



No Shame, No Blame, No Judgment

A new take on bullying prevention



While you're settling in ...

Please pick up 1 card from the front table and return to your seat.

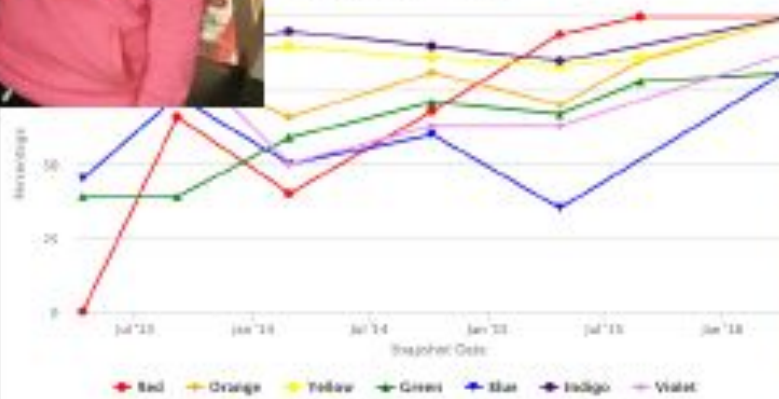
Choose one that you feel comfortable sharing your answer with someone who you may not know.



We're a Webs of Support School!



Survey Trends Graph



Brightways Learning



*When you think of the word “bully”,
what comes to mind?*



Minimize bullying behavior, not the “Bully”

When addressing bullying behavior, it is important to identify the behavior & address it, without the student feeling devalued or worthless.

Some Definitions...

Rude

Inadvertently saying or doing something that hurts someone else.

Mean

Purposefully saying or doing something to hurt someone once (or twice).

Bullying

Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.

From “How to Talk to Your Kids About Bullying”, a blogpost by Trudy Ludwig (February 20, 2013)

**Nice haircut.
(said with sarcasm)**

Rude

?

Mean

?

Bullying

?

Walking away when a peer is talking.

Rude

?

Mean

?

Bullying

?

Consistently sending snapchat messages to a group of people that embarrasses an individual.

Rude

?

Mean

?

Bullying

?

Making fun of a peer for wearing a shirt twice in the same week.

Rude

?

Mean

?

Bullying

?

**Jumping ahead in line
on your way to lunch or recess.**

Rude

?

Mean

?

Bullying

?

**Ridiculing on a daily basis
someone's worn or dirty clothes.**

Rude

?

Mean

?

Bullying

?

What Is Bullying?

Key Elements

- Intent to harm
- Power imbalance
- Repeated acts or threats of unwanted aggressive behavior

Daniel Olweus, founder of the Olweus Bullying Prevention Program



Negative Behaviors

1. Physical Aggression
2. Verbal Aggression
3. Relational Aggression
4. Cyberbullying

Bullying & Suicide/Injuring Self

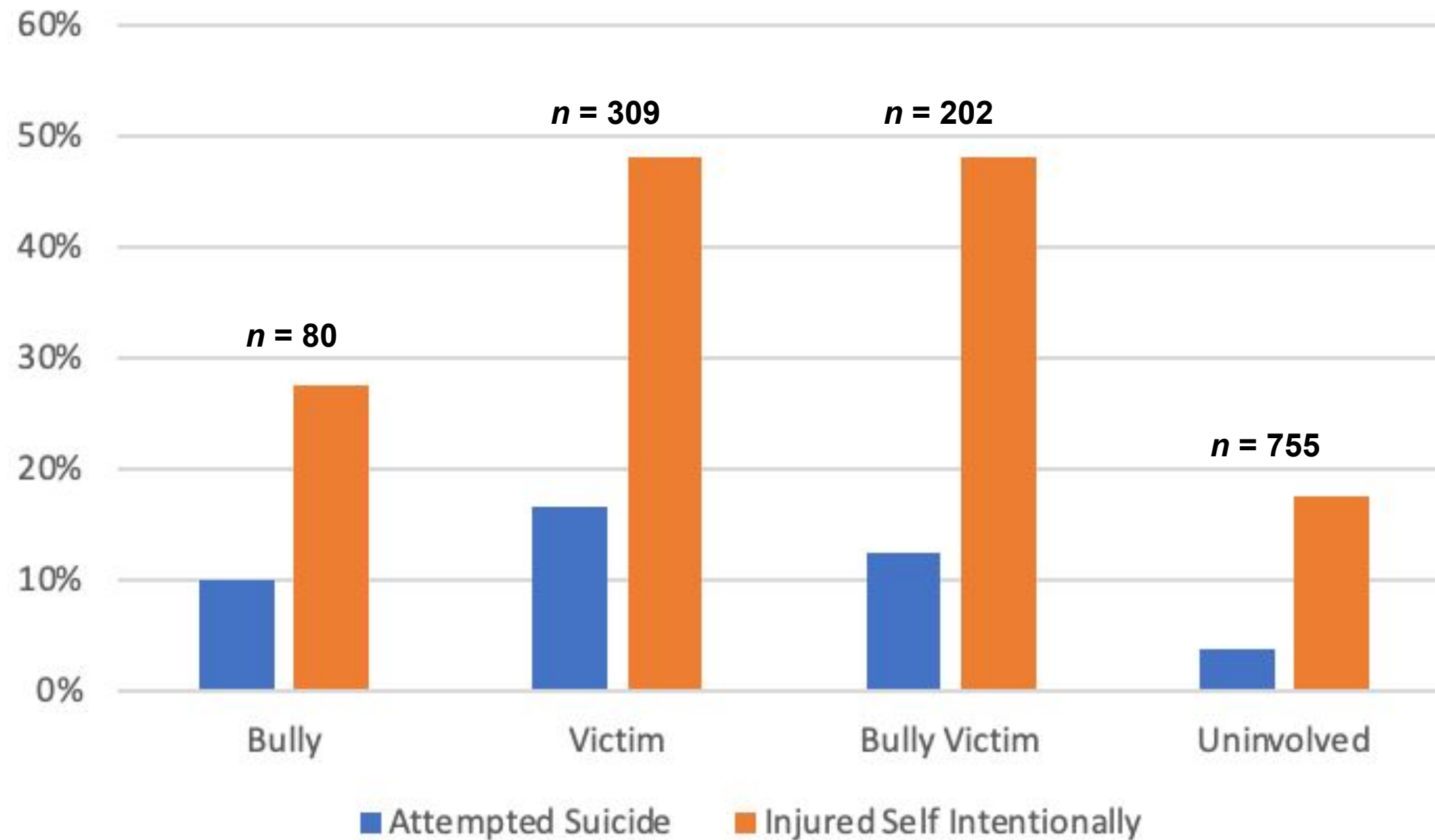
Youth Bullying and Suicide: Risk and Protective Factor Profiles for Bullies, Victims, Bully-Victims and the Uninvolved
Ching Kwan, Clifford Wong, Zhansheng Chen, and Paul S. F. Yip, Feb 2022

- 20-56% of youth are involved in bullying each year
- Bullying was most severe ages 11–13
- About equal male and female ratio involved in bullying during adolescence//

Bullying & Suicide/Injuring Self

Youth Bullying and Suicide: Risk and Protective Factor Profiles for Bullies, Victims, Bully-Victims and the Uninvolved

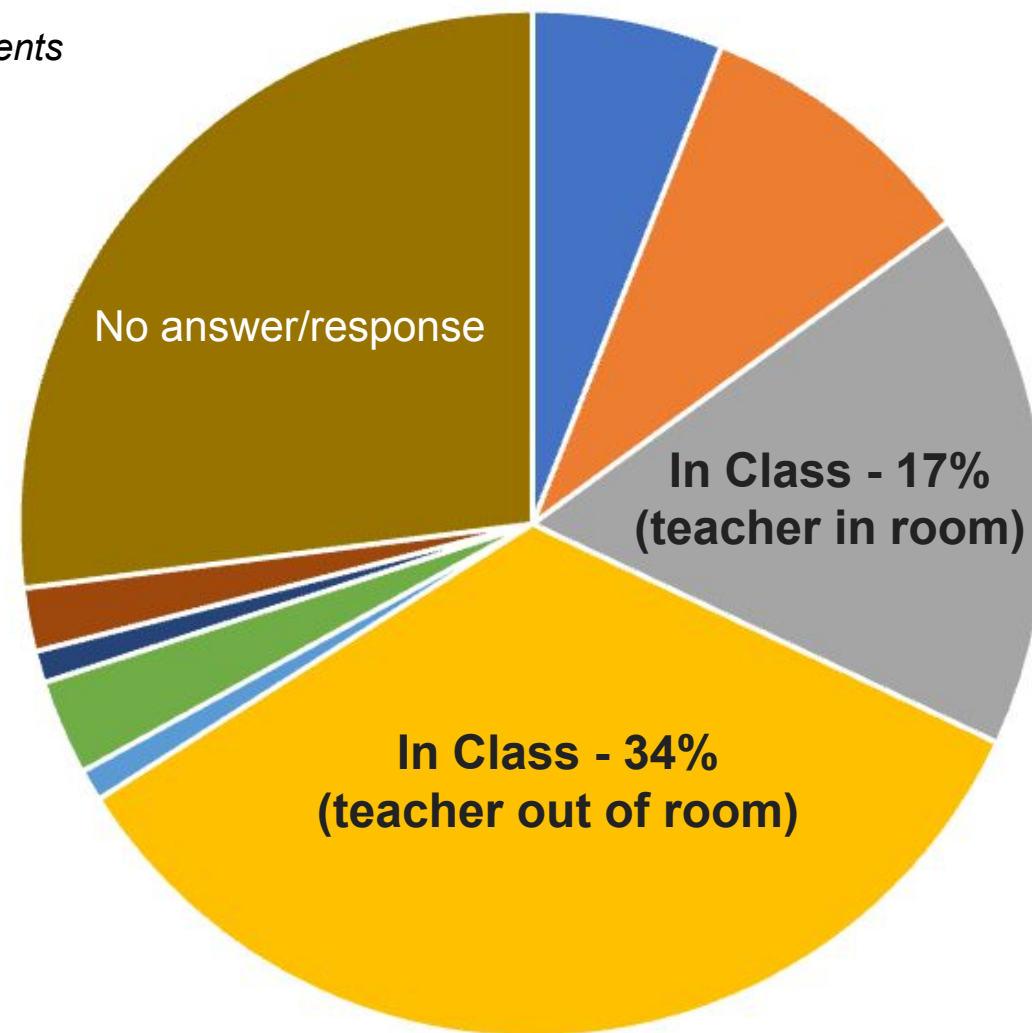
Ching Kwan 1, Clifford Wong 1, Zhansheng Chen 2 and Paul S. F. Yip, Feb 2022



