

Creating a Culture of Inclusion

Bullying Prevention Strategies for Self-Advocates and Supporters



Presented by the NJ Self-Advocacy Project and Statewide Self-Advocacy Network
Tuesday, December 7th from 2 - 3 PM on Zoom

Introductions

- Pam King, Self-Advocate, Member of Council 4 of the NJ Statewide Self-Advocacy Network (NJSSAN)
- Ashley Ritchey, MSW, LSW and Director of the NJ Self-Advocacy Project
- To learn more about the Project and NJSSAN, please visit:

www.NJSelfAdvocacyProject.org

**New Jersey Statewide
Self-Advocacy Network**



New Jersey Self-Advocacy Project and NJ Statewide Self-Advocacy Network

- Monthly self-advocacy meetings
- Trainings on a variety of topics
- Healthy Lifestyles Project (HLP): Virtual programming on health and wellness topics
- [HLP: LIVE!](#) On Wednesdays from 11 AM - 12 PM and Fridays from 1 - 2 PM on Zoom
- [Stay Healthy at Home](#) webinar series: Every Tuesday from 2 - 3 PM on GoToWebinar
- [Brain Games](#) from 1 - 2 PM on every Thursday on Zoom

Please visit www.NJSelfAdvocacyProject.org for full details

FREE TRAININGS FOR ADULTS WITH I/DD
by New Jersey Self-Advocacy Project
A program of The Arc of NJ since 1983



We will present FREE workshops for your agency!
Email NJSAP@ArcNJ.org or call 732-749-8514 to schedule a training.

<p>SELF-ADVOCACY All About NJSAP & NJSSAN Starting a Self-Advocacy Group Team Building Human Rights and Responsibilities Erasing the R-Word & Person First Language Advocating for Yourself Boosting Your Self-Confidence Supported Decision Making Consent & Respect Everyday Self-Advocacy</p> <p>LEGISLATIVE ADVOCACY Governmental Affairs Voting The Census The Americans with Disabilities Act Action Alerts & Advocacy Campaigns Developing Testimony</p> <p>EMPLOYMENT Employment & Pre-Employment Skills Resumes & Employment Prep ADA Employment Accommodations Working From Home</p> <p>TECHNOLOGY Internet Safety Assistive Technology Online Communications & Staying Connected Online Resources & Activities</p>	<p>COMMUNICATION & RELATIONSHIPS Healthy Communication Respectful Behavior Anger Management Healthy Relationships Online Dating Gratitude Cognitive Flexibility</p> <p>HEALTHY LIVING First Aid Get Better Sleep Outdoor Safety Illness Prevention Proper Hygiene Proper Portion Sizes Dangers of Sugar Quick Healthy Snacks COVID-19 Information Stress Management Small Steps to Living a Healthier Life A Guide on Face Masks How to Lower Your Carbon Footprint</p> <p>GUIDED ACTIVITIES Mindful Cooking Yoga & Meditation Indoor Exercise & Adaptive Fitness Aromatherapy Journaling & Vision Boards</p>
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www.NJSelfAdvocacyProject.org

MY WEEK WITH NEW JERSEY SELF-ADVOCACY PROJECT

MONDAY

- Check social media feed for Veronica's new nutrition video



Vero
Pure
Green

TUESDAY

- Watch the new Stay Healthy at Home webinar at 2pm



WEDNESDAY

- Interactive Zoom event for HLP:Live at 11am



- Check social media feed for IHT's new workout video



THURSDAY

- Play this week's Brain Game on Zoom at 1pm



FRIDAY

- Check social media feed for Erin's new recipe!



- HLP:Live! It's Fitness Friday with IHT on Zoom at 1pm



IN-HOME PERSONAL TRAINING LLC

TO DO LIST:

- Sign up for NJSAP's email list

- Request a virtual group training

- Make a social media post using this month's hashtag

- Participate in an advocacy campaign or Action Alert



REMINDERS + NOTES:

- Mark my calendar with all upcoming activities

- Reminder: Each NJSSAN Council meets every month

- Remember: Self-Advocacy means to SPEAK UP!

