

WHAT IS BULLYING?

Lewisville ISD defines bullying when a student (or group of students) engages in written or verbal expression through electronic means, physical conduct that occurs on school property, at a school-sponsored or school-related activity or in a vehicle operated by the district that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property; or
- Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for the student.

This conduct is considered bullying if it:

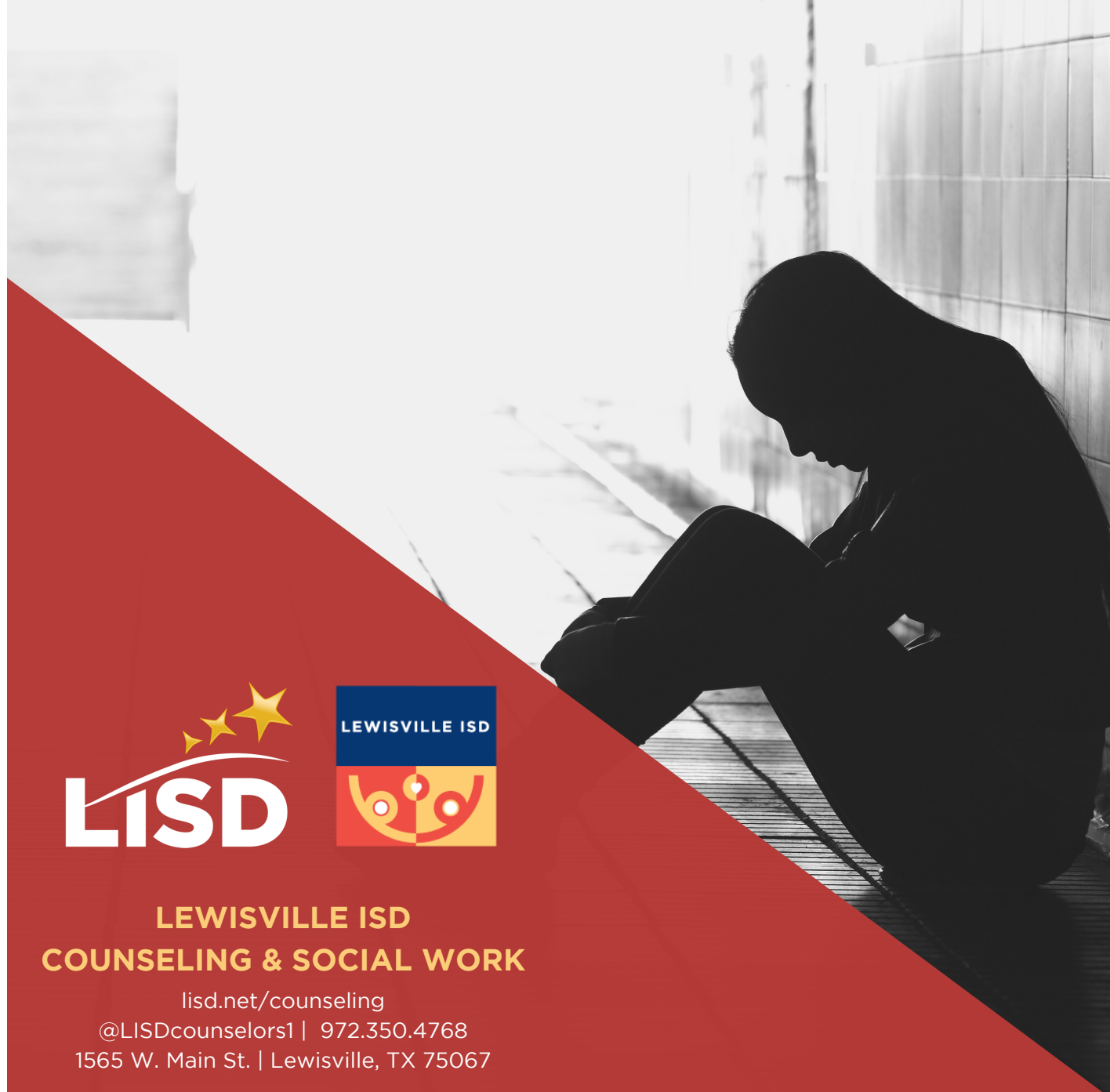
- Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; And
- Interferes with a student's education or substantially disrupts the operation of a school.



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lisd.net/counseling
@LISDcounselors1 | 972.350.4768
1565 W. Main St. | Lewisville, TX 75067

BULLYING



WARNING SIGNS

Students who are bullied may:

- Have torn, damaged, or missing pieces of clothing, books, or other belongings
- Sudden unexplained injuries
- Have few, if any, friends
- Seem afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities (such as clubs or sports) with peers
- Take a long "illogical" route when walking to or from school
- Appear sad, moody, teary, or depressed when he or she comes home
- Complain frequently of physical problems
- Appear anxious and suffer from low self-esteem

Students who bully others may:

- Have a positive attitude toward violence
- Have a strong need to dominate and subdue other students and get their way
- Be impulsive, aggressive, or easily angered
- Lack empathy toward students who are bullied
- Have defiance and aggression toward adults
- Be involved in other anti-social or rule-breaking activities such as vandalism, delinquency, and substance abuse
- Have greater physical strength than that of others

DEALING WITH BULLYING

1. Report to an adult at home and at school.
2. Talk to a friend about it.
3. Remember, it's not your fault. You don't deserve to be mistreated. The aggressive student is the one with the problem.
4. Never retaliate. This often makes the situation worse, plus it will get you in trouble even if you didn't start it. Remember, once the aggressive behavior goes both ways, it's not bullying. It would more likely be referred to as "conflict."
5. Consider getting out of relationships where someone is continually hurting you. Friends don't make a habit of hurting each other.
6. When possible, avoid getting emotional (example-extremely angry) when someone teases you. This reaction is the reward for many who bully others. Try to be as indifferent as possible.
7. Get involved in school! Students who are connected are less likely to be bullied.
8. Go to your counselor. If you feel your safety (or the safety of someone else) is in question, report to your counselor and/or school administrators.

BE A POSITIVE BYSTANDER

It is estimated that 15 percent of students bully, 15 percent get bullied and the rest (bystanders) watch. Bystanders can play a huge role in the prevention of peer mistreatment.

Research from students who have been bullied say the following bystander behaviors are the most helpful:

- Spent time with me at school
- Talked to me at school; encouraged me
- Helped me get away from the situation
- Gave advice about what I should do
- Contacted me at home to encourage me
- Helped me tell an adult
- Encouraged me to report to an adult or reported for me

Source: violencepreventionworks.org

RESOURCES

Lewisville ISD: lisd.net

Stop Bullying:

stopbullying.gov

Teen Health:

bit.ly/DealWithBully

National Crime Prevention Council:

ncpc.org/cyberbullying

Internet Safety 101:

bit.ly/InternetSafety101

WHAT IS SEXTING?