Any individuals who did not seek some source of help and refused to answer for demographics were excluded.

Bullying Incidences at Different Places in School

Bullying and School Connectedness Among High School Students
Rastrullo & Francisco, September 2015



HALF of the bullying happens INSIDE the classroom!

- Playground
- In the Class (when teacher is in room)
- Gym/gym locker room/shower
- Lunch room
- On the school bus
- Hallways
- In the Class (when teacher is out of room)
- Bathroom
- On the way to and from school
- No answer/response

Why Bullying?

Effects of a Social and Emotional Competence Enhancement Program for Adolescents Who Bully: A Quasi-Experimental Design
Yul-MaiSon and Sunah Kim, June 2022

Studies have shown that the behavior of bullying is not caused by one factor but, rather, occurs through the interaction of individual, family, school, and environmental factors.



Why Bullying?

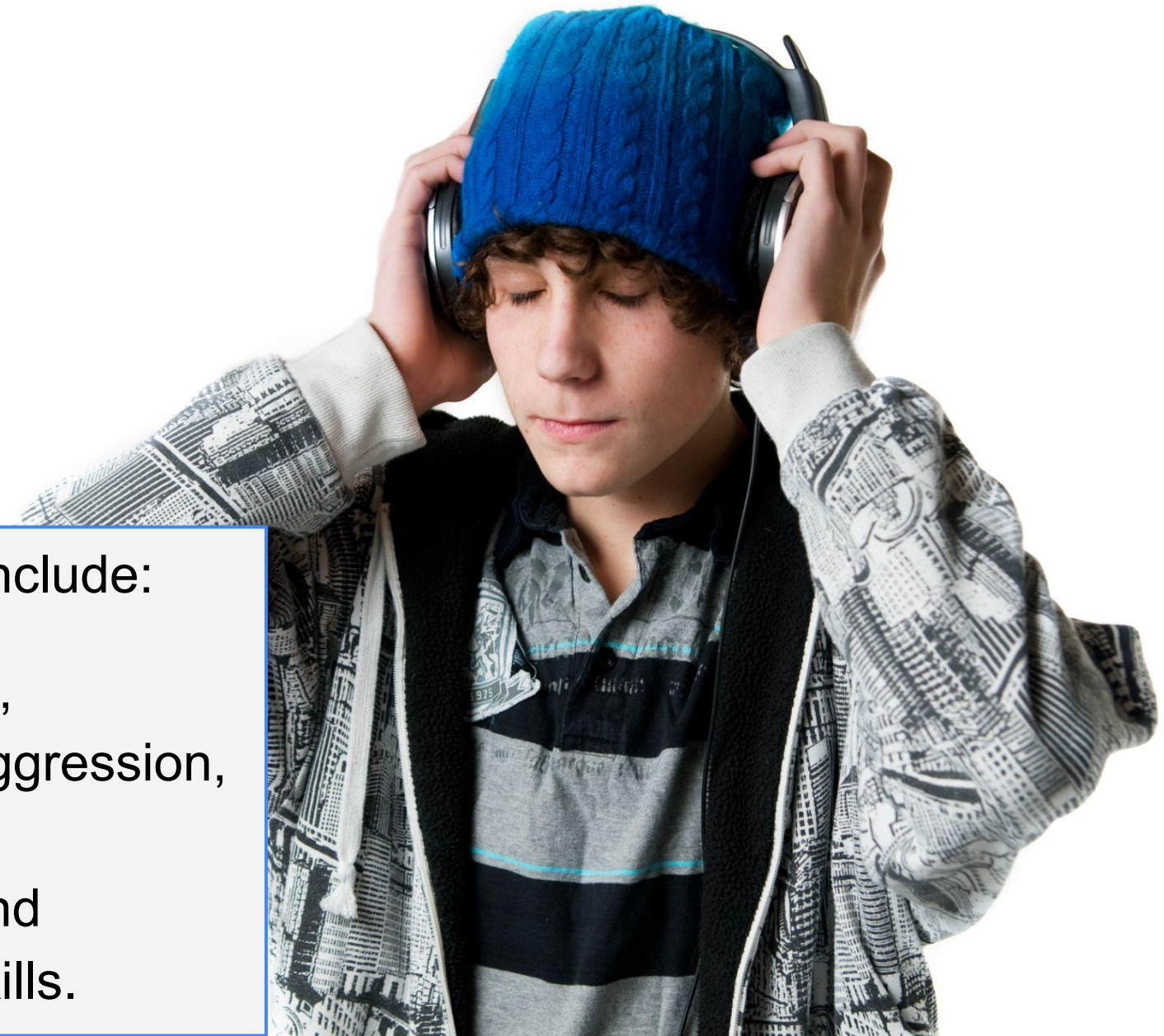
Effects of a Social and Emotional Competence Enhancement Program for Adolescents Who Bully: A Quasi-Experimental Design
Yul-MaiSon and Sunah Kim, June 2022

Adolescents who bully have been reported to be associated with mental disorders:

- depression,
- conduct disorder,
- attention-deficit
- hyperactivity disorder (ADHD),
- learning disorders, and
- autism spectrum disorder

Other characteristics include:

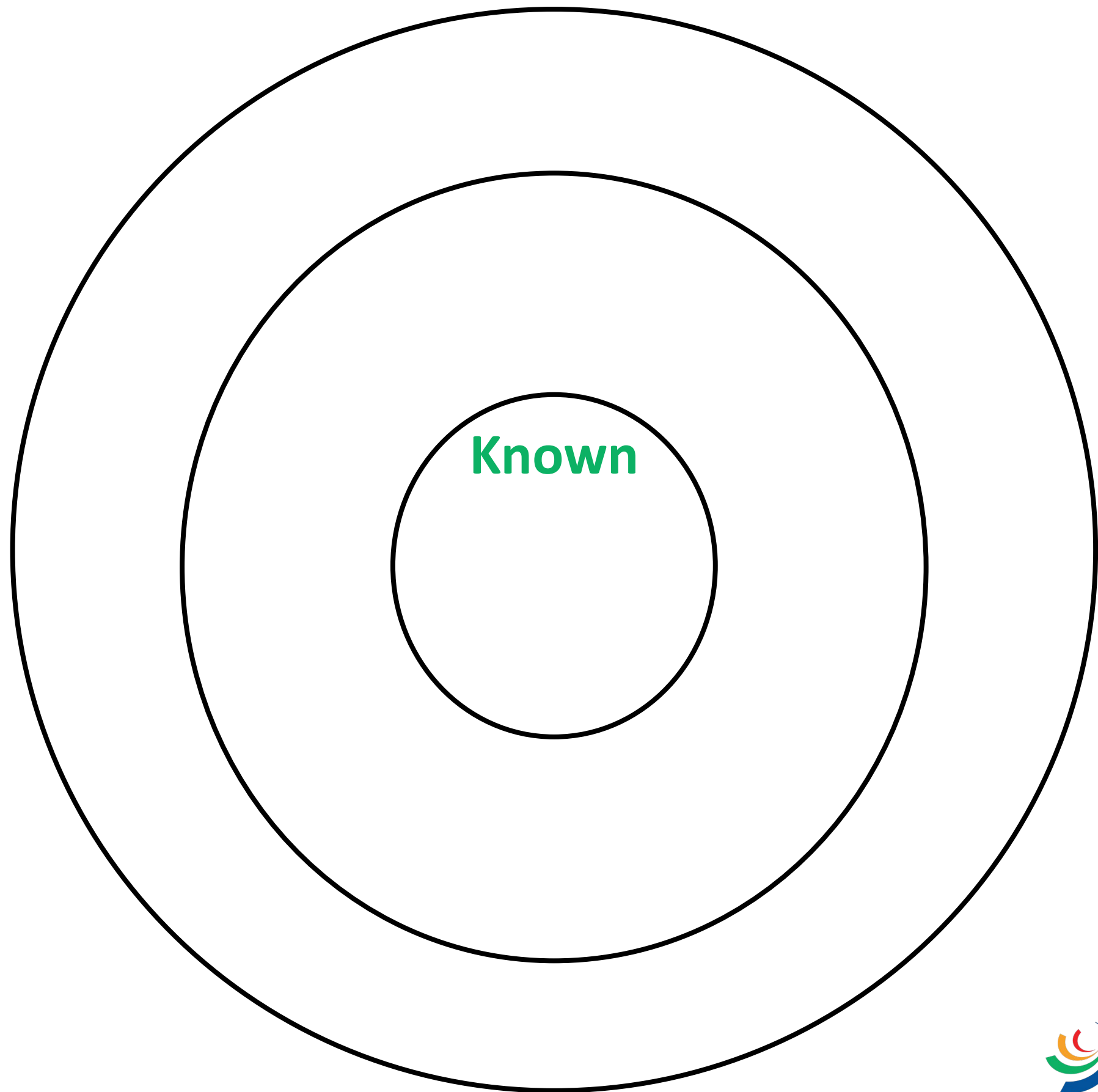
- low self-esteem,
- high levels of aggression,
- impulsivity,
- low empathy, and
- lack of social skills.



