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**STOP: An Anti-Bullying
Guide For Families,
Schools, and Others
Working with Children**

NJCTS Webinar by Graham Hartke, Psy.D.
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Presentation Overview

1. What is Bullying
2. Impact of Bullying
3. Memory Activity
4. Preventing and Responding to Bullying
5. Tips for Parent Response and School Investigations
6. Resources

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What is Bullying

- Intentional aggressive behavior - unwanted
- Imbalance of power/strength - observed or perceived
- Behavior is repeated, or is highly likely to be repeated
- By one/or more person(s) against another
- May inflict harm or distress on targets including physical, psychological, social or educational harm



Source: Gladden et al., 2014, Bullying Surveillance Among Youths
<https://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>

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What is Bullying? - Types

- Physical – Hurting a person’s body or possessions
 - Hitting, kicking, pinching, grabbing, spitting, tripping, pushing, mean or rude gestures
- Verbal – Saying or writing mean things
 - Teasing, name calling, inappropriate sexual comments, taunting, threatening to cause harm
- Relational – Hurting someone’s reputation or relationships
 - Leaving someone out on purpose, telling others not to be friends with some, spreading rumors, embarrassing someone in public
- Damage to Property – Theft, alteration or damaging of property to cause harm
 - Can include taking altering electronic information (hacking)

Source: stopbullying.gov

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What is Bullying?

- Mode
 - Direct - Face to face, directing communication a target
 - Indirect - Non face to face (rumors, graffiti, pranks)
- Visibility
 - Overt - Easily visible and seen by others
 - Covert - Hidden from many people
- Setting
 - In person - School, home, social gatherings, sports, etc...
 - Cyber -internet, video games, social media, phones

Source: bullyingnoway.gov.au, Gladden et al., 2014

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What is Bullying - In person

	Visible (Overt)	Hidden (Covert)
Verbal	Calling a child "Fat" in front of entire class	Whispering to a child that they are fat and ugly
Social-Relational	Telling a lunch table to not talk to or be friends with a child	Passing a note telling some girls not to be friends with a child
Physical Bullying	Pulling a chair out from a child when she is about to sit down	Hitting a child with a basketball when no one is looking

Often is a of combination different types of bullying and the number of individuals involved

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What is Bullying - Cyber

	Visible (Overt)	Hidden (Covert)
Verbal	Calling a child "Fat" on a public instagram post	Sending an anonymous direct message from a made up user account
Social-Relational	Writing on a group text with the victim included that no one should be friends with her	Writing on a group text w/out the victim included that no one should be friends with her
Damaging to property	Hacking an instagram account and posting false information	Hacking an instagram account so victim can't log in

Often is a of combination different types of bullying and the number of individuals involved

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What is Bullying? - NJ HIB

- New Jersey Schools: Anti-bullying Bill of Rights:
 - Harassment, Intimidation, and Bullying (HIB)
 - It can be a single incident or series of incidents
 - Motivated by perceived characteristics
 - Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, or a mental, physical, or sensory disability, or by any other distinguishing characteristic
 - Takes place on school property, at school sponsored function, on a school bus, or off school grounds
 - Bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance:
- NJ HIB information
<https://www.state.nj.us/education/code/current/title6a/chap16.pdf>

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What is Bullying?

- Some specific bullying behaviors
 - Prank calls
 - Spreading rumors
 - Cyber bullying: Writing threatening comments anywhere-walls, papers, Facebook, chat, text, posting pictures, video
 - *BIG PROBLEM
 - Taunts
 - Use of known obscene gestures or coded ones.
 - Intentional, repeated acts of annoyance particularly when told to stop.

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What is Bullying?

- Some other specific Bullying Behaviors cont..
 - Stalking
 - Uninvited sexual comment
 - Sexual harassment
 - Stealing, "borrowing" a person's property
 - Being sarcastic
 - Humor at the expense of another
 - Ethnic slur

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What is Bullying? Teasing-Sarcasm

- A Word about Teasing-Sarcasm
(from Dr. Ken Schneider, 2011)
- There is a fine line between Teasing/Sarcasm and Bullying
 - A tease may border on humor, prank and taunt!
- It is not the intention of the teaser that counts it is how it is perceived and received by the target!
- A Tease should be
 - Good natured, benign, equal in give and take
 - Stopped when the other person feels hurt
 - Without long term emotional consequences to anyone
- BEST ADVICE - AVOID TEASING and SARCASM - Slippery Slope to Bullying (amongst each other and the children)