Sexting is generally defined as the sending or receiving of sexually explicit or sexually suggestive images or video via a cell phone.

In Texas, the definition is much broader. Sexting includes any possession and/or electronic transmission by a minor (age 17 and under) of visual material capturing a minor engaged in sexual conduct, which includes still photographs of private body parts.

RESOURCES

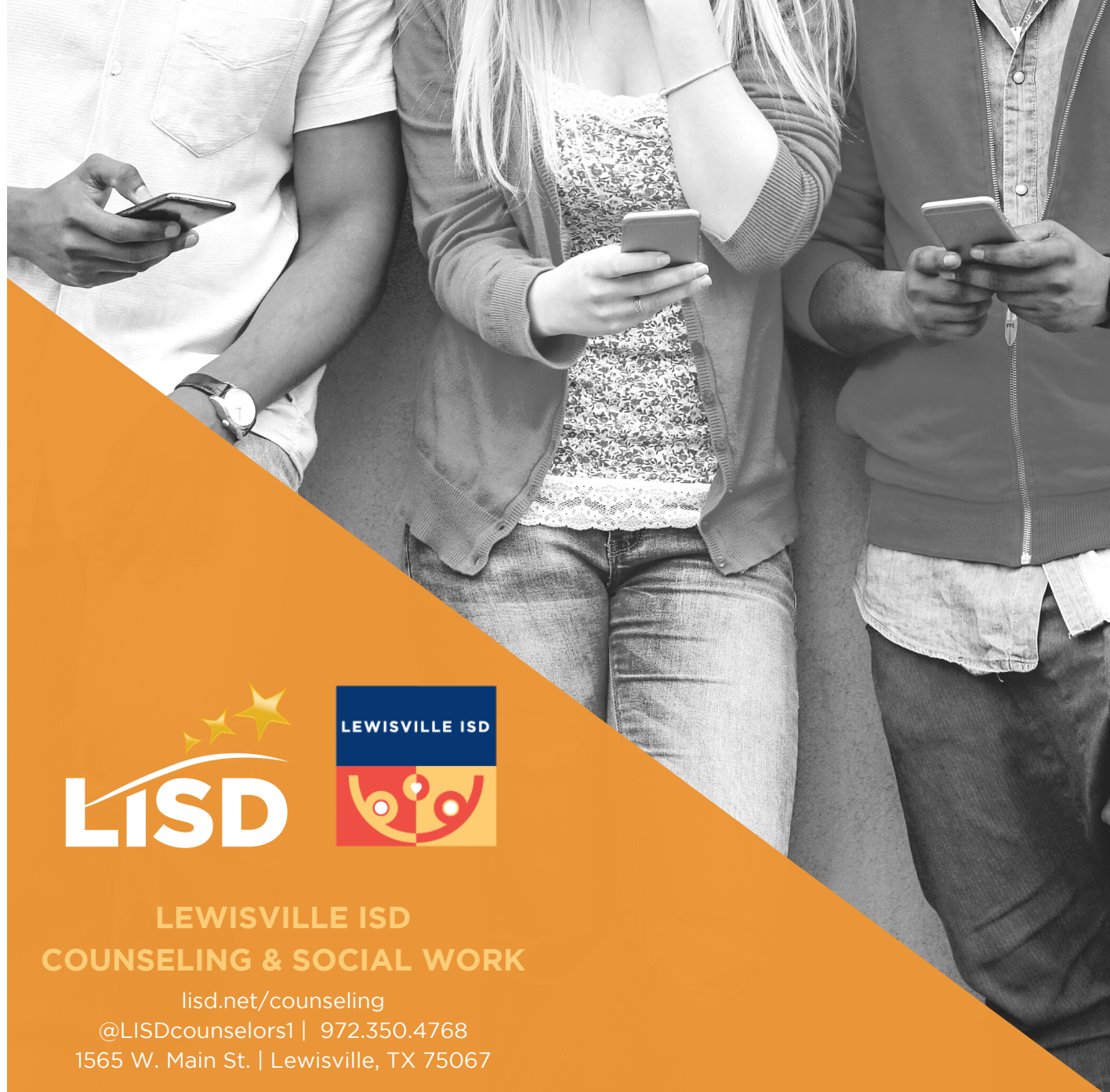
netsmartz.org
thatsnotcool.org
beforeyoutext.com



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SEXTING



THE RISKS

Teens may not believe or be able to foresee a situation in which the person they send a sext chooses to share that image with others. However, it does happen and the consequences can be academically, socially and emotionally devastating.

Teens that sext may:

- Get in trouble at school: Teens caught sexting at school have been suspended and removed from athletic teams
- Be ostracized, bullied or harassed within their schools or communities
- Miss out on future opportunities if the image is seen by college admissions officers or potential employers
- Get into legal trouble: In extreme cases, teens have been charged for sexting images of themselves or other minors



CONSEQUENCES

LEGAL

- Arrest
- Jail time up to 1 year
- Fine of up to \$4,000
- Court costs and attorney fees
- Community service up to 200 hours
- Court-ordered "Sexting" educational program attendance with your parents
- Cell phone and/or computer confiscated by police
- A criminal record

SOCIAL

- Potential sharing well beyond intended audience (worldwide)
- Embarrassment
- Bullying from peers
- School expulsion
- Loss of extra-curricular school activities
- Negative effects on relationships
- Stereotyped by peers
- Psychological effects could include depression and thoughts of suicide
- Potential loss of future educational and employment opportunities

WHAT CAN YOU DO?

1. Think of the consequences of taking, sending or forwarding sexually suggestive pictures of someone underage, even if it's you.
2. Never take pictures of yourself that you wouldn't want everyone — your classmates, your teachers, your parents, your family or your employers — to see.
3. Before sending, remember that you have no control where this image goes. What you send to your boyfriend or girlfriend could end up with their friends, and their friends and their friends.
4. If you forward a sexual picture of someone underage, you are responsible for this image as the original sender. You could face child pornography charges, go to jail and negatively affect your future.
5. **REPORT!** If you receive a text, image or video that could be considered sexting, do NOT forward it or show the image to anyone. Contact a trusted, responsible adult to help.

WHAT IS CHILD SEXUAL ABUSE?

Child sexual abuse happens when a child is tricked, forced or manipulated into sexual contact. This includes phone and internet contact with obscene/sexual content, fondling, intercourse, oral/genital contact, prostitution and pornography.

WHAT IS CHILD SEX TRAFFICKING?

