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The pandemic made us do it!

INPEC 2020~~X~~: A Vision for Mission

Indiana Non-Public
Education Association

INPEA



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Communicating with Parents after an Incident of Bullying:

A Key Element of Positive School Climate

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“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.”

—Mother Teresa



AGENDA

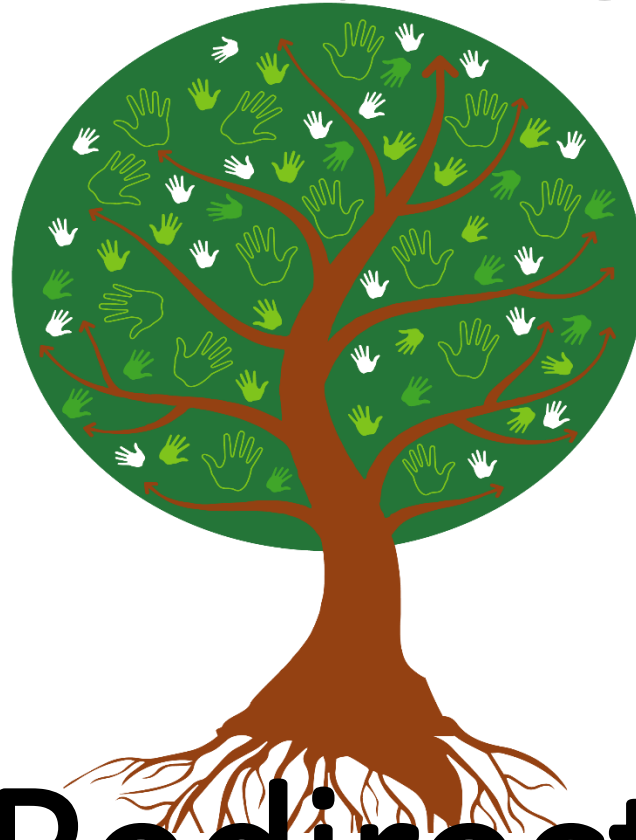
- ✓ *Case Study*
- ✓ *8 Obstacles*
- ✓ *Bullying Redirect*
- ✓ *Youth Voice Project*
- ✓ *Principles of Negotiation*
- ✓ *Positive Momentum*
- ✓ *Q/A*



A background of a red brick wall with dark grey mortar lines. The text is centered and overlaid on the wall.

Eight
Obstacles to
Effective *Response*

Bullying

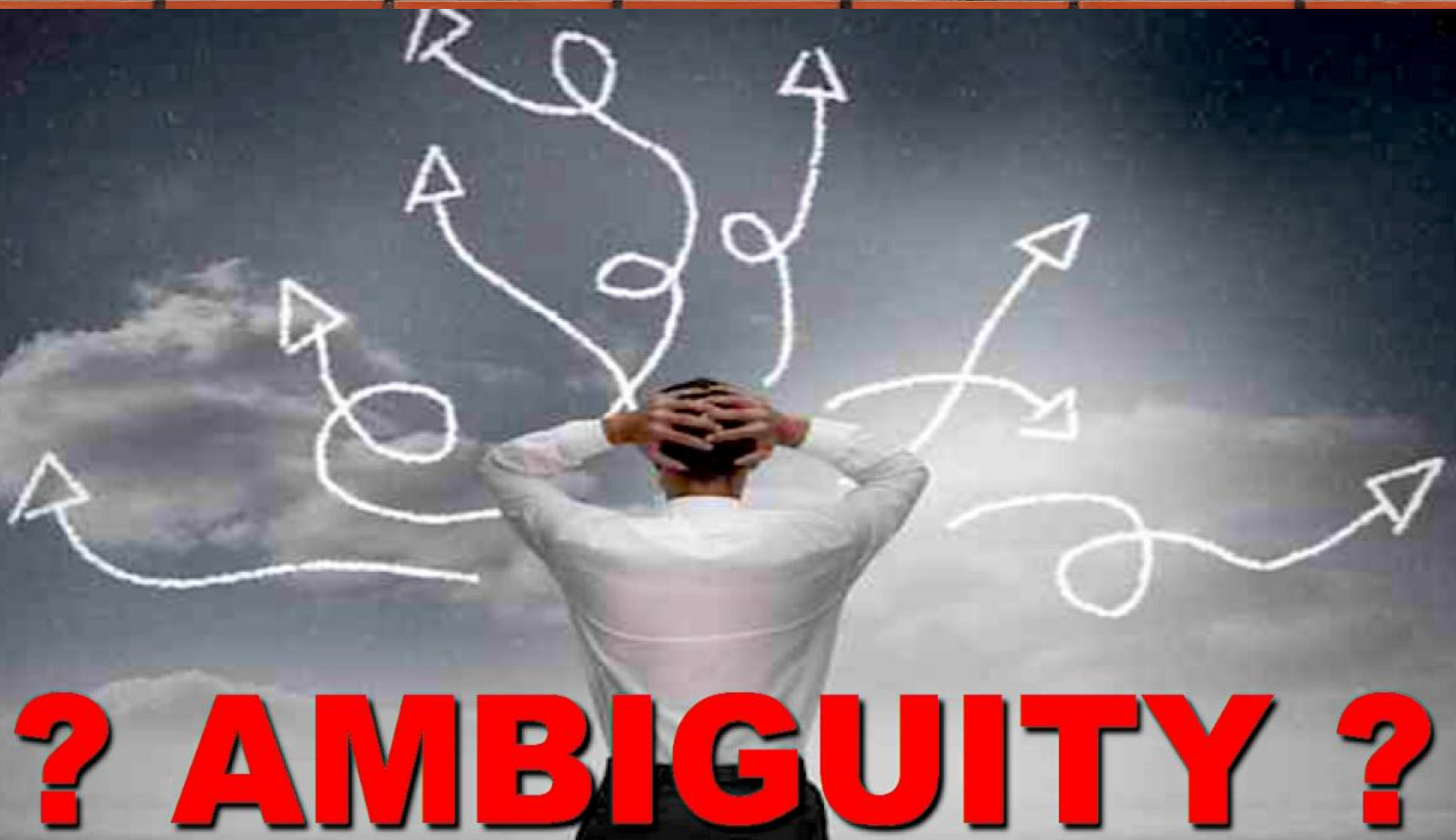


Redirect

Turn Obstacles
Into an...



Obstacles #1 “Bullying”



? AMBIGUITY ?

What do I do???

