

Developmental Resources Presents



GRADES K-12

GirlDRAMA

Best Practices to Reduce Relational Aggression,
Cyberbullying & Emotional Violence

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Please Ask Questions Via Chat!

Girl Drama HighLights

- Understand what motivates aggression
- Discuss solutions to prevent mental & emotional effects
- Define the difference between Cliques vs. Keepers
- Share culturally-relevant techniques to empower the whole girl

Learning Objectives

This webinar will help you:


- Define verbal and non-verbal communication skills.
- Discover ways to foster emotional awareness.
- Explore the benefits of gender-specific programming.
- Discern what relational aggression looks like at different ages.
- Discover the reasons behind why girls engage in RA.
- Get the tools to develop a trauma-free environment.

Prefrontal Cortex Vs. Amygdala

Teen Brain Development

What does the prefrontal cortex (the "Executive Center") control?


- Sound decision making
- Empathy
- Considering consequences
- Regulating emotions
- Self-awareness
- Morality



→ Consequences →

Strong amygdala vs weak prefrontal cortex

- Affects emotions:
 - volatility and control
- Impulse control
- Empathy
- Peer pressure
- And risk-taking



Motivators



- Social status
- Media-magazines, videos, SM
- Competition
- Lack of conflict resolution skills/communication skills
- Desire for power, control , popularity
- Fear, Fear, Fear
- Television, movies (*Mean Girls, Pretty Little Liars, Bad Girls Club*)

Does Relational Aggression/Cyberbullying Impact Self-Esteem?

- The answer is a defining YES!
- Unlike physical and verbal aggression, which are overt in nature, relational aggression is usually covert and therefore much harder to see or identify.
- It shows up when we are not aware of the communication barriers that are covert or when girls are in the midst of defining self-esteem, self-awareness, and social identity while overcoming body image issues
- Statistics show it happens in K-12th, increases 4th-7th and peaks!

Cyberbullying: Let's Talk About It!

- Repeatedly, willfully inflicting abuse through the use of computers, cell phones and other electronic devices.
- Cyberbullying includes digital editing, distributing pictures of others, forwarding rumors, and gossip through emails and text.
 - Catfishing (Pretending to be someone else)
 - Set Out Pages (Fake accounts to stalk, harass or embarrass others)
- OVER 40 percent of youth are impacted by the prevalence of cyberbullying-National Crime Prevention Council/Cyberbullying

Social Aggression/Cyberbullying Effects?

- Emotional distress, phantom headaches, stomach-aches
- Grades drop/attendance/less interest in classwork
- Depression
- Loneliness
- Peer rejection
- Self-harm

It impacts the student at home, in the community and school!

Defining Verbal/Nonverbal Communication Among Girls That Creates a Girl Drama- Filled Reality

- Impact: Girls often do not see their value or self-worth, not having self-confidence in their abilities to interact as their best self in developing positive friendships .

How does it show up?

- Put-downs and taunting
- Racial, religious or ethnic slurs
- Saying "just kidding!" after an insult
- Spreading rumors, gossiping
- Insulting someone's hair, clothing or physical features
- Eye rolling, silent treatment

Trauma-Free Spaces

- Listen rather than tell, thus establishing norms of positivity in the space
- Set the tone to increase their emotional literacy choices and then allow them to establish what words will be used.
- Ask open-ended questions.
- Express empathy through reflective listening by using a method of clarifying communication.
- Reiterate what was stated.
- Incorporate SEL (social- emotional learning)
- Utilize the LOVE principle.

Social-Emotional Learning (SEL)

- Self-Awareness
- Responsible Decision-Making
- Relationship Skills
- Social Awareness
- Self-Management



The L.O.V.E. Principle

- L**isten
- O**bserve
- V**alidate
- E**mpower

Listen

- Listen with your ears, eyes and heart! Show them you are with them throughout this healing process. Enter their world. Set the rules, set the tone, and lead by example!

Observe

- Observe the nonverbal forms of communication. Be aware of facial expressions, body language and the manner in which they respond to each other. Observe who sits next to whom, who is the leader, the follower. Their attitudes towards each other can offer a huge tell-tale sign or red flags regarding what's going on with individuals within the space or circle.

Validate

- Acknowledge their names, their voices, their thoughts and ask meaningful questions that reflect their feelings.

