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Normalize Bullying Prevention

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The purpose of the Anti-Bullying Social Movement is to end all types of bullying while advocating for vulnerable individuals who are abused or bullied. Bullying inflicts mistreatment, coercion, intimidation, humiliation, and harassment, which generally causes physical and emotional distress. The movement aims to improve the social climate positively by primarily building a safe school environment. The Anti-Bullying Movement was based on the theory that students cannot stop bullying independently (Veley, 2019). Bully victims are viewed as entirely powerless to change their situation without outside intervention. The anti-bullying efforts are centered on improving the environment around the victim through other people, programs, policies, and procedures (Veley, 2019). It is crucial to understand the typical and normative occurrences of aggression to better inform the collective for understanding of adolescent development (Bradshaw, 2017). As it relates to policy, the accuracy of a school district's bullying definition is significant for law implications and assessment tools. The people who likely create change within the social movement are students, parents, educators, mental health professionals, lawmakers, social workers, and anti-bullying allies.

The Anti-Bullying movement connects to public policy as progressive protection and education improvement. The advantage of anti-bullying policy intervention includes positive behavior influence for the student, teacher, and administrator and improves general organizational practices (Hall, 2017). The Anti-Bullying Movement represents empowerment, which is consistent with the social work values of social justice, the

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worth of a person, the importance of human relationships, and integrity. This agenda is consistent with rules set forth in Tennessee Code Policy Tenn. Code Ann. § 49-6-4503. The code states that each school district shall adopt anti-bullying policies prohibiting harassment, intimidation, or cyberbullying. The adopted policy may include all students' expected behavior and consequence statements. The integrity-based structure in school creates a consistency in expectations, which correlates with self-respect and respect for others. The implemented policy holds students accountable for their actions and how they affect others.

The power imbalance within peer aggression can develop a victimization mentality that could be prevented. The distress of bullying destroys self-esteem while negatively impacting one's mental health, causing anxiety, depression, stress, sadness, loss of interest in activities, social withdrawal, changes in sleep patterns, and anger (Prasanna, 2021). Bullying is identified in various forms and has been a significant problem affecting students of all ages for decades. Research and discussion related to bullying were dominated by the elementary and secondary school context concerns (Bradshaw, 2017). The types of bullying to be considered are physical, relational/social, verbal, and cyber. In the early 1970s, the anti-bullying movement commenced due to the extensive research of Dr. Dan Olweus, who is considered an innovator of bullying intervention and research (Kendall & Marzano, 2000). In the United States, an increase in volume of scholarly research on bullying emerged in the mid-1990s out of reports that linked a history of bullying victimization to several school shootings (Bradshaw, 2017). As the Anti-Bullying Movement emerged due to various bullying incidents that often resulted in tragic suicides, the coalescence of the movement occurred through Dr.

Olweus's research, which transformed into the bureaucratization of the Olweus Bullying Prevention Program. There is a consistent decline of bullying prevention strategies in society that needs to be addressed for future generations.

Emergence

A social movement emerges within the preliminary stage, in which dissatisfaction or shared realization on specific issues becomes apparent and needs to be addressed. People tend to care more about an issue and start a movement because it directly affects them, and/or the issue is cared about passionately. For instance, a person may express feelings of disappointment to peers concerning public transportation safety issues because the person utilizes public transportation daily, which affects their well-being. The extent to which a person is determined to rally with people due to a collective ideology determines a societal urge to incite a social movement. The individual and group effort of change in social movements relates to culture, politics, various topics on people's beliefs and behavior which is combined with the range of urgency for change. The emergence of the Anti-Bullying movement is associated with the occurrence of the bullying issue becoming prominent on a worldwide level.

