and to Children's Hospital for sponsoring another, third, printed edition.

RESPECTfully,
Patricia Newman, PhD
Executive Director, RESPECT

Building Healthy Relationships Using Theatre and Community Collaboration!

RESPECT

RESPECT'S GOALS AND OBJECTIVES

RESPECT's goals and objectives teach and support Social Emotional Learning curricula.

OUR OBJECTIVES:

- Provide information about healthy relationships and personal (physical and emotional) boundaries and how to protect and value these for one another and community
- Demonstrate and model strategies, problem solving processes and empathy
- Provide opportunities for students to rehearse, practice and model
- Provide community resources available to students, their teachers, and parents

RESPECT is an educational theatre organization that strives to provide students of all ages with the skills they need to develop the strongest, healthiest, and safest relationships they can have with people at home, school and in the community.

RESPECT works hard to be a data driven organization, to follow best practice models and be led by the information we receive from all who participate in our programs. We interview, collect data in multiple formats, request responses from students, teachers and others who participate in our programs. Our programs are relevant, motivating, and useful. They are intended to change with the issues that students face and adapt to meet their ever-changing needs.

Our programs and theatrical content are flexible and changing – and flows directly from the input we receive from students, parents, educators, and community partners; we strive to be meaningful to students and supportive to those who invite us to present for their students at all times. Our survey data demonstrates that RESPECT programs, using theatre as a method of social emotional education, has a place in teaching students important social and relationship skills that can, over time, result in a meaningful impact in their lives.

Those who shared in the founding of RESPECT believed in the power of theatre to help educate and change lives. They “respected” theatre not just as an art but as a tool to help share the concept of empathy, demonstrate skills, facilitate student communication and interactions as they share and “try on” or explore different ideas and ways to interact with those who are different or who may be harmful to them. Theatre captivates attention and is an efficient way to “Stage Conversations” so that students and teachers can safely learn from each other – it allows RESPECT to adapt and individualize programs and interactions to meet the needs of a variety of students and communities.

Now, RESPECT is adapting to a new world with even more challenges. We are proud to have created new scripts to meet evolving needs and we have adapted existing ones to be offered remotely in an engaging format. We continue to offer prevention programs covering topics of bullying, dating violence, child abuse, internet safety, and negative peer pressure with options related to suicide, depression, drugs, alcohol, body image and self-harm. Our newest programs address safety and social-emotional needs related to adjusting to a post-pandemic world and identity-based bullying as related to racial inequalities and racism. Programs are available both in person and virtually in order to be more accessible than ever before for groups outside of our geographic area.

Bullying in Early Childhood

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Advice for Parents, Caregivers, and Teachers

Early childhood social interactions set the stage for later friendships. Unfortunately, bullying behaviors start early and can interfere with positive interactions. Physical, verbal, and relational bullying are more common than many adults realize. Children learn these behaviors from each other and from adults whether it be in person or via screen time. The good news is that we can prevent a lot of bullying by giving children the tools they need to respect others and to engage in fulfilling and fun ways.

The role adults can play is twofold. First, the adults need to recognize bullying and intervene when it occurs. If adults acknowledge positive, prosocial behaviors in young children through praise, the likelihood of that behavior persisting into elementary school and beyond is increased. Simply put, tell children what they are doing well.

Second, it is imperative that parents, caregivers, and teachers understand their role in promoting prosocial behaviors. That is, adults are responsible for teaching and modeling positive social skills and interactions including sharing, helping others, asking for help and friendship making skills. These skills can be directly taught in preschool settings and several programs are available. Early childhood school psychologists can help determine what program would be appropriate in your setting. Adults can also promote prosocial skills by modeling them in daily life. Children watch adults and learn from their behaviors, so it's important to show them how to interact with others in a positive way. Using kind words with others, avoiding gossip, and helping friends in need are a few examples of what adults can do in daily life that will show children what good friendship behavior looks like.

The main take away is that bully behavior can start in early childhood. If we take a prevention mindset, we can help children learn skills in their preschool years that will reduce bullying and increase their ability to get along with others now and in the future.

Resources

RECOMMENDED BOOKS

For Children:

These books are good to read with children to start a discussion about what bullying is and how to deal with it.

Llama Llama and the Bully Goat,
Anna Dewdney

Marlene, Marlene Queen of Mean,
Jane Lynch

A Big Guy Took My Ball,
Mo Willems

RECOMMENDED WEBSITES

Sesamestreet.org

Information about bullying (Chris Colfer & Elmo Talk About Bullying) and friendship skills

Stopbullying.gov

Specific to early childhood:

Understanding the Roles of Early Education and Child Care Providers in Community-Wide Bullying Prevention Efforts -

www.stopbullying.gov/sites/default/files/2017-09/hrsa_guide_early-education-child-care-providers_508v2.pdf

www.naeyc.org/resources/blog/bullying-early-childhood

National Association for the Education of Young Children - Bullying in Early Childhood

preventingbullying.promoteprevent.org/preventing-bullying-in-early-childhood

Education Development Center, Inc. - Preventing Bullying in Early Childhood

Bullying in Primary Grades

Resources

RECOMMENDED BOOKS

For Parents, Educators, & Counselors:

Unselfie, Why Empathic Kids Succeed in Our All-About-Me-World, Michele Borba, Ed.D.

Great resource for developing empathy, kindness and courage in children at school, at home and in the community.

For Educators:

Bullying Prevention Program, Dan Olweus, Ph.D & Susan P. Limber, Ph.D.

The Zones of Regulations--A Curriculum Designed To Foster Self-Regulation and Emotional Control, Leah M. Kuyers, M.A. Ed. OTR/L

The Bully Free Classroom, Allan L. Beane, Ph.D.

Teaching Children EMPATHY, The Social Emotion, Tonia Caselman, Ph.D.

End Peer Cruelty, Build Empathy, Michele Borba, Ed.D.

Offers a six-part framework for reducing peer cruelty and increasing positive behavior support.

For Children:

Bullying Prevention Program, Dan Olweus, Ph.D & Susan P. Limber, Ph.D.

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Advice for Adults:

Both parents and teachers can help prevent bullying by encouraging students to be "upstanders" as opposed to "bystanders". A bystander witnesses bullying, but doesn't get involved. An upstander knows what's happening is wrong and cares enough to step in and help. When someone intervenes on behalf of another child being bullied, the bullying stops in less than 10 seconds, 57% of the time. The problem is that only 19% of bystanders take on the upstander role and offer assistance in these situations.

