# An Interconnected Strategy

Understanding, Correcting, and Preventing

Bullying, Harassment and Other Forms of Violence

Three Components of a Successful

Anti-bullying, Harassment and Violence Strategy

1. **Knowledge**

2. **Safe Reporting System**

3. **Transformative Solutions**

Needed for dealing with, bullying, harassment and other negative behavior.

Knowledge

Essential
Triangle
For
Behavioral
Conflict

**Transformative
Solutions**

**Secure
Reporting**
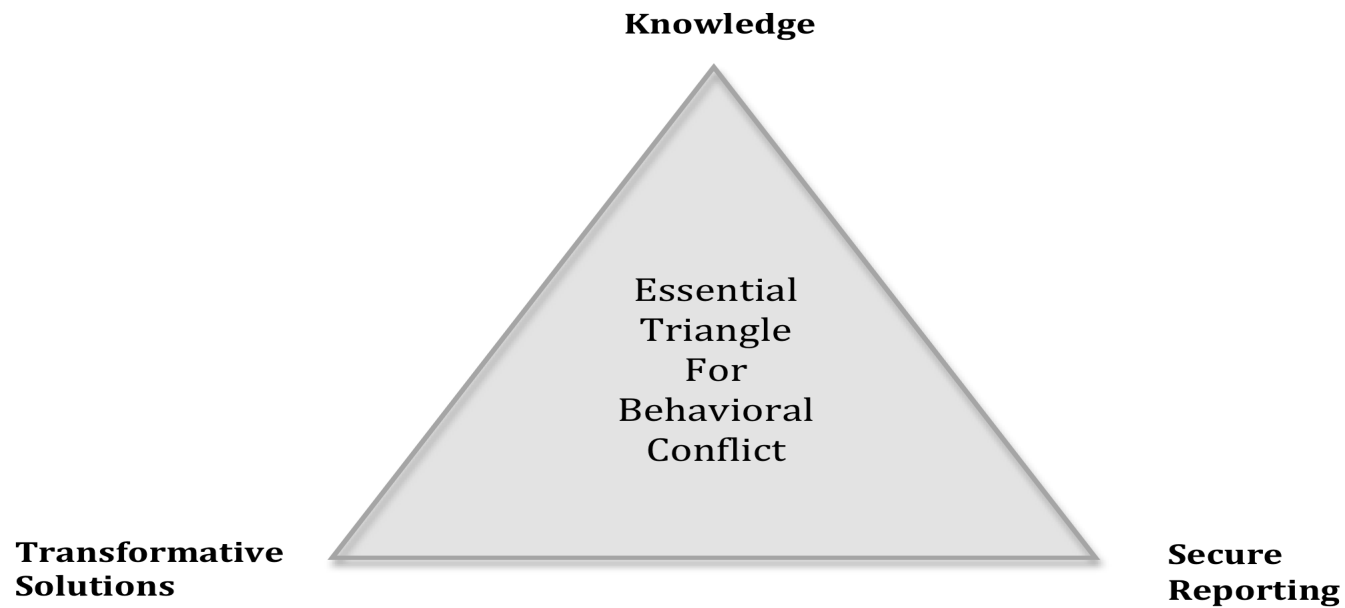
Successful Behavioral Conflict Solutions = (K+SR+TS)

WHY
IS IT
IMPORTANT
?

Component
Number 1
Knowledge

Thousands of children miss school everyday due to fear of attack or intimidation by other students

(NEA 2005)

In school year 2008–09, some 7,066,000 U.S. students ages 12 through 18, or 28.0 percent of all such students, reported they were bullied at school, and about 1,521,000, or 6.0 percent, reported they were cyber-bullied anywhere (i.e., on or off school property).

(U.S Department of Education, August 2011)

30 percent of students in the United States are affected by bullying each month, *(Bell & Spencer, 2006)* and the potential negative effects of bullying are deep and long lasting. As identified by the U.S. Department of Education, Office for Civil Rights, these effects can include the following:

- Lowered academic achievement and aspirations
- Increased anxiety
- Loss of self-esteem and confidence
- Depression and post-traumatic stress
- General deterioration in physical health
- Self-harm and suicidal thinking
- Feelings of alienation in the school environment, such as fear of other children
- Absenteeism from school

Bullying, both in school and in the workplace, has been recognized worldwide as a serious problem.

