Getting Teens Talking:

Effective Strategies for Pediatricians to conduct Roundtable Discussions with Adolescents in order to Improve School Safety

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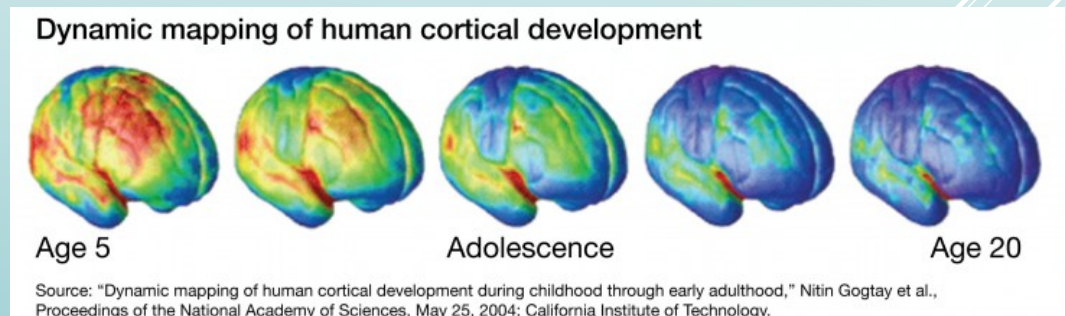
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LEARNING OBJECTIVES

- Overview of major developmental issues among teens

- Highlight rising mental health concerns with teens

- Understand social media use among teens

- Learn facilitation skills to build a successful group atmosphere

- Help identify teen led solutions for improving of school safety

- Review logistics of planning a successful Roundtable discussion

PUBERTY IMPACT

▸ Hits typically in middle school

▸ Morph into adult body

▸ Major upgrade in brain capabilities

▸ Second brain growth spurt

▸ Abstract thinking

▸ Pruning of connections

▸ Driver of major social changes

Dynamic mapping of human cortical development

Age 5   Adolescence   Age 20

Source: "Dynamic mapping of human cortical development during childhood through early adulthood," Nitin Gogtay et al., Proceedings of the National Academy of Sciences, May 25, 2004; California Institute of Technology.

BRAIN DEVELOPMENT

▶ Frontal lobe development

  ▶ Capable of abstract reasoning

  ▶ Difficulty reading and understanding emotions

  ▶ Difficulty controlling impulses

▶ Abstract thinking

  ▶ Imaginary audience

  ▶ Personal fable

BIG QUESTION TO ANSWER - WHO AM I?

▶ Identity development

   ▶ Main goal of adolescence is to figure out;

      ▶ Who you are

      ▶ How you fit into society

      ▶ Where you are going

   ▶ Autonomy

   ▶ Empathy

   ▶ Attachment /Relationships

   ▶ Social Standing

SOCIAL STANDING

▶ Most important self-concept areas:

   ▶ Social acceptance

   ▶ Physical appearance

   ▶ Close friendships

▶ Overall threats to identity, relationships, and social standing:

   ▶ Protective behaviors (i.e. responding aggressively)

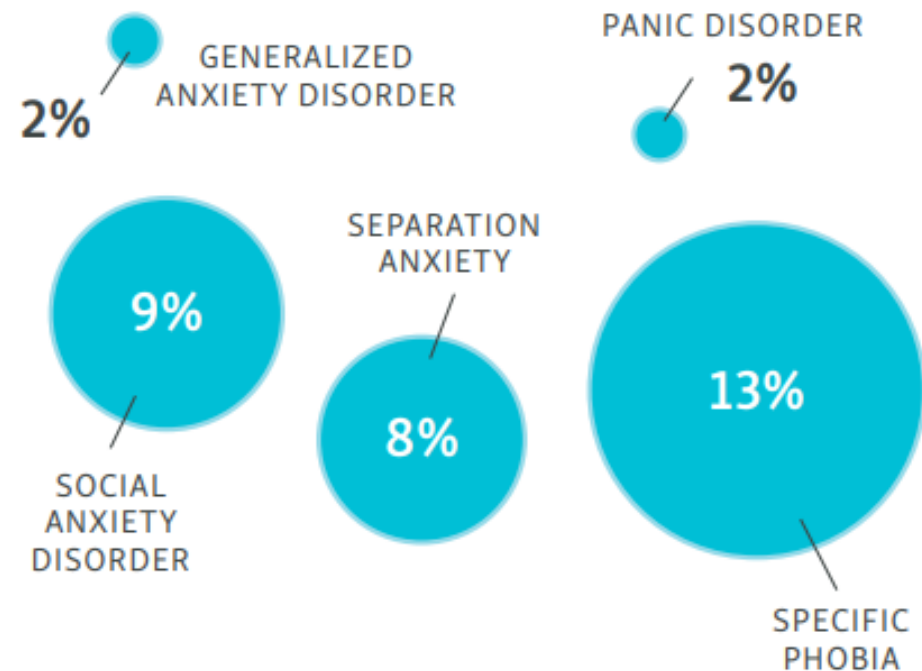   ▶ Learned helplessness (i.e. depression)