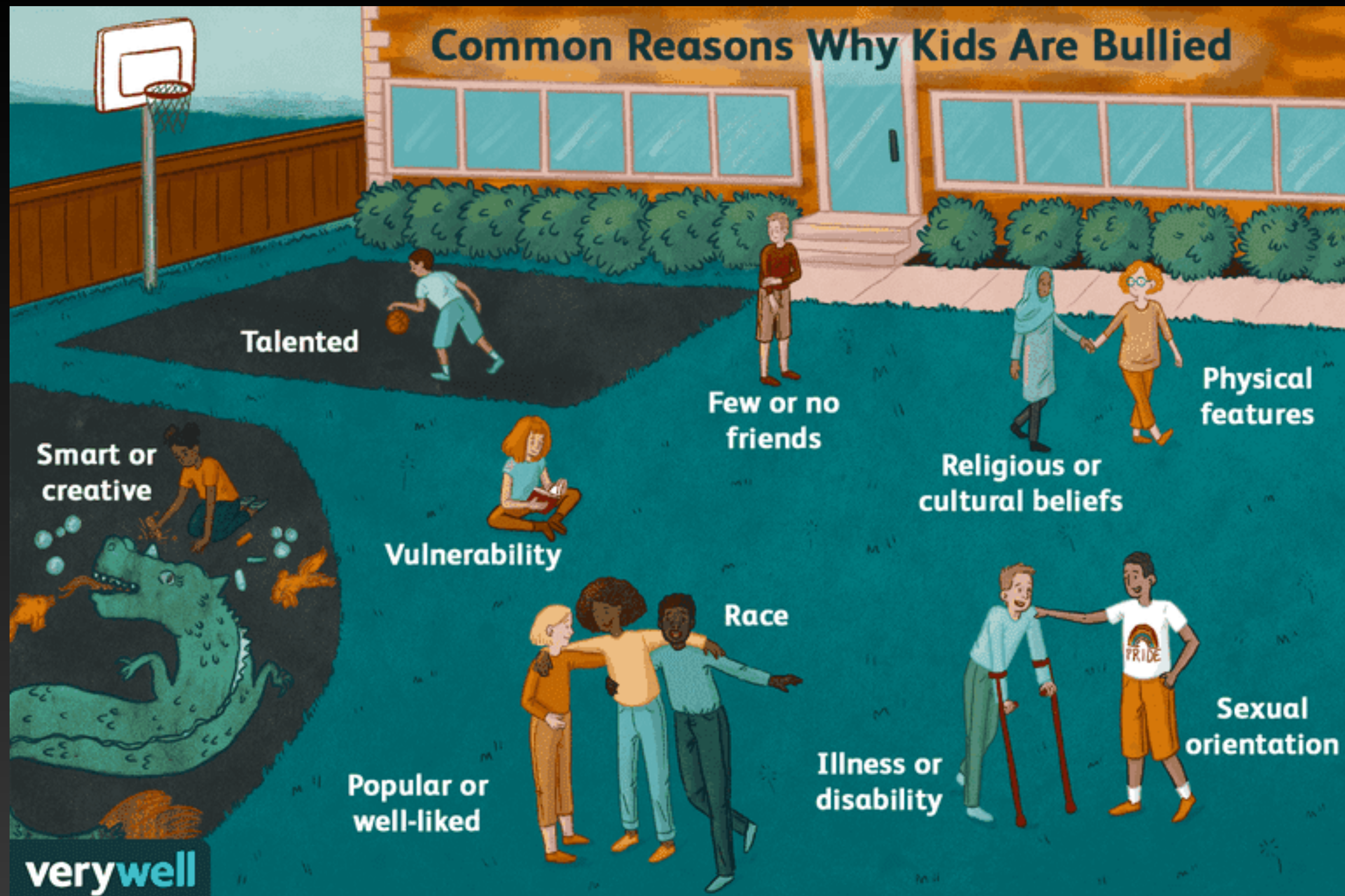


Find out more at www.njselfadvocacyproject.org

Facebook: [@NewJerseySAP](https://www.facebook.com/NewJerseySAP) / Instagram: [@newjerseysap](https://www.instagram.com/newjerseysap) / Twitter: [@NJSAP](https://twitter.com/NJSAP)

Discussion Topics

- After attending this webinar, participants will be able to:
 - Identify different forms of bullying, prevalence, and impact
 - Implement specific techniques to help students and adults with disabilities effectively respond to bullying in person and online
 - Discuss *actionable* ways to create a culture of inclusion in your classroom, day program, and at home.



Source: <https://www.verywellfamily.com/reasons-why-kids-are-bullied-460777>

How prevalent is bullying in school?

- 49.8% of tweens (9 to 12 years old) said they experienced bullying at school ([Patchin & Hinduja, 2020](#))
- Bullied students reported that bullying occurred in the following places: the hallway or stairwell at school (43%), inside the classroom (42%), in the cafeteria (27%), outside on school grounds (22%), online or by text (15%), in the bathroom or locker room (12%), and on the school bus (8%).
 - The reasons for being bullied reported most often by students include physical appearance, race/ethnicity, gender, disability, religion, sexual orientation.
 - 46% of bullied students report notifying an adult at school about the incident. ([National Center for Educational Statistics, 2019](#))

“Gateway Behaviors”

- Eye rolling
- Prolonged staring
- Back turning
- Starting and spreading rumors
- Laughing cruelly/encouraging others to laugh
- Name calling/“nicknames”
- Ignoring or excluding
- Causing physical harm
- Spying
- Stalking



- ❖ Kindness is free!
- ❖ If you were new to program, would you appreciate being asked to join a group?
- ❖ **Suggestion:** If you see someone sitting alone, think about inviting them to join your table or join them.
- ❖ Purposely excluding someone is a form of bullying.
- ❖ Purposely excluding someone is hurtful in the moment and can have long term negative effects.



Cyberbullying

- *Willful*: The behavior has to be deliberate, not accidental.
- *Repeated*: Bullying reflects a pattern of behavior, not just one isolated incident.
- *Harm*: The target must perceive that harm was inflicted.
 - Computers, cell phones, and other electronic devices:
This differentiates cyberbullying from traditional bullying
- Reports of cyberbullying are highest among **middle school students**, followed by high school students, and then primary school students (Centers for Disease Control, 2019)
- One in five (20.9%) tweens (9 to 12 years old) has been cyberbullied, cyberbullied others, or seen cyberbullying. (Patchin & Hinduja, 2020)
- Cyberbullying violates the Terms of Services of all major websites and social media outlets
 - Keep records of the communication. Report each violation.
 - If threats of violence are involved, law enforcement should be notified.



Responding to Cyberbullying

Top Ten Tips for Educators

Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.



Educators need to respond to all incidents of cyberbullying. Here are some things you can do:

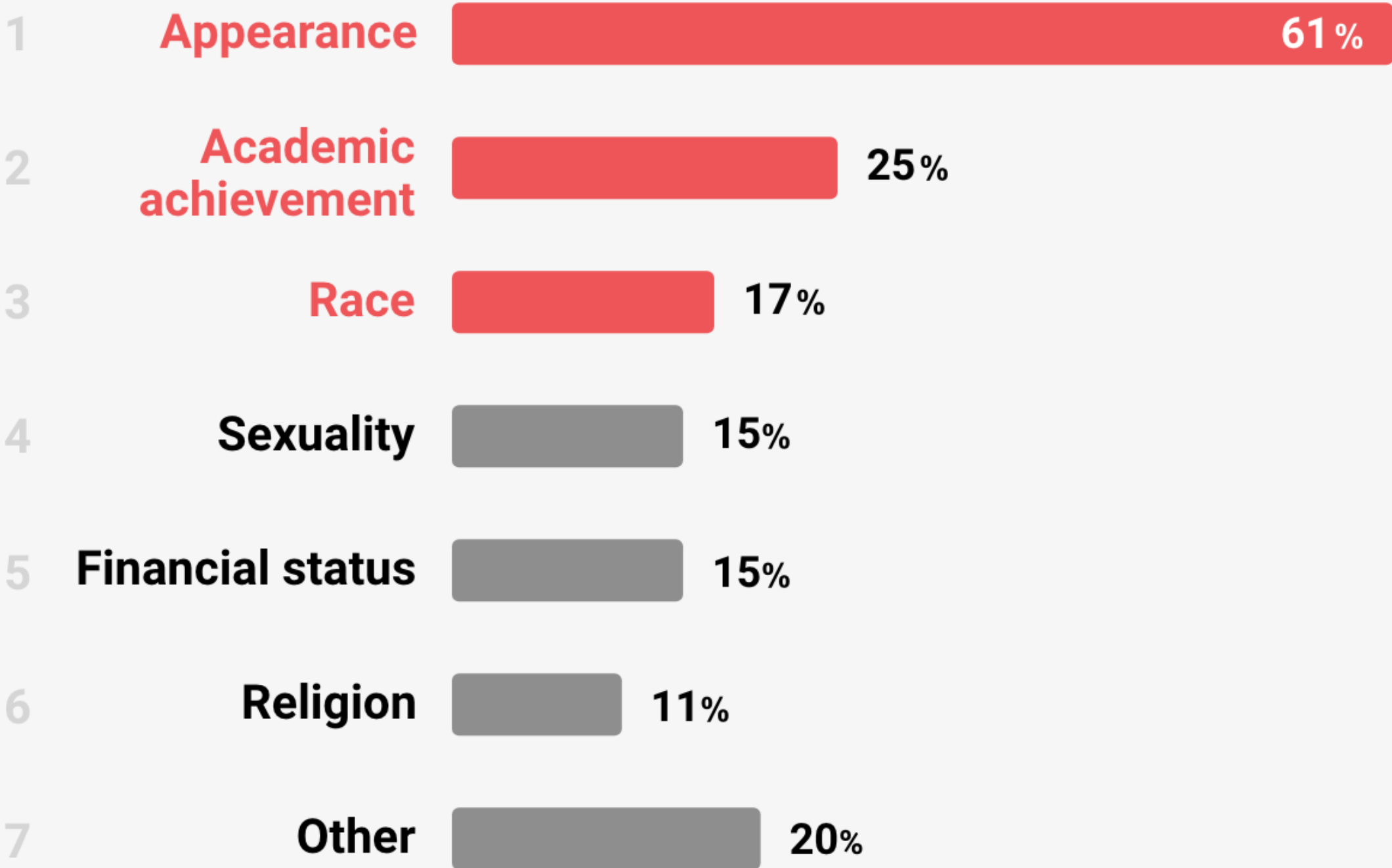
- 1. THOROUGHLY INVESTIGATE** all incidents so that you can direct resources and, if necessary, discipline to students who require it.
- 2. ENLIST THE SUPPORT OF A SCHOOL LIAISON OFFICER** or another member of law enforcement to help, especially when behaviors include a possible threat to the safety of students or staff.
- 3.** Once you identify the offending party, **DEVELOP A RESPONSE THAT IS COMMENSURATE WITH THE HARM DONE** and the disruption that occurred.
- 4. CONTACT CELL PHONE PROVIDERS** if threats or explicit content are transmitted via these devices. These companies keep data that may serve as evidence on their servers for a limited period of time before deleting it.
- 5. INSTRUCT PARENTS TO CONTACT AN ATTORNEY.** Some instances of cyberbullying just don't fall under the purview of the school (e.g., incidents that don't happen at school or impact the school). In these cases, parents may want to pursue other avenues for redress. All states allow for parties to sue others in civil court for harassment, intentional infliction of emotional distress, or a number of other torts. While not ideal, this is an option.
- 6. WORK WITH PARENTS** to convey to the student that cyberbullying behaviors are taken seriously and will not be tolerated whether they occur at school or not. Anything that disrupts the learning environment at school is subject to discipline.
- 7. KEEP ALL EVIDENCE OF CYBERBULLYING.** Keep a file with screen shots, message logs, or any other evidence so that you can demonstrate the seriousness of the behavior and its impact on the school. This is especially critical if you intend to formally punish students (e.g., suspension or expulsion).
- 8. CONTACT AND WORK WITH** the website, game, or app on which the abuse occurred. By now they are used to working through cyberbullying cases and can be a resource to assist you in removing offending content, gathering evidence, or to put you in touch with someone who can help.
- 9. USE CREATIVE INFORMAL RESPONSE STRATEGIES,** particularly for relatively minor forms of cyberbullying that do not result in significant harm. For example, students may be required to create anti-cyberbullying posters to be displayed throughout the school. Older students might be required to give a brief presentation to younger students about the importance of responsibly using technology. It is important to condemn the behavior while sending a message to the rest of the school community that bullying in any form is wrong.
- 10. REMEMBER THAT THE GOAL IS TO STOP THE BULLYING.** This objective should guide your intervention efforts. Do whatever is necessary to stop the bullying. It might be a simple talk with the aggressor or require a more significant response. Follow-up to make sure the bullying has stopped. If not, pursue additional remedies until it does.



