Addressing Bullying Behaviours Without Labeling the Individual

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Abstract

This thesis explores ways of addressing bullying behaviours without labeling the individual. There is a lot of information in the news, research and the media about helping victims of bullying but there seems to be little information about helping the individual who is perpetrating the bullying behaviour. If these individuals got the support they needed to address their behaviours then there were be less victims of bullying behaviours. Use of the label "bully" shames and blames the person and defines the person in a stereotypical way. By clarifying that bullying are behaviours we remove the label and can separate the responses or actions from the person. After researching many sources this thesis has created an online website called https://www.rerootbullyingbehaviours.com that outlines ways that communities, parents, educators and the workplace can address bullying behaviours.

Keywords: Bullying behaviours, rerooting

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I. Introduction

Newspapers, magazines, books, social media and television advertise anti-bullying and zero-tolerance of bully programs with titles such as "Ganging Up on Bullies" (Umstead, 2014), "How to Handle a Bully" (Palomares & Schilling, 2001) or even ask individuals to fill out questionnaires that say, are you a bully? (Romain, 1997) Individuals who are challenged by issues with their co-workers or bosses are also turning to books titled, "The Bully at Work" (Namie & Namie, 2009), or "Working with Bitches"(Fuller, 2013).

In a July, 2013 "Parenting Magazine", Deborah Sklnik (2017) shares that "2.1 million kids have been identified as 'bullies.'" In some of the written information mentioned above and in the media further terms such as "the liar, the incompetent, and the toxic" are used to discuss children and adults who struggle with healthy communication and responses. These ideas focus on labeling the individual and treat the individuals who are doing the bullying behaviours as perpetrators rather than trying to understand and support change in the behaviours of these people. After exploring many websites, applications, reading many books and articles and watching videos on the issue of bullying, it became apparent that there is a need for educators, families, communities and the workplace to have more information on how to help those individuals who are doing these actions. Bullying is a behaviour, not an individual's identity.

People won't have to use their W.I.T.S. (Walk away, Ignore, Talk it out, Seek help) (Stevenson, 1993) with "bullies" or have these programs or policies if these individuals

receive more support to change their conduct. We can stop the hurt and harm of "bullying" by helping those individuals with these behaviours. As long as we use continue the term "bully" to describe their behaviours we are not addressing change.

This thesis has created an online site where information about helping individuals with bullying behaviours can be easily accessed. It is hosted on Squarespace and will be only using the content of this site at this time with known sources. It would be great to share this freely with others if the information is deemed helpful and relevant. The name of this website is Reroot Bullying Behaviour as it is necessary for more people to understand what the roots of bullying behaviours could be in order to prevent these responses, to have empathy for and to help those that struggle with these behaviours. By addressing the underlying factors of these behaviours these responses can be changed.

II. Purpose of the Research

There are many resources to help children, youth and adults address their bullying behaviours in order to support change but one has to really search to be able to find all the options available. This thesis' research will create one online resource where people can come to gain knowledge about stopping the bullying behaviours, along with helping the person that is doing these behaviours to understand why they may be responding in these ways. This information will also prevent further victims of bullying behaviours by offering options on how to help those individuals who are responding in this way. The website includes informative videos, information from books and articles, programs, suggested books, videos

and applications. The main headings are *Home, Glossary, Reroot, Parents, Educators, Workplace, Acknowledgements and References. Home* outlines the purpose of this site, definitions that will be used, use of the term "bully", explains what reroot is and lastly how to navigate the site. Glossary, defines any terminology that will be used throughout the website. *Reroot* explains possible contributing factors to bullying behaviours, challenges stereotypes, shows the consequences of not addressing bullying behaviours, explains how to nourish empathy, explains the importance of face-to-face contact, explains what proactive and reactive aggressors are, identifies bullying behaviours in sports, explores cyber-bullying, provides insights into the media's role, explains the necessity of inclusion, the importance of nurturing moral intelligence, use of mindfulness, identifies the bill of rights, explains the use of solution-focused therapy, identifies the usefulness of non-violent communication and provides some helpful websites. The reroot information is to be used by parents, educators and individuals in the workplace to help prevent and address bullying behaviours.

Under the heading *Parents* there is an introduction that provides information about recognizing if your own child is showing bullying behaviours and what to do and how to prevent these responses in one's children. There is information about how to bring out the best in your kids' behaviours and about role modeling. There are ideas about how to cultivate collaboration in your children. Lastly, there is helpful information about different types of parenting styles and concerns with these styles. The headings, road map for parents and raising responsible children/teens, provides ideas on how to support a child/youth who

struggles with bullying behaviours. It looks at teaching assertiveness, responsibility and communication so that children can effectively ask or clarify their needs. The heading identifying triggers looks at concerns around anger and how this may influence bullying behaviours. The restorative practices section explains what this is and how it can be used in families. The discipline page explains positive ways of disciplining your child. Under the heading family meetings, families are taught how to hold an effective meeting and are introduce to possible agendas. Some children who show bullying behaviours struggle with friendships so the section, what makes a good friend, explains how a parent can support their child with their friendships. The area labeled kindness outlines ways of bringing more kindness into our families and community that creates compassion and nurturance for those individuals who may be acting out because they are in need of positive attention. Under the title backbone, families different types of parenting styles are explained and critiqued. Use of induction is explained under this heading as an effective tool for influencing a child's perspective and pro-social behaviour. Under the title options and programs there is helpful information about ideas that are currently being used to prevent or address bullying behaviours. Since applications are being utilized as a valuable tool, this site includes some helpful applications to help kids with their challenging responses. Lastly, I have included some useful books/movies that parents might find constructive. If a person feels their child is a target of bullying behaviours there are also ideas in this section on how to address that so that the person who is hurting or harming their child gets support and the behaviours can

hopefully stop. This section is not divided into age groups because it is important that parents and families see the big picture of bullying behaviours in order to fully understand the consequences of its actions.

Under the heading *Educators* there is an introduction on how this site can offer support to all staff and students in addressing bullying behaviours. We are also reminded of six important truths that students can teach us. The heading working with parents explains the importance of prevention of bullying behaviours and how to work with parents whose child has shown bullying behaviours. The addressing gateway behaviours section outlines something called the Nine-Second response to bullying behaviours. The six basic methods heading explains Ken Rigby's (2012) approach to addressing bullying behaviours. There are simple, consistent methods that can address this concern. The login centre shows an educator how to set up an ongoing communication approach in their classrooms to stay on top of any behavioural concerns. Having regular student interviews is another approach to prevention of bullying behaviour that is shared with educators. The title, self-regulation, can be extremely helpful in classrooms where challenging behaviours occur. The child who cannot sit still or hurts other children could have self-regulation challenges that can be addressed and changed. Under the title "Bully" free classroom there are some of Allan Beane's (2004) "bully" free classroom ideas. The section on restorative justice explains how to work with students to right a wrong they may have done. Under the title, discussions about bullying behaviours, there are several questions that explore the many facets of bullying behaviours. These questions could

be used in the classroom either verbally or written to get students thinking about their behaviours and the responses of their peers. The classroom games section are games that could be played with students to initiate them thinking about how their actions and how their responses influence others. The gay/straight alliances heading outlines the importance of changing the culture of schools and how to go about doing that. There is also information on helplines, books, projects and videos that can be used to help students. In the area of options for school programs, many models and clubs are outlined that could be brought into the school to address bullying behaviours. In addition, there are some book and movies suggestions that could be used in the classroom to prevent bullying behaviours.

Lastly the section *Workplace* has an introduction outlining concerns and the necessity of addressing bullying behaviour in the work environment. The section WorkSafeBC, looks at the current policies around supporting individuals who have been accused of bullying behaviours, harassment and/or discrimination. The heading consequences of bullying behaviours in the workplace, identifies what unfolds in these environments if the challenging behaviours are not addressed. Under the title critical team behaviours, ideas about what team behaviours are and how they can be addressed is shared. In the section giving and receiving feedback, there are tips on how to use feedback in a respectful way so that individuals who struggle with this can learn new approaches. Sometimes when someone provides input, it can look like bullying behaviour so there are ways of addressing that in this area. It is also important to know how to receive feedback in a respectful way. Under the title creative

collaboration, Gary Topchik (2007) shares ways of improving workplace collaboration and Senge, Kleiner, Roberts, Roos & Smith (1994) speak about the importance of distributing power and increasing self-discipline. Finally, in the link 7 steps to healing, authors Dennis and Michelle Reina (2006) suggest seven steps to healing relationships in the workplace and four core characteristics to transformative trust. All of this research could be helpful for anyone who is struggling with someone with behaviour challenges or is having concerns about their own responses. It is my belief that if educators, parents and workplaces have easy access to a site to look up resources that could help address the bullying behaviours and if they have a better understanding of these responses then they are more likely to try to help the individual with these challenges. This tool could make a huge change in schools, communities and work environments.

III. Literature Review

This literature review will explain why resources were chosen for the site Reroot Bullying Behaviours to address bullying behaviours and also share some opposing views. It will combine both literature reviews of video, movies, applications, DVD's and written content. The literature review will follow all the subsections of the website.

Home

On the home page, the 2017 Burger King/Bullying Jr. video shows what bullying behaviour can look like. It also shows the impact of bullying. It provides a visual of how those

that stood up for the kids targeted by the bullying behaviours, stood up in a respectful, non-judgmental manner.

In the 2012 book, "Bullies and the Three Monkeys: how the Vicious Cycle Can Be Broken" authors Schroeder and Schroeder-Hildbrand highlight the words of a 13 year old girl that was labelled a bully and her confusion around her responses and they also share the story of a 16 year old boy who was physically abused by his dad and went on to abuse others (p. 38). It is important to understand the stories behind these individual's responses.

In the 2012 book, "Bully: An Action Plan for Teachers, Parents and Communities to Combat the Bullying Crisis" authors Hirsch and Lowen refer to the importance of feeling emotionally connected and part of a group, whether that is family, a peer group, or the community. Significance is feeling like a capable, contributing member of a group, a family, a peer group, a classroom and also feeling personally empowered, independent and in control (pp.73-74). This site was created to help everyone to support one another in feeling connected, capable, courageous and to feel that they count. Further to that, the 2014 book "There are no Bullies: Just Children Who Bully and You Can Help Them" author van der Valk reminds us that "bullying is a behaviour, not an identity" (p. 39). Often the people who show bullying behaviours are seeking attention in order to connect with others.

<div align="center">Definitions</div>

It was challenging trying to define the word "bully" or find a definition for the words "bullying behaviours" because many of the sources I explored were very different from one

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another. In the book, "Bullies and the Three Monkeys: How the Vicious Cycle can be broken" by Peter Schroeder and Dagmar Schroeder-Hildebrand (2012) they discuss how the word "bully" in the 14th century meant "friend," "brother," or a "beloved person." Then in the 17th century the meaning changed to "braggart" and "harasser" and what these harassers did was "bullying" (p. 21). This is why a label is so uninformative and harmful, these definitions seem to change depending on the culture and circumstances. Schroeder & Schroeder-Hildebrand suggest that it is important to be aware that "To this day there is no universal accepted definition of bullying" (p. 18).

Adrienne van der Valk (2014) says that for behaviour to qualify as bullying, two conditions must exist; the aggressor must intend to hurt or intimidate someone less powerful and the behaviour must be repeated (p. 39). Here, we see another use of a label "aggressor" and an assumption that the individual who is doing the bullying behaviours has intent to hurt someone else. How can someone prove that there was intent?

An individual could in fact be responding to being treated poorly or they lack other coping strategies. Van de Valk also stereotypes both the person doing the bullying behaviour and the target, in suggesting that one has less power than the other. In the moment, how is one to know the bigger context of what has unfolded? It is important to explore these behaviours in a larger context of what contributed to the responses. For the purpose of this paper, the website StopBullying.gov defines bullying as "unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The behaviour is repeated, or

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has the potential to be repeated over time. This definition does not label the individual but focused on the behaviours "unwanted" and "aggressive" and clarifies that there could be a perceived power imbalance and does not assume there is one. This paper will expand the age range of this definition to include adults as well. StopBullying.gov also shares that both kids who are bullied and who bully may have lasting serious problems. Again, use of the label "bully" is not a helpful term but this definition highlights the lasting impacts bullying behaviours can have and further validates the need for support for those individuals with these challenges. This website also describes bullying behaviours as "making threats, spreading rumors, attacking someone physically or verbally and excluding someone from a group on purpose" and it is important to be aware of what behaviours this paper is addressing throughout its research.

<p style="text-align:center">Use of the term "bully"</p>

In the 2013 book "Sticks and Stones" author Emily Bazelton reminds us that, "It hurts them and us to write them off as bullies and makes this label the defining feature of their identities. The key is to remember that almost everyone has the capacity for empathy and decency and to tend that seed as best as we possibly can." It is a danger to label individuals as "bullies" because it can result in further isolation (p. 13). This isolation of "aggressive" students from their peer groups can lead them to connect with other students with similar displays of "aggressive, angry" behaviour to find friendship and companionship (p. 16).