Empathy is the antidote to bullying--it helps children evolve into upstanders. Developing empathy begins with "emotional literacy"--identifying, expressing, and understanding emotions of self and others. Possessing these skills activates empathy in kids. Because of this, many schools include Zones of Regulation in their curricula. Students are taught names and body language associated with different feelings and then encouraged to use and identify them in self and others. Additional strategies are 1) make flash cards or play charades to introduce/reinforce different feelings, 2) watch television with the sound muted and guess what the actors are feeling and why they might have these feelings, and 3) read age appropriate books about emotions and discuss personal feelings in reaction to the characters' situations. Remember: face to face contact is the best way for kids to read emotions and develop empathy. Put down the digital devices when talking with them and encourage them to "look at the color of the talker's eyes".



Advice for Students

Kids have the power to stop bullying, but only a small number of kids have the courage to try and stop it. When you see someone being bullied, don't be just a bystander and do nothing, be an upstander and try to help the target. If you see someone being bullied, you can be an upstander and a friend when you:

- Be a Buddy: Join the target. This shows the Target (and Bully) that he/she has a friend and support.
- Interrupt the Bullying: Ask the Target to join you and leave the Bully.
- Speak Out: If you feel brave, tell the Bully to stop. Tell the Bully that this behavior is mean.
- Tell Someone: Tell an adult either during the bullying or after.

Myths Debunked

Myth: "Telling on a bully is tattling."

Truth: Tattling is when you want to get someone else in trouble or you don't want to first try to solve a non-violent problem yourself. Reporting that someone needs help or you have been unsuccessful in solving the problem, is not tattling. If you feel uncomfortable reporting bullying publicly to an adult, you can 1) write the adult a note or send an email, 2) ask to talk with the adult privately, or 3) ask a parent to call/email the adult and report the bullying.

Resources

RECOMMENDED WEBSITES

boystownpress.org/bullying

Great resource for children's books on empathy, kindness, and bullying prevention

bullyingrecoveryresourcecenter.org

Offers monthly articles on bullying prevention-- articles found under "What's New"-- "News".

capsli.org

Child Abuse Prevention Services

The Bully Prevention Center offers information/ strategies for children, parents, and teachers-- includes a section on "How Parents Can Help Their Child".

Bullying in Intermediate Grades

Resources

For Teachers and Counselors

Bully-Proofing Your School,

C. Garrity/K. Jens/W. Proter/N.Sager/
C.Short-Camilli

Broken Toy,

T. Brown

StopBullying.gov

pacer.org: PACER's National Bullying
Prevention Center

Local Mental Health Providers

For Parents

Odd Girl Out, R. Simmons

The Parent Action Toolkit,

Dr. E. Dragan

StopBullying.gov

thebullyiingactionguide.com

thebullyproject.com:

The Bully Project

School Counselor

Local Mental Health Providers

For Students

StopBullying.gov

pacer.org: PACER's National Bullying
Prevention Center

Safekids.com

Hope Valentine, LMHP, LPC

Mental Health Therapist

Hope Valentine Counseling, MS, LMHP, LPC (Private Practice)

P.O. Box 1156

1620 Wilshire Dr., Ste. 222

Bellevue, NE 68005

(402) 506-6801

HopeValentineCounseling.com

Advice for Parents/ Support Networks

When kids don't feel safe at School, it is highly unlikely they will achieve their maximum learning potential. Fear of being believed from a parent, teacher or other staff member is often a critical determinant of if/when they'll talk about their Bullying experience.

Parents are encouraged to have a healthy relationship with their student that involves open, honest communication. They have to be willing to have the "hard talks" about difficult subjects that may result in a level of discomfort for both themselves and the student.

At this age, kids are more likely to respond more to what is caught than taught, what they see vs. what you say (healthy and unhealthy), and feel more comfortable sharing with a peer vs a parent. Their need to belong can be the strongest at this stage of their life, causing parents to second-guess themselves and their parenting skills. It is a proven fact that parenting during this developmental stage can be most effective with "Bigger Eyes" (seeing more) vs. Bigger Mouths (lecturing).



Advice for Students

Being Bullied can be one of the most difficult journeys a kid will ever experience. While trying to navigate all the bends and turns, hills and valleys of Bullying, a major impact typically can be seen in the Self-Esteem area. It has the tendency of causing a student to become fearful, with thoughts that the whole world is against them. Even more so, being Bullied can make them feel undeserving of being treated with respect and dignity. They can even begin to think that something is wrong with them. There is nothing wrong with YOU. You are amazing, fearfully and wonderfully made and deserve to be well-treated by all people. While you can't always prevent or control how others think of you, you ALWAYS have total control over how YOU think and feel about YOU! Think positive and your Self-Esteem will have a better chance of staying healthy should you find yourself being Bullied..

Myths Debunked

OMG! It's the 21st Century. Just get over it! Everybody gets Bullied! There's a tendency to buy into these Myths and that "time heals all". There are a lot of life experiences that are necessary for human growth and development. Being a Bully or being Bullied is not one of them. Bullying is abusive and should be treated as such. Another Myth is thinking Bullying is isolated to a certain people with a certain issue. Bullying comes in all shapes, fashions or forms. It can be physical, name calling, social isolating, acts of aggression/violence, social media/cyber-attacks, etc. It does not discriminate and cannot be confined to any certain age, gender, ethnicity, or socioeconomic class. It can target anyone, primarily the vulnerable/insecure, those lacking social skills, the passive, lonely/anxious or the defenseless. Students who are caring and empathetic typically can avoid becoming a Bully or a Victim.

Bullying in Middle School

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Advice for Parents

Nothing is quite more devastating as a parent than watching your child be bullied or not accepted. This is an issue many children and parents deal with throughout their educational careers. What is even worse is that many parents go through just as much trauma as their children do. It is tough for a parent to watch their child come home from school night after night and listen to how they have been mistreated.

When parents let their children go out into the big wide world, they often have high hopes of their children being accepted and embraced, but unfortunately, this is often not the case. It is difficult for parents to realize their child is either the "bully" or the child being bullied. We know that both children are hurting in some way, but how do parents help them to learn how to be a better friend or teach them to cope?

During my career in education as a teacher, I have studied school-based bullying. I have sat across from a mother and father whose child has experienced bullying. I have also had to have difficult discussions with parents whose child is doing the bullying and mistreating others. While I will tell you that you cannot prevent or completely control what your child does or the difficulties they will encounter, we can be the voice of reason and guide them towards the proper paths of how to respond to the circumstances and people they face.

When it comes to the topic of bullying, parents can assist their children in several ways. For instance, to capitalize on children avoiding negative interactions with peers in the first place, parents can encourage a child's emotional and interpersonal skills and, most importantly, support positive peer relationships. When bullying does happen, and we know that it will, parents can stand up for their child's protection and demand immediate action take place in rectifying the situation by the responsible adults in charge. It is important to note that parents, teachers, administrators must address the issue of bullying, and community members for awareness to be spread and consistently implemented.

