



U.S. Department of Health and Human Services  
Administration for Children and Families  
Office of Family Assistance



## NRFC Webinar Series

# How can fathers address bullying issues with their children?

**December 9, 2014**

**Moderator:**

- Patrick Patterson, National Responsible Fatherhood Clearinghouse (NRFC)

**Opening Remarks:**

- Lisa Washington-Thomas, NRFC COR, Office of Family Assistance

**Presenters**

- David Miller, National Responsible Fatherhood Clearinghouse
- Callahan Walsh, National Center for Missing & Exploited Children
- Michael Knowles, Chair, National PTA Male Engagement Committee

**Operator:** Please stand by. We are about to begin. Good day and welcome to the National Responsible Fatherhood Clearinghouse webinar entitled, "How Can Fathers Address Bullying Issues with Their Children." At this time, I would like to turn the conference over to Mr. Patrick Patterson. Please go ahead, sir.

**Patrick Patterson:** Thanks, Noah. Good afternoon, happy holidays, and welcome, everyone, to the National Responsible Fatherhood Clearinghouse's December 2014 webinar entitled "How Can Fathers Address Bullying Issues with Their Children?" We have received rounds of feedback from the field and from many of you who are on the line this morning, we want to thank you for your input on making this webinar a priority for us.

As our host mentioned, my name is Patrick Patterson. I'm the manager for the National Responsible Fatherhood Clearinghouse and will facilitate today's webinar. We also want to make sure that each of you are participating throughout today's webinar, not just through today's technology, but also if you're on social media, I want to invite you to follow us and/or communicate with us during today's webinar. You can find the Fatherhood Clearinghouse on Facebook, Fatherhood.gov, or on Twitter @Fatherhoodgov, so both of those are consistent. Fatherhoodgov on Facebook and @Fatherhoodgov on Twitter.

We have a real strong lineup today of presenters, and I'm very excited to introduce them very soon. Before we get started, I'd like to invite our project officer in Washington D.C., Ms. Lisa Washington Thomas, to make a few opening comments. Lisa?

**Lisa Washington Thomas:** Thanks, Patrick, and thank you for coming to our webinar today. Bullying has become a major issue for children and youth, and although estimates vary, it's understood that a significant portion of our youth

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today are victims of some kind of bullying, and today with the internet, there is a new challenge to prevent cyber-bullying.

Being targeted by a bully can have significant consequences for the victim. In fact, many victims feel alone, isolated, and humiliated, and if bullying is left unaddressed, a number of other issues can crop up, including depression, eating disorders, post-traumatic stress disorders, and even suicide. For this reason, it is important that fathers and, and educators realize that bullying is not a rite of passage, and it won't make victims stronger. Instead, it has a lasting consequence and should be dealt with swiftly and effectively.

But the good news is that fathers play a tremendous role in helping this, and helping their, helping and teaching their children how to behave, how to treat each other, and how to avoid violence like bullying. Although children will be children, sometimes that statement is not safe or funny. Fatherhood programs could play a crucial role in helping dads understand ways that they can help their children to handle the emotions and prevent bullying. So, we have a great program. We have three dynamic speakers waiting for you and Patrick will introduce them just a little later, so, thank you again for coming, and I turn this back over to Patrick.

Patrick Patterson: Thank you, Lisa. Thank you for the opening comments and everything that you said, I just echo because we have a—major opportunity here, and so I want to just highlight real quickly, we have a few objectives for today's webinar, again based on input we have received from the field; and so our goals, our objectives by the end of this day's, today's webinar, are in couple ways. One is by the end, that each of you will have new knowledge and understanding of the different roles that children may play in bullying behavior, that you each understand ways in which fathers can talk with, this is very important, talk with their children about bullying, understand that their children may have been bullied or may have bullied others. Thirdly, our fatherhood practitioners can address issues related to bullying as a part of parent—, parenting education classes. We know that's a major vehicle to communicate new strategies to parents. Fourthly, ways in which fatherhood programs can support anti-bullying and stop bullying initiatives in their local communities, and last but not least, we want to provide helpful resources for fatherhood programs and fathers. Very, very rich agenda outline ahead of you guys.

A few housekeeping notes before we get started; and we're going to dive right in. Did all of you before today's webinar, for most of you who are already listening, you may already know this, can you hear through your computer's speakers? If you're having any difficulty hearing today's webinar, please use the chat box off to the right of the screen. You're going to hear more about that in just a minute. This webinar is being recorded. We know that many of you post these kind of events, like, to go back and take notes or hear or listen again to what you've heard; and so we're going to be recording this and then posting it on our website in the next seven to nine days for you guys to access, then download and/or share with others via your e-mail or your social media networks.

I want to talk about submitting questions. We have the benefit and beauty of while the speakers are talking, that you guys can, while you have something on your mind, send us a question. And to give a brief overview of how you ask questions, I want to ask Stephanie McNutt to walk us through that process. Stephanie?

Stephanie McNutt: Thank you, Patrick. At the bottom of everyone's screen below the slides, you should see a Q and A box. Just feel free to type your question in the question line, click the little question bubble, and your question will be submitted and they will address questions at the end. Patrick?

Patrick Patterson: All right. Thanks, Stephanie. As a reminder, the way we're going to facilitate today's webinar is before each presenter presents, I'll introduce them and then we're going to take questions at the very end. As we just talked about, you can submit your questions during the webinar. At the very end, we're going to try to get as many of those questions that have been asked, answered for you guys before we hang up.

To our presenters, we have a heavy hitter lineup of presenters who have been doing this work for a number of years, and there are three of them. The first that you will hear from is David Miller. He is a Social Media Manager for the National Responsible Fatherhood Clearinghouse, but also, I'll share with you a little more about his background. Our second presenter is Callahan Walsh, National Outreach and Marketing Coordinator, National Center for Missing and Exploited Children. And then last, but not least, our third presenter is Michael Knowles, Chair, Male Engagement Committee, National Parent Teachers' Association, so again, very strong lineup.

Before we get started, I want to just talk a little bit about who the Clearinghouse is. I don't want to assume that all of you know who we are. And so the Clearinghouse is a federally-funded resource that has been funded by the Government to be, to be a one-stop shop for fatherhood practitioners, fathers, programs, grantees, states and the public at large, who are serving and are interested in supporting strong fathers and families. We are led by our director, Mr. Kenneth Braswell, and you'll see on the screen at the e-mail address, we always invite folks to e-mail us with either comments or suggested resources. And I manage it as a manager of the project; and so you'll see my e-mail address, as well. We are funded, again, by the Office of Family Assistance, and we have multiple priorities that we try to complete during the course of the year; but also during the course of the project. One of those, is to be a resource, widespread, for fathers, practitioners, and programs, policymakers and researchers, and we do that mainly through our website, [Fatherhood.gov](http://Fatherhood.gov). We've had the pleasant benefit of growing our website to a point that we're getting close to a million hits a month, and that's not because of the work that we're doing. It's because of the work that you're doing. And so what we want to do is to invite you to continue to check our website. If you visit us and not see things that you think need to be there, we invite you to e-mail us at [info@fatherhood.gov](mailto:info@fatherhood.gov) on a regular basis. We also have a hotline. Like many of our national partners, we try to make available an online ready resource for fathers, programs and practitioners to call, and so you'll see the number here to actually receive calls from the community at large regarding either program work, or specifically from parents who want to call us.

And then last but not least, we're very, very active on social media. And so you can reach us, again, at [Fatherhoodgov](http://Fatherhoodgov) on Facebook, and [@fatherhoodgov](https://twitter.com/fatherhoodgov) on Twitter. Our—Facebook page now, the last two years, has grown to a little more than 150,000 followers; again, not because of what we're doing, but because of what you're doing. And so I really want to continue to encourage you to join us today, but also tomorrow in all those platforms.