ANXIETY AND DEPRESSION

▶ **Anxiety in Teens**

Source: Understanding Anxiety in Children
and Teens (2018) Child Mind Institute

Prevalence

Young people who meet criteria for a variety of anxiety disorders

2% — GENERALIZED ANXIETY DISORDER

PANIC DISORDER
2%

9% — SOCIAL ANXIETY DISORDER

SEPARATION ANXIETY
8%

13% — SPECIFIC PHOBIA

ANXIETY AND DEPRESSION

▶ **Anxiety in Teens**

Risk of depression
Youth with social anxiety disorder are more likely to become depressed later

3x

2x

YOUTH WITHOUT ANXIETY   YOUTH WITH SOCIAL ANXIETY DISORDER   YOUTH WITH OTHER TYPES OF ANXIETY

Source: Understanding Anxiety in Children and Teens (2018) Child Mind Institute
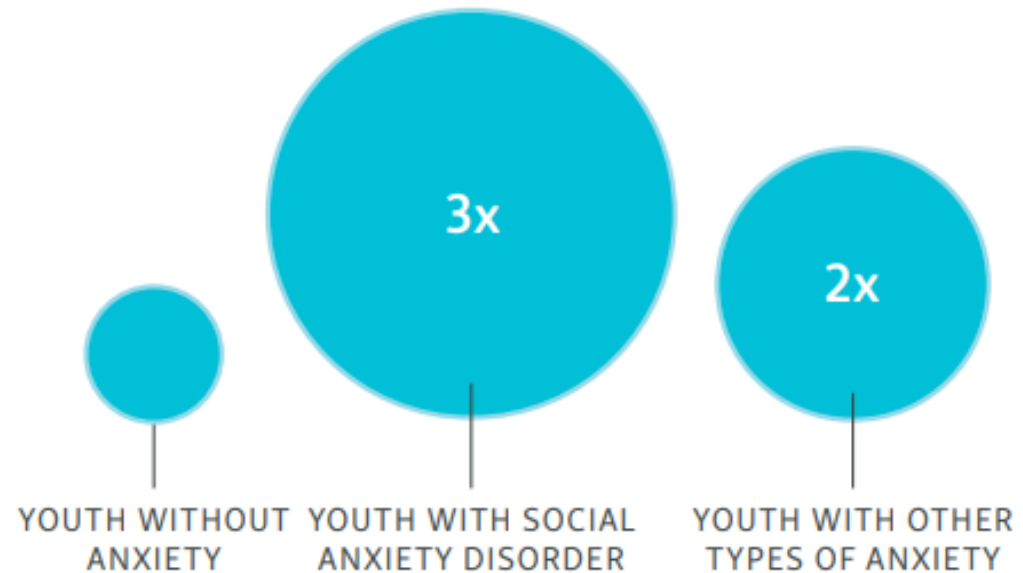
ANXIETY AND DEPRESSION

