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NJ DOE Professional Development Provider #6555

Professional Development Workshop BULLYING: PREVENTION & RESPONSE

- I. Initial Exercise
- II. The Basics
 - a. Definitions: What is Bullying?
 - i. Elements of Bullying, by Definition in New Jersey Anti-Bullying Law
 - ii. Bullying vs. “normal conflict”
 - iii. Exercise: Discussion Questions
 - iv. Bullying “Triangle”
 - v. Bias-based Bullying
 - 1. Legal Definition
 - 2. Terminology of Difference
 - 3. Nature of Stereotypes and Prejudice
 - 4. Visible vs. Invisible Minorities
 - vi. Other forms of bias-based bullying not covered as bias under the law
 - b. Recognizing Bullying: Different Types of Bullying
 - i. Direct vs. Indirect
 - ii. Physical vs. Verbal
 - iii. One-on-one vs. Group/Social
 - iv. Gender differences in bullying types and patterns
 - v. Age/Grade & Developmental differences
 - vi. Cyber Bullying
 - 1. Different types (email, IM, Blogs, web, Txt)
 - 2. Geographic jurisdiction v. cyberspace
 - 3. Cyber Safety
- III. Why Should We Care? The Consequences of Bullying
 - a. Bullying Statistics: How Serious is Bullying?
 - i. Prevalence of different bullying behaviors
 - ii. Prevalence of bias-based bullying by motivation
 - iii. Changes over time; is bullying increasing or decreasing?
 - b. Impact on Targets, Bullies and Bystanders
 - i. Effects on Students who are Bullied, including specific:
 - 1. Impact on girls
 - 2. Impact on LGBTI
 - 3. Impact on overweight youth

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- ii. Effects on Bullies; short and long term
- iii. Effects on Bystanders
- c. Impact on Schools
 - i. Learning Environment
 - ii. Substance use rates
 - iii. Risk of escalation, Retaliatory violence, Weapons carrying
 - iv. Legal consequences (civil lawsuit)

IV. What Can Be Done?

- a. Relevant Laws
 - i. Bias Intimidation Act (2C:16-1) (Criminal Law)
 - ii. Anti-bullying law (18A:37-13 *et seq.*) (Education Law)
 - iii. Law Against Discrimination (LAD, 10:5-14) (Civil Law)
 - iv. L. W. v. Toms River Regional (NJ Supreme Court, case law)
 - v. NJ Memorandum of Agreement between Education and Law Enforcement, Addendum 2.
- b. The Importance of Bystanders
 - i. Bystanders' role in permitting or discouraging bullying
 - ii. Reasons for non-intervention; bystander psychology
 - iii. Different kinds of bystanders
 - iv. Strategies for encouraging bystanders to be "upstanders"
 - v. Ways for bystanders to intervene while preserving own safety
- c. The Role of the School Resource Officer
 - i. "SRO Triad" (Enforcer, Educator, Counselor)
- d. Strategies for Preventing and Responding to Bullying
 - i. What works to reduce bullying? Research findings.
 - ii. Commonly used techniques that *do not work*.
 - iii. Characteristics of school-wide bullying prevention programs with demonstrated effectiveness.
 - iv. What works to reduce bias-based bullying?
 - v. Curricular resources
 - vi. Interventions at the Individual, Classroom, School, and Community Level.
 - vii. Examples of effective programs (Olweus, NJ CAP) and resources.