Reasons for cyberbullying

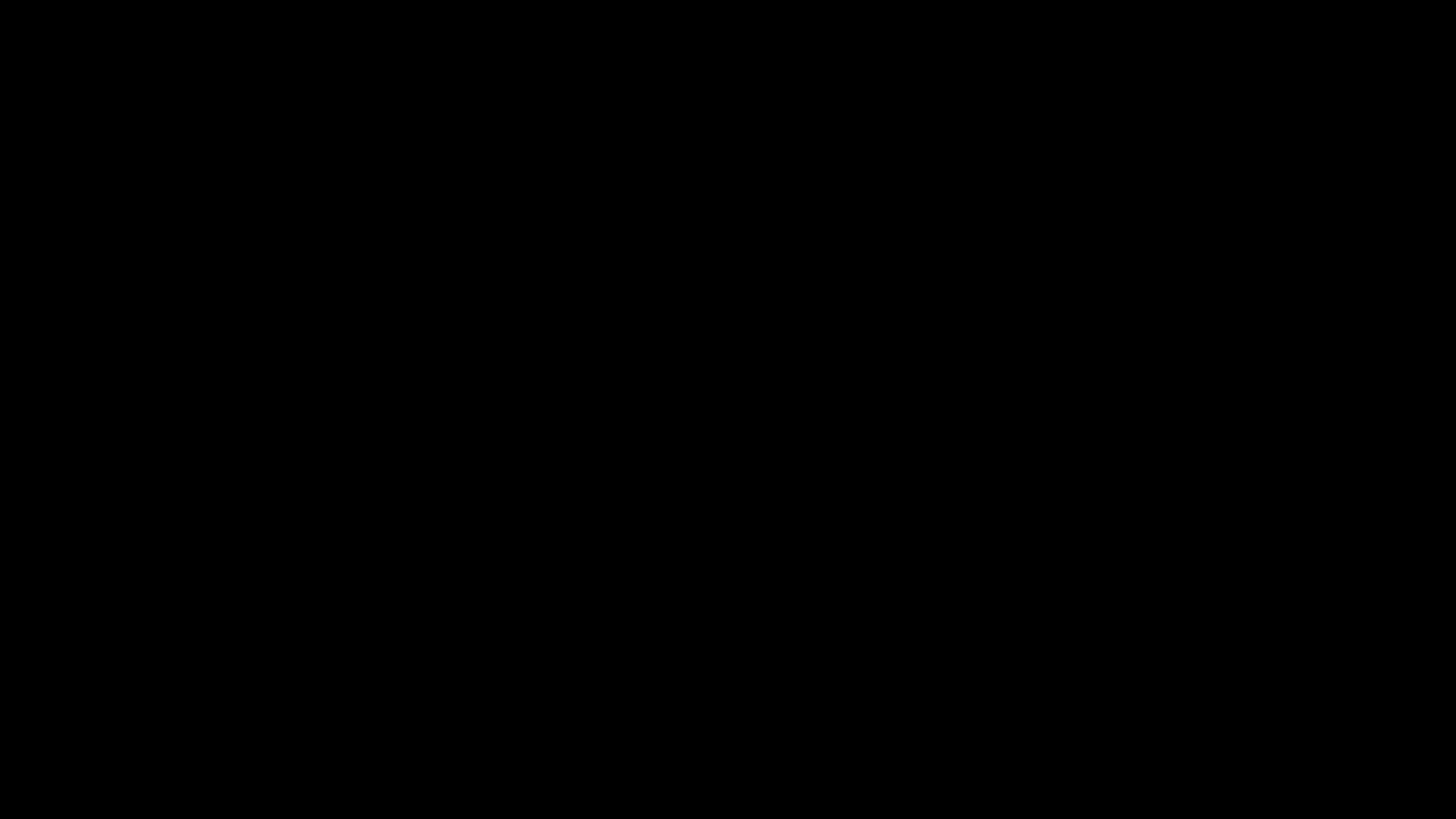


Teens who report being bullied say it was because of their:



Bullying and Disability

- Students with specific learning disabilities, Autism Spectrum Disorder, emotional and behavior disorders, other health impairments, and speech or language impairments report *greater rates of victimization* than their peers without disabilities longitudinally and their victimization remains *consistent over time* ([Rose & Gage, 2016](#))
- Successful strategies to prevent bullying among students with disabilities include:
 - Teachers and peers engaging in meaningful and appropriate social interactions
 - Creating opportunities to increase social competence and positive interactions
 - Schools adopting appropriate intervention strategies that encourage social awareness and provide individualized interventions for targets with disabilities (Rose & Monda-Amaya, 2012)



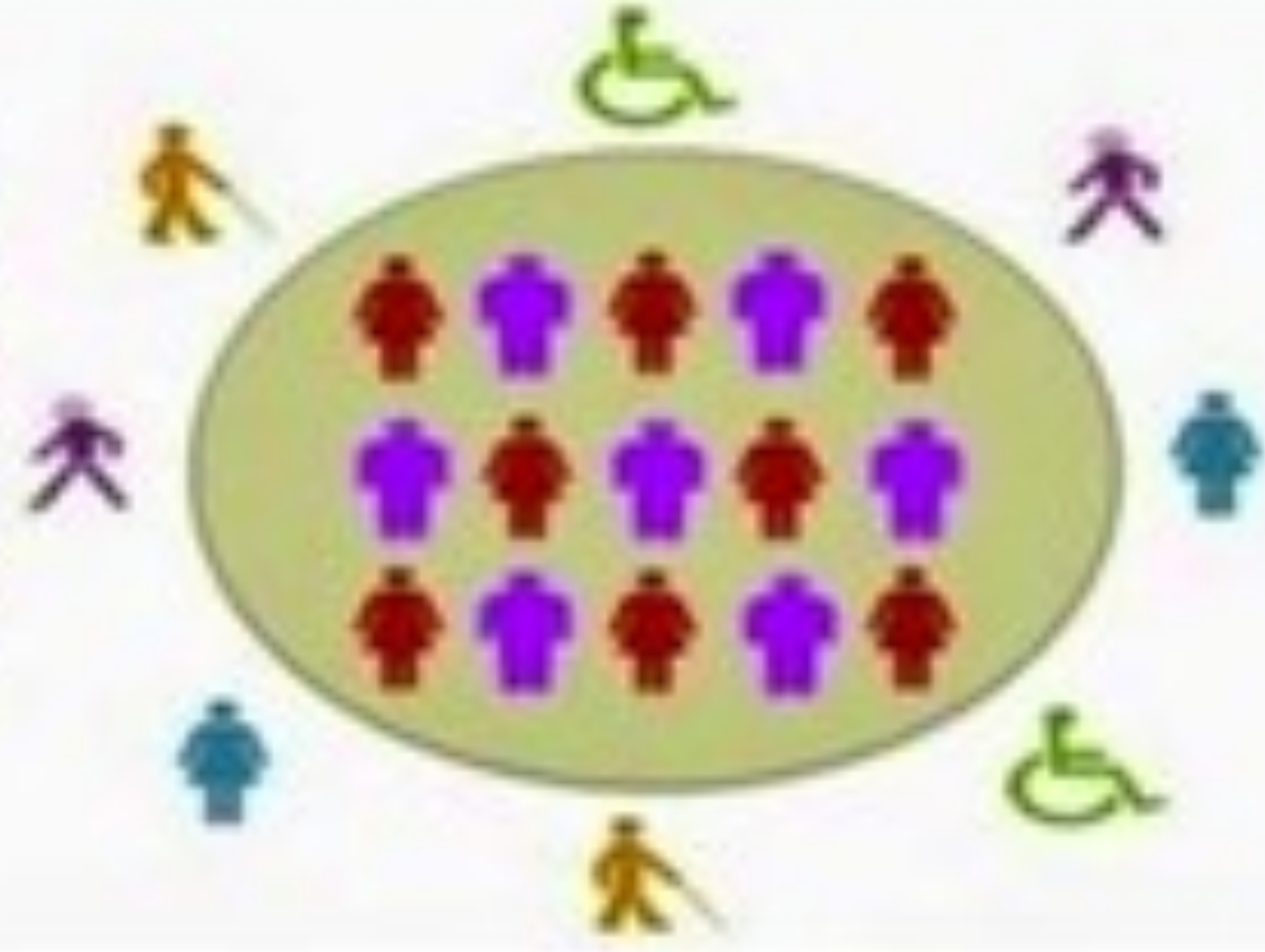
Source: <https://www.youtube.com/watch?v=CX5RuM3L1lc>