▸ **Major Depressive Episodes**

  ▸ 8.7% teens in 2005

  ▸ 11.3% teens in 2014
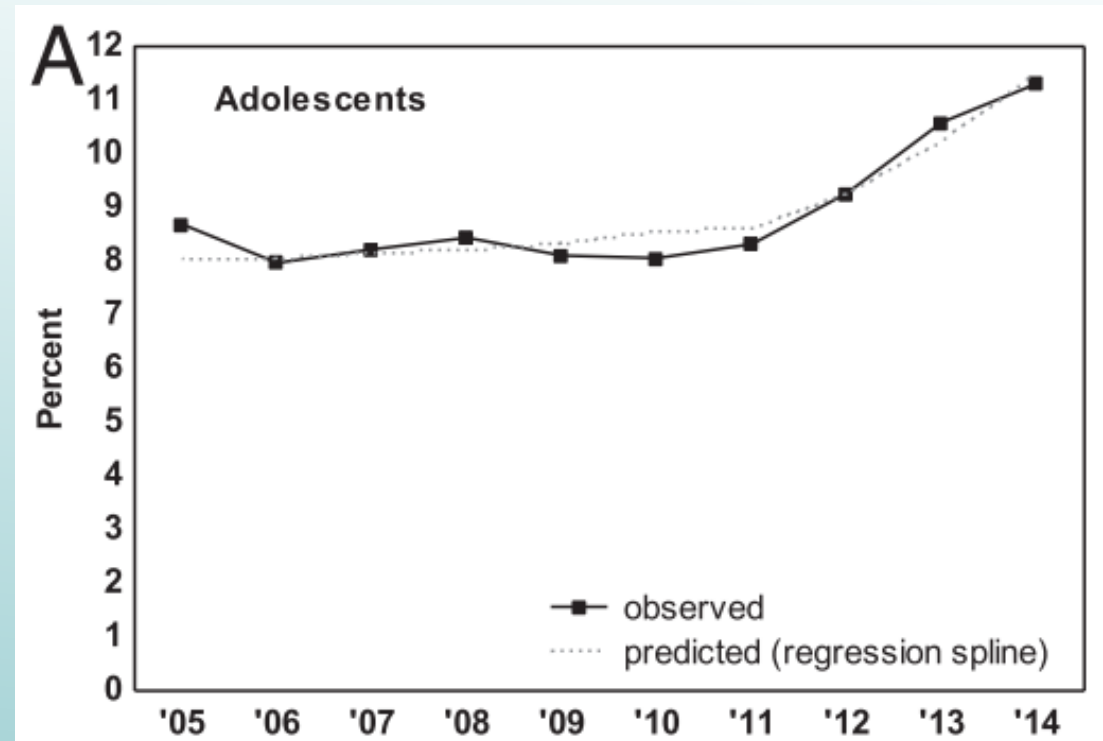
Source: Mojtabai, R., Olfson, M., & Han, H. (2016). National trends in the prevalence and treatment of depression in adolescents and young adults. Pediatrics 138 (6), e20161878.

ANXIETY AND DEPRESSION

▸ Major Depressive Episode Trends

  ▸ Females

    ▸ Larger increase in MDE

    ▸ Greater increase in suicides

    ▸ More exposure to depressive risk factors

      ▸ Cyberbullying

      ▸ More mobile phone use and texting

Source: Mojtabai, R., Olfson, M., & Han, H. (2016). National trends in the prevalence and treatment of depression in adolescents and young adults. Pediatrics 138 (6), e20161878.

SOCIAL MEDIA USE AMONG TEENS

- Most teens use social media to post about their accomplishments and their family

- Some teens share things about their emotions and feelings

- Few share things about personal problems

- Older teens (15-17) are most likely to post about their romantic relationships than younger (13-14)

Source: Teens' Social Media Habits and Experiences PEW Research Center 2018
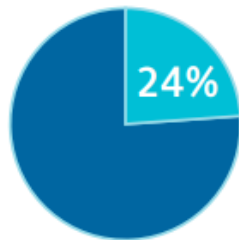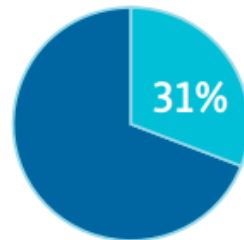
SOCIAL MEDIA- Double Edged Sword

Social media

Adolescents have divergent perspectives on the impact of social media in their lives

24%

31%

FEEL SOCIAL MEDIA HAS A NEGATIVE IMPACT

FEEL SOCIAL MEDIA HAS A POSITIVE IMPACT

Likes and friends

Youth with a stronger emotional investment in social media are likely to have higher levels of anxiety

EMOTIONAL INVESTMENT IN SOCIAL MEDIA

ANXIETY LEVELS

- Source of Support
- Source of Ridicule

- More depend on, higher the anxiety.
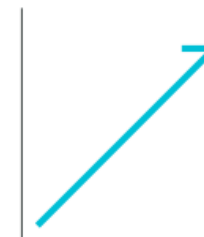
TEEN EXPERIENCES ON SOCIAL MEDIA