What have you witnessed or had to manage?



What was known
about the situation
& people involved?



Neuroception Overview

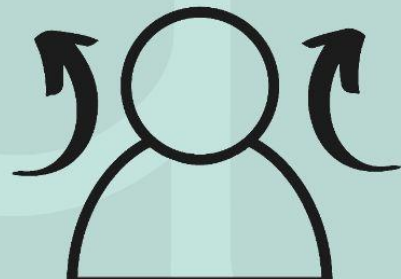
Our Inner Subconscious Surveillance System



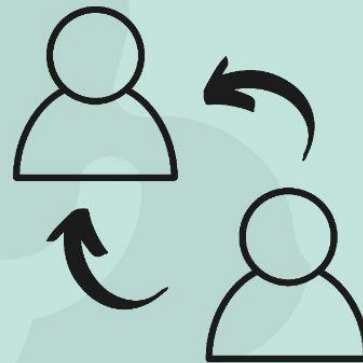
Our subconscious gathers information from...



Within
the body



Environment



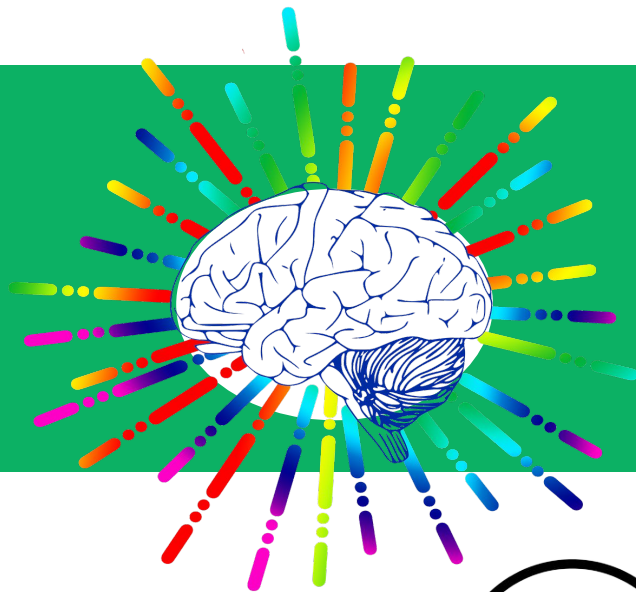
Connections

Then sends and receives
signals to our system
of welcome or warning.

WARNING!

Welcome!

It does NOT JUDGE;
It's job is to PROTECT US



DOSE: Our Beautiful Brains



Dopamine

Reward chemical

Celebrate and be celebrated, complete a task, eat.



Oxytocin

Nurturing chemical

Play with a dog, hold hands, hugs, massage, give someone a compliment, being grateful to the people in your life, phone calls, notecards, or letters.



Serotonin

Mood through movement

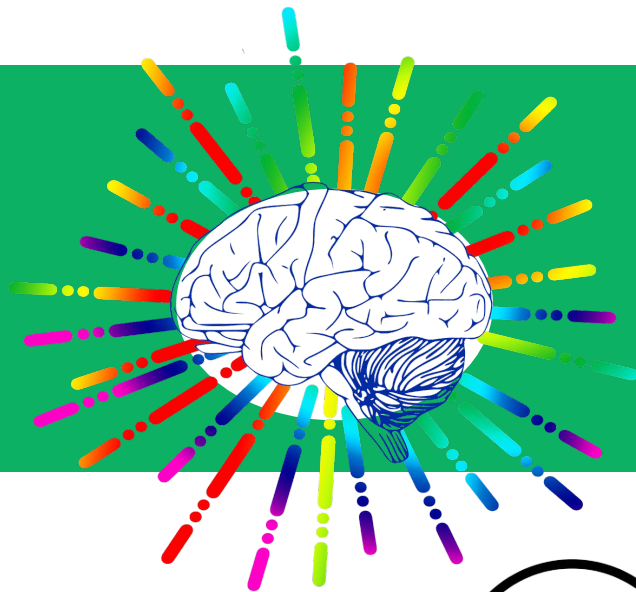
Walk, walk in nature, ride a bike, sunshine, fresh air, stretching.



Endorphins

Pain blocker

Laugh, funny comedy, sweat - workout, dark chocolate, smile, humor.



DOSE: Our Bullying Brains



Dopamine

Reward chemical

Bullying over someone subordinate

Take something away from another person



Oxytocin

Nurturing chemical

Being part of a group with a shared norm, like bullying an individual outside of the group



Serotonin

Mood through movement

Physical aggression



Endorphins

Pain blocker

Dark humor, making fun of someone

3 Super Keys



Reasons for Bullying

Related to real or perceived survival / thriving:



