Parent-Teen Connect #6: Bullying, Discrimination & Ethnic Racial Socialization

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ASIAN AMERICAN STUDIES PROGRAM
Agenda

• Check in & recap problem-solving steps: How did it go the past week?
• Bullying, hate incidents / bias, and hate crime
• How to talk to teens about race, discrimination, and racism.
• How to teach teens skills to combat racism/bullying
• How to support others in our community
Recap: Problem-Solving Steps

1. Stay calm!
2. Identify the problem
3. Brainstorm solutions
4. Create a list of pros and cons for each possible solution
5. Pick a solution from the list, and make an action plan
6. Review what happened
COVID-related Bullying & Violence in Asian Americans

https://www.youtube.com/watch?v=skzrMtbKhe0
Impact of COVID-19 on anti-Asian racism

- About 2,583 of anti-Asian hate incidents reported to Stop AAPI Hate between March 19th to August 5th.

- Types of hate incidents:
  - Verbal harassment (e.g., name calling, being yelled at; about 70% of the reports) and shunning (deliberate avoidance of the AAPI individual based on race; about 22% of the reports).
  - Physical assault (9%), being coughed at or spat upon (7%)
  - Potential civil rights violations (e.g., workplace discrimination, being barred from public transportation; less than 3%).
Recent Research on COVID-19 (Cheah, Wang et al. 2020 in Pediatrics):

- Data were collected through an online survey completed by 543 Chinese American parents and 230 of their children aged 10- to 18- years old across the United States between March 14th to May 31st, 2020.

>50% from D-M-V area
Graph 1: Respondents Who Experienced Each Form of Racial Discrimination Due to the COVID-19 Pandemic Every Month or Week

- **Types of COVID-19 Racism/Discrimination**
  - Direct Racism Online
  - Direct Racism In Person
  - Vicarious Racism Online
  - Vicarious Racism In Person

- **Overall Percentages**
  - Every Month
  - Every Week

<table>
<thead>
<tr>
<th>Types of Discrimination</th>
<th>Every Month</th>
<th>Every Week</th>
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<tbody>
<tr>
<td>Direct Racism Online</td>
<td>20.1%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Direct Racism In Person</td>
<td>40.5%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Vicarious Racism Online</td>
<td>39.3%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Vicarious Racism In Person</td>
<td>45.1%</td>
<td>43.4%</td>
</tr>
<tr>
<td>Direct Racism Online</td>
<td>29.9%</td>
<td>36.8%</td>
</tr>
<tr>
<td>Direct Racism In Person</td>
<td>42.1%</td>
<td>33.4%</td>
</tr>
<tr>
<td>Vicarious Racism Online</td>
<td>40.2%</td>
<td>51.7%</td>
</tr>
<tr>
<td>Vicarious Racism In Person</td>
<td>40.2%</td>
<td>51.7%</td>
</tr>
</tbody>
</table>
Online Racial Discrimination Directed at the Respondents (Direct) - Item Percentages

Graph 2: "Because of COVID-19, people have..."
(Respondents who said the incident "happened on a monthly or weekly basis")

- Shown me a racist image online: Parent 25.1% / Youth 35.0%
- Threatened me online with violence: Parent 17.8% / Youth 13.8%
- Excluded me from a site online: Parent 18.5% / Youth 14.5%
- Said mean or rude things about me online: Parent 25.7% / Youth 32.3%
Graph 4: "During the COVID-19 outbreak, people... because of my Chinese background"
(Respondents who said the incident "happened on a monthly or weekly basis")

- Made fun of me: 
  - Parent: 34.9%
  - Youth: 40.9%

- Avoided me: 
  - Parent: 19.9%
  - Youth: 36.7%

- Didn't want to be with me: 
  - Parent: 20.7%
  - Youth: 34.5%

- Acted unfriendly or unwelcoming toward me: 
  - Parent: 29.3%
  - Youth: 41.5%
Graph 3: "Because of COVID-19, people have..."
(Respondents who said the incident "happened on a monthly or weekly basis")