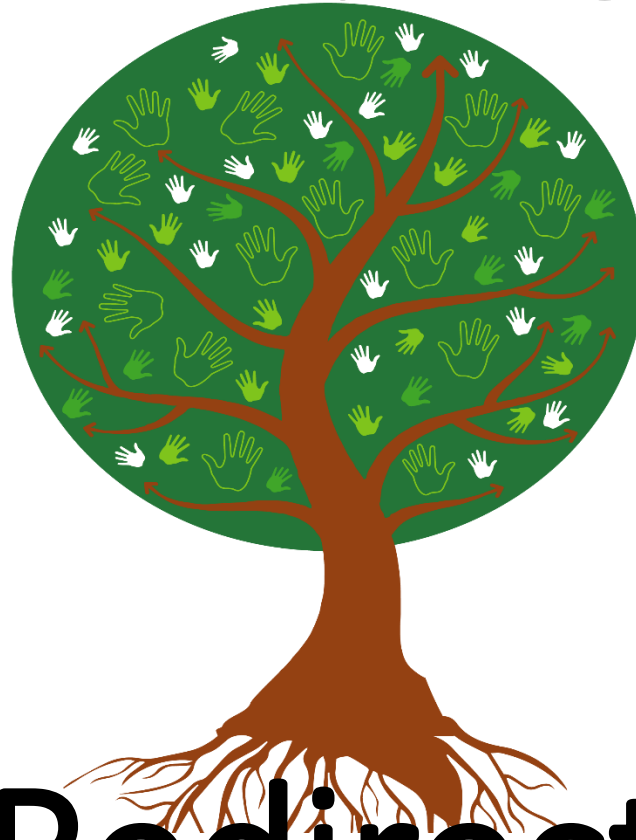
**Who did what?
What happened?
Where did it...?
When did it...?
Why did it...?
How did it...?
Where do I start?
How will I know if...?**

**Bullying/
Not bullying?
Repetition?
Discipline? Expulsion?
Power Imbalance?
Intentional?
Parents?
Police?**

Obstacle #2

*Is This or Is This
Not Bullying?*

Bullying



Redirect

Definition of MISTREAT

transitive verb

: to treat badly : **ABUSE**

—mistreatment  \-mənt\ *noun*

Potential for Harm

Two Key Questions:

1. Did the mistreatment cause or have the potential to cause physical or emotional harm?
2. Did the mistreatment interfere or have the potential to interfere with learning?



Potential for Harm

- *Least Likely*
- *Moderately Likely*
- *Most Likely*

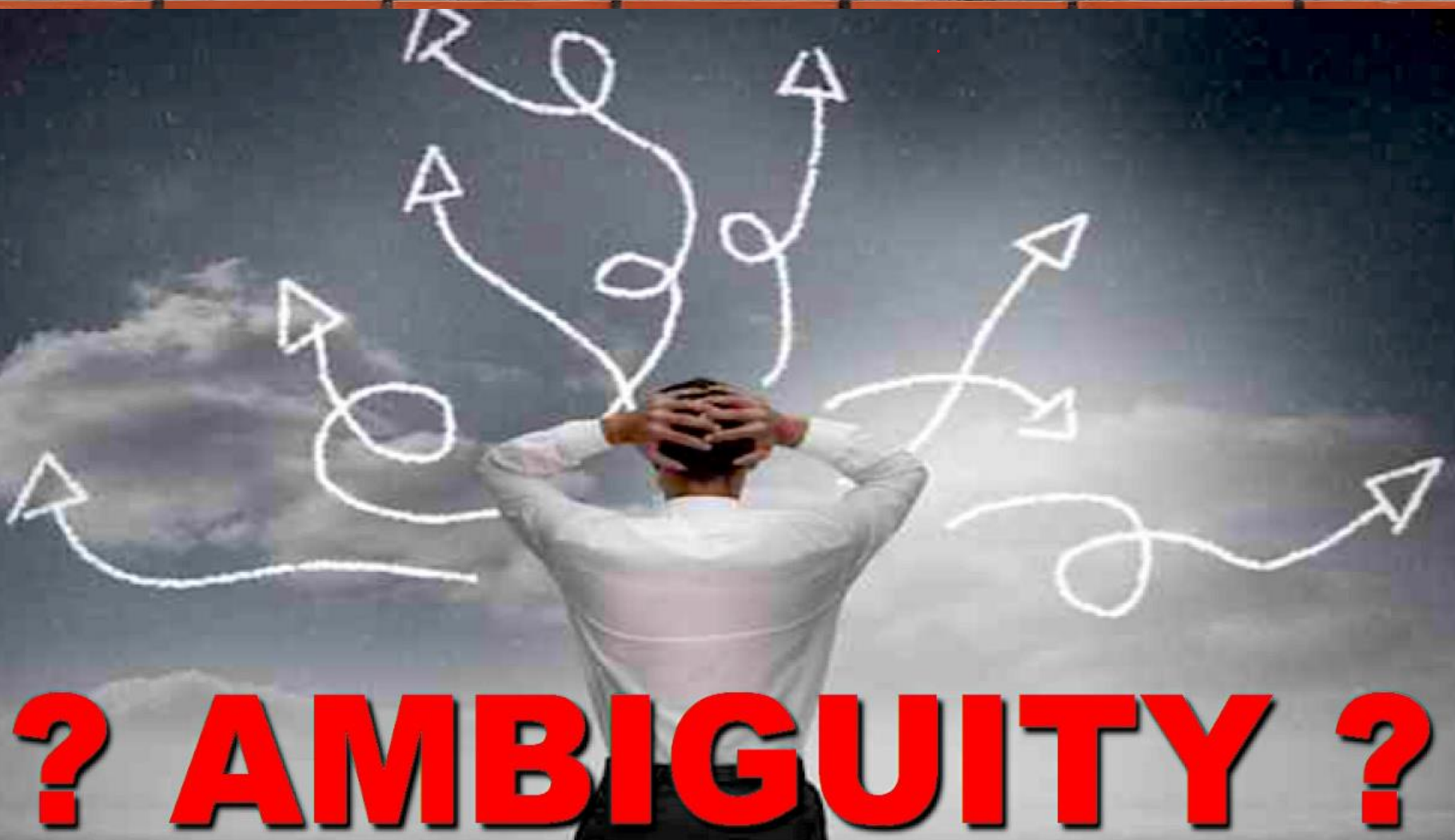


SCHOOL/HOME COMMUNITY RESPONSE?



Obstacles #3

“Anti-Bullying”



? AMBIGUITY ?

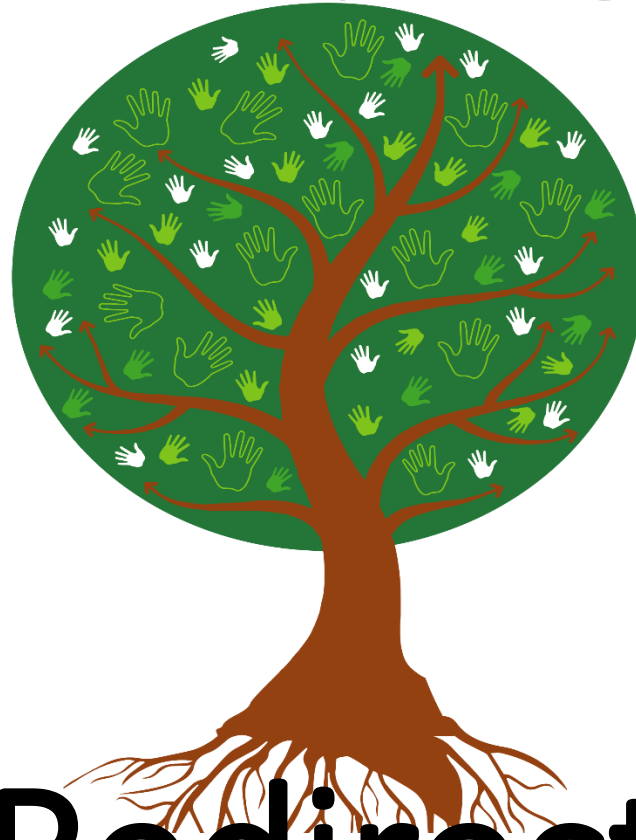
Anti-Movements

- **Against something/someone**
- **Try to eliminate problem**
- **Reactionary not Proactionary**
- **Emotionally charged—fanatical**
- **Historically are not sustainable**
- **Show Images/videos of bullying**