- Power
- Popularity
- Payback
- Pleasure
- Prejudices
- Peer Pressure

BROKEN

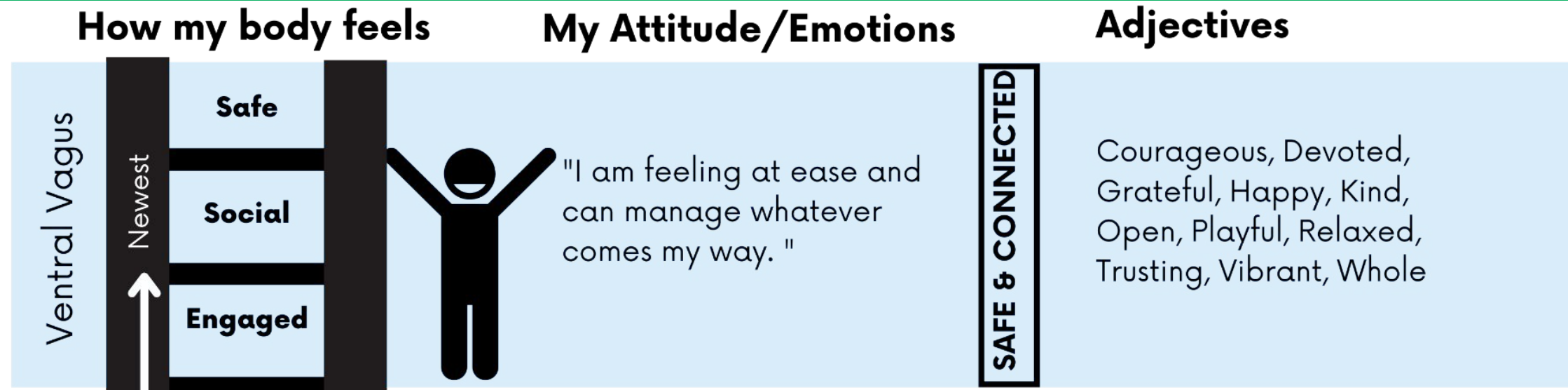
3 Super Keys

Safety

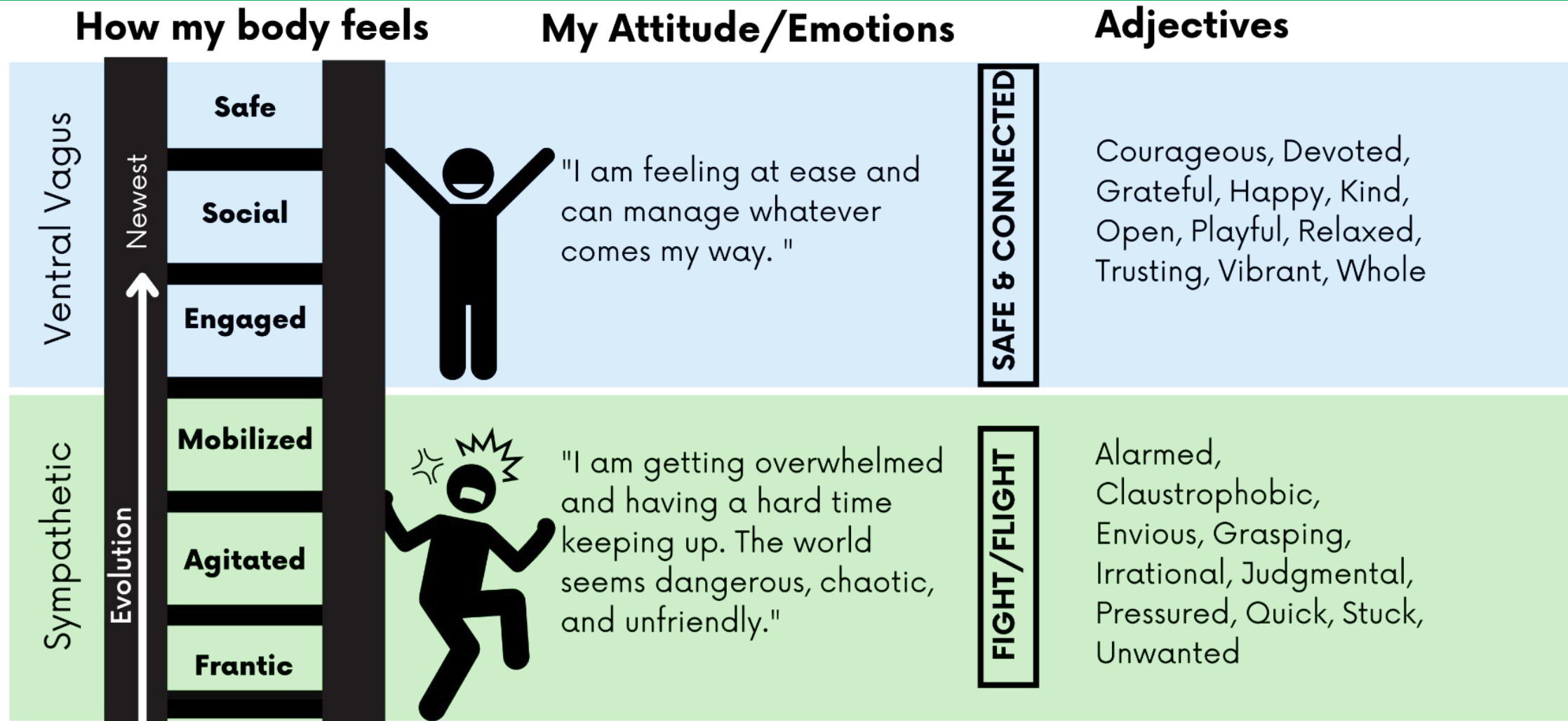
Success

Valued Purpose

The Polyvagal States

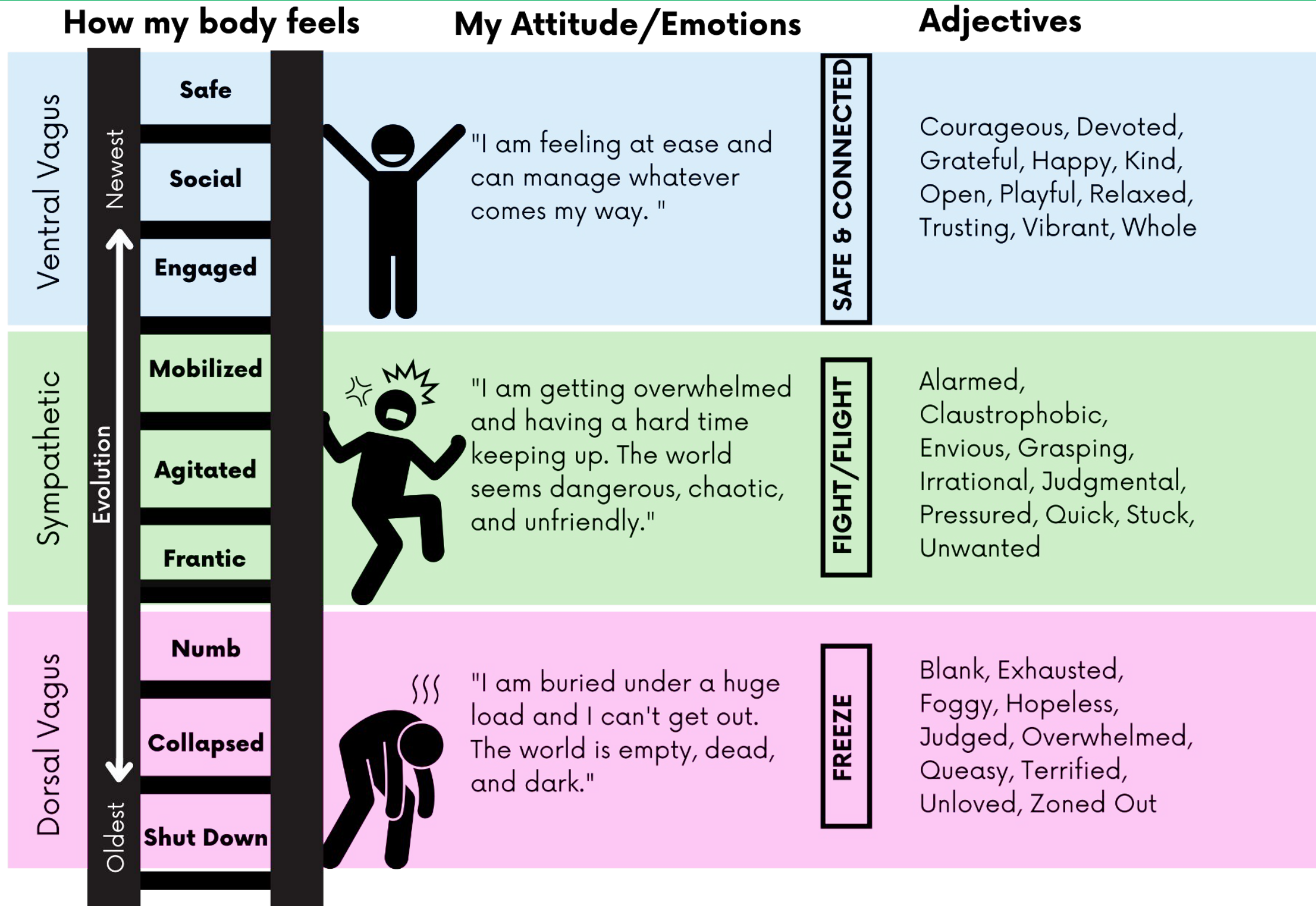


The Polyvagal States



The Polyvagal States

VAGAL STATES



Approaching by Inquiry

- Is this student getting signals of Welcome? Of Warning?
- What might be happening in this student's world behind the scenes? What could be some unmet needs?
- What factors may have affected the student's childhood development?
- What coping strategies might this student be using?
- What healthy regulation and relational skills could offer more support/help?
- How could feeling a sense of belonging, valued purpose, and feeling safe help mitigate their bullying behaviors?
- Where is this student's nervous system at?



Happy Hormones
+
Polynagal Ladder

What was
happening with
this student?



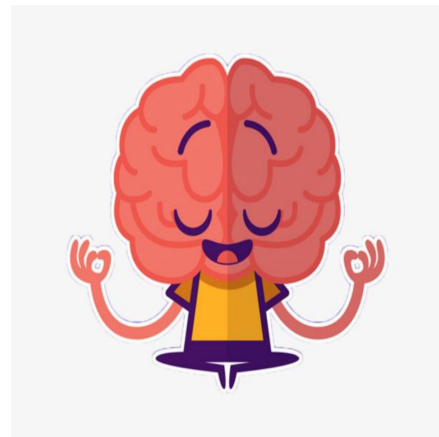
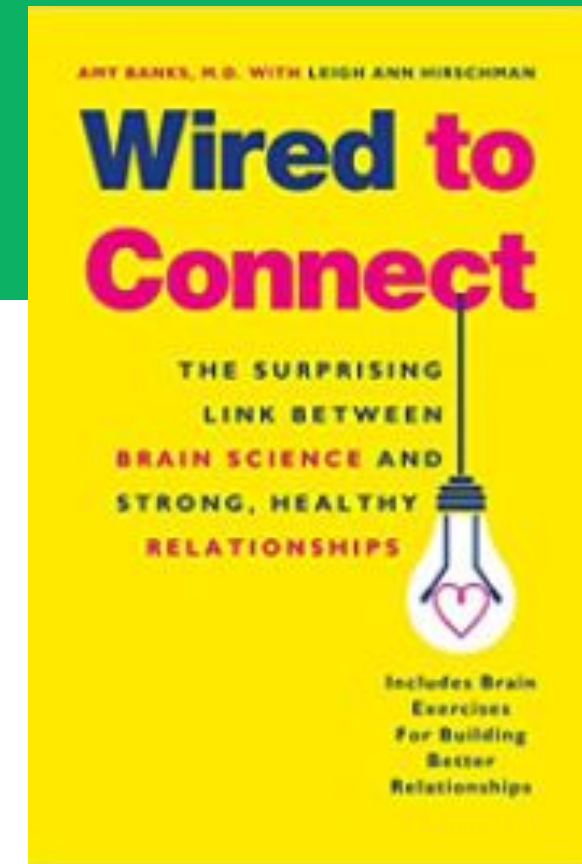
"We are hardwired to connect with others, it's what gives purpose and meaning to our lives, and without it there is suffering."