In early childhood stages, the challenges of peer aggression and victimization is normally unstable as peer-directed aggression can be identified as young as 12 months old (Bradshaw, 2017). Frederic Burk wrote the first significant journal article on bullying among youth in 1897 at Clark University, but there was a long gap before the issue was addressed again (Koo, 2008). The article by Burk called Teasing, and Bullying describes bullying as incidents of mischief and gives an insight into teasing/bullying through the study of issued questionnaires. Bullying is a topic that people generally

recall instances when they were either the victim, the aggressor, or a witness. In Burk's article there are individualized responses to bullying questions which are principally observational, partly reminiscent, and a few hearsays. It is significant to analyze each personal bullying experience to fully understand its effects for prevention of self-injurious behavior as a result.

Tragedy sparked the Anti-Bullying call to action in the 1980s. The progressive process of the national movement, Olweus Bullying Prevention Program, was developed following the tragic suicide of three adolescent boys in Sweden. In 1983, three adolescent boys died by suicide, resulting from severe bullying by peers, and the incidents initiated the country's national campaign against bullying in schools (Kendall & Marzano, 2000). After the suicide incidents, Sweden country's Ministry of Education commissioned Olweus to conduct extensive research and intervention project on bully victimization (Hazelden, 2007). As research progressed, a significant bullying incident occurred in the United States, known as the Columbine High School Massacre. On April 20, 1999, two adolescent boys went on a school killing spree with guns and bombs, which resulted in the murders of twelve students, and one teacher (Rollo, 2013). Apparently the preparators were bullied by jocks, in which victimization developed and the perpetrators expressed adolescent depressive behaviors and eventually disdain for the entire school, this resulted in a premeditated catastrophe. The two shooters of the Columbine High School Massacre committed suicide (Rollo, 2013). Georgia became the first state to enact an anti-bullying law one month after the Columbine tragedy; the law includes protecting school safety at total capacity-- as far as bullying in schools and bullying that may occur elsewhere but affects those in school (Rollo, 2013). Bullying

needs to be addressed. The traumatizing events reshaped America's view on safety in school settings.

Coalescence

The coalescence stage raises awareness of the social movement. In contrast, when a social movement shows no progression, no widespread organizing, and feelings of discontentment remain stagnant, it eventually dissolves. The second stage is development, and the cause of the movement becomes clear, vocalized to the public, and structured for the creation of a plan of action. After the initial agreement stage on the cause, society elevates the movement's concept. Components of organization, leadership, and resources are required in social movements to gain momentum for impact. There are often happenings of recruitment, protest marches, network forming, and collected resources for lasting effects. Social movements may occur on the local, national, or global platform, which depends on the change intent and measure of change desired (Lumen Learning, 2023).

The Anti-Bullying Social Movement was organized by research studies to eventually become a program related to Dr. Olweus in the pioneering role of bullying prevention. Dr. Dan Olweus evolved the concept of bullying prevention with over 40 years of involvement in research and intervention work among school children and youth (Olweus Bullying Prevention Program, 2023). In 1970, Olweus pursued a large-scale project which is now regarded as the first scientific study of bullying problems worldwide. In the 1980s, he conducted the first systematic intervention as a longitudinal study following approximately 2,500 school children, which documented the positive effects of his bullying prevention program (Olweus Bullying Prevention Program, 2023).

In 1993, Dr. Olweus published the book *Bullying at School: What We Know and What We Can Do* in more than 25 languages (Olweus Bullying Prevention Program, 2023). Dr. Olweus gained international and national recognition for the momentum of a social movement through research. Although bullying is common in school-aged populations, bullying can also occur in the workplace or anywhere else. Research on bullying among adults has still primarily been conducted in Europe and has not been as widely studied as school-based bullying (Bradshaw, 2017). In 2006, October was first declared National Bullying Prevention Month (Peterson, 2018). The goal of spreading movement awareness is to acknowledge the effects of bullying worldwide, increase concern, advise the targeted population, inform of prevention tactics, and attempt to change bullying behavior.

