

Aligning Responses to Bullying with Catholic Schools

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Diocese
of Toledo

DIFFERENT BY DESIGN.

Catholic

SCHOOLS

“We know only too well that what we are doing is nothing more than a drop in the ocean. But if the drop were not there, the ocean would be missing something.”

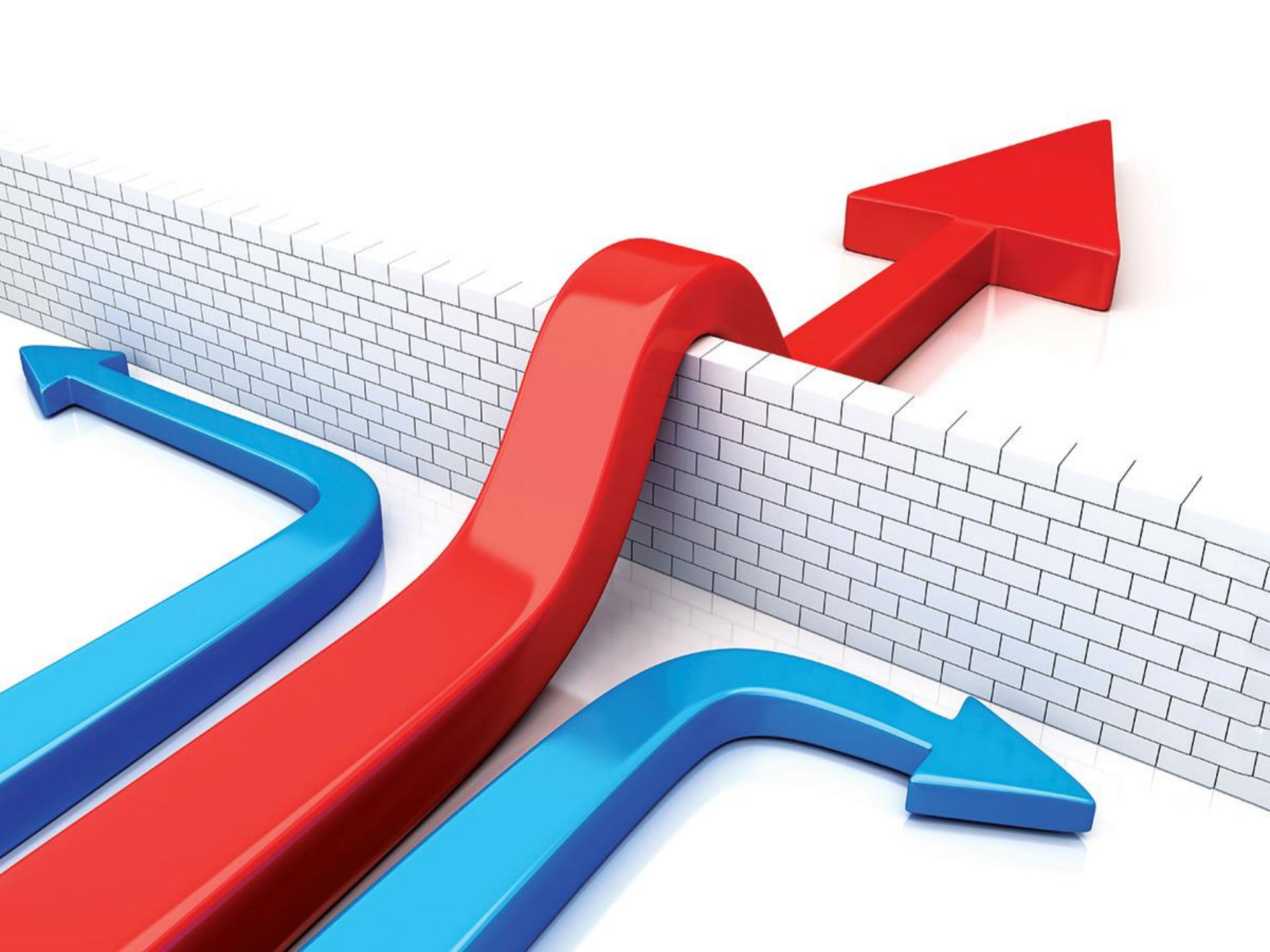


Agenda

- 1 **Six Obstacles**
- 2 **Bullying Redirect**
- 3 **Research**
- 4 **Discipline**
- 5 **Actionable Steps**
- 6 **Q&A**

Turn obstacles into opportunity...





OBSTACLE #1

BULLYING



Ambiguity?



Ambiguity?

Who did what?

What happened?

Where did it...?

When did it...?

Why did it...?

How did it...?

Where do I start?

How will I know if...?

Bullying?

Not bullying?

Repetition?

Discipline?

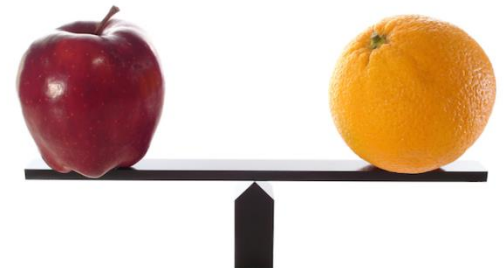
Expulsion?

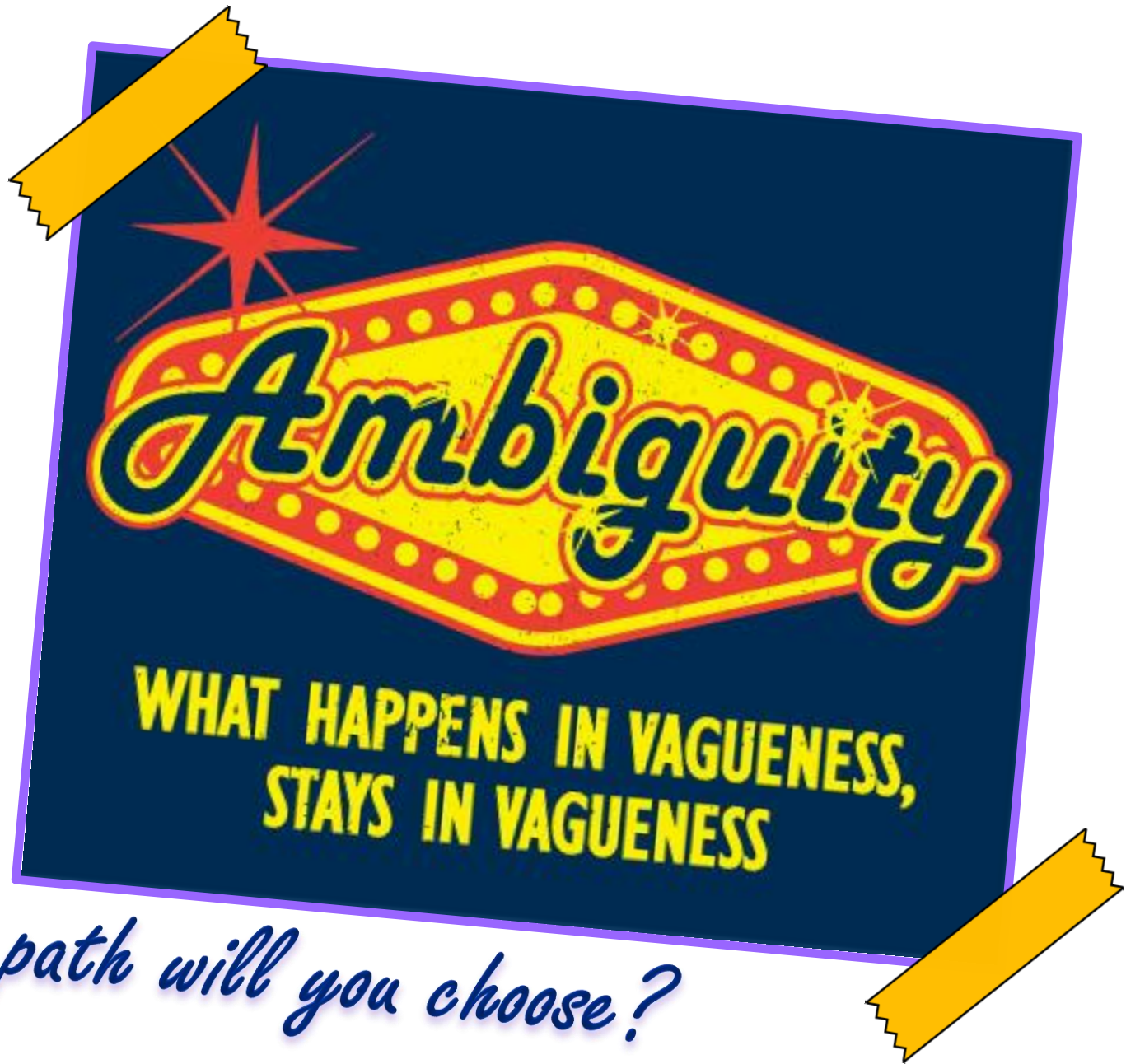
Power Imbalance?

