

# Solutions: Everybody's Business

## Senior to Senior Anti-Bullying Toolkit



**“I am a victim of residents  
bullying me and am under  
doctors’ care and in counseling  
because of the trauma I have  
been suffering from for the  
past year” — Survey Respondent**

# Credits & Acknowledgements

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## Summary of Project

People of all ages can be bullied. The Centre for Elder Research worked with Sheridan Professor Dr. Kirsten Madsen and Elder Abuse Prevention (ON) to better understand bullying between older adults age 55+ in Ontario. This work was funded by the Social Sciences and Humanities Research Council of Canada and aimed to support the development of best practices and strategies for this diverse population. Our project aims were to collect data on the prevalence and nature of Senior to Senior bullying in Ontario, and to use this data to create this Toolkit outlining best practices and strategies for older adults and those working with older adults to stop bullying.

The Senior Bullying Project created a survey and asked older adults across Ontario about their

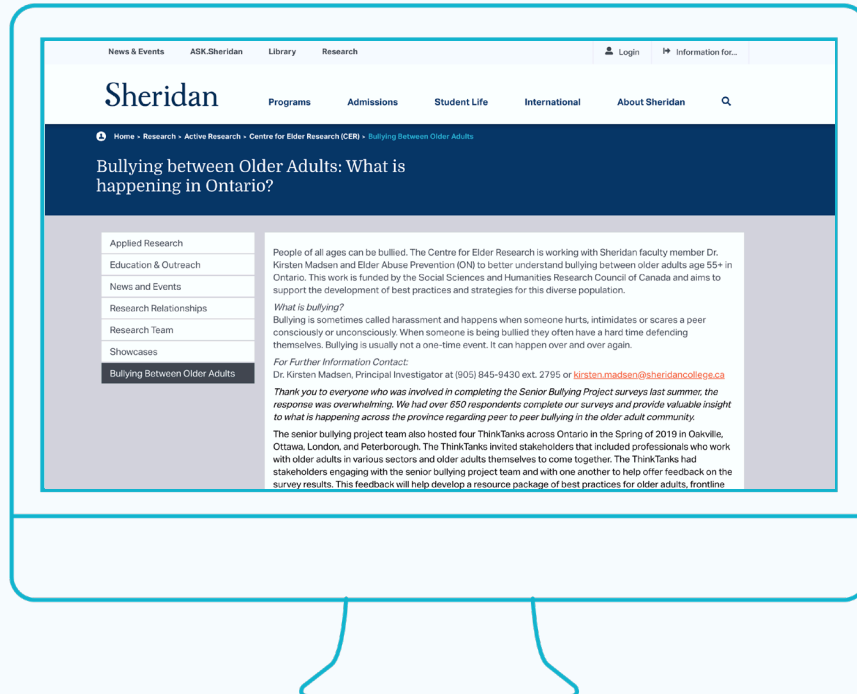
experiences with peer to peer bullying. The survey garnered 683 respondents across the province with invaluable insights into the prevalence of bullying in the older adult population. Once the survey results were analyzed and themes were identified the team held four ThinkTanks in the following four cities across Ontario: Oakville, Ottawa, London, and Peterborough. The ThinkTanks' goals were to engage with stakeholders and older adults who were vested in the issue of older adult bullying. The stakeholders were able to see the survey results and began to generate ideas that could be used in the prevention and intervention of older adult bullying incidents through various activities and exercises throughout the day.



**This Toolkit is the final result of this three year project.**

## Definition of bullying for this project:

“Bullying is sometimes called harassment and happens when someone hurts, intimidates or scares a peer consciously or unconsciously. When someone is being bullied they often have a hard time defending themselves. Bullying is usually not a one-time event. It can happen over and over again.”



If you have access to a computer, you can see the results of our survey at:

[www.sheridancollege.ca/research/active-research/serc/bullying-between-older-adults](http://www.sheridancollege.ca/research/active-research/serc/bullying-between-older-adults)

## **Bullying vs. Abuse/or Criminal Activity**

This survey relates to bullying which is based on peer to peer interactions, and not perpetrated by someone the target is dependent on for life's necessities (e.g. financially, physically, medically).

Elder Abuse and criminal activity have a bullying element to them, but there is a clearer avenue to responding to these behaviours (e.g. call the police and press charges). When bullying does not involve a criminal or abuse element then the responses are not as clear. This Toolkit is presenting strategies and activities for responding to and preventing bullying types of behaviour.

## **Bullying vs. Difficult Behaviour**

Bullying is directed at a specific person or group of people (Rayner & Keashly, 2005). It happens when there is an imbalance of power or a desire to gain power (Bonifas, 2016), or control of resources (e.g. space) (Madsen et al, in prep). Bullying is often repeated, but as noted by others there are incidences of one time occurrences that contribute to significant distress (e.g. Bonifas, 2016).

# Bullying creates a toxic environment for everyone.

(Giorgi, 2012; The Professional Institute of the Public Service of Canada, 2009)

It should be noted that around issues of bullying, the more people involved in coming up with the solutions the better. Although there is a tendency to try to identify the characteristics of a person who is likely to engage in bullying behaviours and is the recipient of bullying behaviours, no clear characteristics of either are emerging (Madsen, Franses, Rodrigues, & Sousa in prep). Instead what is emerging is that within different communities, different values and/or characteristics amongst their members are seen as desirable (Bonifas, 2016; Madsen, Franses, Rodrigues, & Sousa in prep). For example: if a value in the community is education, a person who lacks education may become a target of bullying behaviour. Therefore, it is important that the community be involved in setting up their anti-bullying initiatives because it is they who are the best positioned to comprehend what responses reflect their community's values. Finally, it is important that everyone knows why this initiative is taking place and why each of the components is being adopted.

# Module 1: Introduction & Use

 Target Audience: Leadership, Staff, Facilitators, and Older Adult Clients



# How to Use the Toolkit

## **Aim:**

This Toolkit is intended to assist residences and organizations working with older adults to establish strategies for tackling bullying specifically between older people. Though existing best practices targeting bullying behaviours amongst other populations help to inform this Toolkit, the focus is on older adults, and as such, special consideration is given to this age group by utilizing the results from the SSHRC funded Seniors' Bullying in Ontario Project.

## **Intended Audience:**

Though this Toolkit is intended for senior leadership and staff from seniors' residences and organizations, the more people engaged with this Toolkit the better. Involving clients early on encourages ownership of an anti-bullying initiative. That said, an individual or group will need to co-ordinate this initiative. Further, the Toolkit itself, contains modules with instructions for a facilitator to use in order to run the specific activities. The intended audience will be highlighted at the top of each module.

## Toolkit Format:

The basic set-up of the Toolkit is modular in nature.

### Each module includes:

An Introduction

Module Aims

Hands-on Activities

The purpose of the **introduction is to familiarize** everyone with the focus of the module and to begin to generate discussion. The **aims are clear** and the **activities support the aims** of each module.

This Toolkit is designed for flexibility with regards to who uses it and how it is used. The assumption is that one size does not fit all, instead this Toolkit is used to complement your existing practices. With this in mind not all modules are required and one does not need to complete all the activities. These modules are Pre and Post Survey, an environmental scan (Thompson, Arora, & Sharp, 2002; Whitted & Dupper, 2005), and developing a policy and procedure that deals specifically with bullying behaviours (Thompson, Arora, & Sharp, 2002).

## Tips for the Facilitator

- Create a safe and welcoming environment for everyone prior to any activity
- See the suggested ★ [Further Free Resources, page 113](#) that are for your benefit as a facilitator & learn more on how to further create a safe and welcoming environment
- Create a box with all the materials needed to complete the activities for easy access
- Be respectful towards everyone and recognize that there will be diverse viewpoints
- Encourage as much participation as possible, but if someone does not want to participate, respect their decision and let them participate any time they are ready
- When printing the Toolkit; print single sided (if possible) and on non-glossy paper

Module 2:

# Policy & Procedure



Target Audience: **Leadership, Staff, Facilitators, and Older Adult Clients**



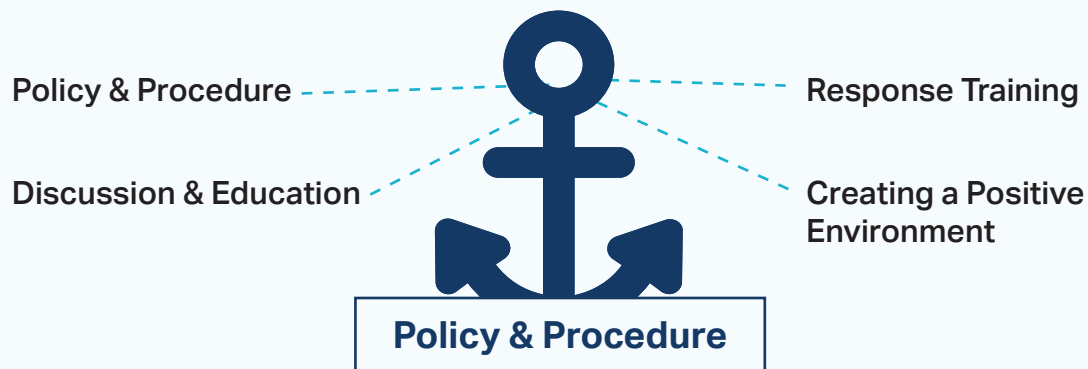


# Understanding Policy & Procedure

## Aim:

To provide guidance on how to create an anti-bullying policy and a procedure for older adults.