- Feel like others are doing better than them

- Feel like they have to show the best of themselves

- Feel pressured when they hardly get comments or likes

- Feel stressed and anxious with bad news

- Feel left out

- Use social media to avoid dealing with problems

- Get negative comments from others, engage in conflict "trolled"

Source: Rideout V. Fox S, Digital Health Practices, Social Media Use and Mental Well-Being Among Teens and Young Adults in the U.S. – A national survey https://www.hopelab.org/reports/pdf/a-national-survey-by-hopelab-and-well-being-trust-2018.pdf

UNDERSTANDING THE BENEFITS OF FACILITATING TEEN DISCUSSION

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Goal - Build Resiliency & Build a Culture of Compassion

Other positives:

➢ Build support networks

➢ Increase understanding, empathy and compassion

➢ Improve social/emotional well being

➢ Foster partnerships (teens & Pediatricians)

➢ Foster self expression and social action

SELECTING THE ROUNDTABLE PANELISTS

➢ Panel – select 4-5 teens for roundtable
  ➢ Too many panelists becomes logistical nightmare.
  ➢ Let school administrator / school counselor assist in panel selection.
    ➢ Ask for students who would be comfortable speaking in front of a group.
  ➢ Select diverse group reflecting school demographics. Suggestions include:
    ➢ Male, female, and transgender or LGBTQ
    ➢ Member from ethnic minorities, mental health issue, etc.
    ➢ Age differences can be difficult as older teens may dominate discussion

PREPARING THE ROUNDTABLE PANELISTS

➢ Preparing panelists
  ➢ Give panelists roundtable topics and questions a couple days prior to roundtable.
  ➢ Ask for volunteers to make initial remarks for each question.
    ➢ Get 1-2 panelists who would like to provide follow-up comments to question.
  ➢ Give agenda of time expected to spend on each question.
  ➢ Encourage panelist to keep remarks general or they can personalize if they are comfortable.
    ➢ Eg. Do not refer to people by name or otherwise use personally identifiable information
  ➢ Encourage panelists to not use profanity during the roundtable.

FACILITATION SKILLS THAT HELP BUILD A SUCCESSFUL GROUP ATMOSPHERE

➢ Good time management skills
  ➢ 60 minute roundtable goes quickly
  ➢ Easy to spend too much time on initial questions
  ➢ Enlisting a second person for time management and keeping conversation within agenda is a good idea
➢ Impartiality
  ➢ Display empathy and use nonverbal encouragement
    ➢ Active listening – leaning forward, face toward speaker, head nod, smile
  ➢ Here to listen and facilitate rather than opine or judge
➢ Goal is to make panelists look good
  ➢ Panelist are experts in their content area of social media use among peers
  ➢ Engage panel and audience

FACILITATION SKILLS THAT HELP BUILD A SUCCESSFUL GROUP ATMOSPHERE

➢ Provide resource handout to audience prior to roundtable
  ➢ Gives overview of types of questions roundtable will address.
  ➢ Gives resources to parents and teachers to access if needed.
  ➢ Can streamline post-roundtable discussion by answering some questions
➢ If significant mental health issues arise (eg. suicidality, dating violence, etc..), then have community resource references available to refer to.
➢ Rank the questions in order of importance of what needs to be covered.

INTRODUCING PARTICIPANTS AND OPENING THE ROUNDTABLE DISCUSSION

➢ Meet panelist prior to start of roundtable to get the pronunciation of their names.
  ➢ Ask how they prefer to be introduced.
  ➢ Can be nice to include a fun fact regarding each panelist for the audience.
➢ Finalize the questions and who has volunteered to take the lead on each question.
  ➢ Confirm panelists who would like to follow-up after lead.

OPENING ROUND 1 INTRODUCTORY DISCUSSION:

Try to use opening round to open up discussion of general use of social media.

Moderator – can highlight common social media outlets reportedly used by teens.
➢ Instagram
➢ Snapchat
➢ YouTube
➢ TikTok

Question options:
1. Are there other social media that students at your school tend to use? What are they and how do they use them?
2. Overall, does time spent on social media generally make you feel better about yourself or worse? Why?
3. Do you think social media make the world a better or worse place? Why?
4. Do you ever give yourself a break from technology? (If not, what stops you?)
➢ Questions 2 & 3 can serve as a bridge to discussing cyberbullying.