Bureaucratization

In social movements, the bureaucratization stage refers to enactment. The formalization of social movement relates to record keeping, decision-making procedures, and division of labor. Professor of Sociology, William Gamson, defines a stimulating bureaucratic group as having at least three elements: some written document that describes its purpose and operating procedures; a list of members; and three or more levels of internal divisions such as officers, committees, and rank and file members (Staggenborg, 2013). Bureaucratization involves stabilization. The ideology of social movements has been revolutionary in their aims, some have advocated reforms to the existing system, and others still have been conservative in their orientation and have worked to oppose changes in society (Lumen Learning, 2023). This stage of bureaucratization is the brink of achieving success or failure.

As a result of the Norwegian government's strategies for delinquency and violence prevention among youth, the Olweus Program is now implemented on a wide-ranging basis throughout Norway (Hazelden, 2007). During the mid-1990s, Dr. Dan Olweus first conducted the Olweus Bullying Prevention Program implementation and evaluation within the United States and focused on students in grades 4-8 in rural middle schools in South Carolina (Olweus Bullying Prevention Program, 2023). The Olweus Bullying Prevention Program plan is designed for elementary, middle, and junior high schools (students 6 to 15 years). The participation strategy is to include all students while the identified bullies receive additional attentiveness. The reasoning behind why a person is a bully is just as concerning as the results caused by bullying. The domestic environment of adolescents substantially influences behavior, as children and teenagers who feel secure and supported by their family, school, and peers are less likely to bully (stopbullying.gov, 2019). Students who function as a bully may use their power to bully regarding popularity, physical strength, or access to embarrassing information of the victim for an attempt to control or harm (stopbullying.gov, 2019). The predatory cognition of bullies does matter, and the student must be held responsible. Bullying is aggressive behavior that should be addressed because of the short-term and long-term consequences for everyone involved, whether it is the bully, the victim of bullying, or the bystanders that witness the bullying (Olweus Bullying Prevention Program, 2023). Bullying can occur within groups of people or individually.

Implementing a program requires support for the best outcome and utilization of spent resources. The OBPP program cost includes training and program materials, which are one-time expenses in the first year of implementation. The OBPP's main cost

categories are the initial training, consultation, and program materials (Olweus Bullying Prevention Program, 2023). The program costs range from \$3,000 for a 2-day committee training to \$125 per hour for the following consultation. In addition, program materials are also divided into costs of expenses that cover the required program materials, and there are optional program materials. The bullying prevention program has levels of execution that requires commitment from school administrators, teachers, and other staff members. The core program components are implemented at the school level, classroom level, individual level, and community level; tools for the involvement and support of parents are included (Olweus Bullying Prevention Program, 2023.). The program's goals include reducing existing bullying problems among students, preventing the development of new bullying problems, and achieving better peer relations at school (Hazelden, 2016.). The program materials include a schoolwide guide, teacher guide, Olweus Bullying Questionnaire, and additional support and training. A social movement is a persistent and organized effort involving the mobilization of large numbers of people that work together to either bring about what they believe to be beneficial social change or reverse what they believe to be harmful social change (The Sociology of Social Movements, 2019.). To prepare schools for the program, there is a provided Readiness Assessment that will help gauge how equipped the school is to implement the program. The Bullying Questionnaire will divulge how extensive bullying is in the school (Hazelden Foundation, 2016). Reported success rates inform that schools and institutions worldwide have successfully implemented the Olweus Bullying Prevention Program. The OBPP case studies and bullying prevention testimonials illustrate how the program can create safer, more effective learning environments.

Decline

The decline stage of social movements is when the movement no longer exists, or institutionalization of the movement has established a mainstream focus. The various decline ways include repression, co-optation, success, and failure. The decline of a movement is not always equivalent to failure. There are questions that may surface pertaining to the last stage of the movement's influence and results. Has the social movement served its purpose? What elements have progressed within the movement? What amount of influence has the movement left on society? The Anti-Bullying Movement targets the entire population, has a targeted population of grade-level students in school, and seeks change in a social structure that is limited by the environment, which connects as a Reformatory Social Movement (Lumen Learning, 2023.).

