

TROUBLE SHOOTING

COMMON PROBLEMS/ UNINTENDED CONSEQUENCES	SOLUTIONS
Some adults resist whole school program; it threatens traditional responses to bad behaviour (criminal charges, school suspension/expulsion), exposes hidden problems	<ul style="list-style-type: none"> - engage teachers/parents/students right from the start in planning and delivery. You cannot treat them as an afterthought. Make sure that you focus on ‘what’s in it for them’ (things that will make their job easier, more rewarding; meaningful opportunities for engagement; enhanced safety and health). - address faulty beliefs, misinformation (‘boys will be boys’, victim-blaming, get tough approach).
Leadership is not clear/weak; conflicts within team	<ul style="list-style-type: none"> - principal or vice-principal must take the lead. - teacher ‘champions’ are essential. - establish clear lines of accountability.
Peer relationship problems appear to go underground	<ul style="list-style-type: none"> - implement anonymous reporting system. - adults do not see what kids see: change supervision practices, <i>hear</i> what students are saying, get training to better identify social forms of bullying.
High-need parents are not involved	<ul style="list-style-type: none"> - there is tendency for high functioning parents to run the show; services must be proactively arranged (home visits, etc.) to ensure that resources are targeted to those who need them most. - be sensitive to literacy issues. - increase accessibility by hosting fun parent-child activities. - parent-to-parent outreach can be effective.
Male staff resist gender-responsive model	<ul style="list-style-type: none"> - male staff may question why they are excluded from activities with girls - refer them to the section on Gender Responsiveness in the <i>Assessment Toolkit for Bullying, Harassment and Peer Relations at School</i>; focus on the student's needs. - girls need strong female role models, mentors to address the sexual violence, inequality they face. - boys need help from caring and sensitive men to explore their masculinity and learn that there are many ways to ‘be a man’.
Cultural competency is weak	<ul style="list-style-type: none"> - staff must reflect the diversity of student population. - cultural interpretation services should be available. - new immigrants can be distrustful of Canadian systems. Often, they have come from countries where legal, educational systems are corrupt or very different. Fear of deportation may be an issue.
Re-victimization of the victim/ Increased risk of harm	<ul style="list-style-type: none"> - get quality training. - engage experienced and skilled mental health practitioners. - follow Checklists and Tips. - do not group all the aggressive students together; you must neutralize the negative reinforcements that anti-social students give each other. - do not proceed with mediation, restorative conferencing unless victims, parents are willing; safety will not be compromised; there is a skilled facilitator. - do not proceed with intervention if there are any safety concerns.
Stigmatization of bullies	<ul style="list-style-type: none"> - public humiliation, shaming does not work. - stick to quality programs.
Large changes in student reporting	<ul style="list-style-type: none"> - it is common for schools to experience spikes in reporting following program implementation; this does not mean that there are more incidents, but instead that people are better able to identify harm and victimization.