STUDENT USE OF TECHNOLOGY

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▸ Streaming services

  ▸ Creating digital video

  ▸ Binge watching content

    ▸ Avoidance mechanism

    ▸ Discomfort with being by self

SOCIAL NETWORKING

- Most teens are on social networking sites and apps daily.

PREFERRED SOCIAL MEDIA

YouTube, Instagram and Snapchat are the most popular online platforms among teens

% of U.S. teens who ...

	Say they use ...	Say they use __ most often
YouTube	85%	32%
Instagram	72	15
Snapchat	69	35
Facebook	51	10
Twitter	32	3
Tumblr	9	<1
Reddit	7	1
None of the above	3	3
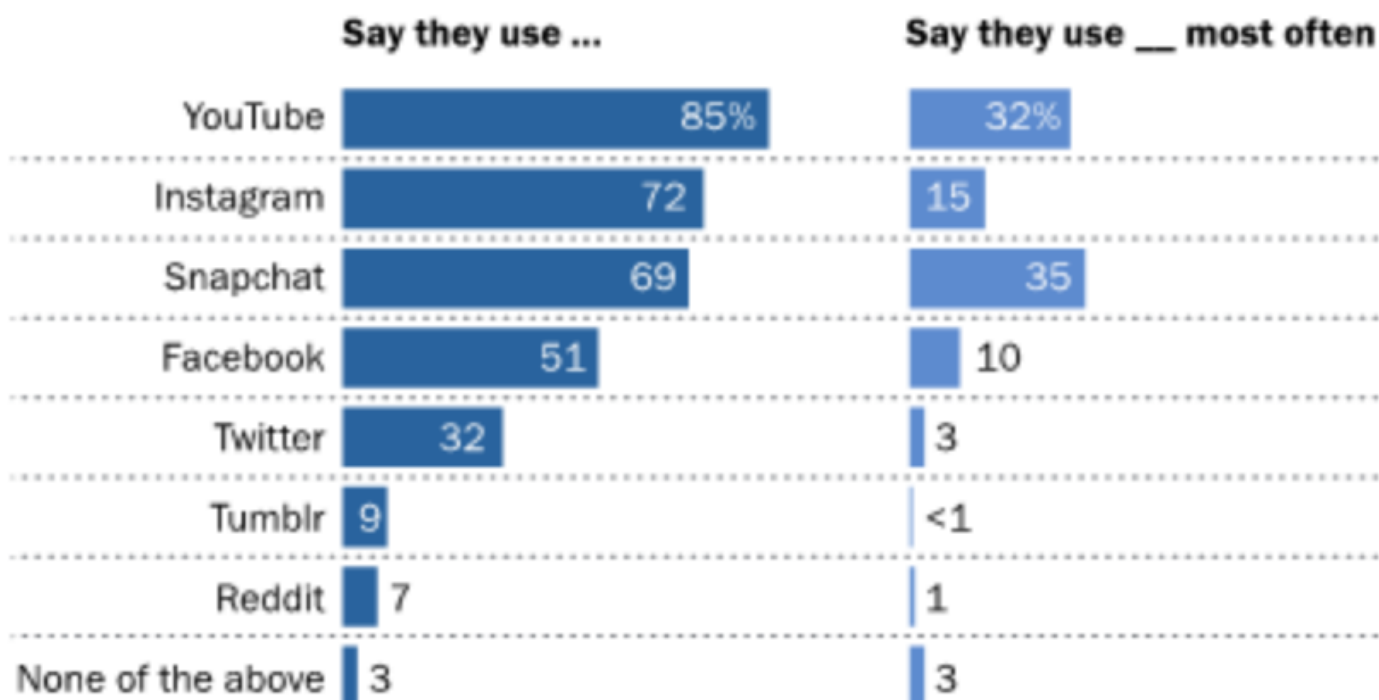
Source: Pew Internet – Teens and Social Media Technology (2018)

ROUND 2:
LOOKING AT CYBERBULLYING

Bridge Round 1 discussion of negative aspects of social media usage into cyberbullying.