Intentional?

Parents?

Police?





Anti-Bullying



***“ I will never attend an
anti-war rally, but if you
have a peace rally,
invite me.”***



ProSocial vs. Anti-Bullying?

**MOVING TOWARD A POSITIVE
(STRENGTH) IS ALWAYS MUCH
MORE EFFECTIVE THAN
MOVING AWAY FROM A
NEGATIVE (WEAKNESS).**





SINCE 1828

MENU 

Definition of MISTREAT

transitive verb

: to treat badly : ABUSE

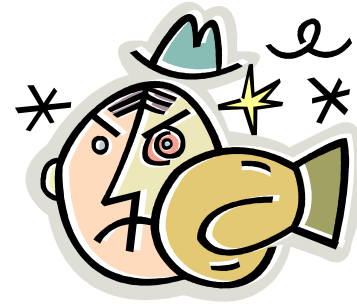
—mistreatment  \-mənt\ *noun*

OBSTACLE #2

DEFINITION



Repeated



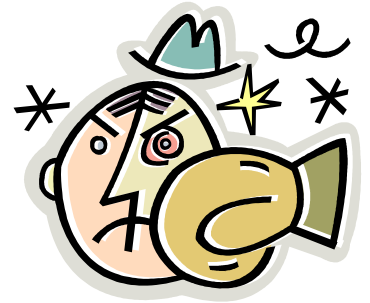
Intentional



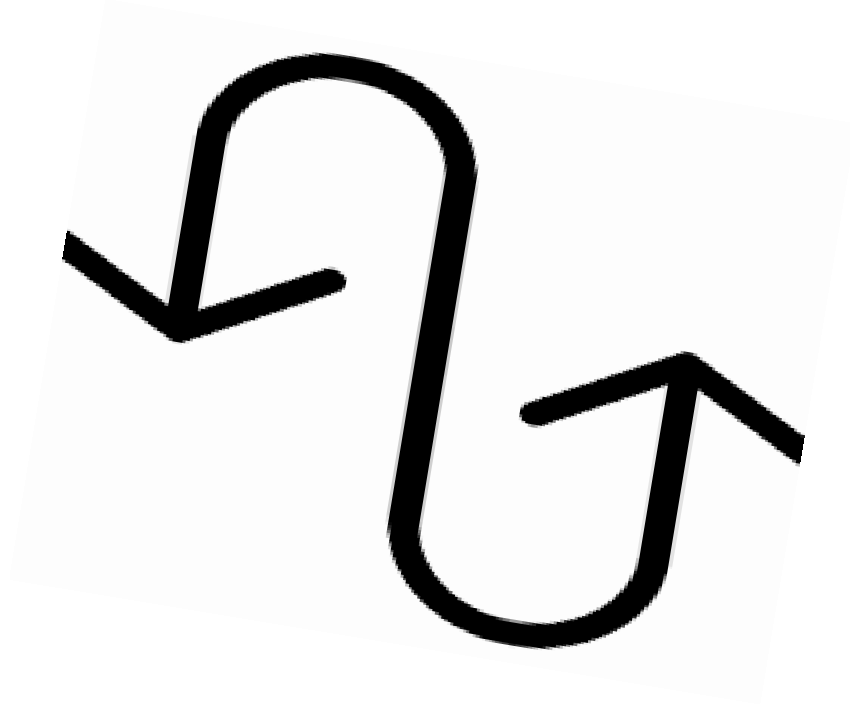
Power Imbalance



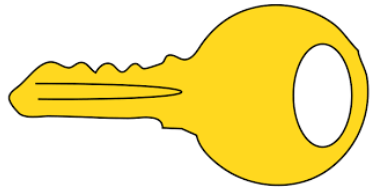
~~Repeated Intentional Over Indulgence~~



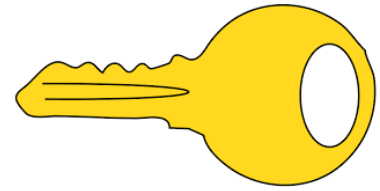
BULLYING



REDIRECT



KEY QUESTIONS



Does the action have the potential to cause or did the action cause harm?

Does the action have the potential to cause or did the action cause interference with learning?

POTENTIAL FOR HARM

Unlikely to
Interfere
with
Education
or Safety



Likely to
Interfere
with
Education
or Safety

Stan Davis with permission...

POTENTIAL FOR HARM

Unlikely
to Interfere
with
Education
or Safety

Likely
to Interfere

Bullying

- Repetition
- Intent to Harm
- Power Imbalance

Star Davis with permission...

POTENTIAL FOR HARM

HIGH

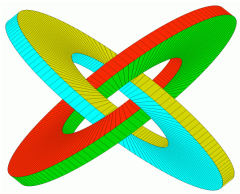
MEDIUM

LOW

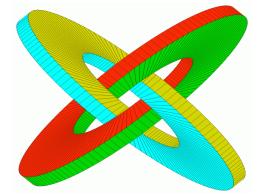


**SCHOOL COMMUNITY
RESPONSE?**





THREE BASIC PRINCIPLES



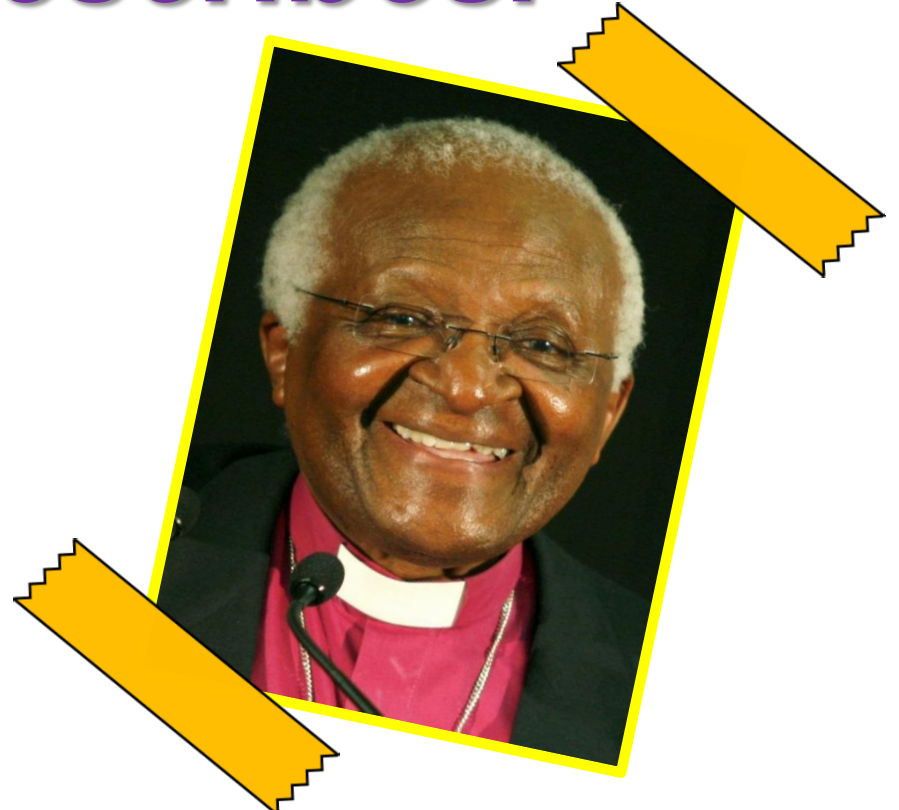
1. Some actions of peer mistreatment are likely to cause harm and should be reduced as much as possible.
2. Persons involved in an incident should not be labeled, but should be helped and held accountable when indicated.
3. Mistreatment that rises to the level of assault, harassment, or other criminally defined category should proceed with applicable laws.