To our first presenter, I'd like to invite and introduce David Miller, the founder of the Urban Institute, Leadership Institute, which focuses on leadership development to empower youth and adults to create their own enterprises, and through these enterprises, take clear responsibility for their lives and communities. In 2009, he launched the "Raising Him Alone" campaign. You can see the website here, [www.raisinghimalone.com](http://www.raisinghimalone.com), an advocacy campaign focused on supporting single mothers and grandmothers who are raising boys.

David is also a member of Leap for Ghana, a project focused on building a sustainable and educational infrastructure in rural Ghana; a village in the Eastern Region of Ghana, West Africa. He's the author of several books, including: "Lessons I Learned from My Father, A Collection of Quotes from Men of African Descent," and most recently, "Khalil's Way," which he'll talk about today specifically, which shows boys ways to deal with bullying behavior.

A former Baltimore City Public School teacher, he has a bachelor's degree in Political Science from the University of Baltimore, and a Master's Degree in Education from Goucher College. David resides in Washington, D.C. with his wife, Dr. Karla Paylor, and their three children. I'd like to introduce David Miller. David, the time is yours.

David Miller: Good afternoon, and hope all is well. Extremely excited about this afternoon's webinar. I think it is very timely. I think it's extremely timely, and I think it's a discussion centered around the role of our fathers. Let me

just say very quickly, one of the reasons why I started really doing a great deal of work in the space around bullying is because one day, my son brought home an article a couple of years ago about a young man by the name of Carl Walker Hoover. He was an honor roll student, all around great kid; but because he was being bullied, he decided to, to take his life. And so I decided that I wanted to write a book which was really dedicated to helping young people really look at this issue of bullying, and help young people develop ways that they can kind of talk to their parents; talk to folks at school, and really begin to kind of navigate this really dicey terrain. And so once again, I want to thank everyone, and hopefully this will be a great afternoon.

And so in terms of my presentation, we really want to specifically look at the role of fathers and things that dads can do in terms of talking to their children, and also helping their children sort of navigate this very difficult terrain as it relates to bullying, and I'm sure my colleagues will build on many of the comments or remarks that I make.

And so kids play different roles at different times. They may bully. They may be bullied. They may assist in bully, in bullying. They may reinforce it. They may, they defend, and they also may be a bystander, and we find that a lot of times, young people are bystanders because they just don't necessarily know what to do.

When we think about a child's perspective on bullying, I had an opportunity to interview over 2,500 middle school students as I developed research for my book. Oftentimes, young people feel a sense of helplessness. They just don't necessarily know what to do. A lot of times they feel very unhappy and apprehensive about going to school. As it relates to warning signs, dads, really want dads, to start paying attention to the mood and the temperament of their children. Oftentimes, you may just see all of a sudden your son or daughter be withdrawn; not interested in going to school, having some concerns about taking a gym class, or staying after school for an after school program, and many times, that may be because of the son or daughter is actually being bullied in school. Feelings of just not being good enough. Feelings of, of self-worth that I'm just not really good enough and that it's okay for people to pick on me.

The next one, which is a really big one, is this feelings or notions of, of, of not being protected. It is a very paralyzing feeling for a young person to feel unprotected. And so, once again, this webinar is really dedicated toward helping dads kind of notice warning signs as it relates to bullying, and really empowering dads. A lot of times, dads are asking, "Well, what can I actually do if, if my son or daughter is being bullied?" Feelings of blame. A lot of times, young children and even older children blame themselves for their problems. "I'm being bullied because I'm not a good person." Or "I'm being bullied because I, I don't wear the right clothes. Or "I'm being bullied because I'm just not, I'm just not into the same kinds of things that other young people are into." So this, this issue of, of bullying, I mean the issue of blame as it relates to bullying comes up. Feeling isolated or feeling like "I have to deal with the situation alone." We hear this from a lot of young people, that "My parents are already busy working two and three jobs," you know, "My dad works really hard. My dad comes home, he's always tired. I don't want to sit down and let my dad know that I'm being bullied or picked on." And so, again, making sure that dads are really tuned in to, to the needs of their children is, is really, really critical. Worried—that if they do stand up, that they're going to get hurt. I mean, that's a, that's a real concern for a lot of young people. "If I stand up, if I voice my opinion, if I, if I tell a bully I'm going to tell my dad or I'm going to tell the principal at the school." Oftentimes, young people feel as though that they will be, they'll be victimized and hurt. And so, again, this notion of having these really important conversations with our children is really, really important.

This whole idea of a fatherhood programs. We know that there are so many wonderful groups out here doing fatherhood work, and a lot of times, that work is focused on whether it's getting a job or going back to school or getting in a trade. This whole notion of—communicating with our children is—a notion that we've really got to underscore and a notion that we've got to talk about a lot more, but what we're asking for is, within fatherhood programs, to begin to have conversations with dads about bullying and providing the dads in your program with

really critical information about bullying; and I think one of the great ways to start is to ask the dads about their own experiences growing up. Most people, even the biggest guy, even the guy who may have played football, even, even the real macho guy, most young men have been bullied at, at, at some point in their lives, whether it's on the playground when they, when they were in grade school or even in the locker room when they played a sport; and so really being able to get the dads in your group to talk about their own experiences about being bullied and how they actually dealt with their bullying when they were younger. Talk about the different roles kids play in bullying, particularly as it relates to bystanders. Again, a lot of young people end up being bystanders because number one, they don't know what to do, and number two, they feel like, "If I don't say anything, then I won't be a victim, as long as it is somebody else." And so, again, it is critically important to be able to provide dads in your program with this information so that they can begin to talk to, to their children.

We also are looking for dads and, and programs, program managers or facilitators, to begin to help increase the awareness of, of kids' behavior as it relates to bullying. Oftentimes, there is a great deal of shame; or many times our children feel withdrawn. They feel isolated. And so beginning to make sure that dads are very aware of how challenging this issue of bullying is. A few days ago, another 12-year-old young man in, in Florida just took his life as a result of bullying. So we know that these issues are real. We know that these issues are very timely. And so, we always want to emphasize the role of—parents and specifically fathers, in modeling certain behaviors. Begin to think about how you interact with people in a day-to-day basis. It could be as simple as, you know, you're driving down the street and a little old lady almost cuts you off at the traffic light and you decide to pull up next to her, and you really start harassing her. You're honking your horn. You're— yelling at her, and so realize that your children are in the back seat of the car. And so, modeling appropriate behavior is— really, really critical. A lot of children learn bullying behavior from things that they see their parents do. And so for the dads, be very careful about the way that you talk to your wife or your girlfriend. Be very careful about your interactions, because your children are often watching you, and they model their behavior.

Discuss ways that you can talk with your children about bullying. And again, I think it's really important to make sure we disseminate this information in our respective fatherhood programs. How do we keep kids; how do we help kids who have been bullied? Really important that we begin to think about strategies. Thinking about very important strategies. Modeling strategies, communication strategies. How do we begin to help kids who already feel isolated and don't really feel good about themselves? Recognize and talk to kids who may be bullying. A lot of times, we focus a lot of our energy on the children that are being bullied; but what about the bully? The bully needs love too. The bully needs positive information, too. The bully, the— child who is actually involved in the bullying needs to know that this behavior is wrong and this behavior is— unacceptable. And then— general— conversations are with our children about— school and, and definitely upholding this idea that being a bystander is—wrong, and even being a bystander, there are things that you can do. We—encourage, even for the bystanders, dads, make sure you, you explain to your son or daughter what a bystander is, and how being a bystander is— not the best strategy for addressing the bullying. Being a bystander, literally, you become part of the bullying by not saying anything, by not voicing your opinion, by not, you know, writing down on a sheet of paper and giving it to another teacher that— Michael in the fourth grade is bullying this child in our class. And these are some things that are— really important.