Question options:
1. What sort of social media drama do you see on your newsfeeds or timelines?
2. How would you define cyberbullying?
3. What are some examples of cyberbullying that you or your classmates have experienced?
4. What are warning signs your friend may be a victim?

DEFINING CYBERBULLYING

▸ Defining attributes

▸ electronic form of contact

▸ aggressive act

▸ intent

▸ repetition (publicity)

▸ harm of the victim

▸ Definition - Willful and repeated harm inflicted through aggressive actions through the use of computers, cell phones, and other electronic devices

▸ Source: Hutson 2016

VOCABULARY OF CYBERBULLYING

▶ **Harassment** - repeatedly sending offensive, rude, and/or insulting messages

▶ **Denigration** - sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships

▶ **Impersonation** - breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships

▶ **Cyberstalking** - repeatedly sending messages that include threats of harm or are highly intimidating: and

  ▶ Engaging in other online activities that make a person afraid for her or her safety.

VOCABULARY OF CYBERBULLYING

- **Outing and trickery** -- sharing someone's secrets or embarrassing information or images online and/or tricking someone into revealing secrets or embarrassing information, which is then shared online.

- **Exclusion** -- intentionally excluding someone from an online group, like a buddy list

TECHNOLOGY MAGNIFYING EFFECTS

- Belief technology will amplify harm

- Find technology only – least harmful
- Combination of in person and online most harmful

Source: Mitchell, Jones, Turner, Shattuck, & Wolak (2015). The role of technology in peer harassment: Does is amplify harm for youth? Psychology of Violence, 1-12.

PREVALENCE OF ONLINE TEEN BULLYING

A majority of teens have been the target of cyberbullying, with name-calling and rumor-spreading being the most common forms of harassment

% of U.S. teens who say they have experienced ___ online or on their cellphone

Any type of cyber-bullying listed below	59
Offensive name-calling	42
Spreading of false rumors	32
Receiving explicit images they didn't ask for	25
Constant asking of where they are, what they're doing, who they're with, by someone other than a parent	21
Physical threats	16
Having explicit images of them shared without their consent	7

Note: Respondents were allowed to select multiple options. Those who did not give an answer or gave other response are not shown.
Source: Survey conducted March 7–April 10, 2018.
"A Majority of Teens Have Experienced Some Form of Cyberbullying"

PEW RESEARCH CENTER

CYBERVICTIMS CHARACTERISTICS

- More dependent social media users that create content

- Have a myriad of concurrent psychosocial problems offline*

- Have poor parental and peer relations

  - Poor peer relations start early on

  - Lack of social support makes impact more pronounced

- Prior offline bullying victimization*

- Often reluctant to report for fear of losing tech privileges

AT-RISK STUDENTS

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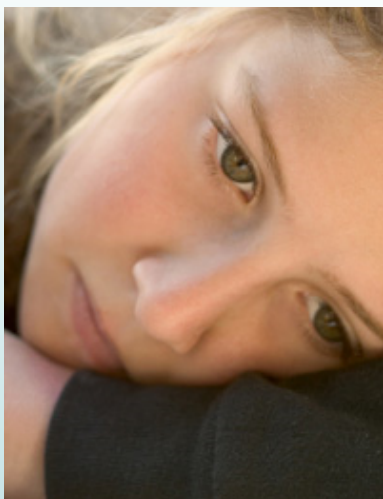
➢ Kids who are at higher risk:

- ▸ Poor social skills
- ▸ Learning disabilities
- ▸ Obesity
- ▸ ADHD
- ▸ LGBTQ
- ▸ Anxiety
- ▸ Depression
- ▸ Autism
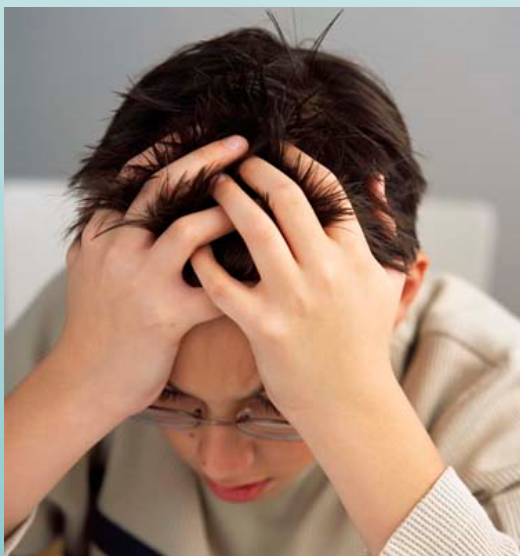
IMPACT ON CYBERVICTIMS

