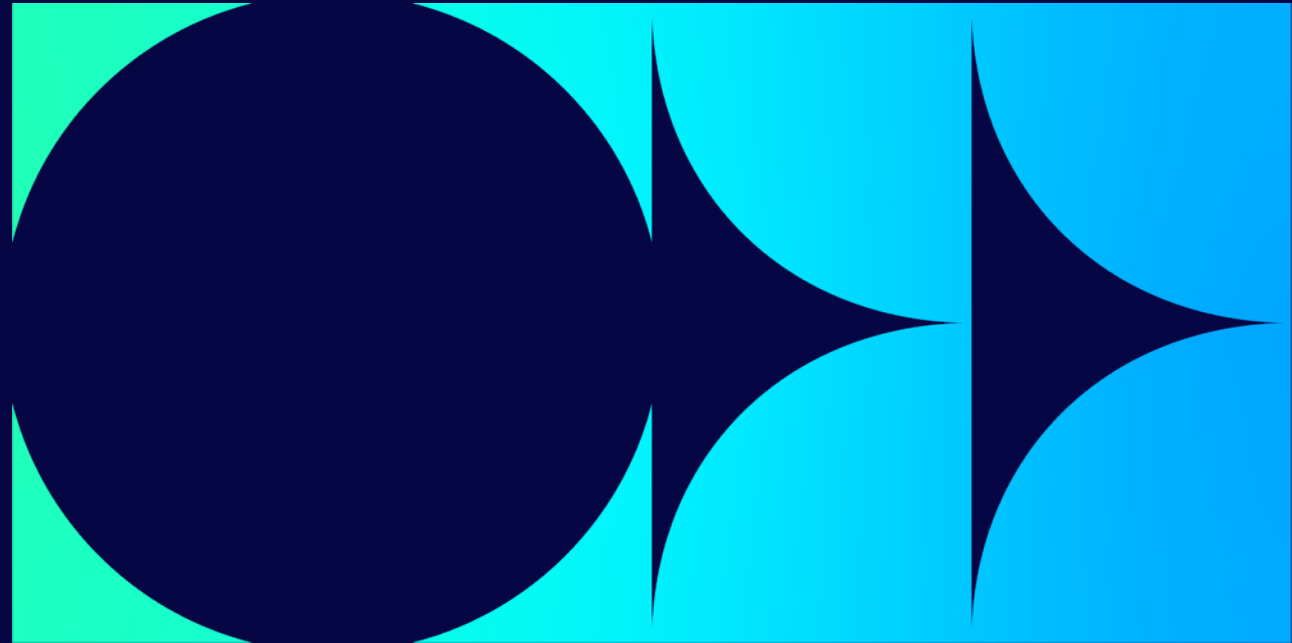


Understanding and Resisting Bullying

Working with young people to develop a school-based antibullying intervention utilising critical discursive psychology

Dr Karen Hagan
Senior Lecturer and Staff Tutor,
School of Psychology and Counselling



The Creation Story for Antibullying Research



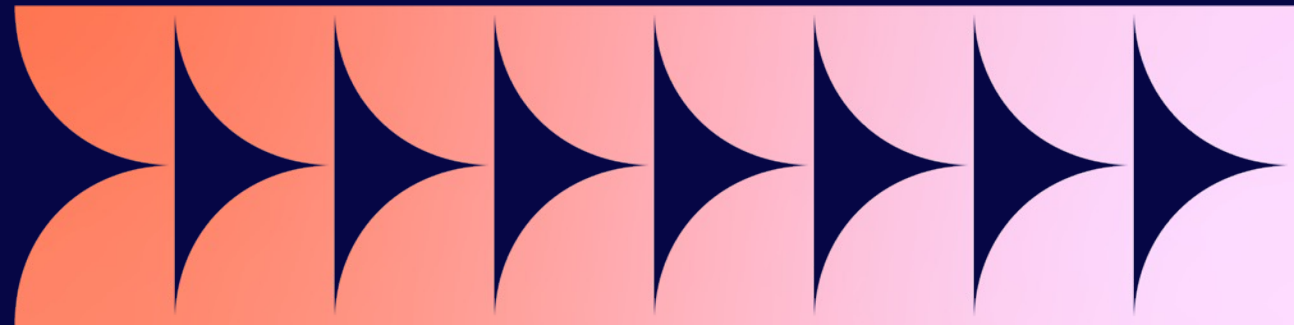
Psychosocial Subjects, Situated, Dynamic