## Introduction:




A policy is a statement of intent (Wikipedia, n.d.) whereas a procedure are actions required to meet the mission that is stated in the policy. Basically, the anti-bullying policy and procedure acts as the foundation of the “Anchor” for your anti-bullying initiative.

Both should be written in a straightforward language and accessible to all. For a policy and procedure to be effective, people must have ownership of the documents and be part of the development of these documents.

# Stages When Setting a Policy & Procedure

## 1 Development

- Look at what is happening within your organization or residence. This is done by conducting a pre-survey on the nature and extent of bullying.
- Engage in awareness raising which includes discussion and education (refer to  Discussion & Education module, page 26), consultation and recruitment.

## 2 Implementation

- Roll out the different strategies to address and prevent bullying behaviours.
- Generate ways to ensure that people are aware of the policy and procedure, are reading it, and are able to follow the procedure.

## 3 Evaluation

- Re-do the survey to see how successful the initiative was, and what still needs to be done to address bullying behaviours.
- Consult with relevant stakeholders on how they believe the initiative is going, how it could be improved upon, and what could still be done.

# What should be in the Policy

## **Purpose**

State the objectives of the policy and why this policy is being developed.

## **Scope**

State who this policy applies to.

## **Definition**

Clearly define what bullying is.

## **Policy Statement**

The organization's position on the issue of bullying and the guidelines being established.

# What should be in the Procedure

## Purpose

State the objectives of the procedure and why this procedure is being developed.

## Scope


Specify who this procedure applies to and clearly state what everyone's responsibilities are.

## Definition

Clearly define what bullying is.

## Procedure

Clearly outline the actions and steps needed to meet the goals of the policy.

- Steps should include clear instructions for reporting.
- The cycle of reporting should be clearly presented (i.e. what happens after an incident has been reported). You may wish to include an info-gram here (refer to  [Templates, page 83](#)).
- Included should be instructions on who a person should turn to and the actions they should take if what they are reporting includes behaviours that are criminal (e.g. theft, physical assault).

## Communication

State how this Policy and Procedure will be communicated (e.g. include this in your orientation package for new staff, volunteers and clients).

# Activities for Development

**Purpose:**

Start the first stage (Development) of setting up your policy and procedure program.

## 1 Generate a list of questions to ask stakeholders about your policy and procedure.

For example...


- What do we already have in place that would support this policy (e.g. a code of conduct)?
- Who should be involved in the development of this policy and procedure?
- What is each individual's responsibility in relation to this policy and procedure?
- How will we communicate this policy and procedure? You may wish to consider how this policy and procedure would support what is being asked from regulatory or accreditation bodies?
- How do we keep this policy and procedure active/alive?
- How will we keep this policy and procedure current? Is there a policy review timeline?

## 2 Include confidential avenues for reporting.


A procedure should have more than one avenue for reporting.

For example...

- Dropbox
- Specific designate
- Peer Mentors/Coaches

When conducting your environmental scan, think about ways that people can report based on the resources and structure you have within your organization. You may wish to create a form for reporting (refer to  [Templates, page 83](#)). Further, ask clients how they would like to report. You may include this as a final question in your bullying survey.

## 3 Involve as many people as possible.

The more people involved in the development of the policy and procedure, the better. If people are included in the development process then they are more likely to take ownership of the policy and procedure. Hold discussion groups and let people know that this policy and procedure is coming (refer to  [Discussion & Education module, page 26](#))


#### 4 Conduct an Environmental Scan

An environmental scan is the process of looking at what resources are already available at your organization to help support the implementation of an anti-bullying initiative.

For example...

- Policies
- Procedures
- People
- Events

#### 5 Conduct the pre-survey

Conduct the pre-survey provided in order to better understand the needs of your community (refer to the Pre and Post Survey in  Templates, page 83).


# Activities for Evaluation

**Purpose:**

Start the third stage (Evaluation) of setting up your policy and procedure program.

**7 Conduct a follow-up survey**

Conduct a follow up survey (refer to the Pre and Post Survey in

 Templates, page 84) to see how effective the initiative has been and what can still be done to improve upon the anti-bullying initiative. Be sure to go over the survey results with stakeholders so everyone has a chance to provide input on how to move forward.



## Activities for Maintenance

**Purpose:**

Start the final stage (Maintenance) of setting up your policy and procedure.

**7 Include policy and procedure in your orientation**

Include information on the anti-bullying policy and procedures at new staff, volunteer, and/or client orientation. This will ensure that all stakeholders are informed of the anti-bullying policy and procedure. It is important to establish a date for anti-bullying training.

## Module 3:

# Discussion & Education

 Key Audience: Leadership, Staff, Facilitators, and Older Adult Clients



**“I feel that many older adults participate in bullying without even realizing it. Therefore defining and providing examples of what bullying is would help. I feel it is a common issue that happens on a regular basis.”** — Survey Respondent

# Exploring Discussion & Education

## Aim:

This module can act as a springboard for any of the modules. Activities here help participants to conceptualize what bullying is and what is not bullying. It helps stakeholders to identify bullying and recognize that older adults can engage in bullying behaviours. This module is important when initiating an anti-bullying project because it raises awareness of the issue, it gets people (all the stakeholders including board members) thinking about it, and what is happening in their own organization.

The activities here are useful as an introduction to any of the other modules. For Policy & Procedure it helps to define bullying, for Response Training it supports people in recognizing what bullying is, so they are in a better position to respond, and from a sustainability perspective, it is useful for new client, staff and volunteer orientation.

## Introduction

### Definition of bullying for this project

“Bullying is sometimes called harassment and happens when someone hurts, intimidates or scares a peer consciously or unconsciously. When someone is being bullied they often have a hard time defending themselves. Bullying is usually not a one-time event. It can happen over and over again.”

To ensure that anti-bullying initiatives developed using this Toolkit are sustainable, it is recommended that activities and modules are regularly revisited. Multiple opportunities for discussion groups with stakeholders from each part of the organization are needed for education and engagement.

**These discussions should be incorporated into various organizational events**

Such as...

- Member's council meetings
- Focus groups
- All staff meetings

In addition to including this as an item in existing meetings it is imperative to have a stand alone meeting specific to the topic of anti-bullying with all stakeholders. Frequent reiteration of anti-bullying efforts to all stakeholders involved helps them understand their role in the prevention of bullying behaviours.

**Research shows that once established anti-bullying initiatives work best when all people within an organization are involved.**

Therefore it is suggested that these efforts be introduced as early as orientation for any new staff, residents/clients, and volunteers.

## Is it Bullying?

### Purpose:

To differentiate bullying behaviours from other types of behaviours.

### Instructions:

This will be an activity where the moderator will read the various scenarios below and the group will need to discuss if this is or is not a bullying behaviour and why. The chart below gives the facilitator the detailed definition of each of the five behaviours explored in this activity. You could start the activity by reading out the terms and definitions so that everyone starts the activity with the same knowledge base.

Behaviour	Definition
<b>Bullying</b>	<p>“Bullying is sometimes called harassment and happens when someone hurts, intimidates or scares a peer consciously or unconsciously. When someone is being bullied they often have a hard time defending themselves. Bullying is usually not a one-time event. It can happen over and over again.”</p> <p>Bullying is directed at a specific person or group of people (Rayner &amp; Keashly, 2005). It happens when there is an imbalance of power or a desire to gain power (Bonifas, 2016), or control of resources (e.g. space) (Madsen et al, in prep).</p>

<b>Behaviour</b>	<b>Definition</b>
<b>Criminal Activity</b>	Criminal activity has a bullying element to it, but because the person engaging in the behaviour is breaking the law, there is a clearer avenue to responding to these behaviours (e.g. call the police and press charges).
<b>Non-Bullying Behaviour</b>	A behaviour that could be perceived as annoying or frustrating, however there is no element of control, power and targeting a specific individual or group of people are absent.
<b>Challenging Behaviours</b>	When the behaviour does not target a specific individual or group of individuals. The behaviour may violate community rules, but is not bullying because the power and control dynamics are absent (Bonifas, 2016).

<b>Behaviour</b>	<b>Definition</b>
<b>Elder Abuse</b>	“Elder abuse is a single or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust, which causes harm or distress to an older person. This type of violence constitutes a violation of human rights and includes physical, sexual, psychological, and emotional abuse; financial and material abuse; abandonment; neglect; and serious loss of dignity and respect” (World Health Organization).

