

# *SHOULD WE OR SHOULDN'T WE?*

## Integrating Restorative Practices with Bullying Prevention and Intervention Practices

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# QUESTIONS TO CONSIDER



- What are restorative, best practices in bullying prevention?
- What is the best way to respond after bullying incidents occur?
- Can face-to-face meetings between those who are bullied and those who bully others be conducted in a *safe* and *productive* way without placing a victimized student at greater risk?

# QUESTIONS TO CONSIDER



- Can a restorative justice conference be used to address the harm caused in bullying situations?
- **How can victimized students be empowered to make the final decision to go forward with a restorative process?**
- Can we support students who bully to take responsibility for their actions?

# WHAT IS BULLYING?

## Bullying is:

“any unwanted aggressive behavior(s) by another youth or group of youths (who are not siblings or current dating partners) that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.”

Centers for Disease Control, U.S. Ed. (2014)

# KEY COMPONENTS OF BULLYING BEHAVIOR



- 1. Involves an aggressive behavior**
- 2. Typically involves a pattern of behavior *repeated* over time**
- 3. Imbalance of power or strength**

# BULLYING = PEER ABUSE



# EFFECTS OF BEING BULLIED

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



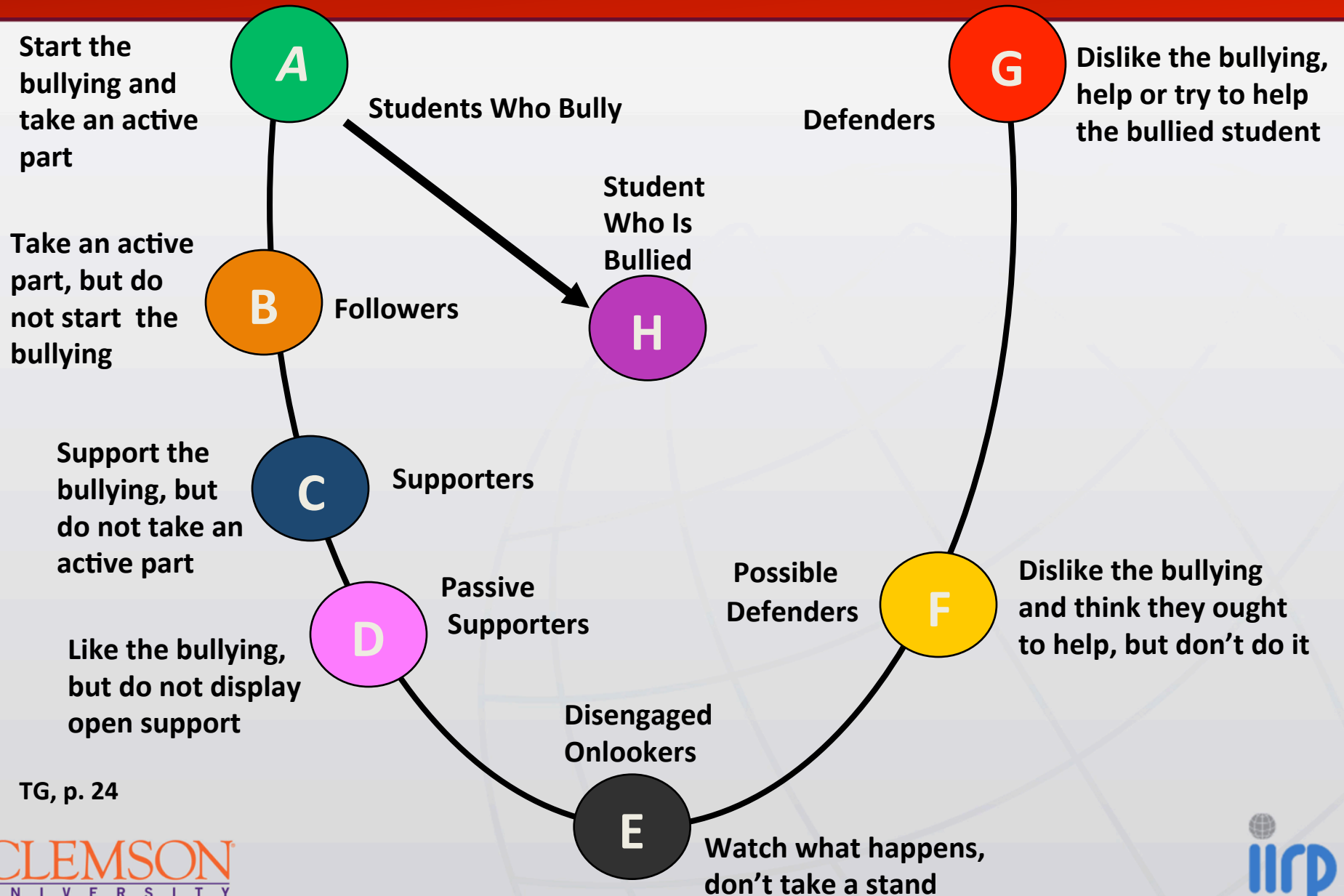
*Many of these effects can persist over time.*