Inclusion

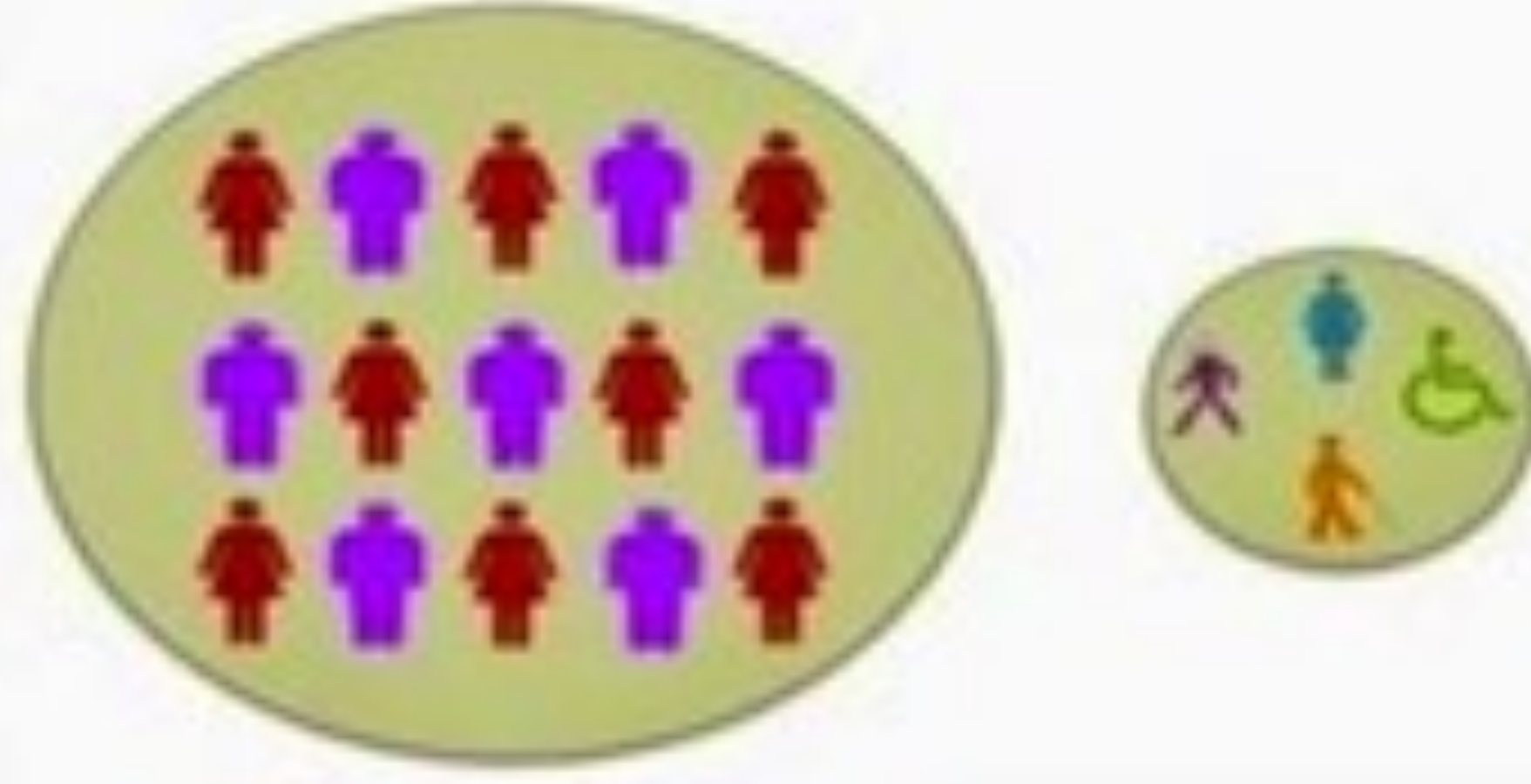
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“the practice or policy of providing *equal access* to *opportunities* and *resources* for people who might otherwise be *excluded* or *marginalized*, such as those who have physical or mental disabilities and members of other minority groups.”