OBSTACLE #3

LANGUAGE

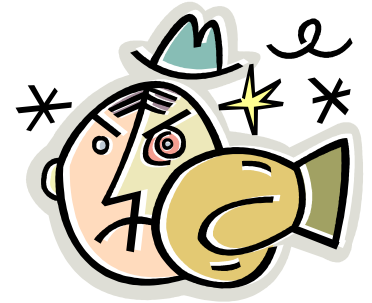


***“Language is very powerful.
Language not only describes
reality. Language creates the
reality it describes.”***





Bully



Victim



Bystander





"BULLY"



- **LIKELY TO GO TO JAIL**
- **SOCIOPATH**
- **LITTLE HITLER**
- **OFFENDER**
- **PERPETRATOR**
- **BAD**
- **DEMONIC**



WHO WOULD ADMIT TO THIS?

A young boy with a serious expression, wearing a red baseball cap and a dark t-shirt, holds a large pink sign. The sign has the text "I AM A BULLY" in large, bold, black capital letters. Below this, the word "HONK!" is written in black capital letters, underlined with a thick black line. To the right of "HONK!" and below "I AM A BULLY", the words "IF YOU HATE BULLIES" are written in black capital letters. The background is slightly out of focus, showing green foliage and a building.

I AM A
BULLY
HONK! IF YOU
HATE BULLIES

"VICTIM"

- **HELPLESS**
- **FRAGILE**
- **INCAPABLE**
- **TO BLAME**
- **ANNOYING**
- **DESERVED IT**
- **NEEDY—SHY—PASSIVE**
- **LOW SELF ESTEEM**
- **NEED ASSERTION SKILLS**
- **SELF-ESTEEM GROUPS**



"BYSTANDER"

- COWARD
- JUST AS GUILTY
- WEAK
- INSTIGATOR

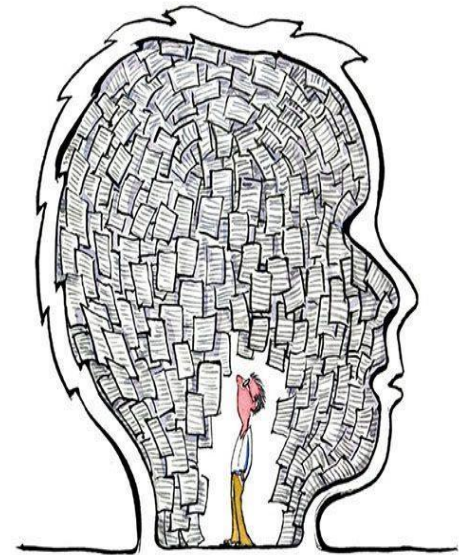


DIRECTED TO:

- "SPEAK UP!"
- "TAKE A STAND!"
- "STOP THE BULLY!" (INTERVENE)
- "BE AN UPSTANDER!"

LABELS

- *DETERMINE WHAT WE SEE*
- *ESSENCE OF THE PERSON*
- *LIMIT POTENTIAL*
- *INFLUENCE BELIEFS*
 - *CAN'T CHANGE*
 - *BAD PERSON*



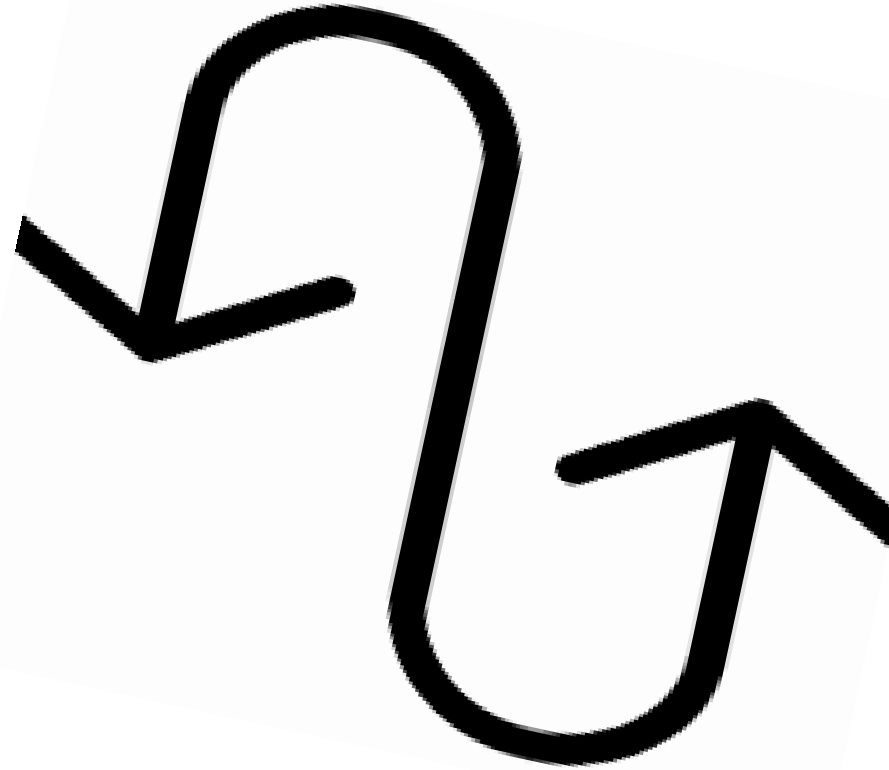
- *INDUCES FIXED MINDSET*
- *HARMFUL*

CAUTION!!!