# WHY IS BULLYING HARD TO ERADICATE?

- **Much bullying is covert/indirect**
- **Some adults are misinformed**
- **Many adults don't know how to help**
- **It is a social-ecological problem, requiring sustained, systemic intervention**



# OLWEUS BULLYING CIRCLE



TG, p. 24

# DEFINING RESTORATIVE PRACTICES

- Builds social capital and social discipline through participatory learning and decision-making
- Informal and formal processes to build relationships and a sense of community to prevent conflict and wrongdoing
- Framework: Social Discipline Window, Restorative Justice Typology, Restorative Practices Continuum, Nine Affects, Compass of Shame and Fair Process

(Wachtel, 2012)

# FUNDAMENTAL HYPOTHESIS:

Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them.

# AIM OF RP IN SCHOOL COMMUNITIES:

To develop community and to manage conflict and tensions by repairing harm and restoring relationships.



# RESTORATIVE PRACTICES CONTINUUM

informal

formal

ffective  
statements

ffective  
questions

small impromptu  
conversation

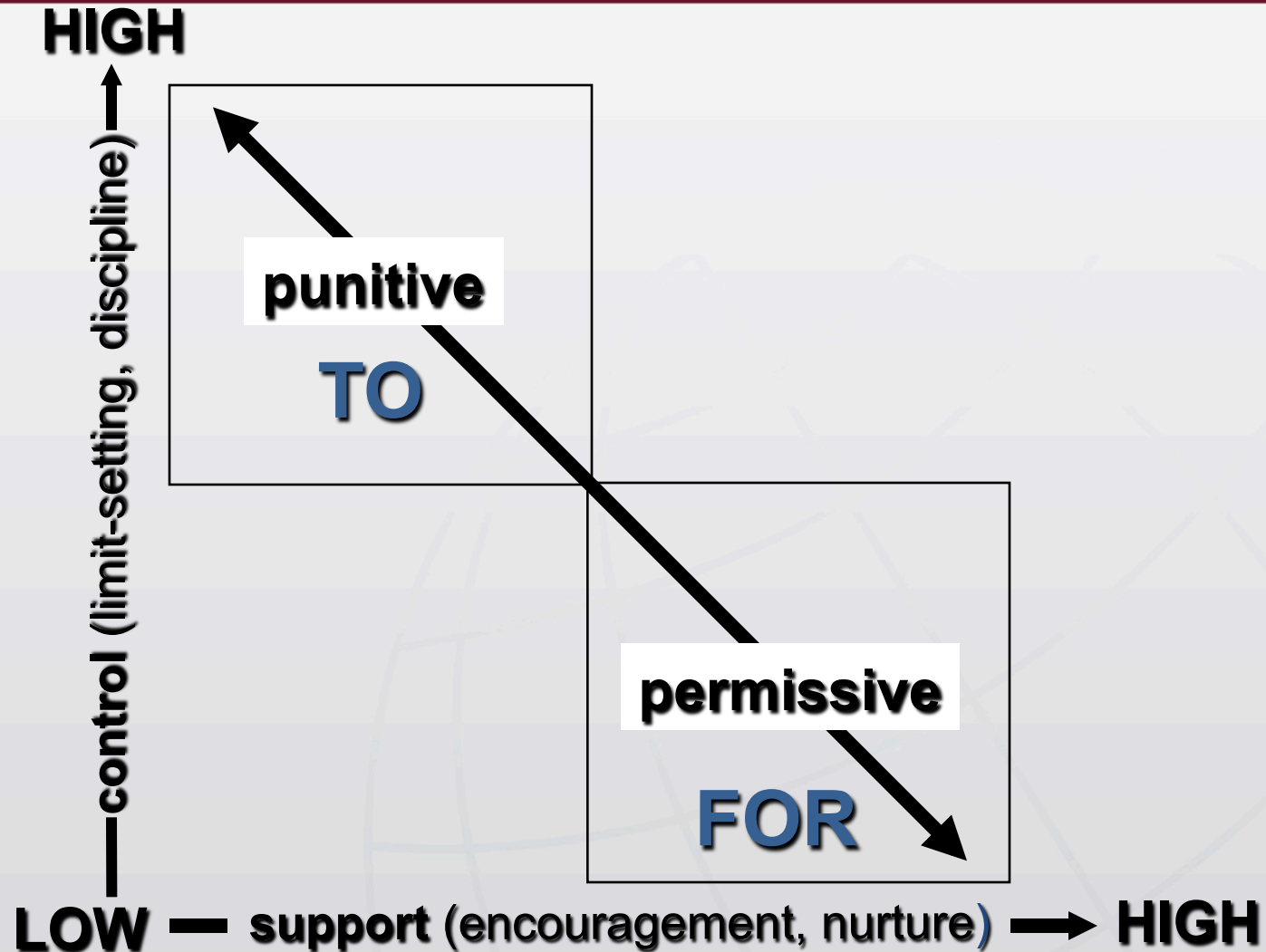
circle

formal  
conference

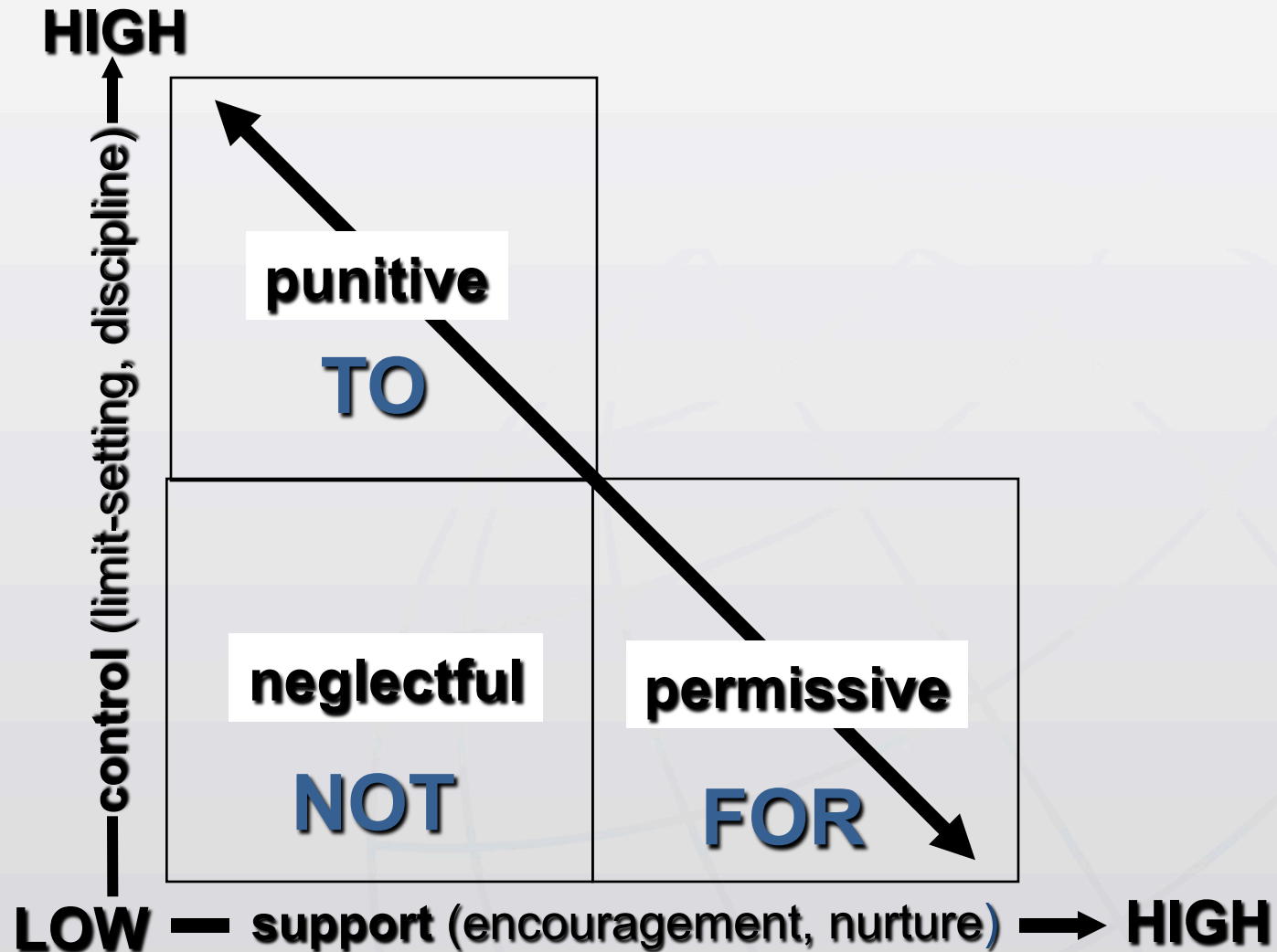
# CONFERENCING

- Conferences involving caring adults and students who bully are encouraged.
- Conferences involving caring adults and students who are bullied are encouraged.
- Face-to-face meetings between bullying offenders and targets should be approached with caution, sensitivity and care.