Bullying



Redirect

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

—Mother Teresa



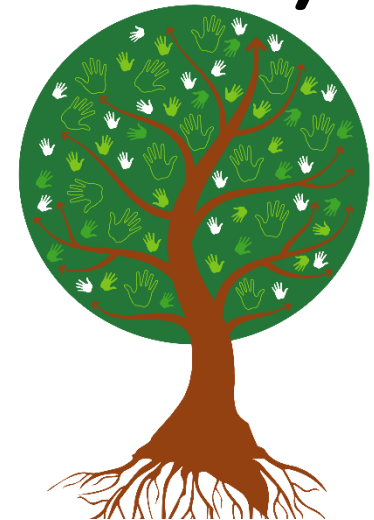
*"I will never attend an
anti-**Bullying** rally, but if
you have a peace rally,
invite me."*

—Mother Teresa

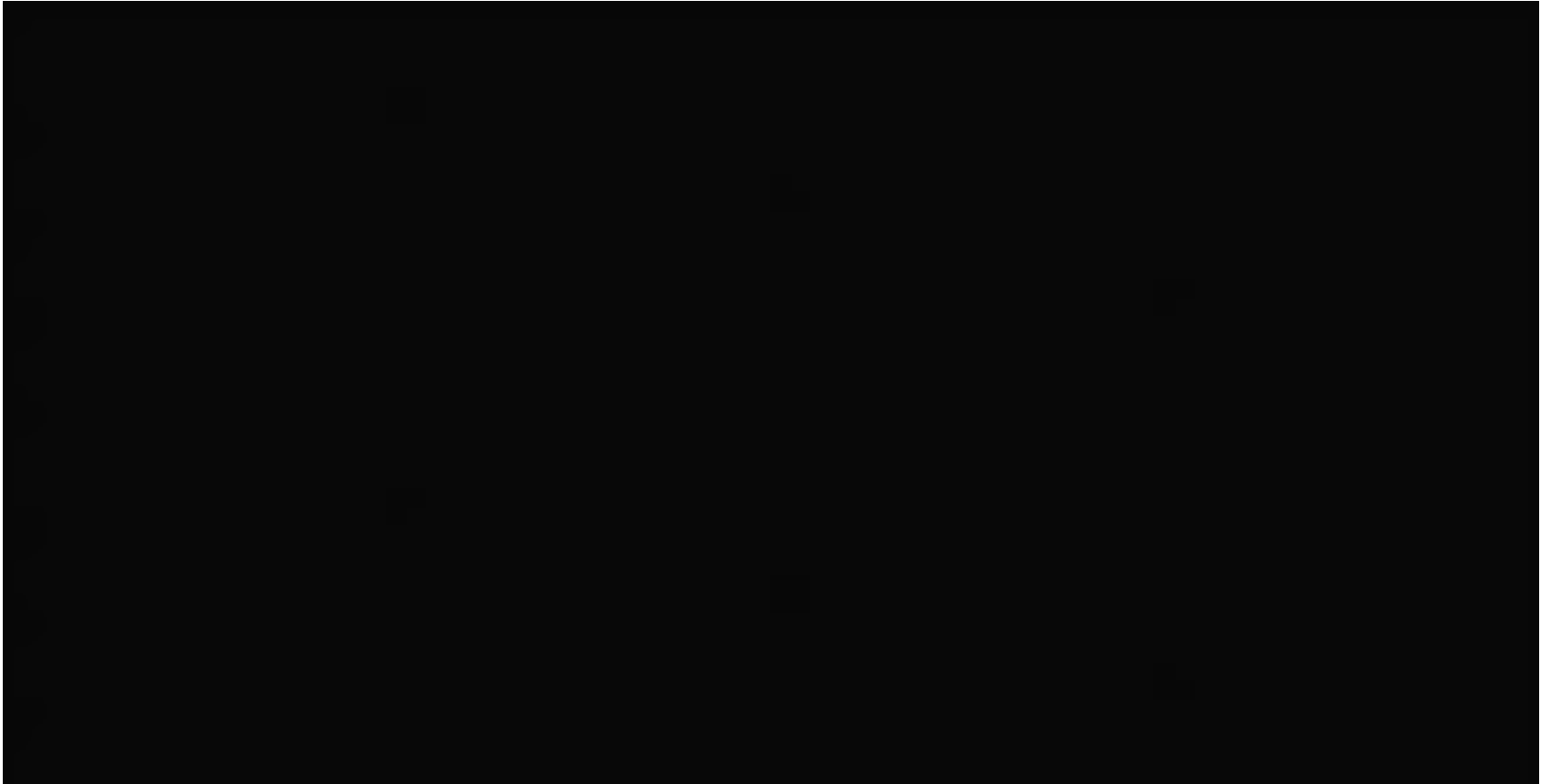


ProSocial vs. Anti-Bullying

Moving toward a *positive* (Strength)
is *always* more effective
than moving away
from a negative (Weakness)!



Video That Will Change Your Life!



A background of a red brick wall with dark grey mortar joints. The bricks are arranged in a standard running bond pattern.