Resources

RECOMMENDED BOOKS

The Anxiety Workbook for Teens: Activities to Help You Deal with Anxiety and Worry

Parenting the New Teen in the Age of Anxiety: A Complete Guide to Your Child's Stressed, Depressed, Expanded, Amazing Adolescence (Parenting Tips from a Clinical Psychologist and Relationships Expert)

Understanding Teenage Anxiety: A Parent's Guide to Improving Your Teen's Mental Health

Step Into the Light: A Teenage Anxiety and Depression Workbook

RECOMMENDED WEBSITES

www.hhs.gov/ash/oah/facts-and-stats/national-and-state-data-sheets/adolescent-mental-health-fact-sheets/nebraska/index.html

shareomaha.org/nonprofit/american-foundation-suicide-prevention-nebraska

afsp.org/chapter/nebraska

Advice for Educators

Being a teacher is something I love more than anything. There are so many wonderful things teachers are privy to that many other professions are not. For instance, I get to be there when children learn to have self-confidence in themselves, sometimes for the first time without their parents. I get to see them go from really timid children trying to figure out their locker combinations to self-assured tweens going from class to class and eagerly waiting at their friend's locker to walk them to class. As a teacher, sadly, I see the children who are "alone in the crowd."

Exclusion is often a difficult topic to discuss because we, as adults, can remember being excluded and the fact that it hurts. Please do not misunderstand this; excluding someone is bullying behavior at its finest, and it even hurts us as adults. We remember being the only one in our class not invited to that birthday party or fast forward to the present day; we are the only person not invited to that after-work event.

It might be challenging to talk about, but if we don't speak of exclusion and how harmful it can be, we run the risk of diminishing its importance and more importantly, teaching the next generation how they can be more inclusive and kinder. What we know for sure is when we exclude someone, children and youth over time are more likely to experience depression, anxiety, and low self-esteem.

These children who are excluded are also more prone to be lonely and want to avoid school. This is a severe problem in the educational era of encouraging attendance and the data behind success and staying in school. The less exclusion and bullying we have in schools, the more likely we see children want to come to school and feel good about themselves when they do. It's time that we stand together as a community and, more importantly, create a culture in the school environment where exclusion is not acceptable. Ideally, this should start at a very early age, but it should be reiterated throughout that child's educational career in each grade.

If we don't come together as an educational community with the support of parents and stakeholders to encourage a community environment of acceptance, love and respect of everyone, we know that over time children and youth who are excluded and isolated will develop anti-social behaviors like substance abuse, aggressive behavior and disciplinary problems at school.

Tech's Social Influence

There is no doubt we live in a very technological society. Many of us, even as adults have a hard time shutting off our apps and iPhones, so imagine the pressure for young people today to keep up with social media. There is no way to argue that technology profoundly influences our young people and how they relate to each other and society. Leaving your digital footprint is something that previous generations knew nothing about, because it didn't exist. While there are many wonderful learning opportunities and positive aspects of the internet and social media, one could argue there are also very negative aspects, especially when it comes to cyberbullying.

Cyberbullying is bullying that takes place via a social media platform. The real devastating issue in cyberbullying is many students feel that they can not escape it. With today's youth, it typically takes place over Facebook, Instagram, or Snapchat. The problem with Cyberbullying is children can hide behind a screen saying hurtful things that they would not otherwise say to one another if they were face to face.

The sad fact is research has suggested that not only are children who are cyberbullied over time more likely than those not to face issues in their lives such as depression, anxiety and low self-esteem, but they are also more likely to be isolated and lonely which leads to them not wanting to attend school. Research also leads us to believe that the child who is cyberbullying or bullying other children, in general, is at a much higher risk for severe anti-social behaviors, school problems, drug and alcohol abuse and combative behavior.

This is a huge issue for teachers, parents, and the community as a whole, because students need to be taught responsible digital citizenship when it comes to respectfully engaging with one another online.

High School Bullying

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Resources

RECOMMENDED BOOKS

For Students

The Bully, the Bullied, and the Bystander: From Preschool to Highschool-How Parents and Teachers Can Help Break the Cycle, Barbara Coloroso

Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossips, Boyfriends, and the New Realities of Girl World, Rosalind Wiseman

Thirteen Reasons Why, Jay Asher

The Skin I'm In, Sharon Fake

Say "No!" to the "N" Word!, Dr. Lesley Stephens Hanes

I Like Myself, Karen Beaumont

For Administrators, Teachers & Parents

How Children Succeed, Paul Tough

The Bully Society, Jessie Klein

Schools Where Everyone Belongs: Practical Strategies For Reducing Bullying, Stan Davis

Cyberbullying, Limber and Agatson Kolwalski

White Fragility, Robin DeAngelo

Advice for Parents

Talk to your kids daily. Ask them about their day in school. Make this a daily routine. Let your kids talk about what is happening. If your child is teased, don't make the assumption your child has done something to bring on the bullying. Rather than immediately attempting to solve the problem, just listen! Avoid saying things such as "Oh my goodness, what a rotten kid," as you're just getting one part of the story. Your child needs to know that he/she is being heard and that their feelings matter. Once you understand the whole story, depending upon what has happened, you can take your next step. Don't become explosive about the situation; it may cause a child to recoil. Notice any changes of behavior (e.g., not wanting to go to school, always feeling sick, changing the way they dress, etc.). Look for signs of hurting themselves. Specifically, in boys, one classic symptom after being teased so much about being gay or being atypical is that they are terrified to go to the bathroom. (Peggy Moss)

Advice for Students

Students can discourage bullies by showing confidence and not overreacting. Students should not fight with a bully or make verbal or written insults. Students should call out for help or find an adult or peer right away if he or she feels unsafe. Talk to the bullying student if you feel safe and say, "Leave me alone" or "You don't scare me." Walk away. Don't run. Tell an adult about the episode. If being bullied online, do not reply. Show the message to an adult and block any more messages from the sender.



Myths Debunked:

- **Myth:** Bullying only occurs at school. **Truth:** Bullying can occur anywhere.
- **Myth:** It's only considered bullying if it's physical.
Truth: Bullying can take many forms aside from physical such as verbal, emotional, cyber or social.
- **Myth:** Teachers are always responsible to end a bullying incident. **Truth:** While teachers should play an active role to stop bullying, it is also up to anyone who witnesses the bullying to put an end to it.
- **Myth:** Reporting bullying will make everything worse. **Truth:** It might seem to make things worse at first, but it can be much worse for everyone if the bullying does not stop.
- **Myth:** Physically fighting back against a bully will put end to the bullying. **Truth:** Physically fighting back is the last thing anyone should do. You can stand up to a bully and ask them to stop, but don't get physical as it can become dangerous and the person fighting against the bully can get in trouble.
- **Myth:** There are no laws that prevent bullying or address it when it happens. **Truth:** 47 states have passed anti-bullying laws that require schools to report it when it happens.
- **Myth:** Bullying is harmless. **False:** Suicide is the 3rd leading cause of death among young people with about 4,000 deaths per year. Many suicides have been attributed to bullying.
- **Myth:** Racist Bullying doesn't exist. **False:** a 2014 Australian study found that over: one third of students reported direct experiences of racism at school at least once a month. One fifth of students experienced at least one form of direct racism every day. Two thirds of students of student reported seeing another student being called names or being teased because of their cultural background.