Scenarios start on next page —>



## Scenario 1

A Personal Support Worker (PSW) notices that Leo does not have anything in his fridge, when he asks Leo about it the topic is quickly changed. When the PSW mentions this to the nurse he is informed that Leo's daughter who does his weekly groceries has not been around for a few weeks and is not returning any of the community calls regarding Leo. Is it Bullying?

---

### **Answer:**

This is not bullying, this is an example of neglect, the fact that his daughter is in a position of power and Leo is being denied a basic necessity such as food makes it elder abuse.

## Scenario 2

Bob is known to pinch female clients on their bottoms when they walk by him in the common room. When confronted Bob winks and laughs it off saying "I just can't help myself with all of these lovely ladies around me." Is it Bullying?

---

### **Answer:**

This is not bullying it is an example of sexual elder abuse as this is unwanted sexual advances from one person to another.

### Scenario 3

Jake believes that Betty's plot in the community garden should be given to him because her plants always die. In protest, he uproots all her plants. When asked why he says that her plants were destined to die anyway. Is it Bullying?

---

**Answer:**

Yes, this is an example of bullying because it is an intentional and conscious act that is carried out between peer older adults. Even though this is a one-time event it is still defined as bullying behaviour because Jake is targeting Betty because he wants Betty's garden plot.

### Scenario 4

Rose has noticed that some of the ladies on her floor are no longer talking to her. When she asks one of them privately if something has happened she finds out that a fellow resident has started a rumor about her and told others not to speak to her. Is it Bullying?

---

**Answer:**

Yes, this is an example of indirect bullying because Rose is being hurt by gossip in which she cannot defend herself.

## Scenario 5

Marlene stands around the front desk asking for a newspaper from other members of her retirement home who have paid for personal subscriptions. She often does not return the newspapers and other residents are aware of this. Marlene stands around and will not leave until someone gives her their paper. Is it Bullying?

---

### Answer:

This is not an example of bullying behaviour because Marlene is not trying to control a person or abuse her power. When people say “no”, she does not pursue the matter, but instead asks someone else for a newspaper. As such, she is just being annoying.

## Scenario 6

When James asks Paulette to eat lunch together, Paulette politely explains that she prefers to eat alone and that there is plenty of other seating available. Is it Bullying?

---

### Answer:

This is not an example of bullying behaviour because it is not targeted at a specific person or people, this is an example of a person’s personal preference.

## Scenario 7

Janice has always had a habit of tapping her foot. While Debbie has explained to Janice that her fidgeting bothers her at their joint lunch table, she continues to do it. Is it Bullying?

---

### **Answer:**

This is not an example of bullying behaviour, but rather a challenging behaviour because Janice is not tapping her foot on purpose to exert control over anyone, rather it is an unconscious habit.

## Scenario 8

When enjoying his cup of coffee and crossword in the lobby café Ricardo clicks his pen on and off for close to 30 minutes each morning. Ricardo has been asked to use pens with caps, but feels clicking pens have better ink. Is it Bullying?

---

### **Answer:**

This is not an example of bullying behaviour, but rather a challenging behaviour because it is not targeted at a specific person or people and is not meant to exert control. Further, he is not intentionally doing this to be passive aggressive.

## Scenario 9

Joelle has just moved into the community and notices that some of her belongings are missing. As she approaches her room after lunch she sees a resident coming out of her room with a bag full of her clothes. Is it Bullying?

---

### **Answer:**

This is not an example of bullying but criminal activity because stealing is a criminal offence and can be reported to the police.

## Scenario 10

George's roommate hits him with his cane when he feels George is too close to his side of the room. Is it Bullying?

---

### **Answer:**

This is an example of direct physical bullying behaviour. Dependent on the severity and frequency of the hitting, this can also be considered criminal activity because the behaviour has moved to physical assault, and physical assault can be reported to the police.

# Case Studies

**Purpose:**

To brainstorm and discuss prevention techniques for different bullying scenarios.

**Note for Facilitator:**

These case studies are meant to be a vehicle for rich discussion and not providing definite answers.

**Case Study Previews:**

**Case Study 1:** is set in an Active Living Centre during a game of bridge where one member accuses another of cheating in front of the whole group.

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**Case Study 2:** is set in an Assisted Living apartment building where a client who is from a different background than the majority of tenants is becoming more socially isolated due to these differences.

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**Case Study 3:** is set in a retirement home lobby where a group of knitters are loudly gossiping about their fellow residents and one overhears and confronts them.

### Case Study 1:

During Tuesday's bridge game a verbal exchange occurred between two card players Sam and Ned. The conflict escalated between the two players with Sam accusing Ned of cheating. Sam then pointed out that everyone knows that Ned is a cheater at Bridge. The other card players were visibly uncomfortable during the verbal exchange, but nobody stood up for Ned. Finally, the volunteer convenor of the bridge game came over to Sam and Ned to try and diffuse the situation. The two men agreed to disagree on Ned being called a cheater for the purpose of completing the game. After all the participants left for the day, the volunteer convenor went to the program staff to let them know about the incident.

---

### Prompts

- 1 Identify the major issues relating to the behaviours and factors that contributed to this bullying incident.
- 2 What could have prevented this situation from occurring?
- 3 When considering all parties involved, how could this situation be dealt with effectively?
- 4 What could be done to prevent this situation from occurring again?

## Case Study 2:

Liam lives in an assisted living building and is ignored and often feels isolated. Sometimes he is discussed by other residents while he is present. Liam comes from a cultural background that is different than the majority of residents who live in the building. Some feel that Liam presents in a way that is not deemed acceptable to the majority of the group. Liam is not able to pick up on the social cues demonstrated by members of the majority group and tried to join in on various activities/socials in the activity room without success. Liam has been spending more and more time in his unit alone and refusing the invitation of the recreation staff.

---

### Prompts

- 1 Identify the major issues relating to the behaviours and factors that contributed to this bullying incident.
- 2 What could have prevented this situation from occurring?
- 3 When considering all parties involved, how could this situation be dealt with effectively?
- 4 What could be done to prevent this situation from occurring again?



### Case Study 3:

A few residents were sitting around a table speaking loudly and complaining about everyone. This group often believes they have priority to use the lounge because they have lived there the longest and volunteer to run activities. They are known to gossip and monopolize the space between certain times of the day while they knit. One of the people being gossiped about, Francesca, later came into the community space and overheard what was being said. Francesca requested that the group stop gossiping, and offered them an opportunity to reflect upon how they might feel if the roles were reversed. The gossiping residents became defensive for being called out about their behaviours and started shouting at Francesca, causing Francesca to eventually leave the community space because she was upset and started crying.

---

### Prompts

- 1 Identify the major issues relating to the behaviours and factors that contributed to this bullying incident.
- 2 What could have prevented this situation from occurring?
- 3 When considering all parties involved, how could this situation be dealt with effectively?
- 4 What could be done to prevent this situation from occurring again?

Module 4:

# Response Training

 Key Audience: Leadership, Staff, Facilitators, and Older Adult Clients



# Response Training Overview

## Aim:

To provide strategies and activities specific to addressing bullying behaviours on the part of those who are experiencing or have experienced being bullied, those who have engaged in bullying behaviours or those who have been witness to bullying behaviours between older adults.

## Introduction:

**It is “Everybody’s Business” when it comes to addressing bullying between older adults.**

Results from the SSHRC funded Seniors’ Bullying in Ontario survey found that when asked **how does bullying make you feel:**

**70%** reported that being bullied was upsetting or **extremely upsetting**

**78%** reported that engaging in bullying behaviours was upsetting or **extremely upsetting**

(Madsen, Franses, Rodrigues & Sousa, 2019).

**Further, when asked about how witnessing bullying made them feel:**

**45%** reported that they **felt angry**

**18%** reported that they **felt worried that it would happen to them**

(Madsen, Franses, Rodrigues & Sousa, 2019).

Clearly, the majority of older adults involved or witnessing bullying between older adults would prefer it not to be happening. **This module addresses how those who have been bullied, those who have engaged in such behaviours, and those who have seen bullying can develop non-bullying strategies for addressing these behaviours when they arise.**

**Strategies and activities in this module are based on the results from:**

- the Seniors' Bullying in Ontario survey.
- the feedback from the Ontario ThinkTanks.
- existing best practices addressing bullying amongst other populations (e.g. workplace bullying).

“Response Training” is one module, because it is just that, engaging in activities to respond to bullying behaviour in non-bullying ways.


**That said, this Response Training Module is divided into three separate sections:**

- the first section is designed for older adults who are or have been the target of bullying behaviours.
- the second section focuses on supporting older adults who are or have engaged in bullying behaviours to come up with alternatives to bullying that are not hurtful.
- the third section focuses on witnesses to bullying, addressing some of the reasons why witnesses say why they do not step in and try and stop these behaviours.

