

>> DEE REINHARDT: I would like to welcome everybody to our violence prevention Webinar. This is July 8, 2014, and we will be talking about violence prevention for our summer youth employment program 2014. Today we have several guest speakers and I would like to welcome them. We have John Heiderscheidt of school district U 46, number 2 sized school district in the state of Illinois, he is the coordinator of safety and security. A speaker and trainer on school safety, security, and emergency management and a certified instructor for the crisis prevention institute. Welcome, John.

>> JOHN HEIDERSCHEIDT: Thank you.

>> DEE REINHARDT: We have Dr. Kimberly Schellin-Rog, domestic violence program as well as an adjunct psychology professor at a local community college. Welcome, Kim.

>> KIMBERY SCHELLIN-ROG: Hi.

>> DEE REINHARDT: We also have Eddie Bocanegra, co-executive director of youth safety and violence program at the YMCA of Chicago and Meg Helder, director of program operations at the YMCA of Chicago. Welcome to Meg and Eddie.

>> MEG HELDER: Thank you, guys, and Eddie is probably just walking through our front door right now. I'll let you know as soon as he makes it in.

>> DEE REINHARDT: Great, thank you very much. Today what we'll cover is definitions of violence, we'll cover gun violence, intimate partner violence, suicide prevention, electronic aggression, and how to prevent violence.

First and foremost we need to find out: What is violence? Violence is defined as the intentional use of physical force or power threatened or actual against oneself, another person or a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation. That's a lot of words for what we will be talking about today.

We want to find out who does violence affect? If one of you would like to start the conversation I'll start with John. John, tell me: Who does violence affect?

>> JOHN HEIDERSCHEIDT: Everybody. Violence affects all of us, even example would be the violence in Chicago that we hear about in the news. It affects the way we think about our society, affects the way we think about traveling, the way we think about our families going places. Violence affects everybody.

>> DEE REINHARDT: Kim or Meg?

>> I agree. We are all exposed to violence, either directly or indirectly. John mentioned hearing about violence on the news. I mean the news we see it on Instagram or Facebook so we're exposed to it even if it's not happening in our own home it's in our community.

>> DEE REINHARDT: Sadly. Is there one age group impacted by violence more than any others? Meg, would you like to start that one.

>> MEG HELDER: I think that depend upon how you want to think about impact, direct victims or whether that is like the ripple effects of that, emotional effects and psychological effects, but I feel like we often see youth most involved in violence during their middle school and high school years but I think we also know that seeing or witnessing violence at times when, like, when there's changes in brain development so either really early on in life or again during that adolescent time can have the most long-lasting impact but also it definitely impacts people stall stages of life span as well.

>> DEE REINHARDT: Thank you. Anybody else, would you like to chime in on that one?

(Pause).

>> JOHN HEIDERSCHIEDT: Violence is a crime, violence that's just not reported when people are victimized, I believe the age brackets are the most victimized, probably most offender are age brackets between 13 and 22 to 23 years old, where you see it primarily. It still affects all of us in different ways but the actual acts of violence and victims or offenders are in that age bracket.

>> DEE REINHARDT: What are some of the other impacts of violence on individuals, families, communities or society? Kim.

>> KIMBERY SCHELLIN-ROG: A lot of them the impacts or the result is that they tend to, tend to lose themselves or a part of themselves by the act of violence, I mean, it's a very special thing that happens to them. Whatever violent act that they have been the victim of.

They lose that and if intervention doesn't happen that can spiral downward. Not sure if that answers your question.

>> DEE REINHARDT: I think it does. One of the things I would like to do is talk about the three words that are on the screen: Self-directed is just that, you are being violent against yourself. Interpersonal means one person against another and then the collective means that it might be a group. So if there is gang violence or if there is political violence, those are the sorts of things that are referenced by collective. Let's move on and talk about who is violent. What are some of the other names that we can get for violence? For someone who is being violent. And from the slide we have got our first clue.

>> A word I use a lot is abuser or perpetrator.

>> KIMBERY SCHELLIN-ROG: That was me, yes.

>> MEG HELDER: Often people being violent are previous victims of violence and its part of sort of their experience of how to interact with the world and how to interact with other people that they then may become violent or may be so hurt they don't know other ways of responding.

>> DEE REINHARDT: Who can be a bully or be violent? John.

>> JOHN HEIDERSCHIEDT: Well, anybody can be a bully but it's

usually people who have been bullied or being socialized in ways or raised and being socialized in ways that society doesn't either approve of or society doesn't welcome. I guess what I'm trying to say is some kids that are growing up and go to school they don't have the proper socialization to know, sometimes, what's right and wrong or what is the right way to handle something or what's the wrong way to handle something.

Just give you a fast story. We had a fourth grade student come to school one morning at one of our elementary schools. Something happened in the class during the classroom time, he went into a rage to the point where his rage resulted in him picking up or flipping over a desk, taking a chair, throwing it across the room, yelling violent things, scaring everybody in the classroom. The teacher called for the principal. The principal came up and the principal asked a question of, hey, what's happening? Not what's wrong with you but what's happening? Then the student was able to tell the principal that his brother or his cousin I'm sorry had been killed over the weekend, shot 14 times in gang violence in the back, and he was killed and it was a cousin that had meant a lot to this young man.

