

Peer to Peer Abuse: Bullying Sexting Harassment Sexual Assault



Diocese of Grand Island

Child Protection Office

Continuing Education 2009 – 2010

Children / Youth and Relationships



Children and youth are engaged in many types of relationships:

- Parents
- Other relatives
- Mentors
- Teachers
- Coaches
- Pastors
- Youth Ministers
- Classmates
- Friends
- Neighbors
- Teammates
- Dating Partners
- Acquaintances
- Online “Friends”

Peer Relationships



- Children and youth interact with their peers in many settings
 - Family
 - Neighborhood
 - School
 - Church
 - Online
 - Cell
- Some relationships cross settings, others are exclusive to a particular setting

Right Relationships vs Abusive Relationships



- All types of relationships have the potential for positive interactions
right relationships
...Honesty, forgiveness, boundaries, open communication, dependability / commitment, humor, freedom, safety / security, patience, respect, unconditional love and attention...
- Any type of relationship can be **abusive**



Bullying / Cyberbullying

Bullying



- Aggressive behavior
- Unprovoked, intentional harm or fear, repeated over time
- Imbalance of power within an interpersonal relationship
- Pattern of contempt; *“arrogance in action”*

B Coloroso

Who is Involved?



Approximately 30% of all children and youth in grades 6 – 10 have been bullied or have bullied other children “sometimes” or more often within a semester

- Bullies (13% of youth)
- Targets (11% of youth)
- Bullies / Targets (6% of youth)
- 5,736,419 youth involved in bullying at any given time

Nansel et al., 2001
Journal of the American Medical Association

Types of Bullying by Gender



- Verbal bullying is the most common type of bullying experienced by both boys and girls.
- Boys are more likely to be physically bullied by their peers.
- Girls are more likely to report being targets of rumor-spreading and sexual comments.
- Girls are more likely than boys to bully each other using social exclusion.

(Olweus, 1993;Nansel et al., 2001)

Cyberbullying



“Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.”

Bill Belsey
www.bullying.org

Cyberbullying = Online Amplified Version of Bullying



- Pranks
- Gossip
- Insults
- Threats
- Impersonation
- Betrayals
- Compromising pictures / Videos
- Self published Child Porn
- Constant Barrage of sexually charged / exploitive images

(MySpace Unraveled, 2007)

Statistics



One third (33.4%) of US teens victims of cyberbullying.

"Bullies Move Beyond the Schoolyard" 2006
J.W. Patchin and S. Hinduja

Effects of Bullying



For Targets:

- Fear of school
- Increased social isolation
- Possible depression, anxiety, and low self-esteem that can continue into adulthood.
- Feeling unsafe at school.
- More school attendance problems than other students.
- May feel compelled to take drastic measures, such as fighting back, weapon-carrying, or even suicide.
- Bystanders and peers of victims can be distracted from learning as well.

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Children who are targets...



- ... are more likely than their peers to:
- be depressed, lonely, and anxious
 - have low self-esteem,
 - feel unwell (somatic symptoms, including migraine headaches)
 - think about suicide

US Department of Health and Human Services
Health Resources and Services Administration (HRSA)

Effects of Bullying



For Bullies:

- Bullies often maintain these behaviors into adulthood.
- Correlation between bullying and legal and/or criminal problems in adulthood.
- 1 in 4 chance of becoming a criminal by age 30.
- Develop into adults who are more likely to be convicted of serious crimes, be abusive toward their spouses/children, and have lower educational and career advancement.
- Children of bullies often become bullies themselves.

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Children who bully...



...are more likely than their peers to:

- get into frequent fights,
- be injured in a fight,
- vandalize property,
- steal property,
- drink alcohol,
- smoke,
- be truant from school,
- drop out of school, and
- carry a weapon

Nansel et al., 2001; 2003;
Olweus, 1993

Bullying Myths



1. Bullying is “just a normal part of life” all children must deal with.
2. Bullying is just peer conflict and can be resolved if the bully and target can just resolve their differences.
3. Children who are the target of bullying should just be taught to fight back.