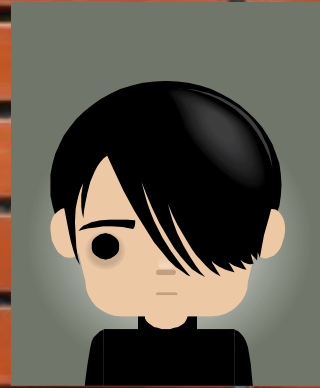
Obstacle #4

Definitions

• *Repeated*



• *Intentional*



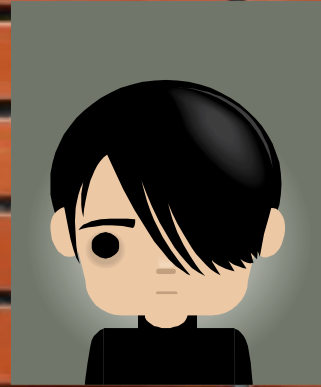
• *Power Imbalance*



• *Repeated*



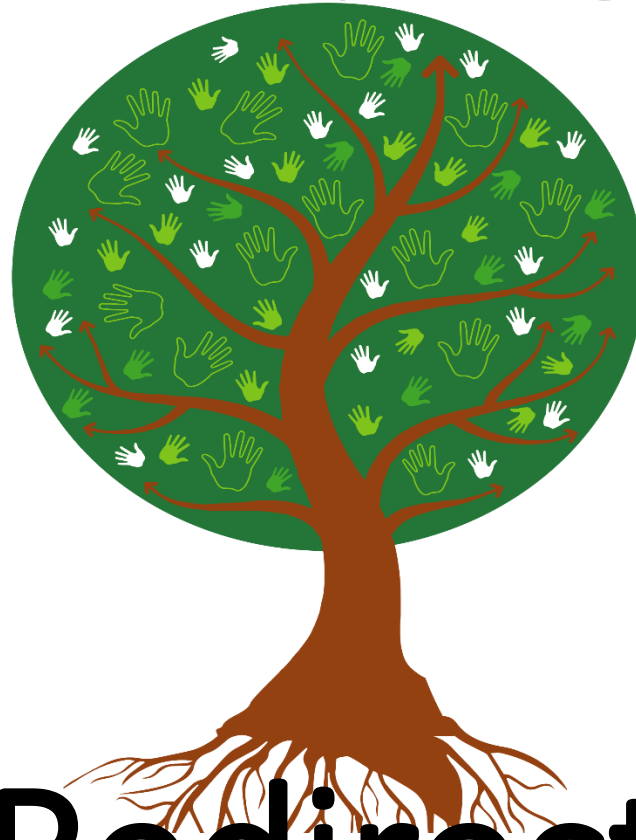
• *Internal*



• *Power Imbalance*



Bullying



Redirect

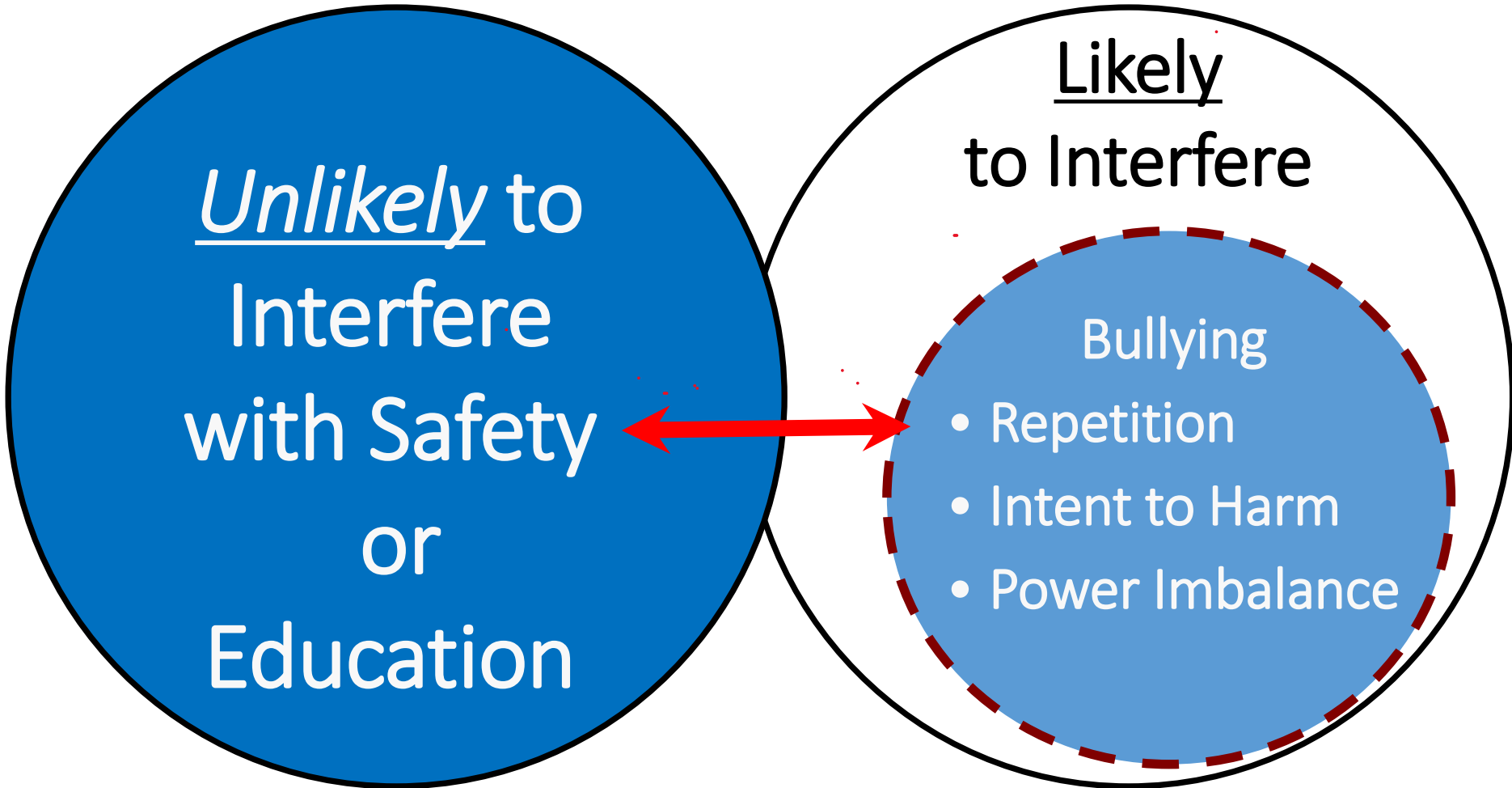
Potential for Harm

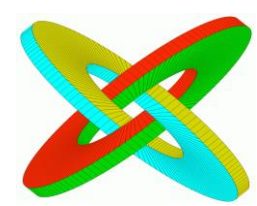
Unlikely to
Interfere
with Safety
or
Education



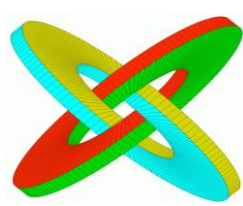
Likely to
Interfere
with Safety
or
Education

Potential for Harm



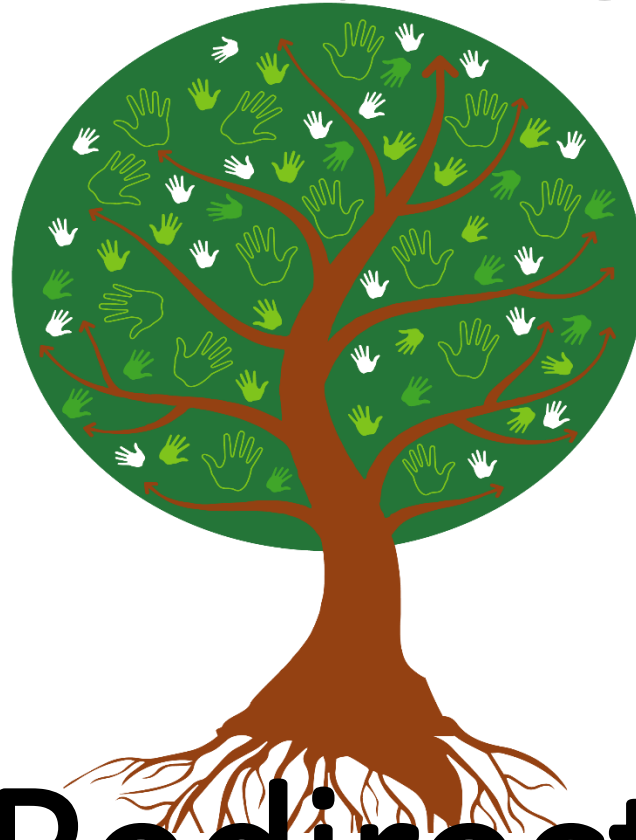


Three Basic Principles



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, 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. Use restorative practices whenever possible.