- Said mean or rude things about another Asian person online:
  - Parent: 69.1%
  - Youth: 61.1%

- Said things that were untrue about people in my race or ethnic group online:
  - Parent: 69.5%
  - Youth: 67.9%

- Cracked jokes about people of my race or ethnic group online:
  - Parent: 63.6%
  - Youth: 65.0%
Sinophobia - Item Percentages

"Because of COVID-19, ..."
(Respondents who "Agreed" with the statement)

- U.S. media spreads a lot of fear about China and Chinese people.
  - Parent: 36.9%
  - Youth: 37.9%

- Chinese people and culture are presented as a threat to American culture in the media.
  - Parent: 27.6%
  - Youth: 25.9%

- U.S. media presents Chinese people as dangerous.
  - Parent: 34.0%
  - Youth: 30.2%

- A lot of Americans consider Chinese people as a threat to public health in America.
  - Parent: 18.3%
  - Youth: 23.3%

- A lot of Americans are afraid that Chinese people are going to make Americans sick.
  - Parent: 23.5%
  - Youth: 39.7%
Graph 6: "Because of COVID-19, I am worried..."
(Respondents who "Agreed" with the Statement)

- About how others may treat my child: 64.3% (Parent), 54.7% (Youth)
- About how others may treat me: 51.5% (Parent), 38.0% (Youth)
- About how others may think of me when I am in public: 79.1% (Parent), 66.3% (Youth)
- Chinese Americans will be targeted because of the government's handling of the COVID-19 pandemic: 78.4% (Parent), 69.0% (Youth)
- That government's response to the COVID-19 pandemic (e.g., blaming China, calling it the "China virus" or "Wuhan Virus") will make life more difficult for Chinese Americans: 66.7% (Parent), 47.3% (Youth)
Recent Research on COVID-19 (Wang et al.): Parental Concerns about Child Bullying and Discrimination

Participants
- Chinese American parents of children at ages 12-18

Method
- Interviews on parental concerns and reasons for child’s experiences of bullying and discrimination
- Parental responded coded on frequency of themes mentioned

Table 1. Parental concerns

<table>
<thead>
<tr>
<th>Coding</th>
<th>Frequency (%)</th>
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<tbody>
<tr>
<td>Parental Concerns</td>
<td></td>
</tr>
<tr>
<td>Child racial bullying and discrimination during COVID-19</td>
<td>19 (51%)</td>
</tr>
<tr>
<td>Political climate, anti-Asian sentiment, &amp; racial division</td>
<td>21 (57%)</td>
</tr>
<tr>
<td>Family safety due to discrimination</td>
<td>17 (46%)</td>
</tr>
<tr>
<td>Asian stereotypes (e.g., MMM, bamboo ceiling, perpetual foreigner)</td>
<td>7 (19%)</td>
</tr>
<tr>
<td>Concerns about Asian American stereotypes and related discrimination</td>
<td>10 (27%)</td>
</tr>
<tr>
<td>Overemphasis on race in COVID-19</td>
<td>2 (5%)</td>
</tr>
</tbody>
</table>
Recent Research on COVID-19 (Wang et al.): Parental Concerns about Child Bullying and Discrimination

Table 2.
Reasons for Prevalence and Lack of Bullying and Discrimination during COVID-19