EXCLUSION



SEGREGATION



INTEGRATION



INCLUSION



But, what does inclusion *really* mean?





Look closely at the present you are
constructing: it should look like the
future you are dreaming.

— *Alice Walker* —

AZ QUOTES

Building Self-Advocacy Skills

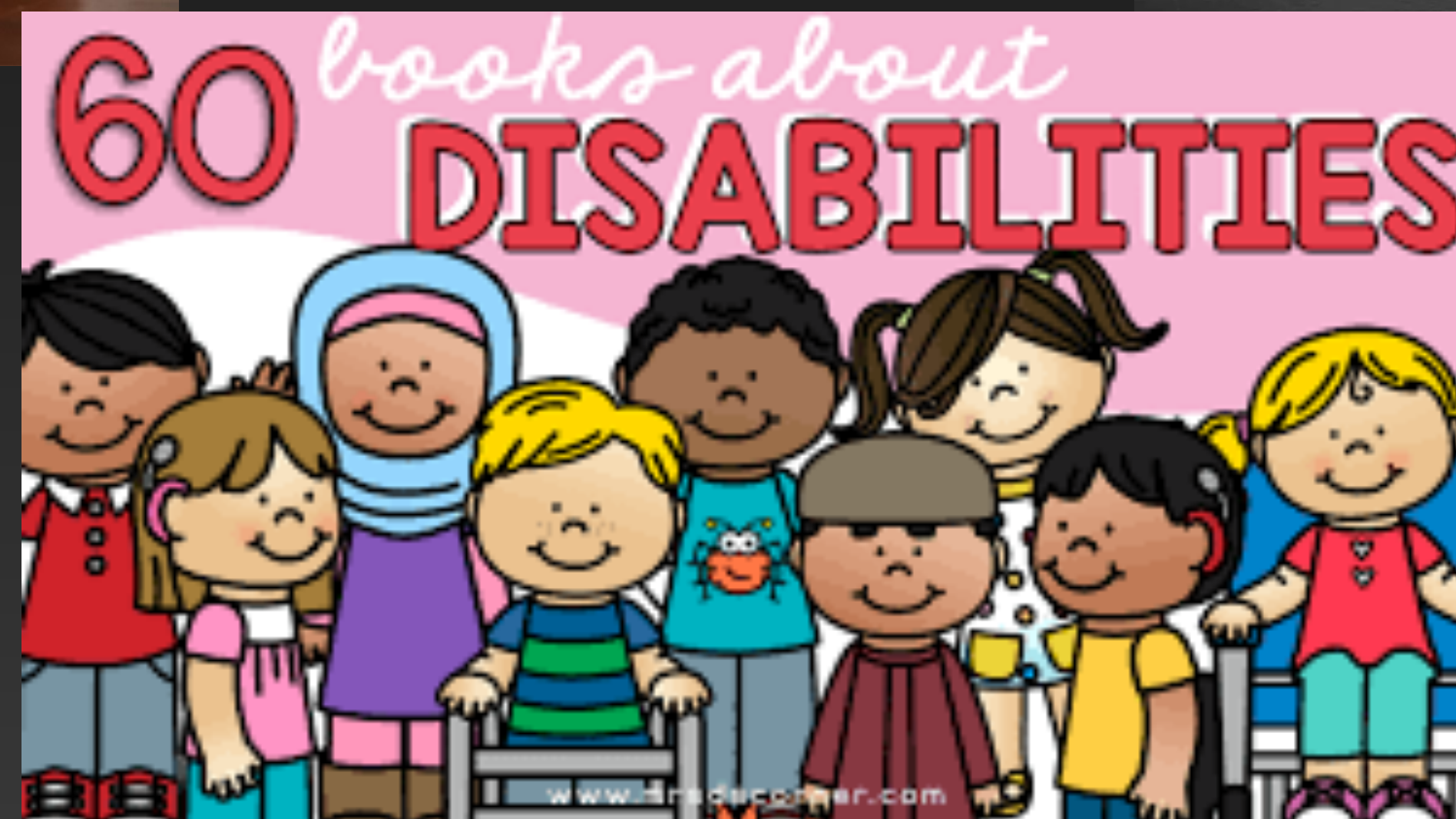
- **Encourage advocacy.**
 - “Stop that. I don’t like it.”
 - “Do not call me those names.”
 - “You are making me uncomfortable.”
 - “Don’t touch me.”
 - “I don’t feel like giving you a hug right now.”
 - “I need a minute.”
- **Model the behavior you want to see.**
- **Your loved one is an active participant in planning and goal setting.**
- **Raise your expectations.**

Teach and Nurture Self-Advocacy Skills

- As a parent, how can you create opportunities for decision making and advocacy at home?
- As a teacher, how can you teach and promote self-advocacy skills in your classroom?



Talk to your loved ones about their diagnoses!



Voting & Civic Engagement

The Arc of New Jersey Presents

Get Out The Vote 2021

A VOTING AND ELECTION GUIDE FOR
NEW JERSEY CITIZENS WITH
INTELLECTUAL & DEVELOPMENTAL
DISABILITIES AND THEIR FAMILIES.



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IN THEIR OWN WORDS

Self-Advocate Perspective

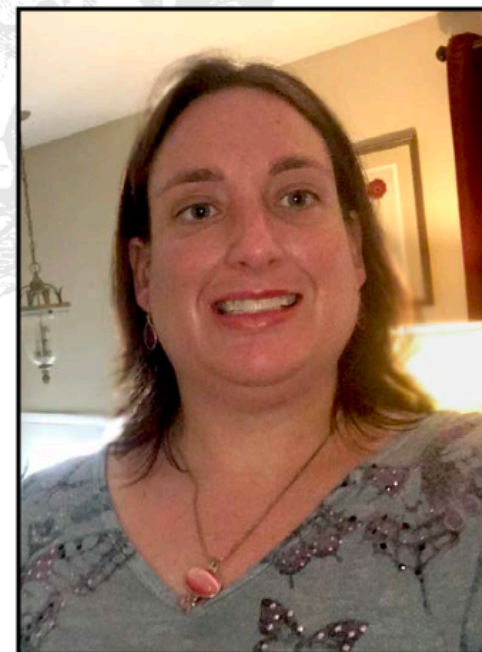


"I think all the news does is get people mad. You should vote so you can do something about it, and not just get mad. I vote because anything different means legislation. As a voter you can name the politicians who make that legislation. We can make lasting change in legislation and leave the past behind by voting. I have really felt scared about the future, it's my right to vote for change. At home I can tell my truth, but politicians do it for me now that I vote."

