

On-Demand Slide Deck - Bullying Prevention and Response When Supporting Refugee Students

15 - 21 Jul 2026

Poll results

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What has worked in responding to and preventing bullying in your work with newcomer youth?

(1/3)

- Educating what to do when it happens
- Safety plan
- Don't tolerate and don't think it's right and normal to be bully
- Collaborating with teachers, counselors, and school staff helps create a coordinated response.
- Advising them to raise your voice
- Interpreting
- Connecting youth with mentors
- Collaborating with school staff
- Creating a safe and supportive relationship with youth
- helps them feel comfortable sharing their experiences.
- Connecting them to resources
- open listening, so they feel heard and supported
- Educating school personnel and the community/neighborhood about different cultures
- Education parents
- educating families
- Being empathetic
- Helping with sense of belonging - peer support, training staff & the peers themselves

What has worked in responding to and preventing bullying in your work with newcomer youth?

(2/3)

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- Introducing youth and parents to school liaison in charge of immigrant/refugee youth.
- Making friends with school counselor
- Connecting with behavioral health specialist
- mediating conversations with students
- Provide a safe space
- Educating the youth on the topic
- Newcomer groups to build connections and community
- School wide Cultural awareness
- Information
- educating families
- Educating the youth on bullying prevention
- Collaborate with the guidance counselor or social work that is assigned to the child
- Information
- Educating the family about it and what to do, before it happens.
- Teach them to advocate and speak up for themselves
- Providing information about different cultures, and traditions
- knowledge is power

What has worked in responding to and preventing bullying in your work with newcomer youth?

(3/3)

0 3 2

- My daughter was bullied, I went through spectrum to help
- Assigning a youth buddy/support
- Information
- Awareness Training

What are some stressors Aameena could be experiencing?

(1/3)

0 4 4

- Feeling not belong
- Felling lonely
- Acculturation
- Cultural shock
- Culture deferent
- Drug abuse
- Her peers can see her different by the way she speaks or dress.
- Isolation and anxiety over lack of understanding systems and education traditions
- Feeling like she doesn't belong
- Cultural change
- Low self esteem
- No friends
- Language barrier
- Needing a friend
- language barrier; different customs
- re learning a new culture
- Difficult to find friends
- Language problems
- Looking different from classmates
- Language barriers
- Cultural differences
- Sad
- No friends
- Isolation

What are some stressors Aameena could be experiencing? (2/3)

0 4 4

- cultural differences
- Feeling alone
- Scared
- Language barrier, financial stress, unfamiliar environment and customs
- Language
- Social isolation
- Isolation
- Judgement from other students
- Isolation
- Her English skills
- new language, new culture
- Culture differences
- Language barrier
- Language
- Acculturation
- Language barrier
- Language barrier, lack of friends
- Learning a new language
- Isolation
- Homesickness
- different cultures/customs
- Language barrier
- Loneliness
- Cultural differences
- Being different
- Language barrier

What are some stressors Aameena could be experiencing? (3/3)

0 4 4

- Isolation
- language, cultural differences
- Lack of empathy
- Social isolation
- Isolation
- Anxiety
- Loneliness
- Isolation
- Language barrier

What roles do you commonly see youth playing when bullying is occurring?

(1/3)

0 4 3

- Confused
- Superior
- the "bigger person"
- Avoidant
- Joining in
- Telling others not to speak to a person
- tough
- Avoiding
- Confused
- Avoidant
- Laughing,
- Unsure how to support/wanting to help and making it worse
- Avoiding
- Gossip
- Bystanders
- Bystander
- Victim, blackmail from youth to youth
- Instigator
- Victims, bully
- Witness
- Witness
- Perpetrator
- Bully
- instigator
- Victim, spectator, enabler

What roles do you commonly see youth playing when bullying is occurring? (2/3)

0 4 3

- Insulting
- Victim
- Bystander
- Instigator
- victim
- Nobody do anything nowadays
- Bystander
- Instigator/egging it on
- Victim
- Victim
- Laughing or nothing at all
- Victim
- Instigator
- Silent observer
- -Victim, Bystander, Bully
- Comforters of their colleagues
- Aggression
- victim
- Victim
- Bystander
- Victim
- Victim
- victim
- Gossip
- Video Recording, laughing
- Victim
- Spectators, victims, perpetrators
- Laughing on the sidelines

What roles do you commonly see youth playing when bullying is occurring?
(3/3)

0 4 3

- Victim, bystander

What are some protective factors that Amani may have?

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She is speaking up and bringing awareness to the bullying
Speak up and defend
Advocacy
Family attending a program
Speaking for herself

**she spoke up and was
able to be expressive
self advocating**

attuned parents
She acknowledged the issue
Family ties
Speak up
She was brave to talk
Awareness
She advocated for herself and her parents involvement

What might be your first trauma-informed response to support Naw Moo?

(1/2)

0 1 9

- Validate her feelings
- Ask what would help her feel safer at school and involve her in deciding next steps
- Bystander discussion with the group of youth
- Make sure I'm in a grounded state to be trauma informed and youth centered
- She needs to talk about the issue herself
- Ask the family to visit the therapist because she went through a lot and it effected her
- Clinical support
- Validate her feet
- provide psychoeducation to the parents to normalize her behaviors and reactions
- Speak with school and speak with her and her feelings
- Validate the issue
- Acknowledge her feelings are valid
- Meet Naw Moo where she is at
- Acknowledge her feelings
- provide cultural awareness and sensitivity training
- Validation

What might be your first trauma-informed response to support Naw Moo? (2/2)

0 1 9

- validate her experience
- Speak with school admin and teachers
- Don't worry and always proud on your culture and talk to your parents
- Speak with the parents and validate their feelings and challenges
- Schedule a meeting with teachers
- validating her experience
- Speak with teachers and inform them
- acknowledging her feelings