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What is Bullying? - Cyber

- Facebook, Instagram, texting, email, message boards,
- VIDEO GAMES (Fortnite, Minecraft, Madden, etc..)
- Majority of kids report viewing or being target of cyber bullying
- Poses greater risk for occurrence & severity of pain inflicted: Social distance, public, permanent, bullying can continue at home
- Used by both boys & girls (girls may use it more)
- Most children unaware of its permanence nor its damage.
 - Digital footprint, audience

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Conflict vs Bullying

- Conflict:
 - A mutual disagreement, argument, fight or other action between people when they want different things and everyone is more or less evenly involved.
- Bullying:
 - Involves one or several people (the bullies) intentionally committing a mean or violent act against another person(s) or group of people (the victims). There is no mutual participation in a disagreement; it is one-sided.

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Conflict vs Bullying

Category	Conflict	Bullying
Involvement	Mutual, both parties more or less evenly involved	One-sided No mutual participation, one or more students are victims of one or more person's uninvited aggression, needs, interest.
Power	Involves people w/similar degrees of real or perceived power	Involves an imbalance of power
Responsibility	Both parties responsible for wrongdoing	Bully is responsible for wrongdoing
Intent	Each intends to resolve a problem through mutually competitive or opposing action when they want different things.	Bullies intentionally cause harm for the sake of doing so, not to resolve mutual problem Targets have trouble defending themselves, want it to stop
Behaviors	Verbal, physical disagreements, yelling, threats, fights	Verbal, Physical, Relational, Physical damage
Resolution	Conflict resolution by compromise, negotiation	A fair resolution involves a change in behavior of the bully. Victim has no concession to make

- Both can interrupt the school day, damage property and cause injuries
- Determining if conflict or bullying requires an examination of each incident
- An incident found to be bullying could lead to a conflict in the future.

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What is Bullying? -Data

- 2017 US Youth Risk Behavior Surveillance
 - Over 14,000 High School children across the US surveyed
- Bullying data:
 - Bullied on school property:
 - 19.0% overall, 22.3% Female, 15.6% Male
 - Electronically bullied (text, instagram, facebook, or other)
 - 14.9% overall, 19.7% Female, 9.9% Male
- Source: <https://www.cdc.gov/healthyyouth/data/yrbs/results.htm>

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What is Bullying? -Data

- Data on bullying varies but generally speaking...
 - 1 out of 3 children are bullied, most at school
 - 1 out of three children bully others
 - 3 out of four children witness bullying
 - Adults only notified 1 out of 3 times!
 - Occurs from pre-school to adulthood (peaks age 12-14)
 - Verbal and relational most common types
 - Boys are more likely to use physical aggression than girls
 - Girls are associated more with relational aggression
 - Both use verbal means to deliver mean, destructive messages
 - International problem, continues throughout life span, work

Sources: stopbullying.gov, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3736589/>
(Rivara & Menestrel, 2016 - Preventing Bullying <https://www.nap.edu/read/23482/chapter/1>)

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What is Bullying? -Components

- The Actors
 - The Bully
 - Victim
 - Bystanders
- The Setting
 - School, Bus, Cyber, Home
 - Rules and Polices of Setting
 - Cultural norms and acceptance of behavior
 - Leadership
 - Response of those in charge of the actors

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What is Bullying? - The Bully

- Anyone can be a bully
- Some engage in bully behavior because they have learned their repertoire through life experiences, modeling and reinforcement
- Bullies are taught to be bullies



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What is Bullying? - The Bully

- Characteristics
 - Strong need to dominate
 - Enjoy causing injury/suffering to other children
 - Struggle with empathy, impulsivity, aggression, anger, following rules
 - Often rewarded for the behavior (social, material gains, attention)



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What is Bullying? - The Bully

- Seven Types of a Bully (Coloroso)
 - The confident swagger-typically male
 - The social manipulator-typically female
 - The con opportunistic charmer/backstabber
 - The odd social misreader
 - The victim turned victimizer
 - The posse-felt power in small numbers
 - The gang-mean, dominance through anti-social acts

Source: (Coloroso 2009, The Bully, The Bullied, and the Bystander)

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What is Bullying? - The Bully

