



COACH RANDY
SAYS

**BULLY IN ME: HELPING FACULTY IDENTIFY HOW
THEY CONTRIBUTE TO BULLYING**

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LEGAL DISCLAIMER

The information contained in this presentation is intended for training purposes only, and is not meant as legal advice.

Please consult your attorney to obtain legal advice.

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TIMELINE



April 1999



September 2010



November 2016

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How Much Do You Know About Bullying?



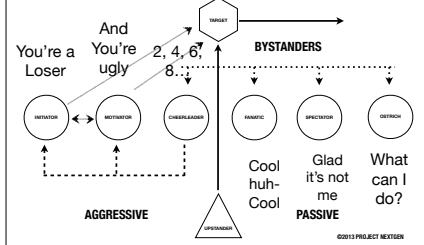
Relevant Data from
Luxenberg, Limber, and Olweus (2015)

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The Bully Line



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TARGET



BULLY

SCHOOL

HIGHMARK
FOUNDATION
THE COST BENEFIT OF
BULLYING PREVENTION

COMMUNITY

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CLEAR DEFINITION

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BULLYING*

1. Involves aggressive behavior
2. Typically involves a pattern of behavior repeated over time
3. Imbalance of power or strength

AN IMBALANCE IN **REAL OR PERCEIVED**
POWER MUST EXIST BETWEEN THE BULLY
AND THE TARGET

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Bullying: Learned Behavior

Research clearly indicates ***bullying is learned behavior*** and detrimental to the academic, physical, social and emotional development of all involved - bullies, targets, and the bystanders who witness it....A wave of recent bullying incidents with tragic outcomes has shed a renewed light on this issue. The advent of technology allowing for impulsive, anonymous and rapid communication, has expanded the opportunities for bullying to a degree that necessitates more innovative and immediate responses than ever before.

Source: DuPage County Anti-Bullying Task Force Model Bullying Policy (2011).

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HOW MIGHT SCHOOL PROFESSIONALS CONTRIBUTE TO BULLYING?

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MISINTERPRET

1. What are the differences between bullying and rough play?
2. What are the differences between bullying and fighting?
3. What are the differences between good-natured teasing (or kidding) and bullying

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LACK OF PREPARATION

1. Dismiss behavior as “kids will be kids”
2. Not follow-up
3. Not report
4. Passive - Aggressive comments towards students and grades
5. Project own feelings into situation
6. Create nicknames for students
7. Do not focus or create a positive culture

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**CREATE ATMOSPHERE CONDUCTIVE TO POSITIVE
LEARNING**

Atmosphere

Equity

Civility

Inclusion

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**CREATE ATMOSPHERE CONDUCTIVE TO POSITIVE
LEARNING**

Culture

Equity

Civility

Inclusion

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REFLECTION

**How do you describe the culture within your
school (district)?**

What are the needs of your professional staff?

What are the needs of the students?

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WHAT PEOPLE NEED-CULTURE

Someone to believe in them

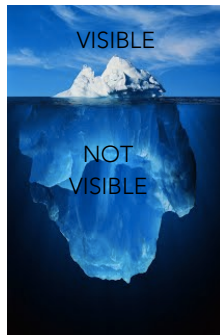
A purpose

A place to belong

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THE WAY WE DO THINGS HERE

Behavior



Perceptions
Attitudes
Values
Beliefs

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SCHOOL CULTURE TEAM



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CLASS MEETINGS



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Questions & Answers

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