William Aronow, Self-Advocate

"We have the right to vote. We can choose who we want to be in office and learn about what they stand for and how they will help us. If you need help you can get support to fill out the application, or when you are voting. You can also vote by mail if you can't go in person. I like to vote because it gives me an opportunity to see who is going to help people with disabilities."

Pamela King, Self-Advocate



Case Example #1

- Your IEP or ISP meeting is scheduled for next month. You want to be included in the process but don't quite know where to start.
- Who can you reach out to?
- What can you do to be prepare for the meeting?



Case Example #2

- You or someone you care about is being bullied and receives taunting messages online. They have asked a teacher or staff member for help and were told to “turn the other cheek” and walk away. The bullying continues.
- What is your next step?
- What role can you, as a self-advocate, take in this situation?



Case Example #3

- You are a middle school teacher. You overhear one of your students being teased/name called in the hall between classes by another group of students. The behavior stops as soon as your lesson starts, but you notice the student being teased becomes withdrawn and stops speaking up in class.



- How can you help address this situation, even if it's not happening in your classroom?
- Do teachers have an obligation to help address bullying and exclusion in their schools?

WORKING WITH ADULTS WITH

I/DD

DEFINITIONS

I/DD stands for Intellectual and Developmental Disabilities.

Intellectual disability is a below-average cognitive ability with 3 characteristics: I.Q. is between 70-75 or below, significant limitations in the ability to adapt and carry on everyday life activities such as self-care, socializing, communicating, etc., and the onset of the disability occurs before age 18.

Developmental disability is a broader term that includes ASD (autism spectrum disorders), epilepsy, cerebral palsy, developmental delay, fetal alcohol syndrome and other disorders that occur during the developmental period (birth to age 18). The major differences are in the age of onset, the severity of limitations, and the fact that a person with a developmental disability may or may not have a low I.Q.

Self-Advocacy is a worldwide civil rights movement. Self-advocacy means people with I/DD speaking up for themselves, exercising their rights, and making decisions about their own lives.

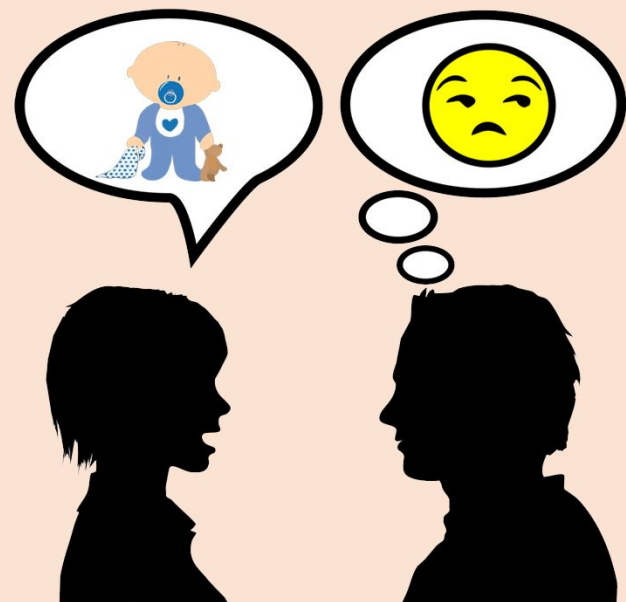
Source: <http://www.thearc.org/learn-about/intellectual-disability>



Never use the "R" word! Use "self-advocate" or person-first language such as "a person with I/DD". When speaking directly to someone, use their name.



People with I/DD are not all the same! I/DD encompasses an umbrella of disabilities. Advocates should be treated as individuals with their own personalities and life experience, just like everyone else.



Don't talk to an adult like they're a child. Adults with I/DD should be treated appropriately according to their age. Infantilizing them is disrespectful.



Don't ask questions of staff members that advocates can answer themselves. If you have a question about someone, ask them directly when possible.



Designed and distributed by The New Jersey Self-Advocacy Project, a program of The Arc of New Jersey