Continued Bullying and Harassment creates Anger

Anger has two pathways:
Internal – External

The pathways can lead to:
Depression or Violence

Depression-

A 1994 study by Olweus demonstrated higher levels of depression and poorer self esteem at the age of 23 in persons who had been bullied as youth. This finding occurred even though as adults they were not harassed or socially isolated any more than other adults who had not experienced bullying as children

Depression-----Bullycide

Boys subjected to regular bullying have been shown to be over five times more likely to be depressed than those not being bullied and frequently bullied girls were eight times more likely to commit suicide

(Kaltiala-Heino, Rimpela, Marttunen, Rimpela, & Rantanen, 1999)

Depression-----Bullycide

- Every 18 minutes someone, child or adult commits bullycide in North America

- 3 per hour die

- 72 per Day

- 26,280 kids and adults die each year due to harassment/bullying (stopbullying.com)

Violence-

Virtually every school shooting has after investigation has shown a link to bullying and 69% have shown bullying to be an underlying cause.

Students identified as bullies by the age of eight are six times more likely to become involved in criminal behavior (Olweus, 1993; National School Safety Center, 1999).

The problem is metastasizing

A relatively new form of bullying, cyber-bullying, exists through text messaging, social networking, picture manipulation, instant messaging, and myriad other forms of technology that are being introduced as rapidly as technology is developed (Juvonen & Gross, 2008)

Often, neither parents nor school staff have any inkling that this type of technology may be used by adolescents to bully until the 'new bullying technique' has been well entrenched in the student community.

What can we do about all of this----

--- students want to tell us but they think we already know

Component Number 2
Safe Reporting

Three Components of all incidents

- **Offender**

- **Target**

- **Bystanders**

Two online tools

- Incident Reporting Software

- Kindness Surveys

Incident Reporting Software

- Secure Web-based

- User friendly and private

- Available 24/7 to students, parents, faculty and staff

- Automatic email alerts

- Stores and saves all data

- Fully searchable

Kindness Survey

- Empowers students to control of their environment

- Allows students to anonymously tell us

- Allows intervention, discussion and dialog

- Can foster self reporting and cries for help

Component
Number 3
Transformative
Solutions

Systems for Correcting

Negative Behaviors

Criminal Justice

Restorative Justice

Behavioral Transition

Criminal Justice vs. Restorative Justice

Criminal Justice

- What laws have been broken?

- Who did it?

- What do they deserve?

Restorative Justice

- Who has been hurt?

- What are their needs?

- Whose obligations are these?

Howard Zehr, Little Book on Restorative Justice

Two Different Views

Criminal Justice

- Crime is a violation of the law and the state
- Violations create guilt
- Justices requires the state to determine blame (guilt) and to impose pain (punishment)

Central Focus: offenders getting what they deserve

Restorative Justice

- Crime is a violation of people and relationships
- Violations create obligations
- Justice involves victims, offenders, and community members to put things right

Central Focus: victim needs and offender responsibility for repairing harm

Three Pillars of Restorative Justice

1. Restorative justice focuses on harm

2. Wrongs or harms result in obligations

3. Restorative justice promotes engagement or participation

Howard Zehr, Little Book on Restorative Justice

Restorative Justice is:

- Not primarily about forgiveness or reconciliation— creates environment to happen spontaneously

- Combines mediation with other processes—facilitated dialogue, community circles, conferencing, surrogates, no further harm, validation, acknowledgement

- Not a particular program or a blueprint-not a map but a principle—a compass point to a direction

- Neither a panacea nor necessarily a replacement for the legal system

- Other side of retribution—About accountability and healing

Linda Harvey, Restorative Justice Associates, Lexington, KY

Restorative Justice

Morphed into

Behavioral Transition

Behavioral Transition

Three Main Groups

1. Offender (s)

2. Target (s)

3. Bystanders, Communities, Friends, Family

Behavioral Transition

Focus is on helping, assisting, guiding all three groups to a new level, a new place with a new or renewed sense of meaningful purpose.

Offender

- Recognizing or understanding the harm caused and who was harmed
- Getting to the 'Why' from the 'What'
- Creating and accepting a 'Transformative Prescription'
  - Support systems
  - Goals and objectives
  - Measures- outcomes-obligations-consequences
  - Reality Therapy-

Target

- Only you can make yourself a victim
- Getting to the 'What from the Why'
- Transformative Prescription
  – Support systems
  – Renewed goals, objectives, measures, outcomes, obligations and consequences
  – Reality Therapy

Bystanders, Communities, Friends, Family

- Understanding the nature of conflict
- Learning to be Supportive
- Learning to Listen
- Support versus Insistency
- Encouragement versus Blame
- Dialogue versus Demagoguery
- Long term versus short term goals
- Understanding Reality Therapy

"Be ashamed to die until you have won some victory for humanity."

— Horace Mann
1796 – 1859
American educator, Founder – Antioch University

Thank You

John-Robert
Curtin
Senior Fellow