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- ▶ Consistency
- ▶ Parameters around some of the following:
  - ▶ Acceptable and unacceptable communication.
  - ▶ How will conflicts within group be addressed?
  - ▶ What activities will be permitted when?
  - ▶ Roles and responsibilities of staff and students.
- ▶ Tailor your consistencies to meet the specific needs of the group.
- ▶ What happens if you encounter a behavior that you did not prepare for?

# Tone Setting

- ▶ A conversation
- ▶ Some things to include in a tone set are:
  - ▶ Trigger words - facilitate a conversation about what words that could have a negative impact on the group
  - ▶ No exclusive relationships
  - ▶ Asks for a verbal/written commitment to abide by these rules
- ▶ At the start of the expedition
- ▶ Before an emotionally charged activity

# Reflection

- ▶ How do your organization's current policies and paperwork support an emotionally safe environment? What additions or revisions are needed?
- ▶ Are rules, routine, and responsibilities generally clear and consistent for your staff and participants? How can your organization improve in this area?
- ▶ How can you utilize staff training to better equip your staff to create emotionally safe environments?



# Conflicts

- ▶ They happen
- ▶ Don't ignore them
- ▶ If not addressed conflicts can turn into issues of physical safety

# Conflict Resolution Tools

- ▶ PAA
- ▶ CFR - an assertive communication tool that can help a participant express an idea or emotion
  - ▶ Concern
  - ▶ Feeling
  - ▶ Request
- ▶ VOMP - tool that can be used to resolve a conflict between two group members
  - ▶ Voice
  - ▶ Ownership
  - ▶ Miles (empathy)
  - ▶ Plan

# Responding to Emotionally Unsafe Group Dynamics

- ▶ Identify it
  - ▶ What does it look like?
  - ▶ What does it sound like?
  - ▶ What does it feel like?
- ▶ Address it
- ▶ Provide curriculum to expand participants knowledge or provide value forming experiences

# Bullying

## Defining Bullying

- ▶ Bullying is systematic abuse of power and refers to repeated aggression against another person that is intentional and involves an imbalance of power (Olweus, 1994).
- ▶ The repeated aggression can be either direct (e.g., name calling, beating) or relational, that is, with the intent to damage relationships (e.g., spreading rumors; Wolke, Woods, Bloomfield, & Karstadt, 2000)
- ▶ Conflict involves antagonism among two or more people. Whereas any two people can have conflicts (or a disagreement or a fight), bullying only occurs where there is a power imbalance—where one individual has a hard time defending himself or herself.

# Gender Differences in Bullying

- ▶ Boys tend to bully with direct physical or verbal aggression.
- ▶ Girls tend to bully with indirect or covert means of harassment such as social isolation, spreading rumors, or manipulating the friendship relations within the class.
- ▶ Boys who bully tend to be older than their victims (whether the victims are boys or girls).
- ▶ Girl bullies tend to target other girls who are the same age.
- ▶ Girls are more likely to be bullied by a group, which is emotionally devastating.
- ▶ Girls are more likely to involve both boys and girls in their bullying pursuits against a victim.
- ▶ Boys identify their aggressive behaviors against victims as "bullying" more often than girls.

# Profile of a Bully

- ▶ Impulsive, hot headed, dominant
- ▶ Easily frustrated
- ▶ Lack empathy
- ▶ Difficulty following rules
- ▶ View violence in a positive way
- ▶ Not socially isolated, easily makes friends
- ▶ Have average to above average self esteem
- ▶ Often strong and healthy
- ▶ Competent in emotion recognition and social understanding
- ▶ Effective in manipulating others
- ▶ Come from disturbed families

## Victim

- ▶ Different in appearance or behavior
- ▶ Withdrawn
- ▶ Physically weak
- ▶ Prone to show a reaction
- ▶ Poor social understanding
- ▶ Few or no friends
- ▶ Low self-esteem
- ▶ Believe that they "deserve" to be bullied

## Bully Victim

- ▶ Impulsive/easily provoked
- ▶ Unpopular with peers
- ▶ Dysfunctional families
- ▶ Pre-existing behavioral or emotional problems

# Working with Bullies

## The Do's

- ▶ Create clear and consistent rules w/ consequences.
- ▶ Immediately stop bullying and impose consequences, do not leave this up to peer intervention.
- ▶ Praise/ reinforce positive behavior
- ▶ Help them learn to take ownership and understand the consequences of their actions
- ▶ Help them to develop empathy
- ▶ Work on restorative justice
- ▶ Help them find socially acceptable means to meet their power need.

## The Don'ts

- ▶ Requiring the students to meet and “work things out.”
- ▶ Requiring students to apologize.
- ▶ Allowing the bully to vent or displace blame.
- ▶ Use group treatment for bullies.



# Working with Victims

## The Do's

- ▶ Allow student to save face when you intervene.
- ▶ Follow-up with student in private. Ask them what they need to feel safe.
- ▶ Praise the student for their courage to speak.
- ▶ Give them permission and support to tell what has happened to them.
- ▶ Provide protection from future bullying through heightened supervision.
- ▶ Help them build strong positive relationships with peers and adults.
- ▶ Explore unearned self-blame and help the young person see that the child who bullied him or her is responsible for the bullying.

## The Don'ts

- ▶ Encouraging children who have been bullied to “work things out” with the young person who has bullied them (especially alone or through peer mediation).
- ▶ Supporting them too much in public.
- ▶ Avoid advice that will not work or that children and youth have already found ineffective.
- ▶ Do not place any blame on the victim or their behaviors

# Empowering Bystanders: Creating Upstanders

- ▶ Bystanders are important because:
  - ▶ Bullying most often takes place in front of peers.
  - ▶ It almost never happens when adults are watching.
  - ▶ Most bystanders want to do something to stop the bully.
  - ▶ Bullies like an audience. If the audience shows disapproval, bullies are discouraged from continuing.
- ▶ How to Educate Bystanders:
  - ▶ Empower students to act
  - ▶ Teach skills bystanders can use to intervene
  - ▶ Hold bystanders accountable
  - ▶ Encourage bystanders to develop positive relationships with victims

# Reflection

- ▶ Currently what tools do your staff use to help participants resolve conflict? Are there tools presented today that could be beneficial to train your staff to use?
- ▶ How can you better equip your staff to respond to unhealthy group dynamics?
- ▶ What are your greatest takeaways from the information presented on bullying? How might you change your organizations practices to incorporate this information?

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# Take Home Points

- ▶ Review your organization's incidents to identify emotional safety needs.
- ▶ Review and revise your organization's pre-program paperwork, policies, tools and structures to support an emotionally safe environment.
- ▶ Create a plan to train staff in creating an emotionally safe environment.