And so just some tips from the Robert F. Kennedy Bullying Center, emphasizing kindness in a day-to-day, on a day-to-day, is really critical. Ladies and gentlemen, we live in a very difficult world, and our children oftentimes— are byproducts of witnessing a lot of violence on—television, seeing a lot of violence on social media, seeing violence at home, so— as a dad, one of the— most important things that I think that we can uplift is this notion of kindness, and trying to be respectful to your friends and—doing kind things for your classmates and other children that you may— interact with on a day-to-day basis,—and sometimes, understanding that, even with your best intentions, some children are just going to be mean; and so being able to practice and exercise forgiveness, and then learning how to ignore people, even if you're in a class at school, and you have children in the class that are very mean, — you know, I mean, you have to deal with them on a day-to-day basis, but this

whole notion of kindness, but also forgiveness, is really important. Expand your children's circle of concern and capacity for caring. Again, uplifting this whole idea around empathy is really important. Modeling the kind of behavior you want your children to display. I don't think that we can overemphasize that enough. Often, children learn the bullying and the violent behavior and the disrespect and the cruelty, I'm sad to say they're learning it from their parents. And so dads, I think we play a major role in displaying appropriate behavior and also managing our anger, helping our sons and daughters understand that anger is a normal, natural part of—our emotions, but how you exercise your anger is, I think, what we really need to talk about. Getting feedback from your peers about your parenting and your parenting styles. You know, being able to ask your wife or your girlfriend, "Was I a little too harsh with Michael yesterday? You know—, was I appropriate in the way that I disciplined or—the language that I used?" And so being able to get that kind of ongoing feedback from—other—adults in your life, can be really, really important.

I'm going to talk a little bit about technology, but one or two of our other presenters are going to delve into this body of— this— particular webinar, in greater detail. I'm the Social Media Manager for the—Clearinghouse, and so I spend a tremendous amount of time using our social media platforms as well as searching for content for our social media platforms, and so I'm here to tell you, dads, there are some websites, and some folks are here that are sending out some very negative and derogatory messages for our children, and so it's really important that you check your privacy settings as it relates to the internet as well as Facebook, and other social media platforms. That we set those privacy levels at the strictest levels, because sometimes our children, in their— angst to find stuff on social media, find stuff that's inappropriate. Create some ground rules. If your kids are old enough to be on the computer, there needs to be some ground rules in your house. And for me, my oldest daughter is 18 years old. She is a college student, but we still have some ground rules, because as long as you live, you know, in my house, and you're under my wing, I am your dad, and so there's gotta be some ground rules. Keep the computer in a central place in the home. Ladies and gentlemen, too often, children are able to go into their rooms, lock the door with the laptop, with the Kindle, with the computer; and so always make sure that the computer is in a central place where you can just walk over, look over your child's shoulder, and you can get a better understanding of what they're doing. We definitely have to talk to young people about the dangers of being online. While being online and the internet can be a beautiful thing, there's some dangers. There is a most recent case, in the state of Maryland, where a middle school-aged girl was having conversations with adult men. She was— kidnapped, and so by this man, prayerfully, they were able to get her back to safety, but this whole notion of having conversations with our children about the dangers of being online are really important. And so we can't, we—can't talk about that enough, and one of our other presenters will provide greater detail.

But let's really kind of jump back into talking with our children, because I think it's really important to tell children that they're not responsible for the bully's behavior. When my oldest daughter was being bullied, it really affected her deeply, and I had to make her understand that it's not you. It's not your fault. There's nothing wrong with you, and that sometimes, the best thing to do is to walk away. And I think that that was really difficult for my daughter because she wanted to be popular, she wanted to be part of the in crowd, but helping her understand that her, that our number one goal is her safety and her security, and so that we instructed her, one of the best things to do is to walk away and, and avoid the bully at all costs. I mean, if you're in the gym and you know the bully is in your gym class, not only try to avoid the bully, but also talk with other young people who might be in that gym class and kind of let them know, "Can you walk with me to the bathroom?" Or, "I gotta go—change in the locker room. Do you mind walking with me because that little girl over there is going to follow me? She's going to torment me." And so, again, these are kinds of courageous conversations, courageous and ongoing conversations that our children have to have with adults, have to have with parents, and dads, I think it's—really important that we begin to take a leadership role in having these conversations with our children.

I, ladies and gentlemen, I'm real big on school visits. I have three children, and all three of my children know I am the dad that will just show up. You know, sometimes it's just a matter of working it out with your employer, letting your employer know that you need to visit your child's school, so really important to— visit your child's

school. Be proactive versus dealing—on the emotional side; just waiting for a teacher to call you to tell you that there is a problem. What we have found is that just having dad's presence in the building sends a clear message to other children that—with this particular child, dad is involved, and so we think that that's really important. Meeting with the teacher, having ongoing active relationship with your son or daughter's teacher, is really important. Always figuring out what is the best way for the teacher to communicate with you, as a dad. It could be text messaging. It could be Twitter. It could be Facebook. It could be old fashioned pick up the phone and call, e-mail, whatever is the best way. You really want to kind of iron that out. Very, very important. Always keep notes of your meetings with teachers. Particularly in incidents of bullying, you definitely want to be able to document. Documentation is key. You want to be able to document the visits to the school. I've talked to dads in the past, and I've asked them, "Well, how many times have you gone to the school?" And they can't remember. They can't remember what action was taken on by school. Most people nowadays have a smart phone, so even if you jot down, "On 12-9 at 3:00, I went to the school. I met with Miss Johnson, who is the Behavior Interventionist at the school, and we had a conversation, because my child is being bullied." Make sure that we—document that stuff is really important. But dads in the building, dads play—a major role in the building. Having dads more visible in the building, is critically important.

And so my contact information is on the last slide. E-mail address and Twitter, and then some of the publications, just a few publications that I've written. But our most recent book is called, "Khalil's Way." It's the story of an 11-year-old boy who can do college-level math. He is extremely smart, grew up in New Orleans post-Katrina, growing up in New Orleans post-Katrina, but he is being bullied because he is smart. And so, really great read for anyone who is working with young people. And so I'm going to turn it back over to Patrick.

Patrick Patterson: Thank you, David. We have a number of high points that you mentioned that I have several questions that I either have written down or were submitted, so I just want to thank you for that presentation. So we're going to definitely come back to you at the very end. So again, thanks for that strong presentation.

Our next presenter is Callahan Walsh. Callahan is the National Outreach and Marketing Coordinator at the National Center for Missing and Exploited Children. In addition to promoting the National Center for Missing and Exploited Children's prevention programs, Callahan is responsible for coordinating "Take 25," a child safety prevention campaign created in honor of National Missing Children's Day. Callahan is the son and, the son and review, son of John and Reve Walsh, who founded the National Center for Missing and Exploited Children after the kidnapping and murder of their first son, Adam.

Prior to working at the National Center, Callahan served as the production manager and supervisor/producer for his father's long-running television show, "America's Most Wanted," and his new show, "The Hunt with John Walsh" on CNN.

Following in his parents' footsteps, Callahan has focused his energy on helping find missing children, reducing child sexual exploitation, and preventing child victimization. Please join me in welcoming Callahan Walsh. Callahan, the time is yours.

Callahan Walsh: Great, thank you, Patrick, and thank you, David, very much for that great presentation. You've really hit on some—great points there.

I'll be talking mostly about the—subject of cyberbullying, and although some of our points will overlap, cyberbullying does differ quite a bit in a few different areas, so today, like I said, I'd like to address you about the issue of cyber, around cyberbullying, give you its definition if you are unaware, some examples of cyberbullying, cyberbullying's major players, and what you can do as a parent and as a father to help address some of these issues. Also, I'll go over some of the prevention programs, some of the resources that the National Center for Missing and Exploited Children. I know that's kind of a mouthful, if you hear me refer to it as The Center or you

may hear me refer to it as, as NCMEC [sounds like Nick Meck] for the rest of the—presentation. But I'll be going over some of the resources that NCMEC has to offer to— parents and kids to help teach them how to deal with cyberbullying and some of the other prevention resources, namely the—Netsmartz Workshop.