- Brene Brown

Wired for Connection

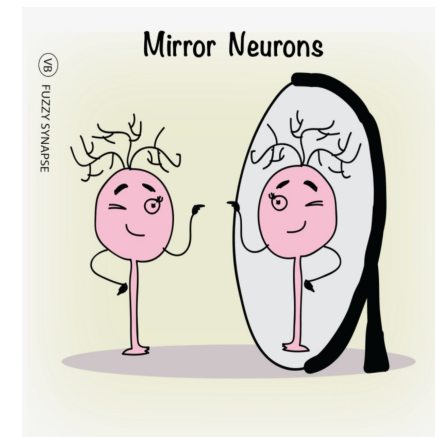
Neuroscience & Relationships

C.A.R.E represents the 4 major pathways that work to create and maintain relationships



C - Calm

Governed by the smart vagus nerve



R - Resonant

The mirror neuron system



A - Accepted

Governed by the dorsal anterior cingulate cortex or dACC



E - Energetic

The dopamine reward system

Connectedness at School

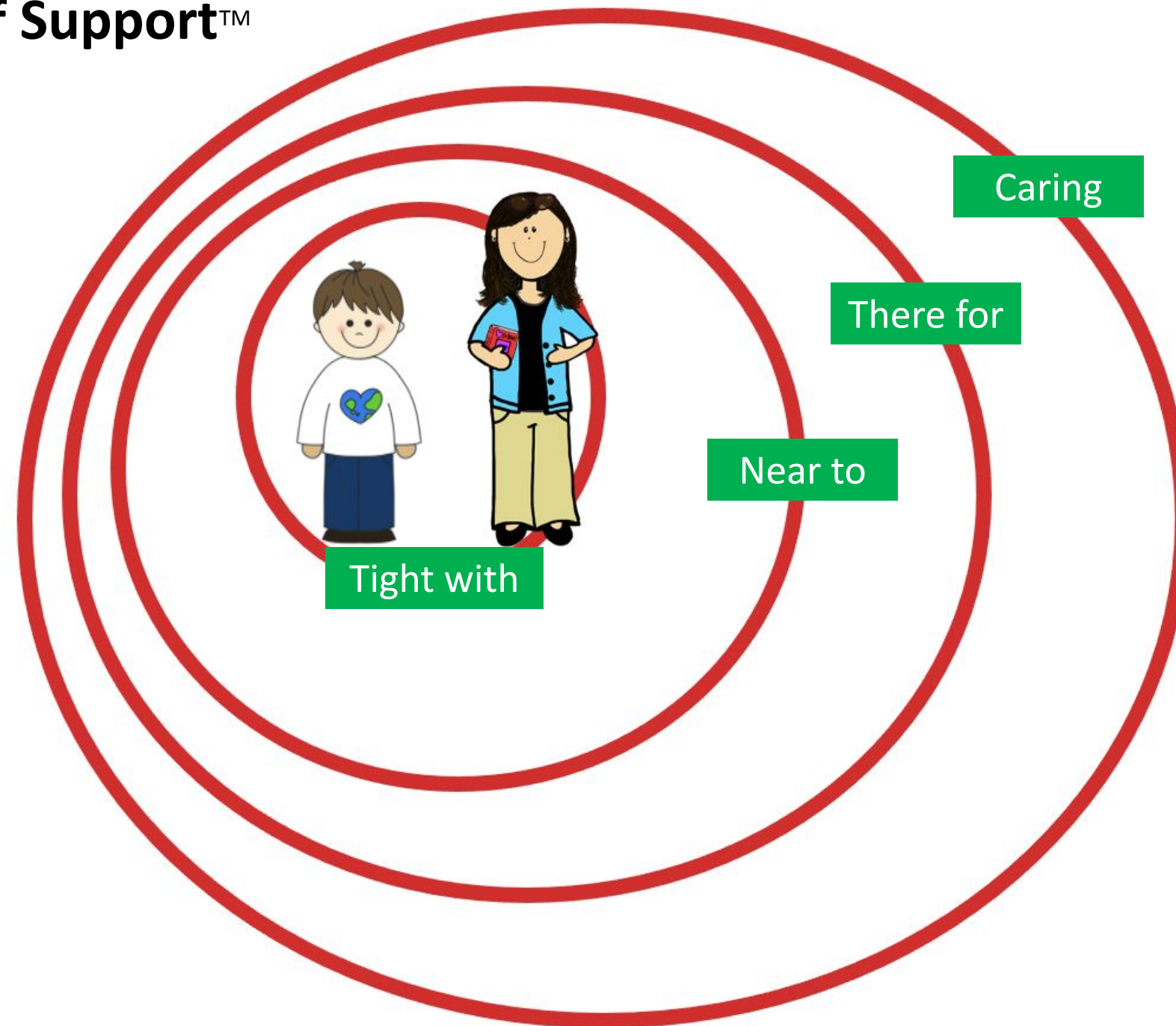
Bullying and School Connectedness Among High School Students.
Rastrullo & Francisco, September 2015

- School connectedness was found to be one of the strongest **protective factors** for both boys and girls to decrease violence, and risk of unintentional injury.
- School connectedness refers to students' feelings and beliefs that **adults in the school care** about their learning and about them as individuals.
- Study has shown that adolescents with lower perceptions of school connectedness were **more likely** to engage in various risk behavior.



What does connectedness mean?

In our Full-Color Webs of Support™ framework...



Why don't youth who bully seek help?

Youth Bullying and Suicide: Risk and Protective Factor Profiles for Bullies, Victims, Bully-Victims and the Uninvolved

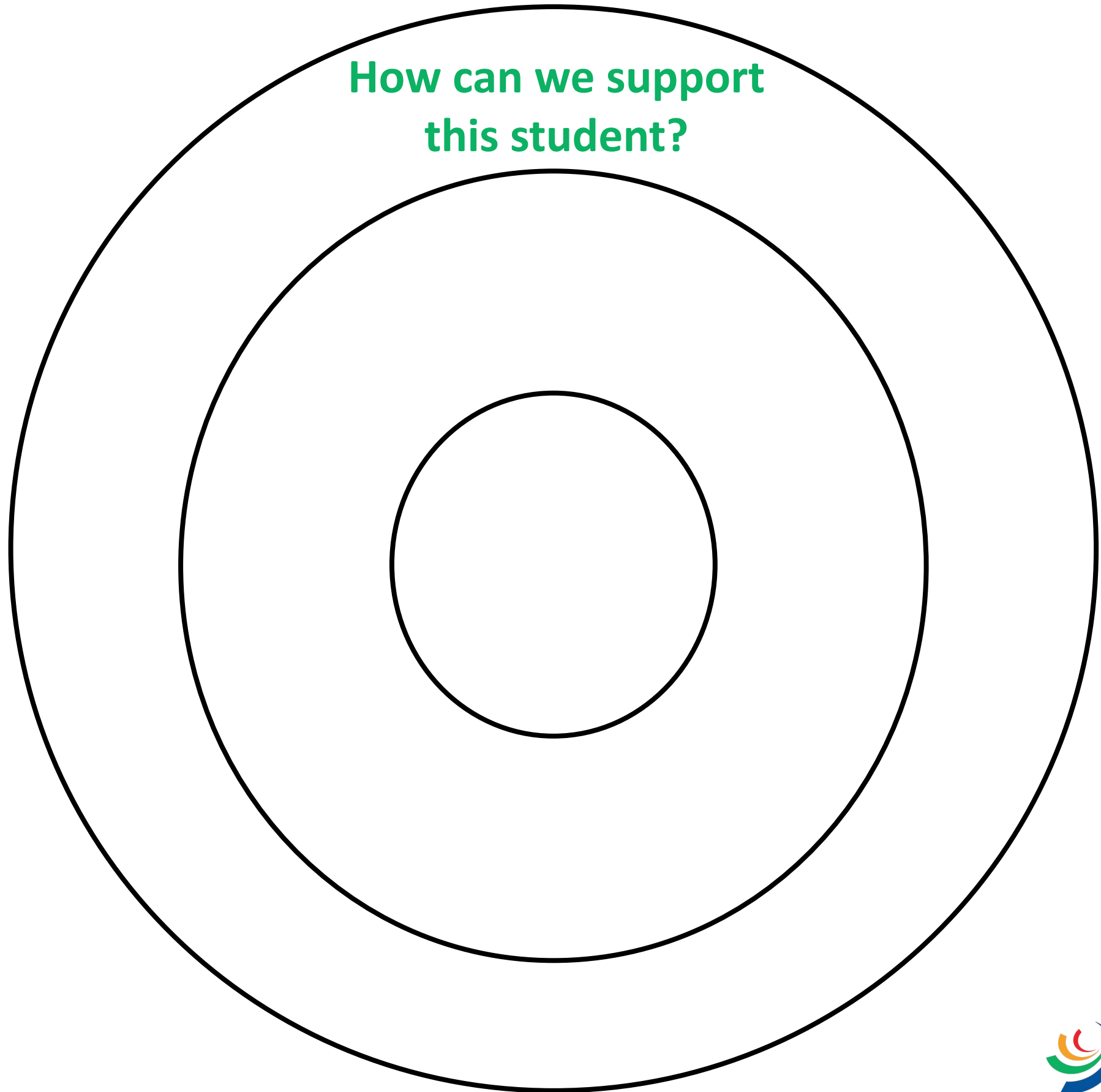
Ching Kwan 1, Clifford Wong 1, Zhansheng Chen 2 and Paul S. F. Yip, Feb 2022



- Bullies' **unsureness of where to find support** corresponds with them being the least likely group to seek help for seven of the eleven help-seeking sources.
- Major reasons may be:
 - the **widespread punitive approach** for dealing with bullying cases
 - the general **lack of awareness** of bullies' need for support.

Self/Co-Regulation
+
Connectedness

How can we support
this student?