Child sex trafficking is one of the most common types of commercial sexual exploitation of children and is a high priority at the National Center for Missing & Exploited Children.

Keeping your kids safe:

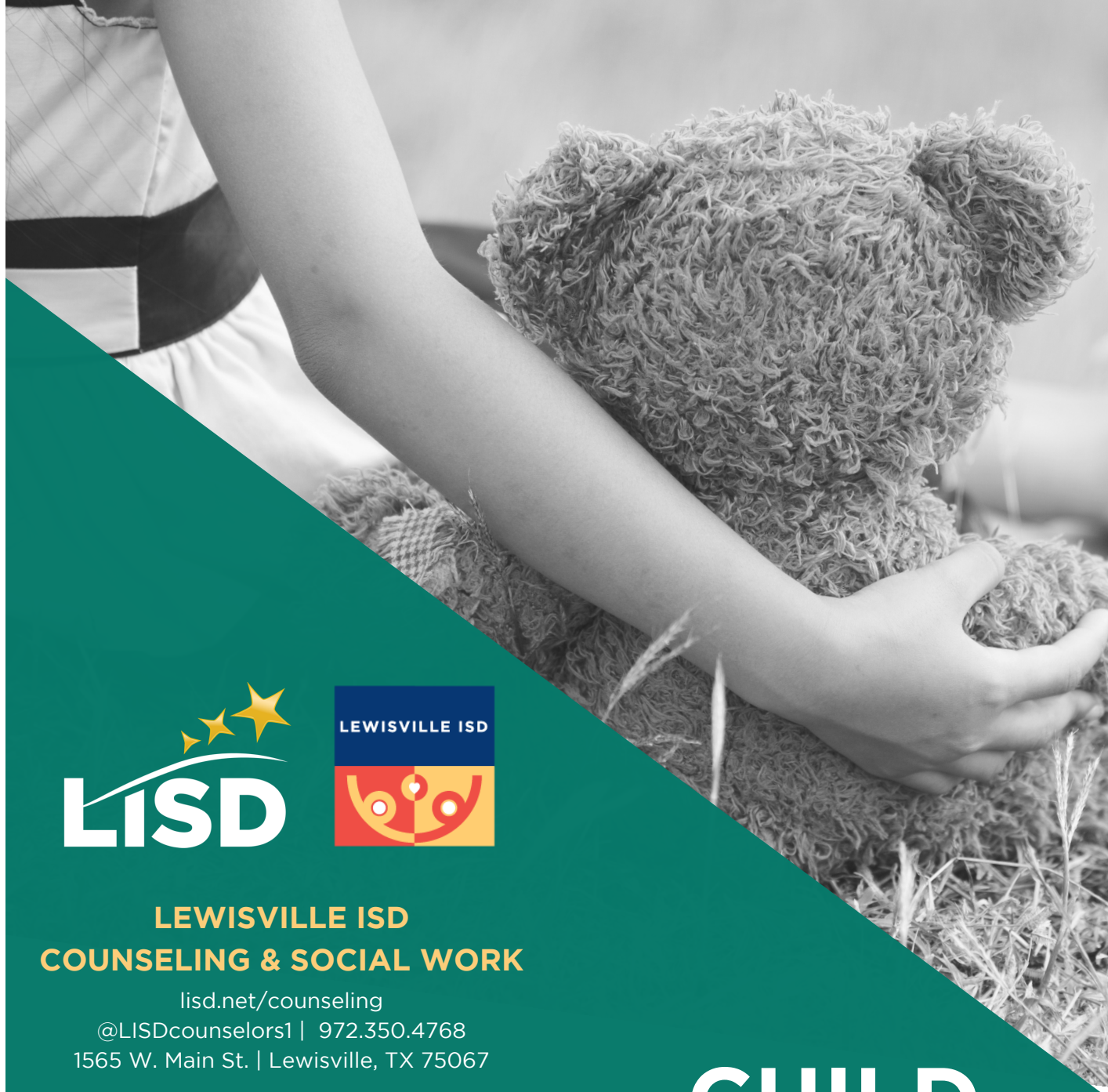
- Open, non-judgmental communication at home
- Know who your children are spending time with and where, including any adults they may come into contact with at friends' homes
- Monitor, know and discuss what your children are doing, where are they going and who are they talking to online
- If something doesn't seem right, ask questions and get help



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CHILD ABUSE



SYMPTOMS OF SEXUAL ABUSE

Physical

- Discomfort or pain in genital area
- Urinary infections
- Vaginal, rectal, penile discharge or bleeding
- Unusual/offensive odors

Emotional

- Significant personality change
- Anger, hostility, aggressiveness
- Depression, crying episodes
- Suicidal, talks of death and dying

Behavioral

- Unusual interest in (or fear of) all things of a sexual nature
- Seductive or promiscuous behavior
- Sexual acting out
- Change in eating or sleeping habits
- Change in school performance/behavior

PREVENTION

Education is the best way to prevent your child from becoming a victim. Teaching your child not to “talk to strangers” is simply not adequate. Most children are molested by someone known to them and children are susceptible to clever lures developed by intelligent offenders who understand a child’s thinking.

Children should be educated to recognize these lures:

- The offering of gifts, candy, money, bribes
- Appealing to the child’s sense of helpfulness such as asking for assistance in finding a lost dog
- Offering a ride on a motorcycle, or sports car
- Telling them that their parents sent them to pick them up
- Telling them their parents were hurt in an accident and the hospital sent them to pick them up

Parents should also teach their children about their bodies and about appropriate and inappropriate touching:

1. Teach your child that his/her body belongs to them and they have the right to say, “No” to anyone who touches them.
2. Tell your child that you want them to come to you if anything happens that makes them feel uncomfortable and that you won’t be angry no matter what happened (even if they got into trouble because they broke a rule).
3. Do not teach your child blind obedience to adults - teacher, babysitter, etc., if they ask them to do something they know or think is wrong.
4. Teach your child the correct names of their body parts and that they don’t have to be embarrassed to talk to you about their private areas.



SUBSTANCE ABUSE

In Texas, alcohol remains the most commonly-used substance among students. In 2014, 50.5 percent of students reported that they had used alcohol at some point in their lives. In 2016, the number was 52.7 percent. Past-month alcohol use also increased from 21.2 percent in 2014 to 28.6 percent in 2016.

Tobacco use among students increased as well. Lifetime use of any tobacco product increased from 22.4 percent in 2014 to 30.4 percent in 2016. Past-month use of tobacco was 8.4 percent in 2014 and 14.5 percent in 2016.

Marijuana remains the most widely-used illicit drug among Texas youth. However, lifetime marijuana use decreased from about 23.2 percent of students in 2014 to 20.8 percent of students in 2016. In 2014 past-month use of marijuana was reported by 9.1 percent of students, as compared to 12.2 percent of students in 2016.