Resources

RECOMMENDED WEBSITES

www.tolerance.org

Teaching Tolerance

www.OneWordNation.com

One Word Nation

www.kidpower.org

Kidpower Teenpower Fullpower International

www.growingwireless.com

Growing Wireless

www.pacerkidsagainstabullying.org

www.pacerkidsagainstabullying.org

Pacer Center's Kids Against Bullying

stopcyberbullying.org

stopbullyingnow.com

Stop Cyberbullying

stompoutbullying.org

Stomp Out Bullying

stopbullyingworld.org

International Bullying Prevention Association

nveee.org

National Voices for Equality, Education and Enlightenment

stopbullying.gov

Cyberbullying and Online Safety

Resources

RECOMMENDED ARTICLES

When should parents intervene in a cyberbullying situation?

www.commonsensemedia.org/cyberbullying/when-should-parents-intervene-in-a-cyberbullying-situation

What should I teach my kid about safe online behavior?

www.commonsensemedia.org/cyberbullying/what-should-i-teach-my-kid-about-safe-online-behavior

What are the basic social media rules for elementary school-age kids?

www.commonsensemedia.org/social-media/what-are-the-basic-social-media-rules-for-elementary-school-age-kids-0

How do I report cyberbullying?

www.commonsensemedia.org/cyberbullying/how-do-i-report-cyberbullying

RECOMMENDED WEBSITE

www.commonsensemedia.org/cyberbullying

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Common Questions & Answers

Below are short answers to common questions along with links for longer articles on the topic.

How Common is Cyberbullying?

www.commonsensemedia.org/articles/how-common-is-cyberbullying

It's hard to pin down exactly how common cyberbullying is among kids. One thing that's certain is that all kids who are online are at risk of cyberbullying. The Centers for Disease Control estimates that cyberbullying affects about 15.5 percent of high school students. For comparison, about 20 percent of high schoolers experience in-person bullying at school.

When Should Parents Intervene in a Cyberbullying Situation?

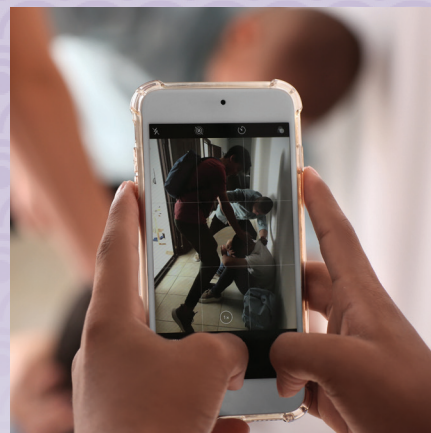
www.commonsensemedia.org/articles/when-should-parents-intervene-in-a-cyberbullying-situation

Many kids don't tell their parents that they're being cyberbullied. Kids might feel embarrassed or ashamed to let you know they've been targeted. They also might be afraid your involvement will make things worse. But, if you find out your kid has been cyberbullied, it probably means the issue is major enough for you to get involved.

How Do I Report Cyberbullying?

www.common sense media.org/articles/how-do-i-report-cyberbullying

Social media apps like Instagram, Snapchat, and TikTok have gotten more serious about helping users who have been bullied on their platforms. If your kid is bullied on a website or app, go to the company's site and look for a section offering support, such as "Community Guidelines," "Safety Center," "Parent Info," "Safety Tips," or something similar. It may make recommendations such as blocking the person doing the bullying or changing the settings for who can contact you. Use these quick guides to block or report cyberbullying on Instagram, Snapchat, and TikTok.



What Should I Do If My Child Is Bullied Online?

www.common sense media.org/articles/what-should-i-do-if-my-child-is-bullied-online

Finding out that your child has been cyberbullied is emotional. You or your child might want to retaliate, but it's best to help your child deescalate the situation. Give them strategies to protect themselves and try to stop the bullying.

What Should I Teach My Child About Safe Online Behavior?

www.common sense media.org/articles/what-should-i-teach-my-child-about-safe-online-behavior

As soon as your kids start going online, it's important to explain your expectations for their behavior. With some guidance from you, they can enjoy their time online and mostly avoid things like cyberbullying and inappropriate content.

What Are Some Basic Gaming and Social Media Rules for Elementary Schoolers?

www.common sense media.org/articles/what-are-some-basic-gaming-and-social-media-rules-for-elementary-schoolers

Young kids may not be on social media yet, but at this age, they start to interact with others in the online world. Such video games, apps, and websites (like Animal Crossing or Minecraft) are closed environments where kids can explore, meet friends, and let their imaginations run free.

How do I Protect My Kid's Privacy Online?

www.common sense media.org/articles/how-do-i-protect-my-kids-privacy-online

There are two kinds of online privacy. Personal privacy refers to your kid's online reputation, and consumer privacy (also known as customer privacy) refers to the data companies can collect about your kid during an online interaction or transaction. Both are important, and a few simple steps can help parents and kids keep their private information private.

What Are The Best Privacy Settings For My Computer And Smartphone?

www.common sense media.org/articles/what-are-the-best-privacy-settings-for-my-computer-and-smartphone-0

On your computer, you can protect against privacy invasion in your web browser. On your smartphone, you use the phone's settings.

LGBTQ Bullying

Resources

RECOMMENDED BOOKS

ALA Over the Rainbow Books which is sponsored by the American Library Association. This organization keeps track of the latest award-winning LGBT young adult and children's literature. Books are a great way to help youth see others who are like them and educate about the experiences of their peers or the LGBTQ community as a whole. Their website is www.glbtrt.ala.org/overtherainbow. Another way to find inclusive books is to look for books that have won a Lambda Literary Award or a Stonewall Award.

RECOMMENDED WEBSITES

familyproject.sfsu.edu

Family Acceptance Project does research, education, and training programs that helps families to support their LGBT children

www.genderodyssey.org

Gender Odyssey provides education and support for families with transgender and gender diverse children and youth, and an annual conference for children, youth and families

www.genderspectrum.org

Gender Spectrum helps families, organizations, and institutions increase understandings of gender and consider the implications that evolving views have for each of us

www.colage.org

Children of Lesbian and Gays Everywhere (COLAGE) unites people with lesbian, gay, bisexual, transgender, and/or queer parents into a network of peers and supports

Samantha Carwyn, M.A.