**DO WE REALLY WANT TO
RISK STICKING A LABEL
ON A KID THAT CAN'T BE
PEELED OFF?**

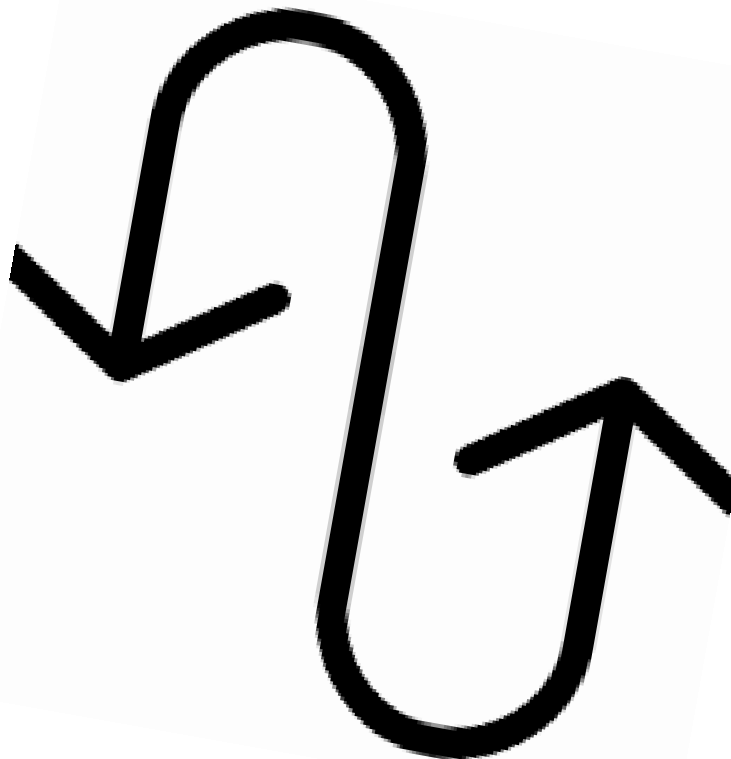


LANGUAGE REDIRECT



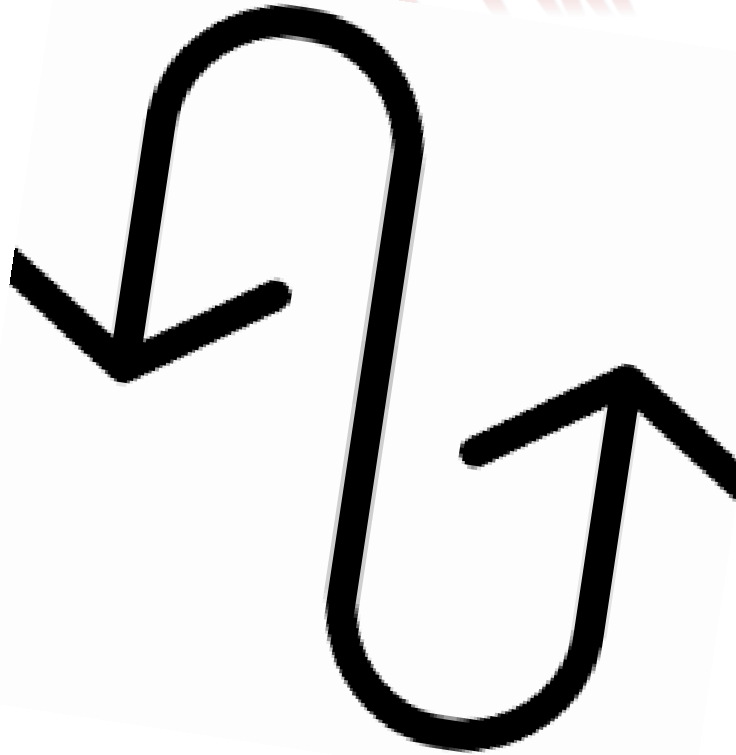
WHAT DO WE CALL YOUTH?

"BULLY"



PERSON WHO MISTREATED

"VICTIM"



**PERSON WHO WAS
MISTREATED**

"BYSTANDER"