Investing Time for Long-term Results



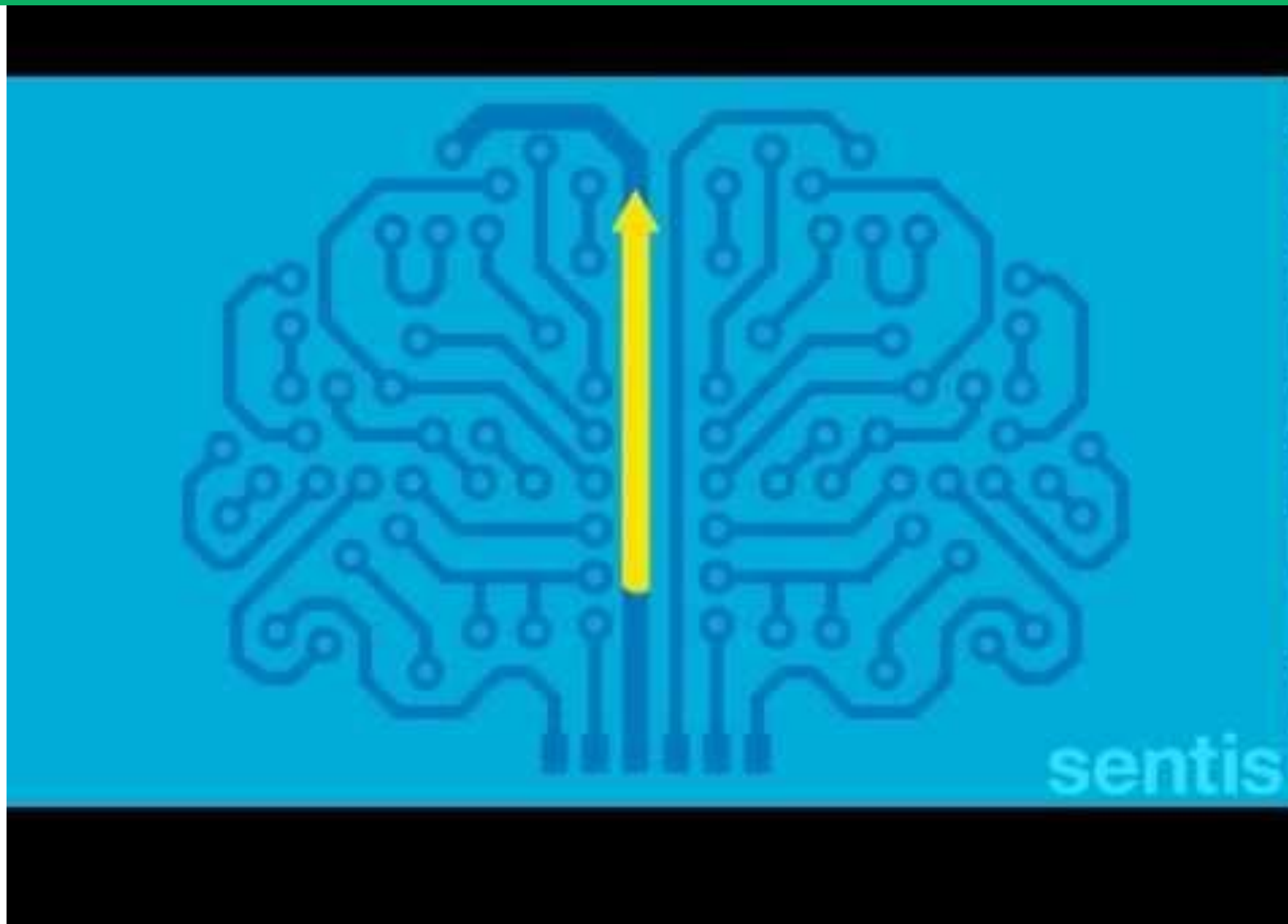


Reaching Out to Kids Who Bully - Stay in Inquiry

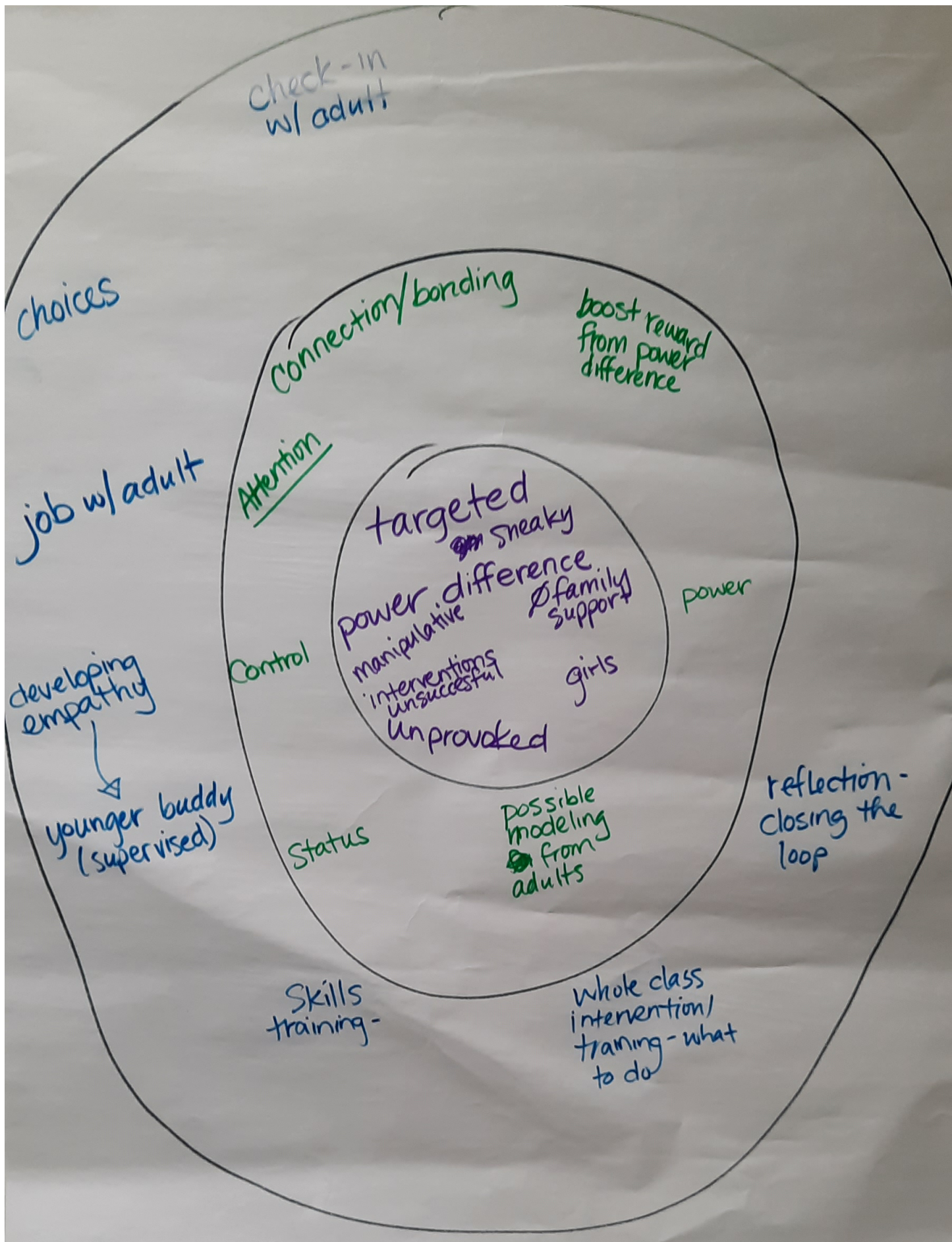
Choose and commit to try one strategy this fall!