People First Language - Examples

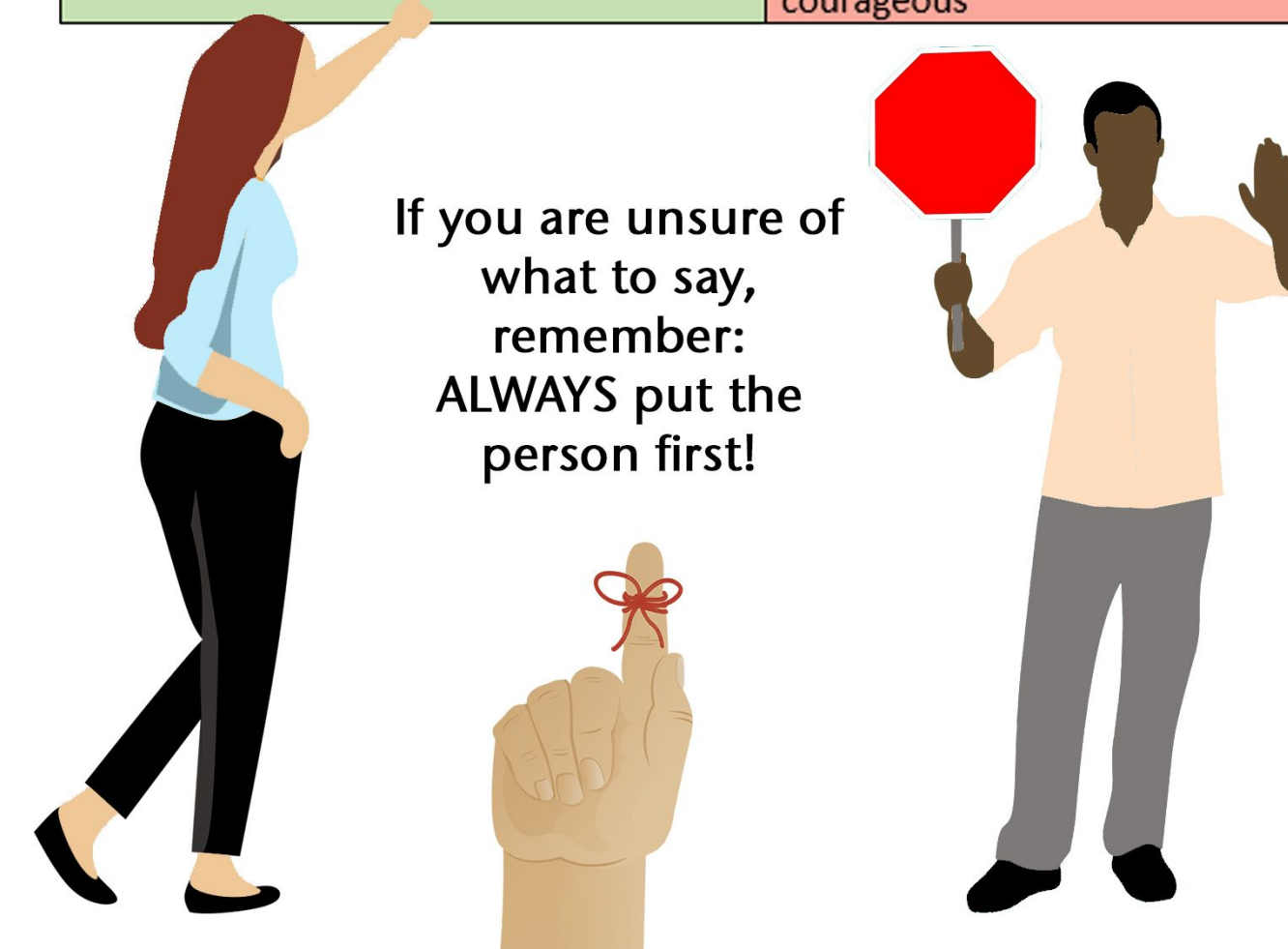
SOURCE:

https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf

Flip page for more info -->

PEOPLE FIRST LANGUAGE	LANGUAGE TO AVOID
Person with a disability	The disabled, handicapped,
Person without a disability	Normal person, healthy person
Person with an intellectual, cognitive, developmental disability	Retarded, slow, simple, moronic, defective, delayed, afflicted, special person, low-functioning
Person with an emotional or behavioral disability, person with a mental health or a psychiatric disability	Insane, crazy, psycho, maniac, nuts
Person who is hard of hearing	Hearing impaired, suffers a hearing loss
Person who is deaf	Deaf and dumb, mute
Person who is blind/visually impaired	The blind
Person who has a communication disorder, is unable to speak, or uses a device to speak	Mute, dumb
Person who uses a wheelchair	Confined or restricted to a wheelchair, wheelchair bound
Person with a physical disability	Crippled, lame, deformed, invalid, spastic
Person with epilepsy or seizure disorder	Epileptic
Person with multiple sclerosis	Afflicted by MS
Person with cerebral palsy	CP victim
Accessible parking or bathrooms	Handicapped parking or bathroom
Person of short stature	Midget
Person with Down syndrome	Mongoloid
Person who is successful, productive	Has overcome his/her disability, is courageous

“The difference between the almost right word and the right word is really a large matter. 'tis the difference between the lightning bug and the lightning.”
– Mark Twain, *The Wit and Wisdom of Mark Twain*”



If you are unsure of what to say, remember: ALWAYS put the person first!



This factsheet is designed and distributed by The New Jersey Self-Advocacy Project, a program of The Arc of New Jersey since 1983
Contact Us: 732-749-8514 / NJSAP@ArcNJ.org / www.njselfadvocacyproject.org

Questions?

Comments?



Resources

- The Arc of New Jersey: <https://www.arcnj.org>
- New Jersey Self-Advocacy Project: <http://njselfadvocacyproject.org>
- NJ Council on Developmental Disabilities: <https://njcdd.org/antibullying/>
- NJ Partners in Policymaking: <https://rwjms.rutgers.edu/boggscenter/projects/njpartnersinpolicymaking.html>
- Stop Bullying: <https://www.stopbullying.gov/bullying/special-needs>
- “Adults Get Bullied, Too: What People With Disabilities and the People Who Support Them Can Do About It”: <https://scdd.ca.gov/wp-content/uploads/sites/33/2016/11/Bullying-for-Adults-Final.pdf>
- “Bullying: What We Know Based On 40 Years of Research” (2015): <https://www.apa.org/news/press/releases/2015/05/bullying-research>
- “6 Ways Educators Can Prevent Bullying in Schools”: <https://lesley.edu/article/6-ways-educators-can-prevent-bullying-in-schools>
- “What To Do When Your Child Cyberbullies Others: Top Ten Tips for Parents”: <https://cyberbullying.org/what-to-do-when-your-child-cyberbullies-others>
 - “Qué hacer si su hijo(a) es el que ciberacosa a otros: Diez sugerencias para padres de familia”: <https://cyberbullying.org/pdfs/spanish/tips-for-parents-when-your-child-cyberbullies-others-spanish.pdf>
- National Voices for Equality, Education and Enlightenment (NVEEE) Cyberbullying Statistics: <https://www.nveee.org/mission-history/>
- PACER’s National Bullying Prevention Center, Bullying Statistics: <https://www.pacer.org/bullying/info/stats.asp>
- National Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>