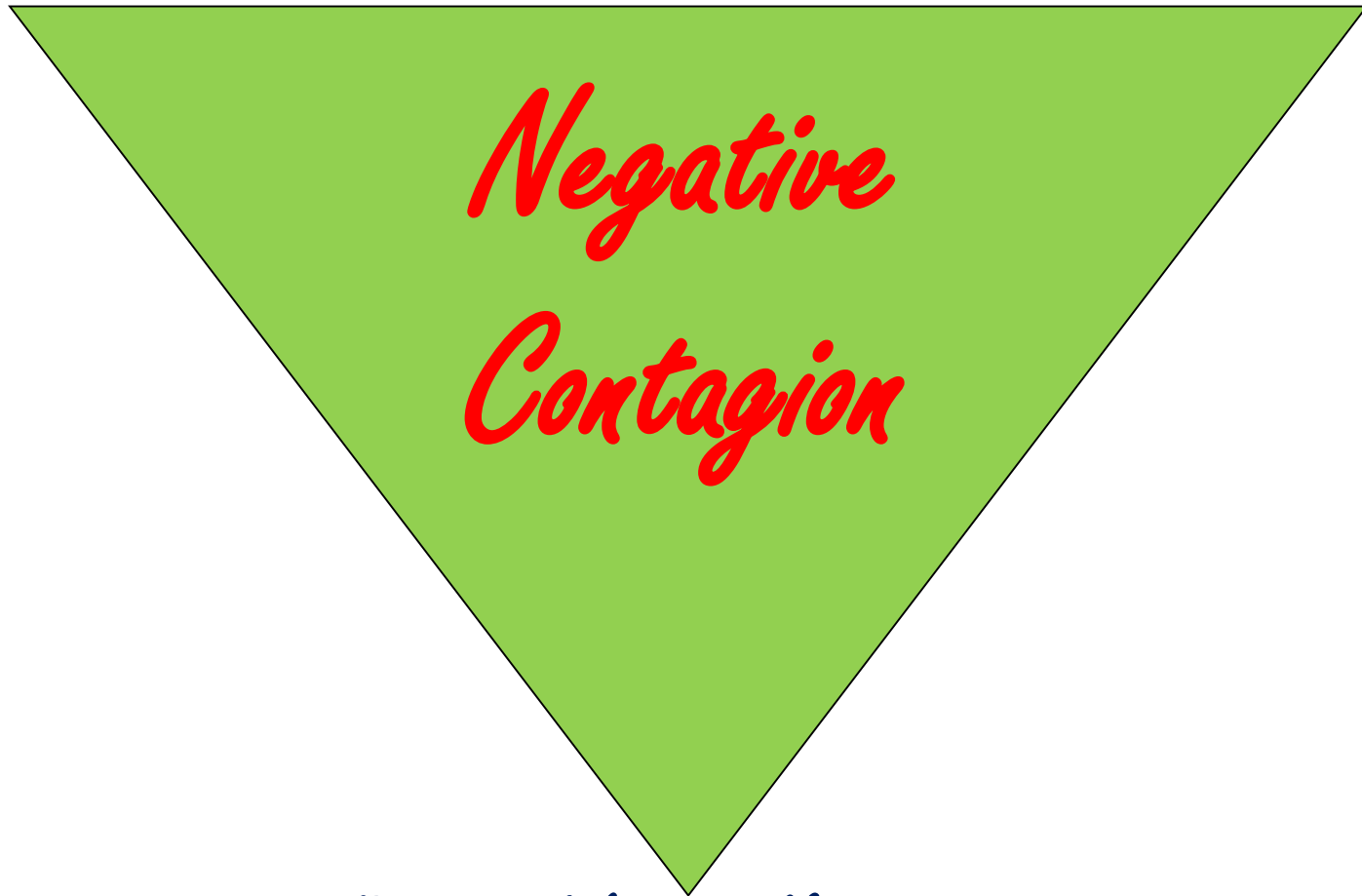


**PERSON WHO WITNESSED
MISTREATMENT**

Mistreatment Triangle

Person Who Mistreated

Person Who Witnessed



Person Who is Mistreated

***“When we describe actions
Instead of nouns to describe
people, we can build hope
for change.”***

-Stan Davis



OBSTACLE #4

HARMFUL

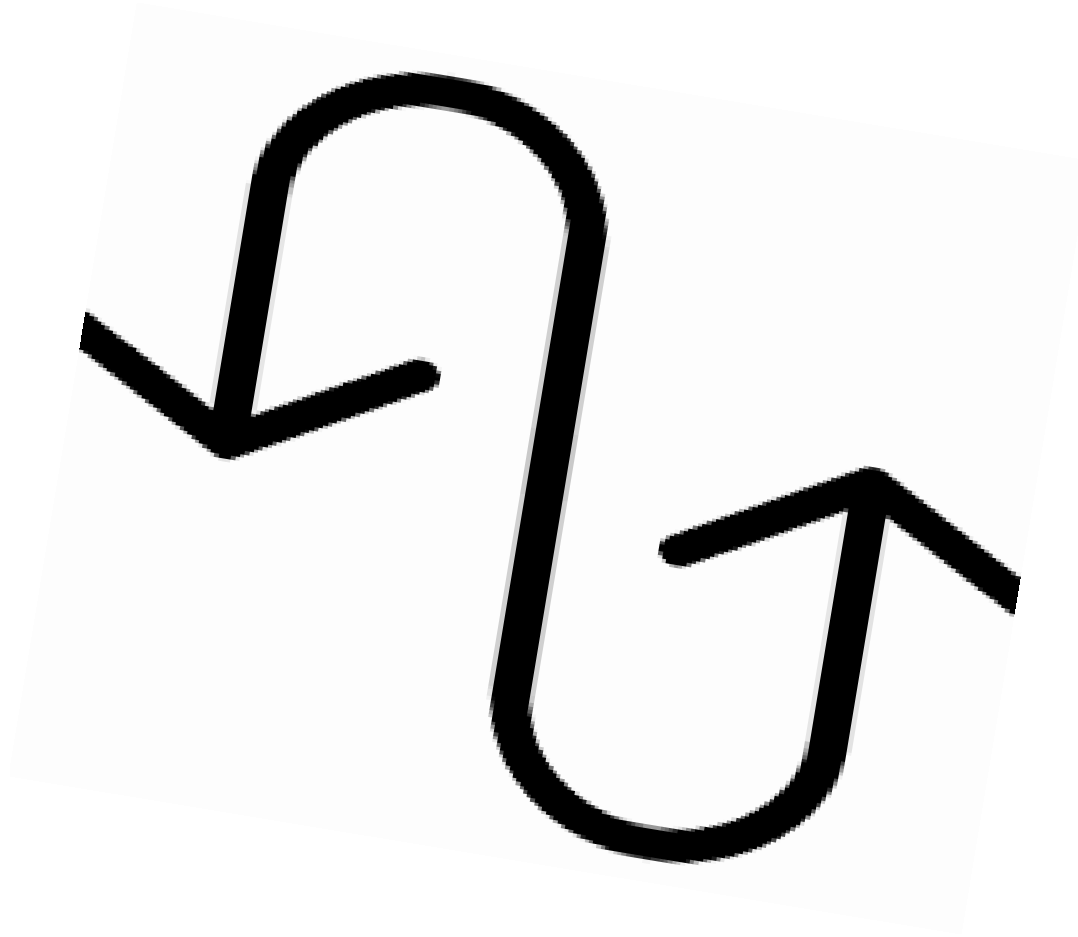
STATISTICS



NATIONAL EDUCATIONAL ASSOCIATION

- 1 in 7 students in grades K – 12 are either a bully or have been a victim of bullying.
- Bullies often go on to perpetrate violence later in life: 40% of boys identified as bullies in grades 6 through 9 had three or more arrests by age 30.
- 75% of shooting incidents at schools have been linked to bullying and harassment.
- When bystanders intervene, bullying stops within 10 seconds 57% of the time.

SOCIAL NORMING



STUDENT SURVEY

1. Which of these statements is true for you?

VERY IMPORTANT—IMPORTANT—NOT IMPORTANT

It is _____ to me for every student here, no matter what their race, religion, or sexual orientation, to be safe and feel included.

POSTER MESSAGE

1. Which of these statements is true for you?

VERY IMPORTANT—IMPORTANT—NOT IMPORTANT

91% of our Jr./Sr. class say it is VERY IMPORTANT that every student here, no matter what their race, religion, or sexual orientation, is safe and feels included.

STUDENT SURVEY

2. We have students from different racial, religious, and cultural backgrounds. How do you feel about attending a diverse school?

VERY IMPORTANT—IMPORTANT—NOT IMPORTANT

It is _____ to me to attend a school with diversity in the student body.

POSTER MESSAGE

97% of grades 6-8 honor diversity and saying they feel it is VERY IMPORTANT that we have students from different racial, religious, and cultural backgrounds.

STUDENT SURVEY

3. For each of the following types of actions, how much do you think it helps when students do them? *[Very Helpful, Helpful, or Not very helpful]*

Include other students:

- Reaching out, sitting with, or talking with other students.
- Encouraging other students when they have tough times.
- Assisting/helping other students.
- Reaching out to people outside your group of friends.

POSTER MESSAGES

97% of grades 9-12 say the following types of actions in our school are VERY HELPFUL!

- Reaching out, sitting with, or talking with other students.
- Encouraging other students when they have tough times.
- Assisting/helping other students.
- Reaching out to people outside your group of friends.

93%

**of Great Falls
Middle School 8th
grade students believe
it is **wrong** to call
another student any
INSULTING
NAME**

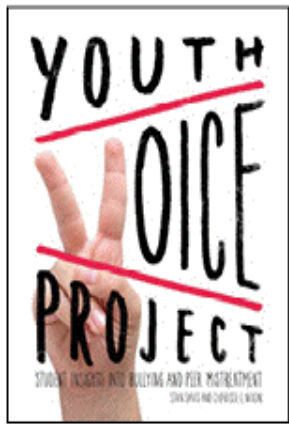


DID YOU KNOW

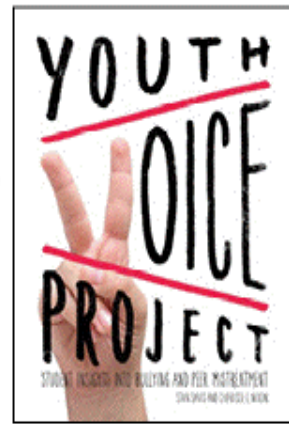
96% of us think we should
always try to be friendly
with students who are
different from us



Source: Based on a winter 2007 survey of 100 Utah students in all grades



Youth Voice Project



Stan Davis & Dr. Charisse Nixon

**Based on research with
13,177 students**

31 U.S. schools across 12 states



SELF ACTIONS



- HUMOR
- ACCESSING SUPPORT
- TOLD ADULT AT SCHOOL
- TOLD A FRIEND
- TOLD AN ADULT AT HOME
- REMIND MYSELF THAT WHAT THEY ARE DOING IS NOT MY FAULT. THEY ARE THE ONES DOING SOMETHING WRONG





Peer Actions



- **SPENT TIME, SAT WITH ME, HUNG OUT WITH ME**
- **TALKED TO ME AT SCHOOL TO ENCOURAGE ME**
- **LISTENED TO ME**
- **HELPED ME TELL AN ADULT**
- **CALLED ME AT HOME TO ENCOURAGE ME**





Adult Actions



- **LISTENED TO ME**
- **GAVE ME HOPEFUL & SUPPORTIVE ADVICE**
- **CHECKED IN WITH ME AFTERWARDS TO SEE IF BEHAVIOR STOPPED**
- **KEPT UP INCREASED ADULT SUPERVISION OVER TIME**

OBSTACLE #5

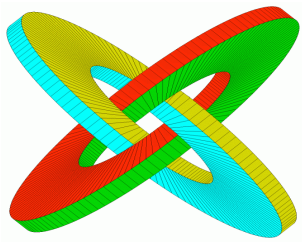
MEDIA INFLUENCE



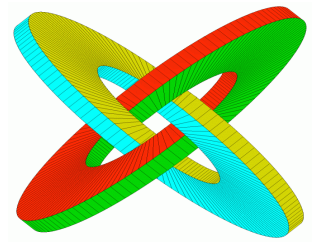
EXPOSURE

- Frequency (53 HRS. WEEK!)
- Negative NOT Positive
- Violence/Aggression
- Imitation/Contagion
- “Sound bites”
- Strongly connects bullying with suicide and school shootings.