Bullying



Redirect

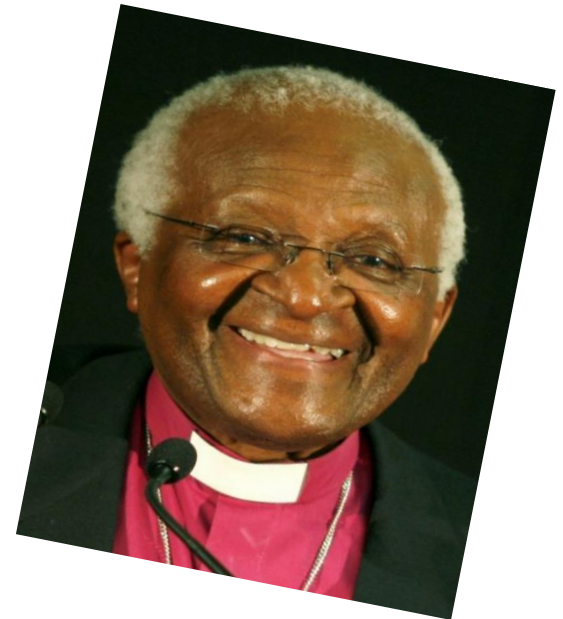
A close-up photograph of a red brick wall with dark grey mortar joints. The bricks are arranged in a standard running bond pattern. The text is centered on the wall.

Obstacle #5

Language

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

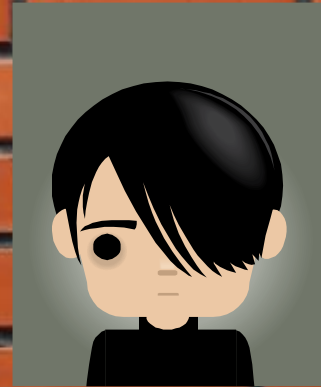
—Archbishop Desmond Tutu



- *Bully*



- *Victim*



- *Bystander*





“Bully”



- Sociopath
- Little Hitler
- Offender
- Perpetrator
- Bad
- Demonic



Who would admit to this?

A young boy wearing a red baseball cap and a dark t-shirt is holding a large pink sign. The sign has the text "I AM A BULLY HONK! IF YOU HATE BULLIES" written on it in black marker. The word "HONK!" is underlined. The boy is standing outdoors, and another person's arm and shoulder are visible next to him.

I AM A
BULLY
HONK! IF YOU
HATE BULLIES

The “Rest of the Story.”



“Victim”

- Helpless
- Fragile
- Incapable
- To Blame
- Annoying
- Deserved It
- Needy—Shy—Passive
- Low Self Esteem
- Need Assertion Skills



“Bystander”

- Coward
- Just as Guilty
- Weak
- Instigator



DIRECTED TO:

- “Speak UP!”
- “Take a Stand!”
- “Be an UPSTANDER!”
- “STOP the Bully!” (INTERVENE)

Labels

- Determine what we see
- Essence of the person
- Limit Potential
- Influence Beliefs
 - Can't Change
 - Bad Person
- Induce Fixed Mindset
- Are Harmful

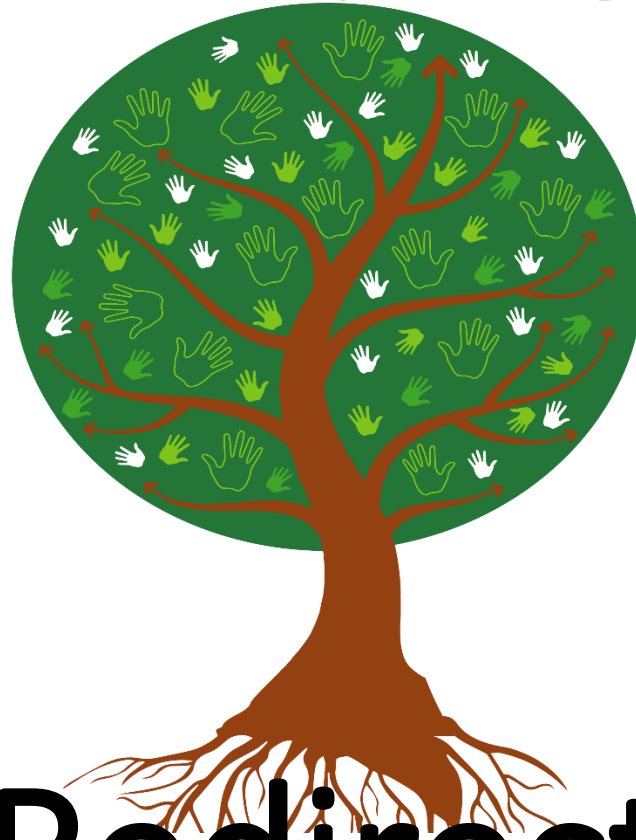


CAUTION!!!

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



Bullying



Redirect

What do we call youth?

Person Who Mistreated

Person Who was Mistreated

Person Who Witnessed Mistreatment



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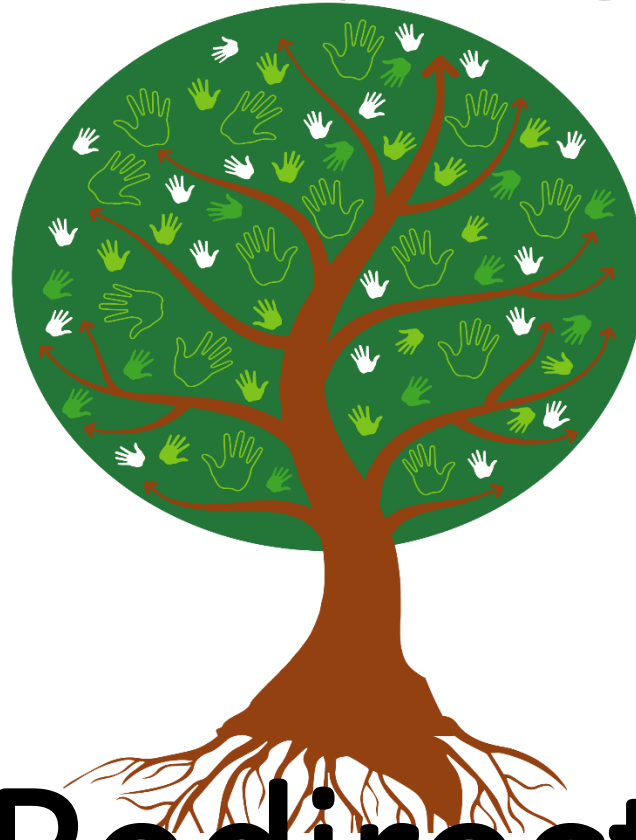
Obstacle #6

Harmful Statistics

Harmful Statistics

- 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 6-9 had three or more arrests by age 30.
- American schools harbor approximately 2.1 million bullies.

Bullying




Redirect

Social Norms Approach

Promoting Positive Social Norms

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

The image features a cartoon illustration of a boy wearing a cap and a hoodie, holding a skateboard. The background is dark with the text 'DID YOU KNOW' in large, white, stylized letters. Below this, a white box contains the text '96% of us think we should always try to be friendly with students who are different from us'. At the bottom, there is a small line of text: 'Source: Based on a winter 2007 survey of 100 Utah students in all grades'.

93%
of Great Falls
Middle School 8th
grade students believe
it is **wrong** to call
another student any
**INSULTING
NAME**



The image contains text in red and black. The text reads: '93% of Great Falls Middle School 8th grade students believe it is wrong to call another student any INSULTING NAME'. Below the text is a cartoon illustration of a grey shark with its mouth open, eating a yellow and red fish. There are small blue bubbles around the fish.