He just came back from the funeral the day before. He's coming to class with what I would call trauma. Some severe trauma that nobody knew about, and something occurred that relived this trauma for him and from a society typical response would have been to call the police on this kid and, you know, hey, he's being violent. Well, his violence is a result of something else. His escalation was you know was related to something that really traumatized him and caused a lot of pain.

>> DEE REINHARDT: Sometimes you just have to ask the question.

>> JOHN HEIDERSCHIEDT: Yep. Well, not only ask the question but ask it the right way.

>> DEE REINHARDT: Correct.

>> KIMBERY SCHELLIN-ROG: I was going to say we see that a lot in children who grow up witnessing domestic violence. They often take the violence they with it at home to the school environment where they then because of the lack of power they have at home they get it over a child or a peer that they you know they feel they have more power over. Same kind of thing there.

>> DEE REINHARDT: One of the things that had drawn me to having Eddie and Meg on the call was Eddie made a reference to girl against girl violence, that it's not just boys beating up boys anymore. Hopefully Eddie is on the call but if he's not, Meg, you could address that.

>> MEG HELDER: That's something we have definitely seen a lot more of. For a long time, though, sort of traditional thinking was that when you see bullying or when you see or when you see violence in communities or in schools that it's usually the boys who are the

instigators and part of the aggression and that girls, if it's going on, it's more of a sort of verbal or emotional type of violence or harassment.

But one thing that we're seeing a lot more frequently is both girls kind of going after other girls, both verbally and physically or girls instigating violence between other groups. I think, yeah, that's something that's often overlooked or not, not really addressed. More and more we're seeing requests from the different schools that we work with to come and mediate disagreements between young women as well as young men.

>> DEE REINHARDT: One thing we're trying to do through this Webinar is help our young people understand it just doesn't happen in school and one of the things that are on the slide that we have right now is at work, 48% of bosses, this is from a study -- 45% percent of bosses are bullies, 41% of co-workers are bullies and 31% of customers are bullies. So it's not just somebody you know well that can be a bully. It can be almost anybody. Let's move on to John.

>> JOHN HEIDERSCHIEDT: Well, when you think about definition of violence it's parallel to the definition of bullying. Actually bullying is one of the highest forms of violence and the next step to the physical aggression, aggressive violence you see either in school or community. Nothing that happens in the community to students who attend school happens in a vacuum from school and nothing that happens in school happens in a vacuum away from the community or family.

It's the totality of life. They don't of course -- they don't live or exist by themselves is what I'm trying to say.

>> DEE REINHARDT: Right. There's a new law that was just signed into effect by the governor the other day that immediately went into effect for anti-bullying law in the schools. John, since you are associated with the school district how does that impact, say, for example, U 46.

>> JOHN HEIDERSCHIEDT: Well, our student Code of Conduct was actually put in place four years ago with the definitions of bullying and the definition of Internet bullying, social media for bullying, and all those pieces. It really didn't change things for us. We have been reporting in our student information system the bullying things that this law covers for the last two years. So we are tracking that data.

>> DEE REINHARDT: Very good.

What are some of the ways violence and bullying begin? We have things up on the slide. Meg, would you like to talk about a few of those.

>> MEG HELDER: I think --

>> DEE REINHARDT: Or John.

>> MEG HELDER: i mean I think a lot of what's on the slide is,

um, kind of straightforward but I think, too, there are other aspects that can be overlooked and just sometimes things that initially they begin or look like the way that people communicate friendships like teasing or maybe like some types of critiques, depending on the way they are taken, can be the beginning of more of the bullying and detrimental relationship.

>> DEE REINHARDT: John, would you like to add anything to that?

>> JOHN HEIDERSCHIEDT: These are bullying behaviors, something that crisis prevention institutes, recognizing what the behaviors look like so we can intervene quicker and sooner. A lot of this training is something that people who have become teachers don't get in college and don't necessarily get in the beginning of their careers. So understanding body language, how we use that to insult or intimidate each other, threatened each other. How we say what we say. You know the little things that we do that rub on other people that you know creates tension which creates anxiety which creates defensive behaviors which can lead to an acting-out person. It's much like a volcano. Just because a person is a bully doesn't mean they will become the all-out violence person. Doesn't mean that. But the potentials become more. The more students are bullied in a culture of school or workplace the more people who are bullying in a workplace or a school, the more potential you will have for a violent incident to occur.

>> DEE REINHARDT: Yeah, that's what happened. So some of the research we found is that children and youth in the child welfare system are at greater risk for involvement. Children who with it, violence are more likely to perpetuate violence later in life. Women and girls are more vulnerable as victims but are becoming increasingly perpetrators themselves. Without support, probationer and parolees are at a higher risk for violence. LGBT community is at greater risk for violent hate crime victimization than any other victims and gang affiliation increases risk for involvement with violence. Would any of you like to bring points along with any of these stats that we have just seen?

>> I think the overlap can be important; children in the child welfare system are also more likely to end up being on probation or parolees. Gang affiliation is also probably tied to probation and parolees as well as those who witness violence early on. When we bullet things out we think of the groups of population separately when really there is a lot of overlap between these populations that are at greater risk.

>> DEE REINHARDT: Good point.