# SOCIAL DISCIPLINE WINDOW



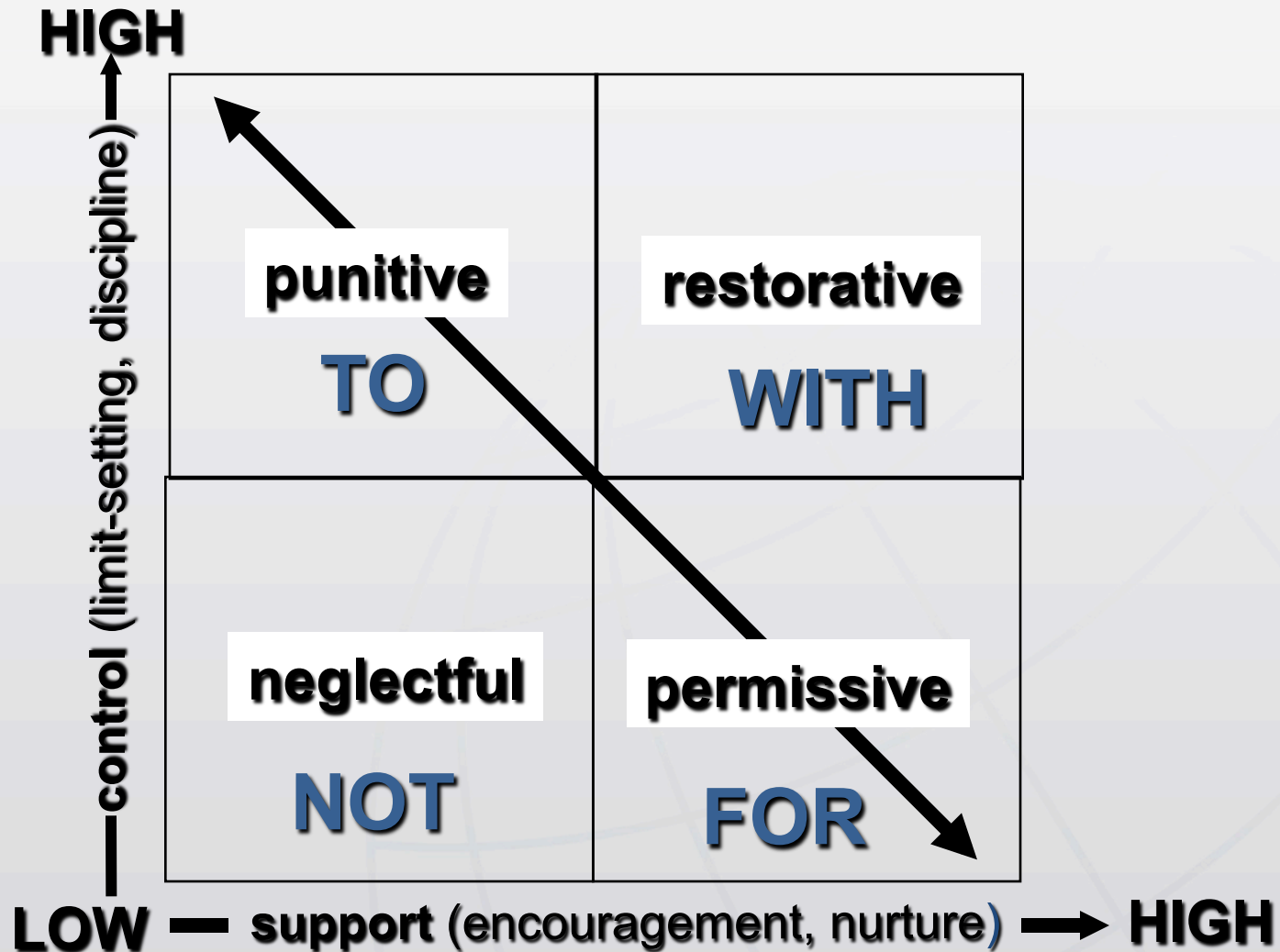
# SOCIAL DISCIPLINE WINDOW



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969.



# SOCIAL DISCIPLINE WINDOW



# RESTORATIVE PRACTICES IN SCHOOLS

Recommend whole-school approaches that include:

- principles that define the role that RP serves in the school community
- training of key personnel in RP and its uses;
- communication strategies that emphasize affective experiences;
- group circle discussions for building community and discussing concerns;
- meetings that voluntarily bring parties together, often with family members, to provide input into outcomes and address issues and harm.

# QUESTIONS

- What are components of effective bullying prevention? Restorative practices?
- Are restorative practices and the Olweus Bullying Prevention Program compatible?
- Integration: What are the elements of effective and ineffective bullying prevention and restorative practices integration?



# WHY THIS? WHY NOW?



- The OBPP is the most widely implemented bullying prevention program in the world and in the U.S.
- Key components of the OBPP are reflected in many federal guidance documents on bullying prevention in schools.

# WHY THIS? WHY NOW?

- More schools are expressing interest in using restorative practices to improve school climate and address school violence, including bullying issues.
- RP recognized as a promising approach for addressing the disproportionate involvement of racial and ethnic minorities in the juvenile justice system and school disciplinary tracts.

# Effective Strategies for Bullying Prevention and Intervention



*It is a fundamental human right for all children to be educated in a safe and humane school community.*

*Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is typically repeated over time.<sup>1</sup> Bullying is recognized as an urgent public health issue and remains prevalent in schools around the world.*

*Meta-analyses have revealed that bullying prevention programs are effective in reducing bullying and that those programs "inspired by the work of Dan Olweus worked best."<sup>2</sup>*

## **Why the Olweus Bullying Prevention Program Works:**

The Olweus Bullying Prevention Program (OBPP) incorporates what researchers and practitioners have identified as best practices in bullying prevention and intervention.<sup>3</sup>

### **1. Focus on the whole school environment**

The OBPP is a comprehensive, school-wide program that involves the entire school community in the form of school-wide interventions, classroom activities, and individual interventions. To reduce bullying, it is important to change the climate of the school and the social norms with regard to bullying. It must become normative for staff and students to notice and respond when a child is bullied or left out. Since bullying is not the sole responsibility of any single individual at a school, it requires buy-in and efforts of everyone in the school environment—teachers, administrators, counselors, other non-teaching staff (such as bus drivers, nurses, school resource officers, custodians, cafeteria workers, and school librarians) parents, and students.