<table>
<thead>
<tr>
<th>Coding</th>
<th>Frequency (%)</th>
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</thead>
<tbody>
<tr>
<td><strong>Reasons for Bullying</strong></td>
<td></td>
</tr>
<tr>
<td>Media coverage</td>
<td>9 (24%)</td>
</tr>
<tr>
<td>Political climate</td>
<td>9 (24%)</td>
</tr>
<tr>
<td>Personal characteristics</td>
<td>9 (24%)</td>
</tr>
<tr>
<td>Asian stereotypes (e.g., MMM, bamboo ceiling, perpetual foreigner)</td>
<td>7 (19%)</td>
</tr>
<tr>
<td>Ethnic-racial / cultural differences</td>
<td>6 (16%)</td>
</tr>
<tr>
<td>School characteristics (e.g., few Asians in school)</td>
<td>4 (11%)</td>
</tr>
<tr>
<td><strong>Reasons for Lack of Bullying</strong></td>
<td></td>
</tr>
<tr>
<td>School characteristics</td>
<td>17 (46%)</td>
</tr>
<tr>
<td>Social distancing protects against discrimination / bullying</td>
<td>15 (41%)</td>
</tr>
<tr>
<td>Peer friendship</td>
<td>10 (27%)</td>
</tr>
<tr>
<td>COVID as a shared global experience</td>
<td>7 (19%)</td>
</tr>
<tr>
<td>Neighborhood characteristics</td>
<td>6 (16%)</td>
</tr>
</tbody>
</table>
Impact of Victimization & Discrimination

- Poor physical and mental health (poor quality of sleep, depression, anxiety)
- Disruptions in academic engagement
- Difficulties with social relationships
## Bullying vs. Hate Incident vs. Hate Crime

<table>
<thead>
<tr>
<th>Definition</th>
<th>Bullying</th>
<th>Hate Crime</th>
<th>Bias or Hate Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated (CDC).</td>
<td>At the federal level, a crime motivated by [hostility or] bias against race, color, religion, national origin, sexual orientation, gender, gender identity, or disability (CPS; Department of Justice).</td>
<td>Acts of prejudice [based on person’s group membership, such as race, religion, sexual orientation, disability] that are not crimes (Anti-Bullying Alliance; CPS)</td>
</tr>
<tr>
<td>Examples</td>
<td>Pushed, shoved, tripped, or spit on; Being subjected to rumors or lies; Being made fun of, called names, or insulted; Excluded from group</td>
<td>Harassment; Physical violence; Property damage</td>
<td>abusive phone or text messages, hate mail; online abuse; displaying or circulating discriminatory literature or posters; malicious complaints.</td>
</tr>
</tbody>
</table>
Asian American’s Experiences of Racism in CONTEXT

• **Model minority myth**
  • The pervasive idea about “problem-free” immigrant and that Asian’s hard work and determination has enabled them to bootstrap their way out of hardship.
  • White American positioned Asian Americans as weapons in pitting against Black communities in 1960s and present.

• **Rhetoric of the “Yellow perils”**
  • Anti-Asian U.S. legislations
Anti-Asian U.S. Legislation Fueled by “Yellow Peril” Sentiment

https://www.youtube.com/watch?v=UfXF7Xps33E (Ho, 2020)

- 1882 Chinese Exclusion Act
  Racially identified Chinese for restricted entry into the U.S.

- 1892 Geary Act
  Required Chinese in the U.S. to carry a Certificate of Residence to prove their legal entry

- 1907-1908 Gentleman’s Agreement
  Agreement with the Japanese government for Japan to self-restrict the emigration of Japanese laborers

- 1917 Immigration Act
  Imposed a literacy standard for immigrants to ban people from the Southeast Asia from entering the U.S.

- 1924 Immigration Act
  Further refined to impose a system of quotas that discriminated on the basis of nationality and race
  The most restricted immigration law in a national history (banned all immigration of “aliens ineligible for citizenship”)
Finding a Scapegoat in Disease Outbreaks

• 1830s Impoverished Irish immigrants seen as bearers of Cholera
• 19th century, Tuberculosis referred as the “Jewish disease” or “tailor’s disease.”
• 1900 Chinese immigrants blamed for the ‘bubonic plague’
• 1916 Italian immigrants blamed for the ‘polio’ or infantile paralysis epidemic
• 2012 Middle East Respiratory Syndrome (MERS)
• 2014 Ebola outbreak in West Africa
• The World Health Organization (WHO) enforced a new guidelines for “the naming of new human infectious diseases” (2015) to not include geographic locations or people’s names to reduce stigma and insult.