Organizer, Black Lives Matter @ School

970-512-5040

Sam@blacklivesmatteratschool.com

carwyncollaboration.com

Advice for Parents

It's normal to feel surprised and experience some grief about the life you imagined for your youth not being as you thought. However, the number one thing that an LGBTQ youth needs is a supportive family showing them unconditional love. This is what helps ensure your youth can reach adulthood without getting sidetracked. Dr. Caitlyn Ryan of the Family Acceptance Project has specifics about things to avoid and what your child needs from you that will help them reach their full potential. You can connect with other parents who are experiencing what you are and others a little farther on the journey by connecting with the parent resources.

Students - Think About & Remember

There are resources and people who will be there to support you. It may take time to find your people; those who appreciate every part of you, but they're out there. Reach out to your peers through clubs, support groups, or local events. No one deserves to be treated as less than because of who they are or who they are attracted to. Remember, you deserve to be safe and loved. People can surprise you when you give them time to process and learn.

Myths Debunked

The following should clarify a number of misconceptions people have about the community:

- Modern science has proven being gay is not a choice.
- “Reparative” or sexual reorientation therapy has been rejected by all the established and reputable American medical, psychological, psychiatric, and professional counseling organizations. It can actually cause psychological harm.
- Gay people have been accused of being unfit parents, more likely to be pedophiles, unable to sustain lasting relationships, and worse. Research shows LGBTQ people can be amazing parents. These and other myths just aren’t based in fact.
- Another stereotype is gay relationships aren’t as real or long-lasting as heterosexual ones. Research has found that to be untrue. Long-term studies of gay couples indicate their relationships are just as stable as straight pairings.
- People who are gay can find a place in religious settings. While there may be some faith-based communities that are not fully welcoming, there are sectors within each religion that are. Ask questions of your religious or spiritual leaders.
- People who identify as transgender are not necessarily gay; gender identity and expression are completely separate from sexual orientation. The important thing is to let people self-identify, and not to try to put anyone into a box or assign a label to them. It is also important not to hurry into a label yourself; educate yourself on as much as possible first.
- People who identify as pansexual or bisexual are not promiscuous, confused, or on the fence. They fall in love with a person for who they are beyond their gender.

Support for Teachers, Students, and Parents

GLSEN Omaha’s mission is to assure each student of every school community is valued and respected regardless of sexual orientation, gender identity, and/or gender expression. They conduct a bi-annual national school climate survey, as well as sponsor Ally Week, No Name Calling Week, and the National Day of Silence. GLSEN Omaha provides training to build knowledge, provide tools for intervening, as well as the steps to take to create safer, more welcoming environments for K-12th grade LGBTQ youth. They strive to realize that mission by focusing on inclusive curriculum, supportive educators, comprehensive policy, and student clubs. Get more information at glsen.org/chapters/Omaha or connect at info@oma.glsen.org

Resources

LOCAL EVENTS FOR LGBTQ YOUTH

Corn This Way:

An annual conference for LGBTQ youth. Updates can be found on GLSEN Omaha’s Facebook page

Tom Mahoney Pride Prom

An annual LGBTQ youth prom held 3rd Saturday in May. Specifics can be found on Tom Mahoney Pride Prom’s Facebook page

Pride Players:

An LGBTQ youth improv troupe performing annually at the Rose theatre through the Teens in Theatre program. For more information check out the Rose Theater website

Youth Pride:

Is the Friday night of pride weekend as part of Heartland Pride’s festival. Details can be found online at heartlandpride.org

YOUTH GROUPS

Proud Horizons:

Proud Horizons is a weekly support group for LGBTQ youth and allies 13-23

Open Arms Transgender Youth Group:

OATS is a monthly meeting that’s a potluck for transgender youth

PARENTS SUPPORTS

PFLAG Omaha:

They meet monthly beginning with social time then support time

PFLAG Lincoln:

They meet monthly beginning with social time then support time

Caregivers of Gender-Expansive Youth:

Is a monthly meeting at UNMC that supports parents and caregivers of gender-expansive youth

Race and Bias

Resources

RECOMMENDED BOOKS

For Children

Where Are You From?,
Yamile Saied Méndez (Author),
Jaime Kim (Illustrator)

*Separate is Never Equal: Sylvia
Mendez and Her Family's Fight for
Desegregation*, Duncan Tonatiuh

The Name Jar, Yangsook Choi

Don't Touch My Hair, Sharee Miller

New Kid, Jerry Craft

Skin Again, Bell Hooks (Author),
Chris Raschka (Illustrator,
Cover Art)

Strictly No Elephants, Lisa
Mantchev (Author), Taeëun Yoo
(Illustrator)

Last Stop on Market Street,
Matt de la Peña (Author),
Christian Robinson (Illustrator)

RECOMMENDED WEBSITES

www.waterford.org/resources/a-parents-guide-to-talking-about-race

www.apa.org/res/parent-resources/engaging-my-child

www.cnn.com/2010/US/05/19/doll.study.reactions/index.html

Dwayne Chism, Ed.D

Shifting Perspectives, LLC
13509 S. 46th St.
Papillion, NE 68133
402-690-7734
shiftingllc@gmail.com

Advice for Parents:

Race has a profound effect on our everyday lives and no adult or child is immune from its effects. Many studies have shown that as early as age 3, children pick up terms of racial prejudice without really understanding their significance. Early in life, most children acquire a full set of biases that can be observed in the way they speak, choice of social circles, or acts of discrimination. These facts are not to imply that racial bias and stereotyping is intentionally taught by parents to children. In fact, the exact opposite is most commonly true. As parents it is important to recognize that children not only learn from media, books, and friends; most importantly, they learn from the silence of adults. When we don't talk to our children about race, this can actually reinforce prejudice as children are left on their own to combat stereotypes, social injustices, and negative opinions they experience pertaining to race when facing everyday life. The more you intentionally engage your child in conversations about race the more they learn about tolerance and how race can uniquely bring us together.





Myths Debunked

One of the biggest misconceptions is the belief that teaching children to be colorblind is the way to prevent them from harboring prejudice thoughts and notions pertaining to race. The issue is, we can't teach children to unsee what they clearly see. To teach them not to see color diminishes what makes some individuals uniquely who they are. This also sends the hidden message that race (color) is a negative thing. Children must be explicitly taught to value race and diversity, and that can only be done by helping them interpret actions they clearly see but may not always understand. Helping your child be aware that we are all different, and at times others may not accept these differences, allows them to have empathy and realize his/her role in helping to positively shape society.

Other Ideas & Thoughts

Know that it's never too late or too early to begin helping your child learn about race. The hardest part is starting the conversation. As a parent, it is not about having all the answers to the questions our children might ask. You just have to be willing to learn and grow alongside your child.