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In the 2017 article, "Understanding Bullying Behaviours" it is shared that overuse of the term bullying produces a set of problems that actually impedes our prevention efforts. By permitting children to constantly frame interpersonal conflicts as bullying, we're allowing (perhaps even encouraging) them to abandon consideration of personal responsibility in situations where they may bear some. By calling everything bullying, we reduce the very real distress that targets the bullying experience and this can result in individuals taking bullying much less seriously (Englander, p. 2). In the 2012 article, "Bully Backlash" anthropologist Janice Harper, who writes frequently about bullying and bullying hysteria, thinks the very word "bully" is a form of adult name-calling. We are not understanding bullying behaviours to be what a person does at a certain time and instead we're making the behaviours their very essence (Sklnik, 2013).

Reroot

In the 2011 article "Reducing the Effectiveness of Bullying Behaviours in Schools" it was suggested, "we had to shift from thinking about individuals to thinking about systems" (Sugai, p. 1). By addressing the systems such as education, health and community we can prevent and support individuals who struggle with bullying behaviours. In addition, in the 2013 article "Bully BACKLASH: Is the anti-bully movement anti-kid too?" by Deborah Sklnik, author Barbara Coloroso suggests that, "The scope of naughtiness that can raise a

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Code B troubles some experts. We're failing to discern between normal, natural and sometimes necessary conflict, and bullying, which is mean and cruel behaviour." Coloroso is reminding us that some conflict is healthy and natural. Furthermore, the problem with saying bullying causes suicide is that it oversimplifies. It implies that one person's death by suicide can be attributed to one event or factor, which is not true... we do not say divorcide (Bazelon, 2013, p. 187).

If we punish people for their behaviours this "leads to feelings of hurt, humiliation and powerlessness. Rather than look inside him/her/themselves and learning from misbehaviour, he/she or they will find ways to blame others" (p. 76). More and more programs are being created to help individuals that do bullying behaviours but those programs are not as clearly publicized as those that help the targets. The Reroot website brings together programs and information that can help individuals to address their bullying behaviours. It is important to implement programs at the community level. In the 2015 article "Are Bullying Programs Effective?" we are reminded of the importance and awareness of marketing campaigns that encourage all youth and adults (e.g., doctors, police officers) to intervene when they see bullying behaviours and to become actively involved in school and community based prevention activities (p. 326).

In the online dictionary, "Your Dictionary" reroot is defined as to root again or in a new place and metaphorically it is my purpose to take the behaviour that has been labeled

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"bullying" and to get to the root of what has happened for these individuals so that they can start over as being seen differently as if they were in a new place. Throughout my research on bullying behaviour, this term reroot was not used and therefore will be based on my own interpretation of addressing these challenges.

Possible Contributing Factors

In this research there was exploration about what could be going on for people that have been labeled as bullies. What are possible contributing factors to the behaviours that we are seeing? In Emily Bazelon's 2013 book "Sticks and Stones" she uses the term bully-victim and points out that sometimes people "bully" others in order to stand up for themselves after being repeatedly mistreated. This clarifies why it is important to address challenging behaviours immediately and not let them go on unaddressed. Additionally, in Barbara Coloroso's 2015 book, "the bully, bullied and not-so-innocent bystander" she shares that what is happening in children's homes, school life, community and the culture, including the media, that can contribute to bullying behaviours. People who have witnessed aggressive behaviours could then be responding in similar ways, not even aware of how much they are hurting or harming others. Individuals could be lacking positive attention and have learned that by acting out, negative attention is better than no attention at all.

In opposition, in the book "Bullies and Three Monkeys: How the Vicious cycle can be broken" Schroeder & Schroeder-Hildebrand (2012) focus on how "not the bullied kid is wrong, the bully is wrong" and suggest that "some people bully or hurt for the thrill of it" (p.

31). This view lacks compassion and understanding of what could be going on for the person with the challenging behaviours. In Robert Thornberg's (2015) article "Distressed Bullies, Social Positioning and Odd Victims: Young People's Explanations of Bullying" he writes that "one of the reasons bullying occurs is because those who bully others want to be 'cool' and hence, manifest, maintain or enhance their power, status or popularity" (p. 16). He is looking at what is causing the response, the need to feel 'cool' and fit in but is ignoring the systemic picture of why this person feels the need to hurt or harm others to fit in. In Barbara Coloroso's book, "the bully, the bullied, and the not-so-innocent bystander" she reflects on Urie Bronfenbrenner's 'environmental influences' such as children's homes, school life, community and the culture including the media that can contribute to bullying behaviours (p. 44). This research is trying to help people to not make assumptions about what they are observing but to see the contributing factors, to have conversations with these individuals and to offer them some support with what is underlying their responses.

In the 2011 article, "Proactive and Reactive Aggressors" author Kwan Yui Huen shares that some forms of aggressive behaviours are a behavioural response to anxiety, anger and impulsivity. If someone is living with anxiety because they are living in a stressful or challenging environment they may act out in anger or impulsivity because they are always on edge and used to having to protect or defend themselves. Furthermore it is expressed that anxiety occurs when problems arise during information processing. If, for instance, someone is stressed, undernourished, or sleep deprived because there is no nurturance, discipline or

perhaps because they have been working long hours at their family's business, they may not process information correctly and their behaviour responses may be erratic. In addition, over-anxious individuals focus only on the exaggerated threat of an incident, and underestimate their own capacity for resilience (Kwan Yui Huen, 2011). Individuals who are focused on survival are always expecting the worse to happen and may lack in their own skills to see how well they are coping.

In the research article "Understanding the Psychology of Bullying: Moving towards a Social-Ecological Diathesis Stress Model" it was found that "higher levels of 'bullying' and victimization have been linked to inappropriate teacher responses, poor teacher–student relationships, lack of teacher support, and lack of school engagement (Hymel, 2015, p. 347). It is necessary that the school approach the problem as a team; teachers, parent volunteers, bus drivers, education assistants, librarians, counsellors, principals and vice-principals working together and speaking about hurtful or harmful words and actions that they see amongst students and connecting with one another to make sure that the students involved in these incidents get support. Students and all individuals need relationships with people in order to feel like they belong and to be engaged. They are more likely to open up if they feel supported and not judged. Addressing harmful or hurtful behaviour can also be about teasing and sarcasm as these responses can influence challenging behaviours. It is necessary to have talks with your class, with your friends and family about how teasing and sarcasm can hurt others, even if that is not the intent.

In addition, if we notice that a child is lacking in a parent role model or if a friend mentions it, it can be helpful to spend time with that individual and act as a role model for them. This could be regularly or once a month. Research has shown "that both bullies and victims were missing significant male role models, particularly fathers (Roberts, 2008, p. 48).

Furthermore, "children are fully capable of absorbing poor behaviours through the 'osmosis of violence' that permeates their lives through media and society in general (Roberts, p. 48). It is necessary to have ongoing conversations in families, in our communities, schools, and workplaces about violence in the media and in society. It is only by having discussion that ideas, thoughts and opinions can receive clarity and information. It is necessary to monitor children and youth's exposure to TV, Netflix, gaming and cell phone violence.

In the book "Bully" Dr. Joel Haber found that 95% of bullying behaviour is perpetuated by those looking to protect or increase their status within a group. These included children stereotyped by cultural biases, children with gender identity or sexual orientation concerns, those with special needs, loners, and gifted students (Hirsch and Lowen, 2012, p. 6). With this awareness it is important as a community to become more inclusive, accepting and supportive. We need to not stereotype these individuals or treat them like 'others.' Having information about culture and talking to students, friends and members of the workplaces about culture could be extremely eye opening and helpful. Culture is not only about where you are from but includes age, disability (acquired or developmental), religion or spirituality, ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and

gender (Hayes, 1996). By teaching everyone about this we can learn to be more open minded and inclusive. It is also relevant to talk about implicit and explicit bias and an example of that is weight bias. As a society people are often judged on their weight and having conversations about these responses can be educational and informative.

Equally important is remembering that "the prefrontal cortex, the part of the brain that governs what is called executive functions – which includes impulse control, planning, taking stock and weighing risks versus rewards – isn't entirely mature until the early to mid twenties" (Bazelon, 2013, p. 45). When we are working with young people sometimes one's expectations can be too high and it is important to share knowledge about why they may be responding the way they are which includes brain development.

Additionally, attachment styles can be an influencing factor to bullying behaviours. Not all families have secure attachments with their children and attachment builds the foundations for future behaviours, as a child will continue to expect others to react to them on how their early caregivers did. In addition, parents may also be having their own struggles that may have influenced their ability to form a secure attachment with their child. Perhaps they struggled with postpartum depression, have grieved the loss of a parent or lost a job. When we see individuals struggling it can be helpful to offer support whether that be making them a meal, offering referrals for resources, and inviting a child to join your family in activities.

Furthermore, in the thesis "Self-Esteem and its Effects on Bullying Behaviour" it was found that some kids may get "bullied" if they do not participate in bullying behaviours

(Shideler, 2015, p. 11). It can be helpful to talk to people about what they can do in these cases of peer pressure. Perhaps they walk away from the situation and make up an excuse to leave, or they share their feelings about not wanting to hurt someone else. Instead, one could brainstorm ways ahead of time what one could say or do if this occurs. It is also important to have conversations about not pressuring others. In addition, in the research "Distressed Bullies: Social positioning, and Odd Victims: Young People's Explanations of Bullying" it was suggested that bullying occurs because "others want power or social status" and if that is the case then "anti-bullying policies and practices must address the strong focus on social hierarchy and competition in school and among students (Thornberg, 2015, p. 21).

It is essential that if we continue to use the term 'bully' that we need to remind people of the definition of it and say bullying behaviour so that there is no label or stereotype attached. In the article "Interpretations of Bullying by Bullies, Victims, and Bully-Victims in Interactions at Different Levels of Abstraction" authors Pouwels, Scholte, van Noreen & Cillessen (2016) found that for some children, being victimized increases the likelihood of participation in bullying behaviour. Students reported lower levels of victimization when they were provided with a definition of bullying than when they were not (p. 63). Overall, We need to help all mankind, even the people who hurt others. The only way to stop the hurt is to be kind.

Challenging Stereotypes

On anti-bullying day I looked around at all the t-shirts and even the message of anti-bullying day and saw many stereotypes. Anti-bullying is essentially against the bullying, but that places a judgment and shaming on anyone who has done bullying. This is why it is necessary to say bullying behaviours and not label someone a bully. On the website I posted some samples of t-shirts that show a picture of what might be considered a stereotypical 'bully' who looks big and mean (coventhousebc.org). The person in the middle has the label bully written on them. Another t-shirt says, "weak people put others down" (Teespring.com) and again there is shame and blame in saying those statements. There is a t-shirt that says, "no one is born a hater" and this message outlines empathy and compassion with those with bullying behaviours.

In the book "Safe Teens: Powerful Alternatives to Violence" Roberts (2001) explains that part of the concerns with behaviours is connected to the stereotypes about masculinity and femininity. Stereotypes about males can keep them from being nurturing or leading emotionally fulfilling lives (valuing and communicating their feelings, paying attention to others/feelings) and can keep females from expressing their desires and abilities (because they are too concerned about hurting others feelings) (p. 115). When we stereotype, we erase the uniqueness of each individual and this includes those who do not identify with any gender.

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Consequences of not Addressing Bullying Behaviours

In a 2017 video clip we hear the story of Rena Virk's exclusion and of her family's loss. She was targeted and the unaddressed bullying behaviours led to violence and her death. Her parents now speak out in schools and communities about the impact of violence and addressing these behaviours (Judd). It has now been 20 years since the death of Victoria teen Reena Virk who died because of bullying behaviours. The executive director from the program Learning Through Loss suggests we look at this loss through "a different narrative on how to actually provide healing opportunities to youth who may be both victims and perpetrators. She shares that "oftentimes people who are perpetuating violence, it's because that's what they have a lived experience of or they have some kind of traumatic loss." Rachel Calder from Artemis Society hopes that the event honoring Reena would spark an interest in inclusion that is something Reena was desperately seeking. She said, "I'm hoping in her honour and in her memory, we can impact the community to create a more inclusive and a more safe place for all of our young people" (Ebenal, 2017).

Many young people who hurt others speak out about being tormented by bullying behaviour and how it is not being addressed. In Minnesota, a 15 year old, ninth grade student shot and killed two students and in court documents it was verified that this young man was motivated to seek revenge for the taunting he had received from another 14-year old classmate (Roberts, 2008, pp10-11). School shootings could be reduced if these bullying behaviours had been addressed but instead there are two dead kids and a young man who will spend 30 years

in prison. Other young people even share on social media their plans like a 16-year old student did in March, 2005. His exact words were, "16 years of accumulated rage suppressed by nothing more than brief glimpses of hope, which have all faded to black. I can feel the urges, within, slipping through the crack, the leash I can no longer hold" (p. 12). Here was a young man who had been suffering since birth, had not gotten support and was sharing his fears out loud as if a cry for help. It is necessary to speak with people that if they see these messages on social media that they need to tell a trusted adult or even call the police so that this person can get support.