Doing research with children and young people *and* making an impact that will benefit children and young people involves:

Working with Children and Young People

AND

Working with Agencies and People Around Them



RESEARCH AND IMPACT

DISCOURSES OF BULLYING, MANIPULATION, COERCION AND ABUSE

RESEARCH CENTRES AND FUNDING

- Open Psychology Research Centre
- Open Societal Challenges Programme



PUBLIC TALKS/CONFERENCES



POST-PRIMARY SCHOOL INTERVENTION - CPD Approval

PRIMARY SCHOOL PILOT

OPENLEARN

Interactive resource

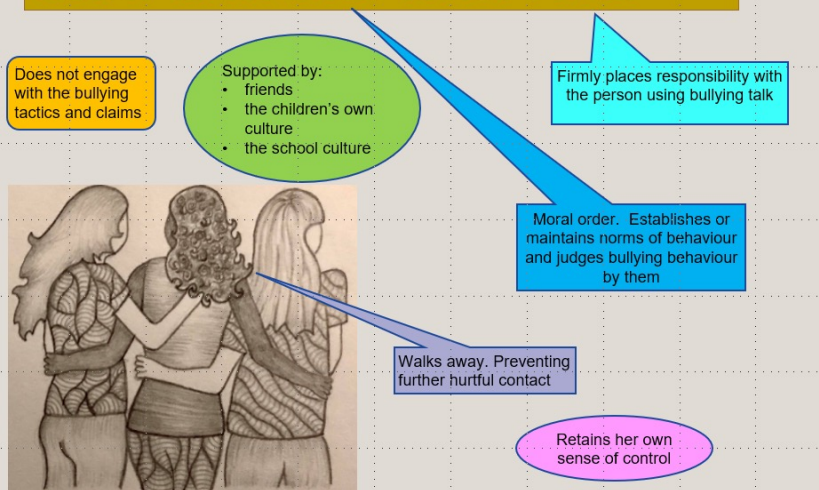


Antibullying Week



Short Course Proposal

WHAT IS WRONG WITH YOU!!



COLLABORATIONS

- Schools and PUPILS
- British Psychological Society- Northern Ireland Branch, Divisions/Sections
- Policy and local stakeholders - Antibullying Forum, National Children's Bureau, Antibullying Alliance, Children's Commissioner, Mental Health Champion and Education Authority and Dept of Education
- Voluntary/charity sector (e.g. Community Relations in Schools - CRIS)
- Ireland - Technological University of the Shannon (TUS), Haven Horizons and Psychological Society of Ireland
- Families/Parents and the Public

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'

Anti-bullying Alliance, UK

Concepts and School Interventions

- Conceptualising bullying – social practices and discourses of power relations
- Tenacity of bullying
- Success of interventions is highly nuanced
- Meta-analyses of programmes establish a range of effectiveness between 17-23%, including positive outcomes, with no deterioration of impact, evident 4 years after intervention (Olweus and Limber, 2019)
- Measures - perpetration rates, victim rates, general rate of incidents, reporting, contaminated studies (Flygare et al, 2011)
- Programmes – intervention and prevention. Focus on attitudes, risk factors individualised coping strategies, resilience, self-esteem, counselling → to group identities, work with teachers, parents, whole school approach and extending to communities (Smith, 2019)
- ***Kiva Programme and EXbus Programme based on psychosocial relations of power and position but less focused specifically on critical discursive psychology***

Application of CDP to Bullying, Coercion, Manipulation and Abuse

- DP has a focus on **applied topics and** everyday social interactions. It offers a wide set of methodological tools appropriate to interrogating the linguistic building blocks of human experience, meaning-making (understanding, emotion, cognition) and behaviour (Tseliou, Smoliak, LaMarre and Quinn-Nilas, 2019)
- It uses empirical data collected, typically, in **naturally occurring contexts**
- Critical strands of DP such as Margie Wetherell's CDP (2007) carry a **social justice** agenda. Antibullying work aims to produce social change.
- CDP analyses the **synthesis of macro and micro** level discourses in the process of meaning making
- The **psycho-social subject** – subject and positioning constructed in language
- CDP specifically addresses power relations *AND* the **practice of affect**, such as shaming and social isolation anxiety