>> JOHN HEIDERSCHIEDT: I would say we should be asking ourselves why? Why are children in the welfare system at greater risk for involvement in violence when you think about that you should be -- we should be thinking about what are their lives like? What is their trauma? What is happening to them? The thinking of trauma

in care perspective. When bad stuff happens to people, usually what you see later on is an escalated behavior in a classroom or school or park or at a home and that escalation is usually based most likely based on some trauma that occurred in the past. That's why there's a correlation like what she said. When you have things that happen to you, your behavior will come out and manifest itself. Understanding that is really important.

>> DEE REINHARDT: Good.

Is there any other perhaps ethnic groups that might fall into this or is it just across the board? Do we see anything that we should bring up to the audience as well?

(Silence)

>> JOHN HEIDERSCHEIDT: We see folks in low-income areas, deterioration in the community, great dependency on systems and who are those folks that live in those areas and I think that does have some correlation. I don't know about casuistic (sic) but it has correlation. But it doesn't mean because you are a certain race or ethnicity you are more prone to violence. It doesn't mean that, there are multiple factors but usually when you see low income, physical deterioration, dependency, you are seeing higher proportions of unemployment, those are where you are more likely to see more violence in the community.

>> DEE REINHARDT: So our takeaway from this particular section is that violence is intentional. Violence affects anyone of any age. Violence can be self-directed, interpersonal or collective. Violent offenders and bullies can be the same and can be anyone.

Let's move on to gun violence and I have a poll question I'd like to bring out. What age group do you think is most likely to be targeted by gun violence than any other types of violence.

>> JOHN HEIDERSCHEIDT: I don't know if someone else wanted to step in but I think you are at the age brackets of 13 to 22. Probably higher concentration of 16 to 17 to 18-year-olds in gun violence.

>> DEE REINHARDT: Good. You just gave them all the answer.

>> JOHN HEIDERSCHEIDT: I wasn't supposed to talk. I'm sorry.

>> DEE REINHARDT: That's okay, John, you can give them a little clue there, but, yeah, it is still happens with younger youth but it is that older age group. We'll hide this poll right now and move on with our presentation and let's talk about are there certain areas that attract gun violence? Physical areas that attract gun violence.

>> JOHN HEIDERSCHEIDT: You are talking about the community?

>> DEE REINHARDT: Yes.

>> JOHN HEIDERSCHEIDT: Okay. I think it's your lower -- could be anywhere, guns -- we've had guns in our society since the beginning and there were studies back in the '70s that over 50% of homes had guns in them. So guns are everywhere. I think where you are more likely to see the gun violence is where you see gangs,

informal or illegal economics like drug dealing, burglaries, those situations, people abusing weapons for armed robberies to support drug habits or what those kinds of activities are.

>> DEE REINHARDT: With gun control we have any law policy, practice, or proposal designed to define, restrict, or limit the possession, production or modification, importation, shipment, sale, and or use of firearms, but what will deter gun violence from taking place at schools or in workplaces? John, would you like to answer that one for me.

>> JOHN HEIDERSCHIEDT: What will deter it? You know, it's some proactive work by the people doing the work in the schools, with families, having conversations, but that certainly won't deter anything and everything. We had a second-grader bring a loaded .45 pistol to school this school year and the second-grader, he brought the gun to school because he had been being bullied by two girls that lived in his neighborhood and they wouldn't stop so he wanted to get it to stop.

Luckily that situation resolved. We took possession of the gun and nothing occurred. We had a gun come to Streamwood high school, a student brought a gun in his belt, you may have seen this in the news or not, we don't know why, but he brought a loaded .25 caliber pistol to school. So these are unusual. We have had three guns come to school in the last year, and I have been working in the school district since 2006 and have not seen that before. We are certainly seeing an increase of that occurring.

As much deterrence as we do, we do random weapons sweeps, we do random checks of backpacks in classrooms and do those. As we ramp that up we do see that does make an impact but we still see weapons coming to school.

>> EDDY BOCANEGRAS: This is Eddy from the Y.

>> DEE REINHARDT: Hi, Eddy.

>> EDDY BOCANEGRAS: I have a quick comment behind it. So I think on one level right just having more of a comprehensive gun policy in not only our state, right, but in our government in general. I think about my siblings, they have all served in the armed forces, they all live in Texas but like they have an arsenal of weapons and yet they understand the type of work here I do in Chicago. Yet, you know, they still believe in the First Amendment, and they have the right to it but I do believe, though, that having comprehensive policies around gun control or you know who could actually own them or how many guns or you know perhaps very similar to owning a car, right, like you have a title that goes along with it when you purchase a car or you sell it.

Maybe that's a possibility that could take place with what's going on with our gun policy here.

I think most importantly, though, the question is really about why are kids bringing guns to the school? Hearing what some of the

community working in Chicago we might not see so many of the kids walk into the school with the guns but we do hear about them stashing them, hiding them outside school premises, specifically around gang issues or things they are hearing or listening to on Facebook or using social media that is actually incentivizing some of these incidents where they tend to lead to violence.

>> DEE REINHARDT: Right. Those are great examples. Go ahead, John.

>> JOHN HEIDERSCHIEDT: Just to take away from what he's saying, why do kids say that they need a gun at school to protect themselves? It means that there are factors going on in those communities or schools or places that they don't feel safe, that they don't feel protected or there's something bigger causing them to make that decision because that is a decision they make, which is a difficult one to make.