Research has found that 60% of males who 'bully' in schools have a criminal record by the time they are 24 years old (PrevNet, 2014). This is why prevention is so pertinent. Other consequences include feelings of anxiety, depression, social withdrawal, delinquent behaviour, poor academic achievement and adult diagnosis of antisocial personality (Hymel, 2015, p. 347). In the article "Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence" researchers found that individuals who were bully-victims in childhood had elevated rates of depression, panic disorder, agoraphobia and suicidality in young adulthood (Copeland, Wolke, Angold & Costello, 2013, p. 106).

<div align="center">Empathy</div>

The site shows a video about the importance of empathy and is included for those individuals who are visual learners (Lifehacker, 2017). It is crucial to society that we make the

effort to experience other people's reality, perspective and emotions. Studies show that we have mirror neurons in our brains that cause us to mimic the actions of others so if those around us are not acting with empathy we may not learn how to empathize. We can become more empathetic by observing others and asking how are they doing, using active listening by slowing down and considering what the person is sharing, and opening up to others. By opening up we expand our interactions. The human experience is a shared experience.

Thich Nhat Hanh wrote "when you plant lettuce, if it does not grow well, you don't blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce. Yet if we have problems with our friends or family, we blame the other person. But if we know how to take care of them, they will grow well, like the lettuce. Blaming has no positive effect at all, nor does trying to persuade using reason or argument. That is my experience. No blame, no reasoning, no argument, just understanding. If you understand, and you show that you will understand, you can love, and the situation will change." This Buddhist scholar is sharing an important element that needs to be consistently implemented and sometimes taught and that is empathy. When working with bullying behaviours we need to teach empathy because not everyone has had others empathize with them and therefore they may have not learned how to empathize.

In the book "9 Essential Habits that Provide the Empathy Advantage: Unselfie: Why Empathetic Lids Succeed in Our All-About–Me-World" author Michele Borba (2016) believes that empathy can be increased with practice just like muscles with exercise. Borba also writes

"our ability to empathize affects our kids' future health, wealth, authentic happiness, relationship satisfaction, and ability to bounce back from adversity. It promotes kindness, pro-social behaviours, and moral courage, and it's an affective antidote for bullying behaviours, aggression, prejudice and racism. Self-absorption kills empathy, the foundation of humanity and it is why we must get kids to switch their focus from "I, Me, Mine" to "We, Us, Our Ours." Teens are now lower in empathy levels than three decades ago, and in the same period narcissm has increased 58%. It is essential that we move towards a collective society and away from an individualistic one if we want to create change. Borba goes on to say that "bullying is learned but it can be unlearned, and cultivating empathy is our best antidote. If you can imagine a victim's pain, causing that pain is a near impossible feat" (p. 107).

Furthermore, many individuals who show bullying behaviours are in pain themselves, "as anxiety increases, empathy wanes: It's hard to feel for others when you're in survival mode," and that's the state of too many of our children. That creates a so-called empathy gap. "'Privileged teens' in upper class environments now have higher rates of depression, anxiety and substance use than any other socioeconomic group of young Americans today" (p. 107). In addition, "untamed stress impairs not only judgment, memory and impulse control but also our compassionate instincts. It's hard to tune into someone else if they are in distress themselves. And it's why we must build time in people to decompress and learn their stress triggers and to teach them healthy ways to manage destructive emotions (p. 100). More so, few people are truly un-empathetic. It's that they have not had an opportunity to practice it. In

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the book chapter "Building Empathy Within Those Who Bully" Roberts (2017) says although basic emotions seem universal it is important to consider how one expresses emotions are nuanced based on family or origin and cultural norms (p. 3). This website also outlines questions that Roberts suggests asking individuals who struggle with empathy and he suggests that by asking these questions and exploring their responses one can build empathy (pp. 7-21). Another important piece is asking the person for help as this equalizes power between two people and is an invitation of trust to whom it is offered. It is saying, I am asking you to help me understand you better (p. 7). Role-playing with individuals helps reduce their anxieties and increases empathy. When working with these individuals it is essential to be checking in for comprehension as to what the individual remembers and understands about what was discussed. If we do not take the time to understand the thought processes and feelings of those who respond aggressively towards others then we cannot address bullying behaviours. It is also helpful to disclose our own mistakes in order for the person to feel less judged (p. 14). It is important to keep the conversations relaxed, non-confrontational, to remain patient and to offer encouragement (p. 16).

In addition, Borba speaks about four crucial fundamentals of empathy: emotional literacy, moral identity, perspective taking and moral imagination which are further explained, along with ideas about promoting them on the site (xix). She also outlines the habits of empathy being self-regulation, practicing kindness, collaboration and living empathetically. This website will explore these ideas further while also teaching other ways of including

empathy in our lives. It will also look at empathy over arousal that can occur if you are the bystander of bullying behaviour.

Face-to-Face Contact

In the 2014 Ted talk, "The most social media is face to face" Stacey Irwin talks about revisiting the way we use technology and the importance of face to face communication. We are forgetting to talk to one another in person. Our reading and writing has changed and so has our oral communication. The new social media platforms have left students bumbling, and not having great eye contact. Sherry Turgal has coined the phrase "Being alone together" to describe how everyone is together in a room staring at their phones. We need to use a, "yes and" philosophy where we use technology and also meet face to face.

In Emily Bazelon (2013) book "Sticks and Stones" she shares that face-to-face contact is the best way to learn to read other people's emotions (p. 42) and in Michele Borba's (2016) book "9 Essential Habits that Provide the Empathy Advantage: Unselfie: Why Empathetic Kids Succeed in Our All–About Me-World" she expresses the fact that "it is in person interactions (not digital exchanges) that develop empathy" (p. 9). Borba encourages everyone to take digital reality checks and to set unplugged times, check your digital habits, eat together and share feelings in unplugged times (p 18-19).

In the 2014 video, "How Social Media Makes us Unsocial" Allison Graham speaks about how distracted we are with technology. She says social media is disconnecting us, what

is happening now and how we can do better. Gallup took a poll in 2001 and found that people had 10 close friends then they took a recent poll this year and the number of close friends had dropped to 2. Graham points out that when you are busy looking at your screens you are saying that the phone is more important than the person in front of your face. A study by Mary Meaker says we touch our phones 150 times a day, and 1.8 billion photos are uploaded to Facebook a day. We now have a shortened vocabulary and by doing that we risk losing the nuances, subtleties and intimate parts of our personalities that make up our vocabulary. We then lose the risk of fully communicating and expressing ourselves. She speaks about how awkward people are when they are called on the phone. She talks about the panic people feel when they are away from their cell phones. A study done by the Cohen's Children medical centre said that texting while driving is now the number one cause of death for teens. She talks about how, even on vacation, people answer their work emails. Graham shares that people say, "What do you mean you do not know, I posted it on Facebook?" She speaks about how students have shared the competitiveness they feel on social media and how it impacts their self esteem. Graham shows photos of bathroom selfies, funeral selfies and driving selfies just to see the context of social media. She suggests that we would all live better if we had hands to hold rather than keys to click. She suggests using social media to create face-to-face groups, not isolation. Her big message is look up! She invites people to at least unplug one hour a day.

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Proactive and Reactive Aggressors

Definitions of proactive and reactive aggressors are defined in order to build a better understanding of types of bullying behaviours (Kwan Yui Huen, 2011). Dr. Alex Kwan Yu Huen's 2011 article "Proactive and Reactive Aggressors" suggests using cognitive behaviour therapy to address the behaviours of reactive aggressors and he utilizes Dr. Annis Fung Lai-chu's Project CARE, a 10 session treatment program with specific teaching materials, worksheets and a DVD. He also suggests starting a peer-counseling program to help manage school violence. This portion of the site will also outline information, programs and ideas developed by McAdams & Schmidt (2007) from the article, "How to Help a Bully: Recommendations for Counseling the Proactive Aggressor" that can be incorporated into our communities. The use of the labels "bully" and "aggressors" perpetuate the belief that these individuals choose to respond in this way, yet the information included in these sources is helpful for addressing bullying behaviours.

Bullying Behaviours in Sports

In the 2015 video sporting legends talk about better sideline behaviour from parents. Unfortunately sometimes the bullying behaviours come from parents, and are learned from parents and they need help too. When we see this it is important to speak up, lets kids be kids, remind the parents to take a breath and that the activity is for the kids.

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In a 2018 news article in the "Victoria News" Sherry Regnier discussed bullying behaviours in BC Minor hockey. How many times have we seen physical fights, name-calling and threats made in sports, especially in hockey? It is apparent that both kids and adult behaviours need to be addressed. In the article Regnier writes about a parent berating a 15-year old hockey referee and as a result he was banned form the arena but received no help to change his behaviours. As a community we need to start helping all people who show these bullying behaviours by not encouraging it and offering the person some support.

Cyber-bullying

It is necessary to have more knowledge about cyber-bullying, and the different forms it takes because it is occurring more often with all of the social media platforms. This site will describe the different forms outlined by Kwan Yui Huen, (2011). As shared in Elizabeth Englander's 2015 research, 31% of elementary school bullying was reported to have occurred electronically, but almost 97% of high school bullying involved electronics (p. 3).

Reroot Bullying Behaviours will outline the current rules about cyberspace, and how to interview someone who has been accused of cyber-bullying. It is important not to blame or shame but to keep the focus on accountability and education. It will provide cyber information about being cyber savvy, civil and safe shared by Michele Borba from her 2002 book "Building Moral Intelligence" (p. 276). It is important to hold cyber-bullying behaviours

accountable and this site will outline how to do that. In addition, information about the codes that people use when texting will be shared along with links about decoding texts.

In the book "Sticks and Stones" Emily Bazelon (2013) speaks to parents about how to go about monitoring their children's online posts and texts and informative insights about this will be clarified. Having discussions about cyber-bullying in our families, classrooms and workplaces is relevant and therefore this site will share some discussion questions you can explore with others that were shared in Tricia Carmichael's 2010 "Bullying and Conflict Resource Guide" (pp. 1- 104). In addition, a portion of cyber-bullying is social exclusion so information on that in a video by Jodi Gold is presented. In the 2017 video "Cyber-bullying, Cyber-exclusion and Helping Kids Be Kind and Inclusive Online" she explains what cyber-exclusion is and how to address its challenges. She says that parents can make a huge difference teaching their kids not to post all their party pictures so others feel excluded. This is not bullying behaviour but it can make kids feel bad. She is not saying not to post party pictures, but she is saying not to post them in real time. This can be presented as a family rule, where everyone in the family does not post pictures in real time, being kind and inclusive online.

Media

As expressed when discussing cyber-bullying, and the importance of face-to–face contact the media plays an important role in the bullying behaviours we are seeing. By the end of elementary school, the average child will witness 8000 murders and by age eighteen

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200,000 other vivid acts of violence, on all screens including video, television, and online streaming. "In depth studies from Canada's Brock University found that overexposure to violent images also slows moral growth and weakens a child's ability to feel for others" (Borba, 2016, p. 100). Even on their best behaviour most kids can't focus on their school environments more than two minutes without using social media.

On the site there are videos outlining "The Effects of Media Violence (Vanessa Domine, 2013) and "How the media Affects Youth" (Faremo, 2015). Vanessa Domine from the National Association for Media talks on New Jersey public television about media violence. Domine says there is consistent research that says continuous exposure to violence does create aggressive thoughts and behaviours in children and adults. We know that video games and violent media are part of our everyday life so everyone can have more of these aggressive thoughts. Media constructs our reality, and how we can think and behave. If a child has a tendency to aggression then media can influence these responses more so. Author Harlan Coben says that one size does not fit all. The monitoring of media can be dependent on the person. Parents and educators need to be filters for the media and help kids talk about what they are seeing. When a child shows signs that they are upset or they ask upsetting questions it may be important to limit their media exposure. Perhaps they are having problems resolving conflict. Domine talks about teaching kids to resolve conflict in a healthy way and that we have a lot of work to do about this. Having knowledge about the impact of the media's

violence is important for monitoring one's media time and helping to reduce bullying behaviours.