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**\* Note:** Each section of this module will require a facilitator to run any of the activities outlined in this module.

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Facilitators are staff or volunteers who are given the written response training materials beforehand, and have all the materials needed to run the response training (e.g. written materials, pens, flip charts). Ideally, they may have prepared for these sessions by engaging in online training beforehand (refer to  [Further Free Training Resources](#) module, page 113).

Each of the three sections in this module **include strategies on how to respond to bullying or engage in alternative behaviours** to bullying that are not hurtful. Each section includes specific activities that can be done to address bullying behaviours. Although the activities are meant to facilitate discussion and come up with solutions that reflect the target audiences' environment, **prompts are also provided to assist the facilitator.**

**Section 1:**

**Targets of Bullying  
Behaviours**

# Section 1: Targets of Bullying Behaviours

## Aim:

To provide a safe, supportive environment for older adults who are or have been bullied to talk about their experiences, and to learn and practice effective responses to the bullying behaviour.


## Introduction:

Respondents to the Seniors' Bullying in Ontario Survey were clear that being bullied at any age hurts, and if you are living in a seniors' residence and are living with people who are bullying you, there is no escape.

As such, a section on **response training that focuses on targets of bullying behaviour is essential**. The people who are targets of bullying behaviour deserve a place where they can feel safe to discuss what has happened to them and to problem solve ways to respond to bullying behaviours that includes strategies for when the behaviour occurs, how to identify allies, and how to report bullying when it happens.

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### \* Suggestion for how to introduce response training activities

If this group has not previously engaged in a discussion and education about what bullying is refer to the  Discussion & Education activities around "Is it Bullying," page 30.

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# Sharing Circle

**Purpose:**

To be able to talk about your experiences with bullying behaviours.

**Note for Facilitator:**

The facilitator will need to speak to the group about the importance of confidentiality and that “what is said in the circle stays in the circle.” That said, the facilitator should make it clear at the beginning of the sharing circle that if someone raises an issue pertaining to criminal activity or elder abuse that this would need to be reported to their supervisor.

**Instructions:**

- 1 Set up chairs in a circular fashion and have participants take turns sharing a bullying experience that happened to them.
- 2 If a person chooses to pass, they may do so by simply saying “pass.”
- 3 You may choose to repeat this circle two or three times during the activity, to allow someone who has “passed” during a previous turn to share (if they wish to).
- 4 After each person shares the facilitator should thank and acknowledge that person. If others in the group also wish to thank the person who has shared they should be allowed the opportunity to do so.
- 5 As a follow-up, the facilitator should have a second activity planned that could respond to some of the experiences that are shared. Either refer back to Policy & Procedure specifically “Avenues for confidential reporting” and/or Journaling.

# Journal Prompts

**Purpose:**

Please use this journal prompt to reflect on your own experience. This journal is meant to be a personal reflective tool and not as a replacement for reporting.

**Note to the Facilitator:**

Provide one journal per person, this activity is meant to be completed independently, therefore encourage clients to complete it in a safe space such as their home.

**Instructions:**

Print out the journal and give one out to your older adult client.

Explain that this is an individual activity and should be completed independently at home. Explain that this journal is meant to be a personal reflective tool and not as a replacement for reporting.

## Journal Prompts

**1** Please describe the bullying situation you experienced.

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**2** Did any events lead to this incident?

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**3** What could have been done to de-escalate the situation?

E.g. What supports or people could have helped?

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# What Would You Do? Scenarios

**Purpose:**

To discuss possible responses to bullying behaviours.

**Note for Facilitator:**

Facilitators will have scenarios (see next page) they will share with the group and prompts that only they can see.

**Instructions:**

- 1 The facilitator will present each scenario individually to participants.
- 2 Everyone to discuss as a group.
- 3 To further discussion, facilitators will be provided with prompts that only they can see in order to engage discussions.

**Scenario 1**

Francis is a new resident and appears to be lost. She is looking around trying to find out where to go when all of a sudden another resident Jean remarks, “Clearly she’s not all there.” Francis hears Jean and makes her way back into her room. What would you do?

---

**Facilitator Prompts:**

- Ask Francis if she needs help with directions.
- Tell a staff member Francis appears to be lost.

**Scenario 2**

Two women who are wearing hijabs (a religious head covering for women) are going for a walk together in July. As they are walking they pass a husband and wife who begin to talk amongst themselves while pointing at the women. Moments later the husband proceeds to say to the women, “you must be so hot with that thing on your heads. Take it off before you start to smell.” What would you do?

---

**Facilitator Prompts:**

- Speak up for the women if you feel comfortable.
- Speak to a staff member when you return from your walk.

**Scenario 3**

Abel has just moved into the retirement home. English is not his first language. Although he can speak a little he does experience difficulty with forming proper sentences. Abel attends the trivia night and when he begins to answer a question he accidentally answers in his language. Two men look at him and say, “there’s no room for people who can’t speak English here, go back to your room.” Abel is visibly upset when two women chime in and say, “yeah get him out of here.” What would you do?

---

**Facilitator Prompts:**

- Let the group know Abel is welcome and that their comments are not acceptable.
- Flag the interaction to the facilitator (as they might not be aware of the incident).

# What Would You Do? Role Playing

**Purpose:**

To practice responding to bullying.

**Note for Facilitator:**

Facilitators will have scenarios they will share with the group and prompts that only they can see. Encourage older adult clients to get into the roles.

**Instructions:**

- 1 Use the suggested scenarios below (see next page for more) to role play and practice different responses to bullying behaviours.
- 2 After each scenario is complete, as a group discuss the effectiveness of each response and any possible alternatives to what could be done.

**Create your own Scenario:**

Role play a situation that has happened in your organization and could have been dealt with differently, get the group to come up with a scenario that they have experienced.

Continued on next page —>

### Scenario 1

During a BINGO game Sandy, who is hard of hearing, frequently asks “Can you repeat that.” Each time Sandy does this John who sits across from her will imitate and mock the way she asks for the number to be repeated.

---

#### Facilitator Prompts:

- Ask John if he would like to sit somewhere.
- Ask Sandy if she would like to sit close to the bingo caller.

### Scenario 2

Helga gets her hair done every Friday, Louanne who normally gets her hair done on Thursday asks to swap hair appointments this week. When Helga explains she has other commitments on Thursday, Louanne sighs and starts to get teary eyed as she says “I never ask anyone for anything, you just can’t rely on anyone these days.”

---

#### Facilitator Prompts:

- Politely and firmly let Louanne know that your hair appointment is firm.
- Suggest that Louanne call the salon to see if there are any cancellations.



# Who Are My Allies?

**Purpose:**

To have each individual identify who around them could be a support.

**Instructions:**

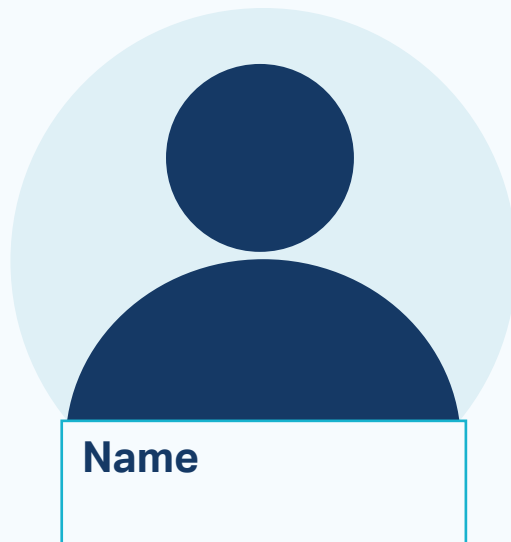
Print out the “Ally Map” on the next page and give one out to your older adult clients.

Use the template and examples below to help older adult clients fill out their “Ally Map.” This could include existing supports or potential supports. Please note that not all sections need to be completed.

# Who Are My Allies?

## Family/Friends

Ex. Sister



Name

## Community

Ex. Neighbour

## Staff

Ex. Community  
Centre Staff

## Health

Ex. Physician

## Resources

Ex. Seniors  
Help Line

### Section 2:

# Older Adults who are or have engaged in bullying behaviours

## Section 2: Older Adults who are or have engaged in bullying behaviours

### Aim:


The aim of this response training is to support older adults who are or have been engaged in bullying recognize that their behaviours are bullying behaviours and to explore any alternative behaviours that are not hurtful. The aim is not to create friendships, or investigate the details of the bullying behaviours, but rather to support older adults in learning alternative behaviours to bullying that are not hurtful.

### Introduction:

**78%** of respondents reported that engaging in bullying behaviours was upsetting or **extremely upsetting**


(Madsen, Franses, Rodrigues & Sousa, 2019).

