Promoting Positive Action in Witnesses of School Bullying: The Importance of Bystanders and their Responses
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Part 1 - Current Findings on School Bullying and the Importance of Bystanders

School bullying: Subtype of aggression is defined as an individual or group of people intentionally and repeatedly attacking, humiliating, and/or excluding (harm) a powerless person (Olweus, 1993).

Types of bullying: overt (direct), relational (indirect), and cyberbullying (Olweus, 1993; Smith et al., 2008).

Prevalence of bullying: UNESCO (2016) reports that 246 million children and adolescents experience school violence and bullying in some form every year.

Consequences of bullying: Higher rates of school failure and dropping out (e.g., Coie & Dodge, 1998; Kim, Leventhal, Koh, Hubbard, & Boyce, 2006), depression (O'Moore & Kirkham, 2001), suicidal and self-injury behaviors (Holt et al., 2015), and aggression and antisocial behavior in adulthood (e.g., Farrington & West, 1993; Sourander, Helstelä, Helenius, & Piha, 2000).

Factors of influence:
(1) Age: bullying increases through the elementary years, peaks in the middle school, then declines during the high school years (Brown, Birch, & Kancherla, 2005; Hoover, Oliver, & Hazler, 1992; McConville & Cornell, 2003; Pellegrini, 2002), and
(2) Gender: boys are more involved in direct bullying such as physical contact and verbal bullying and cyberbullying than girls, and girls are more involved in indirect bullying such as relation exclusion (Bjorkqvist, 1994; Guo, 2016; Owens, Shute, Slee, 2000; Wang, Iannotti, & Nansel, 2009).

Importance of bystanders: Students can be significant agents of intervention against school bullying by taking an active role of support for their peers (e.g., Salmivalli, Karna & Poskiparta, 2010).

Part 2 - Intro to *Anti-Discrimination Response Training (A.R.T.) (Ishiyama, 2006)*

Based on the Anti-Discrimination Response Training (A.R.T.), there are different levels of witnessing, as followed:

(1) Dis-witnessing
(2) Passive witnessing
(3) Active witnessing
(4) Ethical witnessing with social action

The aim of the A.R.T. training is to empower bystanders to take a more active role. There are indeed various ways to actively intervene as a bystander when witnessing school bullying. These different ways can be divided into 3 level categories, as followed:

(1) Intervene at the offender level (e.g., interrupt, express upset feelings, call it out, disagree, question validity, point out how it offends and hurts people, put the offender on the spot, and help the offender to self-reflect),
(2) Intervene and support the victim, and
(3) Intervene at the environmental level (e.g., approach other witnesses, and ask others outside the scene for involvement and help).

Part 3 - How A.R.T. can Apply to Online Forms of Bullying

The rise of digital media brings:
(1) New challenges for youth
 a. Transition of social interactions from the off-line to the on-line world (Boudreau, 2007)
 b. New forms of aggression (Hinduja & Patchin, 2007)
(2) New challenges for parents and educators
 a. Limited knowledge of technology
 b. Constant evolution of technology (McQuade, Colt & Meyer, 2009)
(3) Bystanders are even less likely to intervene online (Patterson, Allan, & Cross, 2016).

The challenges of online forms of bullying and how A.R.T. can help address them will be discussed.