In addition, the 2015 Ted talk "How the Media Affects Youth" Faremo shares how kids are now growing up in an extreme media culture. Kids get smart phones and laptops while still in elementary school and get hooked on media fast. If you include television, Netflix, streaming and applications, these individuals are being greatly impacted on how they see themselves and their perception of reality. Images of perfect bodies, gender ideals what should we do in our lives and what are our roles? These ideals change over time but the media shares them as timeless facts. The media is far away from reflecting reality with these ideals. Faremo talks about how the media contributes to stereotypes, especially for women. She feels that media makes it difficult for women to transition to adulthood focusing more on their appearance and weight. The greatest cause of anxiety is the extreme ideals of perfection that surrounds them in the media. Instagram, Facebook and Snapchat are mostly used to brag about your lives. This competition and perfection can lead to feelings of depression and anxiety. Faremo has travelled around to schools talking to students about this, and confirming her research. We need to establish a stronger focus in society and within the school system to talk to people about how what they are seeing is not realistic. Freedom from self-hate is one of the most important issues we are dealing with.

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Inclusion

Social exclusion was mentioned, but the behaviour that we want to teach and encourage in our communities is inclusion. A video from an Alberta school, "Diversity in Alberta Schools: A Journey to Inclusion" (2012) shows how important this piece is in reducing bullying behaviours. The Minister of Education Hon. Thomas A Lucaszuk shares that inclusive education means schooling for everyone, everywhere, at any time. He speaks up about not segregating people based on their needs. It is important to teach respect for people's different cultures and religions. Inclusiveness is continuous and not a final goal. Students learn that we are not all the same and that is what life is all about. Creating accommodations for student's learning disabilities is necessary for inclusion. We want people to come out of schools embracing their communities and one's role in it.

Furthermore, the article "Bully/victim problems among Greek pupils with special educational needs: associations with loneliness and self-efficacy for peer interaction" researched by Andreou, Didaskalou and Vlachou (2015) speaks out how school based responses for combating bullying should be holistic and target the development of a positive school environment that is conducive to the needs of all pupils, alongside provision for individualized programs enhancing social and emotional growth and training on interacting with peers successfully. Education about social marginalization and victimization of pupils with special educational needs and disabilities needs to occur for all staff (p. 244).

Moral Intelligence

Reroot bullying behaviours shares a 2017 video about the meaning, definition and an explanation of moral intelligence created by The Audiopedia. Moral intelligence is the capacity to know right from wrong and to behave based on the value that is believed to be right. This characteristic is ability based that can be further developed with practice. One model of moral intelligence included learning about integrity, responsibility, compassion and forgiveness. Michelle Borba's model includes learning about respect, empathy, self-control, fairness, kindness, and tolerance. In order to be a good leader it is important to have moral intelligence because leaders who have this learn from others around them, are more humbled, more committed, and more willing to risk their own self-interest for the good of others. Moral intelligence is the driving force of our other intelligences. Schools can be helpful in teaching this by breaking it down into 3 different domains; cognitive, affective and conative. Cognitive is teaching right from wrong. Affective is through sense of knowing how to respond to a problem. Conative is setting goals, taking action and persevering.

Furthermore, in her book "Building Moral Intelligence: The Seven Essential Virtues that Teach Kids To Do The Right Thing" Michele Borba (2002) shares ideas about nurturing empathy and buffers to bullying behaviours (p. 209). She also lays out the top ten ways to keep your friends (pp. 210-211) that can be helpful information for both children and adults who struggle socially. A big part of teaching moral intelligence is having discussions around media awareness and also playing, watching, and listening to TV, Netflix, music and computer

games that your children or partners play so you have an idea of the messages that they are "receiving in their minds" (p. 215). Be aware of the desensitization of violence; numbing imitation and intimidation. Encourage people in your lives to get involved in activities that promote creative, responsible, pro-social and civil behaviours and to do behaviours that will good (pp. 217-218).

<center>Mindfulness</center>

This area of the site shares a 2012 video about teaching a child to belly breathe for relaxation and outlines ways to teach mindfulness. The 2012 American Lung Association made the video "Teach a child to belly breathe" because they saw the importance of teaching mindfulness to children.

In the 2016 book "9 Essential Habits that Provide the Empathy Advantage: Unselfie: Why Empathetic Kids Succeed in Our All-About-Me-World" Michele Borba shares that "Science shows that practicing mindfulness – even minutes a day for a few weeks can reap such positive benefits as boosting immune systems, reducing stress, increasing resilience, enhancing focus, stretching attention and improving memory." Mindfulness can also nurture empathy and compassion as well as increase ones willingness to help others (Borba, 2016, p. 104). In the 2011 video "Principal Explains Quiet Time" principal Jim Dierke from Visitation Valley middle school in San Francisco talks about incorporating Quiet Time into their classrooms and its positive effects. In Borba's book she refers to Jim Dierke's school and

shares that in the first year of introducing 15 minute quiet times, twice daily school suspensions were reduced by 45% (p. 107).

Two other videos, 2017 Ted Talk "Why Aren't We Teaching Mindfulness in schools?" (Rossi) and the 2015 video "Mindfulness in the Workplace" (Diane Yeo) are also shared to help incorporate this remarkable approach. In Rossi's 2015 Ted talk she talks about how self-control leads to success. People who can focus, pay attention and regulate their emotions use mindfulness. It is the foundation for all other learning. It is a way of engaging in the present moment without attachment and judgment. She confirms that thousands of studies show that mindfulness decreases stress and increases achievement. The ability to focus on one thing at a time is a needed skill, and mindfulness is how we get there. Mindfulness is all about the ability to feel emotions and not to react to them. We can choose our reaction and responses by learning mindfulness. It allows us to be reflective and not reactive. Our thoughts and emotions can no longer control us when we use mindfulness. Rossi believes mindfulness should be offered in every school in everyone country. She speaks about having a troubled student who was violent in her classroom and how he now practices mindfulness, regulates his emotions and no longer acts out. Many people have not learned to manage their emotions and use self-harm and even suicide to cope. When students were taught mindfulness 100% of students said they found it helpful. Rossi ends her talk by asking parents and educators to bring in experts to teach students mindfulness.

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In addition, the 2015 video "Mindfulness in the Workplace" Diane Yeo talks about practicing mindfulness in the workplace to reduce stress, clear your mind and to enjoy your work. You can control how you respond to people and events by practicing mindfulness. She says set the intention to become more aware of your thoughts, be curious about whether your thoughts are negative or positive. She says let any thought go gently and take a breath. By doing this you are training the mind to be more present and calm. By calming your mind, you calm the body.

Bill of Rights

These ten adapted Bill of Rights by Maria Roy are outlined to remind everyone about feeling, choices, needs, wants, relationships, and inner strengths. Sometimes visual reminders can be helpful in acknowledging our rights as children and adults.

Solution-focused

In a 2011 Alexander Street video, Dr. Hamann does solution-focused therapy with an adolescent client exclaiming how to use the miracle question. He talks about how a miracle happens when you are sleeping and asks about how things would be different if this occurred. The young woman shares what changes she would see. He then asks, what would you be doing differently if the miracle happened? She shares that she would take more time for

herself, have more privacy and be happier. This video helps the person see what they may need and what small changes they could make towards that miracle.

When one focuses on solutions rather than problems this can go along way to addressing bullying behaviours because the individual is no longer seen as a problem but instead we are looking at the person in terms of offering support and coming up with solutions to address any concerns (Institute for Solution-Focused Therapy). Steve de Shazer and Kim Berg introduced this idea to focus on the exceptions when the problem is not occurring and then what is different. We can all take a look at what is different when things are working. This approach uses scaling questions to clarify feelings, teaching us to check in with ourselves in order to regulate our emotions. On a scale of 1 to 5, 1 being not so good and 5 being great, what are you feeling? What would make your day a 2 from a 1? The person looks at small steps of making improvements. People can ask themselves or we can ask them if when they woke up tomorrow and something had happened during the night when they were sleeping that made things better what would their friends notice? A teacher? Parents? Yourself? This shows what better feels like and looks like.

Non-violent Communication

In the 2010 video "The Basics of Non Violent Communication" Marshal Rosenberg explores society's responses including violence. He saw that in the past superiority and

domination led to responses of power and control. He says that non-violent communication gets us back to a more natural way of living based on the needs of oneself and others. He talks about working with other cultures and looking at their needs, rather than their pathologies. He looks and asks about the needs behind the analysis. It could be things like safety, affection and belonging. Empathy is the second factor in non-violent communication, seeing the full presence of what is alive in the other person.

Marshall Rosenberg's 2005 book " Non-violent Communication: A Language of Life" continues to be a valuable tool used in families with kids, partners and communities. Reroot Bullying Behaviours also provides a handout of Rosenberg's, outlining the steps to using non-violent communication from sharing observations, to feelings, to needs and requests. This approach helps individuals struggling to understand their responses break down their observations, feelings and needs. They learn to better understand these concepts and to also learn how to respectfully make requests in order to address their needs.

<center>Helpful Websites</center>

After outlining some of the possible influencing and contributing factors of bullying behaviours this site follows up with providing some programs and resources for coping with those underlying concerns such as learning and cognitive challenges, culture, anxiety, mental and physical health, abuse, isolation and parenting support.

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Parents

Although some of the information outlined in the Reroot section was for parents because many of the concepts discussed overlap with parents, educators and the workplace, the parent's section of the site holds more specific information in regards to helping one's own child. There is a 2015 video presented by Michele Borba about "Developing Habit of Good Character" in which Borba teaches parents how to develop good habits with their children in prevention of bullying behaviours. She says we can become better people if we do the same things over and over again so if we practice something like kindness over and over again, the brain can become rewired to remain this way.

In Redbook magazine. Meredith Rollins (2018) writes, "We talk a lot about accountability in our house, about our responsibility to make sure we treat other people with respect and speak out against meanness when we see it." She says that she teaches her son to be careful with other people's feelings, to be kind because it's the right thing to do and to take a breath and figure out what he thinks instead of going with the crowd (Jacob, 2018). It is important to have these conversations with all children, as parents and as a community. Since bullying behaviours can be seen everywhere we can create changes by sharing these ideas mentioned by Rollins. Much of what we learn does come from our families and therefore in this busy time it is important to spend one-on-one time with kids and to emotionally connect. She suggests to try to even set aside ten minutes once or twice a day to have fun together or talk. In the 2015 book "Are Bullying Prevention Programs Effective?" research shows that

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having dinner together 4 or more times a week can be a buffer for bullying behaviours (Bradshaw, p. 326). In addition, when connecting with your kids, Emily Bazelon's book "Sticks and Stones" (2013) warns parents about labeling kids as a bully because it can turn a manageable problem into an overwhelming one. This may be a valuable dinner conversations to have with your family so that they are not mislabeling behaviours they see.

 The author of the 2004 book "The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8" outlines and suggests looking for warning signs in your own children about bullying behaviours (pp. 119-122). If you do see challenging behaviours, Beane has suggestions on how to address them and how to role model for your child (p. 123). Some ideas on the site include holding family meetings, praising your children often, and working with the school to modify their behaviours. Michele Borba (2016) adds additional information about how to cultivate collaboration into your families such as connecting to "We" not "Me" and encouraging others, resolving conflicts, shaking hands and problem solving (p. 164). In Gottman's 1997 book "the Heart of Parenting" he introduces different types of parenting concerns and the idea of emotion coaching in order to address the concerns. The website outlines these concerns and teaches parents about emotion coaching. When children deny their feelings, they have no model for handling negative emotions that naturally surface in family life – feelings like anger, resentment and jealousy. It is not too late to teach emotions and to do repair (p. 79-80). Lastly, in the 2008 book, "Working with Parents of Bullies and Victims" Roberts says, it is essential that parents not send their children out of their homes with the

impression that a valid response to the intimidation is a violent one. Violence only encourages more of the same, although, those who are attacked have the right to defend themselves (p. 107).

Road Map for Parents

This section of the site provides a road map for parents to help their children to stop bullying behaviours. A 2017 Ted talk given by Michele Borba called "Empathy is a verb" provides information for families about the importance of fostering empathy. In this speech Borba talks about the seismic shift she saw after the Columbine shootings. She talks about how a young man's side comment about empathy led her to see what is important. Empathy is the best antidote to stopping bullying behaviour and ending racism. She says that self-absorption kills empathy. She learns a lot from spending time with kids and she learned an important lesson in moral intelligence. She witnessed the Roots of Empathy program and saw how the kids learned about empathy from a visiting baby. By watching a baby and talking about their emotions they learned empathy. Empathy needs to be active, real and meaningful. Borba shared stories of how empathy moments can transform people and her concerns about the lacking face-to-face contacts where these moments are occurring. She shares a story of how kids from all over the world from war torn countries are flown into a camp where they make friends with people they are taught to hate. This Seeds of Peace international camp is all about strengthening human connections. They learned skills to open up their hearts;

collaborating and perspective taking. She was excited about the signs around the camp that said stop and talk. The camp kids said that when they left camp they were changed from the inside out, their hearts open to whom they thought were there enemies. Lastly, she shares a story that occurred in Rwanda and practicing the habit of We. She was visiting an orphanage and distributing backpacks with some schools supplies, gum and a handwritten note. She talks about seeing this boy read his note and how he read it again and again and again. He sees her and they are both crying and then he signs the word for love. This human connection is something we all need. One child is what activates our heart. Thinking big but starting small reactivates our hearts. Being cautious of compassion fatigue by looking for helpers and giving these stories to others invites them to join in helping. Empathy starts with one. It is the best investment for our future. Three ideas worth spreading are practice habits of heart through face-to face connection, starting with one and showing compassion.