This sends a clear message that people do not enjoy bullying others. It has been speculated that **older adults may engage in bullying because they are trying to gain control** of a situation or over a person or groups of people (Bonifas, 2016). Further, that it is the nature of seniors' residences or even senior's centres that can exacerbate bullying because of the issues creating social rules, and that older adults become impatient when people do things differently or are different (Bonifas, 2016).

If these reasons are correct, then discussion can occur around how to establish ground rules which enable everyone to co-exist comfortably. Further, efforts can be made to enable older adults to better understand and appreciate each other's differences (refer to  Creating a Postive Environment module, page 77).

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**\* Suggestion for how to introduce response training activities**

If this group has not previously engaged in a discussion and education about what bullying is refer to the  Discussion & Education activities around "Is It Bullying," page 30.

---

# Journal Prompts

**Purpose:**

Please use this journal prompt to reflect on your own experience. This journal is meant to be a personal reflective tool and not as a replacement for reporting.

**Note to the Facilitator:**

Provide one journal per person, this activity is meant to be completed independently, therefore encourage clients to complete it in a safe space such as their home.

**Instructions:**

Print out the journal and give one out to your older adult client.

Explain that this is an individual activity and should be completed independently at home. Explain that this journal is meant to be a personal reflective tool and not as a replacement for reporting.

## Journal Prompts

- 1** Please describe the behaviour you engaged in that could be perceived as bullying.

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- 2** Were there any events/situations that led to this situation? If so what?

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- 3** How did people respond to your behaviour/this incident?

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- 4** If the same situation/incident arose, how could you respond differently?

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- 5** What could have prevented this from happening? (e.g. Staff support)

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# What Could You Do Instead?

**Purpose:**

To discuss triggers that lead someone to engage in bullying behaviour and to come up with alternative responses to bullying behaviour.

**Note for Facilitator:**

Facilitator will have scenarios they will share with the group and prompts that only they can see.

**Instructions:**

- 1 The facilitator will present each scenario (see next page for more) individually to participants for everyone to discuss as a group.
- 2 For further discussion, facilitators will be provided with prompts that only they can see in order help the discussion along.

**Create your own Scenario:**

Role play a situation that has happened in your organization and could have been dealt with differently, get the group to come up with a scenario that they have experienced.

Continued on next page →



**Scenario 1**

Frank, Vito, and Johnny enjoy playing dominoes in the lobby of their Assisted Living apartment building. They get so involved in their game that they do not notice residents who need help at the door. At the monthly Resident's council meeting the three of them are singled out as being rude and selfish. The next day people continue to complain to one another while coming in and out of the lobby. When Vito gets up to open the door for Sharon, Sharon remarks "it's a miracle!"

---

**Facilitator Prompts:**

- You could choose not to respond at all or to not respond negatively.
- You could politely thank the men each time they open the door (positive reinforcement).

More scenarios on next page —>

**Scenario 2**

Karen eats with her mouth open. Sylvia finds this particularly annoying. Whenever the dessert tray comes around, Sylvia looks at Karen and loudly remarks how “it’s such a shame that some people were never taught to eat properly.” What could you do instead?

---

**Facilitator Prompts:**

- Arrange a meeting with the dining hall director to see if there are any alternative solutions.
- Sylvia could ask to be moved to a different table for her meal times.

### Section 3: Older Adults who are witnesses to bullying behaviours

## Section 3: Older Adults who are witnesses to bullying behaviours

### Aim:

The aim of this response training is to assist witnesses in recognizing what bullying is, practice supporting the targets of bullying behaviours and to encourage non-hurtful behaviour on the part of those engaging in these behaviours.

### Introduction:

When asked: **“If you have ever witnessed bullying and did not step in to help the person being bullied, was that because...?”**

#### Survey respondents stated that:


- they did not help because they did not know how to help
- they felt it was too dangerous to respond
- they were frightened of being next target
- they did not know the person being bullied
- the person who was engaging in the bullying behaviours were their friend

(SSHRC funded Seniors' bullying in Ontario Project)

Using this feedback, the focus of this section of the Response Training Module is to encourage Witnesses to become Allies. The goal is to support witnesses to speak out against bullying, to support the targets of bullying, and to encourage non-hurtful behaviour on the part of the those engaging in these behaviours.

---

**\* Suggestion for how to introduce response training activities**

If this group has not previously engaged in a discussion and education about what bullying is refer to the  Discussion & Education activities around "Is it Bullying," page 30.

---

# Journal Prompts

**Purpose:**

Please use this journal prompt to reflect on your own experience. This journal is meant to be a personal reflective tool and not as a replacement for reporting.

**Note to the Facilitator:**

Provide one journal per person, this activity is meant to be completed independently, therefore encourage clients to complete it in a safe space such as their home.

**Instructions:**

Print out the journal and give one out to your older adult client.

Explain that this is an individual activity and should be completed independently at home. Explain that this journal is meant to be a personal reflective tool and not as a replacement for reporting.

## Journal Prompts

- 1** If you witnessed a bullying incident this month, what did you do?  

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- 2** If you did something to respond to the bullying incident, what was the outcome?  

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- 3** Were you able to do something to de-escalate the incident? If so, describe what you did.  

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- 4** If you witnessed a similar bullying incident to the one you described above, what would you do differently if you had the chance to?  

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- 5** What could have helped you respond differently to the bullying incident you described? (e.g. Staff support)  

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# What would you do? Scenarios

**Purpose:**

For witnesses of bullying to discuss possible responses to bullying behaviour, how to support people who have experienced bullying, and to report/support in a way that the witness feels safe.

**Note for Facilitator:**

Facilitators will have scenarios they will share with the group and prompts that only they can see.

**Instructions:**

- 1 The facilitator will present each scenario (see next page for more) individually to participants for everyone to discuss as a group.
- 2 For further discussion, facilitators will be provided with prompts that only they can see in order help the discussion along.



**Create your own Scenario:**

Discuss a situation that has happened in your organization and discuss how it could have been dealt with differently. Get the group to come up with a scenario that they have witnessed. Further you can ask somebody to share an example that they have in their journal. Please note the more responses generated the better.

**Scenario 1**

You are at a community meeting on seniors' issues in the local town hall, Wendy seems to be targeted by Peter. He is constantly interrupting and criticizing what she says, turning his head away when Wendy speaks, talking to the person beside him, and is simply being disrespectful. Staff are not intervening or asking Peter to stop his behaviour. Wendy is becoming noticeably distressed and has stopped talking.

---

**Facilitator Prompts:**

- Alert a staff member to what is happening.
- If you feel comfortable, ask Peter to stop interrupting.

More scenarios on next page 

## Scenario 2

Emily and Katrina have been lifelong college friends and now take Zumba classes together at the local recreation centre. One day someone accidentally steps on Emily's foot in class and she starts swearing at the person. Katrina is surprised at the outburst, but has started to notice that Emily has been verbally aggressive lately. She is scared that if she gets on Emily's "bad side" that this will affect their friendship.

---

### Facilitator Prompts:

- Ask Emily if she has noticed the change in her own behaviour (verbal aggression).
- Speak to Emily's friend Katrina to see if she too has noticed a change in Emily's behaviour.

# How to Identify as An Ally

**Purpose:**

To generate discussion about how a person can go from being a witness to an ally.

**Note for Facilitator:**

Provide a basic explanation of what an ally is. Refer to the  Glossary, page 104.

**Instructions:****As a group brainstorm ways in which:**

- 1 Specific strategies a witness can use to support targets of bullying behaviour.
- 2 Ways allies can make themselves identifiable within their community (e.g. Ally pins).

---

**\* Note:** A witness may choose to just be an ally for a specific person or available to many. This is their personal choice and based on comfort level.

---

## Further Suggestions

Once your organization has come to a point where there are specific people who feel comfortable in supporting others in coming up with practical responses when they are being bullied, consider setting up a **coaching/peer mentoring program**. Do this by identifying coaches/peer mentors and setting up a system whereby targets of bullying can contact them. They can then have opportunities to work with the coach/mentor to come up with further practical, specific strategies to respond to the bullying behaviours they are experiencing.

## Module 5:

# Creating a Positive Environment

 Key Audience: Leadership, Staff, Facilitators, and Older Adult Clients



# Creating a Positive Environment

## **Aim:**

This module aims to help older adults see the benefits of shared living or shared spaces through activities that promote the creation of positive environments for all.

## **Introduction:**

This module includes a list of suggested activities and resources that each organization can tailor to suit their older adult clients' needs and interests.

**Organizations can use this module to:**

**create a positive environment and encourage kindness amongst their staff, older adult clients, and volunteers**

Encouraging clients to watch out and support one another is a key step in creating a positive environment in these shared spaces and can be done in small daily practices or one-time events. A key component to doing this is educating as many people on cultural competency as possible, this can be done through training, activities, and events. You may also wish to use these activities as add-on's to your existing events such as member's council meetings, supper clubs, all staff meetings, and any other group activities, etc...