- Male Bullies
 - Primarily bully both boys and girls
 - Usually use overt (visible) bullying
 - Taunting, name-calling, physical threats, shoving, extortion, intentional embarrassment
 - The most common type of bullying is verbal
 - Belittling, comments on race/ethnicity/gender
 - Aggressive, assertive, dominating, emotionally reactive (anger)
 - Socially comfortable and popular
 - Positive sense of self (opposite to common belief!)
 - Boys use social-relational bullying as well

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What is Bullying? - The Bully

- Female Bullies
 - Primarily bully other females
 - Usually use verbal and covert relational bullying
 - Social means to exclude, manipulate, domineer, harm with the intent of inflicting pain (emotional).
 - Gossip, rumor, hostile teasing, passive aggressive schemes
 - Its about destroying the relationship or social ties
 - Bully in groups often
- Bullying behavior can be stable and continue throughout the life span unless there are interventions to alter them

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What is Bullying? - The Victim

- Anyone at any time can be bullied!
- More likely if:
 - New
 - Have obvious differences from norm group
 - Physically smaller
 - More anxious
 - Less Assertive
 - Less physically fit and coordinated (weight/athletic ability)
 - Males who seem effeminate
 - Females who seem masculine



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What is Bullying? - The Victim


- Wise guy persona
- Easily emotionally aroused
- Children who stutter
- Appear physically asymmetrical
- Those who are perceived as very weak, disabled, ill may be spared
- Neglected (shy not noticed)
- Rejected kids (actively disliked)



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What is Bullying? - The Victim


- Females:
 - Verbal and social bullying most common
 - Less likely to be physically bullied
 - Often target of rumors and indirect forms
 - Often bullied by a group
- Males
 - Bullied mostly by boys
 - Verbal bullying most common
 - More likely to be physically and directly bullied
- Both: likely to be bullied about sexual orientation

An illustration showing a person sitting at a desk with a computer. A large, thick hand is reaching out from the screen, pointing towards the person's face, symbolizing cyberbullying or online harassment.

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What is Bullying? - The Bystanders

- Many stay passive and quiet
- Many do not get involved
 - Including Adults
 - Kitty Genovese - 38 people saw
 - Fear consequences
 - Need training in what to do
 - Can be traumatic for them as well - (guilt)
 - Can rationalize their inaction: Blame the victim, don't be a snitch!, take care of yourself, don't like the victim
- Can be different types: Followers, active/passive defenders/supporters

An illustration of a group of five people standing around a person lying on the ground. One person in a red shirt is pointing towards the victim, while others look on with various expressions of concern or indifference.

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What is Bullying? - The Bystanders

- Bullies need adults to be bystanders!
- Not acting to stop bullying = Adults condoning and reinforcing bullying continue
 - Non action = acceptance of bullying
 - Sends message that it is socially acceptable
- The Climate/Culture of the setting is the most important element linked to bullying and its prevention-reduction (will discuss more later)

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Why Does Bullying Occur?

- Many factors involved
 - Biological factors (Personality, depression, aggression)
 - Behavioral factors (reinforcement-rewards, modeling)
 - Home and social environment, exposure to trauma/abuse
 - Overly coercive and overly permissive parenting
 - Socially accepted, peer group norms
 - Media
 - Lack of alternative behavioral repertoire
 - Norms/Rules of institution (school, school, athletics)

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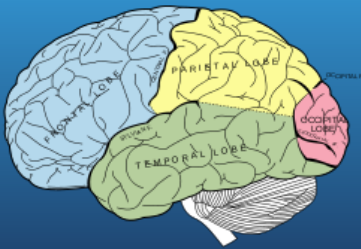
Why Does Bullying Occur?

- Key behavioral reasons (reinforcement & modeling):
- A bully is reinforced for bullying behavior
 - Positive Reinforcement - Gains access to desired outcome (attention, material possession, friends, money, power)
 - Negative reinforcement - Escape/avoid undesirable outcome
 - Example: Bullying allows bully to avoid or escape situations where they do not feel adequate (I'm not good at reading so I pick on the smart child, others will not notice own inadequacy thus I avoid facing that undesirable situation in front of my peers)
- Bullying behavior is modeled by others
 - Adults, teachers, counselors, parents, other kids, media, movies

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What is Bullying?

Memory Activity



The diagram shows a lateral view of the human brain. The Frontal Lobe is colored blue and is the largest part at the front. The Parietal Lobe is colored yellow and is at the top. The Temporal Lobe is colored green and is on the side. The Occipital Lobe is colored pink and is at the back. The brain is set against a blue background with a white outline.