Countering the Myths



1. “Bullying isn’t normal, healthy behavior...it is an indication of poor social development.”
Bullying has significant negative consequences for the target, the bully, and society.
2. Bullying behavior is based on a power differential between the bully and the target and is not merely a matter of peer conflict.
 - Efforts to force mediation don’t hold the bully accountable to change behavior and are not supportive of the target’s need for safety.
3. Children who are targets of bullying do often benefit from assertiveness skills, but responding with aggression is neither an effective nor appropriate response to bullying.
 - The most effective methods for bullying prevention involve changing the environment by implementing SE strategies, and educating adults and “bystander” peers.

Warning Signs



A Child Who...

- Comes home with torn, damaged, or missing clothing, books, or other belongings
- Has unexplained cuts, bruises, scratches
- Has few if any friends with whom he or she spends time
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers
- Takes a long “illogical” route when walking to or from school
- Has lost interest in school work or suddenly begins to do poorly in school
- Appears sad, moody, teary, or depressed
- Complains frequently of headaches, stomachaches, or other physical ailments
- Has trouble sleeping or frequent bad dreams
- Experiences a loss of appetite
- Appears anxious and suffers from low self-esteem

US Department of Health and Human Services
Health Resources and Services Administration (HRSA)

What do I do when...



...I suspect bullying but I'm not sure?

1. Intensify observations of possible victim.
2. Confer with colleagues.
3. Collect information from students. Ask them:
 - How do students get along in class?*
 - How many good friends do you have in this class / at school / church?*
 - Is anyone in this class bullied?*
4. Contact parents. Ask them:
 - How does your child like school / church?*
 - What kinds of things does s/he say about church / school / classmates?*
 - Does s/he have some good friends at school / church?*

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What do I do when...



...I need to distinguish bullying from rough play?

1. Determine the relationship among the parties.
2. Observe facial expressions and the general atmosphere.
3. Is there repetition of activities?
4. Where is the balance of power?

Response to Bullying / Cyberbullying



- Intervene to stop behavior
- If physical injury / sexual assault, call 911
- Notify immediate supervisor
- If online harassment, contact Nebraska State Patrol Internet Crimes Against Children Task Force (308)385-6000 or the cyber-tip line www.cybertipline.com
- Contact parents
- Implement consequences
- Offer outreach to families involved
- Re-evaluate prevention plan
 - E.g., Increase monitoring / supervision

What do I say...



...to the bully/bullies?

1. We know you have been involved in bullying (name specific behaviors).
2. Bullying is unacceptable and against school rules.
3. The bullying must stop immediately.
4. As a result of your behavior, you will be punished (if necessary).
5. We will be keeping ourselves informed about your behavior.
6. We expect it to improve.
7. If it does not, there may be additional sanctions.
8. Your parents will be notified (if appropriate).

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What do I say...



...to the victim?

1. Identify a private location to talk.
2. Ask a colleague to join you, if appropriate.
3. Gauge the student's distress and be gentle.
4. Collect info about the incident.
5. Encourage the student to express his/her emotions.
6. Provide support and encouragement.
7. Inform student of your intended actions with the bully/bullies.

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At the end of the meeting with the victim...

1. Form a safety plan with the student.
2. Have the student agree to report future bullying.
3. Arrange a follow-up meeting with the victim within one week.

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Strategies for Parents of Victims



- Be careful not to convey to a child who is victimized that something is wrong with him/her or that s/he deserves such treatment.
- It is appropriate to call the school / church if your child is involved in a conflict as either a victim or a bully. Work collaboratively with school / church personnel to address the problem.
- You may wish to arrange a conference with a teacher, principal, pastor, or counselor. They maybe able to offer some practical advice to help you and your child.
- If you talk with the bully or his parents, be careful in your approach.
 - Speaking with the parents of a bully may not accomplish anything since lack of parental involvement in the child's life is a typical characteristic of parents of bullies.
- Offer support to your child but do not encourage dependence on you.

(excerpted from Preventing Bullying: A Manual for Schools and Communities, US Department of Education, November 3, 1998, <http://www.cde.ca.gov/spbranch/ssp/bullymanual.htm>)

Strategies for Parents of Victims, continued



- Do not encourage your child to be aggressive or to strike back. Teach your child to be assertive.
- Search systematically for talents and positive attributes to be developed.
- Encourage your child to make contact with friendly student(s) in his/her classes.
- Encourage your child to get to know peers in new situations. Encourage him/her to participate in physical training or sports.
- Be patient—conflict between children more than likely will not be resolved overnight.
- If the problem persists or escalates, you may need to seek an attorney's help or contact local law enforcement officials.