An Antibullying Intervention for Children and Young People in Schools





the british
psychological society
approved



the british
psychological society
northern ireland branch

Understanding and Resisting Bullying

Dr Karen Hagan

Dr Gillian O'Hagan

Critical Discursive Psychology

- **Discourse** – talk and social practice create meaning, merging (2-way influences) talk in small interactions and broader social discourses e.g. stereotypes
- The way we talk **positions** us in relation to each other, it gives us permissions to be a particular way, to do particular things. It can constrain and restrict some and allow others great leeway. For example Trump could say/do things that Obama would have not been allowed to say/do
- **Critical – Power**
- **Bullying, manipulation, coercion and abusive** talk negatively constructs these permissions, positions and ways we understand each other e.g. 'Did you know that she is the source of the disease?' = disgust, contagion (Hakim, 2021, p.215)
- CDP is applied on two levels in the Intervention 1. analysing the discourses of bullying and 2. developing the programme, content and approach to address bullying. The programme is dialogical and examines the function, performance, indexicality, relationality of talk ...power, subject and ideological positioning...



Application of Psychological Theory and Methodology Challenges

Accessibility

Power

Values

Psy-complex
critique

(Rose 2007;
Parker 2018)



Post-Primary Pilot Intervention

Session 1 Introduction

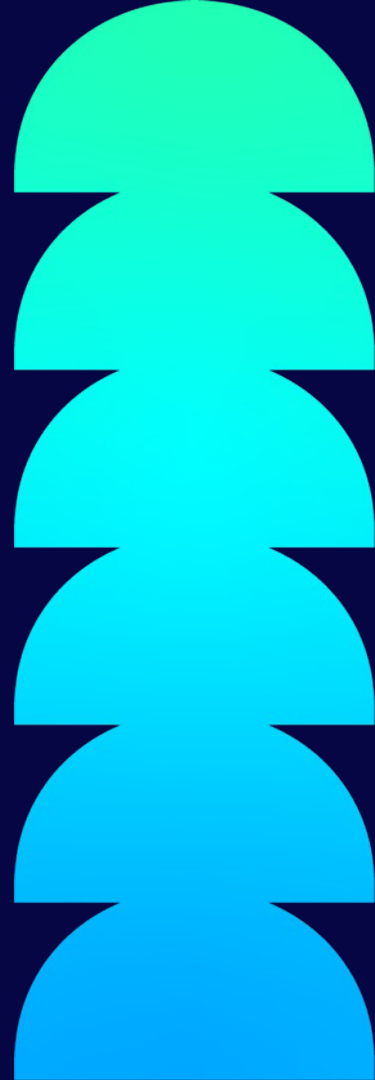
Session 2
What is
bullying?

Session 3
Why does
it work?

Session 4
What is
the impact
& why?

Session 5 – How can we resist it?

Session 6 – Create an antibullying resource



Post-Primary Intervention & Research

Pre-intervention
Focus Group

Session 1 Contract + Intro to bullying?

Session 2
What is the impact?

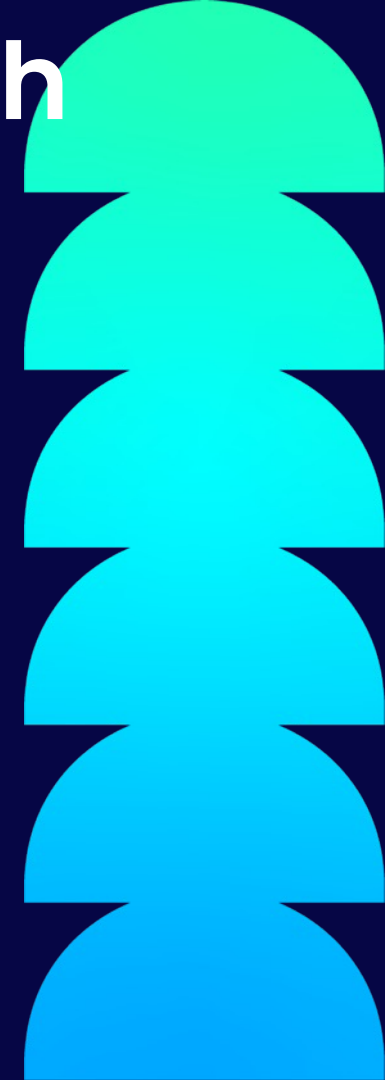
Session 3
Why/how does it work?

Session 4
Why/how does it work?