Teen Dating Violence

Resources

RECOMMENDED BOOKS

But I Love Him, Amanda Grace
(12 yrs and up)

Bitter End, Jennifer Brown
(14 yrs and up)

Dangerous Relationships: How To Identify And Respond To The Seven Warning Signs Of A Troubled Relationship, Noelle C. Nelson
(14 yrs and up)

Lieutenant Howard Banks

Office of Professional Standards, PIO, Hiring and Recruitment & SRO Commander

Bellevue Police Department
1510 Wall St.

Bellevue, NE 68005

Howard.Banks@Bellevue.net

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Work Cell: 402-681-7136

Advice for students

Many times in relationships, people can become blinded, ignore and/or make what they believe are rational justifications for their partner's abusive treatment. Not only should one familiarize themselves with warning signs of an abusive relationship, but also rely on friends and family who may see the signs in your relationship. If friends or family members do point out warning signs, do not feel they are against you or do not want you to be happy. Many times people on the outside may see things we fail to recognize, because we are the ones in the situation. Trust that those people have your best interest in mind. There are many signs for teens to be aware of while in a relationship. From my experience, some of the most common warning signs amongst teens in school are the following:

- A boyfriend/girlfriend keeping or constantly checking their partner's cell phone
- A boyfriend/girlfriend not allowing their partner to be around their friends, such as during lunch, in the hallways, after school, etc.
- A boyfriend/girlfriend who controls what their partner wears, how they talk and/or who they are allowed to be around.
- A boyfriend/girlfriend who is trying to isolate their partner from his/her parents.
- A boyfriend/girlfriend who holds on to their partner's car keys, in an effort to control when and where they are going and also who they will be around.

These are just a few signs that are common amongst teens. If there are signs you or someone you know are seeing, reach out to a trusted person for more information about how to get out of the situation. Remember, you are not alone. There are people that will always be there to support you and to help improve and/or get you out of your situation.



Advice for Parents

Parents, please know there is no such thing as a perfect parent. All parents will make mistakes and learn from them. As many of you know, you may have multiple kids, but each will have their own personality, way of thinking and processing information, way of responding to constructive criticism and/or punishments. With this being said, your parenting style for each of your kids may look different, and that is ok. I recommend that parents not only continue to focus on family time together, such as eating dinner together, watching movies, going for walks, etc., but also spend time with each kid individually. During these times, no one should be on electronic devices, including the adults. We have to model the behavior we are asking them to do. Make it a common occurrence to talk to your kid about general stuff, and you will find they will eventually start opening up to you more about stuff going on in their lives that you may not be aware of. They will not tell you everything, but they will tell you a lot.

During these conversations, subjects such as dating may come up. Talk about your own experiences, no matter if they are good or bad. That way your child can learn from your experiences, and it will help them open up to you. When they start telling you things, stay strong and keep your emotions under control. If parents act shocked or act as if it is the “End of the world” because of what your child has just told you, they may be reluctant to tell you anything else.

When a teen is in a relationship, just know the biggest influences of how a relationship should go are learned from tv, social media, their friends, their boyfriend/girlfriend and from observing their parents. Parents need to show their kids what an appropriate, healthy relationship looks like. Most conflicts between parents should be handled in private. But, if both parents can model appropriate behavior during a conflict, where both opinions are respected and both parents are actively listening, there is no yelling and an appropriate resolution is agreed upon, your teens will hopefully model this behavior in their own relationships. If you are not teaching your child what an appropriate relationship looks like, they will learn it from other people, and it may not be a good result.

If you do find out that your child may be in a troubled relationship, keep in mind that simply forbidding your child to see the person, may not work. Many times they have been manipulated and you not only have to physically keep your teen safe, but also utilize resources to change your teen’s thinking. They need to realize themselves that the situation they are in is destructive. No matter what, keep fighting for your teen and getting them as many resources as possible until he/she is safe and out of the situation.

Impulse control

Resources

RECOMMENDED BOOKS

Preschool to 2nd grade

I Can Handle It, Ms. Laurie Wright and Ms. Ana Santos

Jilly's Terrible Temper Tantrums: And How She Outgrew Them, Martha Heineman and Jo Gershman
I Can Do That, Kayla Marnach

Younger Elementary

What Should Danny Do? (The Power to Choose Series), Adir Levy, Ganit Levy and Mat Sadler
Clark the Shark, Bruce Hale and Guy Francis
Mean Jean Recess Queen, Alexis O'Neill and Laura Huliska-Beith

Older Elementary

Mr. Peabody's Apples, Madonna
What If Everybody Did That, Ellen Javernick
My Mouth is a Volcano, Julia Cook

Teens & Tweens

Teens Guide to Staying Awesome, Laura Brukner
Smart But Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential, Peg Dawson and Richard Guare
The Survival Guide for Kids With Challenges: How to Make Good Choices and Stay Out of Trouble, Thomas McIntyre Ph.D.

WEBSITES

attitudemag.com
kidshealth.org
parentingscience.com

Marlena Laney, LMHP, LPC

St. Stephen the Martyr Catholic School
16701 S Street
Omaha, NE 68135
402-896-0754

Advice for Parents

Children experience the world through their senses. Impulse control is developed over time and needs to be reinforced with patience as well as modeling. Children often experience poor impulse control when they are developing problem-solving skills. Teaching them to stop, think and decide on options is critical for them to learn good impulse control. One technique that is effective in teaching these skills is to use out loud modeling for choices. You, as an adult, make hundreds of decisions each day. Talk out loud with your child about some of your choices. You can show there are many ways to tackle life's choices and to show you weigh out possible outcomes before making one. Your child is more likely to model your behavior when they understand it and see it in action!

Students - Think About and Remember

Would you like to be able to make choices and have your parents give you more freedom? Remember to use the IDEAL problem-solving method:

Identify the choice or problem - there are always more than one choice to be made.

Define your options - brainstorm as many as you want.

Evaluate possible outcomes - what good or bad could come from your set of choices?

Act - make a choice and know that if it does not work, there are other options.

Look back - are YOU good with the outcome?

Did it represent your personal brand or image?

Child Abuse

Nicole Paul, LMHP, LMFT
Director of Training

Project Harmony Child Advocacy Center
11949 Q Street
Omaha, NE 68137
402-595-1326
npaul@projectharmony.com

Advice for Adults

It is the responsibility of adults to protect children in regards to child abuse and neglect. We cannot expect children to be able to protect themselves when they are experiencing abuse or neglect within their family or from other adults. Every adult in the state of Nebraska is a mandatory reporter if they have reasonable suspicion of child abuse, and in Iowa any professional who works with children is a mandatory reporter. Reporting is one way we can protect children who cannot protect themselves.