A close-up photograph of a red brick wall with dark grey mortar joints. The bricks are laid in a standard running bond pattern. The text is overlaid in the center of the image.

Obstacle #7

Traditional

Discipline

I will not misbehave in class!

I will not misbehave in class!

I will not misbehave in class!

I will not misbehave in class!

I will not misbehave in class!

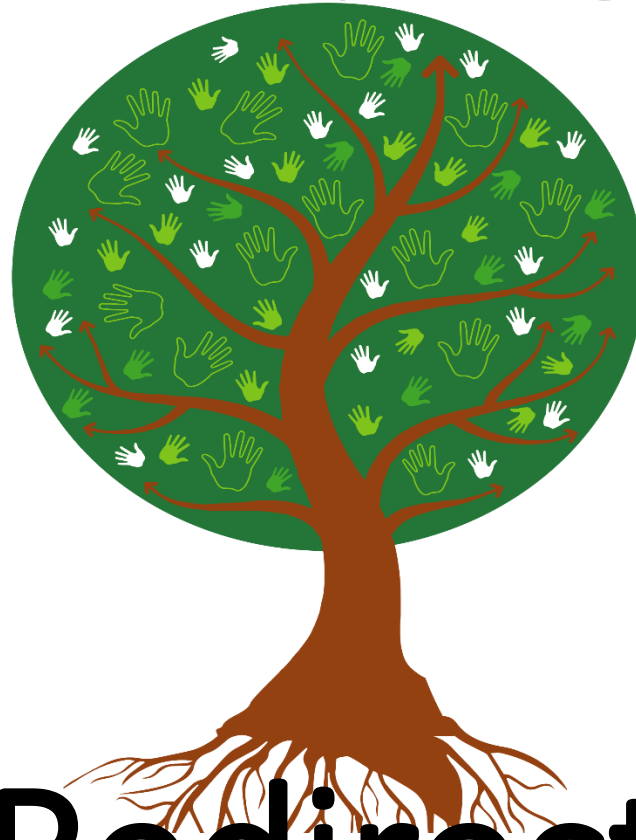
I will not misbehave in class!

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Bullying



Redirect

Promoting Social Emotional Learning

5:1 Ratio

Positive Momentum: School Action

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

For every criticism or correction, students receive five verbal or written positive statements.



Positive Momentum: Cyber-Support

Describe and show ways
you can creatively use
technology to go.....

“Viral with Kindness.”



Positive Momentum: Student Action

Students carry out acts of kindness with 3 classmates and then reflect.

- Who were you kind to?
- What did you do?
- How did they respond?
- How do you feel?



Best Self Feedback



- Each student identifies **10** key people in their life
- Each person shares **3** short anecdotes with student:
 - “When you have seen me at my best, what strengths did I display?”
- Students look for key behavioral strengths and unique talents based on the anecdotes
- Themes from anecdotes can be mapped or graphed

Positive Momentum: Adult Mentor Follow Up

- Read what student has written
- Sit-down dialogue to build rapport
- Encourage next steps when possible



4 Steps to Making Good Choices

At each step, students think through a set of guiding questions.

1. Write down my choice
2. Act on my choice
3. Evaluate my choice
4. Celebrate and learn from my choice



My Dream School

- Describe a *safe, positive, and caring* school
- What does that *look, sound, and feel* like?
- What would make things *even better* at our school?



Obstacle #7

*Communication between
Home & School*



Landmines



*Administrator or Teacher Actions that
Make Things Worse*



Landmines



- “Your child has been bullied or is being a bully.”
- “No this is not bullying.” —They say it’s bullying you say it’s not or vice versa. Can’t win!
- “Your child is being inappropriate.”
- “Kids will be kids.”
- “I can’t say anything, because it’s confidential.”





Landmines



- “Your child has a history of this.”
- “If you don’t like it, find another school.”
- “There’s nothing I can do about it.”
- “Do what you need to do.”
- “Go ahead...sue me!”



Bullying



Redirect



What Works?



Getting to Yes

Harvard Negotiation Project

<https://www.pon.harvard.edu/>

Roger Fisher & William Ury





Principled Negotiation



1. Separate the person from the problem
2. Focus on core interests, not positions
3. Invent multiple options for mutual gains
4. Based on some objective standard

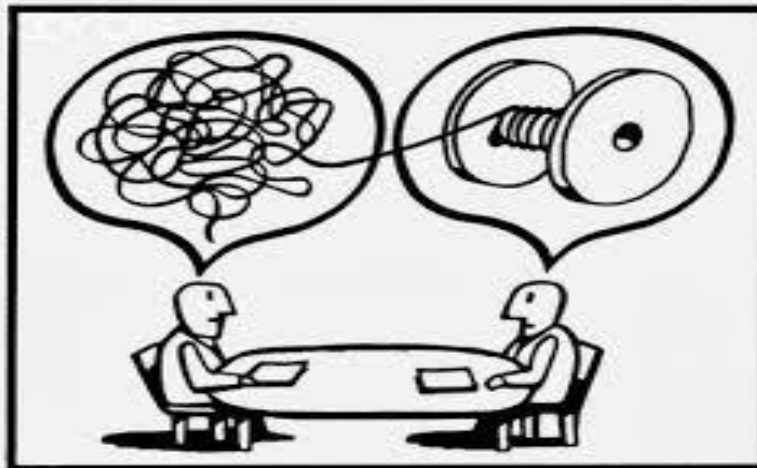


Principled Negotiation



1. Separate the person from the problem

- Disentangle person from the problem
- Attack the problem, not person
- Work side by side, not head-to-head





Principled Negotiation



2. Focus on Core Interests, not Positions

What are the core concerns?

- **Safety/Security**—To be free from physical, emotional, social threats or harm
- **Autonomy**— Make own choices & control our own fate
- **Appreciation**— Be recognized and valued



Principled Negotiation



3. Invent multiple options for mutual gains

- Meet in neutral environment on campus
- Invent options don't judge them
- Multiple options not single answer
- Weigh options for mutual gains