Session 5 – How can we resist it?

Session 6 – Create an antibullying resource or activity

Post-intervention
Focus Group



Programme of six workshops plus pre-intervention and post-intervention structured focus group discussions

- Delivered to a total of 38 sixth formers (17-18 years old)
- Worksheets/powerpoints provided, constituting a final workbook record for the participants
- Transparent collection of data – notes from groups and real-time transcription on screen
- Google Classroom – communication, storage of data and resources
- Final session includes production of antibullying resource or an activity
- Final quiz and evaluation form – basis for CPD certificate
- Each session includes a **presentation**, **activity**, **discussion**, **reflection and signposting** to next session

Pupils generated questions to inform design of workshops and to monitor progress. Example of checking at Session 4:

1. How to support people who have been bullied? **TODAY AND SESSION 5**
2. How to deal with it if someone tells you they are bullied? **SESSION 5**
3. The long term effects of bullying and how to help them overcome them? **TODAY AND SESSION 5**
4. How to recognise bullying in younger pupils you're not familiar with? **TODAY**
5. What are the effects of bullying? Long-term/Short-term **TODAY**
6. How can we deal with these effects? **TODAY AND SESSION 5**
7. How do we approach someone who we know is bullying or being bullied? **TODAY AND SESSION 5**
8. How to prevent students being desensitised, and how to make them engaged in the discussion about it again in that event. **TODAY**
9. What and how does that "switch" in the meaning of words and titles take place? Eg "popular" **TODAY**
10. What can we do to positively impact upon power dynamics? **SESSION 5**
11. How can we look after targets of bullying? **SESSION 5**



Understanding and Resisting Bullying

Class code
lycswg4

Upcoming
No work due soon
[View all](#)



Announce something to your class



G O'Hagan posted a new material: Session 2
Nov 17, 2021



G O'Hagan posted a new material: Session 1 outcomes for future session planning
Nov 17, 2021



G O'Hagan posted a new material: Resources and links
Nov 17, 2021



G O'Hagan posted a new material: Session 1 powerpoint
Nov 17, 2021



Understanding and Resisting Bullying

Class code



Upcoming

No work due soon

[View all](#)



Announce something to your class



karen hagan
May 6



Hello All

I have attached a short video as I haven't been able to see you at the end of the course and wanted to say congratulations and thank you for participating. It was wonderful to work with you!!
Good luck with your study and lives ahead - have fun and remember to be an upstander where possible :).

Take care,
Karen



congratulationsAndThank...
Video



1 class comment



May 7

Karen :) Good luck with your future endeavours and thank you for running the course with us. I believe it was a success and hope you choose to run it again in every year. It was very useful indeed and I can assure you we learned a lot as well. Thanks again. I'll see you later 😊

Session 2 – What is the impact of bullying and why?

Learning Outcomes/Aims

Participants will be able to:

1. Understand impact on targets and perpetrators and wider context
2. Understand the significance of the role of watchers/bystanders and others to the bullying process

Session Plan

- Identification of roles and experiences of the perpetrator, watchers/enablers/bystanders and targets
- Examine meaning of experiences of watchers/bystanders, the impacts on the target enablers, the class, the community
- Discuss values and enabling defences
- Reflect on what bullying means for everyone but particularly targets of bullying. Generate motivation to challenge and resist based on deeper understanding of impact

Colour Key

- Presentation
- Activity
- Discussion
- Reflection and signposting

Can you spot manipulation?

'Everywhere, not at least within the cultural sphere, there seems to be a tiny yet very vocal minority that every male character or good role model must have a female replacement. One only needs to look at discussions around who will play the next James Bond. And it's not just James Bond. In recent years we have seen Dr Who, Ghostbusters, Luke Skywalker, the Equaliser all replaced by women and men are left with the Crays and Tommy Shelby. Is there any wonder we are seeing so many young men committing crime.'

MP Nick Fletcher, in a debate on International Men's Day in Westminster Hall 25 Nov 2021



Can you spot manipulation?

Generalisations
and
exaggeration

Condescending
sarcasm and
patronizing
tone

Illogical leaps

Create division and
conflict

Gaslighting the core issue

‘Everywhere, not at least within the cultural sphere, there seems to be a tiny yet very vocal minority that every male character or good role model must have a female replacement. One only needs to look at discussions around who will play the next James Bond. And it’s not just James Bond. In recent years we have seen Dr Who, Ghostbusters, Luke Skywalker, the Equaliser all replaced by women and men are left with the Crays and Tommy Shelby. Is there any wonder we are seeing so many young men committing crime.’