The prevention of bullying is vital as it directly connects to the suicide rate of students. According to the National Institutes of Health, suicide is the second leading cause of death for adolescents and young adults in the United States (Reynolds, 2022). Youth who are bullied often feel unsafe in their schools, so they avoid school in fear of being repeatedly victimized (Prasanna, 2021). Students need clear support and resource direction to not suffer in silence or engage in self harm due to bullying. There are many nondefinitive reasons why a student is a target of bullying. There must be a focus on emotional intelligence to move the anti-bullying movement forward. In 1990, John Mayer and Peter Salovey created the term emotional intelligence, defined as the ability to understand, and manage self-emotions and recognize and influence those around you (Cherry, 2022). The Olweus Bullying Prevention Program results showed

significant decrease in self-reports of bully/victim concerns as the main objective is to protect human rights and promote school safety (Olweus Bullying Prevention Program, 2023).

The dominant bullying prevention model of Dr. Olweus may not suit the bullying resolution for all school characteristics. Results indicate that the Olweus Bullying Prevention Program is one of the few programs that has proven effective in upper/middle-class areas for decreasing the prevalence of bullying and improving attitudes toward academic achievement; however, the program's effectiveness has not yet been tested in low-income schools (Hong, 2009). The success rates are thriving due to testing the study in repetitive geographical areas. To accurately determine the applicability of the Olweus Bullying Prevention Program in impoverished schools, a study must be conducted to test whether the instruments administered to the subjects are culturally relevant to those in underprivileged communities (Hong, 2009). Bullying forms change along with the generation of children attending school. The current social media trend is the leading form of worldwide communication. Technology is increasingly advanced, which has caused bullying to evolve in new online forms. The resurgence of anti-bullying strategy must be established. Cyberbullying can occur through text, apps, online social media, forums, or gaming in large uncontrolled audiences that can view, participate, or share content (stopbullying.gov, 2019). Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation, which can develop into unlawful or criminal behavior (stopbullying.gov, 2019). Overall, the Olweus Bullying Prevention Program has declined

successfully in honor, with room for improvement and revision. Although Olweus has gained success in the anti-bullying movement, resurgence would address the effectiveness of the bullying prevention program. The program is recognized as in need of being updated for the complex needs of today's youth while also expanding expertise of bullying in areas besides school-based settings. Bullying is complex; the movement's structure change includes the awareness of bullying outside of a school context although it serves as a foundation in research.

At present, no federal law directly addresses bullying. In some cases, bullying overlaps with discriminatory harassment when it is based on race, national origin, color, sex (including sexual orientation and gender identity), age, disability, or religion (stopbullying.gov, 2019). The endorsement of a federal law would serve to increase attention and resources for addressing the issue. Bullying is known to be destructive, and there must be consequences that the bullies face for their actions. As it relates to minors, the negative projection of bullying will hopefully deter more incidents in school settings, such as what may be perceived as minor physical abuse ranging up to significant mass shootings.

It is critical that proper communication is utilized to promote anti bullying for social norm correction. The stigma that prevents people from engaging in emotional intelligence for human decency is a factor of how bullying continues. The incident of the Columbine High School Massacre is an example of how bullying grows hatred and spreads the community with negative consequences. The impact of two angry students caused great suffering. Depending on the perspective prior to the incident, the students were showing peer aggression, but were not undoubtedly a threat to the school and

community. If the two shooters had reported the bullying that they were experiencing, or communicated their emotions in general, then the school would not be taken for granted due to self-centered retaliation. Bullying and school shootings are connected.

Noteworthy, in the United States the earliest school shooting in 1764 is known as the Pontiac Rebellion School Massacre; out of 13 children enrolled in the school, only three survived (Paolini, 2015). Thought provoking is the notion that school shootings occur due to students getting back at those who hurt them, make fun of them, or bully them. In addition, students bully for reasoning related to physical abuse in their household, no value of life, mental issues, and access to firearms (Paolini, 2015.)