So, you may be wondering what is cyberbullying, and it is, it's pretty simple. It's exactly what it sounds like. It is bullying through technology. Things like cell phones, social media sites and online games. However, the difference between bullied at school and being bullied online is that the kids online cannot get away from it. It follows them once they go home. And unfortunately, cyberbullying, like I said, follows them. When they get home from school, they really just can't get away from it. Research does show that the problems of online harassment of minors is—relatively widespread; with the range of anywhere from 4 to 46 percent of youth reporting that they're being cyberbullied. So as you can—see from those numbers, it— is reported as a—you know, a pretty prevalent, a problem in today's youth. Girls are also more likely to be targeted, unfortunately, and youth who identify as gay, lesbian, bisexual, or questioning are also more likely to be involved, and surprisingly, it can be both as someone who is being bullied and someone who is also doing the bullying.

Some of the examples of cyberbullying, you know, it can happen in many different ways. You know, technology like cell phones and—you know, social media sites, let children spread rumors and—make these nasty comments about each other with, you know, it's simple as—a mouse click. So if you're unfamiliar with some of what the examples of cyberbullying are; they include sending mean text messages, creating a fake profile to post embarrassing information or images, spreading rumors and gossip online, altering pictures to embarrass— someone, or even just sending threatening or—harassing comments.

When a child is being bullied online, unfortunately, they can be humiliated really in front of a worldwide audience. There really is no way to control how quickly and—how far the information spreads. We call this information acceleration. And— because of these factors, cyberbullying really can differ from regular bullying in—a number of—ways. For example, it often spreads faster than in-person bullying because of the instant online communication. It definitely has a wider audience, because it can be easily sent to potentially limitless, you know, unlimited amount of people, and it follows children home from school, like I said before, so they really, you know, they can't get away for, from it. They, they see it, they turn their computer on and it's there. They turn their phone on and—it's there. You know, we—talked about some of the cyberbullying, you know, in the news, related to suicides. You know, oftentimes, you see these highly-publicized teen suicides like these two. Unfortunately, these were both two teenaged boys who were bullied and experienced a lot of harassment and—later committed suicide.

Research does show that these cyberbullying-related suicides, you know there, there's usually a few more factors at play that—most teens that committed suicide were bullied both in school and online, and that, most importantly, many of the teens had some type of other mental illness going on, something like depression. So you really have to understand that, you know, although cyberbullying can be extremely devastating for its victims, and most teens will not commit suicide solely as a result, but it sometimes does happen; but when it does, there usually are other factors at play. It's just something to keep in—mind.

To prepare your children, to teach your children how to be better digital citizens, you really need to understand who the major players are involved in the bullying, and there's really, there's three. There's three major players. Those who instigate the bullying or someone who joins in in the bullying who are often referred to as the cyberbullies; those who are bullied, oftentimes online and offline, who are often identified as the victim; and finally, the bystanders, those who stand by and watch the cyberbullying happen; but unfortunately, do nothing about it. And just keep in mind that—some of the cases you'll see, the ones who are doing the bullying, you know, sometimes are being bullied themselves. You know the—situations can be very complicated. You know, there's not always an easy solution. You know, if a 15-year-old boy ever sees a mean text message and fires back in retaliation, you know, exhibiting aggressive behavior, you know, that could be viewed as bullying as well. So,

you know, once the victim, now the—bully. And like I said, it can be, you know, oftentimes, a very sort of complicated scenario.

So there are a few things to look for if you think your child might be cyberbullied. You know, cyberbullying can be so far-reaching that it really does greatly impact its victim. There are—quite a few things to look for if you think your child may be a victim of these cyber, of cyberbullying, and those include: suddenly stop using the computer or cell phone, perhaps acting nervous when receiving e-mail, instant message, or text message sending, seeming uneasy about going to school or withdrawing from friends and family; and if you do see any of these signs, please don't ignore them. Children who have—been cyberbullied need to feel that, you know, you as a parent are really taking this problem seriously, and that you will do everything that you can to help them. That really goes a long way in—the mind of a victim.

So, you know, what—happens if you do find out that your—son or daughter is being cyberbullied? There are a few—ways you can help, as David mentioned a few earlier. Number one, save the evidence. Document it. Take screen shots. Print out any of the messages. You know, if there was ever an investigation either by law enforcement or by the school or what have you, you'll need proof of—what was posted. So you can take screen shots or save any of those, any of that evidence really, really helps in the long run. You can try to block cyberbullies. Tell your children not to respond to the message, and—use websites that feature, that have features that allow you to, you know, block specific users. You— can set up new accounts. This includes e-mail, instant messaging, social media sites, and cell phone numbers. And—make sure that your children are only giving the new information to—the friends that they trust. You can even go to the school. Talk to the school. Usually cyberbullying involves in person bullying as well, usually by someone your child knows, like a classmate. So talk to the teachers. Talk to the administrators and try to work together to address bullying in the schools. There's oftentimes already a policy in place by the school, so go ahead and, you know, talk to them about resolving the— situation. You can also report it to the website or app where the cyberbullying is taking place. A lot of— these websites or apps have reporting features. You might be also able to report the unwanted text messages to your cell phone provider, and in many cases, block certain numbers, so that can be a tool as well. And if you feel that any laws have ever been broken, or your child is being threatened, then you can always contact the police for help. And again, documenting that—evidence is—key if that's, you know, the outcome.

So when it comes to children, you know, on the flip side, who are doing the bullying; the parents are often in the dark, unfortunately. Parents don't usually find out that their children are involved in this type of behavior until they hear about it from either another parent or from the school. So, so be proactive and—look for the signs. You know your, your children may be involved with cyberbullying if they, you know, quickly switch screens or close programs when you walk by, use the computer at all hours of the night, get unusually upset if they cannot use the computer, laugh excessively while online, avoid discussions about what they're doing, use multiple online accounts, or use an account that this not their own. You know, these behaviors are not indicative, it's not, it, your child, you know, you see your child doing one of these things doesn't automatically, of course, mean that they're cyberbullied. Many teenagers do, you know, some of these activities—without cyberbullying others. But be curious. You know, you seen something, these things going on, take a look. You know, go and, go walk over. Ask them what they're doing. You are the parent. You need—to set ground rules. You know, ask them—to show you what they're doing and, and—see if everything is all right. If you do discover that your child is engaging in this type of behavior, there are a few things as well, that you can help prevent your child from—cyberbullying others in—the future. And—first is establishing expectations for online behavior. It's pretty simple. You know, make sure that your child knows that bullying and cyberbullying are just frankly, unacceptable. And set consequences for cyberbullying. This varies from family to family, but can include perhaps losing the internet privileges or more supervised internet usage.

Lastly, and most importantly, David talked about this, is model good behavior yourself. You know, children learn from the adults around them. So you—yourself should always be respectful to others online and I think that—

road rage example was—perfect. You know, if you're stuck in traffic and you're yelling at the car in front of you, of course your children are going to, are going to model that type of behavior, so, so lead by example, and—that's what we suggest with cyberbullying as well. Of course, you don't have to tell your children that they have to be friends with everyone, but you should teach them about respecting others. If you find that your child may be already involved in the cyberbullying, be open to working with the school as well to—correct the problem.

And so the third player, and again, David talked about how important it is, is, is the bystanders, and—teaching bystanders that their role is—very important. And, in fact, most kids actually fall into this category, into the bystander category. And unfortunately, the bystanders are often afraid to speak up about the cyberbullying. They're—afraid of being targeted next or being called a tattle-tale. However, the information from these bystanders is critical if teachers and other trusted adults are to take action. So talk to your child, you know, not about just being a bystander. And you can do this in a couple ways. You can do this by establishing—expectations for reporting, you know, teach them to speak up when they see cyberbullying happen, encourage them to stand up for the victim when, only when, they feel it is safe to do so. That might mean being a good friend to the victim, telling the bully to stop or even refusing, you know, to join in in the cyberbullying as well. And teach them to report the cyberbullying. Bystanders will feel better about reporting if they're reassured that they're doing the right thing. And honestly, sometimes just being a good friend is, is the best thing a bystander can do, with positive comments or kind text messages, or even just sitting with the victim at lunch; that sort of stuff can actually, you know, really go a long way.