In addition, the 2004 book "Bullying the truth" Macfarlane suggests that we as parents need to make caring for others a primary goal of child raising. He suggests making caring and taking responsibility for others a routine part of life. He stresses the importance of caring for others in schools, workplace and the community. Volunteering is a great way to show that you care about others. Macfarlane reminds us to not make high achievements the goal of life. This creates pressure and uncertainty especially for those individuals who struggle academically. He suggests keeping tabs on your children's friends and homework because kids are less

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likely to show bullying behaviours if their parents know their friends and they are consistently doing their school assignments.

Raising Responsible Kids

In the 2018 Island Parent "Teens" magazine, author Cindy Knott shares ideas about raising responsible teens and her ideas can begin with even younger children. She suggests having them be a part of family decisions, learning about finances, and being involved in family activities. She speaks about encouraging good personal habits such as cleanliness, orderliness, self-discipline, exercise and a balanced diet. She talks about teaching kids to be reliable and assertive.

Further to that, the UK Violence Prevention and Intervention Centre outlines the four basic styles of communicating. Passive is where people avoid expressing their feelings, identifying and meeting their needs. These individuals often feel anxious, resentful, and confused. Aggressive is when people speak up and advocate in ways that violates the rights of others, trying to humiliate, dominate, criticize, blame, interrupt and use you statements. They often alienate others and generate fear. Passive-Aggressive is when a person appears passive on the surface but act out in anger in indirect ways. They often feel powerless and stuck. They use sarcasm and deny the problem. They often do not address their issues. Assertive is when a person clearly states their opinions and feelings, and are strong advocates for themselves.

They use I statements, have good eye contact, state needs clearly, and feel connected to others. When we practice using assertive communication we are more likely to have our needs met and to be respectful to oneself and others.

Author of the 2001 book, "Safe Teens: Powerful Alternatives to Violence" Anita Roberts also emphasizes the importance of teaching assertiveness. She suggested that, "assertiveness is a learned behaviour that reflects authentic power, utilizes effective communication skills and inspires us to be centered and non-reactive (p. 24). Reroot Bullying Behaviours outlines the different types of communication styles of assertiveness, aggressive and passive/aggressive. In addition, this section discusses anger triggers, power and control and violence. In addition, Michele Borba's (1999) book "Parents Do Make A Difference: How to Raise Kids with Solid Character" shares skills to encourage your kids so that they can communicate and get along with others. She shares ways of showing your kids how to manage their feelings, how to be independent and how to solve problems.

Identifying Triggers and Working with Anger

The site shows a 2016 video created by the Cleveland Clinic, "Helping Kids Deal with Anger and Frustration." In this video Kate Eshleman asks parents to consider what is causing kids to react? Are they hungry, tired? Scared? Things that we may see as small are really important to the child.

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Ideas are added from Anita Roberts 2001 book "Safe Teens: Powerful Alternatives to Violence." Roberts shares some questions that can be explored to help kids identify their triggers such as when and where do you feel most angry? And whom do you feel angry around (p. 96)? Robert shares 3 simple rules to keep everyone safe such as, no hurting self, no hurting others and no hurting property (p. 97). She also explores ways to keep everyone safe and ways to work with anger including taking a time out, counting down, taking deep breaths, and explaining or talking out what is leading to your anger response (pp. 97-98).

Restorative Practices

The website shares a heart wrenching 2013 Ted Talk by Katy Hutchinson called "Restorative Practices to Resolve Conflicts/Build Relationships." Hutchinson shares stories about two life messes that occur and what she learned from these experiences. One story was about using her dad's beard scissors that she was told not to. Her dad's response was to talk to her about respecting peoples feelings and then her dad got her to help him fix the scissors. Katy talks about the importance of the time in method when kids are struggling, it sets up an opportunity to come together, to talk about feelings and the impact actions have on others. Katy's second story is about how her husband Bob was killed at a New Years party. When the young man, Ryan was arrested 5 years later, she had sat down with him as he cried and she handed him tissues. She told him about her challenges since her husband's death and

encouraged him to plead guilty. It was at this time that she learned about restorative justice.

Ryan served 3 out 5 years and they did restorative justice during that time. The restorative

model looks at the violation of a community, what happened, who has been affected and what

can we do about it? She talks about how Ryan had a speech impediment as a child and how he

had been bullied in school. He made a series of poor choices throughout his life. His intent

was not to kill her husband. They discovered they had things they had in common. She

forgave him and had traveled around with him talking about restorative practices. They no

longer do that because he now holds down a job, is married and he and his partner have had a

baby. Hutchinson talks about modeling inclusiveness, tolerance, respect, integrity, empathy

and forgiveness. Ryan shares the importance of time for cultivating his relationships with the

people he cares about. Katy Hutchinson wonders what would have happened for Ryan if he

had been in a school that practiced restorative justice. Lastly, Katy shares her concerns with

the labels of bully, bullying and bystander and says that restorative practices do not equate

with these labels. She shares the importance of a time in within schools and workplaces.

In the 2008 book "Working with Parents of Bullies and Victims" by W.B Roberts,

parents are encouraged to bring restorative practices into their homes with a few simple

questions that are outlined on the site. These questions ask kids to ask how a sibling might

feel, to share your feelings about their behaviours and ask about their response and to think

about what they did and if that was a fair response. The object of restorative practice is not to

shame, but to make children think about their actions in the broader context of the world in

which they live. It is important to help children understand that their actions always affect both themselves and others, that we are connected by our behaviours even when we don't think that what we do affects anyone else (p. 89).

Discipline

This section of the site outlines what positive discipline is with a 2013 video from Parents magazine and important information from two articles, "The Abused Child – The Bully Or The Victim? Anger, Aggression and Bullying Behaviour in the School Setting – How We Can Help" (Fraser, 2015) and "Bully: An Action Plan for Teachers, Parents and Communities to Combat the Bullying Crisis" (Hirsch & Lowen, 2012). This area describes the intention of discipline and how to use it. It further points out that school suspensions, as a form of discipline, create further exclusion for students challenged with behaviour concerns. In the video "Parenting Tips – what is Positive Discipline?" Dr. Ari Brown says discipline means to teach. Positive discipline is showing respect, listening, rewarding good behaviour and reminding your child that you love them. In contrast Dr. Brown shares that negative discipline is spanking that teaches children fear and leads to poor self-esteem. It is important to have a plan, setting limits and following through with it. You are not your child's buddy and your child will not always like your rules. They will love you and thank you later. She outlines important points of positive discipline: be a good role model, be consistent, be calm and brief,

and be quick. She suggests picking your battles, being realistic about your expectations and giving praise when children are doing great things. Behaviour takes awhile to change as you plant the seeds of discipline.

In addition, the book "Bully: An Action Plan for Teachers, Parents and Communities to Combat the bullying Crisis" talks about how discipline allows an individual to learn from their experience. It is always necessary to use a calm voice when disciplining. It is important to leave the apology of sorry until the person understands the influences of their behaviour. It is not relevant to lecture. Ask questions that can help to explain the actions and emotions, like "What were you feeling when you hit that person?" Unpack what occurred as we are not a judge and jury. Validate the feeling but inform the person that violence is never okay. Being angry is never an excuse for harming another (Hirsch and Lowen, p. 78). This book suggests sharing that feelings are okay; actions that hurt others are not. If the person answers with, "I do not know" when you ask them about their responses it is suggested that you go deeper, "what do you not know? Can you tell me more about that?" If you share experiences of your own it can encourage another person to open up.

Furthermore, in the 2015 thesis "The Abused Child – The Bully Or The Victim? Anger, Aggression and Bullying Behaviour In The School Setting-How Can We Help?" Fraser talks about the fact that discipline in terms of suspending a student further excludes them from their school community and the peers that they may have some sort of connection with" (p. 17).

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Family Meetings

Having family meetings, when they are run effectively, can increase a family's cohesiveness and teach important social skills that will help children to communicate affectively outside of their own families. In the 2017 Ted talk, "Family Meetings a Laboratory of Love, Leadership and Possibilities…" Beth Hockman discusses the importance of family meetings and addresses overscheduling and busyness. She says that our modern society is experience rich and reflection poor. She talks about how busy is the new badge of honour. We do not learn from experience but by reflecting on it. She talks about learning from reciprocal exchanges of "aha" moments. She spoke about the lesson learned and the vulnerability in sharing one's stories and how these apply to real life. She describes circle ups for conversations, insights and debriefs. One can bring these into life with hiking, canoeing, caving and other adventures. This creates group identity and belonging. She says circle ups provide a place for vulnerability. She also connects these circle ups to Indigenous communities and storytelling. Then she relates these circle ups to family meetings. She talks about making these meeting intentional and co-owned by both parents and kids. Hockman holds her meetings once a week beginning with appreciations and gratitude creating a sense of belonging. They then read the family mission statement and talk about the plus/delta. Plus means what are we doing well to carry forward. Delta means what changes do we want to

make moving from problem focused to solution focused. Then they celebrate their meeting! Her agenda items include co-creation and taking turns facilitating (including the kids). This teaches effective leadership skills in a loving environment. Hockman sums up family meetings and says to embrace the imperfect meetings and how they can still work.

The site also shares Michele Borba's ideas from her book "Parents Do Make a Difference: How to Raise Kids with Solid Character, Strong minds, and Caring Hearts." Borbora has ideas on how to run family meetings and possible agendas to discuss in these meetings (1999). She suggests picking a time when everyone can be present, picking a comfortable setting, having a set agenda, setting a time limit, coming up with rules, and stopping the meeting if hostile comments occur. When families sit down and discuss chores, concerns and any conflicts in the home they can learn to communicate respectfully and responsibly outside the home as well. Possible agendas include family jobs list, discipline, behaviours, family trips, activities and family projects. At these meetings feelings and opinions can be shared.

What Makes a Good Friend

In the 2014 video, "When Your Child Isn't Making Friends" Laura Markham shares with families how to address concerns if your child is not making friends in school. Setting up play dates helps kids with skills if you notice they are struggling when they are young. Talk to your

child's teachers and your child to find out what might be going on if they are struggling with friendships. Markham also suggests putting your child in a social group that teaches emotional regulation, and social skills. Some kids are trying to make friends when they are showing bullying behaviours because they do not know how to be a friend.

In addition, in her 199 book, "Parents Do Make a Difference: How to Raise Kids with Solid Character, Strong Minds, and Caring Hearts" Michele Borba tells parents how they can talk to their children about what makes a good friend. She suggests talking to kids about sticking up for others, about having fun together, looking out for one another and encouraging each other. She talks about the importance of meeting friends through common interests and hobbies.

<div align="center">Kindness</div>

This heading talks about the importance of role modeling and teaching our kids about expressing kindness to others. By modeling kindness we teach kindness. Expect kindness in others, value kindness, reflect on kindness and explain kindness. What would a Kindness workout look like? Generate ideas within your family, classroom or community. It could mean encouraging others, baking cookies for a neighbor, making a thank you card, and volunteering in your community.

There is a great 2013 video shared about filling someone's bucket with kindness and a catchy song that goes along with that. The bucket song talks about being a bucket filler and not a bucket dipper. Bucket fillers do and say nice things to others. They share, and include others in their play. Some teachers talk to their classes about these concepts and encourage their students to actually fill up buckets with kind messages for their classmates. In 2014 Disney started a movement called "Choose Kindness" that aimed to encourage kids, teens and parents to prompt conversations about the issue of bullying behaviours. The vice president Ron Pomerantz wants to help all people deal with the complexities of both the 'bullies' and those who are 'bullied.' In the Disney video "Choose Kindness" they talk about being unique, being kind, owning our personality, being funny. They say being different means being you!

The Backbone Family

In the 2012 video, "Parenting Style" Barbara Coloroso talks about the three different kinds of parenting styles. The brickwall family is a highly structured family: teaching kids what to think, the kids are the problem, often hiding and being ashamed of their mistakes. The jellyfish family has no structure, anything goes, no rituals or traditions. There is Jellyfish A and Jellyfish B. Jellyfish A is anything goes and Jellyfish B is the neglectful parent. This family structure often teaches kids it is someone else's fault. The backbone family provides

structure and flexibility. These kids learn to take responsibility and come up with a plan if they have a concern. Coloroso suggests looking at how you were raised. She encourages people to go to parenting classes and how it's never too late to change your parenting styles. She reminds a parent to be aware of your responses. Are you tired, hungry or moody? She also says you can always say, "Lets try that again" when you make a mistake.