Principled Negotiation



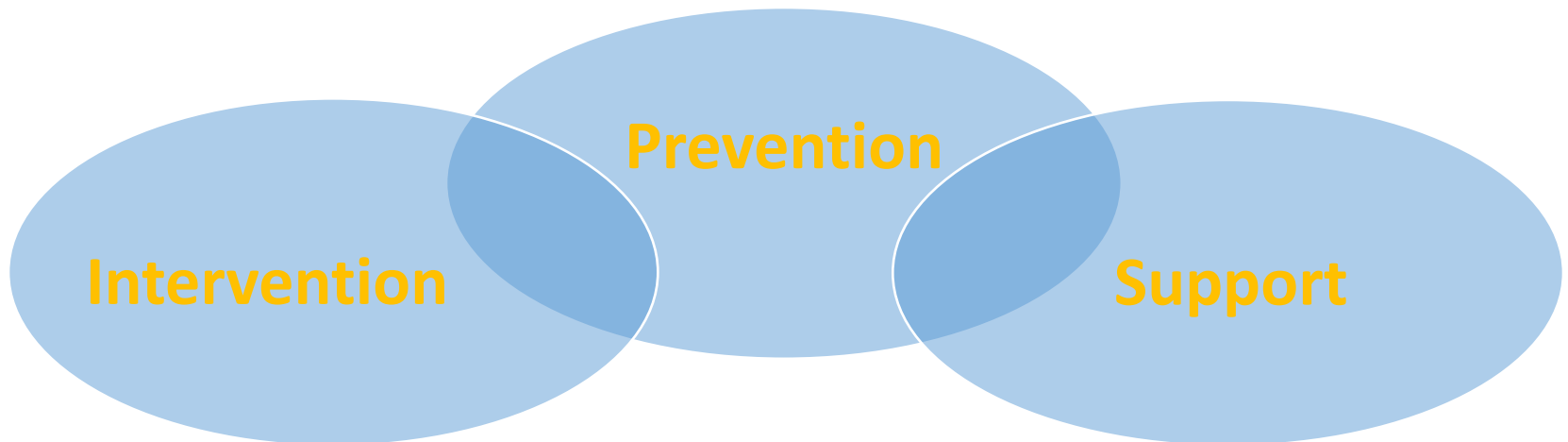
4. Base on some objective standard

- Individualized Student Safety Plan
- Ensure behavior doesn't happen again
- Action if behavior happens again
- Existing policy
- What does the law say?



Build Parent Confidence

- Adults take all reports seriously
- Response plans
- Adults will protect my child
- My child will be safe & thrive
- Parents viewed as partners/allies



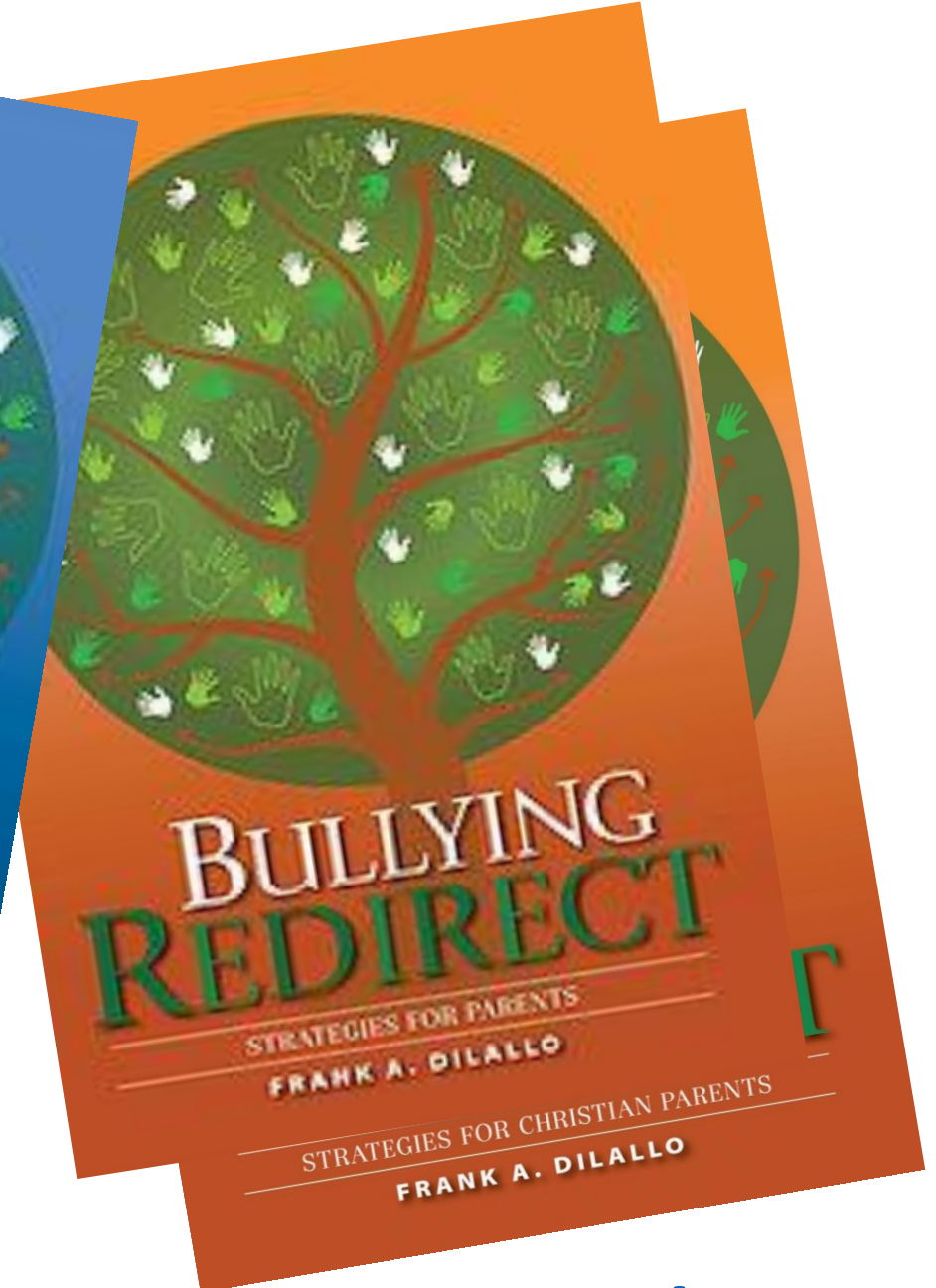
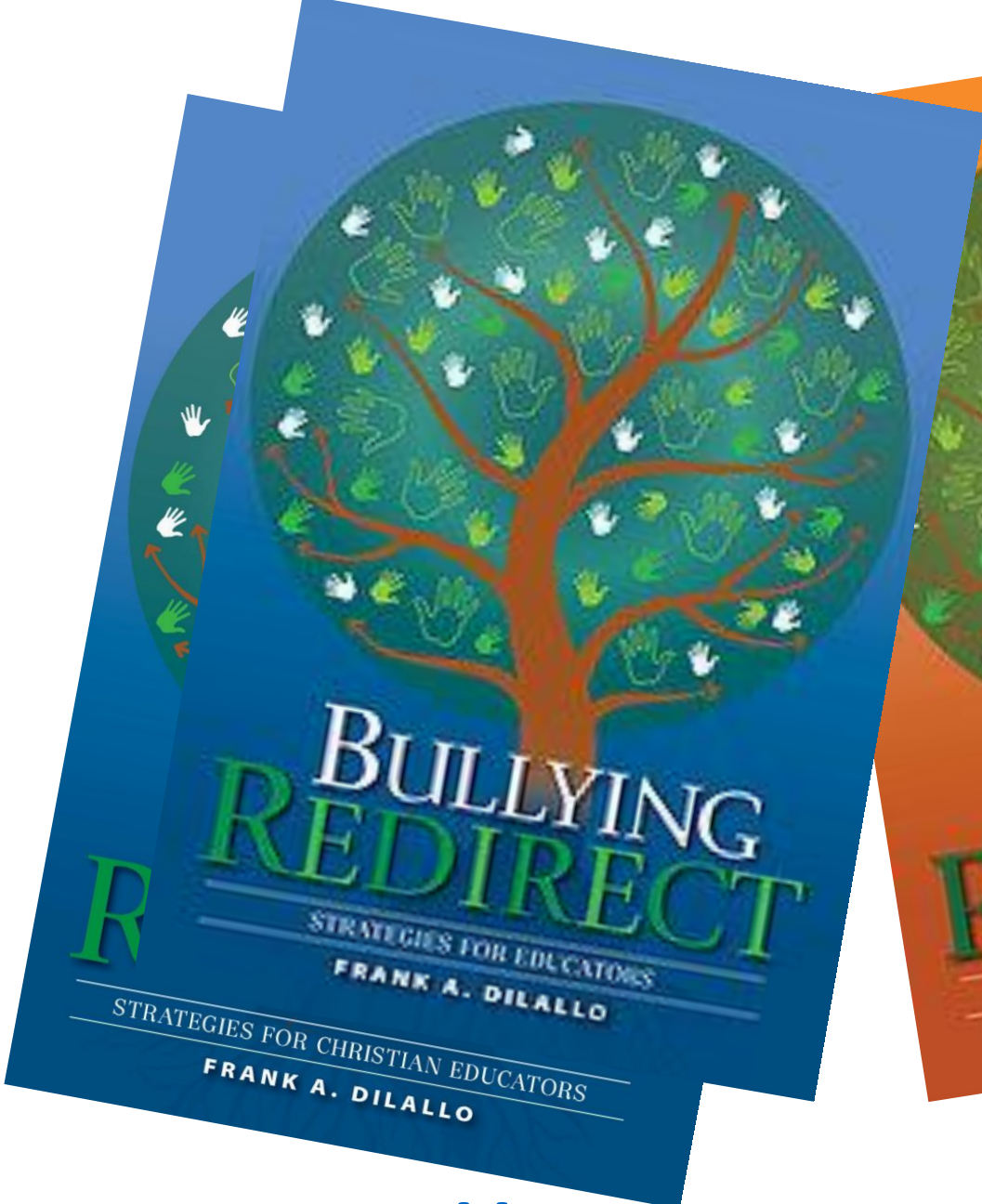
Closure