▸ Range of negative effects:

　▸ Depression

　▸ Anxiety

　▸ Psychosomatic problems

　▸ Academic problems

　▸ Self-harm

　▸ Suicidal Ideation

▸ Depression & anxiety reciprocate with victimization

▸ Impact often influenced by frequency, length, and severity of attacks

CYBERBULLIES

▸ Around 12% admit to cyberbullying others over lifetime.

▸ Intense internet users

▸ Often perpetrators in traditional bullying

▸ Poor empathy

▸ High social intelligence

▸ High levels of moral disengagement

CYBERBULLY-VICTIMS

▸ Can be traditional bullies or cyberbullies now being bullied online.

▸ Tend to be rejected by peers more than any other group and poorest peer relations

▸ Have conduct and behavioral difficulties including impulsivity and hyperactivity

▸ At-risk for most severe emotional, psychological, and social problems compared to bullies or victims.

ROUND 3:
CYBERBULLYING SOLUTIONS

Use Round 2 focus on cyberbullying to start discussing solutions in Round 3.

Question options:
1. What is tricky about managing cyberbullying situations?
2. What could you do if you are being cyberbullied?
3. What resources are available in your school for cyberbullying?

PREVENTION / INTERVENTION EFFORTS

▸ Less effective strategies for more severe cases of cyberbullying:

▸ <u>Teach basic internet protection strategies</u> – good for infrequent cyberbullying events

> ▸ Keep passwords and login details secret

> ▸ Not disclose personal details

TEACH BASIC INTERNET PROTECTION

▶ Bars on the windows philosophy

▶ Block the sender of IM or text messaging

▶ Log off account and spend time letting situation cool down

▶ Not responding to hurtful messages

TEACH BASIC INTERNET PROTECTION

▶ Instagram – Cyberbullying Prevention Tools

   ▶ Navigate to Settings and go to Comments.

   ▶ Turn on Enable Keyword Filters to add words that you'd like to restrict.

▶ If account public, can choose who can comment on posts, from every user to certain groups of people,

▶ Whether account is public or private, will be able to block other accounts from commenting on posts altogether.

▶ Learn more go to Instagram-Together.com.

INVOLVING PARENTS

▸ Parents become informed about types of activities students engage in online and ways to ensure students are safe from cyberbullying.

▸ Encourage to start dialogue with children regarding internet use early on to establish safe communications between parents and child.

INVOLVING PARENTS

▶ Parents serve as role models and teach children how to interact appropriately online without aggression and with respect and tolerance of others.

▶ Have parents familiarize themselves with school policies on cyberbullying

▶ Increase parent awareness of signs of cyberbullying and possible impact

ROUND 4: PEER LED SOLUTIONS

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Round 3 lead in with ways students can intervene and assist cyberbullying victims.

Question options:
1. What can an individual student do if they see cyberbullying happening?
    ➢ Going from bystander to upstander
2. What are some ways the students in the school could decrease cyberbullying from happening?
3. What are some strategies for Fostering Peer Led Solutions for School Safety Improvement?

PEER GROUP INTERVENTIONS

▶ Involve bystanders by teaching students how to support victims in safe and constructive way.

- ▶ Provide guidelines so it is clear regarding the best ways for students to intervene in addition to preventing and reporting cyberbullying.

- ▶ Students must be active in establishing anti-bullying policy and rules.

BYSTANDER

- Witness cyberbullying

- Largest group

- Influence how widespread cyberbullying information is spread

- Types

  - Upstander

  - Passive

  - Encourage

PASSIVE BYSTANDER

▶ Most bystanders empathize with victim but do nothing about it. Due to:

- ▶ Bystander effect – diffusion of responsibility

- ▶ Blame victim for not standing up for themselves or deserving it

- ▶ Bullying done by popular students and not feel confident to challenge

- ▶ Not perceived as being of a serious enough nature

- ▶ Fearful of making themselves targets of a bully

PASSIVE BYSTANDER

▶ Other reasons

  ▶ Higher levels of impulsivity

  ▶ Lack of social skills (social, empathic, coping)