MP Nick Fletcher, in a debate on International Men’s Day in Westminster Hall 25 Nov 2021

Demeaning and
minimising

Splitting – good and
bad

Blanket statements
and generalizations

Deliberately
misrepresenting a
truth





Donald J. Trump ✓

@realDonaldTrump

Follow



Lightweight Senator Kirsten Gillibrand, a total flunky for Chuck Schumer and someone who would come to my office "begging" for campaign contributions not so long ago (and would do anything for them), is now in the ring fighting against Trump. Very disloyal to Bill & Crooked-USED!

- Disgust, shame
- Positioning, 'othering'
- Removal of empathy, and dignity
- Creation of value/devalue system (who is worthy)
- Drawing on wider ways of talking in society and groups

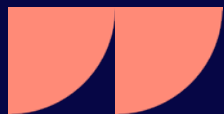




Donald J. Trump
[@realdonaldtrump](#)

Now that Russian collusion, after one year of intense study, has proven to be a total hoax on the American public, the Democrats and their lapdog, the Fake News Mainstream Media, are taking out the old Ronald Reagan playbook and screaming mental stability and intelligence.

- **Responsibility and blame**
- **Creation, transmission and maintenance**
- **Lowering expectations/standards and normalising bullying talk and practice**
- **Illusory truths**
- **Methods of denial**