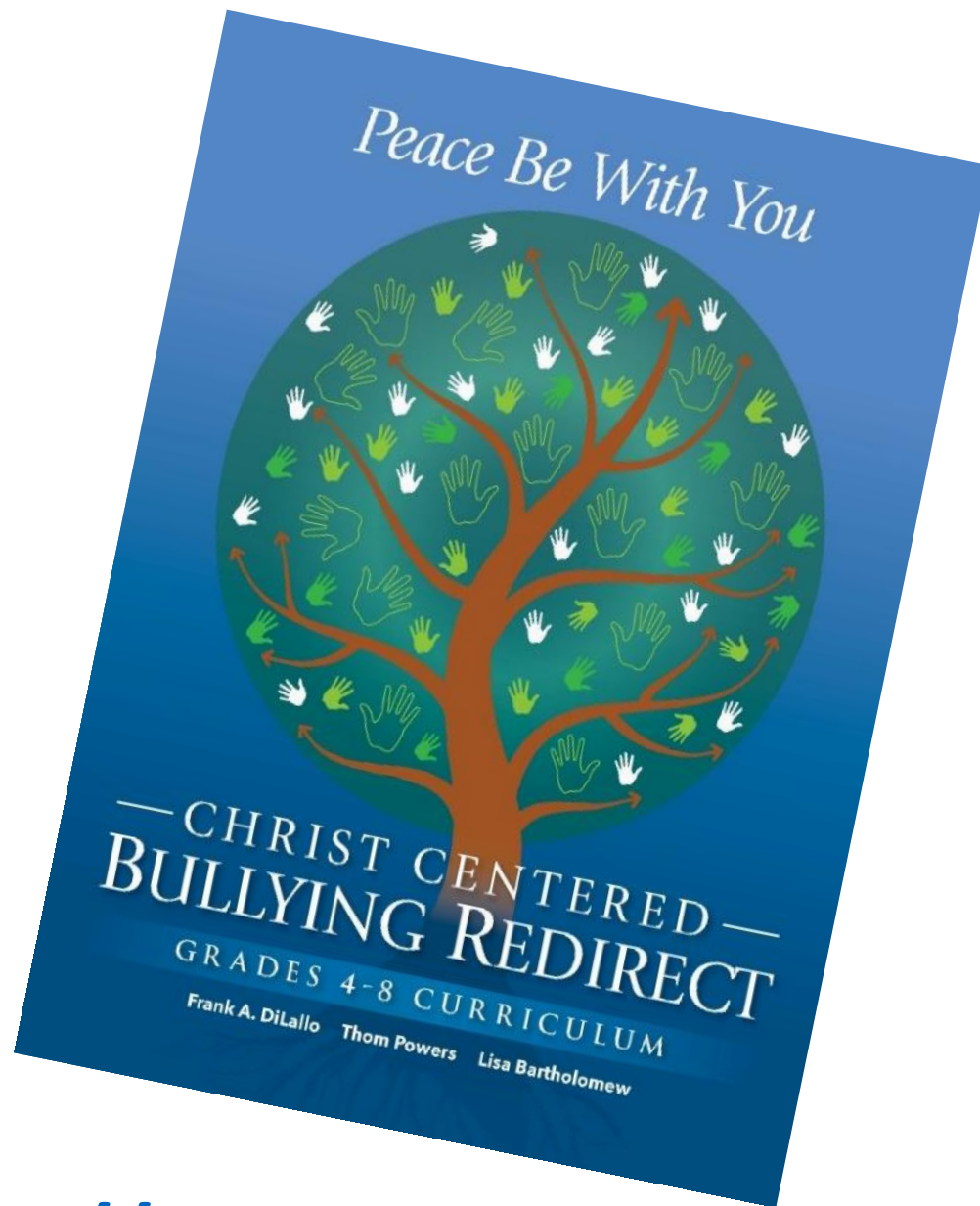
“Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.”



— Leo Buscaglia



<https://www.bullyingredirect.org/>



<https://www.bullyingredirect.org/>

Peace Be With You Curriculum

Unit 1: Servant-Leadership

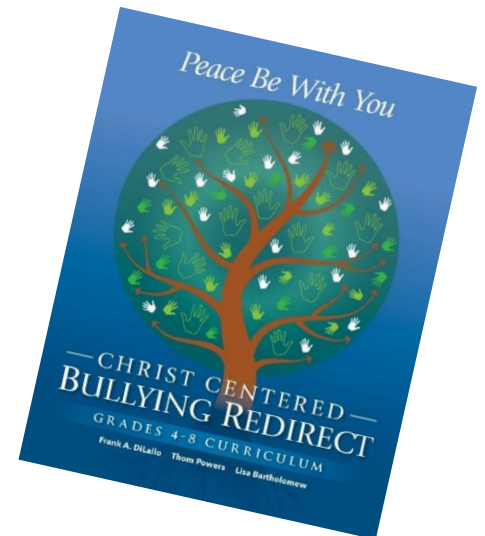
- ✓ 4 Lessons
- ✓ 7 Activities
- ✓ 28 Student Worksheets & 4 Reflections

Unit 2: Pure in Heart

- ✓ 3 Lessons
- ✓ 8 Activities
- ✓ 14 Student Worksheets & 3 Reflections

Unit 3: Love Your Neighbor

- ✓ 3 Lessons
- ✓ 3 Activities
- ✓ 9 Student Worksheets



Q & A