(excerpted from Preventing Bullying: A Manual for Schools and Communities, US Department of Education, November 3, 1998, <http://www.cde.ca.gov/spbranch/ssp/bullymanual.htm>)

Strategies for Parents of Bullies



- Watch for signs of bullying.
- Don't allow your child to control others through verbal threats and physical actions.
- Communicate directly to your child:
- *We know you have been involved in bullying.*
- *Bullying is a serious matter.*
- *We will not tolerate any future bullying behavior.*
- Enforce family rules and reinforce positive behaviors.
- Help your child develop empathy for the problems of the victim.
- Apply clear, consistent, escalating consequences for repetitive aggressive behaviors.
- Spend more time with your child.
- Monitor your child's activities. Build upon your child's talents.
- Help your child find more appropriate behavior patterns.
- Don't tolerate revengeful attitudes.

*(excerpted from Preventing Bullying: A Manual for Schools and Communities,
US Department of Education, November 3, 1998,
<http://www.cde.ca.gov/spbranch/ssp/bullymanual.htm>)*

Strategies for Parents of Bullies, continued



- Don't allow your child to have contact with aggressive groups.
- Limit your child's exposure to models of aggressive behavior such as violent television, movies and video games.
- As a parent, be a good role model for constructively solving problems.
- As a parent, be a good role model for getting along with others.
- As a parent, help your child develop a healthy physical image.
- Watch for the emergence of feelings of power and control.
- As a parent, know the whereabouts of your child.
- Provide anger management counseling for your child, if necessary.
- Seek professional assistance, if necessary.
- As a parent, protect your child from physical and emotional abuse at home.

*(excerpted from Preventing Bullying: A Manual for Schools and Communities,
US Department of Education, November 3, 1998,
<http://www.cde.ca.gov/spbranch/ssp/bullymanual.htm>)*

“Hot Spots” for Bullying



“Bullying tends to thrive in locations where adults are not present or are not vigilant...look for creative ways to increase adults’ presence in these locations.”

US Department of Health and Human Services
Health Resources and Services Administration (HRSA)

Four Rules for Prevention



Establish and enforce rules and policies related to bullying.

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will make it a point to include students who are easily left out.
4. If we know someone is being bullied, we will tell an adult at school and an adult at home.

US Department of Health and Human Services
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The Role of the Bystander



- Speak out
- Seek help
- Model right relationship behaviors

Prevention Education



- Right Relationships Concepts
- Additional Available Curriculums (REMEX, Diocesan Catholic Schools)
 - Quit It
 - Bully Proof
 - Reaching and Teaching Teens to Stop Violence
- Bystander Education (e.g. Kids Can workshops)
- Cyberbullying video clips



Sexting

Sexting - Definitions



- ***Sexually suggestive pictures/video:***
semi-nude or nude personal pictures / video taken of oneself, and not found on the Internet or received from a stranger (like spam), etc.
- ***Sexually suggestive messages:***
sexually suggestive written personal texts, emails IMs, etc.—and not those you might receive from a stranger (like spam), etc.



- **20 percent of teens** say they have electronically sent, or posted online, nude or semi-nude pictures of video of themselves
 - 22 percent of teen girls
 - 18 percent of teen boys
 - 11 percent of young teen girls (ages 13-16)
- **33 percent of young adults** say they have electronically sent, or posted online, nude or semi-nude pictures of video of themselves

Consequences of “Sexting”



- **Humiliation / Embarrassment**
 - Images / messages intended to be “private” may be shared with countless others
 - Once an image / message is sent no control over where it goes
- **Loss of Opportunities**
 - Disciplinary actions
 - School, sports, home
 - Rejection by:
 - Future employers
 - college entrance / scholarships, etc.
- **Legal Consequences**
 - Production and Distribution of Child Pornography
 - Registered as Sex Offender
- **Promoting the Child Pornography Business**
 - Images can end up in the hands of pedophiles

Response to Sexting



Cases involving an identified victim:

- Report to child abuse hotline 1-800-652-1999 or Nebraska State Patrol Internet Crimes Against Children Task Force 308-385-6000
- Notify immediate supervisor
- Pending approval by investigator, offer outreach to families involved