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What is Bullying? Impact

Bullying victims

- OFTEN REMEMBER INCIDENTS FOR A VERY LONG TIME
- CAN HAVE MAJOR IMPACT ON THE REST OF THEIR LIVES
- OFTEN ARE TRAUMATIC EXPERIENCES

Which do you have better recall of?

- What you had for dinner last night?
- Who won the Oscar for best picture last year?
- Being bullied, or witnessing someone else being bullied?

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What is Bullying? - Impact

- Bullying affects everyone: the victims, the witnesses, children and adults, and the bullies.
- Intense anxiety
- Loss of interest in academic achievement
- School avoidance/ refusal
- Increased interest in acts of violence
- Depression: Sense of helplessness, withdrawal, low sense of self efficacy, isolation
- Self-injury (cutting, burning, etc.)
- Severe: Suicide Homicide

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What is Bullying? - Impact

- Bullying occurs across all cultures, races, genders, ages and settings
- Most bullying does not get reported to adults
 - (it is happening when you are not hearing about it)
- Bullying can have serious negative long term and life altering affects on victims
- WE MUST ACTIVELY WORK TO STOP BULLYING


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What is Bullying? - Impact

- Long term effects on victims
 - Depression – (could be severe)
 - Social Anxiety
 - Loss of trust in others and self
 - Anti-social acts
 - Substance abuse
 - Impaired social relationships
 - Difficulty in school/school/workplace
 - Post Traumatic Stress Disorder
 - Thoughts of suicide or hurting others
 - Feeling unsafe and powerless

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Preventing & Responding To Bullying



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Preventing & Responding To Bullying

- Three levels of Prevention/Intervention
- Primary: Preventative universal strategies, rules, activities that all children receive
- Secondary: Strategies used when problems first arise to keep them from getting worse some children receive
- Tertiary: Targeted individualized detailed interventions for ongoing problems few children receive
- Key is to be Proactive not Reactive as much as possible!

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Preventing & Responding To Bullying
Primary Prevention

- Primary Prevention for Bullying -
- Most effective and resourceful
- 1. Rules: Post, clarify and review rules with regard to:
 - Respect, Caring, Honesty and Responsibility
 - Conduct, citizenship, bullying and treatment of others
 - This should be reviewed with everybody (adults and children)
 - Mission statement (schools)
 - Promote respect for all groups and zero tolerance for bullying and discrimination

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Preventing & Responding To Bullying
Primary Prevention

- 2. Policies and Procedures for responding to bullying: Clarify and review these with everyone
 - If an adult witnesses/hears about it what should they do?
 - If a child witnesses/hears about it what should they do?
 - Set your expectations and encourage action
 - Bullying reporting system or go to person.
- 3. Assess bullying
 - Formal assessments or informal assessments such as checking in with children,
 - Look for warning signs (Red Flags) - Situations without as much supervision, marks on children, torn clothing, damaged or stolen objects, anxiety, fear, isolation, avoidance behaviors, physical complaints, upset while playing video games

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Preventing & Responding To Bullying
Primary Prevention

- This next prevention strategy is one of the most important with regard to bullying
- 4. Providing and Promoting a Safe, Caring and Respectful school Climate

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Preventing & Responding To Bullying Primary Prevention

- Climate: most important variable related to rates of bullying in schools:
- Bullying study of 48,000 children in New Jersey (Elias - Rutgers) Key finding:
 - Bullying related to school climate
 - Most strongly significantly related to the RESPECT children feel in the school
 - Respectful environment - less bullying

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Preventing & Responding To Bullying Primary Prevention

- Elias study continued... (key points)
 - Bullying occurs less and children feel they have been effectively taught to cope with bullying when:
 - They feel respect in their school
 - They perceive teachers as being caring and supportive to children and to one-another
 - They feel they are involved in shaping their school environment in positive ways

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Preventing & Responding To Bullying Primary Prevention

How to do this: Strategies for promoting positive respectful climate

- 1. Establish positive inclusive communication
 - Between and amongst children and adults
 - Daily greetings/ check ins/ or reflections during HR
 - Can be simple as reflecting on what they did or learned and what they want to learn next
 - These things matter, they build strong schools, and a sense of connection
 - Have a routine, make it fun, praise good job.