Furthermore, in Barbara Coloroso's 2015 book, "The Bully, the Bullied, and the Not-So-Innocent Bystander" she shares six critical messages that children need to hear (p. 182). The site posts a 2012 video by Coloroso discussing changing one's parenting style and she writes about how children will make mistakes, and if we repeat these six critical messages they will feel unconditional love and can learn from them. Coloroso adds onto the information that was explored earlier about discipline and talks about stating rules simply and clearly. She talks about how the consequences for irresponsible behaviour needs to be natural and reasonable (p. 185). Coloroso shares about children needing second opportunities for learning and the importance of affection (p. 187). She shares that children are taught how to think, so it is important to be aware of the messages they receive. She speaks out about her concerns about physical punishment and neglect and how this may contribute to bullying behaviours. Further to that Coloroso outlines ways to help your child's behaviours (p. 197) including use of the three R's: restitution, resolution and reconciliation (pp. 199- 201).

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Induction

In 2016 Michelle Borba talks to television hosts of the Today Show about her 2016 book, "9 Essential Habits that Provide the Empathy Advantage: Unselfie: Why Empathetic Kids Succeed in Our All-About-Me-World." The hosts of the Today show share that "teens are 40% less empathetic than 30 years ago, that 62% of school aged kids say their parents are too distracted when they try to talk to them and research shows that kids model both kind and selfish behaviours modeled by adults. Borba shares how to raise kind kids in a selfish society. She says that media, changes in parenting styles and raising the "trophy" kid are at fault. She says we also have a more racy and raunchy culture. She suggests solutions such as we need to start teaching empathy habits, see kids as more than a GPA, make eye contact, and teach moral courage such as supporting an upset child.

In addition, in this book Borba shares Martin Hoffman's discipline approach known as induction that is essentially highlighting the distress of the one harmed and helping your child to understand the impact of their actions in order to increase their empathy. Furthermore, Waxler and Radke Yarrow as cited in Borba's book found that focusing the child's attention on the effect of their behaviour on another person (induction) is surprisingly effective even with young children. Parents who used induction and expressed disappointment to their teens about uncaring behaviour raised kids with stronger moral identities and perspective taking abilities (p. 57). Four crucial steps of induction were outlined in this section so that parents

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know how to implement it. Borba also shares six ways of helping others walk in another's

shoes (p. 65-66).

Options and Programs

Various global programs and resources were researched and are shared in this area so

that parents can pick and choose what program or resource might work best for their child.

Applications

Some helpful applications are shared that can help those struggling with bullying

behaviours. In my research I explored the applications picking out essential pieces that could

help address bullying behaviours. Some videos about the Know Bullying app and the Kids'

Skills app are also shared here.

Educators

In a 2015 video titled "Speaking to Educators" Michele Borba clarifies how educators

can help address challenging behaviours in schools. Borba talks about recognizing the

strengths and gifts in your students. Borba explains that you as a teacher are a gift who could

point out something as simple as the fact that a child is a great runner and provide her with

some pointers about how to improve. This child she spoke about became Jackie Jorner Kursey.

Borba says that this child deserved the gold and so did her teacher because he saw the child's

gift and did not give up on her. He helped her recognize her strengths. The look in your eye

can sustain a child for the rest of their lives.

Further to that, the 2000 article, "Critical Issues for Teacher Training to Counter

Bullying and Victimization in Ireland" author O'Moore claims that educators play a critical

role in shaping children's views of themselves. In addition, the 2004 book, "Real Teachers,

Real Challenges, Real Solutions: 25 Ways to Handle the Challenges of the Classroom

Effectively" Annette Breaux points out that we need to "remember everyone in the classroom

has a story that leads to misbehaviour or defiance. Nine times out of ten, the story behind the

misbehaviour won't make you angry. It will break your heart." Furthermore, in the 2011 book,

"Bully, Bullied, Bystander and Beyond" Barbara Coloroso suggests that, "merely attaching an

anti-bullying policy to the crowded corners of our curriculum is not enough. She says that we

need to make bullying behaviours accountable and re-channel these behaviours into positive

leadership activities (pp. 36-39). More so, in her 2015 book "Are Bullying Prevention

Programs Effective?" Bradshaw recommends that schools implement multiple integrated

components, which targets various aspects of bullying behaviour and the climate that supports

it. Prevention and early intervention efforts should be implemented at multiple levels of the

child's ecology. It is also important to remember that too many programs can be

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overwhelming for school staff to execute, moreover schools need to develop a consistent and long term plan that addresses multiple competencies and skills (p. 326).

In Emily Bazelon's 2013 book "Sticks and Stones" principal Sean McElhaney shares with his staff, "We are also raising these children" (p. 247). This section of the site also shares a 2011 video of Principal McElhaney talking about how he has made effective changes in his school with this approach. In the introduction for educators, the impact of school expulsions and suspensions are explored. In the book, "Working with Parents of Bullies and Victims Roberts (2008) suggests that the focus of the intervention should be immediate correction of the misbehaviour and safeguarding the victim. Then follow up is needed for both "intimidator" and victim (p. 119). In the 2014 article, "Would the real bully stand up?" Towl points out that often when kids are suspended educators are often excluding the victims of bullying who have retaliated after repeated abuse. "The exclusion regulations and the current fashion for zero tolerance policies often mean that school personnel tend to deal with the individual incident rather than the context that generated it" (p. 61). Educator Carly Shelby says that exclusion sends a sharp message to their peers, "that belonging to the classroom community is conditional, not absolute, contingent upon their willingness and ability to be a certain kind of person" (p. 4).

In addition, the 2012 article, "Understanding and preventing bullying and sex harassment in school" written by Espelage & Holt talk about educators discussing the importance of having an openness and acceptance of all cultures as culture includes ages,

disabilities, religions, ethnicities, socioeconomic status, sexual orientation, Indigenous

heritage, national origin and gender. Dan Olweus who started the world renowned, "Steps to

Respect" program suggests, "changing the culture and the environment of our schools starts

with leadership in each building". In the article, "Bullying the Truth" researchers Macfarlane

& McPherson share that, "the principal and vice principal set the tone" (p. 117). Susan

Swearer suggests one-day interventions instead of suspensions educating students about

feelings of depression, anxiety, self conception and having them watch videos about bullying

behaviours and talking through how to manage conflict. The students would then write up a

report that would be shared with their families about what they learned. Also discussing

stigmas and labels such a "victim" and "bully" are a great step to educating individuals about

bullying behaviours (Bazelon, p. 299). Lastly, in her 2018 book "The Troublemakers" author

Lander shares six important truths these students with challenging behaviours teach us (pp. 5-

12).

Working with Parents

Under this heading the 2013 video, "Building relationships between parents and

teachers" is shared because if one is not on board it makes it difficult to change the behaviours

that need to be addressed. In this Ted Talk educator Megan Olivia Hall becomes a parent and

is reminded of how teachers and parents want the same things for their kids. Hall speaks out

about how the faculty of teachers and parents help address the opportunity gap. She suggests

that when teachers and parents reach out to one another this gap is bridged. Networks of

schools, families and communities build these bridges by working together. This can look like

teachers emailing or calling parents about concerns and vice versa. That could look like

calling or emailing one family a day to build connection. Parents also need to reach out to

teachers providing the details that teachers need. When students know that their parents and

teachers are communicating they feel a greater sense of belonging.

In addition, Emily Bazelon (2013) suggests calling home when you see behaviour that

hurts or harms another student as she has found that this makes a tremendous difference in

whether the student makes the same mistake again (p. 214). In Roberts 2008 book, "Working

with Parents of Bullies and Victims" he says that we must acknowledge that we each hold

different parts of the puzzle, and we must be willing to work around our differences, and our

biases for the sake of our kids" (p. 5). Roberts outlines ways that the school can address

bullying behaviours and specific ways of communicating with families and he shares main

points to cover when approaching a reluctant parent (p. 58).

Furthermore, the 2004 book, "The Bully Free Classroom: Over 100 Tips and Strategies

for Teachers K-8" Allan Beane suggests creating a handout for students identifying the

consequences, and ways to help if someone is showing bullying behaviours. This could be

given out to students and also sent home to parents, then further discussed at open houses or

parent nights. Beane suggests speaking with students about the consequences as they have

knowledge about what impacts their peers. He also suggests that name-calling means a phone call home to a parent and how quickly he has seen this create change and stop behaviours (p. 127). Beane also suggests that when a student says a put down or some other concerning behaviour that this means that they connect with a school counselor or youth and family counselor so that behaviours are immediately addressed (p. 132). The counselor may refer the family to further counseling if they feel it is needed.

Addressing Gateway Behaviours

In the 2017 article "Understanding Bullying Behaviours: What Educators Should Know and Can Do" Englander shared the nine-second response to addressing bullying behaviours which includes consistently noticing the behaviours and consistently responding, and telling the individual that you, not the target is offended and that they must stop. By doing so you won't have to do this for long, and you are not letting the target bear the responsibility (pp. 26-27). Have a classroom discussion about gateway behaviours ahead of time so that the students are aware of what behaviours are not acceptable.

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Six Basic Methods

Under this heading there is a video and outline on how to use and implement the six basic methods. The 2011 video is called "Six Basic Methods of Intervening and Healing Circles" showing the six basic methods: the disciplinary approach, restorative practice, strengthening the victim, mediation, the support group and the method of shared concern. A student Lauren is treated badly by one of the group. Teachers observe this and then talk to the person who hurt them, giving voice to the target and letting the person who did the bullying behaviours hear the persons hurt. Then the individual has a chance to take responsibility for their actions.

In his 2012 book, "Bullying Interventions in Schools: Six Basic Approaches" professor Ken Rigby works with different schools and educators in teaching these methods. Although he suggests moving away from the disciplinary approach he says it can be helpful in understanding where the bullying behaviour may be coming from. This section of the site explains each method in more detail.

Login Centre

In the 2004 book, "What do I do about the kid who...? 50 ways to turn teaching into learning" (Gould Lundy) this idea of a login centre is introduced as an easy way for students to effectively communicate with their busy classroom teachers. A box is set up in a central

place in the class and students are encouraged to "login" so that questions and concerns can be

dealt with efficiently (p. 14). Parents can also put notes into the login centre. For teachers who

have boundaries around emails and phone calls, this provides another option for

communication.

<div align="center">Regular Student Interviews</div>

A 2011 drama put on by 24 students, videographers, teachers and a director from

across 3 cities created a play about high school and the student's experiences. It is insightful

information about their needs. Students talk about being multicultural and how they deserve a

good education even if they live in the inner city. They talk about the importance of helping

kids with problems. They talk about being overwhelmed by all their work. They talk about not

being labeled as failures. They talk about having their names pronounced correctly and the

importance of supporting international students. They share their concerns about how fast

teachers talk and do not check for understanding before testing them. They share their fears

about going up to the board. They talk about trying to balance their work and school. They

want to imagine a school where everyone feels included and heard.

In addition, the 2004 book, "What do I do about the kid who…? 50 ways to turn

teaching into learning" Gould Lundy suggests teachers regularly interview their students

asking about their needs, connections, courses, and expectations (p. 16) they may get a chance to support them more clearly if bullying behaviour is occurring.

Self-Regulation

Under the heading self-regulation is a 2017 video put on by Kreative Leadership of 5 incredibly fun games to teach self -regulation. The video shows you how to identify if your child has concerns with self-regulation. If you see a child acting overly silly, or out of control, they could have an issue with self-regulation. If they have tantrums or meltdowns this could also be about self-regulation. And if they struggle with transitions between activities this too could be self-regulation. Perhaps they have trouble waiting or taking turns and struggle with being in close proximity to others. Does your child move too quickly or with too much force or grab, throw or touch things impulsively? Do they have difficulty waiting in line? Do they demonstrate problems during social interactions? Perhaps they talk too loud, stand too close or touch others. All of these responses could be about self-regulation. Four ways to help these students is through games and fun activities, calming techniques, self-awareness and mindfulness. For kids aged 3-7 you could play red light/green light. For this game students start on one side of the room and try to be the first to the other side. A student is a traffic cop saying green light for go and then when they say red light to stop and if they turn around and a student is moving they are caught and need to go back to the starting line. Freeze tag is

another way to teach this. This game could be for kids aged 3-10. Put on music and then when

it stops the students must freeze in position. Another activity for this same age group in having

two students carry an object between the two of them but not with their hands. They could use

one finger each and carry a ball for instance. This teaches them about being comfortable in

proximity and controlling emotions with friends. Self control bubbles is a game that teaches

self control. First you blow bubbles and they can pop them freely and then you blow them and

let them know that they cannot pop them even if they land on them. Finally, Ready, Set Go! is

a game where kids race but they need to wait for those right words, for example, you might

say, "ready, set Guava!" instead. Researchers Shawna Tominey and Megan McClelland found

that kids who played these games twice a week for 30 minutes for 8 weeks had improved on

their self-regulation scores.