Cases with no identified victim:

- Redirection and education
- Inform parents
- Notify immediate supervisor

Prevention



- Education
 - Finality
 - Potential Consequences
 - “Right Relationships”
- Restriction / monitoring of cell use (e.g. no cell phone use in facility, no camera phones in locker rooms / bathrooms, etc)

NCMEC Tips to Prevent Sexting



- **THINK ABOUT THE CONSEQUENCES** of taking, sending, or forwarding a sexual picture of someone underage, even if it's of you.
 - You could get kicked off of sports teams,
 - face humiliation,
 - lose educational opportunities,
 - and even get in trouble with the law.
- **NEVER TAKE** images of yourself that you wouldn't want everyone
 - your classmates,
 - your teachers,
 - your family,
 - or your employers—to see.

Tips to Prevent “Sexting,” continued



- **BEFORE HITTING SEND**, remember that you can't control where this image may travel. What you send to a boyfriend or girlfriend could easily end up with their friends, and their friends, and their friends...
- **IF YOU FORWARD** a sexual picture of someone underage, you are as responsible for this image as the original sender.
 - You could face child pornography charges,
 - go to jail,
 - and have to register as a sex offender.
- **REPORT** any nude pictures you receive on your cell phone to an adult you trust.
 - Do not delete the message.
 - Get your parents or guardians, teachers, and school counselors involved immediately.



Sexual Harassment

Sexual Harassment...not just adults in the workplace



- 63% of girls reported experiencing sexual harassment “often” or “occasionally”
- Peers perpetrate 79% of the sexual harassment in schools (American Association of University Women, 2001)

American Association of University Women, 2001;
“Hostile Hallways” study

Forms of Sexual Harassment



Much harassment is in the form of:

- sexual jokes,
- leering,
- touching or grabbing areas like the breasts or buttocks,
- and comments on physical appearance (e.g., J. Duffy, Wareham, & Walsh, 2004).

Report of the APA Task Force on the
Sexualization of Girls

Sexual Harassment and Girls



- Even 10- to 12-year-olds (most of whom had not yet completed the fifth grade) reported significant and frequent experiences of sexual harassment in school.
- Although both boys and girls reported such experiences, the nature and effects of these experiences differed.
- Girls' pubertal development predicted more peer sexual harassment. That is, girls experience more sexually harassing comments as their bodies mature.
- These experiences, in turn, lead girls to experience greater feelings of shame about their bodies.

Consequences



“The consequences of sexual harassment are far-reaching and can be long lasting”

J. Duffy et al., 2004

- psychological effects on girls,
- educational consequences,
- costs to schools,
- and consequences to society in general.

Houston & Hwang, 1996; Juvonen, Nishina, & Graham, 2000

One study of the estimated economic cost of sexual harassment in the U.S. Army, for example, found that in one year alone, the cost of sexual harassment was over \$250 billion.

Faley, Knapp, Kustis, & Dubois, 1999

Response



- Redirect (refer to classroom rules, right relationship qualities, etc)
- Enforce consequences
- If other children are involved, respond to any distress / concerns they exhibit / identify
- Notify immediate supervisor
- Inform parents
- Increase monitoring / supervision

Prevention



- Education
 - Right Relationships Concepts
 - Additional Curriculums Available (e.g. Reaching and Teaching Teens to Stop Violence)
- Modeling
 - Right Relationships Concepts
 - Code of Conduct
 - Dignity and Respect



Sexual Abuse / Assault

Peer-to-Peer Abuse on the Rise



- A recent analysis of insurance company incident and claim data showed a 300 percent increase in reports of children engaging in sexual activity or sexually assaulting other children.
- The U.S. Department of Justice reported in 2000 that 40 percent of offenders of victims under the age of six were themselves juveniles.
- Settlements for peer-to-peer abuse have reached in the millions of dollars.

-Praesidium Safety Bulletin
Spotlight on Peer to Peer Abuse

What is Sexual Abuse?



Sexually abusive behavior is defined as any sexual interaction between person(s) of any age that is perpetrated:

- (1) against the victim's will;
- (2) without consent; or
- (3) in an aggressive, exploitative, manipulative, or threatening manner.