I think that is a real important piece to think about guns is why does society think they need a gun to protect themselves. If that's true, what are we doing in society to change that?

>> DEE REINHARDT: That brings up the next question. What are some things you can you can do to combat the gun violence in the community?

>> EDDY BOCANEGRRA: That's actually a really million-dollar question. What are the root causes of violence? It's hard to answer or hard to kind of have -- first of all, it's difficult in a sense that when you try to understand why youth or adults are carrying guns, whether to protect themselves or trying to harm someone because of certain needs they may have, the question to me is: Why is it that poor communities continue to see more violence as opposed to more affluent communities?

So for me it's also, again, the issue of policy, right, why is it that people coming back home from prison and they're moving back into Chicago they continue to move into these seven communities or seven ZIP codes in Chicago, and why is it that things haven't changed for them?

So what I want to try to understand and address those types of question. But on the other hand, what can you do immediately to respond to what is going on? 50 plus shootings we had this past weekend? I mean, I think about how in the world did 50 people able to get over 50 guns? I think about that part.

I also think about what led them to do, to solve or think they could solve their problems in the way they did? What are some of the things that is stemming that? Is it Parental supervision? Is it perhaps that the only capital they actually have is a reputation so they have to continue to defend their reputation to feel safe in their community? It's really difficult to say, because for some kids who are able to build a relationship and a rapport and then get them involved in positive activities or connecting them to positive and



caring adults, but that's not the case for every youth that comes across our doors. Or that we encounter in the streets, to be quite honest.

>> JOHN HEIDERSCHEIDT: Can I go next? Sorry.

>> DEE REINHARDT: Yes.

>> JOHN HEIDERSCHEIDT: My message to those who are listening in this youth empowerment program, I believe that the bystander affect in bullying is a significant thing that we're not promoting well as adults. The bystander effect is helping kids know that this is a safe place to tattle-tale, because here at the school, if you will, we are going to help the person who is not doing the right thing. Instead of just having a culture at school that's about punishment and out of school suspension and, hey, he's doing the wrong thing so get him out of here. We have to change that in our communities and in our societies to be school is a place to learn. If we can let kids know we can have a safe bystander affect, don't be a watcher, do something about it. When you go in the workplace, don't be a bystander that watches a fellow employee beat up verbally on another employee.

Do something about it. Say something. Stand up for each other. And if -- if the managements of those, like a principal or teacher or boss at a workplace promote cultures in these places that promote that type of activity that we are out here to change behavior, not just punish and be punitive, that is really where we're trying to focus our work here at our school in U 46.

>> DEE REINHARDT: Thank you.

>> I agree with all of that and I think another important layer is in addition to schools creating other safe spaces because the more often they feel like they are in a place where they can talk about whether it's fears or victimization or even, or the impact of things that they have done, the more often it's safe -- the less frequently they'll feel the need to carry guns to protect themselves.

>> DEE REINHARDT: Very true, very true.

Our takeaway is gun violence can often end in death. Guns are often obtained off the street and illegally and gun violence affects all of us in our communities. It's not just the one who is being shot or doing the shooting. It affects everybody.

Let's move on to our next section and I'll pull up a poll question. Where do you see intimate partner violence portrayed? Kim, would you like to tell us what you consider intimate partner violence as well? Another word for that.

>> KIMBERY SCHELLIN-ROG: Yes. I like to call intimate partner violence by its old school name of domestic violence because that is what it comes back to. The word "Intimate" sometimes puts a certain idea in people's head as to what kind of relationship people are having and that's not always the case especially in like teen dating violence relationships. They may not have come to that level

yet. I just like to call it domestic violence.

>> DEE REINHARDT: All right.

>> KIMBERY SCHELLIN-ROG: That's how I will reference it.

>> DEE REINHARDT: Let's move on to the next slide and talk about is intimate partner violence or what is the precursor to domestic abuse? How would people recognize that?

>> KIMBERY SCHELLIN-ROG: Oh, there are multiple red flags when we think of domestic violence. Because in all actuality domestic violence comes back to someone wanting power and control over another person. So this can start you know as controlling who this person talks to, who they hang out with, what they wear, the financial aspect of a relationship, and then it gradually builds up into one person pretty much dictating to the other person in the relationship absolutely everything. Telling them what to do, it builds up to that but it starts slowly so some of the other red flags include extreme jealousy, like I said before, controlling who this person talks to or hangs out with and the common misconception that jealousy equals love. That is so far from truth. Jealousy really is a sign of an unhealthy relationship. Some other red flags are the constant phone calls or text messages.

I know the youth today that is how they communicate, is via text but when someone is getting 100 or more texts a minute, that's a sign to us that something is unhealthy in that relationship.

>> DEE REINHARDT: On the screen we have an image that says a man is severely assaulted by his wife or girlfriend every 47.6 seconds. I know the statistic might be off a little bit but let's talk about men being abused by women. Does it only happen to married people?

>> KIMBERY SCHELLIN-ROG: No. This happens to anybody in a dating relationship. It can happen to people who are no longer dating but have at one time, people who share a child in common, same-sex relationships, of course heterosexual relationships, any kind of relationship along those lines. There are more red flags I didn't get to. Just to put those out there. We don't have time.

