

## DO YOUR FACULTY HAVE THE KNOWLEDGE AND SKILLS NEEDED TO EFFECTIVELY PREVENT AND RESPOND TO BULLYING AND BIAS?

### CHECKLIST FOR ASSESSING THE CONTENT OF PROFESSIONAL DEVELOPMENT TRAINING ON BULLYING & BIAS FOR NEW JERSEY PUBLIC SCHOOL FACULTY

The New Jersey Department of Education has ceased maintaining a registry for professional development providers, placing greater responsibility on schools and districts for evaluating the quality of professional development programs and the qualifications of professional development providers. This checklist was developed as a tool for school personnel to use in evaluating professional development programs on preventing and responding to peer-on-peer bullying and bias-motivated behavior.

This checklist is based on requirements and recommendations for New Jersey schools with regard to the New Jersey Law Against Discrimination and the NJ Schools Anti-Bullying Law as applied to school liability for peer-on-peer bullying and bias-motivated behavior, and on Best Practices in bullying prevention and response.

**NOTE:** Faculty professional development training is only one component of a comprehensive bullying prevention and response program. This checklist is designed to help school officials and Local Professional Development Committees evaluate the quality of the professional development workshops being selected for their faculty as one component in a larger comprehensive district- or school-wide program of bullying prevention and response. A separate checklist exists for the evaluation of overall school or district efforts to prevent and respond to bullying and bias-motivated behavior.

**NOTE:** The final standard for the adequacy of schools' efforts to prevent and respond to bullying, especially bias-based bullying creating a hostile environment, is effectiveness. The criteria listed in this checklist are standards for the selection of professional development programs. If procedures for preventing and responding to bullying and bias-based behavior being used in any given school environment are not successful in creating a safe and non-hostile environment, then the school/district is responsible for seeking effective methods.

#### ABOUT THE AUTHOR

Dr. Paula C. Rodríguez Rust, Ph.D. Sociology, is a professional development educator in New Jersey. She is an expert on bullying prevention and response in schools, with 30 years' experience teaching about diversity awareness and violence prevention in a variety of contexts. She has held tenured positions at two colleges, authored two books and several articles, is a member of professional organizations including the American Sociological Association and the Society for the Study of Social Problems, has served on the Editorial Boards of several professional journals including *Social Problems*, served on sexual harassment and grievance boards, edited a curriculum manual for teaching diversity, and has appeared as an expert on televised newsmagazines including *20/20*. Dr. Rodríguez Rust is sole proprietor of Spectrum Diversity LLC, offering educational and consulting services to New Jersey schools.



Paula C. Rodríguez Rust, PhD

Sociologist, Diversity Educator

e-mail: [Spectrumdiversity@comcast.net](mailto:Spectrumdiversity@comcast.net)

[www.spectrumdiversity.org](http://www.spectrumdiversity.org)

cell (732) 755-7209



**School  
Environmental  
Equity  
Consulting**

A Division of Spectrum Diversity, LLC

**CHECKLIST FOR ASSESSING PROFESSIONAL DEVELOPMENT TRAINING ON  
BULLYING & BIAS: PREVENTION AND RESPONSE  
FOR NEW JERSEY PUBLIC SCHOOL FACULTY**

Adequate faculty professional development training, providing faculty with the information and skills necessary to support school and district compliance with laws relating to peer-on-peer bullying and bias-motivated behavior, should include at minimum the following elements:

- \_\_\_ 1. Definition of bullying
  - \_\_\_ A. Distinction between bullying and normal conflict
- \_\_\_ 2. Types of bullying, with definitions and examples of each
  - \_\_\_ A. Direct vs. Indirect bullying
  - \_\_\_ B. Physical, verbal, and relational bullying
  - \_\_\_ C. Bias-based bullying
  - \_\_\_ D. Cyber-bullying
- \_\_\_ 3. Bully/Target/Bystander Triangle
  - \_\_\_ A. Best Practice strategies for addressing bully behavior
  - \_\_\_ B. Common mistakes in bullying prevention and response (e.g., mediation between bully and target, & social skills training for target as *misdirections*)
  - \_\_\_ C. Techniques for supporting targets
  - \_\_\_ D. Role and importance of bystanders in creating climate & stopping incidents
- \_\_\_ 4. Typical characteristics of bullies and targets
  - \_\_\_ A. Psychological characteristics of bullies (e.g., do *not* have low self esteem)
  - \_\_\_ B. Long-term consequences of bullying for bullies, targets, and bystanders
  - \_\_\_ C. How to tell if a child is bullying/being bullied
- \_\_\_ 5. Distinction between disciplinary and remedial actions, examples of each, and appropriate uses in prevention and response to bullying, including:
  - \_\_\_ A. Response Techniques
    - \_\_\_ i. Techniques for Immediate Intervention
    - \_\_\_ ii. Disciplinary and Remedial Responses
    - \_\_\_ iii. Procedures for follow-up after a bullying incident
    - \_\_\_ iv. Reporting and Documenting an Incident
  - \_\_\_ B. Prevention Techniques
    - \_\_\_ i. Creating a safe & respectful classroom and school climate
    - \_\_\_ ii. Empowering bystanders
      - \_\_\_ a. Creating sense of shared responsibility for peer welfare
      - \_\_\_ b. Age-appropriate strategies for bystanders to use
    - \_\_\_ iii. Diversity awareness education
    - \_\_\_ iv. Appropriate use of social skills training
- \_\_\_ 6. Relevant Laws and Court Cases, District/School/Personnel's Legal Responsibilities
  - \_\_\_ A. New Jersey anti-bullying law (Title 18A:37-13+)
  - \_\_\_ B. New Jersey Law Against Discrimination & L.W. vs. Toms River RSD
    - \_\_\_ i. Protected classifications, concept and list of
    - \_\_\_ ii. Concept of "hostile environment"
  - \_\_\_ C. Distinction between a bias crime and a bias incident
  - \_\_\_ D. Reporting requirements, within school and to law enforcement
- \_\_\_ 7. Substantive education regarding specific forms of diversity, including information about recognizing and responding to bias based on gender, race/ethnicity, disability, sexual orientation, gender identity and expression, religions, etc., and age-appropriate lessons for students about each form of diversity.

Additional elements might be necessary in specific school environments. For example, separate workshops on cyber-bullying, relational bullying, and specific bias-related topics might be advisable.