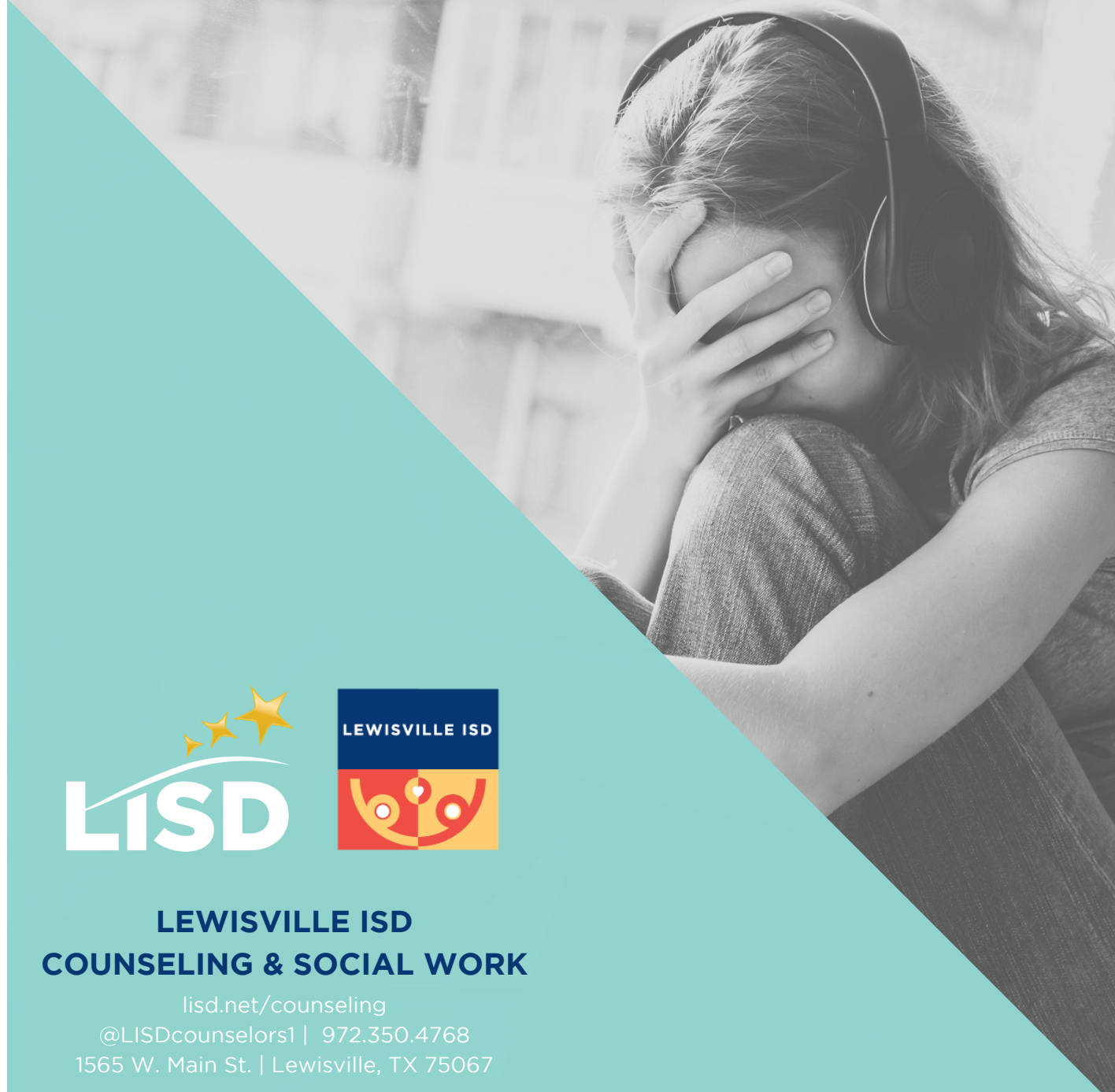
Source: Texas Department of State Health Services, Drug Facts among Texas Youth 2016



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SUBSTANCE ABUSE



WARNING SIGNS

Alcohol and drug users often try to conceal their symptoms and downplay their problem. If you're worried that a family member might be abusing drugs, look for the following warning signs:

Psychological

- Unexplained change in personality or attitude
- Sudden mood swings, irritability or angry outbursts
- Periods of unusual hyperactivity, agitation, or giddiness
- Lack of motivation; appears lethargic or "spaced out"
- Appears fearful, anxious, or paranoid with no reason

Behavioral

- Drop in attendance and performance at school
- Unexplained need for money; may borrow or steal to get it
- Engaging in secretive or suspicious behaviors
- Sudden change in friends, favorite hangouts, and hobbies
- Frequently getting into trouble (fights, accidents, illegal activities)

Physical

- Bloodshot eyes, pupils larger/smaller than usual
- Changes in appetite or sleep patterns
- Sudden weight loss or weight gain
- Deterioration of physical appearance, personal grooming habits
- Unusual smells on breath, body or clothing
- Tremors, slurred speech or impaired coordination

WHAT CAN PARENTS DO?

- Talk and listen to your child about dangers of drug use and start early. Even a child in elementary is able to engage in conversations about staying healthy. Share your love by keeping your child safe.
- Learn the facts about the harmful effects of drugs. Discuss the effects on the brain and body and correct any wrong beliefs your child may have, such as "Everybody is doing it." Discuss legal issues, too.
- Provide guidance and clear rules about not using drugs.
- Get involved in your child's life and encourage participation in family, school, and volunteer activities. Time together helps your child feel valued, safe and connected.
- Monitor your own substance use. A parent's actions truly speak louder than words.
- Know your child's friends and their families. Remind your child that true friends support each other's values.
- Know your child's location at all times.
- Help your child learn different ways to resist negative peer pressure, such as saying, "No thanks, my parents would get really mad at me."
- Trust your gut. If you suspect drug or alcohol use, talk with your child about your concerns. Contact a substance abuse specialist or your child's school counselor. This will remain confidential.

RESOURCES

Above the Influence:

abovetheinfluence.com

National Institute on Drug Abuse:

drugabuse.gov

Partnership for Drug-Free Kids:

drugfree.org, medicineabuseproject.org

Substance Abuse & Mental Health Services Administration:

samhsa.gov

U.S. Drug Enforcement Administration:

dea.gov

The Phoenix House of Dallas:

phoenixhouse.org/locations/texas

Nexus Recovery Center of Dallas:

nexusrecovery.org



WHAT IS TEEN DATING VIOLENCE?