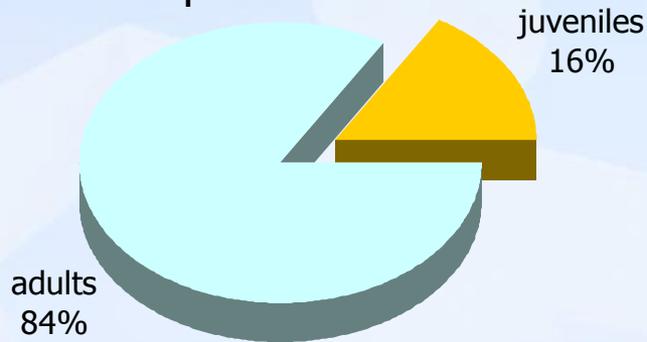
(G. Ryan, 1997)

Sexual Assault by Peers

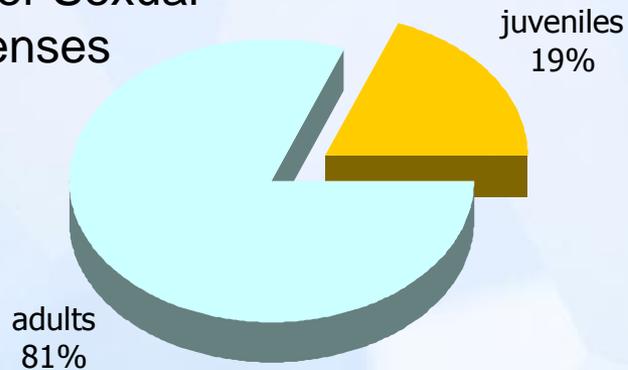


Arrests

Forcible Rape



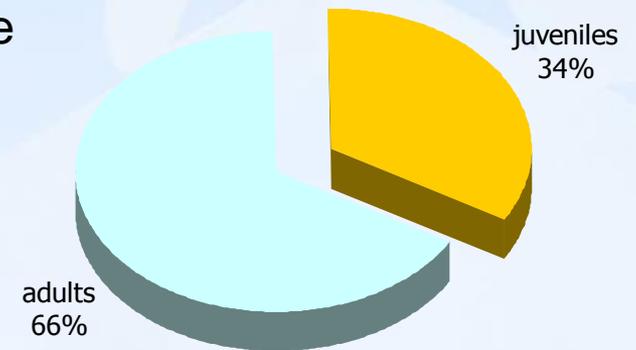
Other Sexual Offenses



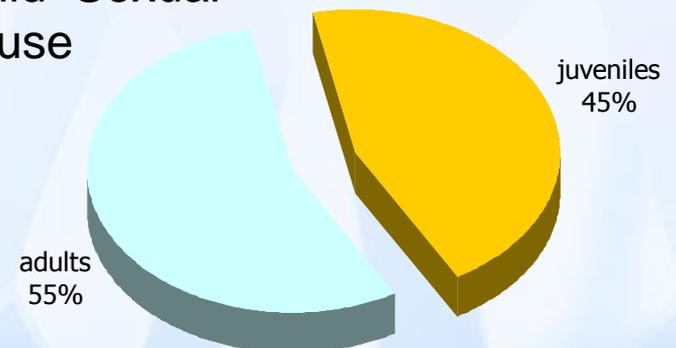
Inclusive Estimates

based on: arrests, adjudications/convictions, offender disclosures, victim reports/disclosures

Perpetrators of Rape



Perpetrators of Child Sexual Abuse



What is “normal” sexual behavior?



- Children of all ages show normal, sexual behavior based on the discovery and development of their physical and sexual selves.

This may include:

- exploring feelings and genitals
 - interest in language related to sex
 - giggling about bathroom related functions
- Children involved in normal sexual exploration may do it solitarily or with friends of similar age and size. They more often explore with friends rather than siblings.

TC Johnson, Ph.D.

“Normal” Sexual Behavior,” continued



- These encounters are voluntarily, and often light-hearted, fun and silly. They do not often include feelings of deep shame, fear or anxiety.
- For teens, this often involves intense feelings for the opposite sex and sexual exploration in relationships.
- These behaviors may need limits, guidance or education, but are not considered abnormal or pathological.

TC Johnson, Ph.D.