### **2. Assess bullying at school**

The Olweus Bullying Questionnaire (OBQ) is an anonymous, research-based survey administered to students that assesses the nature, extent, and location of bullying problems in a school. Adults are not always accurate in estimating the prevalence of bullying at their school and are frequently surprised by the amount of bullying that students experience, the types of bullying that are most common, or the "hot spots" where bullying happens. Surveying annually is recommended to determine program effects.

### **3. Form a group to support bullying prevention activities**

The Olweus Bullying Prevention Coordinating Committee (BPCC) is a representative group from the school that includes an administrator, a teacher from each grade, a member of non-teaching staff, a school counselor or other school-based mental health professional, a parent, and a community representative to serve as the leadership team for program implementation at the school. The BPCC undergoes a comprehensive, highly organized two day training by a Certified Olweus Trainer-Consultant. This team then meets at least monthly to plan bullying prevention activities, train and motivate staff, students, and parents, and ensure that efforts continue over time.



[www.clemson.edu/olwe](http://www.clemson.edu/olwe)

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[www.violencepreventionworks](http://www.violencepreventionworks)



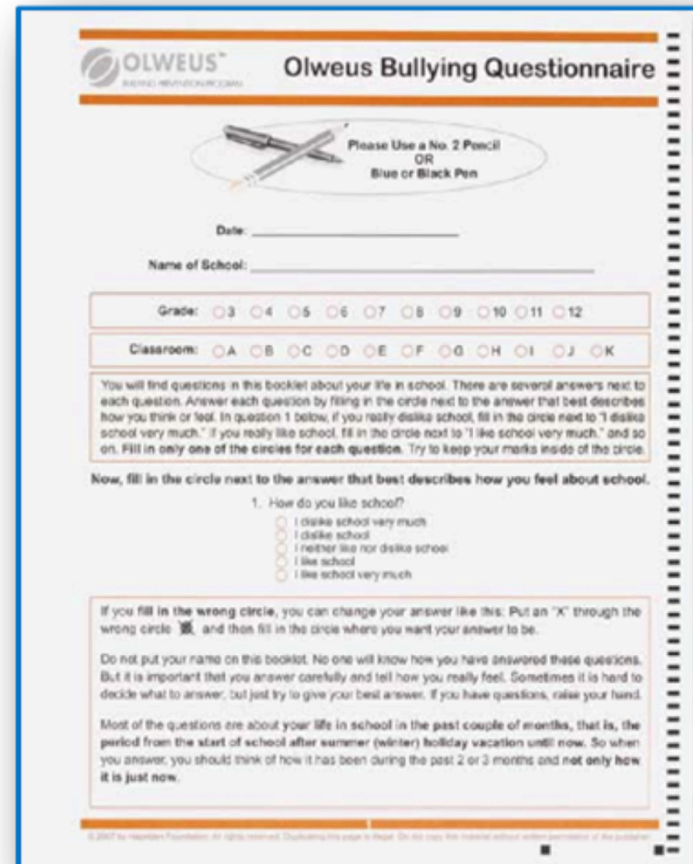
# 1. Focus on the whole school environment.

- Involve the *entire* school community
- Norm is to notice and respond



## 2. Assess bullying at school.

- Survey students anonymously
- Survey annually to determine effect.



The image shows a sample of the Olweus Bullying Questionnaire. At the top, it features the Olweus logo and the title "Olweus Bullying Questionnaire". Below the title, there is an illustration of a pencil and a pen with the instruction: "Please Use a No. 2 Pencil OR Blue or Black Pen". The form includes fields for "Date", "Name of School:", "Grade:" (with options 3 through 12), and "Classroom:" (with options A through K). A paragraph of instructions explains how to fill in the circles for each question. Below this, question 1 is shown: "How do you like school?" with five radio button options: "I dislike school very much", "I dislike school", "neither like nor dislike school", "I like school", and "I like school very much". A box at the bottom provides additional instructions on how to change answers and a warning not to put names on the booklet. The footer contains the copyright information: "© 2007 by Olweus Foundation. All rights reserved. Duplicating this page is illegal. Do not copy this material without authorization of the publisher."



### 3. Form a group to coordinate bullying prevention activities.

- Team receives training
- Tailors program for school
- Meets monthly



## 4. Train all staff in bullying prevention.

- How to identify bullying
- Effects of bullying
- Practice how to intervene
- School policies



## 5. Establish and enforce school rules and policies related to bullying.

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

### Our Group's Anti-bullying Rules

① We will not bully others.