If you are interested in further training on reporting and responding to child abuse, contact Project Harmony's Training Director at npaul@projectharmony.com. Project Harmony offers a course called Child Abuse and Neglect 101: Reporting and Responding to Child Abuse, which goes over the laws surrounding child abuse and neglect, reporting procedures, and what questions to ask a child if you have a suspicion of child abuse or neglect. With the help of generous donors in our community, this training is offered free of charge at Project Harmony.

Students - Think About & Remember

If you have a friend whom you are worried about or think may be being abused or neglected, reach out to a trusted adult such as a teacher, counselor, or school resource officer. We want you and every other child in our community to feel safe. If you are concerned for your safety or the safety of another student at your school, tell someone who may be able to help.

Resources

RECOMMENDED RESOURCES

projectharmony.com/resources

Information such as FAQ's, prevention strategies, signs of abuse, etc.

projectharmony.com/resources/online-resources

A comprehensive collection of links to various organizations, agencies and website addressing child abuse.



Drug and Alcohol Abuse

Resources

RECOMMENDED WEBSITES

www.preventionmeansprogress.org

www.projectextramile.org

www.drugabuse.gov - National Institute on Drug Abuse

www.niaaa.nih.gov - National Institute on Alcohol Abuse and Alcoholism

Sergeant Mandy Peth

Douglas County Sheriff's Office - District Court

3601 N 156th St, Omaha, NE 68116

402-444-6173

Mandy.peth@douglascounty-ne.gov

Advice for Parents & other Adults

Article after article I read relating to teen drinking or drug use suggests the best defense is a good relationship with a parent. This can be said about almost all risky behavior in youth. The idea is that by having a solid relationship with our children, it gives them a safe place to go for advice and support. It also facilitates a healthy, positive atmosphere to meet known expectations and make good decisions that they and their families would be proud of. To foster these positive relationships, it is important that adults have on-going, open and honest conversations with their youth from an early age. The conversations need to be a dialogue, not lecture, between two (or more) people without judgement. It is still okay to hold youth responsible for poor decisions, but try to do so with compassion and appreciation for their truthfulness. Use of drugs and drinking often stems from missed or mismanaged mental health issues and traumatic experiences. It can also be linked to genetics and modeled behavior in the home. If you haven't already, take a few minutes to evaluate if any of these things effect your youth and start to research ways to overcome them.



Advice for Students

If you are looking for a way to start conversations at home, try making it fun or turning it into a game about drug and alcohol facts. I recommend visiting <https://teens.drugabuse.gov/national-drug-alcohol-facts-week> for an educational multiple choice quiz. Compete against family members to see who can get the most correct while creating a safe environment to discuss these risky behaviors. Additionally, there are several community groups that advocate for sober living. Often these organizations include youth leadership groups that can assist students in building confidence and knowledge that can be used to say no to drugs and alcohol. Project Extra Mile focuses on reducing alcohol consumption, and Prevention Means Progress (PMP) works to reduce drug use in our community. Both can be used as wealth of information on their respective topics, and both offer youth opportunities. If you need resources but are unsure of where to turn, try contacting your local law enforcement or local schools.



Body Image and Eating Disorders

Resources

RECOMMENDED BOOKS

For Students and parents

Life with Ed: How one Woman Declared Independence from her Eating Disorder and how you can too,
Jenni Schaefer with Thom Rutledge

The Food and Feelings Workbook,
Karen Koenig

For parents

The Parents Guide to Eating Disorders,
Marcia Herrin, Ed.D. MP.H., R. D. &
Nancy Matsumoto

Sick Enough, Jennifer Gaudiani

For teens

What's Eating You?, Tammy Nelson

RECOMMENDED WEBSITES

www.nationaleatingdisorders.org

National Eating Disorder Association: Daily blogs for youth and families struggling with eating disorders and other resources

www.nceedus.org

National Center of Excellence for Eating Disorders: Access to resources for the individual, family, and professionals

www.ANAD.org

National Association of Anorexia and Associated Disorders: Access to a short screening tool to determine if help is needed

www.haescommunity.com

Health at Every Size: A community approach to raising awareness and respecting body diversity

Susan Reay, EdD, LICSW
University of Nebraska at Omaha

Grace Abbott School of Social Work
6001 Dodge Street
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Omaha, NE 68182
402-554-3194
sreay@unomaha.edu

Advice for Parents

Teach children to respect their bodies through healthy food choices, but also include treats in moderation. Never cut out food groups based on diet trends. Don't encourage a child to diet. Children notice a parent's attitude toward food, so it is important to model a healthy relationship with food. For example, do not make a child one meal and yourself a different, low calorie meal. It is important to focus on balance in all aspects of life and take care of yourself, too. Seek help when it is needed.

Advice for Students

A lot of eating disorders start because someone is bullied about their appearance. Negative messages from others can hurt emotionally and physically. It is important for students to find ways to vent their frustration that are healthy rather than taking it out on their bodies. Students need to be surrounded by people who are positive and celebrate their uniqueness. It is important for students to find someone they can talk to about their worries. Treating your body with respect and love is essential. Everyone deserves to be treated with respect.



Myths Debunked

One of the biggest misconceptions about eating disorders is it is a disease suffered by people who are overly thin. This is not the case. In fact, it has much more to do with people's perception of themselves and their preoccupation with food /weight than their actual size. Both males and females can have eating disorders.

Why do people get eating disorders?

The start of an eating disorder happens over time. You just do not wake up with an eating disorder. It often starts as dieting and a preoccupation with food and weight followed by a stressful life event. The impact our society has on physical beauty and looking "perfect" can also influence people's struggles with food.



Depression and Suicide

Resources

WEBSITES

suicidology.org

American Association of Suicidology

www.afsp.org

American Foundation for Suicide Prevention

www.adaa.org

Anxiety and Depression Association of America

www.dbsalliance.org

Depression & Bipolar Support Alliance

www.thekimfoundation.org/metro-area-suicide-prevention-coalition

Metro Area Suicide Prevention Coalition

www.theactionalliance.org

National Action Alliance for Suicide Prevention

www.nami.org/About-Mental-Illness/Mental-Health-Conditions/Depression

National Alliance on Mental Illness – Depression

www.nami.org/About-Mental-Illness/Common-with-Mental-Illness/Risk-of-Suicide

National Alliance on Mental Illness – Suicide Prevention

www.nimh.nih.gov/health/topics/depression/index.shtml

National Institute of Mental Health – Depression

www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml

National Institute of Mental Health – Suicide Prevention

www.suicidepreventionlifeline.org

National Suicide Prevention Lifeline

www.suicideprevention.nebraska.edu

Nebraska State Suicide Prevention Coalition

youthsuicideprevention.nebraska.edu

Nebraska Youth Suicide Prevention

www.suicide.org

Suicide.org

www.sprc.org

Suicide Prevention Resource Center

www.teensfindinghope.org

Teens Finding Hope

www.thetrevorproject.org

The Trevor Project

www.13minutes.org

13minutes

www.zerosuicide.edc.org

Zero Suicide

Julia Hebenstreit, J.D.