Neuroplasticity







GET INVOLVED

Be Honest

SAD

SHUTS DOWN

1:1 Intervention

Peer Mentors

MIS COMMUNICATION

No Parental Support / Negative

MANAGE GROUPS

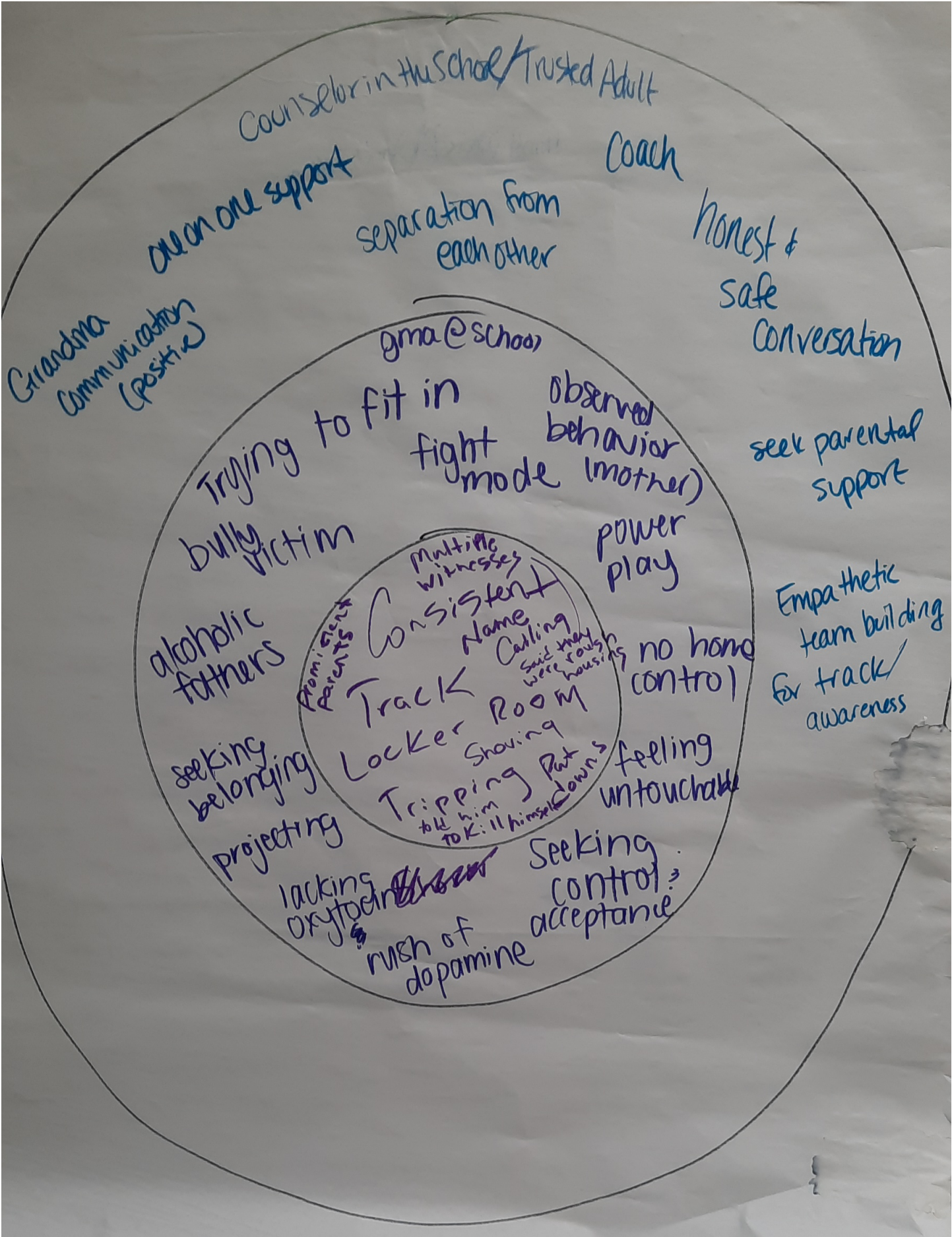
Family Hurt
Generational Risk Behavior

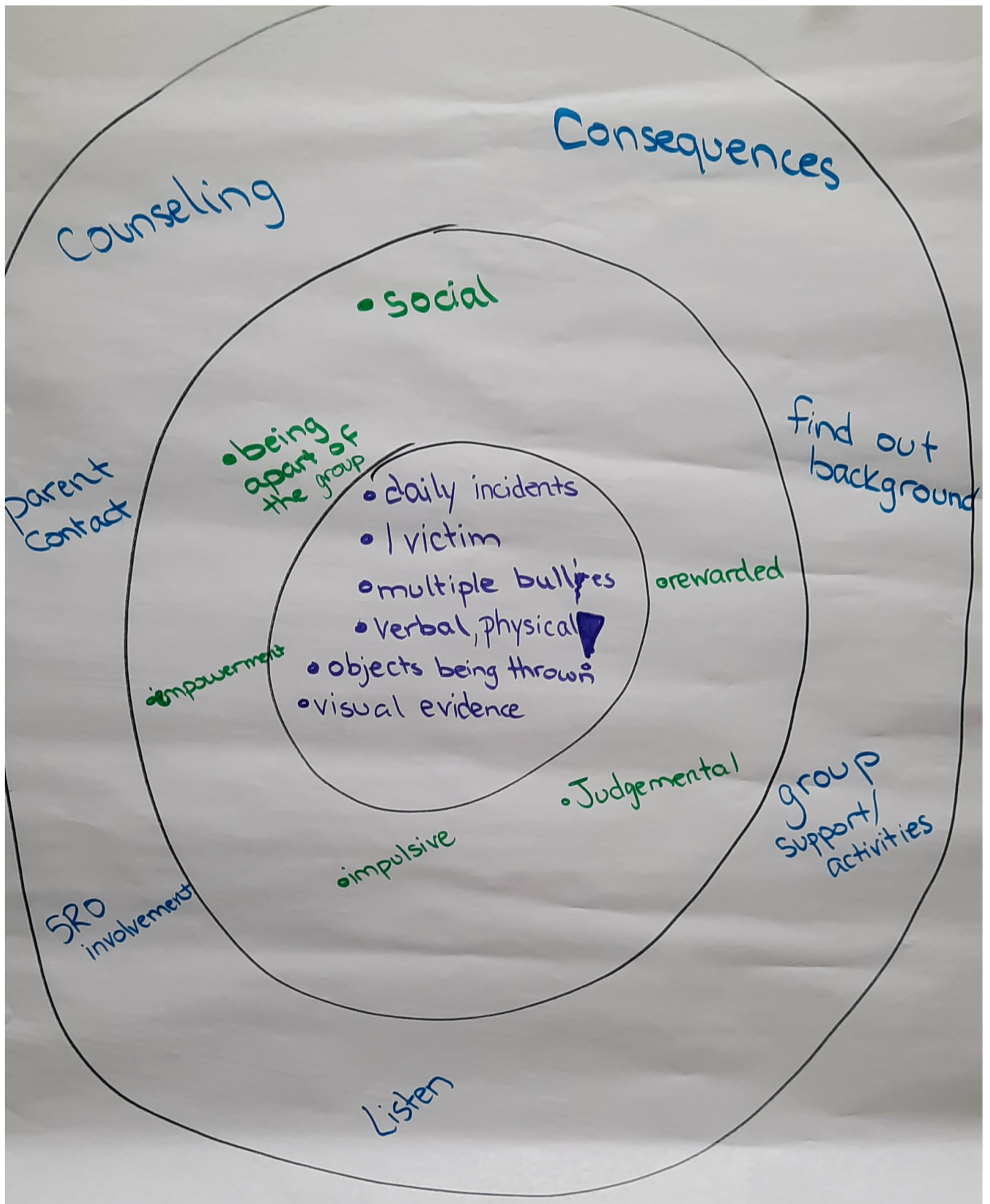
Group

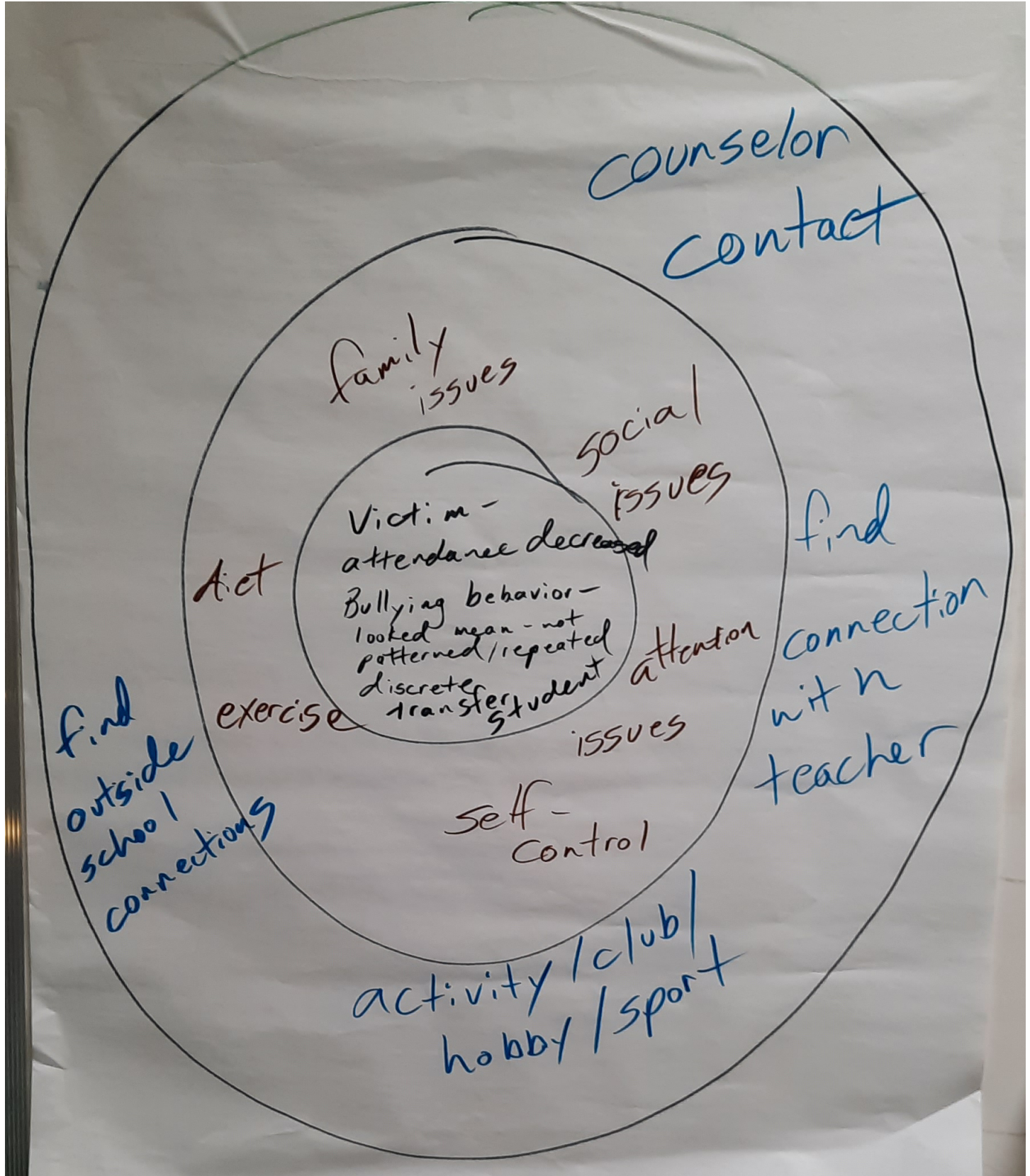
DISINFORMATION

Survival technique

Check-In
Check out
+ Positives







counselor
contact

family
issues

social
issues

Act

Victim -
attendance decreased

Bullying behavior -
looked mean - not
patterned / repeated
discrete
transfer student