② We will try to help those who are being bullied.

③ We will include others who are left out.

④ If we know that someone is being bullied, we will tell an adult at the program and an adult at home.

## 6. Involve children in regular discussions about bullying.

- Class meetings—regular circle discussions
- Deepen relationships
- Provide tools to address problems
- Student advisory groups



# 7. Increase adult supervision in locations where bullying occurs.



## 8. Intervene consistently and appropriately in bullying situations.



- Prepare all staff to intervene
- Intervene “on-the-spot” when bullying is witnessed
- “Follow-up” interventions provide deeper conversations and solutions.



# 9. Garner parent support for bullying prevention.

- Involve families from the start
- Parents must feel welcome to contact the school
- Involve them at all levels of implementation



# 10. Provide ongoing support.



- Ongoing support is needed
- Provide adequate resources so process is clear
- Leader commitment is essential

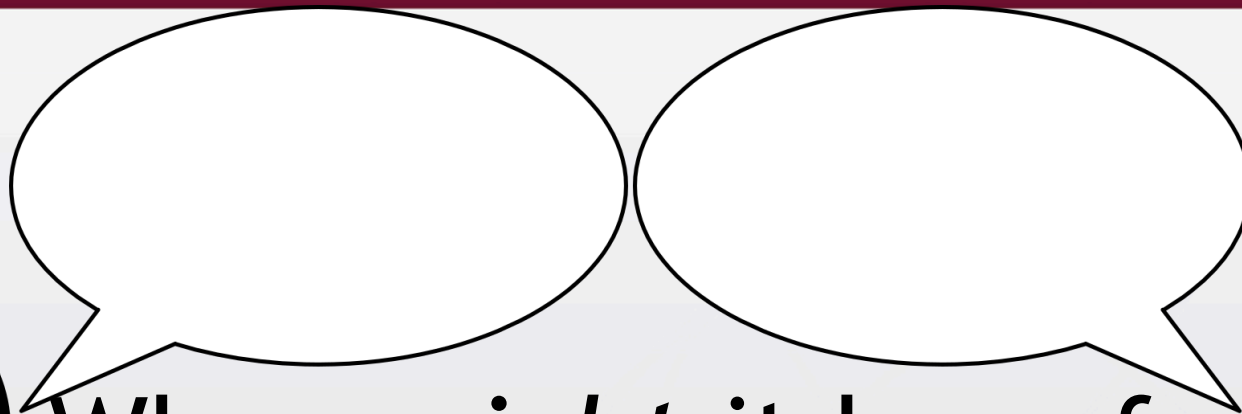


# 11. Continue efforts over time.

- Don't give up!
- Change takes time
- No “end date”
- Refresh efforts each year



# THE BIG QUESTION...



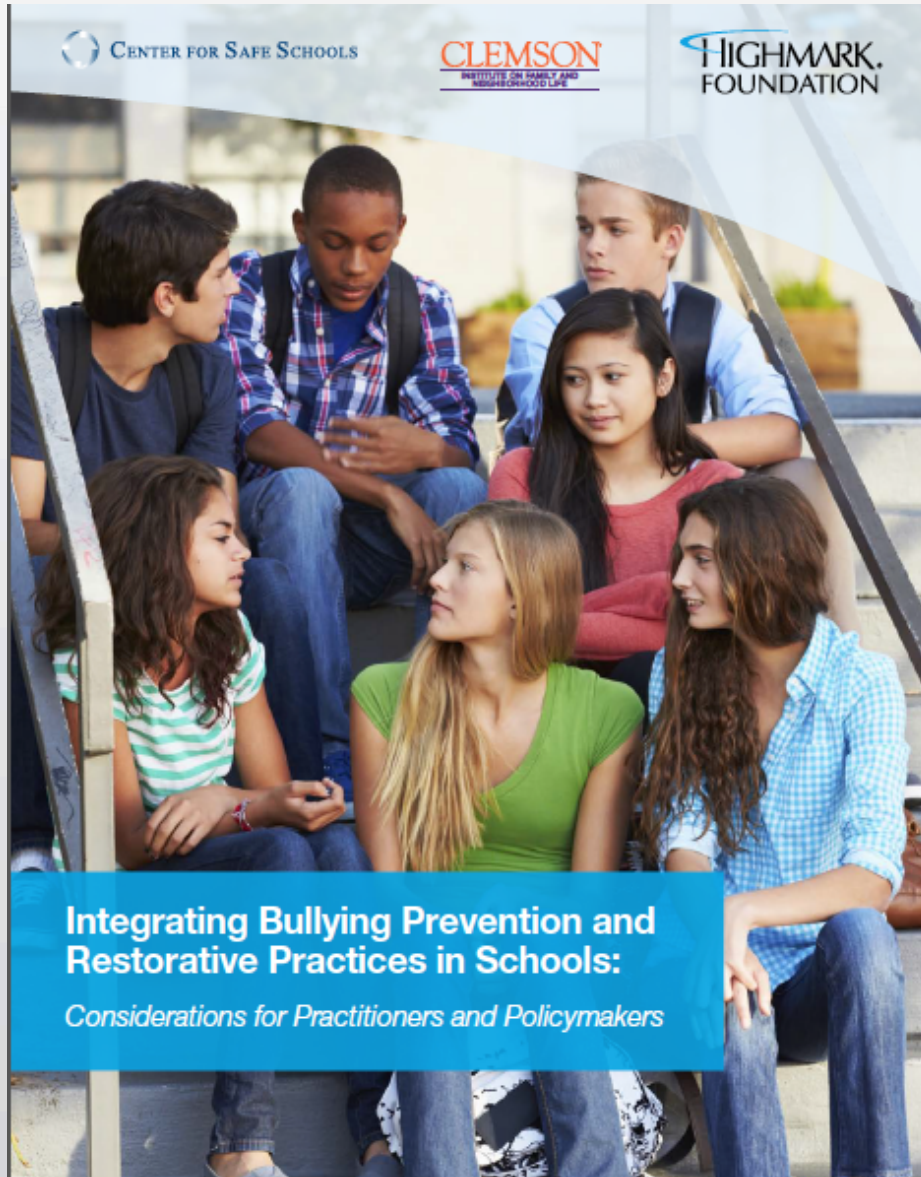
When *might* it be safe and effective to utilize restorative practices in a bullying situation?