>> DEE REINHARDT: We have a list of the types of assaults that people could be experiencing. Maybe they threw something and could get pushed, slapped, kicked, bit, choked, tried to drown, hit with object, pushed, grabbed, shoved. If you are playing in a pool and they try to drown you because it's horseplay, that's different than what we are talking about. But in some cases that horseplay might turn into assault. Is that correct?

>> KIMBERY SCHELLIN-ROG: Correct. With assaults what we have found is they tend to start out with small things, you know, I'm going to just kind of push my shoulder into this person. Do I get away with it? Then they kind of up it, like bullies tend to do. What can I get away with; they start small and build up. The thing with domestic violence is it's intentional. The horseplay in the pool

that's on accident but we need to remember that this is intentional natural violence from one person to another.

>> DEE REINHARDT: I just pulled a poll up on the screen that what could be considered stalking? Because stalking is part of this dodo mess particular violence, intimate partner violence. So let's talk a little bit about each of these things you see on the screen, Kim.

>> KIMBERY SCHELLIN-ROG: Okay. Following or spying on you. Yes. That is definitely a form of stalking. And I know later when we talk about some electronic stuff with the wonderful electronic stuff we have now, sadly, that makes stalking easier for the perpetrator to kind of keep tabs on their victim. Now a lot of cell phones have a GPS locator on them where the abuser can kind of log in and kind of know where each person is at any point in time. Some of the iPhones have the -- they keep track of where you have been and I don't know if anybody knows about that but you can pull it up and it shows exactly where you have been and how long you spent there. That's always kind of fun for when abusers get hold of that.

Calls you repeatedly. Kind of already talked about that. That is a lot of the control, checking on you, specifically like if you tell your abuser I have to work and the abuser knows it should take you 10 minutes to get to work and they are calling you at 10 minutes and 10 seconds to make sure you got there and they keep calling you, where have you been? It's taken you 12 minutes. I got stuck by a train. That is a sign of stalking. Standing outside your home, school, or work. That, just take that in the context. If they're not supposed to be there or it's not expected that they are supposed to be there, I mean, if this is like a fellow student, yeah, potentially they will be standing at the school location so you have to keep that in the back of your mind as well.

>> DEE REINHARDT: The other cue on this is if more than one of these things is happening, you can pretty much guarantee that it is stalking.

>> KIMBERY SCHELLIN-ROG: Right. If this person is showing up everywhere you are, miraculously, coincidentally, there is probably something else going on. I have had clients where no matter where they went, their abuser was there and so it was like how does every single place I go, my abuser shows up? Turns out there was a GPS tracker on the car, so they knew where the victim would be.

>> DEE REINHARDT: Thanks for all that information. Let's move on to the next slide. What's the difference between dating violence and domestic violence? Where do things like roofies come into the situation.

>> KIMBERY SCHELLIN-ROG: Okay. Dating violence, that is a subcategory under domestic violence so it's in the same field. So dating violence like we've already talked about, anybody is at risk for dating violence. You know, statistics tell us that one in four

teenagers are the victim of dating violence. So just think about a classroom of 30 students. If math serves me correctly, seven -- someone help me out if my math is wrong, 7.5 students will have been the victim of dating violence in just that one classroom. So anybody is at risk.

>> DEE REINHARDT: 25%? 25%.

>> KIMBERY SCHELLIN-ROG: Seven. Out of a classroom of 30, does that work out to be 25%? One in four, yeah, one in four, 25%. It's late in the day. My brain is a little... a little done! So it is happening to the students, to the youth that we interact with. Definitely it is something to talk to them about. Was see on your screen is the power control wheel like I mentioned earlier, underlying dynamic is power control because the perpetrator wants to kind of, again, have absolute dominance over their victim and that's just the different spokes in a team relationship. How you those different things are manipulated by the abuser.

>> DEE REINHARDT: Can this go into adulthood? It's not just teens.

>> KIMBERY SCHELLIN-ROG: Correct. This is the teen-specific power and control wheel. It does, there is one for adults as well.

>> DEE REINHARDT: We have this cycle of violence. Tell me a little bit about that.

>> KIMBERY SCHELLIN-ROG: We do. Cycle of violence, this is something else we see in domestic violence relationships where when people get into relationships, that is what we call, you have up there, the sorry phase. The other term for it is the honeymoon phase or it's the good times. Things are going well. People are getting along. Flowers, candy, you know, good times.

Sadly that starts to decrease in and more tension or stress comes into the relationship. So that's the next phase, the tension-building, until it gets to the point, violent eruption, verbal explosion, physical explosion and then we return to the sorry phase or honeymoon phase, it's a lot of words from the perpetrator, I'm sorry, I don't know what came over me, it won't happen again, don't break up with me. Give me one more chance.

The victim, you know, again, because they care for the abuser or other reasons, they stay in that relationship and this just cycles continuously.

>> DEE REINHARDT: Is there a difference between heterosexual relationships and LGBT relationships.

>> KIMBERY SCHELLIN-ROG: What we see is first of all domestic violence is heavily underreported anyway, and in the LGBT community it is even more underreported due to social stigma, due to maybe the victim has not yet come out or revealed their sexual orientation and they know if they make a report, it's gonna come out. We see a lot of less reporting in that community.