# Random Act of Kindness Event(s)

**Purpose:**

To encourage and recognize positivity in the community.

**1 Recognize others**

Encourage clients, staff, and volunteers to recognize kind things others have done for them in the home/organization and drop off “thank you” slips into a drop box for a set amount of time (e.g. one month or three months).

**2 Acts of Kindness Day**

Host an “Act of Kindness Day” where these kind acts are recognized at an all client, staff, and volunteer special event.

# One-Time Events

**Purpose:**

Celebrating multiculturalism and cultural competency within your community.

**1 Cultural Potluck**

Host a potluck where everyone brings in a dish from their country.

**2 Share & Tell**

Many of the clients within your organization come from different walks of life. This exercise is meant to begin exploring the interests and likes of the clients within your organization to help build new connections. Each person will bring an item that represents them/brings them joy.

**This may include but is not limited:**

- a traditional item of clothing from their home country
- a picture of their family
- a book they enjoy

By having each person share and speak about an item, the community can begin engaging with one another in an empathetic way. People may discover that they have more in common with other people in the organization than they previously thought. This exercise supports creating a positive environment as it welcomes individuals to connect with others and share their cultural traditions and backgrounds with their peers.



### **3 Talent Show**

Invite older adults clients, staff, and volunteers to perform songs, poetry, dances, etc from their cultural backgrounds.

### **4 Get to Know Your Neighbour Activity**

Have attendees write down on a paper something that others may not know about themselves before a community meeting and read out the answers and have clients try to guess who the person is at the end of the meeting. Additionally you can host a “coffee or tea social” afterwards where clients can continue to socialize.

# Creating a Positive Environment: Resources

## Cultural Competency

This video outlines the importance of valuing and adapting to diversity within your organization. By making oneself aware of their own cultural biases and stressing the importance of cultural competency from the hiring process, this initiative will help support the creation of a positive environment. It emphasizes collaboration and connection between all stakeholders.



[https://source.sheridancollege.ca/centres\\_elder\\_building\\_connected\\_communities\\_resources\\_training-video/1/](https://source.sheridancollege.ca/centres_elder_building_connected_communities_resources_training-video/1/)

## Clients supporting one another in Assisted Living

The Emily Project is an initiative and buddy system that is meant to support older adults who are living independently but can be altered to your specific community to meet the needs of your clients. By having a buddy system, the community can begin looking out for one another and ensuring each other is safe. This initiative can support creating a positive environment and build a sense of community.



[www.youtube.com/watch?v=Ni2bl4UtG4k](http://www.youtube.com/watch?v=Ni2bl4UtG4k)

# Templates

 Key Audience: **Staff, Facilitators, and Older Adult Clients**



## Senior-to-Senior Bullying Survey

# People of all ages can be bullied.

This survey was developed in partnership between Sheridan College and Elder Abuse Prevention Ontario (EAPON) to better understand bullying between peers aged 55+ in Ontario.

In this survey you will be asked about “bullying”.

**Note:**

Your answers are private. Your participation is your choice. If at any time you do not want to answer a question, then skip that question. If you decide that you want to withdraw from this study, then simply stop answering the questionnaire.

## What is bullying?

Bullying is sometimes called harassment and happens when someone hurts, intimidates or scares a peer consciously or unconsciously.

When someone is being bullied they often have a hard time defending themselves. Bullying is usually not a one-time event. It can happen over and over again.

For example...

- Using manipulation to control and manipulate
- Spreading rumours about people
- Keeping certain people out of a “group”
- Preventing someone from entering a common space or from engaging in an activity
- Teasing someone in a nasty way
- Saying mean things to hurt someone
- Putting someone down
- Punching, shoving, and other acts that hurt people physically

---

1. What is your gender?

- Male
- Gender non-binary
- Female
- Not listed
- Prefer not to answer

2. In the last 4 months have you been bullied by another older adult (55+ years old) or group of older adults?

Yes     No     Unsure

3. **If you answer yes**, in what ways were you bullied by another older adults (55+ years old) or group of older adults? Further, how often has it occurred?

	Never	Seldom (Once/twice)	Sometimes (Monthly)	Often (Weekly)	Always (Daily)
Physical aggression (e.g. hitting, shoving, slapping, kicking)					
Theft or damage of property and/or assets					
Direct verbal aggression (e.g. called names, teased, insulted)					
Rumours being spread about an older adult					
Intentionally trying to make someone look stupid in front of others					
Verbally threatened you					
Excluded you from a group or activity					
Sexual remarks (e.g. rude jokes, inappropriate comments)					
Calling of names behind someone's back					
Gave you the silent treatment					
Made negative comments about their appearance					
Imitated them in front of others					
Someone being criticized in front of others					
Sarcasm as a means of mocking and insulting someone					
Tried to influence you by making you feel guilty (manipulation tactics)					
Online bullying/Cyberbullying (using the Internet or mobile phones)					
Other (please state):					

4. In the last 4 months have you ever witnessed an older adult (55+ years old) get bullied by another older adult or group of older adults?

Yes     No     Unsure

5. **If you answer yes**, in what ways have you seen someone get bullied by another older adults (55+ years old) or group of older adults? Further, how often have you seen it?

	Never	Seldom (Once/twice)	Sometimes (Monthly)	Often (Weekly)	Always (Daily)
Physical aggression (e.g. hitting, shoving, slapping, kicking)					
Theft or damage of property and/or assets					
Direct verbal aggression (e.g. called names, teased, insulted)					
Rumours being spread about an older adult					
Intentionally trying to make someone look stupid in front of others					
Verbally threatened you					
Excluded you from a group or activity					
Sexual remarks (e.g. rude jokes, inappropriate comments)					
Calling of names behind someone's back					
Gave you the silent treatment					
Made negative comments about their appearance					
Imitated them in front of others					
Someone being criticized in front of others					
Sarcasm as a means of mocking and insulting someone					
Tried to influence you by making you feel guilty (manipulation tactics)					
Online bullying/Cyberbullying (using the Internet or mobile phones)					
Other (please state):					

6. In the last 4 months have you ever intentionally or unintentionally engaged in bullying behaviours or behaved in ways that could be perceived as bullying against another older adult (55+ years old)?

Yes     No     Unsure

7. **If yes**, which of the following activities were you involved in and how often did it occur?

	Never	Seldom (Once/twice)	Sometimes (Monthly)	Often (Weekly)	Always (Daily)
Physical aggression (e.g. hitting, shoving, slapping, kicking)					
Theft or damage of property and/or assets					
Direct verbal aggression (e.g. called names, teased, insulted)					
Rumours being spread about an older adult					
Intentionally trying to make someone look stupid in front of others					
Verbally threatened you					
Excluded you from a group or activity					
Sexual remarks (e.g. rude jokes, inappropriate comments)					
Calling of names behind someone's back					
Gave you the silent treatment					
Made negative comments about their appearance					
Imitated them in front of others					
Someone being criticized in front of others					
Sarcasm as a means of mocking and insulting someone					
Tried to influence you by making you feel guilty (manipulation tactics)					
Online bullying/Cyberbullying (using the Internet or mobile phones)					
Other (please state):					



**If you have NOT been bullied in the last 4 months, skip question 8.**

8. If you were bullied in the last 4 months, do you believe it was for any of the following reasons? **(Check all that apply)**

- Age
- Race/Ethnicity/Place of Origin
- Religion
- Gender
- Sexual Orientation
- Physical Ability
- Mental Health
- Not Listed
- Not Sure

**If you have NOT witnessed anyone being bullied in the last 4 months, skip question 9.**

9. In the last 4 months have you witnessed anyone get bullied for any of the following reasons? **(Check all that apply)**

- Age
- Race/Ethnicity/Place of Origin
- Religion
- Gender
- Physical Ability
- Mental Health
- Not Listed
- Not Sure

10. Where have you experienced or witnessed bullying between older adults (55+ years old)?  
**(Check all that apply)**

- In the building/complex where I live
- In public places (e.g. parks, shopping malls)
- At a Seniors' Centre
- During community events/activities
- Other: \_\_\_\_\_

11. If you saw someone being bullied how would you respond?

- Stand up for the person by saying something
- Ignore it and walk away or pretend that I did not notice it
- Watch
- Join in on the "fun"
- Express concern to other people and try to intervene collectively
- Report the incident to someone
- Other: \_\_\_\_\_

12. If you have ever witnessed bullying and did not step in to help the person being bullied, was that because **(Check all that apply)**

- Not applicable; I have not witnessed bullying.
- I was frightened that the person(s) doing the bullying would pick on me next
- I did not know how to help
- I felt it was too dangerous to intervene
- I did not know the person being bullied or he/she/they were not one of my friends
- The person bullying was my friend
- Other: \_\_\_\_\_

13. If someone attempted to bully you, how confident would you feel in addressing it?  
(Check the most appropriate response)

- Very confident
- Somewhat confident
- Not very confident
- Not confident at all
- Does not apply to me
- I'm not sure how I would respond

14. In your experience, how does witnessing bullying make you feel?

- Worried that it will happen to me
- Guilty
- Angry
- It does not bother me
- It depends if I know the person being bullied or the bully
- I have never seen someone being bullied

15. When you are bullied how do you feel? (Circle 1 response that applies most often to you)

Does Not Upset Me	Seldom Upsetting	Sometimes Upsetting	Upsets Me	Extremely Upsetting
1	2	3	4	5

16. When you are involved in doing the bullying, how do you feel?  
(Circle 1 response that applies most often to you)

Does Not Upset Me	Seldom Upsetting	Sometimes Upsetting	Upsets Me	Extremely Upsetting
1	2	3	4	5

17. What would help you address bullying in your community?

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18. Is there anything else that you would like to add?