Educate & Empower

- Educate them on how trauma impacts us all.
- Explain that Fight/Flight or Flee is the automatic response that helps them cope with their fears.
- Empower them to get in touch with their triggers and find healthy ways to release stress and express their emotions.

Educators, Counselors, Facilitators MUST...

- Reflect on your experiences and share them with the circle.
- Observe how you speak to your students and be sure your directions are clear.
- Avoid sarcasm.
- When students are disrespectful, model the kind of language and tone you want them to use.
- Acknowledge when students are kind or thoughtful towards one another.
- Acknowledge when you have made a mistake or have treated a student or the class unfairly.
- KNOW the differences between a Cliques vs. Keepers.

**Gender-Specific Spaces for Girls Work!
Here's How:**

- Mentor- led circles/groups of ten or less, diverse and held in a comfortable emotional safe space.
- Establish specific rules/boundaries.
- Begin circles with manifesto/pledge.
- Utilize the bibliotherapy techniques/journal/N.I.A time.
- End circles with positive affirmations.
- Incorporate the Keepers Model.

Cliques Vs. Keepers

Clique:

Clique-*noun* \`klik, also `klĕk\

A group or circle of girls that use their power to hurt others on purpose, either by excluding them, being mean, or both. Someone typically controls the group and you must be invited to be a part of it, someone is usually left out.

K.e.e.p.e.r.s

Kids who Empower, Engage with Purpose, Encouraging Resiliency and Self-Esteem

- Exemplifies positive friendship values, empathy, kindness, fostering social-emotional learning. Implementing protective factors that focus on prevention, intervention and awareness.

The Keepers Model Focuses on Eight Protective Factors

1. Gender Identification
2. Interpersonal Relationships
3. Self-Esteem
4. Individualism
5. Future Orientation
6. Physical Development
7. Mentorship
8. Sisterhood/Community

Gender Identification

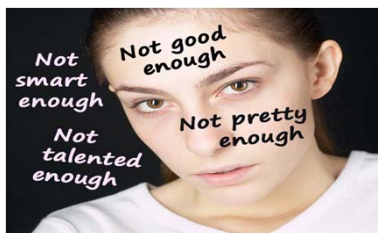


Interpersonal Relationships

Emotional Awareness...



Self- Esteem



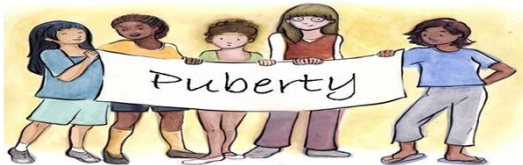
Individualism

Accept no one's
definition of your life;
define yourself.

Future Orientation



Physical Development



Mentorship/Sisterhood/Community



Evidence Supports Gender-Specific Circles

- Prevention: Preventing problems before they occur
- Intervention: Intervening on risky behaviors
- Awareness: Reinforces new skills
- Gender-specific groups strengthen resiliency & promote protective factors by offering:
 - Self-Efficacy: Confidence in the ability to exert control over one's own motivation, behavior and social environment
 - Gender-identity formation/perceived body image
 - Strong social connections

What Are The Benefits of the Tools We Use?



Girls GROW...

Girls receive benefits by passing through the following stages:

- *Identification
- *Catharsis
- *Insight

- Identification: Girls identify their feelings with gender-specific circles, curricula and tools that increasing emotional awareness.
- Catharsis: The girls become emotionally involved in the process of journaling and sharing pent-up frustrations, addressing stressors, depression and fears.
- Insight: The girls and facilitator become aware of possible solutions and the empowerment process grows, thus creating a drama-free environment!!

*"I've learned that people will forget what you said,
people will forget what you did, but people will
never forget how you made them feel."*

~ Maya Angelou

Resources

- <http://selfesteem.dove.us/>
- <http://www.opheliaproject.org/>
- <http://www.sistakeeper.com>
- <http://www.tracieberrymcgee.com>
- <http://www.heartofleadership.org/statistics/>
- <https://www.realhealthmag.com/article/Dove-selfesteem-survey-16222-6882>

Upcoming Conferences

Onsite Training Opportunities

The image displays five logos for onsite training opportunities. At the top left is 'CRITICAL MENTAL HEALTH CHALLENGES' with a woman's portrait. To its right is 'LOST BOYS' with a man's portrait. Below these is 'WIRED DIFFERENTLY' with a brain icon. At the bottom left is 'MEAN Girls' with a girl's portrait. At the bottom right is 'The Self-Regulation Training System' in a yellow box.