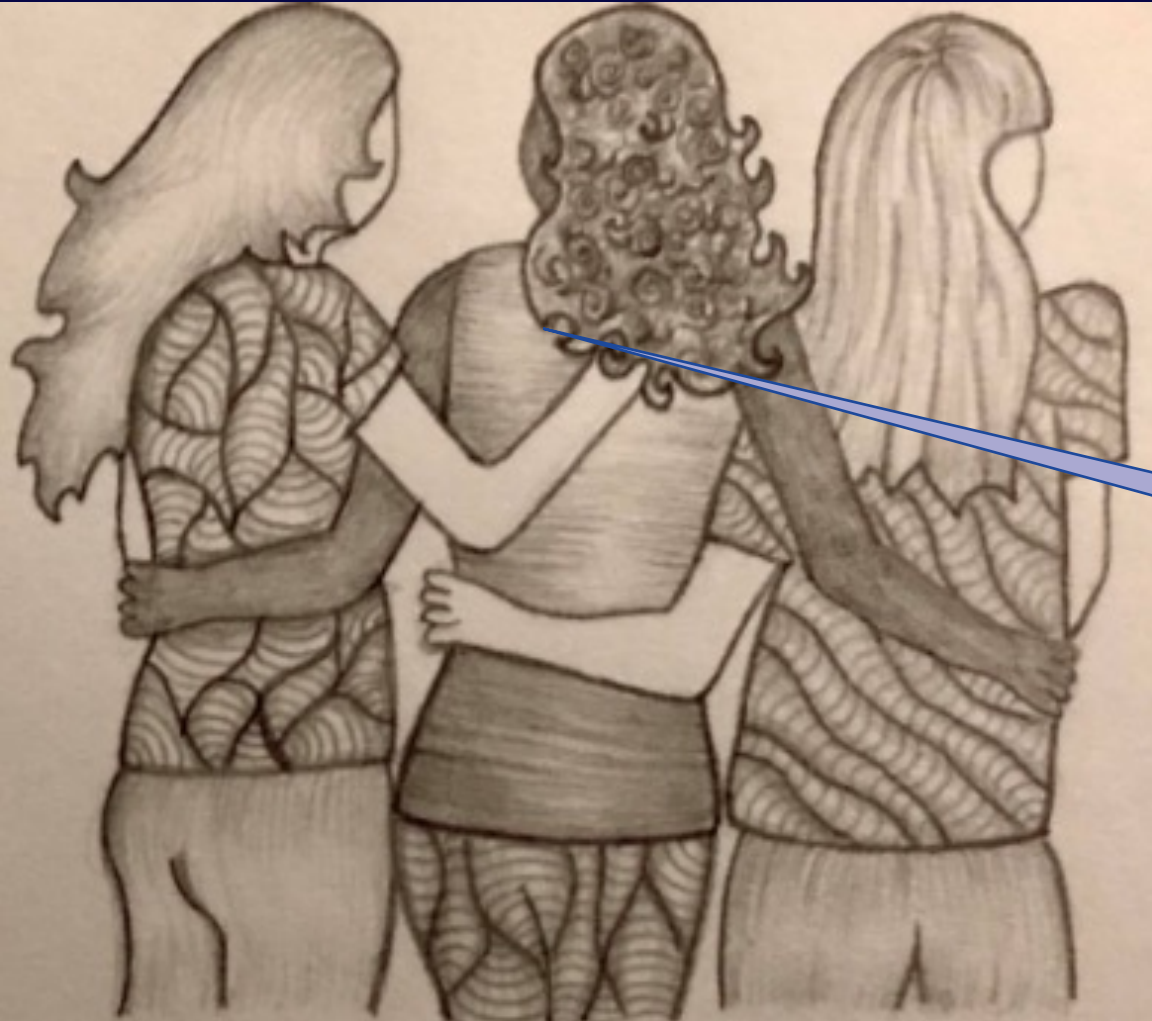


WHAT IS WRONG WITH YOU!!

Does not engage with the bullying tactics and claims

Moral order:
Establishes or maintains norms of behaviour and holds person to account with them

Firmly places responsibility with the person using bullying talk



Supported by:

- friends
- the children's own culture
- the school culture

Retains her own sense of control

Walks away. Preventing further hurtful contact



Repertoires and themes from focus group 'evaluation' discussions

- **Time** for pupils/staff to spend and return to topic – difficult but worth it
- **Humour** – what is the function? Indexicality. Removal of negative...contrast with the negative cruel humour in bullying
- **Relational** – skills for group working, helping **others**
- **Dialogical** – Bahktinian ideas of centripetal/centrifugal forces, genres/heteroglossia, balance and cycles, repetition
- **Achievement** – of skills and recognition of work
- **Spaces** - Google classroom, safe spaces
- **Resources** e.g. [BE AN UPSTANDER](#)
- Stress on subtle bullying – **manipulation, exclusion/isolation**
- **Culture/context, watchers and bystanders**
- **Prevention**
- **Solidarity and belonging** eg Ohana

OHANA
MEANS FAMILY...

FAMILY MEANS
NO ONE GETS
LEFT BEHIND
OR FORGOTTEN.



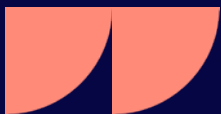
Addressing Bullying

BE AN UPSTANDER?!?



Strengths of application of CDP – school view

- Deep awareness and openness
- Space for joint dialogue with pupils – speaking the unspeakable
- Enhanced bottom-up (pupil-led) processing in dialogue/discussion
- Understanding of process of meaning-making and relevance
- Empathy-inducing discourse and dignity enhancing discourses
- Responsibility (reduction in denial strategies)
- Practical and accessible strategies at level of individual through to institutional
- Opening up possibilities, widening the range of repertoires (manipulation, coercion, exclusion....) and developing creative/innovative approaches through discourse
- Trusted networks



Future Plans for Antibullying Project

Post-Primary Annual Programme

Stage one Autumn Term – selection of 20-40 older pupils (year 13/lower sixth students) and young teachers – creating a trusted network in school

Stage two Winter Term – Year 13 pupils snowball programme to 120 year 8 pupils

CULTURE CHANGE THROUGHOUT SCHOOL!

Evaluation:

- Quantitative measures – formal school system of bullying reports/incidents + feedback questionnaires
- Qualitative measures – pupil focus groups, real time qualitative data collection

Future Plans for Antibullying Project

Primary School

Staff Development

Pilot Intervention Primary 7s

Openlearn Course for Teachers and Youth Workers

24 hour, 8 week, badged and CPD credit

Evidence Cafés with Collaborators, including pupils from pilot and research, to inform Openlearn Course development. Maintain the momentum!

COLLABORATIONS

- **Schools and PUPILS**
- **British Psychological Society Division of Educational and Child Psychology +**
- **Policy and local stakeholders – Antibulling Forum, National Children’s Bureau, Antibullying Alliance, Children’s Commissioner, Mental Health Champion and Education Authority and Dept of Education**
- **Voluntary/charity sector (e.g. Community Relations in Schools – CRIS)**
- **Teaching Colleges academics and students**
- **Families/Parents and the Public**

Thank you



**The Open
University**

Ireland