Source: https://apps.who.int/iris/bitstream/handle/10665/163636/WHO_HSE_FOS_15.1_eng.pdf;jsessionid=CF15E52560316288EA4D202A625C6240?sequence=1
Microaggression: Subtle prejudice lingers!

• Originally coined by Chester Pierce – racial microaggression

• “Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.” (Sue)

• 3 Types of microaggression: microassault, microinsult, and microinvalidation
## Microaggression Examples

<table>
<thead>
<tr>
<th>THEMES</th>
<th>Examples</th>
<th>Underlying Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aliens in one’s own land</td>
<td>“Where are you really from or where were you born?”</td>
<td>You are not a true American</td>
</tr>
<tr>
<td></td>
<td>“What are you? You are so interesting looking!”</td>
<td>You are a perpetual foreigner in your own country</td>
</tr>
<tr>
<td>Ascription of intelligence</td>
<td>“You are a credit to your race.”</td>
<td>People of color are generally not as intelligence as Whites.</td>
</tr>
<tr>
<td></td>
<td>“You must be good in math!”</td>
<td>All Asians are intelligent and good in math/science</td>
</tr>
<tr>
<td></td>
<td>To a woman of color “I would never guessed that you were a scientist!”</td>
<td>It is unusual for a woman to have strong mathematical skills;</td>
</tr>
<tr>
<td></td>
<td>“You got A in math, so what? You Asians are supposed to be good at math and bad at sports”</td>
<td>Stereotypes about socioeconomic status</td>
</tr>
<tr>
<td></td>
<td>“All Chinese are rich, just like in “Crazy Rich Asians movie”</td>
<td></td>
</tr>
<tr>
<td>Color blindness</td>
<td>“When I look at you, I don’t see color”</td>
<td>Assimilate to the dominant culture.</td>
</tr>
<tr>
<td></td>
<td>“America is a melting pot.” (vs. salad mix/mosaic)</td>
<td>Denying the significance of a person of color’s racial-ethnic experience and history</td>
</tr>
<tr>
<td></td>
<td>Denying the experiences of individuals by questioning the credibility/validity of their stories.</td>
<td>Denying the individual as a racial/cultural being</td>
</tr>
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</table>
How to Talk to Your Teens about Anti-Asian Racism?
What is Ethnic-Racial Socialization?

- Transmitting messages about race/ethnicity to children directly and indirectly.

  * **Examples:**
    - Promoting ethnic pride and celebrating your cultural heritage (language, visits, music, holidays)
    - Reading books about physical differences in skin/hair/eyes/etc.
    - Talking about the meanings of your first and last names
    - Discussing issues in the news or school
    - Discussing Chinese immigration and history
    - Preparing for racial biases and discussing the prejudice they may encounter
    - Modeling what it means to be Asian or Chinese (e.g., interdependence, collectivism, family cohesion, sacrifice)
    - Etc.
Why is it Important to Talk about Race, Racism, and Discrimination with Teens?

- Children experience ethnic-racial discrimination. Not talking about racism is more psychologically and emotionally harmful to your children than talking about it.
- Communication with children can increase children’s racial-ethnic identity, self-esteem, social competence, psychological functioning, resilience, coping, academic outcomes, and family cohesion, as well as lower depressive symptoms.
- Parental support is important! Parents who employ positive ERS strategies have children who have stronger cross-race friends and social skills (Hamm, 2001).
- Parents’ cultural socialization practices, coupled with a moderate level of preparation for bias has shown to predict youth’s higher self-esteem (Harris-Britt et al., 2007)
TIPS FOR FAMILIES DEALING WITH COVID-19 ANTI-ASIAN DISCRIMINATION

With harassment and attacks on the rise, it’s crucial to support children and adolescents who might be confused or upset. Here’s how:

1. Acknowledge
   This virus is making many people afraid and angry. It’s causing people to say or do horrible things.

2. Validate
   These words or actions really hurt.

3. Reframe
   It’s not our fault. What they say does not define who we are.

4. Report
   Submit an incident report through the Asian American and Pacific Islander Planning Council’s portal.

#STOPAAPIHATE

division45.org and aapaoonline.org

Brought to you by the APA Society for the Psychological Study of Culture, Ethnicity and Race and the Asian American Psychological Association.