So, you know, at NCMEC we believe that the—lessons about respecting others online and—building, you know, digital citizenship is really taught at a—early age, which is why our programs like Netsmartz feature resources for children ages 5 to 17. We use 3D animated, like Pixar, you know, sound, graphics, on many of our videos for the younger kids. We use 2D sort of like comic book style animation for some of the—teens and tweens. And then for the older kids, which is sometimes the hardest to, for them to listen, we use videos that we create called "Real Life Stories." Those are voiced by the victims in the victim's own voice, written by the victim, and can often be much more impactful when it's coming from a peer instead of an adult sort of preaching or lecturing, you know, to them. We've got quite a different videos. I've listed some specifically by name here. For elementary aged students, we have videos like "Bad Netiquette Stinks," which teaches young children how to deal with cyberbullies and the importance of using good netiquette. For the intermediate to middle age, middle school aged kids, we have videos like "Terrible tEXT" and "Attitude Overdrive." "Attitude Overdrive" is—great. It illustrates how cyberbullying can become a problem when playing online games, as well. And for the older kids, from middle and high school, we have videos like "You Can't Take it Back" and "Broken Friendship," which is about a girl who is humiliated when someone she thought was her friend sends embarrassing messages and—pictures.

So I'll talk to you about where you can find some of those very shortly. If, everything can be found at [Netsmartz.org](http://Netsmartz.org). It's all there for free with some of the links at the very end, but Netsmartz does really focus on a—few key lessons for several different reasons, but we believe in selling empathy, first and foremost. Trying discussing with your kids how cyberbullying may make the victim feel. You know, emphasize that, although they can't see their reactions, that people online are real people with—real feelings and real emotions, and they not, they may not always get along with their peers, but again, they should respect each other. You should also tell children that cyberbullying has consequences. You know, if your school has a bullying policy, discuss it with your students and remind them that cyberbullying can get them into trouble, not only in school, but in some extreme cases, with the police as well. And when you address those who have been bullied, lessons should focus on encouragement and empowerment, and let your kids know that the victims of cyberbullying really aren't helpless. And lastly, encourage your children to respect each other online and to take action when they see cyberbullying. You know, that's vital to keeping the—internet bully-free.

So again, sort of to just to let you know where you can find some of these resources, this is my contact info and resource page. If you have any other questions or want to discuss anything offline, you can always send me an e-mail there at [Cwalsh@NCEMC.org](mailto:Cwalsh@NCEMC.org). The first link is the website and that, and the main website for the National Center for Missing and Exploited Children. The resources that I were mentioning are from the Netsmartz Program. There are some links there. All of the resources are downloadable. We have them oftentimes in many other languages. They're all free. And not only do we have the videos, but we have activity sheets that reinforce the messages that are taught in the videos. We have full presentations that come complete with speaker's notes so that you can take some of these issues into your—neighbor, into your neighborhood, into your community. And then on social media, as Patrick mentioned. I, I am involved in the "Take 25" Program here at the National Center, and that's some of our social media handles there. You can follow us on Twitter at [@Take25](https://twitter.com/Take25), and [Facebook.com/Take25campaign](https://www.facebook.com/Take25campaign). We're always posting safety tips, age-appropriate discussion guides, you know, and other resources created here at the Center. So again, thank you all for your—time and allowing me to address the issues of cyberbullying. Patrick, I'll turn it back over to you.

Patrick Patterson: Thanks, Callahan. This is great information. We have had two strong, content-rich presentations. Interestingly enough, I was taking some notes, and we both were, there are several things that were shared in both presentations, so there's some common points as well. So I'm very excited. There were a couple questions that came in for you. I took down a couple as well, so we'll be asking those questions at the very end.

Callahan Walsh: Yeah, so David and I had a—I think David and I had a few points, but I, overlapped on a few points, but I think that's good. I think we're all, all on the same page.

Patrick Patterson: That's really good. Really good. So thanks again, Callahan.

Our last presenter, last but not least, is Michael Knowles. Michael is Chair of the Male Engagement Committee for the National Parent Teachers Association, otherwise known as PTA. Besides his work with the National PTA, Michael is the consultant to several national community organization dealing with the engagement and development of fathers and families. He has assisted in the development of international educational social service and corporate initiatives related to client membership and volunteer development for several national and international entities, including the National Football League, NFL otherwise known, General Motors and the YMCA. As the YMCA Executive Director on Chicago's south side, Michael managed youth and family enhancement programs, child care [transitional and], senior housing, and anti-drug and anti-violence campaigns. As a community leader, he championed community awareness efforts relating to male engagement, employment, health, education and affordable housing. He has developed and implemented cultural awareness and character development programs in the Los Angeles, Cleveland, Detroit, Miami and Oakland public schools, and has overseen international student exchange and leadership programs in 25 countries. Michael's lifelong philosophy is that all children in the village are mine. He attended La Salle University and Morehouse College. Please join me in welcoming Michael Knowles. Michael, the time is yours.

Michael Knowles: Thank you. Thank you very much, and thank the Clearinghouse for inviting PTA and certainly, I'm honored to be with, on—a panel with such a distinguished speakers and—experts. Really, I just want to say that my—love for father engagement or, or really my interest in, in male engagement, started when I was asked by the Department of Children and Family Services in Illinois and Chicago Urban League, to start a program to work with children primarily who are, were in the foster care system and least likely to be adopted, but were predominately males, were predominately children of color, but the idea was that we—to get them involved with, with men or male role models, or even fathers, is, which is what we do. We work with about 400 kids, and certainly kids in foster care are among the most bullied, and—are certainly among the ranks of the bullies. So I just wanted to say that this is really quite an honor.

What we'll do real briefly is, we're going to share really some PTA programs and PTA tools that we think may be helpful. We know that you've heard some great—information on bullying, and—some definitions on bullying, but we want to talk a little bit about how we get fathers in, fathers engaged.

Let me first say that, you know, PTA has a—long background of being involved, really. PTA was founded in the 19—, 1897, and really still remains the oldest and largest volunteer child advocate, advocacy organization in the nation. And today's PTA is a network of about a—millions of families, students, teachers, administrators, nearly 4.2 million members, and it, really visible community leaders are also involved, but they're all devoted the, the educational success of children, and really the, the promotion of family in, engagement.

In this slide that you'll—that's in front of you, you see our—current president, Otha Thornton, Otha is, the second male president of PTA in 117—, 18 years [laughs]. And he also is the first American male. And really, our national presidents are very key to our—development of male engagement. Really about 7 or 8 years ago, PTA's male—membership was about 7 percent, and our national president at the time, a gentleman by the name of Chuck Saylor, who also was having discussions with our former president, decided that we needed to—become more engaged with fathers. The idea is that we saw the research. You guys have seen all the research that when kids are engaged, better grades certainly, better social behaviors, which we'll—continue to talk about here. But out of that came an initiative that's grown PTA's membership from—male membership from 7 percent to actually 22 percent current day. And that represents hundreds of thousands of men who have now become engaged through, through PTA—programming.

Let me tell you a little bit about the work that I'm doing. The National PTA Male Engagement Committee—was actually started out of our Membership Committee. This Committee primarily works with PTA's to develop male engagement programming. A big part of their—job is to—strengthen male involvement in —PTA, and also manage something that we call the, the MORE aligned, which is Men Organized to Raise Engagement. We actually work closely with a number of organizations in development of—programming and outreach. That means our current members are Watchdogs. I don't know if any of you, many of you may already be familiar with Watchdogs, but Watchdogs actually bring dads into the classroom for a day; and the idea is to bring those dads into that environment. They get an opportunity to interact with—the teachers, interact with kids, actually work with kids even on curriculum. They get a—opportunity to see the—teacher's behavioral plans and, and styles, and—support those once those kids leave the—school yard. So it's a very, Watchdogs are currently in more than 4,000 schools across the country. A—great program. Those dads come to the schools, right, and they—see those teachers working, and the first thing out of their mouth is, "Man, those teachers need a raise." But they also go home with this great understanding of—the challenges of—the school, including bullying, and also, I was telling someone earlier, one of the, one our fathers in our Watchdogs program, which also is a program of the National Center for Fathering, one of our dads came out of that, he said he went to school, he had lunch with his, with his sixth grade daughter and her friends and watched them interact, and also watched them, the way they interacted with their peers, but also, watching with their, with their, with their devices, and how they were talking to other kids on those devices, and he went home, and was able to go home and say, "Damn. We need to have a discussion about how you interact." And I think that—that's a very important piece, actually having those dads involved.