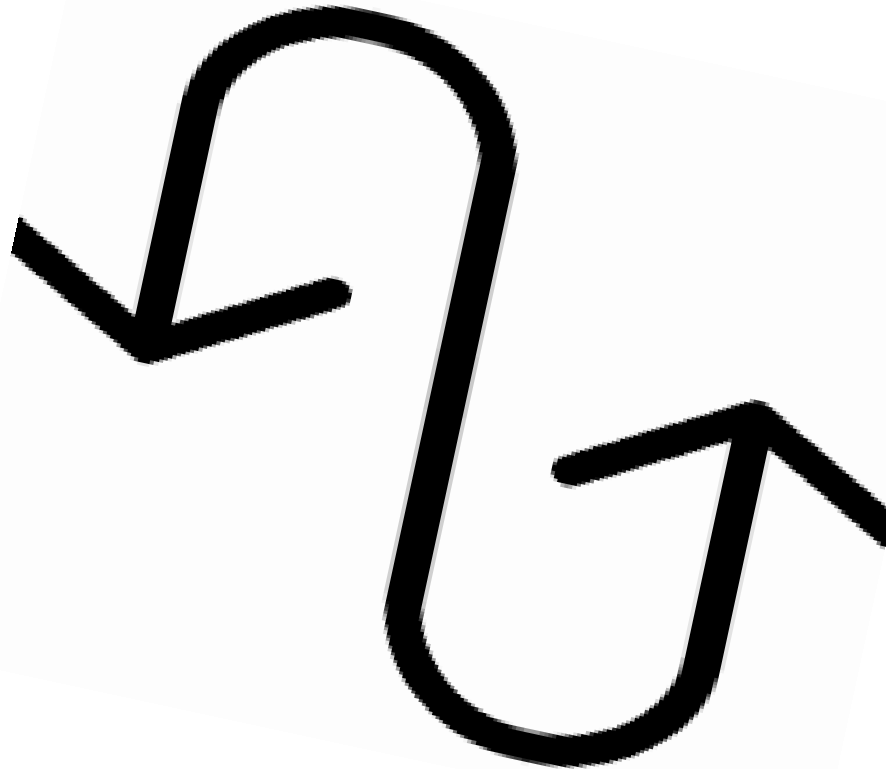
MEDIA REDIRECT



1. CLEAR GUIDELINES
2. REDUCE EXPOSURE
3. REDUCE IMPACT
4. OPEN DIALOGUE
5. USE BLOCKING/FILTERING



CYBERBULLYING REDIRECT



HOW DO WE DEAL WITH IT?

CyberSupport

Step 1



Step 2



Describe ways you can
creatively use technology
to support others and go



“Viral with Kindness!”



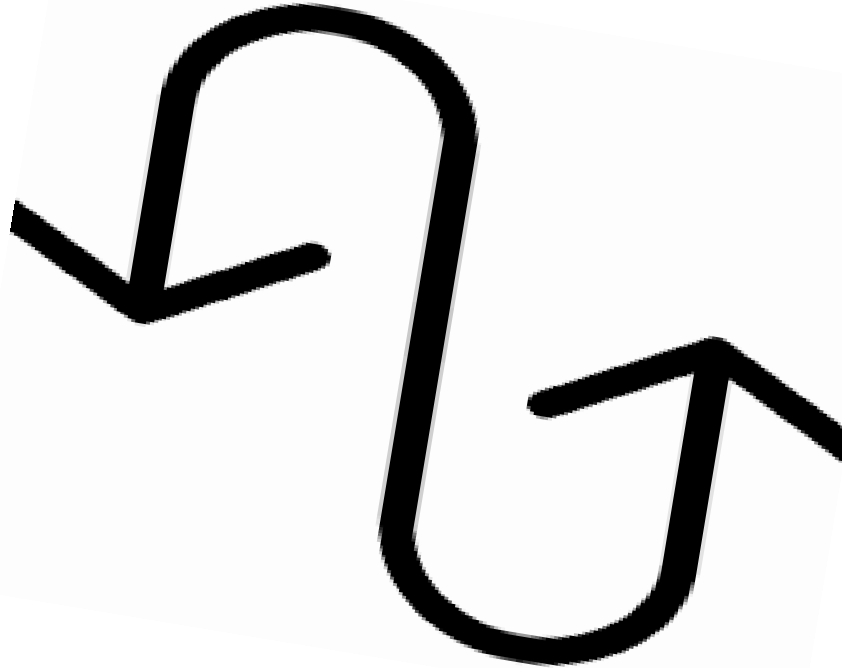
OBSTACLE #6

*TRADITIONAL
DISCIPLINE*



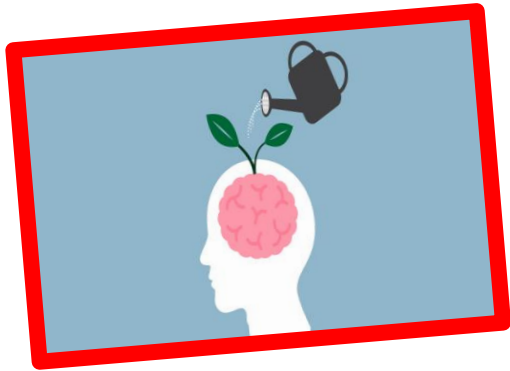


DISCIPLINE



REDIRECT

FIXED MINDSET

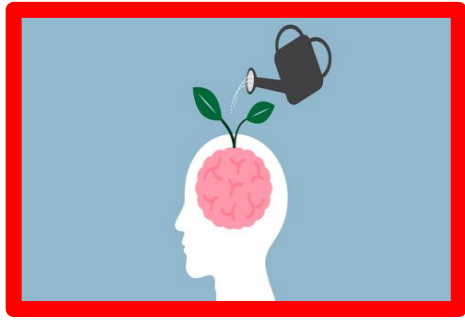


VS.



GROWTH MINDSET

CAROL DWECK Ph.D.



MINDSET



FIXED MINDSET

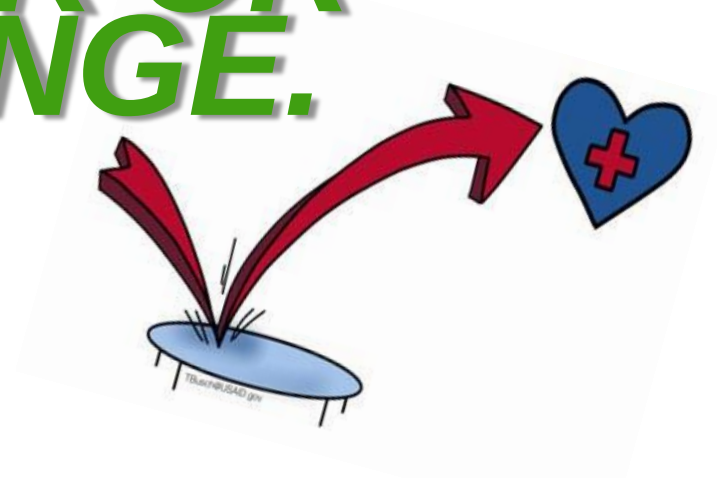
BELIEF—INTELLIGENCE, PERSONALITY, CHARACTER, AND BASIC QUALITIES ARE FIXED TRAITS.

GROWTH MINDSET

BELIEF—INTELLIGENCE, PERSONALITY, CHARACTER, AND BASIC QUALITIES CAN BE DEVELOPED THROUGH DEDICATION AND EFFORT.

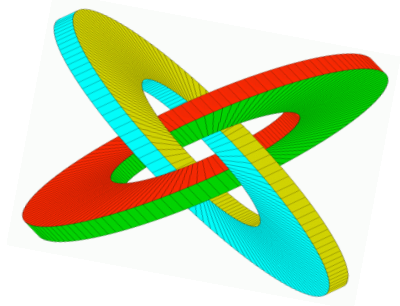


**RESILIENCY IS THE
ABILITY TO FIND THE
INNER STRENGTH TO
BOUNCE BACK FROM A
SET BACK OR
CHALLENGE.**



Five to One Ratio

Positive statements that express appreciation, support, helpfulness, approval, or compliments.