USE YOUR WITS

WALK AWAY
   Leave if you feel unsafe or log off if you are online

IGNORE THE PERPETRATOR
   Ignoring does not mean you are weak

TALK IT OUT
   Be assertive, but not aggressive

SEEK HELP
   From authorities or bystanders

#STOPAAPIHATE

division45.org and aapaoonline.org

Report incidents through the Asian American and Pacific Islander Planning Council’s incident report portal.
Teach Children Skills

- Convey disapproval or discomfort, without provoking a defensive reaction.
  -- "This is not cool."
- Question their use of the words or action to gauge their intent
  -- "Why do you say/do that?"
- Share how that make you feel (Only if you feel comfortable/safe).
- Stay calm/cool. Don't get triggered.
  Bullies want to push your button.

https://www.creativespirits.info/aboriginalculture/people/how-to-deal-with-racist-people#fnref3
Breakout Room #1:
What would you say if you were Jonathan’s parent?

Jonathan, a third-grader Chinese American boy, has been refusing to go to school, and complains of headache or stomachache every morning. Jonathan, small in stature, finally told you (parents) that he is scared of going to school, because he has been teased (“eating everything”), named called (“Chinese virus”), and bullied by a group of larger kids in his school. He started crying after he told his parents. Jonathan said he had already told the teachers, but the teasing and pushing continues.
What might you say if you were Jonathan’s parents?

Don’t cry! You’re a big boy. These boys are just being boys. Just ignore them.

Just walk away. Go play with some other kids. Then tell your teachers.

(Write your own response here)

What might happen next?
I’m so sorry to hear about this. This is bullying. It has NOTHING to do with you and everything to do with the bullies. How are you feeling?

That must’ve been so scary. That sounds really hard. Thank you for telling me.

It is wrong for them to call it “Chinese virus.” WHO has advised against naming diseases after geographic locations.

I also experienced racism before and I felt angry. What can we (parents, teachers…) do to make you feel safer?
Don’t cry! You’re a big boy. These boys are just being boys. Just ignore them.

Here are some things that might happen when parents say this.

Jonathan may feel that he cannot share his feelings with his parents; for example, “Am I not allowed to feel upset or scared?”

Jonathan may feel like he was not being strong or tough enough. This may negatively impact his physical health and mental health. He may also question his identity and value as a boy; for example, “If I do not want to or cannot fight, does it mean that I am not a boy?”

Jonathan may try to act “normal” and fight back. But because other kids are physically bigger and stronger, and have more power over him, Jonathan is likely to get hurt.

Jonathan may continue to be bullied by larger kids.
Here are some things that might happen when parents say this.

Jonathan may feel that his parents did not hear or understand his feelings.

Bullying may persist. Jonathan may continue to experience fear and refuse to go to school.

The other kids may tease him for walking away and not fighting back. However, walking away maybe the safest option for Jonathan in this case given that the other kids are physically bigger and stronger than him.

Just walk away. Go play with some other kids. Then tell your teachers.
#3: Reframe and Point Out Strength

What they said about you is simply not true. COVID is not your fault.