Conclusion

In conclusion, school safety will always be essential to society and new efforts are needed to combat bullying. The increased dialogue about the anti-bullying movement promotes safe environments, and bullying incidents will be reported. Typically, people fail to report incidents of bullying and abuse due to fear of retaliation, fear that they won't be believed, or a perceived lack of benefit from reporting to a system that does not assign consequences to bullies consistently or justly. The task of speaking up against bullying will require the audacity to change social norms associated with toxic avoidance and requires a support system. Another strategy is restorative justice.

Restorative justice favors the student in a way of focusing on mediation and agreement rather than punishment, but also holds offenders accountable for harm to make restitution with victims (We Are Teachers, 2019). On the micro level, social workers can reduce exclusionary discipline and narrow racial disparities in school by

involving all parties in the discussion of the incident in question (Administrator, 2022). The guidance counselors assist students in academic achievement, personal progress, and social development. Social workers need an opportunity to influence the community positively and if emotional intelligence was a school priority, then the opportunities for social workers would expand. Students benefit from emotional intelligence for foundation because it is essential to good interpersonal communication, empathy, and reflection. Emotional intelligence supports the understanding and interpretation of perspectives. Teaching emotional intelligence in school settings is a measure of investing in each student's future. The next generation will be more inclined to speak out against bullying with the skill of emotional intelligence.

The classroom's restorative justice consists of the victim and accused having equal opportunity to discuss the incident, open-ended questions to guide mediation, questions posed to students for self-reflection/improvement, and a course of action with a plan on how all parties will contribute (Administrator, 2022). The mezzo level associated with restorative justice empowers students to resolve conflict on their own and in small groups (Davis, 2013). This approach to preventing bullying involves the help of parents, school staff, and the community by creating a community-wide bullying prevention strategy and encouraging open dialogue. On a mezzo level, social workers and school districts can reduce student misbehavior, promote safety, and improve school policy by implementing Dialogue Circles to support classroom management. Dialogue Circles consists of students sitting face to face to settle disputes, participation on personal check in assessments, and open class discussion (Davis, 2013).

The solution to improve Tennessee Code Policy Tenn. Code Ann. § 49-6-4503 stems from fundamental change of how authority responds to rule violations and misbehavior. The policy should adapt the requirement of mediation between the accuser and the victim for a productive solution besides a general punishment for all bullying incidents. The ways of raising awareness about bullying have become less vocal due to the toxicity of coping in silence from fear of judgment. On a macro level social workers can expand anti-bullying resources by developing a systematic incident report procedure on a national hotline level, which upholds federal policies against bullying. The awareness of accessible anti bully resources collaborates with exhibiting school expectations for success of an anti-bullying environment. Reporting incidents of bullying calls back the power of voicing injustice. Some people must be reprimanded to understand what is not tolerated. Restorative justice addresses harms, needs, obligations, and causes of conflict and harm (We Are Teachers, 2019). By acknowledging the bully is a child and often hurting then it offers the opportunity for dialogue and intervention.

Solutions need to occur within a framework that recognizes the dignity and worth of all humans involved. Social workers pursue social change for vulnerable and oppressed individuals and groups (National Association of Social Workers, 2021). Social workers treat each person in a caring and respectful manner, mindful of individual dissimilarities and cultural and ethnic diversity (National Association of Social Workers, 2021). The restorative justice practice aligns with social justice values such as supporting the dignity and worth of the person. The teachings of bully prevention, and early intervention are ethical in school settings. Perspectives on how best to address

bullying at school or anywhere else may vary. Overall, social workers need a comprehensive plan to address bullying at the micro, mezzo, and macro levels. Our systems need to be updated for the complex world in which bullying occurs. Improved education, awareness, and stable resources must be provided if we are to address this serious public health concern.

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