

# HYDE COUNTY HOTLINE, INC.

*We are committed to promoting dignity, respect and safety at home resulting in safer communities.*

**August 2017**

**Visit us at: [HydeCounty-Hotline.org](http://HydeCounty-Hotline.org)**

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## **Abuse and Relationships**

### **Power and Control**

<http://www.abuseandrelationships.org>

**This is my commandment, that you love one another as I have loved you.**

**John 15:12**

In the social world, power is a concept with two very different meanings--'power to' and 'power over.' **'Power to'** refers to the ability of a person to change the circumstances of his or her life by creating and exercising options. **'Power over'** refers to the ability to limit the options of others.

It is naive to think that a civil society can run without any power over. Police have limited power over civilians, for instance. When 'power over' passes a threshold, it is reasonable speak of "control" Parents have control over small children. But as the abilities of children increase, good nurture requires that power over them be relinquished steadily and be replaced by *influence*. Influence is the ability to affect how others perceive and manage their options. Influence does not take options away. Intimate partners always desire to influence each other.

Insecurity tends to make some people try to control *situations and outcomes*. Surely this imposes some inconvenience or friction on other people, but largely, other people can avoid such situations, assert their self-determination, or detach. Desire for control at this level is maladaptive but not abusive.

Taking it to the next level, and controlling *people*, however, becomes power over,' **This is the definitional element of abuse.** This type of control is always malignant, and will quickly grow to be constant. If the **survivor** resists or tries to disregard the control, the situation will **escalate** rapidly.

Having one's 'power to' make choices overruled by another person's 'power over' leads to an experience of powerlessness. Powerlessness early in life tends to produce a later undue interest in power, sometimes in 'power to' but most commonly in 'power over'.

A strong interest in achieving power and control in a relationship, ironically, can produce in a **primary aggressor**, the 'feeling' of being controlled. This is because the disquieting effects of a partner's independent actions trigger coercive responses that are in the primary aggressor's repertoire but not in their self-image. **But this sensation of being controlled is very different from the fact of being controlled.** The primary aggressor still has the same safe options that he had before. He is tortured by his own expectations and intolerance of surprise.

The connection between power and control in a culture and in a relationship within that culture has often been drawn. The power and control point of view only cares what the 'other' or the target is doing or will do. It does not care what the other is expressing. Individuals who try to change a situation by expressing

rather than acting are at a disadvantage when they are up against power and control. (Of course taking action frequently draws retaliation.)

**There is a tendency for a controlling person to believe they own what they control (and ownership implies being able to do anything one wants without accountability).** This is valid for personal possessions or small activities that were created by one person. But it is not true for communities or assets that have developed over time with the work of many people. We are all not just beneficiaries but also *stakeholders* of much of the infrastructure of the country we live in because earlier generations have built it up. Obvious examples are universities and medical centers, but the same might be said of an industry that has been in existence for many generations, like the mining or auto-industries. Those presently empowered to manage this infrastructure do not have a right to sole determination of what happens, because they did not create the value, though they may control it.

**A stakeholder is a person that has a moral right to a say in what happens in a family, group, or company because of contributions or long involvement.** Stake holding can be inherited from previous generations. When it comes to a family, the same principle applies. A primary aggressor that say happens to control all the money may say that this gives him the 'right' to make all the decisions, but this is based on power not morality. All members of a family are stakeholders in the family, this is the basis behind spousal support and child support in divorce law. The law does not always up-hold moral rights, sometimes it upholds the right to retain power.

One of the effects of domestic abuse on a **survivor**, is a steady diminishment of the sense of power to act in their her best interest. When this is addressed by **advocates**, it is sometimes called 'empowerment.'

Love includes an interest in the empowerment of the partner. **Power over** and love are incompatible. Love leaves room for influence and leadership, but influence can't be forced. Leadership is based on attraction not compulsion. When an interest in **power over** and control is held by either partner, escalation and abuse are inevitable.



# Bullying In School

*My Walk to School* by [Andrea Wilson](#)

## My Walk to School

*Fist punch.  
Foot crunch.  
Hand hit.  
Mouth spit.  
Eye swells.  
Can't see.  
Please,  
Please,  
Let me be.*

*Rips my homework.  
Steals my money.  
Grabs my lunch.  
Thinks it's funny*

*Sticks and stones may break my bones...*

*Sissy  
Prissy  
Four-eyes  
Geek  
Fatso  
Stupid  
Nerdy  
Freak*

*...but names can really hurt.*

*Through the doors.  
Up the stairs.  
Face is bloody.  
No one cares.*

*In the washroom.  
Clean up the mess.  
I'll be safe  
Until ... recess...*

## What is bullying?

- ♦ **kicking, hitting, pushing**
- ♦ **taking and damaging belongings**
- ♦ **name calling**
- ♦ **taunting, mocking**
- ♦ **offensive comments**
- ♦ **making threats**
- ♦ **excluding people**
- ♦ **deliberately ignoring**
- ♦ **gossiping, spreading rumours**



**What do I do?  
TELL SOMEONE !**

It's that time of year again when parents are getting excited to send their children back to school. Most of the kids are ready to go back so that they can be with their friends and talk about what happened during the summer. Some kids are getting geared up to play sports or cheer. While this is all great for most of the parents and kids you still have some kids that are dreading going back to school, scared to face their fears.....their **bullies**. The following article talks about bullying in school and what we can do to help prevent it or even stop it.