All Pro Dad is a program started by Tony Dungy, as many of you know Coach Dungy, the former Super Bowl championship coach. That program has, dad and child breakfasts and dad and child events that are really to engage dads, again at the school, primarily so dads again begin to understand the—school climate, but also the, dads, when dads are present, and they're present at the school, the kids begin to understand how important education is, and also begin to understand how important their—behavior is, and many of you can sit there and—attest to the fact that when fathers are around, behavior changes, whether this happens at school or at home, but certainly at school when these dads are very, very strong role models.

Strong Fathers - Strong Families is a program which has father and child math nights, father and child science night, and other—types of father and son curricular activities, and so it's a—great program that's run by actually Dr. Michael Hall out of, out of Dallas, Texas. So great program. That, you can reach our—PTA MORE program at the PTA MORE at [www.PTA.org/MORE](http://www.PTA.org/MORE) website. Really, in all of our programs, we certainly encourage PTA fathers to not only to look out for their child, which is very good, but to look out for all the children at their school and in their community. So dads begin to, when they're engaged in these programs, they do begin to go home and—start to recognize what's going on in their community, other kids in their community and begin to know about other kids in their community, which is—very important, I think, in terms of being a role model.

I wanted, I also underscore that the work that we do here in—our programming is not, is very inclusive of—women and of mothers, I just want to say. Our moms have been doing this for like 117 years in the PTA, and, and dads are only that, the enhancement to what moms have been doing, so we don't—discount moms. We don't, even though we have male engagement programs, we invite moms to certainly —participate. We think they are a very—key part, and we work in tandems—with our mothers.

Let me tell you a little about in—regards to bullying and programs. We, PTA certainly has created a program called “Connect for Respect,” which is really, it's kind of been overhauled, over the last few years. This program has really gone through this huge rejuvenation to incorporate some of the most up-to-date research and some of the best practices in its approach. With the Connect for Respect program, there are program leader guides, tools and templates, and additional resources, and all are available for free in—our online tool kit, again at [PTA.org/C4R](http://PTA.org/C4R), and C4R is the, sort of the acronym that we use to—talk a little bit about this program.

When National PTA revised the—Connect for Respect program, they went through a lot of the best practices and evidence-based approaches to find out what the research supported and what would actually work for PTAs to implement. Over and over, the findings indicated that addressing bullying through overall school climate improvement, was the most effective strategy. School climate is defined as the quality and character of school life by the National School Climate Council. School climate includes a multitude of different factors that create the entire experience of the school as illustrated in the—graphic. Over the last 30 years, there have been a growing body of research to show how school climate is associated with academic achievement, as well as effective risk prevention, graduation rates, and teacher—retention. In fact, research shows when bullying is a part of the school climate, students do not feel emotionally or socially safe, and they may not feel physically safe. This kind of negative climate may impede the academic achievement of students, and the good news is—that the research also shows that bullying could be decreased and prevented by reinforcing a positive school climate. And there is some even better news. Strong family/school partnerships, or partnerships with—your PTA's or with your parent organizations, are really a key component to positive school climates.

Individual incidents of bullying are still an important thing to discuss with your—child directly, and you heard that a little bit from some of our previous speakers, starting those conversations with your kids as—you are observing their—behavior, are very important. But parent groups can affect change also, by helping to strengthen the entire school culture and helping with respect and tolerance. The idea of supporting sort of what we call big picture, changes through partnerships between schools and families is really clearly represented in—the national PTA standards. Let me share those standards with you.

The national PTA developed these standards several years ago based on the research that shows when families, schools, and community members work together, students are more successful. Families are, are more equipped to support their learning, social and emotional development, and teachers feel more supported. Now, every program the national PTA designs keeps these standards in mind. So let me tell you a little bit about how they apply. You see standard number one and standard number two there. One is welcoming families—into the school community and communicating effectively, are really the foundations of mutual respect among schools and the PTA's and families that you may represent. This is how you first connect and sustain strong relationships

that are focused on the needs of students above all else. When we say welcoming families, we mean everyone, and that includes fathers and male—figures. I mean, I have actually had fathers who have gone to school and, you know, sometimes are still invisible because they talk to—the mom or—they don't necessarily recognize fathers. We've got some cultural things that we certainly have to work through. But I always tell the fathers that we work with, you know, you are, really, you are, you and your—you as a parent, you are really the first teacher, and really, the idea that schools should be welcoming you and, and that you should, that you are part of a partnership. I mean, fathers, we need to understand that they are—a big part of—raising their kids and helping their kids with education, and they shouldn't step down from—becoming engaged. So helping schools become more welcoming of fathers I think is very important.

Continuing the issue of—bullying, like supporting student success, it—really means creating a learning environment where students have an equal opportunity to excel without fear or without humiliation. School staff collaborate with families to nurture school, social and emotional development. Positive male role—models, in particular, can help support student behavioral health, which is why it is so important to have fathers engaged in—this initiative.

Speaking Up For Every Child really means finding the most effective way to prevent bullying, protecting all students involved. That includes the students who bully, as you've heard earlier, and when you speak up for every child, you question what is, what is causing that behavior. What is needed to stop it from happening in the future? Sharing Power translates to engaging a range of stakeholders in a discussion around the school climate and prevention of bullying. Stakeholders have equal power, again, in the dialogue and the action planning. Connect to Respect, this program, emphasizes the importance of sharing power, not only among adults, but also with the students, which is a very—key fact. Fathers are also an important stakeholder in this effort. The more diverse perspectives, the better is—how we look at that.

Finally, the, we see Standard number 6, Collaborating with Community. It really speaks to the reality that bullying is a behavior that—does not occur in a school building alone as you've, as you heard, it happens in other places where students interact, learn and connect. And, and —we've heard that about online and certainly offline. If your school and PTA are addressing this problem together, you should consider who, what, other community organizations that are prevalent in your—student life, whether involved in sports, whether involved in faith-based activities, in libraries, organizations or nearby businesses, you need to think about all of those, because they, we may want them to be a part of the solution, because they too, witness the problem, and—this is also relevant to the role of fathers, because prevention efforts extend beyond the school campus. There are many ways to get involved that you—may not automatically associate with bullying prevention.

Volunteering with the school. The school soccer team may be a great opportunity to model positive behaviors, and really to intervene in—any, with bullying issues. So many of the activities that you—may have around your school, whether they're sports, whether they're the chess club, it doesn't really matter, but those are all—opportunities for you to be observant.

Let's talk a little bit about our—approach. Connect for Respect really has five main steps. First you will—build a—team, a Connect for Respect team. Second, the Connect for Respect team, or—C4R team for short, will assess the school climate. Third, the C4R team will engage the school community at a Connect for Respect forum, and at these forums, the—school community will, will develop an action plan. I think that's a very important piece. Throughout the school year, your, your, your Connect for Respect team will chip away at this plan and empower students, family members, school staff, and community members to take the step of improve the school climate and prevent bullying.

Let's talk a little bit about male engagement and—the Connect for Respect. Really, you don't have to be a PTA member. Fathers can still partner with PTA's to join some of these Connect for Respect teams that we just talked

about. So here's an opportunity for fathers to—be involved in your school. Fathers can really, can mentor student leaders and help student leaders to take a stand against bullying. Again, volunteering, we talked a little bit about some of the programs in, in our MORE alliance, but volunteering to supervise areas around the school that are bullying hot spots or places in the school where you—might assume bullying had started. It may be in cafeteria—it may be in the cafeteria, it may be at bus stops but—having fathers around, I—think is—so key. We certainly have heard this from so many of our—participants. When those dads are around, really, the—disruptive behavior drops dramatically. We hear from that from—principals all the time. But being, really, again, we talked a little bit about just dads being there, being present, not just for your own child but for other child, but being there for students who may be bullying and may be acting out for others. Dads can be very sensitive to that. We've had a number of dads who have said, "You know, I've been able to, to talk with other kids who have been going through some rough times because they've, they've had bad interactions with other classmates."

