Bullying Prevention: Ripples & Dominoes
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For the Birds

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
To-do #1
Be clear on the definition of bullying AND how it differs from conflict, mean/rude/inappropriate behavior

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

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)
To-do #2

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

Direct Bullying

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

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

**Reinforcements**

**Consequences**

**To-do #3**

Identify the various roles in any given bullying situation
What Roles Do Students Play in Bullying Situations?

- **A**: Students Who Bully
  - Start the bullying and take an active part

- **B**: Followers
  - Take an active part, but do not start the bullying

- **C**: Supporters
  - Support the bullying, but do not take an active part

- **D**: Passive Supporters
  - Like the bullying, but do not display open support

- **E**: Passive Defenders
  - Watch what happens, but don’t take a stand

- **F**: Defenders
  - Dislike the bullying and think they ought to help, but don’t

- **G**: Possible Defenders
  - Dislike the bullying and help or try to help the bullied student

**Student Who Is Bullied**

- Start the bullying and take an active part
- Take an active part, but do not start the bullying
- Support the bullying, but do not take an active part
- Like the bullying, but do not display open support
- Watch what happens, but don’t take a stand
- Dislike the bullying and think they ought to help, but don’t
- Dislike the bullying and help or try to help the bullied student

**Onlookers**

**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

**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)
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)

To-do #4
Understand the importance of intervening

Effects of Being Bullied

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

Common Myths About Children who Bully

- Do it to feel better about themselves
- Loners

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
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

Anti-Bullying Ad
- Family.ca

To-do #5
Understand how to intervene
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

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

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
How You Can Help

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

How You Can Help

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

To-do #6

Refine your approach to engagement & communication
Parents | School
--- | ---
• No ambiguity | • More ambiguity
• Call school to fix | • Discipline not black & white

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

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
To-do #7
Become familiar with resources

Educational Resources

- Olweus Bullying Prevention Program
  - Grades K - 5
  - Grades 3 - 5
  - Grades 6 - 12

- Cyberbullying
  - Grades K - 5
  - Grades 6 - 8
  - Grades 9 - 12

- Cyberbully Movie
- One
  by Kathryn Otoshi
- We Want You to Know
  by Deborah Ellis
Take Home Messages

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

I Believe...

For more information
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