attention
issues

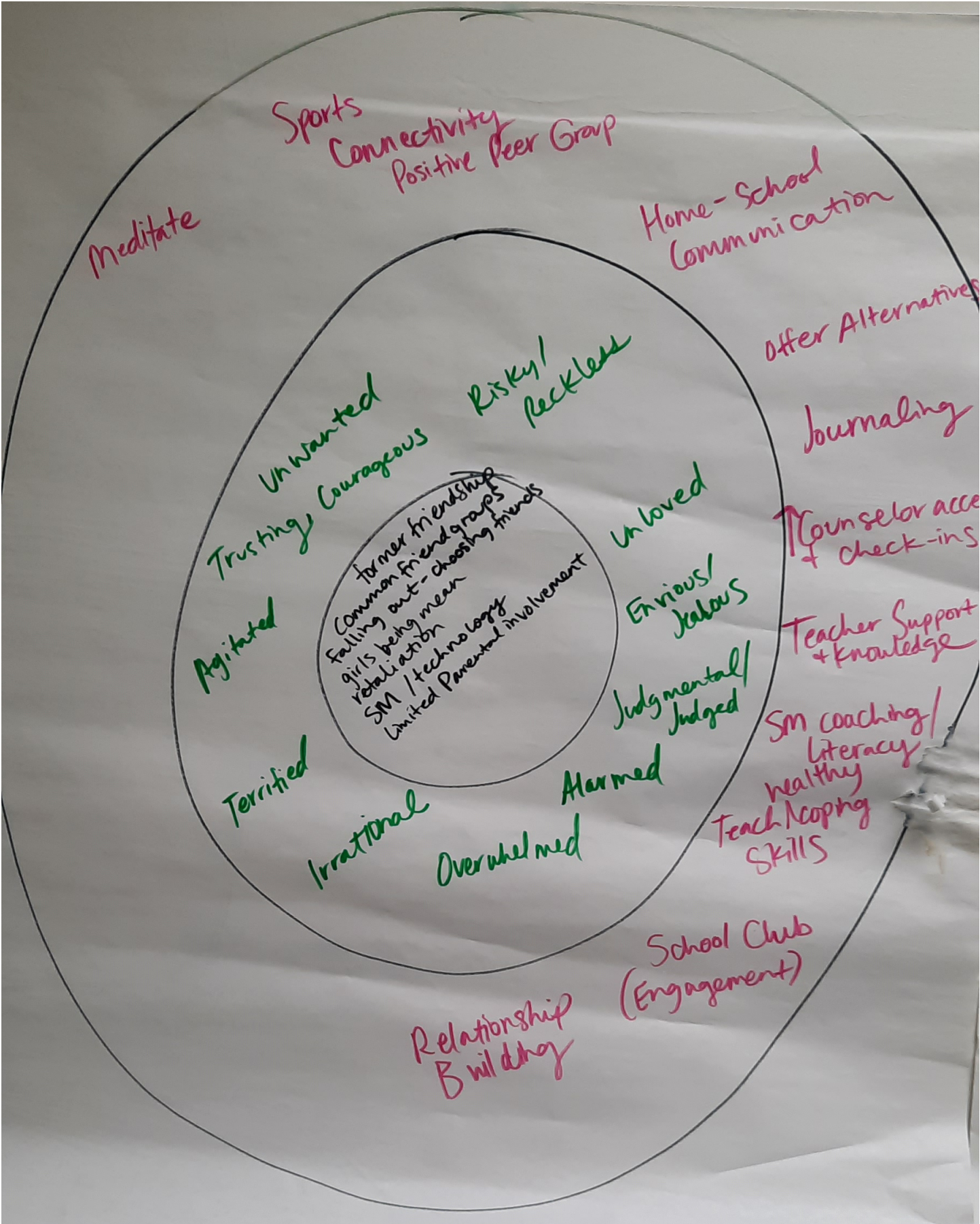
exercise

self-
control

find
connection
with
teacher

find
outside
school
connections

activity / club /
hobby / sport



Restorative practices

provide information on tactics - teach self awareness techniques

homelife??

• impulsive

• getting negative attention (dopamine)

chain of command - Teacher, counselor, principal for consequences

mentor

Replicating home at school - youngest in family

• Bully was older

• Victim was (staff child) younger

• group effort - happened in classroom

• focused on one student

smart / motivated for peer attention

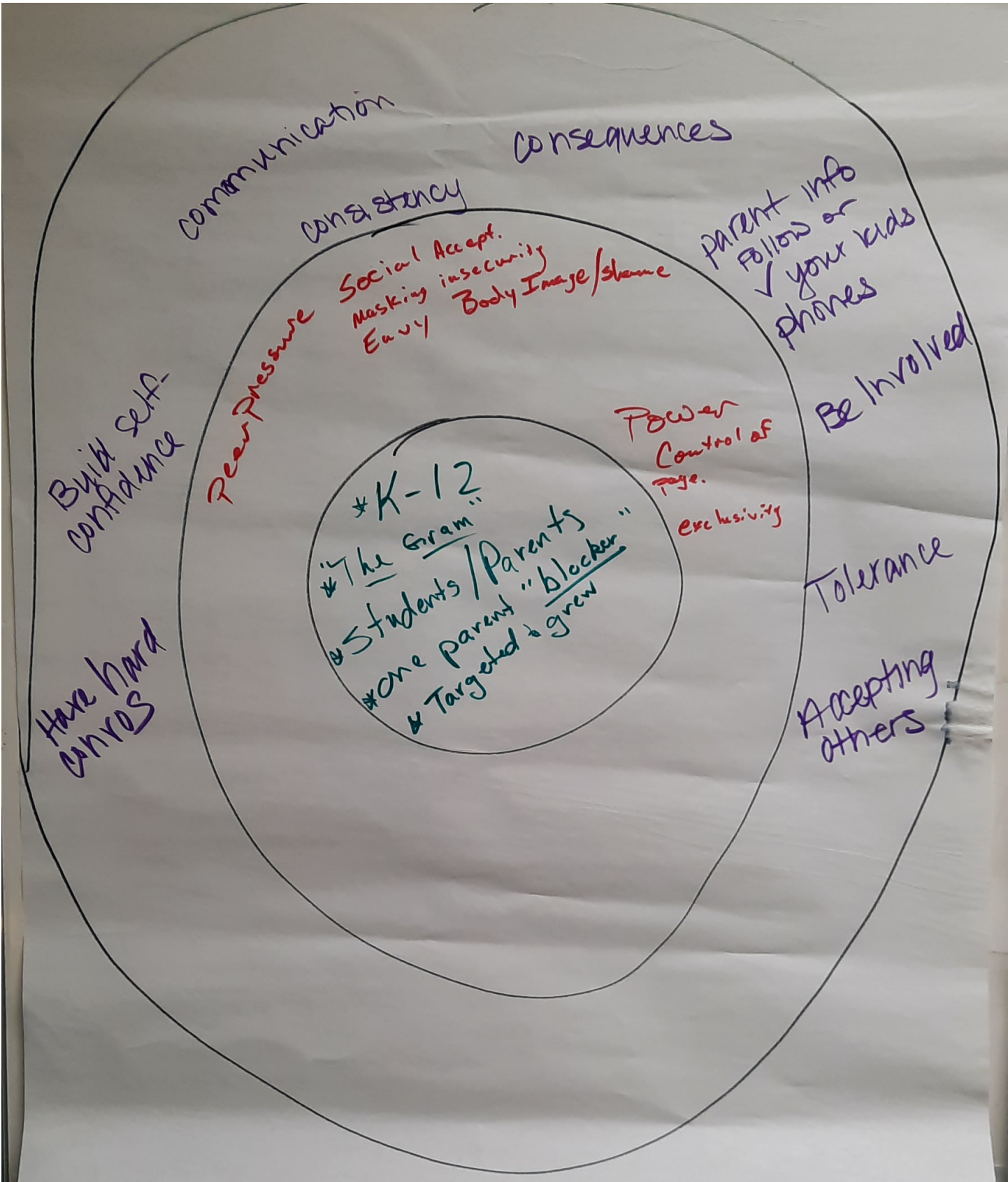
• no privilege from staff > envious??

• opportunity to lead

not wearing out serotonin

peer to peer mentor (bully to bully) who changed

• praise for good vs. bad



Communication

Consequences

consistency

parent info follow on your kids phones

Peer Pressure

Social Accept.
Masking insecurity
Envy
Body Image/shame

Be Involved

Build self-confidence

Power Control of Page.

Exclusivity

*K-12

*"The Gram"

*Students/Parents

*one parent "blocker"

*Targeted & grew

Tolerance

Have hard times

Accepting others