Unhealthy relationships can start early and last a lifetime. Teens often think some behaviors, like teasing and name-calling, are a “normal” part of a relationship. However, these behaviors can become abusive and develop into more serious forms of violence.

Teen Dating Violence is defined as the physical, sexual, psychological or emotional aggression within a dating relationship, including stalking. It can occur in person or electronically and might occur between a current or former dating partner.

Teen dating violence is widespread with serious long-term and short-term effects. Many teens do not report it because they are afraid to tell friends and family. The 2015 National Youth Risk Behavior Survey found that nearly 12 percent of high school females reported physical violence and nearly 16 percent reported sexual violence from a dating partner in the 12 months before they were surveyed. For high school males, more than 7 percent reported physical violence and about 5 percent reported sexual violence from a dating partner.



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DATING ABUSE AND VIOLENCE

WHY DOES TEEN DATING VIOLENCE HAPPEN?

Teens receive messages about how to behave in relationships from peers, adults, and the media. All too often these examples suggest that violence in a relationship is normal, but violence is never acceptable. Violence is related to certain risk factors. The risk of having unhealthy relationships increases for teens who:

- Believe that dating violence is acceptable
- Are depressed, anxious, or have other symptoms of trauma
- Display aggression towards peers or display other aggressive behaviors
- Use drugs or illegal substances
- Engage in early sexual activity and have multiple sexual partners
- Have a friend involved in teen dating violence
- Have conflicts with a partner
- Witness or experience violence at home

Communicating with your partner, managing uncomfortable emotions like anger or jealousy and treating others with respect are a few ways to keep relationships healthy and nonviolent. Dating violence can be prevented when teens, families, organizations and communities work together to implement effective prevention strategies.

Source: CDC:
cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html

WARNING SIGNS

Being able to tell the difference between healthy, unhealthy and abusive relationships can be more difficult than you would think. No two relationships are the same, so what's unhealthy in one relationship may be abusive in another. Although there are many signs to pay attention to in a relationship, look for these common warning signs of dating abuse:

- Checking cell phones, emails or social networks without permission
- Extreme jealousy or insecurity
- Constant belittling or put-downs
- Explosive temper
- Isolation from family and friends
- Making false accusations
- Constant mood swings towards you
- Physically inflicting pain/hurt in any way
- Possessiveness
- Telling someone what they can and cannot do
- Repeatedly pressuring someone to have sex

CONSEQUENCES

As teens develop emotionally, they are heavily influenced by experiences in their relationships. Healthy relationship behaviors can have a positive effect on a teen's emotional development. Unhealthy, abusive, or violent relationships can have short- and long-term negative effects on a developing teen. Youth who experience dating violence are more likely to experience symptoms of depression and anxiety; engage in unhealthy behaviors, such as using tobacco, drugs, and alcohol; exhibit antisocial behaviors; or think about suicide.



RESOURCES

Break the Cycle:

breakthecycle.org

Denton County Friends of the Family 24-hour Crisis Line:

(940) 382-7273 or (800) 572-4031

National Dating Abuse Helpline:

1-800-656-HOPE (4673)

Texas Department of Family and Protective Services 24-hour Family Violence Hotline:

1-800-252-5400 | loveisrespect.org

SUICIDE PREVENTION

In Texas, suicide is the second leading cause of death for ages 10-24 and there were 491 deaths by suicide in 2014 for ages 10-24 according to the Texas Dept. of State Health Services. There were 107 deaths by suicide in 2014 for ages 10-24 and 732 Total Deaths by suicide in 2014 for all ages in 11 counties of North Texas.

732 deaths by suicide affected 13,176 "loss survivors" in North Texas in 2014. Loss survivors are identified as the close friends and family members who are grieving the death.



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SUICIDE PREVENTION



WARNING SIGNS

- Feelings of sadness or hopelessness
- Anxiety
- A decline in school performance
- Loss of interest in social and sports activities
- Sleeping too little or too much
- Changes in weight or appetite
- Giving away treasured possessions
- Inability to concentrate or think clearly
- Discouragement about the future
- An increase in drug or alcohol use
- Talk of “going away” or wanting to end it all
- Suddenly becoming very cheerful and happy after being depressed for a period of time

GETTING HELP

For Teens

- Take your friend’s actions seriously
- Talk to an adult you trust, and don’t be alone in helping your friend
- Convince your friend to call the Crisis Line and talk to someone. Crisis Line Number: 214.828.1000 | National Hotline: 800.273.TALK
- Never leave someone alone if they are threatening suicide. Call 9-1-1 or take the person to an emergency room or walk-in clinic at a hospital.

For Parents

- Support your child (listen, do not criticize, remain connected)
- Get your child immediate help (find a mental health or medical professional)
- Become informed (internet, local support group, library)
- Convince your child to call the Crisis Line: 214.828.1000 | National Hotline: 800.273.TALK
- Never leave someone alone if they are threatening suicide. Call 9-1-1 or take the person to an emergency room or walk-in clinic at a hospital.

Source: The Suicide and Crisis Center of North Texas | <https://www.sccenter.org/>

RESOURCES

Denton County MHMR:

940-381-5000

Suicide and Crisis Center of North Texas:

214-828-1000, 800-273-8255, [sccenter.org](https://www.sccenter.org)

National Suicide Prevention Hotline:

1-800-784-2433

Go Ask Alice!:

goaskalice.columbia.edu

The Trevor Project:

thetrevorproject.com



COPING SKILLS

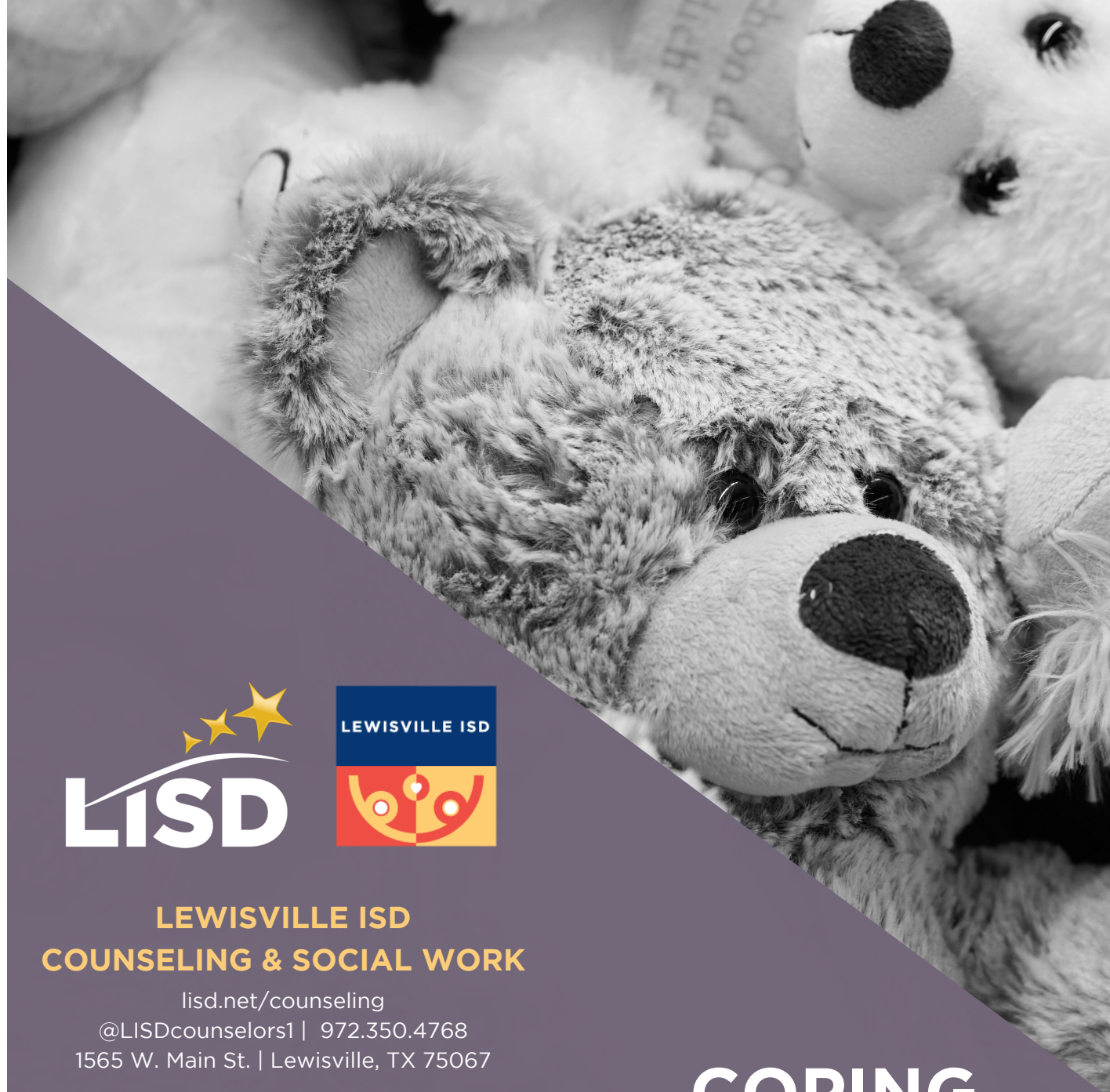
Coping skills are critical for getting us through difficult times. They can give us an important break from mental and emotional distress. They help reduce anxiety and help us be able to press the “reset” button and move forward.



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COPING SKILLS



GENERAL COPING SKILLS

Breathing: Take deep breaths from the diaphragm or stomach.

Music: Use a relaxing or lively tune. Play the music when they need it to self-soothe, but turn it off when you return to the activity.

Self-Statements/Cognitive Coping: What can child/caregiver say to themselves to feel better? Example "I'm safe now; he's not here; It's not my fault."

Imagery: Look at and direct your attention toward pictures or photographs of a beautiful and calming scene, like beaches or mountains.

Visualization: Have the child visualize a place they love or find calming and describe it as if they are there, using all five senses.

Relaxation: Calmly focus on a specific item.

Stuffed Animal: Young kids can hug or pet a favorite stuffed animal. Kids can create a "coping bag" with some of these items.



POSITIVE SELF-TALK

You may not even realize it but how you talk to yourself can really affect your state of mind. Our actions and beliefs are inspired by our thoughts. Below are some ways to use positive self-talk to help you cope with a situation.

1. Eliminate the negative self-talk: The first step in making a change is awareness. Help your child recognize when the negative self-talk starts and turn it around. This won't be easy - patterns are difficult to break. Every time you catch yourself saying, "I can't ..." challenge yourself and ask, "Why can't I?".
2. Use positive affirmations. Affirmations are YOU being in control of your thoughts. This can be very empowering for children. They are usually short, powerful thoughts. By repeating them you are imprinting them on your subconscious thoughts. These will help you battle the negative self-talk.
3. Use positive scripts. Positive scripts are a story that you tell yourself to distract you from the negative self-talk. Incorporate visualization and achievement of a goal into your script. Help your child visualize making that good grade or talking with a new friend.
4. Get rid of your negative influences. Identify what in your life is a negative influence and change it into a positive influence.
5. Focus on the moment. It is easy to let the future worries get you down. Talk with your child about enjoying where they are and who they are with. Teach them to let go the worries about things they can't control.

MINDFULNESS SKILLS

The following options will help increase mindfulness, or the ability to sustain concentration and attention on a particular activity, thought or feeling in the moment.

M&M: Have the child place a single M&M in their mouth. For two minutes, they are to try and pay attention only to the M&M in their mouth—what it feels like (texture), or tastes like—when other thoughts enter their mind, they should direct them back to the M&M without judging themselves for being distracted.

Seeing Meditation: Fix your gaze on an object in your line of vision, take several deep belly breaths and glue your eyes to the object. Let it capture your interest as though it were the only object around. Try not to judge what you are seeing or have any thoughts. Just see.

Mindful Walking: Have the child walk slowly and carefully feeling their feet connect at each point on the floor.

Counting Backward: Throw a ball back and forth as you take turns counting backwards from 100 by 2s or 3s.

Jumping Quadrants: Place tape in a + on the floor. The child has to jump between quadrants (clockwise or counterclockwise) on one leg, and then has to reverse directions jumping on the other leg when told so.

Additional Activities Requiring Sustained Attention: Some mainstream games can be great ways to work on attention skills. Any game that requires attention to succeed will work, including Memory (card matching game), Where's Waldo and Pictionary Jr.

GOAL SETTING

It is important to break down goals into achievable steps. It allows kids to look at where they are now, where they want to go and to plan how to get there.