Research shows “*Five to One*” is the single most important factor in predicting organizational performance.

Best Self Feedback



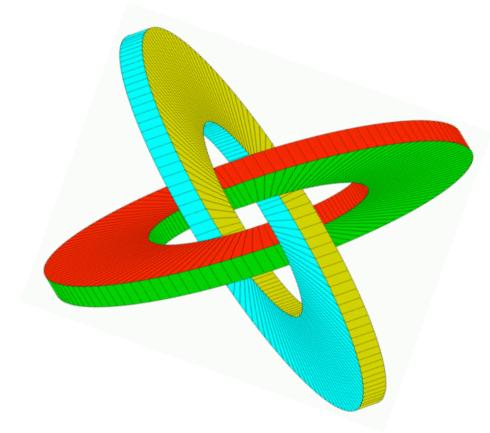
- IDENTIFY 10 PEOPLE IN MY LIFE
- EACH PERSON WRITES 3 SHORT ANEDOTES:
 - “When you have seen me at my best what strengths did I display?”
- 30 ANEDOTES—KEY BEHAVIORAL STRENGTHS & UNIQUE TALENTS
- THEMES CAN BE MAPPED OR GRAPHED

POSITIVE DISCIPLINE

1. This week—Three Random Acts of Kindness with three different classmates.

2. Write:

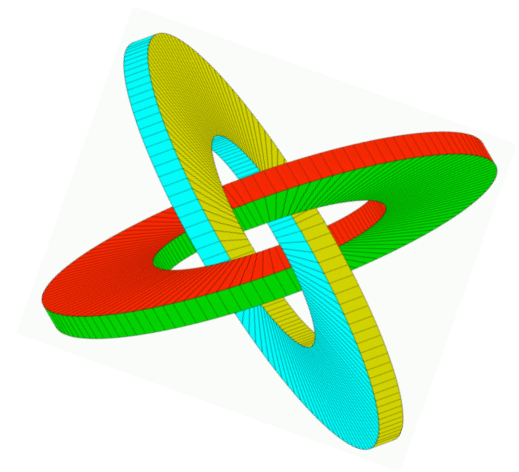
- Who are the classmates?**
- What did you do?**
- How did they respond?**
- How do you feel?**



POSITIVE DISCIPLINE

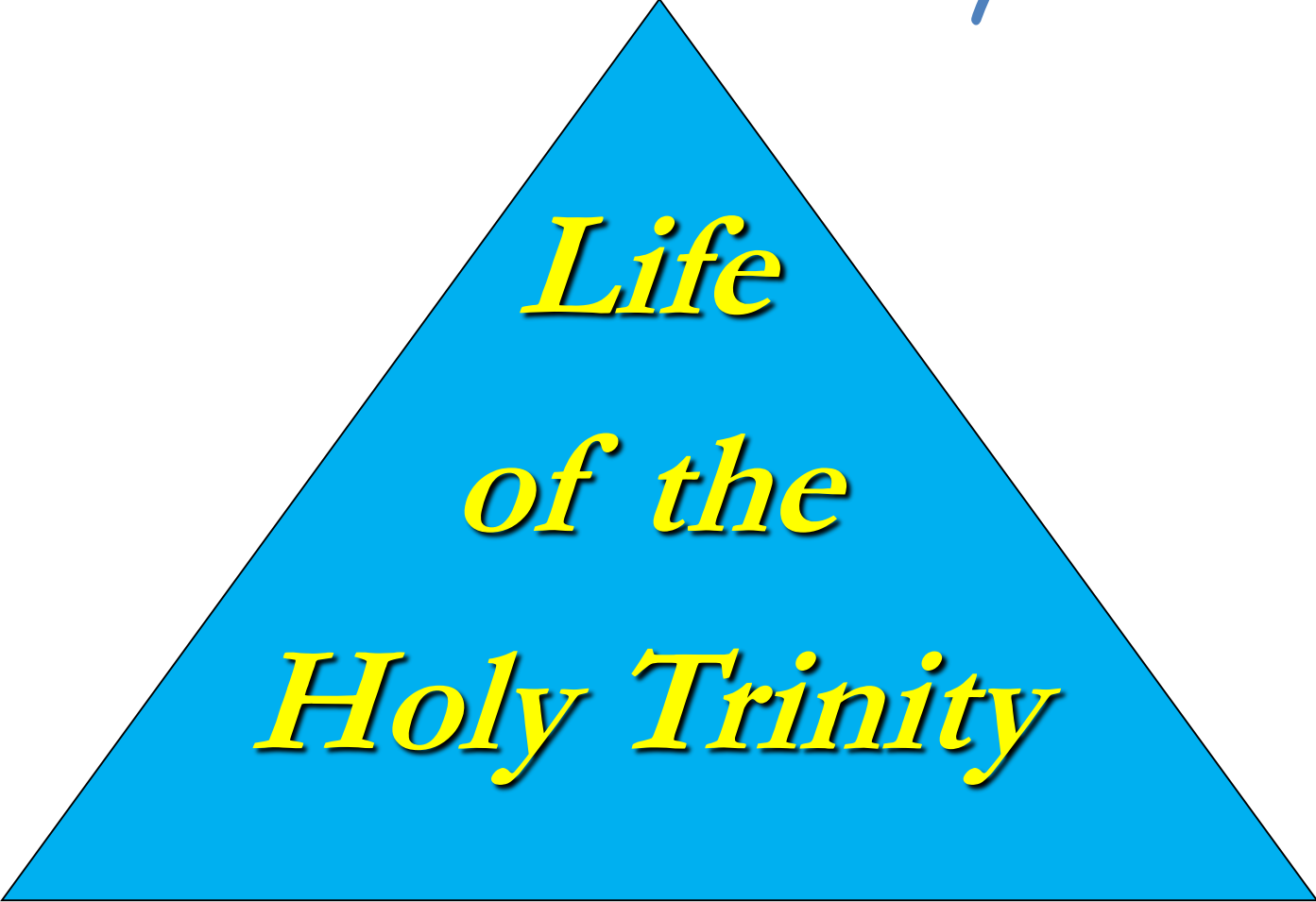
3. Adult Mentor Follow Up:

- Read what student has written.
- Contribute?
- Gaps?
- Sit down dialogue.
- Repeat the exercise.