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Though this survey relates to bullying which is based on peer to peer interactions, and not perpetrated by a person who is in a position of trust.

**If you feel that you are being bullied and/or abused please contact the:  
Seniors Safety Line (SSL) 1-866-299-1011.**

1

2

4

3

## Cycle of Reporting: Closing the Loop

### 1 Bullying behaviour is reported

This can be done in various ways:

- In-person
- Via telephone/e-mail
- Confidential box in a designated location of organization

### 2 Report is acknowledged by a staff member and next steps are discussed with the person who filed the report

- Staff should explain what the next steps are from a policy and procedure stand point
- Let client know that they will be contacted with the final outcome

### 3 Incident Report is completed by designated staff member

- Staff fill out incident report
- Contact all parties involved
- Set follow-ups with dates to be completed

### 4 Follow-ups are completed by a staff and report is complete

- Staff finish any follow-ups
- Contact initial person who filed report with final outcome
- Report is submitted to and discussed with supervisor
- Report is filed in appropriate files (individual clients, organization, etc)

## Example of a Comfort Agreement

### Note to the Facilitator:

Please develop a comfort agreement for your organization with the participation of your older adult clients. Here is a suggestion for how one might look. This comfort agreement would be reviewed before each meeting.

- Establish that the meeting is a “Safe Space” and discuss what this means.
- Highlight organization’s policy on confidentiality
  - Is this a meeting where items discussed are not meant to be discussed outside of the meeting?  
—— or ——
  - Is this a meeting that will have posted meeting minutes for all to access in a central location? If so where is this location?
- What are acceptable practices to the group for these meetings:
  - Example: Respect, everyone gets a turn to speak, etc...
- What are **not** acceptable practices to the group for these meetings
  - Example: Cell phone use, talking over one another, making disrespectful comments, etc...
- Main reason for meeting: State the agenda here

# Bullying Incident Report Form: Template

**Date of Incident:** \_\_\_\_\_ **Time of Incident:** \_\_\_\_\_

**Location of Incident:** \_\_\_\_\_

## Repeat Occurance:

Yes  No

## Type of Bullying:

- Verbal
- Relational
- Physical
  - Did this result in an injury?
    - Yes  No
  - Was this reported to the police?
    - Yes  No

## Bullying Behaviour (check all that apply):

- Physical (e.g. hit, pushed, shoved, slapped, kicked)
- Intentionally stole or damaged something
- Made rude jokes or inappropriate comments of a sexual nature
- Online Bullying (used the Internet, interactive and digital technologies or mobile phones)
- Verbal threats
- Called someone names behind their back
- Made negative comments about appearance
- Imitated someone in front of others
- Excluded someone from a group or activity

- Tried to make someone look stupid in front of others
- Criticized someone in public
- Used sarcasm to insult someone
- Tried to influence someone by making them feel guilty (manipulation tactics)
- Spread rumours about someone
- Verbal aggression (e.g. called names, teased, insulted)
- Gave someone the silent treatment
- Other: \_\_\_\_\_

**Summary of Events** (facts only):

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**Who reported the incident:** \_\_\_\_\_

**Contact Information:** \_\_\_\_\_

**Do they want to stay anonymous?**

- Yes     No

**Were there witnesses?**

- Yes     No

**Contact Information:** \_\_\_\_\_

**Do they want to stay anonymous?**

- Yes     No



**Are there any additional supporting documents attached**  
(e.g. pictures, previous reports).

Yes (# of pages: \_\_\_\_\_ )     No

### Action Steps & Follow-up:

#### Action Step 1:

\_\_\_\_\_

**Person Responsible:** \_\_\_\_\_

**Date Delegated:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

#### Action Step 2:

\_\_\_\_\_

**Person Responsible:** \_\_\_\_\_

**Date Delegated:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

#### Action Step 3:

\_\_\_\_\_

**Person Responsible:** \_\_\_\_\_

**Date Delegated:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Staff Name, Signature, and Date:** \_\_\_\_\_

**Supervisor Name, Signature, and Date:** \_\_\_\_\_

## Procedure: Template

<b>Name of Organization:</b>	
<b>Procedure Title:</b>	
<b>Date of Approval:</b>	<b>Mandatory Review Date:</b>
<b>Effective Date:</b>	<b>Approved by:</b>
	<input type="checkbox"/> Board of Directors <input type="checkbox"/> Executive Director <input type="checkbox"/> Senior Leadership

**Date of Approval:** Original date of procedure approval and any subsequent dates of approval or update by the approval body. Do not include non-substantive changes as approved by Responsible Person(s).

**Effective Date:** The date the current version of the procedure is effective.

**Mandatory Review Date:** Select a review period that is appropriate for your organization.

**Approved By:** Responsible Person(s) as set out in the Policy.

### 1 Purpose

A brief statement of the objectives of the procedure and reasons for its existence.

## **2 Scope**

The groups to which the procedure applies and any exceptions.

## **3 Definitions**

Concise definitions of important or technical terms and abbreviations.

## **4 Procedure**

Outline the actions and steps to take in order to comply with the associated policy. Use headings, numbering and bullets to separate information and present it clearly. Use numbering to provide easy references to different sections. Follow the 1.1.a.i. format. Bullets should be used for outlining subsidiary information to the main point and for general lists. If referring to other documents refer to the Title in Italics.

## **5 Related Documentation/Links/Forms**

List any related links in alphabetical order. If there are no related links do not delete the Related Documentation/Links/Forms heading or above message – indicate “No Related Documentation/Links/Forms for this Procedure.”

## Policy: Template

<b>Name of Organization:</b>	
<b>Policy Title:</b>	
<b>Date of Approval:</b>	<b>Mandatory Review Date:</b>
<b>Effective Date:</b>	<b>Approved by:</b>
	<input type="checkbox"/> Board of Directors <input type="checkbox"/> Executive Director <input type="checkbox"/> Senior Leadership

**Date of Approval:** Example: Policy was originally approved on January 1, 2011 and had two revisions, on June 1, 2013 and May 1, 2015.

**Effective Date:** The date the current version of the policy is effective.

**Mandatory Review Date:** Select a review period that is appropriate for your organization.

**Approved By:** Responsible Person(s) as set out in the Policy.

### 1 Purpose

A brief statement of the objectives of the policy and reasons for its existence.

## 2 Scope

The groups to which the policy applies and any exceptions. May also contain statements on time periods, locations, funds, etc.

## 3 Definitions

Concise definitions of important or technical terms and abbreviations.

## 4 Policy Statement

A statement of general intent which describes the organization's position on the issue and the rules being established.

### **The Responsible Person(s) shall be:**

- Include a reference to the Responsible Person(s) that will interpret and apply the policy and have responsibility to draft and/or approve any associated procedures.

## 5 Related Documentation/Links/Forms

Forms associated with the implementation of the policy or other relevant policies.

SOLUTIONS: EVERYBODY'S BUSINESS

“I JUST SAY IT  
LIKE IT IS”

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But that doesn't  
make it okay.



# Speak Up & Speak Out!

## Senior Bullying Exists

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**When you stay silent you  
are part of the problem  
not the solution**

# Glossary

<b>Term</b>	<b>How the word is used within this Toolkit</b>
<b>Activity</b>	Each module includes activities. These supplemental tasks are designed to support the aims of each module.
<b>Ally</b>	A person who acts as a support for a person who has been on the receiving end of bullying behaviours.
<b>Bullying</b>	“Bullying is sometimes called harassment and happens when someone hurts, intimidates or scares a peer consciously or unconsciously. When someone is being bullied they often have a hard time defending themselves. Bullying is usually not a one-time event. It can happen over and over again.”
<b>Bullying behaviour</b>	Throughout this Toolkit the focus is on bullying behaviour (e.g. direct verbal, spreading rumors) rather than labeling individuals.