We talked a little bit about some of the cyberbullying that has gone—on. I'll talk a little bit more here. But first of all, let me say, fathers can really, we do want fathers to get involved, which came up a little bit in a discussion. If, you, if your school doesn't have a PTA or, you know, always, if your school doesn't have a male engagement program, we always say the principal—is, is a good contact, and really, an important contact. Any program you start, and if you don't have the principal's approval, or if you don't have the principal on board, then you're going to run into, you might run into some situations. We always tell people step number one is go find the principal. If your school doesn't have a PTA, well, talk to the principal about that. If your school doesn't have a, if your school has a PTA and your PTA doesn't necessarily have a male engagement program, we certainly want you to—have a discussion with them and, with your PTA. I mean, don't hesitate. Really, I mean, again, not all schools have PTA, but if you're interested in PTA, you can certainly go to our, our web, the PTA website to find out more about how—to create a PTA and—join a PTA.

Now, again, let's—go back a little bit. A little bit with the Share Awesome program. We all know that bullying can extend to those digital environments, and it may be tricky to navigate conversations with your child about online interactions. You've heard some of that today. The national PTA's digital citizenship campaign, it's called Share Awesome, it offers some solutions to—those concerns. Through the Share Awesome, National PTA and—our sponsor, LifeLock, we provide families ways to create open and—evolving conversations about safe, positive decisions, and using, and the use of digital tools. So really, at [www.shareawesomenow.org/socializing](http://www.shareawesomenow.org/socializing), you'll find some great tips for striking up conversations with your child about keeping online interactions safe and positive, as well other, as well as some other hints on—becoming digital citizens.

There is a few things that are coming soon at PTA, really in February, the Male Engagement Committee, we'll be putting out a male engagement tool kit. That tool kit will, will be out at the end of February. It's well on its way. But it's gonna allow you to—go in and see how do I develop a male engagement program at my school or—in my environment. It'll have some best practices from across the country for both PTA's and other parent organizations. It will certainly, it will help you learn how to, again, to even create a PTA or male-centered PTA. We actually do have father-centered PTA's in a number of—locations, sort of non-traditional. There is a Detroit Father's PTA. There's even a father, a PTA in a barber shop in, in Baltimore, Maryland. So PTA's are everywhere, and wherever fathers can—get engaged. I think one of the things we always want to say, that—it's, if you go to your state PTA, it's quite possible they can help you begin your PTA or begin your parent organization under their 501c3, so you don't necessarily have to apply for your own non-profit status if you're starting a program of that type, but you could also go to your—state PTA.

There are more resources on the MORE alliance available at that website. How do you contact those—great organizations that are out there doing it, really, go to the PTA MORE and then we'll certainly, there will be more resources related to, certainly to bullying on our—C4R website, [PTA.org/C4R](http://PTA.org/C4R), as they become available. And there is some of our—if you've got some feedback, there is my contact information regarding male engagement, and also some—of the other programming. Okay? I'll turn it back over to Pat. Patrick?

Patrick Patterson: Okay, yep. Thank you, Michael. Wow. I think we've had pretty strong perspectives, pretty strong presentations, and so I want to dive right into the questions before we wrap up, try to catch as many of them as I can. One of the first questions we received was around some things you said, Cal. You said that three people involved in the bullying process, the investigator, the bully/victim, and the bystanders. One of the questions is where do you start when you know all three of those participants? Where do you start to address this, to start out?

Callahan Walsh: It's tough. You know, it's, you know, it's sort of chicken or the egg. You know, it's—case by case. You know, I think you—understand what's going on and what—you feel is right. I mean, you know, oftentimes, talking to the cyberbully and making sure that he knows or she knows what—their actions are causing is, is a good way to sort of nip it at the bud. You know, talking to the victim and making sure that they're all right, you know, that they're still in a good place, and then, you know, perhaps addressing the other students that you might see that are doing the bystanding. I definitely, I think I would hit the, you know, go—after the one who is doing the one who is doing the bullying first, or that it seems where—

Patrick Patterson: Mmm hmm—

Callahan Walsh: —you know, which is, you know, who is doing the most prevalent bullying first. You know, address the victim, make sure that they're okay, and then if you really think that the bystander issue is becoming a problem, you know, address the bystanders. It's just often that the bystanders are overlooked and, and not really even thought of as a—component, and really, they can be a key to helping sort of, you know, change the whole atmosphere, whether that's in that classroom or—within a group of, of peers, or what have you. So, you know, it's like I said, to narrow it down, it's sort of case by case, but I sort of would tackle in that order: cyberbully, victim, and then bystanders.

Patrick Patterson: Okay. Excellent. David, there was a question. You mentioned, and there was, I—can gauge a little bit by the technology kind of engagement by participants, and there was high engagement as you were talking around ground rules for your children. So can you say a little more about ground rules around social media engagement and kind of, what kinds of things do you put in place in a set of ground rules for your kids who are using computers or things like that?

David Miller: Yeah I mean, I just think that that's such a powerful question. Number one, most national experts would tell you, you cannot leave children in their rooms or teenagers left up to their own vices. I mean, you got to make sure, and I know, you know, a lot of times, we're into letting our children be individuals and let them have autonomy. If you're living in my house, you don't have a whole lot of autonomy, right? Because I need to see what's going on on the computer. And so, again—

Patrick Patterson: Right—

David Miller: - imagine a 16-year-old whose parents allow him to lock his or her door, go into the room, and have free rein of social media and the internet, and never even go on the computer to kind of check on the child's history. So my son is 15, and we just had this conversation the other day. You know, we periodically check the history, to check the websites that he's looking at, there are certain, you know policy, I mean, not policy, but I mean the settings. Looking at the—

Patrick Patterson: Yeah—

David Miller: —looking at the settings on your computer. You can ban certain words, like if certain words come up, but—it's just, part of—it is, we're just saying to dads, we just need to increase this level of involvement, because social media internet has become a game changer—

David Miller: —And a lot of times, dads are saying, “Well I'm not even on Facebook. Well I'm not—” Well, if your child is on Facebook, you should automatically set up a Facebook account so you can then periodically peruse your son or daughter's Facebook page. But I think it, it begins and ends with increasing engagement—

Patrick Patterson: Mmm hmm.

David Miller: communication—

Patrick Patterson: Mmm hmm—

David Miller: —and learning about the technology that this generation is using.

Patrick Patterson: Yes. Yes. You answered two questions at once, because Tiffany submitted a question. She asked basically, on whatever platform your kids are on, should the parents be on? I think you just addressed that question.

David Miller: You are doing yourself a disservice if you're not on the same platform [echo] platform that your children are.

Patrick Patterson: Okay. Were you saying something, Cal, as well?

Callahan Walsh: Yeah. I just wanted to, to echo that. I mean that's, you know, not only should you be on those—sites, but you should make sure that when you send your child that friend request, that they're accepting. You know, a lot of times, if you just jump on there, “Oh, I have Facebook,” the parents might not know that, you—know, if you guys aren't—friends on Facebook, that you don't have access to their full profile to see their pictures and things like that, so, you know, not only get on those social media sites, but just, be a little—

Patrick Patterson: Mmm hmm—

Callahan Walsh: —be savvy, and understand how they—operate, as well.

Patrick Patterson: Excellent. Excellent. Michael, did you want to add anything to that?

Michael Knowles: No, I'm, I'm, I'm okay. That—those were great answers.

Patrick Patterson: All right. And last question I think I have time to ask is really, when you think about parents, and again, I like the way that Cal, I think David said the same thing about the three participants and some of these bullying instances, what do you, what are you seeing that's worked, particularly from fathers that has worked with parents whose children are the person who is actually doing the bullying, Michael? What have you seen that has worked when you have a dad whose son or daughter is actually the bully? What are you seeing that has worked to bring that attention to make some changes?