They [the bullies] tried to intimidate you and hurt you. But they do not know the real you. You are generous and kind. You are a great friend. You care about … and help others in need. [name other strength]
#4: Report

- **MCPS Bullying, Harassment, or Intimidation Reporting Form**
- **Report to the local police.**
- **STOP AAPI Hate – Hate Crime Reporting:** [https://stopaapihate.org/](https://stopaapihate.org/)
  - Language option to choose for reporting
- **Asian American Advancing Justice – Stand Against Hate:**
  [https://www.standagainsthatred.org/report](https://www.standagainsthatred.org/report)

Reporting incidents of hate, bias, and discrimination provides evidence and calls for changes in institutions and policymakers to address racism.
What to do When Cyberbullying Happens

- **Notice**
  - Be on the look out for warning signs

- **Talk**
  - Ask questions about what is going on

- **Document**
  - Keep a record of what is happening and where
  - **Take a screenshot, record a video when it happens!**

- **Report**
  - To the app/social media platform, to the school, or to the police

- **Support**
  - Let your child/teen know that he/she is not alone
Do’s and Don’ts
When Talking to Your Children/Teens about Racism and Discrimination
DO: Talk with and Listen to Your Child Everyday

- Spend a few minutes every day asking open ended questions.
  - Who did you spend time with at school?
  - What happened between classes and at recess?
- If your children feel comfortable talking to you about their peers *before* they’re involved in a bullying event, they’ll be much more likely to get you involved *after*.
- Other ideas for conversation around race and racism include:
  - Do you feel safe in class? What will help make you feel safe?
  - Have you ever experienced anyone calling you a name or a slur?
  - Have you felt angry about how Asians are treated and didn’t know what to do with it?
  - Do you worry about being treated differently because you are Asian/Chinese?
Do: Initiate Conversations about Race

- It is okay/common to feel uncomfortable when talking about race.
- Use current events or TV shows/films to talk about issues (COVID, racism…), and ask your child what they think.
  - How do you feel about news (related to discrimination)?
- Acknowledge there is no simple answers.
- Talking about race can prepare youth for potential racism, promote coping, and resilience
- Parents can share how you feel about discrimination → promote bonding
- Parents can teach and model effective coping.
DO: Read and Discuss Stories with Your Child

- Read books about bullying and racism where there is a healthy resolution to the conflict (e.g., *Young, Proud, and Sung-Jee*).

- Read books about Asian American role models (e.g., *Asian Americans who inspires us*).

- Talk about the characters’ actions and choices in resolving conflicts.

- Was the problem something the main character could resolve alone or did he or she need help?

- Have you ever had a similar problem or do you know someone who has? How was it resolved? How would you use strategies to solve a similar problem in the future?
Learn about Asian American History

- Arm ourselves with knowledge and tools
- Learn about Asian American history to understand racism within the context of larger, broader system that maintain them
- Reflect on beliefs about self and race, and how much of it may be internalized
  - Ignoring racism and its possible impacts could lead to more negative effects.
Do: Teach Coping Strategies & Use WITS Strategy

- **https://www.youtube.com/watch?v=UijL-kXgojU**
- Be assertive, but not aggressive
- Do not react or give attention.
- Know the difference between seeking help and tattling
- Educate/ promote awareness
- Use harmless humor to deflect
- **Reframe**
  - "Four eyes, four eyes, you have four eyes."
  - “Thanks for noticing my glasses!"
- **Agree/ so what**
  - "You have so many freckles."
  - "Yes, I have a lot of freckles."
DON’T: Minimize Child’s Feelings

• Do not belittle the child’s feelings
  “That wasn’t racism. You are being too sensitive.”

• Do not make it a competition – sharing relevant experiences of racism can be helpful, but competition is not.
  “What they [the bully] did was not that bad, so you don’t need to make it a big deal.”

  “Your experience was nothing compared to mine…I have experienced much worse racism.”
DON’T: Avoid Conversation or Defend/ Make Excuses for the Bully

- Do not defend the bully or system (even if subtly)

  “They are just kids. You shouldn’t blame them for jokes like that. You should not be so sensitive.”
  “Did you do something to get their attention first?”

  “America has always been a racist society. There is nothing we can do about it.”

