




## Bullying Prevention: Ripples & Dominoes

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@FindYourVoice3




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## For the Birds




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## This Presentation Will...

- Provide an overview of the **issue** of bullying
- Provide ideas to **prevent and reduce bullying** in your school community
- Identify available **resources**

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## To-do #1

Be clear on the definition of bullying AND  
how it differs from conflict,  
mean/rude/inappropriate behavior





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## What Is Bullying?

“Bullying is when someone **repeatedly and on purpose** says or does **mean or hurtful things** to another person who has a **hard time defending** himself or herself.”

OBPP Teacher Guide, p. xii




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## Three Key Components of Bullying Behavior

1. Involves an **aggressive** behavior
2. Typically involves a **pattern** of behavior repeated over time
3. Involves an **imbalance of power** or strength (or threat of)




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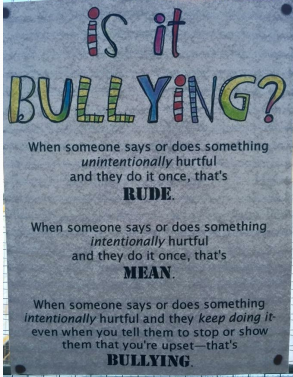
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**is it BULLYING?**

When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE.**

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN.**

When someone says or does something *intentionally* hurtful and they *keep doing it* even when you tell them to stop or show them that you're upset—that's **BULLYING.**

[Find Your Voice]

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## To-do #2

Know what bullying looks like & beef up your school discipline policies



[Find Your Voice]

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## Direct Bullying

- Hitting, kicking, shoving, spitting
- Taunting, name-calling, using degrading comments
- Threatening or obscene gestures

[Find Your Voice]

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## Indirect Bullying

- Getting another person to bully someone
- Spreading rumors
- Causing another person to be socially isolated
- Cyber bullying




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## Reinforcements Consequences




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## To-do #3

Identify the various roles in any given bullying situation




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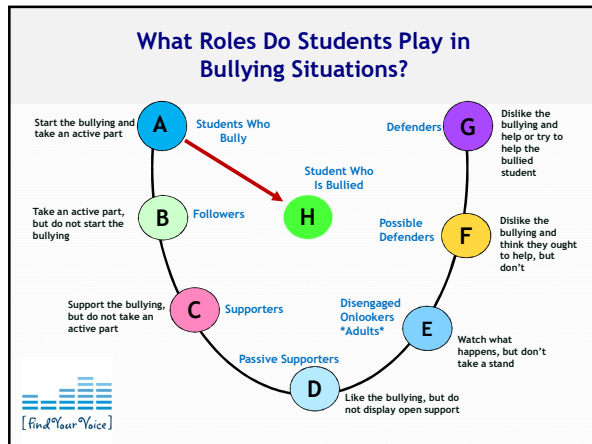
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### Children at Higher Risk of Being Bullied:

- Children with disabilities, special needs, and health problems
- **Children who are overweight**
- **Children who are lesbian, gay, bisexual, transgender, or who are questioning their identities (LGBTQ)**
- Children in visible minorities

[find<sup>our</sup>voice]

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### Children Who Bully Tend To...



- **Have positive attitudes toward violence**
- **Be impulsive and have quick tempers**
- **Show little empathy for victims**
- **Be aggressive to adults**
- **Be involved in other antisocial or rule-breaking activities**
- **Be physically stronger than peers (boys)**

[find<sup>our</sup>voice]

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## What Motivates Children Who Bully?



- Like to dominate others in a negative way
- Gain satisfaction from inflicting injury and suffering
- Receive “rewards” by bullying others (prestige, attention, possessions)

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## To-do #4

Understand the importance of intervening




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## Effects of Being Bullied



- Lower self-esteem
- Depression and anxiety
- Absenteeism and lowered school achievement
- Thoughts of suicide
- Illness




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## Concerns about Children Who Bully

Children who bully are more likely to:

- have been bullied
- get into fights; injured in fights
- steal or vandalize property
- drink alcohol and smoke cigarettes
- be truant or drop out of school
- report poor academic achievement
- carry a weapon
- Criminal Convictions study




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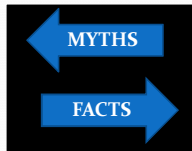
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## Common Myths About Children who Bully



- Do it to feel better about themselves
- Loners




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## Effects of Bullying on Bystanders

Bystanders may feel:

- Afraid
- Powerless to change the situation
- Guilty for not acting
- A diminished empathy for victims over time




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### Why is it important to address bullying in schools?

1. For students and their futures
2. For a healthy school climate
3. For the larger community
4. For the purposes of risk management for schools
5. It's a wise investment
6. It's the law





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### Anti-Bullying Ad

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### To-do #5

Understand how to intervene





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### How You Can Help

- **Choose an evidence based, school-wide approach**
  - ✓ Proven effectiveness & staying power
  - ✓ Involves ALL stakeholders
  - ✓ Consistency in messaging
  - ✓ Focus on changing norms and attitudes


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### How You Can Help

- **Ensure ongoing collaboration - not one time intervention**
  - ✓ Not a curricular based approach
  - ✓ No one-off assemblies
  - ✓ Not conflict management
  - ✓ Not peer mediation or restorative justice
  - ✓ Not anger management
  - ✓ No Zero Tolerance





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### How You Can Help

- **Annual research-based assessment**
  - ✓ Anonymous, high-validity
- **Embed into curriculum**
  - ✓ Address in all areas of school activities
  - ✓ Annotated bibliographies, other resources
  - ✓ Classroom Meetings






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## How You Can Help

- **Individual Interventions**
  - ✓ On-the-Spot Interventions
  - ✓ Interventions based on reports or suspicions
  - ✓ Meetings with kids and parents





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## How You Can Help

- **Support and Training**
  - ✓ Provide all stakeholders with training and ongoing support
  - ✓ Support from trainer for 18-24 months following training






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## To-do #6

Refine your approach to engagement & communication





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| Parents  | School   |
|--|--|
| <ul style="list-style-type: none"> <li>No ambiguity</li> <li>Call school to fix</li> </ul> | <ul style="list-style-type: none"> <li>More ambiguity</li> <li>Discipline not black &amp; white</li> </ul> |

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## Shift Approaches

**From a Criminal Justice style approach**

- Deal with situations after the fact
- Speak about 'bully' and 'victim'
- Only handled by administration

**To an Educational approach**

- Preventive
- Adult led, with student involvement
- Support for all parties involved



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## Tips for Communicating

- Avoid "who is to blame" approach
- Focus on
  - ✓ Collaboration – it takes a team
  - ✓ Caring – educators' job of helping ALL students improve
  - ✓ Leadership
  - ✓ Responsibility by every party
- Practice **TEA Time**
  - ✓ Thank
  - ✓ Empathize
  - ✓ Acknowledge
  - ✓ Give your Time




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**To-do #7**  
Become familiar with resources



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**Educational Resources**



Olweus Bullying Prevention Program

Grades 3 - 5

Grades 6 - 12



Grades K - 5

Grades 6 - 8

Grades 9 - 12

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Cyberbully Movie



One  
by Kathryn Otoshi



We Want You to Know  
by Deborah Ellis



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## Take Home Messages

- It *is* possible to reduce bullying
- It requires a *team* effort
- It requires a long-term *commitment*



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## I Believe...



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## For more information

Find Your Voice  
Bullying Prevention Education  
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