>> DEE REINHARDT: I know we could be talking about these topics

for hours but we are trying to keep our time consolidated. Julisa has been diagnosed with clinical depression, she goes out and binge drinks with her boyfriend and friends, when she drinks her boyfriend often pressures her to have sex even when she doesn't want to. He also makes rude and inappropriate comments about her in front of all of their friends which makes her feel bad about herself. I think Julisa is in an abusive relationship. What are the signs that cause her to be in an abusive relationship?

Would any of the group like to talk about any of these items on here?

>> KIMBERY SCHELLIN-ROG: This is Kim again, sorry, I know you asked me earlier about roofies if its in relationships. There is often, especially in the teen dating relationships it's been my experience, there is a lot of this sexual coercion, forced sexual contact prior to when the victim is comfortable with it. Again, this happens with both female and male victims and female and male perpetrators. So if there is that pressure, right there that's a sign this relationship is -- has domestic violence going on. Which we have seen here.

>> DEE REINHARDT: I'm going to hide this poll.

>> JOHN HEIDERSCHIEDT: You're talking about use of substances, so she's medicating herself with other stuff that does not help her with her clinical depression and her overuse of -- there's a reason for all of that, too. That is underlining behind all this. Then the boyfriend putting pressure to have sex, that's definitely an abusive relationship. So I think that, yes, this is definitely an abusive relationship. And, yes, there are underlying causes to all those things.

>> DEE REINHARDT: Our next scenario is Ryan suffers from severe anxiety but he's learned to cope with symptoms. He recently came out to his friends and family. He has not had a close relationship with another boy before but decide today go on a date with another boy. Paul, who expressed interested in the relationship, he quickly realized that the relationship would not work between he and Paul, and he tried to end things but since then Paul has not stopped calling, texting, and seems to track his every movement on social media. He asks Paul to lay off but this only makes him pursue Ryan even more. What is Paul doing? You can answer these poll questions, this poll question here. This is a good example we were talking about earlier, I'm surprised Paul didn't stick a GPS on Ryan's car.

>> KIMBERY SCHELLIN-ROG: Well, we might not know that yet.

>> DEE REINHARDT: So I'm going to try to move us along here so we're going to close this poll. And our takeaway. Intimate partner violence known as domestic violence describes physical sexual or psychological harm by a current or former partner or spouse or dating partner. IPV can happen with a weapon or without and includes stalking. Same-sex partners report as much domestic

violence as heterosexual couples. People at risk for dating violence include those who abuse substances, have early sexual encounters or experienced violence in the home.

Our next section is on suicide. Suicide is a very hard topic. Suicide is the act of intentionally causing one's own death, depression, mental disorders, alcoholism, drug abuse, stress, interpersonal relationships. As you can see on the slide here, we have males and females in the mix and these are high school students who considered planning or attempting suicide in 2009. Why are suicide attempts so much higher with girls than boys and have the numbers changed much from this 2009 set of statistics.

>> JOHN HEIDERSCHIEDT: I don't have the current numbers, I don't believe they have changed that much. The whys on the attempts, usually the weapon of choice. And the method in which to attempt the suicide. Boys tend to gravitate to more violent hangings or using weapons, that don't have a way to turn away or stop. Girls tend to choose different methods.

>> DEE REINHARDT: So the attempts are higher where the boys end up succeeding usually. So the impact of suicide is that it significantly higher between 18 and 29-year-olds than those over the age of 30. And what I liked about this particular statistic is that there is 100 to 200 attempts for every completed suicide. I just think that is -- I think that's huge to know that there are that many kids trying that don't succeed. What is going on in their lives? Why is it so much more significant for those 15 to 24-year-olds than the older people? Is it stress in their life or what? The numbers show boys are more likely to die from suicide but girls have more attempts. As John mentioned earlier it's probably because of the method that they are using. Were any of the other speakers like to comment on any of this?

>> I agree.

>> MEG HELDER: I think also going back to the age range and why we see more suicides in that below 30 age range likely goes to impulse sift, and sort of risk-taking behaviors which are more common as there is still brain development occurring and particularly among those ages that are -- that have the higher suicide risk. Sometimes when there is problem-solving skills and less impulsivity, I think considering but not acting is more common.

>> DEE REINHARDT: We have risk factors on the screen right now. So looking at this list, what are the biggest risk factors for suicide and what kind of combination will we most likely see together? I know none of you are actually suicide prevention experts but what do you think you're going to see out of these things.

>> JOHN HEIDERSCHIEDT: I think we're missing one here, even in young people, we don't have gambling up here and gambling is a pretty significant, back when I was a police officer I would experience that in more than just a few times. Where the -- you find

out the person was involved in a heavy dose of gambling and probably lost everything and didn't have any way to build anything back so they were helpless and hopeless. But as far as factors, alcohol, drugs, usually your harder-core drugs, and probably there might be something to do with family history, I don't know that much about it but I also believe it has to do with relationships for younger people.