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Preventing & Responding To Bullying Primary Prevention

- 2. Teach kids essential social skills and reward them for using them including (can build into check ins)
 - Empathizing and listening to others
 - Understanding others point of view
 - Talking about their feelings and thoughts
 - Social problem solving and conflict resolution
 - How to show kindness and caring (random acts of kindness)
- 3. Use a few simple tools to remember positive social behavior such as B.E.S.T. (Elias) Body Posture, Eye Contact, Speech (Say nice words), Tone of voice.
 - Have your children get really good at a few core positive social skill strategies

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Preventing & Responding To Bullying Primary Prevention

- 4. Reinforce positive behavior
 - Give much praise for positive social behavior
 - Great job!, I really liked how you helped out your fellow child
 - Can establish reinforcement systems: child of the week or day, privileges, points, rewards, recognition for positive behavior
- 5. Empower children with inclusive team building and school pride building activities
 - Have them work towards a common goal
 - Everyone can pitch in where they have strengths
 - Let children have a say in some school activities, committees, set up buddies or mentors..

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Preventing & Responding To Bullying Primary Prevention

- 6. Model Positive Behavior
 - It is essential that adults model anti-bullying positive behavior. Show no-tolerance for bullying/teasing
 - School staff- The children need to perceive that you enjoy working there, and have respect for the school, your co-workers, other counselors and yourself
 - Be enthusiastic, smile you need to buy in to school pride and social behaviors or the children won't!
- 7. Be aware of how you handle intra-adult problems in front of children
 - If minor issue (and appropriate) can demonstrate how to calmly express your opinions and resolve your issues - good teachable moment
 - If bigger issue and not appropriate for children take it elsewhere

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Preventing & Responding To Bullying Secondary Prevention-Intervention

- Intervening when bullying is suspected
- 4 main steps:
 - 1. Stop bullying on the spot
 - 2. Find out what happened
 - 3. Determine if it was bullying
 - 4. Support the kids involved

(based on stopbullying.gov)

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Preventing & Responding To Bullying Secondary Prevention

1. Stop bullying on the Spot

- Respond quickly, consistently, immediately, Early -Proactive!
- Initial Goal is to stabilize situation, ensure safety
 - Assess situation for danger (weapons, threats, injury)
 - Get assistance promptly
 - Separate target from bully
 - Use firm calm voice, send message that it is not acceptable
 - Reassure target and bystanders
 - STAY CALM- MODEL RESPECTFUL BEHAVIOR
 - Tend to larger group: Might need to separate the audience
 - Talk to the bully, target, and bystanders separately not together

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Preventing & Responding To Bullying Secondary Prevention

1. Stop bullying on the Spot

- Avoid common mistakes that could make a situation worse
 - Ignoring bullying, and thinking kids work it out themselves
 - Overreacting yelling, modeling very upset and frantic behavior
 - Sending bully and target away together
 - Getting into long conversations or arguing when first responding
 - Forcing kids to say publicly what they saw
 - Questioning the children involved in front of the other kids
 - Making the kids apologize or patch up relations on the spot
 - Accusing/ or labeling others before you know what is going on (telling a child you're a bully)

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Preventing & Responding To Bullying Secondary Prevention

2. Find Out What Happened - Be objective

- After situation is stabilized can begin to find out what happened
- Keep the involved children separate
- Get the story from several sources, both adults and kids
- Report to supervisors (schools)
- Listen objectively without blaming
- Don't call the act bullying while you are trying to sort out what happened
- Let admin take over intervention if warranted

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Preventing & Responding To Bullying Secondary Prevention

3. Determine if it is bullying

- History between kids
- Was act intentional, power imbalance, repeated
- Is child worried about it happening again
- Doesn't matter who started it
- If determined it was bullying support the kids involved

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Preventing & Responding To Bullying Secondary Prevention

4. Support Kids Involved

- Target-Victim:
 - Listen and focus on child
 - Assure that bullying was not their fault
 - Know that they might have trouble talking about it
 - Give advice about what to do if they feel threatened again
 - Check in with child, have them check in with you
 - Develop a plan for safety, relaxation calming strategies
 - Do not tell child to ignore it, don't blame the child, even if they provoked it
 - Work on helping to include and rejoin child in class activities and develop positive peer relationships (positive climate)

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Preventing & Responding To Bullying Secondary Prevention