  “Of course, they treat us differently because we are not born here/ we look different.”
Breakout Room #2: What strategy would you teach your child to do?
DO: Know the Signs for Victims

- Complains of headaches or nausea
- Is anxious about attending school or favorite activities
- Has a decline in school achievement
- Has missing or broken possessions
- Has unexplained injuries
- Is unusually quiet, sullen or distracted
- Has unexpected temper tantrums
- Is easily frustrated and argumentative
DO: Know the Signs for Bullies

- Gets into physical or verbal fights often
- Is frequently sent to principal’s office or detention
- Has extra possessions or money that cannot be explained
- Is quick to blame others or use negative words to describe them
- Is easily frustrated or argumentative
DON’T: Focus on Problems & Negativity

• Don’t model aggressive behaviors—at home, school, neighborhood
  • Model strategies (walk away, ignore, talk it out, seek help) to solve conflict

• Don’t blame victims—“she deserves to be picked on because she’s so weird”

• Don’t punish bullies as the first “intervention—“let me spank my kid so that he learns his lesson.”
  • Harsh physical punishment relates to increased bullying

Physical abuse is illegal
DO: Seek Professional Help

- Talk openly with your children about bullying and mental health
- Counseling helps! Students involved in bullying and victimization are more likely to experience depression and anxiety\(^1\)
- Cognitive-behavioral therapy is the front-line treatment for depression and anxiety.
- Free counseling services at school by counselors or school psychologists

\(^1\) (Swearer, Wang, et al., 2011)
DO: Work Collaboratively with Your Child’s Teachers & Schools

• Complete MCPS BULLYING REPORT FORM 230-35
• Attend parent-teacher conferences!
• Communicate with your child’s teacher—email, phone, volunteer in the classroom/school.
• Share your culture with the school community (e.g., Lunar new year, lantern festival, Asian food…)
• Brainstorm with teachers about interventions at school and home to prevent future bullying.
• Help create a no-bullying climate in your home and school.
• Establish household rules about bullying.
• Make your child accountable, even if other child “started it.”
Ways to Help Others and Community
#1: Actions to Promote Personal Wellness

- Develop positive self-image and assertiveness skills

- Get bystander training, so you know how to respond or intervene when you witness bias incidents (Distract, Delegate, Document, Delay, and Direct).
  - [https://www.ihollaback.org/harassmenttraining/](https://www.ihollaback.org/harassmenttraining/)

- Join action groups that promote personal and group solidarity
#2: Actions to Promote Relational & Collective Wellness

• Call out racism when you see it!
• Reach out to victims and be supportive.
• Get people talking about it.
  • Educate on the experiences of the Asian/Asian American by sharing posts or organizing panels/discussion.
  • Promote cross-racial relationship and understand other group’s experiences of systemic racism and oppression
• Challenge the internalized stigma and bias
  • Be vulnerable, share your own negative experiences, and normalize seeking help.
• Volunteer, participate and advocate
  • Join efforts of community/civic engagement, political movements, or advocacy groups (e.g., volunteer, join committee to reduce racism, petition, vote, educate, etc.)
“Although it is uncomfortable to speak up, we are doing this to help our children have a voice in the future in America.”

“Everyday racism has to be tackled by ordinary people.”
– Adele Horin, Sydney Morning Herald
Support Our Research

• 有奖问卷调查: 在新冠疫情期间，时常听到针对华人/亚裔的攻击事件。学校马上要重新开启，孩子们要回到校园了，您会不会担心孩子们在学校有可能会受到言语或身体上的攻击？为了了解美国华人家庭在新冠期间的经历，并研究父母怎样帮助孩子应对新冠带来的各种挑战，我们邀请您参加一个在线调查。参与的家长将收到 $15 礼物卡，孩子（10-18岁）将收到 $10 礼物卡。