Peace Be With You Triangle

Servant Leadership



*Life
of the
Holy Trinity*

Pure in Heart

Love Your Neighbor

Unit 1: Servant-Leadership

5 Lessons

7 Activities

Unit 2: Pure in Heart

3 Lessons

10 Activities

Unit 3: Love Your Neighbor

3 Lessons

4 Activities

72 Worksheets

Peace Be With You

Booth #376

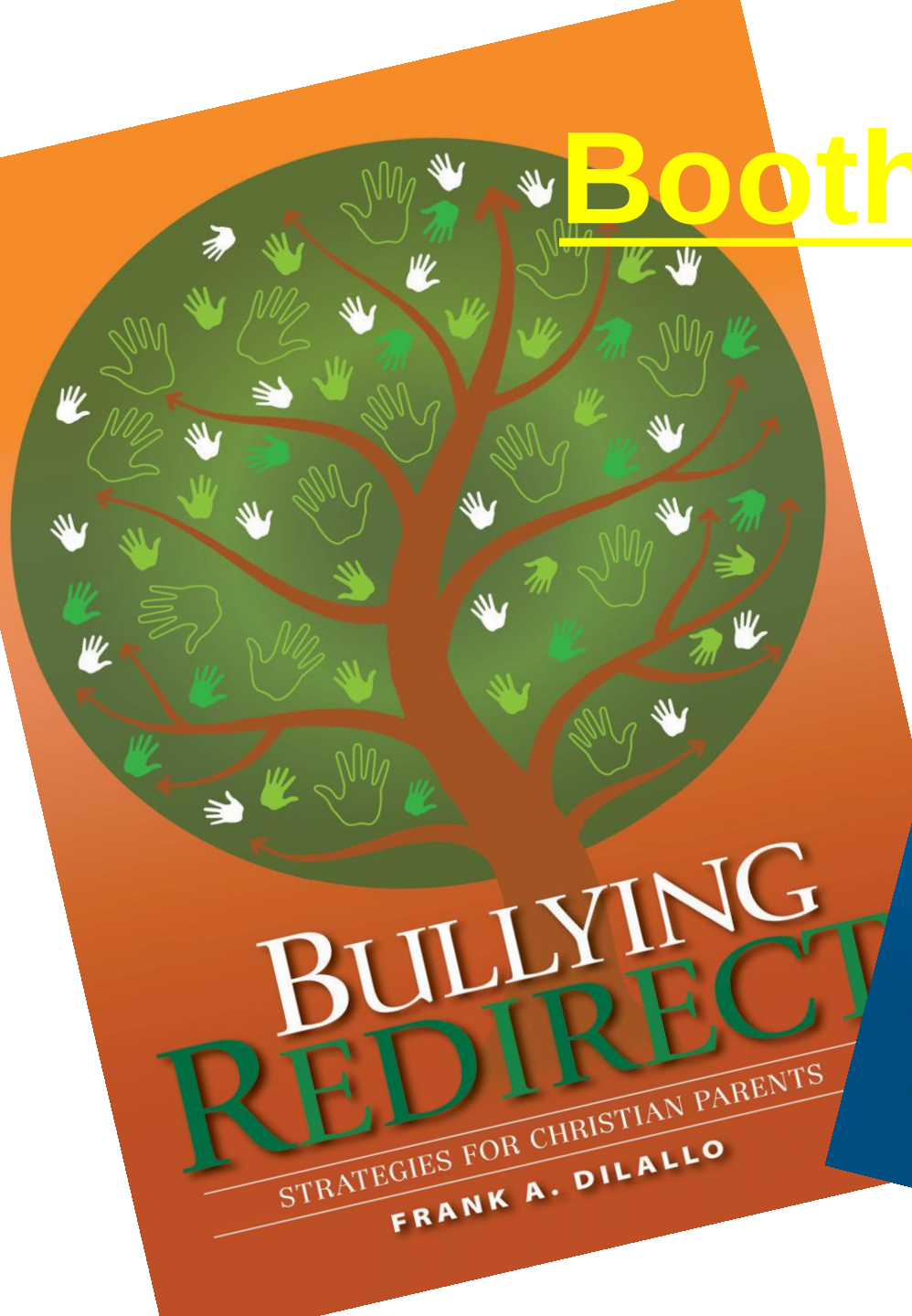


— CHRIST CENTERED —
BULLYING REDIRECT

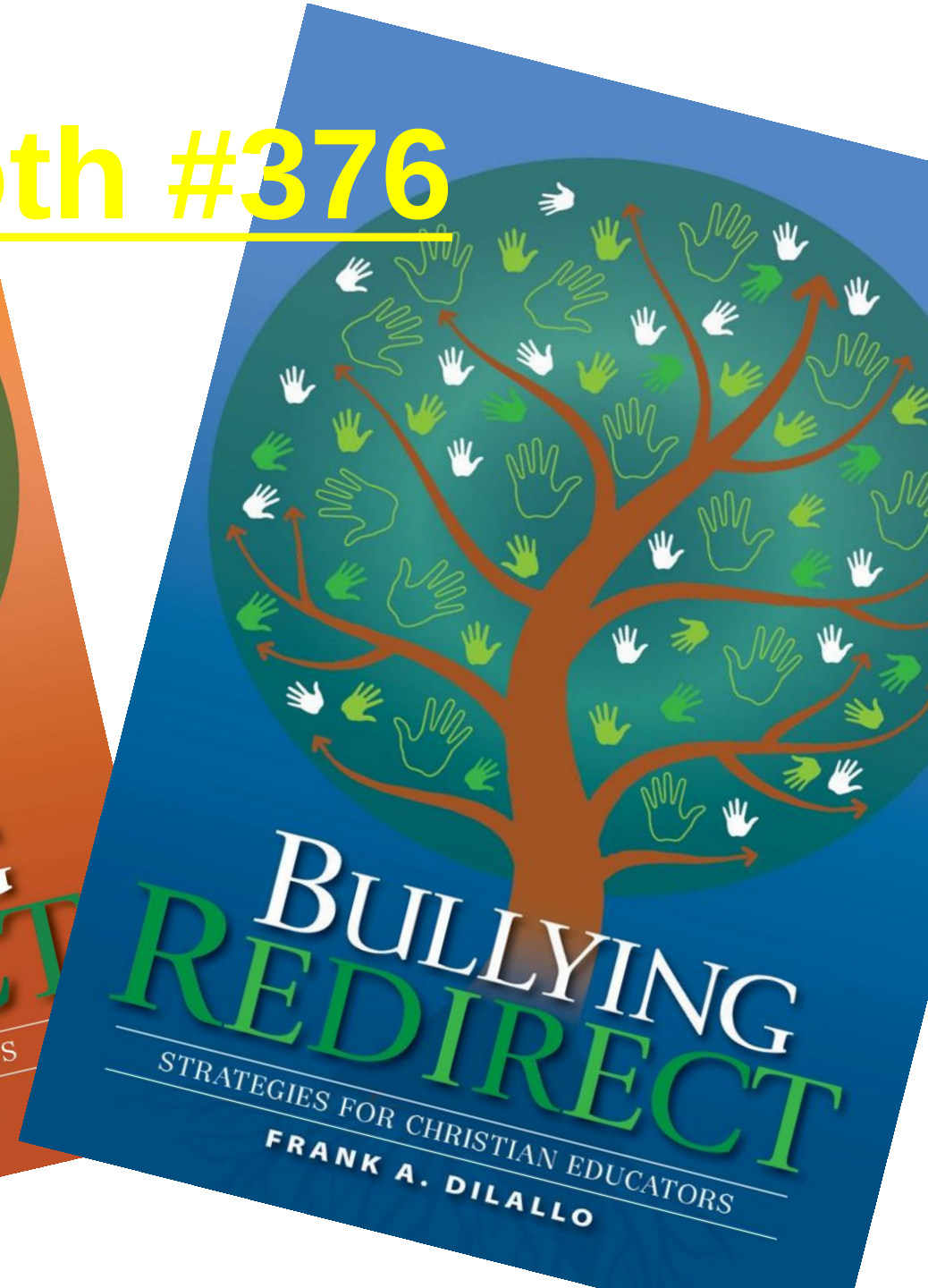
GRADES 4-8 CURRICULUM

Frank A. DiLallo Thom Powers Lisa Bartholomew

Booth #376



**BULLYING
REDIRECT**
STRATEGIES FOR CHRISTIAN PARENTS
FRANK A. DILALLO



**BULLYING
REDIRECT**
STRATEGIES FOR CHRISTIAN EDUCATORS
FRANK A. DILALLO



PRAYER OF ST. FRANCIS



**Lord, make me an instrument of thy
peace.**

Where there is hatred, let me sow love.

Where there is injury, pardon;

Where there is doubt, hope;

Where there is darkness, light;

Where there is sadness, joy.



PRAYER OF ST. FRANCIS



**O divine Master, grant that I may not so much
seek**

To be consoled as to console,

To be understood as to understand,

To be loved as to love;

For it is in the giving that we receive;

It is in the pardoning that we are pardoned;

It is in dying to self that we are born to eternal life.