# KEY “INGREDIENTS” FOR SAFETY:



1. Bullied student wants a face-to-face meeting with the student who bullied him/her
2. The “bullying” student also wants meeting and admits to bullying behavior
3. The schools operates with a restorative philosophy
4. Each person is encouraged to invite support persons to attend
5. Everyone has participated in separate preparatory meetings
6. Facilitator is skilled, well-trained adult

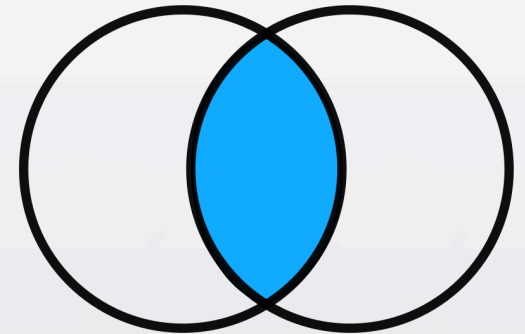
# INTEGRATING BP AND RP WHITE PAPER



# RP-BP COMPATIBILITIES

*Both programs:*

- Emphasize whole school climate
- Focus on prevention
- Seek to build community
- Attend to social-emotional experiences
- Use some common methods (e.g., circles, supportive conversations)
- Seek to prevent harm
- Discourage labeling students
- Equip educators to deal with harm



# BP-RP TENSIONS



- Scope of behaviors and relationships addressed
- Operationalization of the philosophies
- Diversity within the RP field
- Assumptions about OBPP
- Concerns about face-to-face conferencing

# IMPLICATIONS OF REALITIES

- RP Preventative Practices hold promise for improving school climate and relationships.
- Schools may have limited capacity to do RP well
- Potential for misuse of RP Conferences in cases of bullying

# APPROPRIATE ways to integrate BP & RP

- School works with professionals for *training* in a specific model of BP and RP.
- Emphasis on *preventive* activities, making and bullying prevention integral to the culture of the school.
- All school staff are trained in *both* RP and BP.



# APPROPRIATE ways to integrate BP & RP

- Emphasize *needs of the harmed person* at every step.
- Adhere to guiding principle that participation in restorative conferencing is *voluntary* for all
- When RP is implemented with an evidence-based BP program, high levels of implementation *fidelity* are maintained.

# APPROPRIATE ways to integrate BP & RP

- Ensure face-to-face meetings are conducted by adults who are trained and experienced in conducting restorative meetings.
- Seek feedback and use data to guide and improve BP-RP integration.

# INAPPROPRIATE ways to integrate



- Too few staff members are trained in RP and BP
- School uses RP for bullying only
- Staff overemphasize face-to-face meetings as the solution

# INAPPROPRIATE ways to integrate



- Disciplinarians coerce students to participate in face-to face meetings by offering RP conferences as an alternative to other consequences (by mandating or incentivizing restorative meetings)
- Parents are not engaged in decision-making processes in bullying situations
- Peers, rather than adults, conduct face-to-face meetings with students who are bullied and students who bully.