• 调查对象：有4-18岁孩子的华人家长和孩子（没有参加我们去年主办的调查）

• 研究人员：马里兰大学王慈欣教授、Charissa Cheah

• 调查问卷链接：https://umbc.co1.qualtrics.com/jfe/form/SV_0BveM2EnlhuciDr

• 研究目的：1）提升社会对华裔面临的压力和挑战的认识和关切2）探索帮助华裔家庭克服挑战的方法以及社会资源和支持
Resources about COVID Specific Racism

• Parental Guides and Tips:
Resources about COVID Specific Racism

• COVID-19 and Racism — MGH Center (mghstudentwellness.org)

• How to deal with racist people - Creative Spirits

• https://division45.org/public-service-announcements-for-aapi-families-facing-covid-19-discrimination/

• https://aapaonline.org/
Resources about COVID Specific Racism: Upcoming Webinar

https://acttochange.org/stopaapihate/
Resources about COVID Specific Racism


- ‘Young, Proud, and Sung-Jee’ by Joyce Y. Lee & Emily Ku
  - [https://www.youngproudsungjee.com/](https://www.youngproudsungjee.com/)

- Supporting Asian/Asian American Children and Youth during the COVID-19 Pandemic (Society for Research in Child Development):
  - [https://www.youtube.com/watch?v=AMxFIr9jBkE](https://www.youtube.com/watch?v=AMxFIr9jBkE)

- MCPS Waymaking – Ally Bullying & Creating Safe Spaces for Asian American Students:
  - [https://www.youtube.com/watch?v=QjMR8dc_40A](https://www.youtube.com/watch?v=QjMR8dc_40A)
Asian/Asian-American Children’s Books
Other Helpful Resources about Bullying and Related Issues

- WITS program: www.witsprogram.ca
- Stop Bullying: http://www.stopbullying.gov
- Education.com/topic/school-bullying/
- H.E.A.R. http://project-hear.us/overview
- Born This Way Foundation: www.bornthiswayfoundation.org
- PACER: http://www.pacer.org
- http://www.schoolclimate.org/bullybust/upstander/video-resources
- Anti-Cyberbullying Toolkit: https://www.commonsensemedia.org/educators/cyberbullying-toolkit
Resources to Prevent Cyber bullying

Websites:
- Common Sense Media
- Stopbullying.gov

Books:
- For teens:
  - *Backlash* by Sarah Darer Littman
  - *#Scandal* by Sarah Ockler
- For children:
  - *Bully* by Patricia Polacco
  - *The Technology Tail* by Julia Cook
Additional Helpful Resources Continued

- **Yoko** by Rosemary Wells
- Bullying B.E.A.N.S.
- Say something
- [www.ncpc.org/topics/bullying](http://www.ncpc.org/topics/bullying)
- [www.operationrespect.org](http://www.operationrespect.org)
- Video-resources with discussion questions: [http://www.schoolclimate.org/bullybust/upstander/video-resources](http://www.schoolclimate.org/bullybust/upstander/video-resources)
- Talking to kids about discrimination
  - [https://psychologybenefits.org/2014/09/18/redefining-race-relations-it-begins-at-home/](https://psychologybenefits.org/2014/09/18/redefining-race-relations-it-begins-at-home/)
  - [https://www.counseling.org/resources/library/Selected%20Topics/Bullying/Teasing.htm](https://www.counseling.org/resources/library/Selected%20Topics/Bullying/Teasing.htm)
Extra Slides
Guide and Tips

DO: Adopt a Solution-Oriented Approach

• Model healthy conflict resolution skills—with your family, children, teachers, neighbors.

• Model empathy in your own interaction with others

• Listen and validate their feelings
  • Show curiosity and willingness to listen without judgement.
  • Stay clam and show empathy to the concerns they are sharing.
  • Let your children know that you hear their concerns and want to help, so that they don’t feel that you are ignoring the problem.

• Share contact information with other parents because there may be other families who are going through a similar situation
What would you do?

“A classmate came up to me and said I eat anything like bats and bugs.”

“My friends said I have the ‘Chinese virus.’”

“I hate being Asian! I wish I was White, blonde and normal”