In follow up to the video, self-regulation is an important piece to addressing bullying

behaviours because it teaches self-awareness, self-management, emotional literacy and

problem solving (Borba, 2016, p. 95). Self-regulation allows one to keep their emotions in

check so that one can recognize others' feelings and then calmly think of how to respond.

Borba shares the top five things to know about cultivating self-regulation such as feeling and

controlling one's emotions, being aware of stress signs, deep breathing and creating your own

calm down space. In your calm space you can identify what is bothering you, identify your

feelings and seek solutions (p. 116). She also talks about how to teach self-regulation that

includes modeling calmness, identifying your bodies alarms like flushed cheeks, creating a

quiet space, making a stress box and reading books about feelings (p. 108-109). The site also provides an example of a self-regulated handout for students to learn how to self-regulate offering the student's suggestions on what they can do independently, and what they may need help with before they begin. It also outlines questions they could ask the teacher about and what they may be worried about (Gould & Lundy, 2004).

"Bully" Free Classroom

In the 2004 book "The Bully Free Classroom" Allan Beane shares ideas about how to address bullying behaviours in the classroom and talks about the importance of getting these individuals help before their behaviours becomes habits that are carried into their adult lives. He suggests that if you catch them in the behaviour to address it and to speak about an alternate response, to have compassion, and to help students find mentors and several other helpful responses (pp. 117-119). He also shares signs of possible bullying behaviours such as feeling powerful and in control, dominating peers, disregarding school rules and showing little remorse (p 120-121). Unfortunately the title of the book uses the label "bully" but if one is to focus on the behaviours that are being challenged than there are some great concepts available in this resource.

Restorative Justice

Restorative justice is used to help everyone right a wrong. In the 2012 video "Restorative Justice in Oakland schools: Tier One. Community Building Circle" the 9th grade teacher Sarah Glasband uses a restorative circle for community building and to create shared values. They share laughter and trust allowing them to be present for one another. This includes an opening ceremony, creating a connection where people can talk about their feelings and home life. She shows how the group shares an object that has meaning for the student. The teacher shares as well and shows her vulnerability. By showing that she can share deeply she role models for the students to do that too. They do icebreakers to help people feel more comfortable such as saying the wind comes and blows anyone wearing pink, anyone who loves pizza, etc. It shows the importance of letting everyone take a turn in sharing. The teacher lets the circle alternate between seriousness and light to show their resilience. A student talks about how her behaviours have improved at school after being a part of the restorative circle. Students share the importance of hands on learning, nutrition and not being so negative. The students also do a closing ceremony with something good, sharing their appreciations.

This area looks at how restorative justice is for the person(s) being harmed, for the person(s) who have committed the harm, for the school community and for school administrators. The information shared comes from the 2000 article "Where to From Here?"

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(Amstutz) and ideas from the 1998 book "Restorative Measures: Respecting Everyone's

Ability to Solve Problems" (Anderson, p. 2).

Discussions About Bullying Behaviours

The 2010 "Bullying & Conflict Resource Guide" by Tricia Carmichael outlines lots of

classroom discussion questions that teachers can have with their students around bullying

behaviours in the school community and online. The questions address various bullying

behaviour concerns including peer pressures, exclusion, anger, school support system, media,

responses, arguments, gossip, school codes of conduct and cyber-bullying (p. 1- 104). These

questions could be discussed out loud or on paper at various times throughout the school year.

Some questions include: Have you done something you felt uncomfortable doing to gain

approval from your peers? Have you ever abandoned a friend because they did not fit in with

the crowd? Do you think bullying behaviours are accepted in our society? How is arguing

portrayed in in the media? What is your schools code of conduct about fighting? What

strategies would you use to stop cyber-bullying?

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Classroom Games

I read about different classroom games that could be implemented into the classroom (Bazelon, 2013). Some people learn through auditory and/or visual means so these games might be the best approach for those students.

Gay/Straight Alliances (GSA)

Reroot Bullying Behaviours sees the importance of addressing and changing the culture of schools and creating a gay/straight alliance is an important piece of that. In a 2014 video "A Safe Place for Everyone-Gay Straight Alliances in our Schools" principal Rick Iverson shares how doing so changed his school for the better in regards to gender identity and sexual diversity. Gay/Straight alliances create a safe place to land and discuss any concerns. Having a GSA creates connections with like-minded people even if you are not in the GSA. GSA members advocate for gender-neutral washrooms in all schools.

In a 2017 book called, "Am I Safe Here?" by author Donn Short it was stated that the most prevalent form of bullying behaviours going on in schools in British Columbia was homophobic bullying. Unfortunately when a taskforce came up with seven recommendations for the Ministry of Education to address bullying not one was recommended that addressed homophobic bullying (p. 105). Short sees the need to change the school culture: addressing oppression by having same sex posters, having books about gays in the library, and including

gay and lesbian studies in the curriculum. The curriculum should be mandated to include information on gender definitions, media portrayals, GBLT people in history, politics, science and the arts and literature. This work needs to start in kindergarten and when someone speaks out saying things like, "That is so gay" these comments need to be immediately addressed. This section of the site provides information on ways to change the culture of the school through student identity walls, over the rainbow and closet space groups. There is a link to a discussion about gender that can be brought into classrooms. In addition, there are suicide hotline numbers, toolkits, book and movie suggestions. Furthermore I have included two educational videos, one on transgender kids and the other on trans youth.

In addition, the 2017 video documentary, "Transgender Kids – My Child is Transgender" Jackie Perez creates a video of Ryland who is age 5 and has known since age 3 that they identify as transgender. This documentary shares the struggles that Ryland and their family face around the parents and community's acceptance. Darlene Tando is a gender therapist that shares that gender is in your brain and sex is anatomy as it is between your legs. Being transgender is having the body of one sex and the mind of the opposite gender. Tando shares that 41% of transgender people attempt or commit suicide. Lastly, Ryland's teacher talks about the importance of teaching students to be good people, which means acceptance of all cultures.

In the 2016 video, "Young, Trans and Looking for Love," the challenges that transgender individuals face in regards to their physical and emotional health is shared. The

struggle with hormones, possible surgery, relationships and acceptance from others is explored. The helpfulness of an online community in regards to offering support, guidance and acceptance is highlighted.

Options for School Programs/Models

As previously shared there were resources for parents. This area contains global programs and models that could be options for educators to utilize in their classrooms and schools including some of the following suggestions; breakfast programs, buddy programs, Care clubs, Roots of Empathy, emotional learning, Second Step, Peacemakers and Playworks.

Books and Movies

Rerootbullyingbehaviours.com provides some helpful book and movie suggestions that can inform educators how to help students with anger management, to become informed about bullying behaviours and to gain insights about other peoples experiences in order to gain empathy.

Information for Bullying Behaviours in the Workplace

In a 2017 video Alan Sharland explains "Why Workplace Bullying Allegations Don't Get Resolved and How they Can!" Sharland talks about when someone accuses someone of bullying behaviour in the workplace and how that individual has to prove that it occurred, further hurting the target and possibly tarnishing the reputation of the person accused. In most cases a "circle of blame" becomes a repeating pattern. This damages staff morale and productivity is decreased. Sharland asks viewers to see if they can identify bullying behaviours in themselves such as being rude to someone, embarrassing someone by something you said, setting a task for someone that they could not complete, gossiping, ignoring someone, giving someone an unpleasant task, excluding someone from a meeting, monitoring someone closely, resending an email to someone because they took a long time to respond, and using a negative name or label about someone when not in their presence. He disagrees with the prove-and-punish current approach and instead he suggests that staff be involved to re-establish a more respectful healthy productive working relationship. This can be accomplished by having a frank, open discussion about how the behaviours can be changed in the future. There is no need for investigation, it explores the perceptions and is future focused. Use of a mediator may be needed.

Further to that the 2009 book "The Bully at Work: What You Can Do to Stop the Hurt and Reclaim Your Dignity on the Job" suggests that "it literally hurts to be insulted" and when you label someone as a bully this can cause social exclusion and is one of the reasons they

may respond in a harsh way. It becomes a vicious cycle (p. 13). Again, this is why early

intervention for all parties involved is needed. In a 2018 Readers Digest article, "studies show

that 9% to 40% of adults are exposed to bullying behaviours in their workplace. In a 2006

Canadian study it was reported that 40% of adults are regularly reporting bullying behaviours

at their work (Mayer, 2018, p. 80). The behaviours may look like degrading jokes,

humiliation, physical aggression or exclusion from groups. When researching books that

address bullying behaviours the titles often used labels such as office sociopath and bitches

that does not seem to show any compassion for these individuals and their behaviours.

     In the 2013 book "Working with Bitches: Identify the 8 Types of Office Mean Girls

and Rise Above Workplace Nastiness" author Meredith Fuller makes the point that

"essentially you cannot change another person" and that individuals need to choose to make

changes and take actions to do that. Fuller also shares that "when someone speaks straight to

these women, they can be shocked. Sometimes it turns out that no one had ever told them, and

they hadn't realized how they came across" (pp. 251-252).

     Further to that, in the 1992 book "Bullying at Work" by Andrea Adams, an assessment

of bullying found that often these individuals doing these behaviours had been subject to

neglect, abuse, and inappropriate anger, but not loved (as cited in Martin, 2000). In Emily

Bassman's book "Abuse in the Workplace" she describes how workaholism can be contributor

to abuse, as well as policies for managed medical care and a contingent workforce. She is

empathetic that blaming is not a solution; deep cultural change is needed (as cited in Martin 2000).

In addition, in the article "Insight and Advice about Workplace Bullying" Martin (2000) shares that author Harvey Hornstein's book, "Brutal Bosses and their prey" suggests three types of strategies to deal with bullying behaviours. First is offering support to the target, second is to help to change the abusers, which again can sometimes help in individual cases but doesn't address systemic factors conducive to bullying behaviours and third change the system (Martin, 2000). This website is addressing the support for all parties involved including the system so that there is awareness for change. Martin's article also looks at how Wyatt and Hare believe the central dynamic in toxic organization is shaming. If employers can address the shaming that occurs with all parties involved that perhaps healing could begin to occur.

Carol and Alvar Elbing's book "Militant Managers" (1994) suggests documenting concerning behaviours, trying out methods of response in a graduated fashion, and taking note of responses. For instance if your boss says, "Your work is pathetic," you can respond by saying, "Pathetic?" This will make the person aware of the message they sent. If this does not help you could use an "I" message such as when you said pathetic, I felt demoralised. In each case he suggests recording the responses so that the behaviours get addressed (as cited in Martin 2000).

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WorkSafeBC

In 2017 WorkSafeBC responded to over 4800 inquiries and complaints directly related to bullying, harassment, and discriminatory action. In addition 50% of the 2017 complaints of discriminatory action cite bullying and harassment as the safety concern raised that led to the alleged discriminatory action. In 2018 these areas have been combined under one initiative.

WorkSafeBC has created a handbook on preventing and addressing workplace bullying and harassment. The handbook acknowledges that there is evidence "that exposure to bullying and harassment in the workplace has serious negative outcomes for everyone" (p. 3). In order to prevent or minimize bullying behaviours and harassment the handbook suggests that employers provide direction and supervision to affected workers, and offer trainings on managing difficult situations. They are recognizing and addressing the impact on both the individual who has been targeted and the person doing the bullying behaviours (p. 9). Under financial costs it is acknowledged that time needs to be "spent advising/coaching the alleged "bully" by managers, supervisors, and Human Resources personnel (p. 22). In addition, this document asked, "Who are the bullies?" and clarification that there are many reasons why people might engage in this type of behaviour is shared. It could be lack of effective management training, having poor interpersonal or communication skills, low self-esteem, insecurities or the person could be suffering from a mental illness, experiencing personal challenges or be unaware of how his or her behaviour affects others (p. 23). WorkSafeBC shares that, "sometimes people do not understand their behaviour can be harmful. They may

not realize how they're perceived by others, or know the best ways to communicate difficult or

sensitive matters" (p. 23). The handbook also shares the fact that cultural and personal style

differences might surface in areas such as communication, attitudes about conflict, and

approaches to decision-making. Awareness and support of these differences can help ease

workplace tensions and conflicts" (p. 28). It is suggested that there are different ways to

approach bullying behaviours such as informal resolutions. Intervening early can defuse a

situation and prevent it from escalating into something more serious (p.30). The idea of

having a peer advisory was also shared. "A peer advisory group provides another forum for

workers to talk about issues they are experiencing and seek advice for how to resolve an

unpleasant situation. This empowers workers to help each other resolve conflicts or

challenging work situations. Peer advisors are usually pre-screened by Human Resources

personnel or managers to ensure they have necessary skills and qualities to handle matters that

are typically sensitive, such as good communication skills, a common-sense approach and the

respect and trust of others in the workplace" (p.29). Lastly, WorkSafeBC provides some

helpful scenarios to deal with workplace bullying behaviours and suggests using these

scenarios during training sessions or staff meetings (pp. 32-34).