TC Johnson - "Stoplight"



Green Light Behavior (Expected, Normal Behavior)

Most sexual behavior considered normal in childhood involves either periodic solitary activity or similar age peers or siblings, with no coercion, occurring within the cultural norms of society. These behaviors may still need limits or intervention by a supervising adult but are not considered pathological.

- Playing doctor or house
- Occasional masturbation, no penetration
- Imitating adult seduction such as flirting or kissing
- Dirty words or jokes within cultural or peer group norm
- Mutual showing of body parts by peers
- Conversations with peers about reproduction and genitals

“Stoplight,” continued



Yellow Light Behavior

(Cause for Concern / Possible Intervention Needed)

- Preoccupation with sexual themes (especially sexual aggression)
- Sexually explicit conversation with peers
- Sexual innuendo / teasing / harassment / embarrassment of other
- Attempting to expose other's genitals (e.g. pulling up skirts, pulling down pants)
- Sexual graffiti (especially chronic and or impacting others)
- Precocious sexual knowledge and/or activity
- Single occurrences of peeping, exposing, obscenities, pornographic interest.
- Preoccupation with masturbation
- Mutual masturbation / group masturbation
- Simulating foreplay with dolls, toys, peer with clothing on (petting, French kissing)

“Stoplight,” continued



Red Light Behavior (Requires adult supervision, confrontation, and possible therapeutic intervention)

- Touching of genitals of others
- Using force to expose others genitals or body parts
- Sexually explicit conversations with significant age difference / chronic obscenities
- Inducing fear / threats of force to coerce sexual activity
- Sexually explicit proposals / threats including written notes
- Repeated or chronic peeing / exposing / pornographic interest
- Compulsive masturbation / interrupting tasks to masturbate
- Masturbation by girls that includes penetration
- Simulating intercourse with dolls, peers, animals
- Oral, vaginal, anal penetration of children adults, animals, dolls
- Force touching of genitals, genital injury or bleeding without accidental cause
- Simulating intercourse with peers with clothing off

Regardless of what's "normal" or "age appropriate" ...



“... sexual activity of any kind between children and / or youth is not acceptable in any program.”

-Praesidium Safety Bulletin
Spotlight on Peer to Peer Abuse

- Clarify program rules and expectations.
- Any sexual activity demands a response.

Response to **Green Light** Behaviors



- **Redirect** (refer to classroom rules, right relationship qualities, etc)
- **Notify immediate supervisor**
- **Inform parents**
- **If other children are involved, respond to any distress / concerns they exhibit / identify**
 - Listen / observe for **yellow light** or **red light** signs and follow procedure if identified
- **Increase monitoring / supervision**

Response to **Yellow Light** Behaviors



- **Redirect**
- **Inform parents** (be prepared to offer resources / referral information)
- **Notify immediate supervisor**
- **If other children are involved, respond to any distress / concerns they exhibit or identify**
 - Listen for **red light** signs and follow reporting procedure if identified
- **Increase monitoring / supervision**
- **Work with parents and team** (supervisor, SEC, pastor, co-catechist, etc) **to develop safety plan**

Response to **Red Light** Behaviors



For cases involving a victim:

- Observed behavior :
 - Intervene to stop behavior
 - Call 911
 - Notify immediate supervisor
 - Offer outreach to families involved
- Report / disclosure of past behavior:
 - Notify immediate supervisor
 - Call the child abuse / neglect hotline
1-800-652-1999
 - Pending approval of investigator, offer outreach to families involved



For cases with no identified victim:

- **Redirect**
- **Inform parents / offer outreach**
- **If other children have observed the behavior, respond to any distress / concerns they exhibit or identify**
- **Increase monitoring / supervision**
- **Work with parents and team (supervisor, SEC, pastor, co-catechist, etc) to develop safety plan**

Prevention



- The same preconditions are necessary for peer abuse as abuse by adults
 - Peer with motivation to abuse
 - Lowering of internal inhibitions
 - Absence of external inhibitions
 - Breakdown in resistance of peer
- We can prevent sexual abuse by peers by intervening at any of these levels
- As in other sexual abuse, abuse by peers is likely to occur in isolation.

Prevention, continued



- The most direct intervention for prevention is adult supervision
 - Provide adequate / appropriate adult supervision
 - Caution regarding isolated environments (locker rooms, bathrooms, sleeping quarters, etc.)
- Education is also key
 - Right relationships
 - Open Communication



Normalization of Sexual Exploitation

What's Wrong with Kids Today?