Executive Director, The Kim Foundation

11949 Q Street Omaha, NE 68137

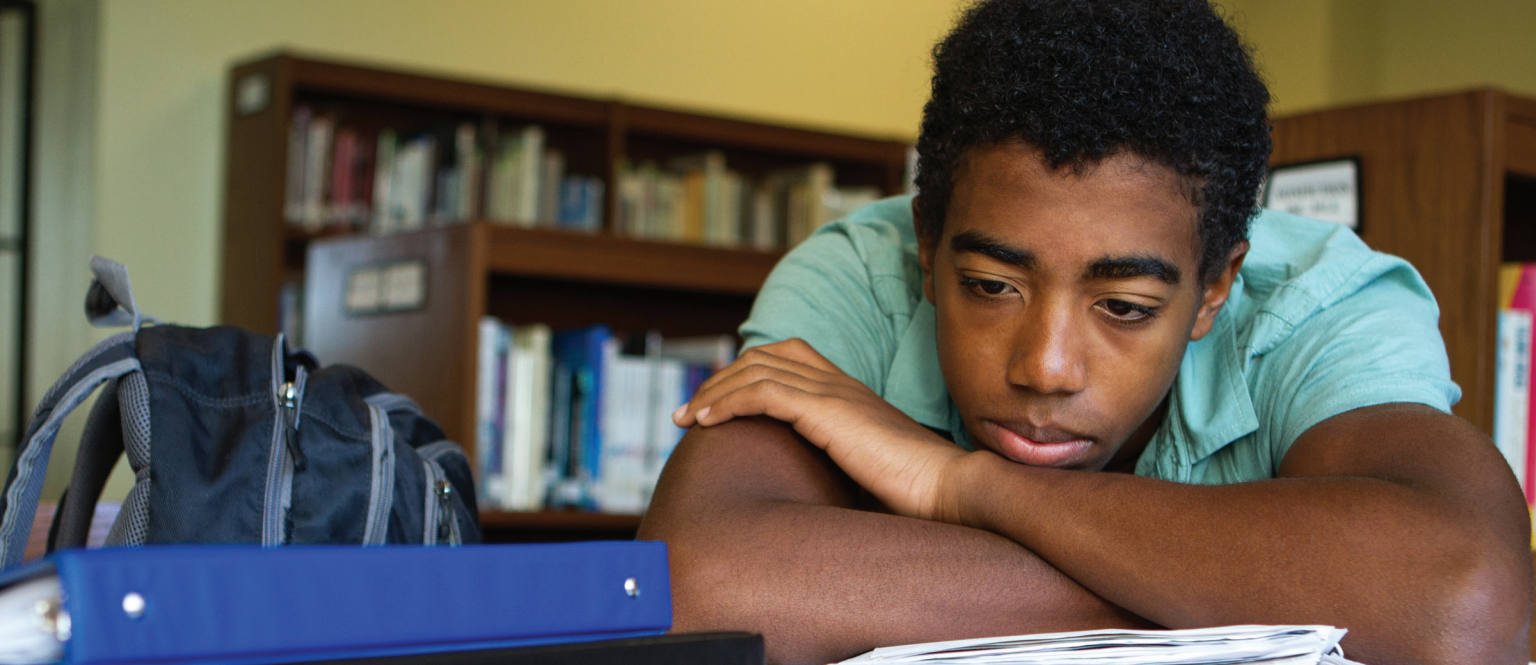
402.891.6911

jhebenstreit@thekimfoundation.org

Advice for Parents

My advice for anyone, including parents, is to remember we can not have strong physical health without strong mental health as well. This is true for everyone, including youth. Never try and ignore changes of patterns of behavior your teen may be experiencing if it goes on for two weeks or longer. It is easy to brush it off as “normal” teenage behavior, but it also might be something more. Let them know it is ok to reach out for help and you would support them through seeking the help they need. You would take them to the ER if they broke their arm or leg, so be just as open to taking them to a healthcare professional if their mental health is hurting, too. Be ready to talk when they are ready, don't try and push the conversations at your convenience. Know that you're not alone and there is help out there for you as a parent and for them as a teen, no matter what it is you are facing.





Students—Think About and Remember:

You never know what someone else is going through. You'll never know the impact of your words or actions on someone else or how they will take it. Just because you don't think it's a big deal, it may be to them. So, use all of your interactions for good and try and help others in any way you can. If it is you who is struggling, always remember you are never alone. Identify a few trusted adults in your life so when the time comes that you need help, you have someone you can reach out to. It may be a parent, but it may also be a coach, mentor, teacher, youth group leader, a friend's parent . . . you are never alone, and it is ok to not always feel "ok."

Myths Debunked:

You are not going to put the idea of suicide in someone's mind by talking about it. They already know about it, and they may already be thinking it. But asking someone and having the conversation about suicide or depression provides someone an outlet to voice what they're going through or feeling. It also helps them realize they are not alone and someone cares enough about them to reach out and ask how they're doing.

Other Ideas & Thoughts:

The most important thing we can do to help someone we care about is to know the warning signs of depression and suicide to watch for. If you identify those in yourself for someone you care about, know where to connect for help. Know that you're not alone and there are many supports available to you. If you are ever concerned for yourself or a loved one, please contact the National Suicide Lifeline at 1.800.273.8255.

Advice from a School Nurse

Tammy Weihe, RN, BSN

**School Nurse, Lincoln Public Schools,
Pound Middle School**

4740 So. 45th St. Lincoln, NE 68516
402-436-1217 Ext 4
tweihe@lps.org

Advice for Parents & Staff

Building a culture of trust is a huge gift for youth. They are still looking for guidance, though do not always readily accept it. Make our homes and schools a place of refuge and safety. Open the door to discussions where there are not right or wrong things to say. Over time youth will begin to feel comfortable enough to share their feelings, struggles and celebrate successes with adults in their life.

Advice for Students

Believe that there are adults in your life who care about you. They may not always know what to say, but with practice we can all learn to listen. Seek out trusted adults, share with them and see where it leads you.

School nurses play a vital role in promoting school-age children's health and emotional well-being. For more information check this website and ask your building administrator how school nurses help at your child's school because healthy students make better learners!

www.healthychildren.org/English/ages-stages/gradeschool/school/Pages/Health-Problems-at-School.aspx



820 S. 75th Street | Omaha, NE 68114
(402) 965-1425 | www.respect2all.org