<b>Term</b>	<b>How the word is used within this Toolkit</b>
<b>Case Study</b>	A scenario that is broad enough to promote discussion.
<b>Client</b>	An older adult who is using the services of the senior's residence or organization.
<b>Facilitator</b>	The staff person or volunteer who is running the activity outlined in the module.
<b>Module</b>	The Toolkit is broken down into modules which are units that focus on a specific area (task) of the anti-bullying Toolkit. Each module includes: an introduction, module aims, hands on activities.
<b>Older Adult</b>	A person who is 55 years of age or older and for the purposes of this Toolkit, is a client of the senior's residence and/or organization.
<b>Person Engaged in Bullying Behaviour</b>	An individual who intentionally or unintentionally engages in bullying behaviour targeted at an individual or group of people.

<b>Term</b>	<b>How the word is used within this Toolkit</b>
<b>Staff</b>	Any person employed by the senior’s residence and/or organization.
<b>Stakeholders</b>	Older adults and those who are working with older adults.
<b>Target of Bullying</b>	An individual who is on the receiving end of bullying behaviour.
<b>ThinkTank</b>	The senior bullying project team hosted four “ThinkTanks” across Ontario. These full-day interactive workshops involved stakeholders engaging with the senior bullying project team and one another, in order to help offer feedback on the survey results. This feedback was used to help inform the content of this Toolkit.
<b>Volunteer</b>	A person who holds an unpaid position at a senior’s residence or organization.
<b>Witness</b>	An individual who has seen bullying behaviour.

# Resources

 Key Audience: **Older Adult Clients**



# Ontario Specific Resources

**Safety Resources:** These resources are meant to assist older adults in areas relating to general safety which may include physical, emotional, and/or financial safety. These resources include a combination of 24/7 helplines and other telephone supports.

**General Resources:** These resources provided are meant to act as guiding tools for more specific areas of interest to older adults.

**Legal Resources:** The legal support resources listed in this Toolkit will provide older adults further organizations they can contact for legal inquiries.

**Housing Support:** The housing resources provided are applicable to older adults living in retirement homes or community apartments.

**Community Support:** These resources are for older adults who have further questions pertaining to them as an individual or to their community at large.

Resource	Purpose	Contact	Theme
<b>Toronto Police Distress Centre</b>	“Since 1967, Distress Centres of Greater Toronto has provided 24-hour support, 7 days a week, 365 days a year to individuals in our community at risk and their most vulnerable. We are Canada’s oldest volunteer delivered crisis, emotional support and suicide prevention + intervention + postvention service agency.”	416-408-4357	Safety

Resource	Purpose	Contact	Theme
<b>Police</b>	This is a resource if the bullying behaviour has a criminal component to it (e.g. theft, physical assault). If you are uncertain you can always call the Vulnerable Persons Coordinator: <b>416-808-0130</b>	911 <b>Non-Urgent Line:</b> 416-802-2222	Safety
<b>Toronto Seniors Help Line</b> 24/7	The Toronto Seniors Help Line acts as a 24/7 help line for older adults in Toronto and the GTA. This resource provides supportive counselling over the phone, and provides information, programs, and any additional resources to older adults who are in need. This is a Toronto specific resource, if accessing from another city please note the programs, and resources for outside communities is limited.	416-217-2077	Safety
<b>Senior Safety Line</b>	“The Seniors Safety Line is a 24/7, confidential and free resource that provides information, referrals and support in over 150 languages for seniors experiencing abuse. Call 1-866-299-1011 for support. If you are in danger right now, call 911 or your local police.”	1-866-299-1011	Safety

Resource	Purpose	Contact	Theme
<b>Seniors' INFOline</b>	"To speak with someone regarding the services and programs available for older adults."	<b>Phone:</b> 1-888-910-1999  <b>TTY:</b> 1-800-387-5559  <b>Email:</b> infoseniors@ontario.ca	General
<b>211 Community Infoline</b>	"Ontario 211 is a free helpline that connects you to community and social services in your area 24 hours a day, 365 days a year, in over 150 languages."	211	General
<b>CLEO</b>	"CLEO provides resources, and publications free of charge. Getting Legal Help: A Directory of Community Legal Clinics in Ontario, Organized by region, this popular, easy-to-use directory of Ontario's community legal clinics lists addresses, phone numbers, and websites."	<a href="http://www.cleo.on.ca/en">www.cleo.on.ca/en</a>	Legal

Resource	Purpose	Contact	Theme
<b>Advocacy Centre for the</b>	<p>“The Advocacy Centre for the Elderly is a community based legal clinic for low income senior citizens. ACE is managed by a volunteer board of directors at least half of whom are seniors. ACE is funded through Legal Aid Ontario and is the first legal clinic in Canada to specialize in the legal problems of seniors.”</p>	<p><b>Toll-free:</b> 1-855-598-2656</p>	<p>Legal</p>
<b>Retirement Homes Regulatory</b>	<p>“Find out how we protect your interests, how to report harm, apply for emergency funding and more.”</p>	<p>1-855-275-7472 (1-855-ASK-RHRA)</p>	<p>Housing</p>
<b>Landlord and Tenant Board</b>	<p>“The Landlord and Tenant Board (LTB) resolves:</p> <ul style="list-style-type: none"> <li>○ disputes between residential landlords and tenants</li> <li>○ eviction applications filed by non-profit housing co-operatives</li> </ul> <p>The LTB also provides information about its practices and procedures and the rights and responsibilities of landlords and tenants under the Residential Tenancies Act.</p> <p>The LTB is one of the eight tribunals that make up Social Justice Tribunals Ontario (SJTO)”</p>	<p><a href="http://www.sjto.gov.on.ca/ltb/contact/">www.sjto.gov.on.ca/ltb/contact/</a></p>	<p>Housing</p>

Resource	Purpose	Contact	Theme
<p><b>Elder Abuse Prevention Ontario</b></p>	<p>“EAPO provides education to seniors, caregivers and the public on the prevention of elder abuse as well as training to professionals working with older adults. EAPO supports a variety of vital community programs and active collaborative initiatives to promote research, best practices and service delivery for elder abuse intervention and response. Regional Prevention Consultants provide ongoing support to over 37 Regional Elder Abuse Networks across the Province. and the innovation and collaborate with local, provincial, federal and international agencies to ensure the safety and well-being of older adults in Ontario.”</p>	<p><b>Phone:</b> 416-916-6728</p> <p><b>Website:</b> <a href="http://www.eapon.ca">www.eapon.ca</a></p>	<p>Community</p>



# Free Training Resources

 Key Audience: **Staff and Facilitators**



## Further FREE Training Resources

The resources provided are for facilitators and staff to gain a greater understanding of related topics to an anti-bullying effort. They are meant to be used as a supplement to your existing resources. This is a mix of training courses and educational videos.

Resource	Purpose	Contact
<p><b>Diversity/ Inclusion Training</b></p>	<p>“Human Rights 101: Learn about your rights and responsibilities under the Ontario Human Rights Code. This module provides a basic understanding of rights and responsibilities under the Ontario Human Rights Code. It’s for information only. The module takes about 30 minutes.” <a href="#">Certificate is issued at the completion of the training.</a></p>	<p><a href="http://www.ohrc.on.ca/en/learning/human-rights-101">www.ohrc.on.ca/en/learning/human-rights-101</a></p>
<p><b>Creating a Welcoming Environment</b></p>	<p>This is a great example of a poster from the 519 (an LGBTQ focused organization) that informs how to create a welcoming environment to members of the LGBTQ community. This resource can be used as an example of how your organization can ensure inclusivity and a welcoming environment for the clients you serve.</p>	<p><a href="http://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/creating-a-welcoming-environment">www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/creating-a-welcoming-environment</a></p>

Resource	Purpose	Contact
<p><b>Conflict Management</b></p>	<p>“Master the fundamentals of conflict resolution, harness the power of positive conflict, and hone your intercultural communication skills. In this Specialization, you’ll learn to strengthen your personal and professional relationships by constructively addressing conflicts between individuals and within organizations. You’ll build skills specifically aimed at managing intercultural conflicts in today’s global society, and you’ll explore how competing interests and goals, power imbalances, and other factors influence the nature of conflict and management strategies. In the final Capstone Project, you’ll analyze a specific conflict and outline an approach to management and resolution.” Course can be done with a 7-day free trial to Coursera.</p>	<p><a href="http://www.coursera.org/specializations/conflict-management">www.coursera.org/specializations/conflict-management</a></p>

## Conclusion and Toolkit Survey

Thank you to everyone who showed interest and has decided to use this Toolkit to implement your own anti-bullying programs. As we have stated throughout this Toolkit, the concept that Patricia Spadafora came up with “Solutions - Everybody’s Business” is integral to this project. We know that having as many people involved with an anti-bullying initiative can yield positive results.

**We hope that you have been able to use this Toolkit at your organization and would like to know what did and did not work for each location.**

If you are able to complete a survey about your experience using the Toolkit, the survey can be completed online at:



[www.surveymonkey.com/r/EvaluationofSBPToolkit](http://www.surveymonkey.com/r/EvaluationofSBPToolkit)

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