Consequences of Bullying Behaviours in the Workplace

In the 2017 book, "The Bully-Proof Workplace: Essential Tips, and Scripts for dealing with the Office Sociopath" by Peter J. Dean & Molly D. Shepard we are reminded of the overuse of labels and further behaviours that can cause more pain to everyone in involved. Despite these labels, Dean & Shepard share some of the important consequences of bullying behaviour and again remind us of how important it is to address these behaviours and help the person who is doing them. Some consequences of bullying behaviours in the workplace that are described are that 48% of people intentionally decrease their work load, 47% decrease their time spent at work, 38% decrease quality of work, 80% lost work time worrying about the bullying behaviours, 63% lost time avoiding the person doing the bullying behaviours, 78% said their commitment to the organization declined, 12% left their job, and 25% admitted to taking frustrations on customers. This information points out what a huge impact bullying behaviour has in the workplace. To help remedy that, Dean & Shepard point out that, "Empathy is a powerful force in communication. Empathy allows us to hear more clearly what is really going inside the bully" (pp. 49-50). They also suggest to the leadership teams, human resources, CEO and/or Board of Directors that this person may need some support.

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Concerning Member Behaviours that need to be Addressed and

Ways of Addressing Them

A 2014 video created by Wiley & Sons looks at five behaviours that need serious

attention in the workplace and how to address them. In the video, the book, "The Five

Dysfunctions of a Team" by Patrick Lencioni outlines concerning behaviours to look for.

Lencioni shares that team members need to be genuinely open about their mistakes and trust

their team members so trust is one of the five behaviours. Fear of conflict is the next

concerning behaviour, then lack of commitment, avoidance of accountability and finally

inattention to results. The video says lets take a positive approach to these concerns and trust

in your work place, do not be afraid of conflict, show your commitment to growth and change,

be accountable for your actions and this will result in overall better achievement in collective

results.

Further to that, the 2007 book, "The Team Building Tool Kit: Tips and Tactics for

Effective Workplace Teams" the author Deborah Mackin outlines concerning member

behaviours that need to be addressed and ways of addressed them. She is trying to be

proactive in helping people to recognize their own behaviours and concerning behaviours in

others and providing some possible solutions to these concerns. For example she suggests that

people who agree with everything may not be addressing and asserting their own needs and

may later become upset by that. Therefore it is essential to clarify co-workers needs and

support. When someone attacks someone's personality it is important to gently point out that

this behaviour is hurtful and harmful and not tolerated. The more we can so call nip any concerning behaviours in the bud, the more likely bullying behaviours will stop.

Critical Team Behaviours

In the 2013 Ted Talk, Dan Ariely talks about the importance of not always looking at the end result. He speaks about finding the meaningful aspect of one's work and explores what makes us feel good about our work? Sometimes part of dealing with the challenges of critical team behaviours is focusing on the small positive interactions and focusing on the exceptions to when the problems are not occurring. He suggests focusing on the meaning when things get challenging in the workplace. He says that everyone needs acknowledgement and this could include having someone hear your concerns and offering support. He talks about how by making Ikea furniture you end up liking that furniture better and one could take that further knowing that when we invest in all our employees and employers by working on improving the relationship we can feel better about our workplaces.

In addition, the 2007 book, "The Team Building Tool Kit: Tips and Tactics for Effective Workplace Teams" the author suggests critical team behaviours that could be brought into an organization to help address bullying behaviours which includes: members holding each other accountable, being open, honest, and direct in ones communication, having shared and dispersed control, and showing inclusive and thoughtful behaviours (p. 74). If we

can remember to not let behaviours be repeated and address them as they surface then we can prevent bullying behaviours.

<div align="center">Giving and Receiving Feedback</div>

In the 2014 video "Giving Feedback in the Workplace: How to Give Feedback to Employees" it is shared that how well you give feedback has to do with how others will improve. It also discusses the importance of providing immediate feedback, doing it privately, using I statements, and addressing only one or two issues at a time. In the 2007 book "The Team Building Tool Kit: Tips and Tactics for Effective Workplace Team" the author shares that "giving and receiving feedback is a gift if one is able to express their thoughts and feelings in a way that is heard" (pp. 88-90). When giving or receiving feedback, focus the feedback on the behaviour rather than the person, on observation rather than inferences and on description rather than judgement. This source points out behaviours that one can be aware of in ourselves and others including: being defensive, blaming, ignoring, saying thank you for the feedback, and separating getting the feedback with what to do with it. Two acronyms RISC and PAUSE are shared to help express feedback respectfully rather than saying "you" or "should." RISC looks at reporting the facts, stating the impact, specifying what you would prefer and stating the consequences. PAUSE suggests paraphrasing what you heard, asking questions, and using time to calm and think about your response.

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In addition, in the 2013 Ted talk video "Run, hide or say anything: when faced with feedback, what do you do? Joy Mayer talks about the importance of non-verbal communications, especially in today's age with the distractions of technology. She suggests that no matter what feedback she says you receive that you breathe, swallow and say thank you; learning to receive value in even the harshest of criticisms. Feedback is about being open to change and hopefully we can offer that to all our relationships. She suggests we be adaptable to what we receive. She suggests asking others about how we are doing. Her big message about addressing concerning behaviours, or responses is to respond as soon as possible so that people feel that they matter, that priorities matter, questions matter, feedback matters and ones needs matter.

Furthermore, in the 2015 Ted Talk, "How to use others' feedback to learn and grow" Sheila Heen talks about her book "Difficult Conversations." She spoke about how organizations struggle with feedback. She says we need to focus on teaching people how to receive feedback because the receiver is in charge of if they choose to change. When you hear feedback and make changes it also affects how others see you. Three kinds of triggered reactions to feedback are truth triggers, relationship triggers, and identity triggers. Truth triggers are: is the feedback correct and are you seeing yourself accurately? Relationship triggers are about who is giving the feedback and your relationship to them. Identity triggers are about your emotional reaction and what it says about who you are. The story you tell about the feedback you get has a huge impact on how you feel about it. Heen reminds us that if you

are struggling in your life it is harder to hear feedback and to be aware of that. Giving

someone feedback about how they take feedback is not helpful either. She suggests

dismantling the distortions of feedback in order to receive it. She talks about being too

dismissive about feedback. She teaches people to ask the question, what's one thing you see

me doing or failing to do that is getting in my way? Example, what is one thing I can do as a

partner that is getting in the way of us having a better relationship? Two core needs of

feedback; is the need to learn and grow and the need to be accepted and respected in the way

we are now.

Creative Collaboration

In the 2007 book "The First Time Managers Guide to Team Building" Gary Chopnik

suggests, "conflict can be good and that one should encourage it. But when conflict becomes

unproductive, it needs to be resolved" (p. 115). He teaches his readers 5 steps to creative

collaboration that includes: expressing your view and inviting others to do the same, getting

everything out, seeing conflict from the other persons perspective, agreeing on what the issue

is, and focusing on future solutions and implementations. To elaborate further on that, the

1994 book, "The Fifth Discipline Field book" suggests that the essence of a learning

organization is awareness and sensibilities, skills, capabilities, attitudes and beliefs. There is a

deep learning cycle (pp. 17-18).

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Seven Steps for Healing

In the 2006 book, "Trust and Betrayal in the Workplace: Building Effective Relationships in Your Organization" Dennis and Michelle Reina suggest that the 7 steps to healing are observing and acknowledging what happened, allowing feelings to surface, getting support, reframing the experience into the bigger picture, taking responsibility, forgiving yourself and others and letting go and moving on. They also suggest that healing and transformative trust can occur when you focus on these four characteristics: instead of conviction use self awareness, have courage and let go of the need to control, compassion is key, and community is the larger part of the whole. Overall, they suggest shift from blaming to focusing on needs (p. 192).

To conclude, as indicated there is a lot of information to address and prevent bullying behaviours, yet there is not one central source bringing together options and information. Use of the label bully and other disrespectful labels such as aggressor, intimidator, bitches, narcissist and mean girls seems to be included in much of the research and resources that are out there about addressing bullying behaviours. These labels further contribute to the judgments and lack of support that is provided to the individuals that are doing these behaviours. Perhaps this research can help communities, educators and workplaces become

more aware of the bigger context of what could be going on for the people who are showing

bullying behaviours and the many supports, referrals and ways of helping these people to

change if they choose to.

III. Methods

The methods used included reading books, articles, exploring websites, applications,

watching movies, videos and DVDs in order to research information on how to help support

the individual with stopping their bullying behaviours. This research also critically analyzed

the language of the books, DVDs, videos, websites, movies and articles so that the

information that is shared in the created online site does not label the individual but focuses on

the person's behaviours covered in the other headings. At first the research started off reading

references with the label "bully" to explore whether or not this resources had supports or

prevention ideas within them. Although, there was some information about addressing

bullying behaviours it was the judgments about bullying behaviours that led to locating tools

to help address them. Often the resources spoke about the individual who was labeled as

lacking in empathy and therefore the research took me to exploring more about teaching

individuals about it. This path led me to learning more about the influence of media and the

importance of face-to-face contact. Other research came from observations of bullying in

communities, schools and the workplace and therefore took me on the path of searching up

how bullying behaviours are currently addressed in these environments. This research took me to addressing bullying behaviours in sports and to my research about helping educators and workplaces to better understand these challenges and to finding ways to address them. This research also explored local and global programs and organizations that help individuals to deal with possible contributing factors to bullying behaviours that included mental health supports, social groups, programs for people with special needs, cultural programs, and programs used in schools to address bullying behaviours such as breakfast programs, CASEL, KiVa and other options.

IV. Results

This research found that the roots of bullying behaviours could be found in being a victim of bullying behaviours, and in environmental contexts such as children's homes, school life, community and culture. Some of the responses could be attributed to anxiety, anger and impulsivity that could be a result of learned behaviours, family challenges or trauma. When bullying behaviours are not addressed immediately the behaviour levels increase. Sometimes individuals who are showing bullying behaviours have taken teasing too far. Some people who respond this way are missing significant role models, while others are doing the behaviours in order to fit in with a group. Parenting attachment styles could be a contributing factor as children that have less of a secure attachment are more likely to be more easily influenced by

others behaviours. The media and exposure to violence is also an influencing factor in bullying behaviours. When we stereotype the ways that boys are supposed to be aggressive we contribute to their responses of anger and violence. By having a clearer understanding on the factors that influence bullying behaviours we know concepts and programs that can help prevent and support these individuals. We can begin to challenge the stereotypes we see in society about masculinity, cultures and this idea of what a "bully" is. We can make sure to teach our children, and community about the importance of inclusion, teaching empathy and nurturing moral intelligence, having face-to-face contact, and monitoring social media. We can bring the practice of mindfulness into our homes, schools and workplaces. We can also use solution focused practices and non-violent communication in these same environments.

All the research for this thesis was compiled into a website at: https://www.rerootbullyingbehaviours.com. The website will to support parents, educators and individuals in the workplace dealing with bullying behaviours.

By further supporting parents to develop preventative and supportive measures with their children such as identifying anger triggers, using restorative practices, having family meetings, teaching their children how to be good friends, and showing kindness we can stop bullying behaviours. By having a greater awareness of our parenting styles and programs out their to support families parents can feel empowered to help their kids who struggle with these responses.

We can work as a team with our educators helping them to support our children. Educators can learn how to address gateway behaviours, or how to implement the six basic methods to help create a better school culture. Use of login centres, and regular school interviews could create better communication with students, parents and school staff. By learning about self-regulation and ways to have a "bully" free classroom schools can be more inclusive and safe. Many of the schools already use restorative justice but perhaps these current developments in this concept can be helpful in expanding what they currently do. By having class discussions and playing classroom games about bullying behaviours students can be more self aware and have an increased overall awareness of ways of addressing them. Lastly, creating gay/straight alliances in all schools can create a greater sense of inclusion reducing bullying behaviours especially to those that identify as LGBTQ.

In the workplace employees and employers can learn more about how to support one another rather than ridicule each other with use of labels. By having more knowledge about how much bullying behaviours impact a workplace employers may become for motivated to address these concerns. By learning about concerning member behaviours and critical team behaviours workplaces can gain a bigger context of what could possibly be happening that has led to the responses they are seeing. With use of a great awareness about giving and receiving feedback, creative collaboration and 7 steps to healing perhaps organizations and companies will feel better equipped to help address and prevent bullying behaviours in their workplace.

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Summary of Research

Overall, this online website created to addressing bullying behaviours without labeling the person will allow parents, educators, employers and community members to learn ways of supporting individuals who are challenged by these actions. The movies, videos, documentaries, DVDs, websites, books, articles, applications and programs that have been researched will be made easily accessible, readable and viewable to anyone who needs them. As a result there were be less individuals dealing with the hurtful and sometimes harmful influences of behaviour that can be addressed.

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