Be a Friend Lend a Hand

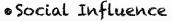Reach Out

Say "Stop"

Report Concerns

™

Positive Peer Intervention

- Most bullying is socially motivated.
  - To attract attention & gain power.
  - Targets have lower social status & are perceived as "different."
  - Many students think those who engage in bullying are "cool" ~ but they are not well-liked.
- Most students do not like to see bullying.
- Most students feel sorry for the target.
- Many students would like to help.
- When students do help, they are often effective.
  - The hurtful behavior often stops.
  - Targets with supportive friends are less distressed.
- There is a gap between expressed intent to help & actual action
  - More students express an intent to help than actually do help.

The Choice

When students witness bullying, they have a choice. They can become a ...

- **Hurtful Participant**
  - Joins in or supports the harm.
- **Passive Observer**
  - Ignores what is happening or walks away.
- **Helpful Ally**
  - Steps in to help.

Rationalize Non-Action

- Reconstruction of conduct.
  - "It was just a prank."
- Diffusion of responsibility.
  - "Someone else should have done something"
- Disregard of harmful consequences.
  - "It wasn't that bad."
- Dehumanization of victim.
  - "He or she deserved it"

Factors That

Support Intervention

- Noting a hurtful situation.
- Interpreting it correctly.
- Feeling of personal responsibility.
- Sufficient personal power.
- Effective intervention skills.
- Supportive social environment.

Discourage Intervention

- **Diffusion of Responsibility**
  - Think someone else is responsible.
- **Audience Inhibition**
  - Fear public embarrassment.
- **Social Influence**
  - Perceive others do not support intervention.

Personal Factors

Motivation

- Personal responsibility for well-being of others.
- Acceptance of differences.
- Affective empathy.
- Personal connection.

Personal Power

- If Witness is not as powerful as higher social status Aggressor.
  - Risk: embarrassment & retaliation.
- If Witness becomes associated with lower social status Target.
  - Risk: embarrassment.

Self-Efficacy

Effective Skills
+
Confidence

- Reduce risks
  - Embarrassment.
  - Retaliation.

Strategy to Address

Social emotional learning

Positive Norms Approach

Use local student survey data to help students understand actual peer norms.

Strategy to Address

- Influence Witnesses with higher social status to be Helpful Allies, by increasing skills & motivation.
- Lower social power barrier with a Positive Norms Approach to reduce social power of Aggressors and increase social power of Helpful Allies.

Strategy to Address

- Private strategies.
  - Reach out to be kind
  - Privately tell a friend to stop
- Safer public strategies
  - Power of 3 ~ work as a team

Helpful Ally

- **Reach Out**
  - Reaches out to be kind.
- **Say, "Stop"**
  - Publicly or privately tells the one being hurtful to stop.
- **Report Concerns**
  - Tells an adult who can help.

Key Social Factors

Friendships

Friendships play an important role.

- **Friends with Target**
  - Likely to be Helpful Ally.
- **Friends with Aggressor**
  - Likely to be Hurtful Participant.
- **Friends with Both**
  - May be Helpful Ally (mediate) or Passive Observer.
- **Friends with Neither**
  - May be Helpful Ally, Passive Observer, or Hurtful Participant (depends on Personal Factors).

Perceived Peer Norms

- What students think other students think about those who ...
  - Are hurtful.
  - Support those being hurtful.
  - Step in to help.

Students often behave in accord with what they perceive peer norms to be. When those norms discourage peer aggression and support positive peer intervention, the percentage of students who are willing to act in a positive manner increases.

School Climate

- **Culture of Acceptance**
  - "We don't do that here."
  - "We celebrate differences."
  - Staff modeling.
- **Shared Personal Responsibility**
  - "Everyone is responsible for stopping bullying."
- **Conflict with School Expectations**
  - "No MYOB if someone is being hurt."
  - "Stop to help. Don't worry about being tardy."
- **Effectiveness of Interventions**
  - If interventions are not effective, students will not report concerns.

Other Social Factors

Family

Student whose parents are actively & positively engaged, who express & practice acceptance of differences & importance of personal responsibility for the well-being of others & who support the development of effective problem-solving skills & confidence are more likely to be Helpful Allies.
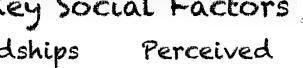
Media Messages

Advertising and media promote what is considered "cool" Emerging social messaging against bullying.

Community/Society

Different regions in the country differ in their degree of social acceptance of those considered "different."

Digital Communities

Web sites & services differ in the degree to which they support hurtful speech. The most popular sites and services have Terms of Use that prohibit hurtful speech & the ability to file an Abuse Report.