ASK YOURSELF THESE QUESTIONS:

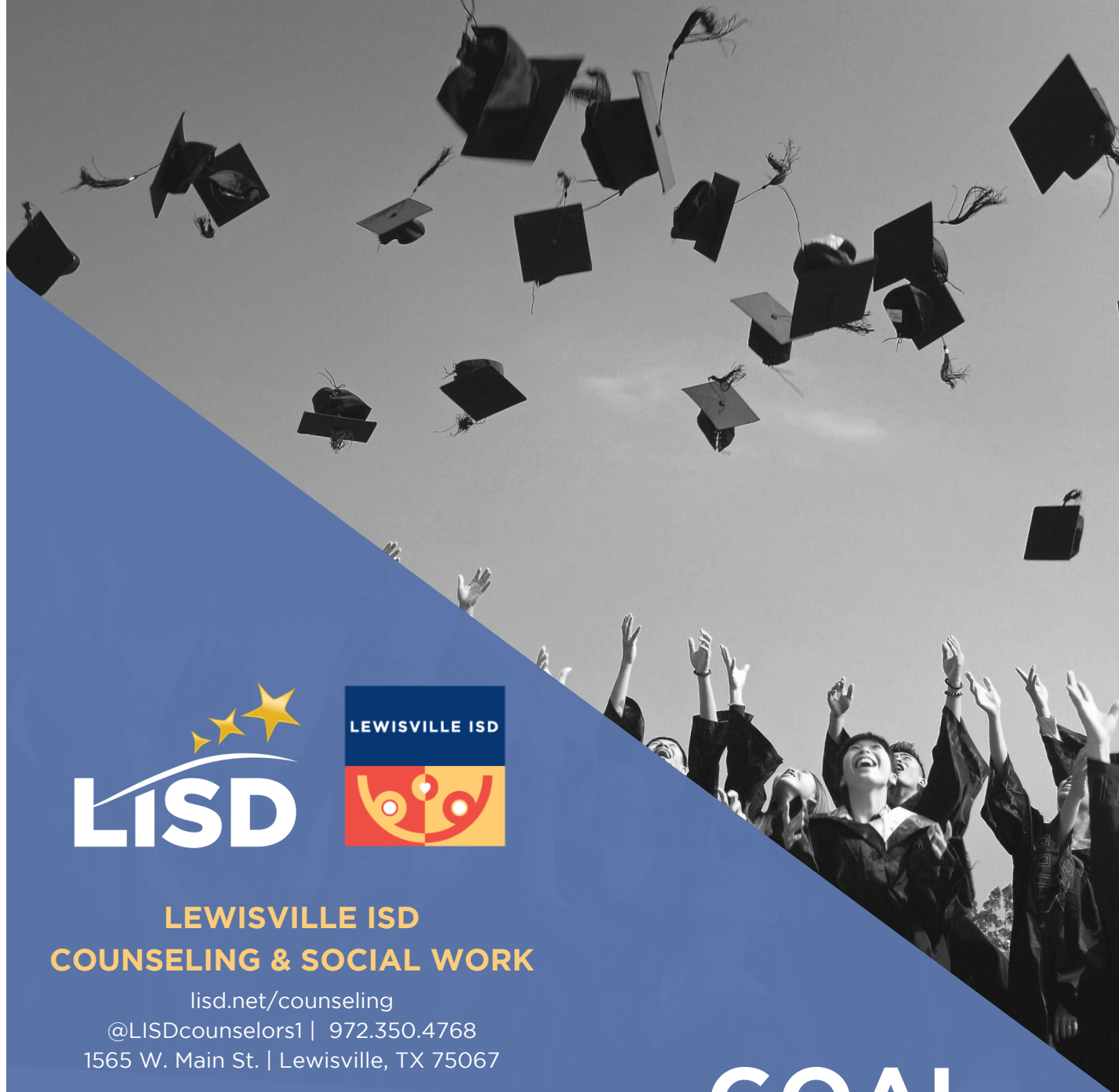
- Where am I going?
- Where am I trying to go?
- How do I close my learning gap?
- How do I challenge myself?



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GOAL SETTING



SET REALISTIC GOALS TO ACHIEVE YOUR DREAMS

Dream: I want to be a runner in the Olympics.

Goal: I want to train to make the JV track team this spring.

Dream: I want to be a teacher.

Goal: I want to mentor kids while I'm on summer break from school.



COMFORT ZONES

When setting goals, we all have levels of comfort with the risk in which we are comfortable putting ourselves out there. Break this down into discussion to support the goal.

Goal: What is the goal?

Example: Being the lead in the school play

Comfort Zone: What are you comfortable with? What's least intimidating?

Example: Talking to peers about it and learning what process is like

Low Risk: What is a step you can take to break through what you are uncomfortable with?

Example: Tell your teacher you want to try out

High Risk: What is the next step in pushing yourself through that fear to success to realizing you had it in you all along?

Example: Show up at auditions and try out

SMART GOALS

Using the SMART GOALS chart can be an excellent guide in establishing a path.

S = Specific

Clearly stated and defined actions

Example: *Increase attendance in weekly sports practices*

M = Measurable

Quantity, quality, time/track your progress

Example: *80% of students will attend sports practices*

A = Attainable

Achievable, action-oriented, and realistic

Example: *Increase practice attendance by 5% from last semester*

R = Relevant

Aligned to needs: Not too hard or too easy

Example: *Teach members tangible skills that they can apply on the field during games*

T = Time-Based

Within a clear time frame

Example: *End of season*

GRIEF AND LOSS

Grief is a deep sorrow, especially that caused by someone's death.

RESOURCES

Activities for Grieving Children

youthlight.com/sample/activities_grieving_children.pdf

Signs of Problems

aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Grief-008.aspx

How to Help a Grieving Child

doug.org/grief-resources/how-to-help-a-grieving-child/

How to Help Teenagers Grieve

doug.org/grief-resources/help-for-teens/



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GRIEF AND LOSS



FEELING WORDS ASSOCIATED WITH GRIEF

- Confused
- Depressed
- Frustrated
- Lonely
- Withdrawn
- Miserable
- Hurt
- Angry
- Scared
- Betrayed



SIGNS OF SERIOUS PROBLEMS

Signs of children who are having serious problems with grief and loss, may show:

- an extended period of depression in which the child loses interest in daily activities and events
- inability to sleep, loss of appetite, prolonged fear of being alone
- acting much younger for an extended period
- excessively imitating the dead person
- repeated statements of wanting to join the dead person
- withdrawal from friends, or
- sharp drop in school performance or refusal to attend school

WAYS TO HELP YOUR CHILD COPE WITH GRIEF

The first thing to remember is that everyone grieves differently. You may see your child crying one minute and then playing with toys the next. This is completely normal. The mood shifts do not mean that they are done grieving or that they don't care. It is a coping mechanism to help deal with the variety of emotions they are experiencing. Give your child a safe space to express the emotions as they experience them. They need to know that you are there to help them work through whatever they are feeling. Keep your child's age in mind. Answer their questions directly without giving details that they may not be ready for. Young children may not be able to grasp the concept of "forever" and may have questions. Stick to a routine as much as possible. The comfort of predictability is helpful in a time when emotions are running high. If your child seems unusually upset or unable to cope with the loss, reach out for help. Contact your campus counselor for referrals to outside resources.