Michael Knowles: Well, certainly, one of the things—we've always talked about is you can't—communicate it enough, right? I think certainly, you know, when you get into, to bullying situations, whether it's your child or the child of—or another person's child, you've got to step up and communicate. We talk a lot about—that in a number of our—programming. I do think that, you know, dads have to be—on board. You, you really have to,

dads have to understand their—role, certainly in—education and in social, on social development, whether they're in the home or not, because a lot, a number of the families we're, that we—engage are, you know, they may not, there may not be fathers present for whatever reason. Maybe they're in the military and deployed. Maybe they're—in—other,—places. But the important piece is that, you know, communicate. Some of what we've seen work all the time is when—it's when you, when fathers know there's bullying that—they address it. You know, I—think one of the other pieces that someone mentioned early on, which I think is so right on, is that—watching fathers, and fathers watching their own behavior. As I told some other people, you know, we had a father who—said, you know, he watched his kid one day—bossing around his—friends at the, in the back yard, and he goes, “I wonder where he gets that behavior from?” And then he was telling his kid to go to the—garage to get something, and he notices that both the language and tone in which he sent that kid off to that garage to retrieve this—tool, and he said he began to understand that, “Whoa. Wow. I know exactly where that comes from.” But I do think, you know, that what we've seen work primarily is—that, you know, as you see bullying, as—dads are, they're, when you see bullying or the bullying of another child, speak up. Speak up to those other parents. Be able, and you—do it in a way—that's constructive. Again, we're—there to help all the children, including the bully. So I—think that's very important.

Patrick Patterson: Thank you. We're going to go now to our last segment of today's webinar. I think, from what you guys have each shared, but also, you also left us a wealth of resource material, whether it be links or actual documents that people can actually visit. I want to continue in the same space and ask our continued feedback requests of our participants, and so what we're going to show you now on our screen are a couple of questions. We're looking to continue to develop these type of rich webinars throughout the year, and want to find out from you what are hot topics that we should be focusing on. So on the screen, you're going to now see a set of questions that are going to ask you your feedback around what you'd like to see next. And so the question reads, “Our next webinar focuses on the broad topic of health issues for fathers and families. Would you like to learn about, and you get to pick one. The first is fathers' physical health, and we give a couple examples accessing health care, awareness of diabetes, heart healthy, checking your cholesterol, fathers' mental health—” We, this is somewhat connected to the whole mental/physical, understanding and dealing with stress and traumatic experience profession, family nutrition, healthy eating on a budget, understanding nutritional labels on food products, healthy food choices, and then we have an “other” box that allows you to kind of express what you'd like to hear and see in our next set of webinars. And so I'll give a few minutes for you to voice your opinion, and then we're going to move to our next set of questions at the end of this period.

[Pause]

Patrick Patterson: Okay? For today's webinar, we want to ask your thoughts, feedback and opinion on how today's webinar went for you. We continually try to make sure we're providing information that is meeting the needs of the field as the field continues to grow. And so our first question is how to better understand the bullying behavior. You'll see a number of options and need to weigh in with your responses at that point.

[Pause]

Patrick Patterson: Our next question is “I've received good ideas and practical strategies that fathers can use to talk with their children about bullying. I received good ideas and practical strategies that fathers can use to talk to their children about bullying.”

[Pause]

Patrick Patterson: And thank you to those of you who are voting. I'm seeing a number of responses, so thank you for that. We'll continue with these questions as well.

[Pause]

Patrick Patterson: A third question is, “The general tips for how fatherhood programs can address issues related to bullying as a parental, parenting education classes, were helpful. The general tips for fathers can address issues related to bullying as part of parenting education classes were helpful.” And again, you have the same set of options.

[Pause]

Patrick Patterson: And our fourth question, “In general, I received good information and resources that I can use in my work with fathers and families. In general, I received good information and resources that I can use in my work with fathers and families.”

[Pause]

Patrick Patterson: Just again, it was a very rich webinar, and so I want to thank our audience for joining us—[no audio 3 seconds]—our webinars we’re planning, and that’s going to continue to evolve as we hear from the field. I would continue to encourage you to stay connected with us through our website, [Fatherhood.gov](http://Fatherhood.gov), on social media, which is very apropos based on today’s conversation. It’s a platform that is permeating all sectors of society, and one of our main ways to connect to the field is through that medium as well, so please join us on Facebook at [Fatherhoodgov](https://www.facebook.com/Fatherhoodgov), or you can follow us on Twitter at [@Fatherhoodgov](https://twitter.com/Fatherhoodgov). We do a really good job of following back and try our best to be very responsive to your questions and/or your suggested resources. One of the things I mentioned at the very top of the webinar is that our website is one that we continue to improve, and that is by and part of the work that you guys do, so we encourage you, if you visit our website, [fatherhood.gov](http://fatherhood.gov), and you find things there you like, we’d like to hear about it. If there are things that you notice are not on our website that you develop or others are developing, please send them to us. Our e-mail address is [info@fatherhood.gov](mailto:info@fatherhood.gov), [info@fatherhood.gov](mailto:info@fatherhood.gov). It goes through a process because we’re a federal awardee, where it’s reviewed with our team members in D.C. from the federal government once, and if they’re approved, they go on our website and then we continue to grow from that space.

Last, but not least, I want to express deep thanks to our three presenters, David Miller, Callahan Walsh, and Michael Knowles, who have each provided us with a rich and robust set of information around bullying. As we know, Lisa shared at the very beginning, is one of the most permeating issues that kids, not just young, but even older now, experience, so I just want to thank them each for their presentations. And I’ll close with offering each of those, starting with David, then Callahan and then Michael, a chance to make a final comment before we close out the webinar. So David, any final comments? And then we’ll follow with Callahan and then Michael.

David Miller: Just encouraging dads to really stay connected in the midst of, you know, the busy work week and all of the other responsibilities of being a dad, increase communication, talk to your children, and have your children teach you how to get on Facebook and Twitter and explore some of the, some of the range of other things that children and young people have access to as it relates to technology.

Patrick Patterson: Callahan?

Callahan Walsh: Thanks, David. Yeah, just, we just want to stress, you know, the importance of communications between parent and child. You know some, you know, not only this topic and many others that we deal with, sometimes the parents feel they don’t know how to talk about it, they don’t know what to talk about, and again, sort of why we provide a lot of the age-appropriate resources and talking points that we do. It’s really all about, you know, promoting and, and really helping foster these successful conversations with parent and child or educator and child. You know, really, you can’t get anything done without—opening those lines of

communication and—steering children in—the right way. So again, just to stress, you know, open lines of communication and—addressing the problem head-on.

Patrick Patterson: Thanks, Callahan. And last but not least, Michael.

Michael Knowles: Yeah. First of all, thank you to the NRFC for inviting PTA and inviting me to be a part of this seminar. I just want to say, you know, we're living in times where it's all hands on deck, you know, it really is for us at the PTA. This is no more, no longer just a—mom's job, this is—a father's job. And whether the, again, whether it's father or grandfather or uncle or cousin, that male presence makes a big difference. And so we just want you to use, utilizing our programming to get dads to come to your school, to be engaged in your school, and not just your school, your after-school programs. But there are tools out there. You heard some great tools and some great information from the—speakers, and I just think that, again, let's all recognize that it, the, today it's all hands on deck.

Patrick Patterson: Thanks so much, Michael. There are several questions that we were not able to get addressed or raised, and so we also, in addition to posting the audio and also the PowerPoint from today's webinar, we do a frequently ask questions document, and so each of our presenters will receive those questions we were not able to pull today, respond, and then we're going to post an FAQ, a Frequently Asked Questions document, in response to the question that we were not able to answer today. So, again, I want to thank everyone for joining us. I'd like to wish you a great afternoon and happy holidays, and we'll be in touch. Thanks so much. Have a great afternoon.

Operator: And this does conclude today's conference. Thank you for your participation.