- Is it kids who are the problem?
OR
- Is it how adult society is shaping our children?

“We are grooming children to be compliant victims and perpetrators of sexual aggression and violence”

Cordelia Anderson

Normalization



The process by which an idea or behavior goes from clearly problematic to:

- an accepted part of societal culture
- “just the way it is” ... “what people do.”
- beneficial or preferential and not questioned

Cordelia Anderson

Sex Sells



The use of “sex” to sell things is nothing new, what’s new is:

- Increase in the volume or frequency of sexualized images in the media
- Tendency toward more exploitative images
- Tendency toward “comoditization“ (linking sexual images to products / material goods)
- Targeting younger and younger audiences

Sexualization of Girls



- “We live in a world where girls and women are sexualized for men’s use.”
- “The U.S. is a place where younger and younger girls are used for sex, not only by pedophiles but by men who have been culturally conditioned to sexual arousal when they see children.”
- As a 2007 report by APA warned, “as girls become more sexualized a market for sex with children is cultivated.”

Farley, 2007, p 196

American Psychological Association Study



- Analysis of 300 studies of media
- Results show that sexualized images, lyrics, fashion, role models, etc:
 - made girls think of and treat their own bodies as sexual objects
 - had a negative impact on girls mental health

APA Task Force on the Sexualization of Girls
Member, Tomi Ann Roberts,
USA Today, Feb 20, 2007

Consequences



Messages and images from the pornography industry and hypersexualized mainstream media:

- feed the excuses to perpetrate
- take away barriers to perpetrate
- make it harder for bystanders to speak out (because it is 'normal')
- shape how children see themselves
 - as sex objects to be used or users
 - makes them more vulnerable

– Cordelia Anderson

Child – Parent talk vs. Media talk



Research shows an average of 34 *minutes* a week talking child to parent **versus** an average of 34 *hours* a week captured by media.

Cordelia Anderson

The Media



“Media is the air our kids breathe”

– Jane D Brown, Ph D
Managing the Media Monster

Prevention



Primary Prevention: action to prevent health and social problems **before** their onset.

- Foster health
- Supportive community environments
- Make the healthy choice the easy choice

Prevention is Primary (Cohen, Chavez, Chehimi, 2007)

A Light in the Darkness



Our Parishes, Schools, and Programs can provide:

- A Supportive Community Environment
- Clear Consistent Messages
 - Dignity and Respect
 - Right Relationships
- Acceptance that is based on the model of Christ



Post Training Review

1. Which sexual behaviors are acceptable and should be allowed in programs?



- a. Green light behaviors.
- b. Yellow light behaviors.
- c. Red light behaviors.
- d. Both a and b.
- e. None of the above, sexual behavior between children / youth is not acceptable in any program

2. Which of the following is a myth about bullying?



- a. Bullying is harmful to the target / victim.
- b. Bullying is harmful to the bully.
- c. Bullying is not just a matter of peer conflict.
- d. Bullying is just a normal part of life that every child should learn to deal with.
- e. All of the above.

3. The negative consequences of sexting could include:



- a. Humiliation / embarrassment.
- b. Lost opportunities.
- c. Arrest for producing / distributing child pornography.
- d. Placement on the sex offender registry.
- e. Any of the above.

4. The best intervention for bullying is to have the bully and the target work out their differences with a mediator.



- a. True
- b. False

5. Sexual Harassment pertains only to adults in the workplace.



- a. True
- b. False

6. If we observe bullying, cyberbullying, sexting, sexual harassment, or sexual assault between children and youth our response should include:



- a. Intervening to stop the hurtful behavior.
- b. Reporting the incident to the appropriate authorities.
- c. Providing increased monitoring / supervision.
- d. Responding to signs of distress of any children involved .
- e. All of the above.

7. Abuse or assault between peers does not need to be reported to law enforcement.



- a. True
- b. False

8. If a child discloses abuse by a peer, it is important that we:



- a. Remain calm and respond in a supportive manner.
- b. Communicate that the child is not at fault.
- c. Listen without interrupting.
- d. Report the abuse to appropriate authorities.
- e. All of the above.