>> DEE REINHARDT: Yes. We have a list of it's an acronym on here that can be used to represent the warning signs for suicide. A lot of times just like John said you get involved in something you just think there is no way out. But you need to talk to someone. Just like when the stock market crashed in 1929 we heard of so many suicides of people who lost fortunes, they jumped out of buildings. How much of a factor is money and how does that play with financial abuse at all? We talked about or John just mentioned getting in gambling that's a really big monetary expense. Where does financial abuse, Kim, you mentioned something about someone controlling the purse strings for a relationship.

>> KIMBERY SCHELLIN-ROG: Yes, and in our experience, there are two huge things that cause fights or disagreements in a relationship. One of them is money and the other often is children. So money definitely, we need, in our society it's a huge factor.

So when one person has the control over that and the other person has to you know constantly being like can I have 20 dollars to go buy a gallon of milk and diapers, that often adds more stress because the one person, if they're in a relationship, especially if they are married, that's shared income and it's often -- that's just one form of financial abuse. In the elderly population we're seeing a huge increase with financial abuse as well. But I think that might be a topic for another day.

>> DEE REINHARDT: Suicide is fatal. If you survive an attempt you could suffer serious injuries. There is 100 to 200 attempts for every actual suicide. Boys are more likely to die from suicide than girls. Remember, our language, IS PATH WARM, for warning signs? I want to bring up two polls now dealing with electronic aggression.

We'll ask you to answer, I'm sorry, what are some additional warning signs for suicide? We didn't answer that one earlier, so answer that one really quickly for me. Which of the following electronic activities do you use?

>> KIMBERY SCHELLIN-ROG: For the additional warning signs I don't see it up there, but giving away of the cherished or prized items, that is something if someone has this huge baseball card collection that you know they don't even let anybody look at and all of a sudden they are giving it away to someone, that should raise definitely a red flag.

>> DEE REINHARDT: Yes, very true. I'll hide that poll so we can move on with our other one. Where have you seen negative or

hurtful messages directed toward yourself or another person at any time?

(Silence)

Just, we had a question from the audience that they missed part of the presentation. We are recording the session and it will be posted on the Illinois work net.com/SYEP 2014 website so that you can access it and use our are required to review the recording.

Let's move on with our presentation here. We'll hide these two polls. We will move on with electronic aggression which in other cases we might call it something else. So who would like to answer the question about what is electronic aggression.

>> JOHN HEIDERSCHIEDT: I could. It's bullying. Its electronic aggression things we would normally say to each other face-to-face but without the face-to-face it tends to be meaner and uglier or perceived as meaner and uglier depending how we read it or what our state of mind is when we read or write it.

>> DEE REINHARDT: Yes. What else do we call it? We call it cyberbullying, don't we?

>> Yes.

>> DEE REINHARDT: We have numbers on this next slide. How common is electronic aggression, 9 to 35% with Internet harassment becoming more common. The relationship between victims, I don't know, I think these numbers are kind of low. Is electronic aggression just being ignored instead of reported?

>> JOHN HEIDERSCHIEDT: Think about it this way. We don't understand it or I don't understand it even with my own teen children, I think if you are getting harassed on the phone or someone being mean or you're being ugly on texting I'll just take your phone away but really that today, for our use of cell phones or that type of social media and mobile devices, it is people's lifeline, so I think kids are going to be less likely to tell anybody until it's to the point where it's overwhelming them because they don't want their phone taken away, they don't want their connections interrupted, if you will, because it is their lifeline to their social interactions most of the time.

>> DEE REINHARDT: Meg, do you want to add anything to this.

>> MEG HELDER: I think another thing that might come into play with underreporting for cyberbullying or electronic aggression is people may not always know who to report to. In school it's pretty clear who the authority figure is. You can talk to teacher, principal, counselor. But if you are on Facebook or you're on or if you're instant messaging or texting, there is not necessarily like that impartial authority figure that you can go to and try to have help mediate.

>> DEE REINHARDT: So when is cyberbullying more common? In school or at work or both, and would anybody like to share any examples of anything that they have heard about? Kim, how does cyberbullying



come into domestic violence?

>> KIMBERY SCHELLIN-ROG: It's the constant like I said earlier text messages, checking up on you, that if the victim doesn't respond immediately, then the other one, other one now if this person is at work they start calling the office, going how come you are not responding to my texts so that's how it affects victims or even sometimes the abuser will go so far as to text other people to be like, so and so hasn't respond today me. Is everything okay? So now more people are being involved in this abusive scenario. And the thing that I have noticed with electronic and cyberbullying is that back in my day, you know, if someone was being bullied at school it ended at like 3:00 when school got out. Now that bullying is able to continue to the victim when they are at home when they are supposed to be safe. That's a difference. So now it's not just like an eight-hour span of time; it can be all the time. Make sense?

>> DEE REINHARDT: Yeah, good point.

Is Eddy still on the call?

>> EDDY BOCANEGRA: Yeah, actually some thoughts I had was not so much about bullying even though that's obviously a major contributor but I was thinking about social media in the context of how it's being used to sell narcotics, Instagram or tweeting or Facebook messaging but also how gangs utilize that as a form of -- it's another tool for recruitment in so many ways. Even for children or parents who have children at home and feel its safe, another way to get into that home, it's through that computer, that screen. That's just another way that gangs are recruiting individuals, also another way that bullying happens outside of the school context or out of the neighborhood context. Those were my immediate thoughts I had when you guys were talking.