OVERCOMING ADVERSITY

Adversity can be a difficult experience to navigate through. It can cause distress and confusion.

Teaching kids how to be resilient in the face of adversity is key to reaching success in life. As a parent, how you model handling this challenge will also set the stage for how your child will learn to handle the same experiences in life.

4 key factors to increase the likelihood of positive outcomes for children facing adversity:

1. Availability of at least one stable, caring and supportive adult.
2. Helping children build a sense of mastery over their life circumstances.
3. Development of the ability to manage behavior and emotions and cope effectively with stress.
4. Supportive context of cultural or faith-based traditions.



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OVERCOMING ADVERSITY



TIPS TO TEACH

Put a challenge in front your child:

- Allow them to take risks, give the opportunity to pursue at least one difficult thing.
- Don't set them up for failure, but give them chances to problem solve until they come up with a good solution.

Promote perseverance:

- Teach seeing things through on all activities until completion.
- Teach that not giving up is a strong character quality.
- See it through.

Be a nudge:

- Let your kids know that you expect them to do their best and to create a structure that will help them do it.
- "Nudge" them to keep thinking and considering options and possibilities in ways to solve adversity.

Boredom and frustration:

- Success rarely occurs on the first try. Being confused, frustrated, and sometimes completely bored out of your mind is part of the journey. Model perseverance. Instead of jumping in with a solution when your child hits a roadblock, see if he/she can come up with a way around it on their own.
- Challenge kids to try to find ways to make it more challenging and fun when they hit the frustration or boredom level.

Let them fall — and model resilience:

- Share your own struggles and even failures.
- Model grace and calm determination when facing your own setbacks.

Triumphs and victories

- Share how you overcame adversity.
- Share the lessons YOU learned through the process.
- Share how you are better for having persevered and not giving up.

Focus family discussions on effort rather than grades or innate skill.

- Be a role model of "grit."
- Try new things and talk about how difficult they are and how they don't come easily to you.
- Talk about your own goals, like running a half-marathon, and explain how you set smaller goals to achieve them.
- Share your own struggles and how you got past them.

Instead of praising your kid for his grades or for being "smart," praise him for being tenacious and determined.

- Focusing on those qualities of "stick-to-it-ness" may help kids succeed more than praise for particular achievements.

Allow your child to get frustrated.

Parents hate to see their kids struggle, but learning from challenges (as well as failure) is the key to making the connection for kids that true achievement doesn't come easily.

RESOURCES

How Supportive Relationships Help Children Develop Resilience

tucsonbig.org/overcoming-adversity-supportive-relationships-help-children-develop-resilience/

Grit: The Key Ingredient to your Kids' Success

washingtonpost.com/news/parenting/wp/2015/03/09/grit-the-key-ingredient-to-your-kids-success

Angela Duckworth: 4 Talks on Human

Behavior ted.com/playlists/123/angela_duckworth_4_talks_on_h

Grit: The Power of Passion and Perseverance

[ted.com/talks/angela_lee_duckworth_grit_the_p](http://ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance)

The Power of Defeat: How to Raise a Kid with

Grit scholastic.com/parents/family-life/social-emotional-learning/social-skills-for-kids/power-defeat-how-to-raise-kid-grit.html

How Children Succeed by Paul Tough

Gift of Failure by Jessica Lahey

Parenting with Love and Logic by Cline and Fay



RESPONSIBLE DIGITAL PARENTING

The internet and technology provide virtual playgrounds for children and adults alike.

The uses and resources are unlimited and can feel overwhelming at times to parents. Cyber safety tips to get you started:

1. Educate yourself on current trends and responsible digital parenting.
2. Talk with your child about internet safety and set family ground rules.
3. Lead by example. Be a good digital role model.
4. Continue the conversation and have frequent check-ins on your child's technology use.
5. Set security boundaries/rules
Example: Amount of time child can use, when to putting technology away, establish password protection and set parental controls.



LEWISVILLE ISD COUNSELING & SOCIAL WORK

lisd.net/counseling
@LISDcounselors1 | 972.350.4768
1565 W. Main St. | Lewisville, TX 75067

DIGITAL PARENTING



STEPS TO ENSURING DIGITAL SAFETY FOR KIDS:

- Put protections in place to block or monitor your child's activity
- Have strong antivirus software for technology.
- Know your child's passwords/kids should never share passwords with peers.
- Create proper passwords that are difficult to guess.
- Teach kids to never give out personal information online or in texts and emails.
- Secure wireless and private WIFI. Avoid open WIFI networks.
- Learn to recognize scams and teach kids how to as well.
- Teach kids to not answer calls or texts from unfamiliar numbers.

QUESTIONS KIDS SHOULD ASK THEMSELVES BEFORE POSTING OR TEXTING ANYTHING:

- Would you want your parent to see it?
- Is it really private or anonymous?
- Would you really say this to someone's face?
- What if someone posted or said this about me?
- If I get caught, would I be in trouble.

RESOURCES

Net Smartz:

netsmartz.org/Home

Family Online Safety Institute:

fosi.org/good-digital-parenting/

PBS:

pbs.org/wgbh/pages/frontline/digitalnation/resources/parents/

Common Sense Media:

commonsensemedia.org

Digital Parenting Coach:

digitalparentingcoach.com



SOCIAL EMOTIONAL DEVELOPMENT

Social Emotional Development is the ability to recognize emotions, understand what emotions mean, identify how different emotions affect others and how to control our own emotions. Skills such as cooperation, self-control, empathy and the ability to resolve conflict all need social emotional skills. Your child's unique combination of experiences with family and friends, community and culture, genes, brain development and environment will all impact their social emotional growth.

Having these skills is an important part in a child developing healthy relationships and school success. Social emotional skills can help a child stick to a task when it becomes challenging, find help when it is needed and to be aware of their actions.



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SOCIAL & EMOTIONAL DEVELOPMENT



5 CORE SKILLS TO SOCIAL AND EMOTIONAL DEVELOPMENT

(Source: casel.org/core-competencies/)

According to CASEL (Collaborative for Academic, Social, and Emotional Learning), there are 5 core skills important to social and emotional learning:

1. Self-Awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

2. Self-Management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.

- Effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

3. Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Also to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

4. Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

5. Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

RESOURCES

Kiddie Matters

Find social and emotional skills appropriate for school-aged children:
kiddiematters.com/category/social-emotional-learning

Parent Toolkit

parenttoolkit.com/social-and-emotional-development/advice/parents-guide-to-social-and-emotional-development

Psychology Today

psychologytoday.com/us/blog/the-wide-wide-world-psychology/201701/why-child-social-emotional-skills-are-so-important

Edutopia

edutopia.org/video/5-keys-successful-social-and-emotional-learning