# RESTORATIVE PRACTICES CONTINUUM

informal

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ffective  
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small impromptu  
conversation

circle

formal  
conference

# RECOMMENDED READING

Edited by Vernon C. Kelly, Jr. and Margaret Thorsborne  
Foreword by Andrew Becroft

## The Psychology of Emotion in Restorative Practice

HOW AFFECT SCRIPT PSYCHOLOGY EXPLAINS HOW  
AND WHY RESTORATIVE PRACTICE WORKS



# THE NINE AFFECTS





# DEFINITIONS

***AFFECTS***: 9 innate, biological programs, triggered in response to specific stimulus conditions

***FEELINGS***: the awareness an affect is present

***EMOTIONS***: scripted responses learned over a lifetime of the triggering of affects by environmental forces that surround us

# AFFECTS AND MOTIVATION (Abramson, 2013)

Affect	Motivation
Enjoyment-Joy	Affiliate
Interest-Excitement	Engage
Surprise-Startle	Stop, look and listen
Shame-Humiliation	Seek to restore
Distress-Anguish	Comfort
Disgust	Get rid of
Fear-Terror	Run
Anger-Rage	Fight
Dismell	Stay away from

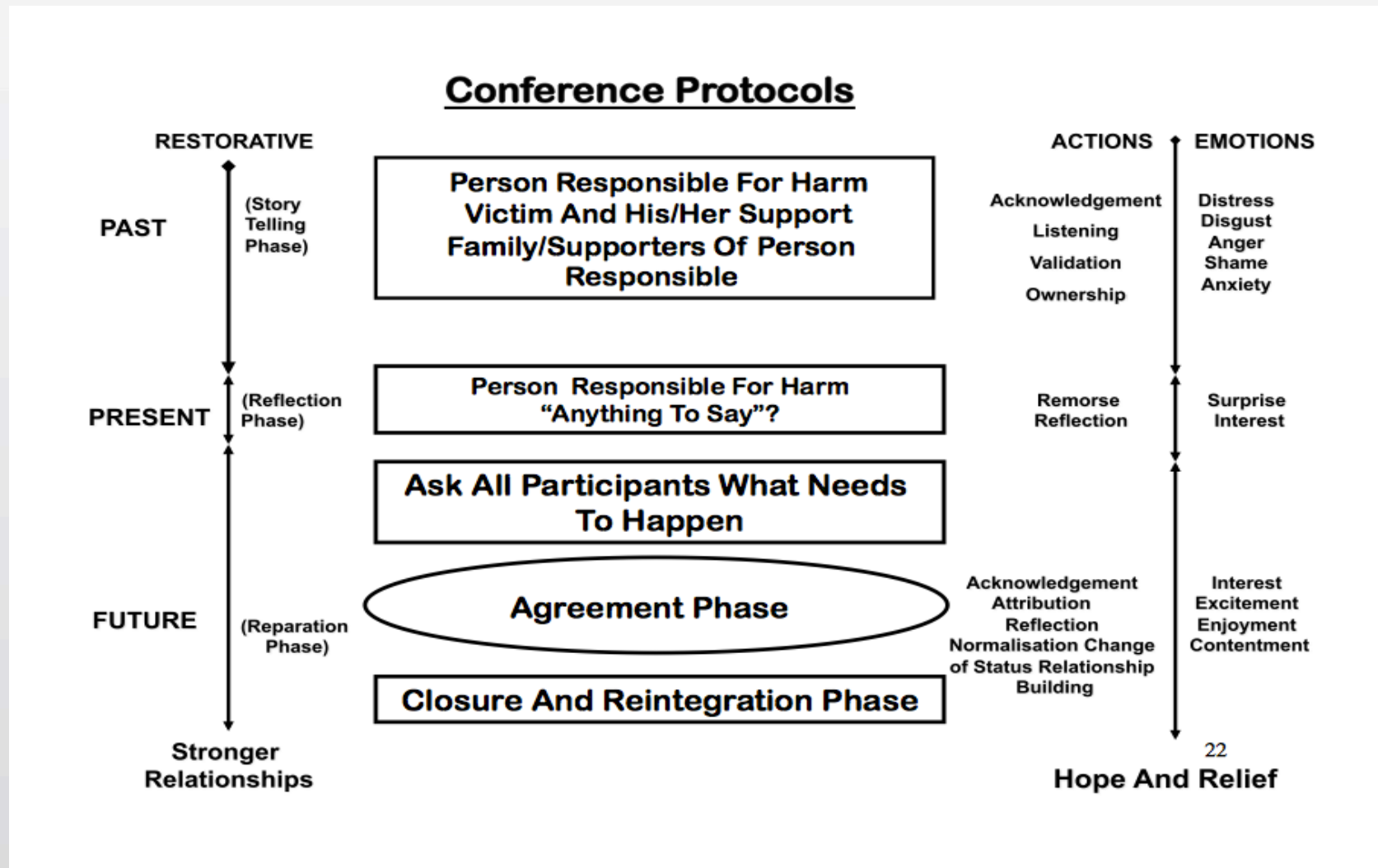
# COMPASS OF SHAME




Source: Nathanson 1992

# “AN ELEGANT PROCESS”

(O’Connell, 2014)



# WHAT ABOUT MEETING FACE-TO-FACE?


 **Restorative Works**  
learning network  
A project of the Restorative Practices Foundation

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## Bullying: Should people meet face-to-face?

Posted by Joshua Wachtel on Sep 25, 2014 in Schools, Video



Bullying is a great area of concern, especially in schools. In this video, IIRP Instructor Lee Rush talks about the way restorative practices dovetails with bullying prevention.

# FOLLOW-UP

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