4. Support Kids Involved

- The Bully
 - Clarify that bully knows what the specific problem is
 - Work with bully to understand reasons they bullied
 - Bully should face consequences and know it is serious
 - Consequences should be used as teachable moment, help build empathy
 - Conflict resolution and mediation do not work- Bullying is not a conflict between people of equal power who share blame
 - Facing those who bullied may further upset kids who have been bullied

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Preventing & Responding To Bullying Secondary Prevention

4. Support Kids Involved

- The Bystanders
 - Listen to them, see if they are ok
 - Reinforce how bullying is unacceptable
 - Use as teachable moment
 - Coach them on steps they can take if they witness it again
 - Tell bully to stop
 - Distract the bully or offer an escape for the target, e.g., Mr. smith needs to see you right now!
 - Tell an adult. Remind children that this is not tattling - its doing the right thing
 - Tattling is getting someone in trouble, telling is getting someone out of trouble

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Preventing & Responding To Bullying Tertiary Intervention

- Tertiary Intervention
 - Individualized Intervention plan for more difficult cases for victim and/or bully
 - Identify target behaviors, goals, expectations, reinforcements, ways to monitor plan
 - Goal is to increase positive behavior, decrease bullying behavior
 - Should include empathy training and reinforcement for demonstration of positive behaviors
 - Can include structured daily schedules, enhanced supervision, other accommodations

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Parent Response to Bullied Child

- A parent's response can impact how their child recovers, develops pro-social coping skills, and builds resiliency after being bullied
 - Model what you want to teach them
- 1. Self management - Be aware of your reaction/response
 - Keep calm, focus on being supportive, keep anger at bay
 - Be mindful of how your actions will impact your child
 - Contacting other parents, school, posting online
- 2. Give assurance
 - You will help them
 - Remind child that it is not their fault
 - Acknowledge it is brave to report it, and difficult to talk about

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Parent Response to Bullied Child

- 3. Empathize and listen to your child
 - Listen to them and validate their feelings
 - Ask what happened, who bullied, who had their back?
 - Ask how they responded, how they feel about it
 - Ask how they would like you to handle it
- 4. Educate your child
 - Talk about what to do if bullying happens
 - Who to tell in the school, how to tell the school and get help
 - How to avoid certain situations, and respond if it happens again: Can practice a script, words, body language etc
 - Talk about why kids bully, and why positive behavior always wins
- 5. Talking to others (school, other parents)
 - Know the laws, your child's rights, try to have a working relationship with school, use caution when talking to other parents

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Bullying investigations

- Sensitive situation
 - Reputations, records, false accusations, police, lawyers
 - Stop gossip, rumors, judgment >Adults/kids
 - Kids need to have a fair investigation - look at all sides
 - Follow procedures, document
 - Kids are often one step ahead with tech, hard to prove, can manipulate digital images etc... > do your research

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Bullying investigations

- Temporary measures
 - Often need to put temporary measures in place for discipline, or separation before investigation is over
- Communication
 - Between schools and parents, what are the accusations, the evidence, the possible consequences/remediation?
- Reverse Bullying
 - Are other children retaliating and bullying the bully?
 - Shunning, ostracizing, threats, harassment
 - Stop this cycle

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Laws

- Schools, Police, Lawyers
 - Know the policies of your state and district
 - Stopbullying.gov has a good listing of the bullying laws in all 50 states
 - <https://www.stopbullying.gov/laws/index.html>
- Cyber-bullying often police are contacted

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Comments Questions?

- Thank you
- Contact information
 - Graham Hartke, Psy.D.
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 - NJ Certified School Psychologist
 - (973) 228-2299 104 Eagle Rock Ave Roseland, NJ 07068
 - www.westsexpsych.com
- Some Key Resources
 - www.stopbullying.gov
 - Olweus Bullying Prevention [Olweus Bullying Prevention Program](#)
 - NEA and NJEA anti-bullying resources
 - Stompoutbullying.org

Resources - continued

- <https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>
- <https://bullyingnoway.gov.au/>
- Rivara, F., & Menestrel, S. L. (2016) Preventing Bullying Through Science, Policy, and Practice
<https://www.nap.edu/read/23482/chapter/1>
- Collaborative for Academic, Social, & Emotional Learning - casel.org
- Njbullying.org (Dr. Greene) - Has many resources for School & Parents
- PACER Bullying Prevention Curriculum
<https://www.pacer.org/bullying/classroom/>
- Second Step Bullying Prevention Curriculum
<http://www.secondstep.org/bullying-prevention>