  ▶ Older adolescents

  ▶ Witness prior cyberbullying – less empathy

BYSTANDERS – ENCOURAGE CYBERBULLY

▶ Have high norms of aggression

▶ High moral disengagement

UPSTANDER

▸ Assist cyber-victim

▸ Friends with cyber-victim

▸ Prior personal victimization

▸ Elevated levels of affective empathy

▸ More often girls and older

▸ Have more social support

▸ Low level of loneliness

5-STEP BYSTANDER INTERVENTION MODEL

▶ Notice that something is happening

▶ Interpret event as emergency

▶ Take responsibility for providing help

▶ Decide how to help

▶ Provide help

▶ Direct vs. indirect bystander intervention depends on factors such as:

    ▶ Displacement of responsibility, moral justification, euphemistic labeling

OPTIONAL ROUND:
DATING VIOLENCE AND SEXTING

Optional round to focus on issues of teen sexuality and how they manifest online.

➢ Often controversial topic in school setting – proceed with caution

Question options:

1. How do romantic couples at school typically interact on social media?
2. Are you aware of any ways that electronic interactions in a dating relationship can get abusive? What are some examples?
3. What reasons might a teen feel the need to send naked photos to others or engage in sexting?

DATING VIOLENCE & SEXTING

▸ <u>Cyber dating abuse</u> - abusive behaviors perpetrated by romantic partners via technology/new media (e.g., social networking sites, texting, e-mail), including threats via technology, harassing contacts, and using partner's social networking page without permission.

▸ <u>Cyber dating abuse</u> - can be sexual in nature (sexual cyber dating abuse) or more general (non-sexual cyber dating abuse)

▸ Sexting reported at 7% of teens (Pew Internet 2018)

  ▸ Higher than previous sexting reports which are around 2% of teens

VIDEOS ON TEEN DIGITAL LIFE AND CYBERBULLYING

▶ Digital Drama (12 min.)

  ▶ https://www.commonsense.org/education/videos/digital-drama-video-tutorial

▶ Distraction & Multitasking (10 min.)

  ▶ https://www.commonsense.org/education/videos/distraction-multitasking-time-management-video-tutorial

▶ Cyberbullying (5 min.)

  ▶ https://www.commonsense.org/education/videos/cyberbullying-video-tutorial

▶ Sexting and Nude Photographs (7 min.)

  ▶ https://www.commonsense.org/education/videos/sexting-nude-photographs-video-tutorial

▶ Additional Project Zero Digital Citizenship Resources

▶ The Complete Educator Video Series

  ▶ https://www.commonsense.org/education/videos/privacy-surveillance-self-disclosure-video-tutorial

▶ 68 short videos that cover all aspects of teen life and their digital landscapes.

  ▶ https://www.commonsense.org/education/video/digital-citizenship

CYBERBULLYING RESOURCE SITES

▶ Common Sense Media

  ▶ https://www.commonsensemedia.org/cyberbullying

▶ Connect Safely – Parents Guide to Cyberbullying

  ▶ https://www.connectsafely.org/cyberbullying/

▶ Cyberbullying Research Center

  ▶ https://cyberbullying.org/

▶ Kentucky Center for School Safety

  ▶ https://www.kycss.org/index2.php

▶ Stop Bullying – Health & Human Services

  ▶ https://www.stopbullying.gov/

ROUNDTABLE PLANNING MATERIALS

POSTED HERE: https://www.kyaap.org/chapter-focus/initiatives-programs/

<u>For Pediatrician Moderator</u>

• Complete Guide-Moderating a Teen Roundtable Discussion

• Communication Tool-Active Listening

• Examples of Teen Roundtable Discussions

• Cyberbullying Resources

<u>For Teen Panelists</u>

• Teen Discussion Guide

• Other Resources for Teen Advocacy

ROUNDTABLE EVENT MATERIALS-
AVAILABLE TO ORDER AT NO COST

Order Here: https://www.kyaap.org/order-form-2020-teen-round-table-kit-materials/

- Send Home-Roundtable Promotional Flier (can be customized)
- Audience Attendee Evaluations
- Sample Roundtable Agenda (can be customized)
- Parent/Guardian Handout
- Student Media/Photo Release Form
- Thank You Post Card

FOR FURTHER INFORMATION, CONTACT

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