## What Role Do Kids Play in Bullying?

<https://www.stopbullying.gov/what-is-bullying/roles-kids-play/index.html>

There are many roles that kids can play. Kids can bully others, they can be bullied, or they may witness bullying. When kids are involved in bullying, they often play more than one role. Sometimes kids may both be bullied and bully others or they may witness other kids being bullied. It is important to understand the multiple roles kids play in order to effectively [prevent](#) and [respond](#) to bullying.

- [Importance of Not Labeling Kids](#)
- [Kids Involved in Bullying](#)

### Importance of Not Labeling Kids

When referring to a bullying situation, it is easy to call the kids who bully others "bullies" and those who are targeted "victims," but this may have unintended consequences. When children are labeled as "bullies" or "victims" it may:

- Send the message that the child's behavior cannot change
- Fail to recognize the multiple roles children might play in different bullying situations
- Disregard other factors contributing to the behavior such as peer influence or school climate

Instead of labeling the children involved, focus on the behavior. For instance:

- Instead of calling a child a "bully," refer to them as "the child who bullied"
- Instead of calling a child a "victim," refer to them as "the child who was bullied"
- Instead of calling a child a "bully/victim," refer to them as "the child who was both bullied and bullied others."

### Kids Involved in Bullying

The roles kids play in bullying are not limited to those who bully others and those who are bullied. Some researchers talk about the "circle of bullying" to define both those directly involved in bullying and those who actively or passively assist the behavior or defend against it. Direct roles include:

- **Kids who Bully:** These children engage in bullying behavior towards their peers. There are many [risk factors](#) that may contribute to the child's involvement in the behavior. Often, these students require [support](#) to change their behavior and address any other challenges that may be influencing their behavior.
- **Kids who are Bullied:** These children are the targets of bullying behavior. Some factors put children [at more risk](#) of being bullied, but not all children with these characteristics will be bullied. Sometimes, these children may need [help](#) learning [how to respond to bullying](#).

Even if a child is not directly involved in bullying, they may be contributing to the behavior. Witnessing the behavior may also [affect](#) the child, so it is important for them to learn [what they should do](#) when they see bullying happen. Roles kids play when they witness bullying include:

- **Kids who Assist:** These children may not start the bullying or lead in the bullying behavior, but serve as an "assistant" to children who are bullying. These children may encourage the bullying behavior and occasionally join in.

- **Kids who Reinforce:** These children are not directly involved in the bullying behavior but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.
- **Outsiders:** These children remain separate from the bullying situation. They neither reinforce the bullying behavior nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behavior.
- These kids often want to help, but don't know how. Learn how to be "more than a bystander."
- **Kids who Defend:** These children actively comfort the child being bullied and may come to the child's defense when bullying occurs.

Most kids play more than one role in bullying over time. In some cases, they may be directly involved in bullying as the one bullying others or being bullied and in others they may witness bullying and play an assisting or defending role. Every situation is different. Some kids are both bullied and bully others. It is important to note the multiple roles kids play, because:

- Those who are both bullied and bully others may be at more risk for [negative outcomes](#), such as depression or suicidal ideation.
- It highlights the need to engage all kids in [prevention](#) efforts, not just those who are known to be directly involve

I **PRAISE** you, for I am  
 fearfully and wonderfully made.  
 Wonderful are your works,  
 my soul knows very well.  
 -Psalm 139:1-4



**We love Volunteers!!!**

Please help and call  
Hyde County Hotline 252-925-2502



Thank you to the family Violence  
Prevention Services Program  
US DHHS, and NC Council for Women  
for financial support.

**Your Support Enables Hotline To Better Serve Victims  
and Survivors of Domestic Abuse**  
*Please Consider*

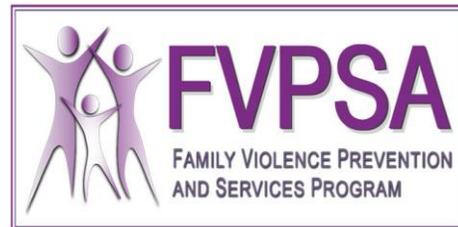
**Donating to our Thrift Store  
Financial Gifts  
Asking about a Presentation  
Thank You!**

Please call for more information at **252-925-2502**

Hyde County Hotline offers support groups for victims and survivors of domestic abuse and sexual victimization. Domestic abuse support group is offered 1<sup>st</sup> and 3<sup>rd</sup> weeks of each month. Sexual assault support group is offered 2<sup>nd</sup> and 4<sup>th</sup> weeks of each month.



 **Nothing Compares**



**OUR MISSION:**

**The purpose of Hyde County Hotline, Inc. is to work to eliminate domestic abuse and sexual victimization and provide safe shelter in Hyde County, North Carolina through the collaborative efforts of a compassionate community. We promote dignity, respect and safety at home resulting in safer communities.**

**HYDE COUNTY HOTLINE  
24 HOUR CRISIS LINE  
252-925-2500**