>> DEE REINHARDT: I'd like to share our takeaway for this section. Electronic aggression is also known as cyberbullying, it takes place on the Internet and phones, texts, e-mails, chats, YouTube and social media. Sharing images or messages or saying something untruthful about someone to hurt them by e-mail, phone, or on the Internet is electronic aggression. It's something that needs to be controlled and we need to help with that.

Now what we'd like to do to end our session today is talk a little bit about how to prevent violence. So with our world in some cases we need to learn conflict resolution tactics to help you defend yourself against a bully or other acts of violence. So how can we do this? What have you used in your program, Eddy or Meg to help with helping the kids with the violence prevention?

>> MEG HELDER: One thing we use in conflict mediation setting and just a basic practice for our programs is restorative justice techniques, we'll often have youth come together and be part of a peace circle and one thing we find powerful, if they are used to this

as part of their regular experience, sort of hearing how other people are thinking about and experiencing the same things they experience, it becomes easier for them to put themselves in another person's place when they are having a conflict so if we go back to that same type of setting to resolve the conflict, maybe help the victim, help the bully better understand the victim and vice versa or often we see situations where there is more -- it's like there are two aggressors, each the victim of the other. But having that sort of baseline understanding that our programs or places we're in our space where it's safe to both express your emotions and experiences, and then using that same method to process conflict and to work through challenges.

That can be really useful for youth. So like in summary we use a lot of restorative justice techniques and foster mutual understanding.

>> DEE REINHARDT: John, would you like to talk about this slide.

>> JOHN HEIDERSCHIEDT: If you see something, say something. Exactly. That is what I would call the bystander effect. We can stand by and watch it happen or we can inform those who can help us whether it's in school, in our homes, in the park, wherever in the community or workplaces. Find ways to, if you don't feel you can give your name and you don't feel comfortable or safe doing that, find ways to anonymously report. If something is happening in your workplace and it has a potential of causing violence and you don't feel comfortable telling your boss, tell the police. Tell somebody. But it's always better to I think leave a situation knowing that I did something, I did something to try to prevent it than not doing anything and then have to live with that thought later on if something does happen.

>> DEE REINHARDT: We have some points on the screen. What can you do to help? Help yourself if you are being victimized. The important factor here is if it will not impact your safety. In some situations with domestic abuse especially you have to be aware that what you do can just inflame the situation but in most cases you can just tell the person to stop. Seek help from a friend. Surround yourself with friends. And/or seek out an organization that can help you. In domestic abuse, crisis center from which Kim was our guest speaker will be able to help someone who is in a domestic abuse situation.

If you see someone being victimized, please, don't laugh. Stay there and say something to the bully that may stop them if it will not impact your safety. Just like John said, call someone that can help you. Maybe it's the police. Maybe it's a supervisor, maybe it's the principal. If Eddy or Meg or John would like to add any points to this, please, let me know what you would like to say at this moment.

(Silence).

>> EDDY BOCANEGRA: My only two cents, this is to what has been already added, for a lot of youth that are probably listening to this or who will be planning on listening to this, sometimes there's this notion as John pointed out several times about the snitching or tricking and sometimes when you are among peers, that could be challenging, right, because you are kind of in a peer culture. On the other hand, though, it's really thinking about some of the consequences that actually it has on a person as a witness, right, you witness something, it could be just as guilty as a person who is actually creating the crime or causing the inflicting the pain or damage. What I really want to say is if there's a youth out there who doesn't feel comfortable with going to law enforcement or a teacher, is there someone in that person's family, brother or sister, who might be older, someone that is in the community, worker, mentor, someone they might feel more comfortable in talking about this, where their identity could still be kept you know somewhat of a secret or kept confidential.

To me that's something that if you could start, if the youth could start thinking who they trust in that capacity, that's something to think about in the future.

>> JOHN HEIDERSCHIEDT: Can I read a quote from a book back from 1971 called "To establish justice and ensure domestic tranquillity" can I read that real quick? So in studying this book is about the study of violence going on back in the 60s in society, and it was commissioned by the Nixon administration, this quote is I'll just read from the book. "Violence has usually been the lava flowing from the top of a volcano, fed by deeper fires of social dislocation and injustice. It has not been stopped solely by capping the top but is usually subsided when our political and social institutions have managed to make the adjustments necessary to cool the fires below."

There's plenty of things we can do as a society, and this is no longer quoting, but I believe we all have the ability to do something to keep the violence from exploding and that something that we can do is to be a friend, to be a buddy, not just be a bystander but be a doer like you said in your slide. Be the change we want to see.

>> DEE REINHARDT: Great. Our takeaway from this whole section is recognize the signs of violence. If you see something, say something. Today I'd like to thank our guest speakers. We had John Heiderscheidt from school district U 46, coordinator of safety and security. We had Kimberly Schellin-Rog, domestic program coordinator from crisis center, Eddy Bocanegra and Meg Helder from the YNCA of Chicago and also thank Natasha, Chelsea and Lacey and our closed captioning specialist Dodie for helping us make this Webinar successful. Please note that there is the presentation in the file pod below as well as a Word search handout that you can

use as an activity for this program. Please fill those out, have a little bit of fun with it and I hope that you will be continuing the discussion in your local areas.

Thank you for joining us today. And I appreciate your participation and attention.