Knowledge and Skills of Public Elementary School Teachers on Bullying Prevention and Management in Puerto Rico

Dr. Francisco Xavier San Miguel Torres
February 11, 2025

Puerto Rico – US Territory 1898
Many feel discriminated

- **Department of Education responds to both US and PR interests, though budget comes from US.**

- **Teachers are not well paid, and education does not enjoy priority. Ex. UPR & 250 schools closed in 10 yrs.**

- **Culture: Spanish, religious power, *machismo*, homophobia, transphobia, hip hop lyrics**

Introduction

- **The underestimated and significant problem of bullying is being addressed internationally.**

- **School bullying is the most underestimated public health problem in North America (Fraser 2015).**

- **I selected the population and research questions to address the gap that has not been studied in Puerto Rico.**

Historical Background

In 1986, Olweus defines bullying. Social behavior and the Anti-Bullying movement gain international momentum.

Bullying is not a topic in the media or on the political agenda in PR (Rivera 2011). Pluralistic ignorance.

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No studies were found in Puerto Rico on the understanding, application of public policy, and effectiveness of training on bullying.

According to Dr. César Rey (2020), research on school violence is needed in PR.

According to Cava et al. (2010), school bullying hinders the objectives of the ELA Constitution and Law 85 for students. It obstructs justice and equity.

Research Purposes

Document the current state of teachers' knowledge and skills on school bullying in Puerto Rico.

Contribute to the need for research in Puerto Rico on bullying that generates interest, to adjust public policy to correspond the international trend of UNESCO and the World Anti-Bullying Forum (WABF).

Promote social change, especially for the most disadvantaged. Fight for human dignity.

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Research Justification

Provide justice and equity to all students to minimize cruelty, misery, trauma, sadness, suicides, low academic achievement, and school dropout rates caused by bullying. Prevent the suffering and pain of victims and their families.

Need for data regarding the knowledge and skills of teachers: a key figure in the prevention and management of school bullying.

Theoretical Framework

Examine the knowledge and skills of teachers in preventing and managing bullying, focusing solely on the impact of an outdated written policy, with a minimum of training.

Conceptual Framework

Investigate the depth and level of knowledge and skills on school bullying of the teacher, a vital component of the educational system to reduce bullying according to successful programs. Identify deficiencies and opportunities in the current public policy.

Research in Puerto Rico

García 2008	**Survey of Teachers** • **92% - zero information about bullying during professional training** • **Teachers do not feel capable of handling bullying**
Ocasio Domínguez 2017	**GLSEN 2015** • 99.5% were victims of homophobic comments (e.g., "dyke" or "faggot") • 69% of surveyed LGBTQ community members felt unsafe in their school environment.
Quiles 2021	• Most frequent reasons for bullying include: weight, physical appearance, nerdy appearance, looking homosexual or effeminate, "tomboy" appearance, religious beliefs, or being talented in arts, music, or sports. • Quiles evidenced the correlation between mental health, violent behavior, and even suicidal thoughts and attempts with having been a victim of traumatic bullying experiences.

Dr. Roxany Rivera: "Bullying is indeed a matter of life and death in Puerto Rico"

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Literature Review

Consequences - Moral Disconnection

Mastery of the bullying topic vs. common sense

The teacher's role

Cyberbullying (rise and need for research)

LGBTQ+ (subgroup with the highest number of studies)

Social isolation

Anti-bullying programs and curricula

Seguros™ en Confianza

Methodological Design

Quantitative

Comparative

Population and Sample

The totality of elementary school teachers from kindergarten to eighth grade in the public education system of Puerto Rico equal 18,891 potential participants with similar characteristics that form a set with statistical research potential (Ary et al. 2010).

Representative sampling to achieve a 95% confidence level. The goal was to obtain a sample of 392 (Solvin 1960).

415 were obtained.

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Methodology

34 Item Questionaire (3 sociodemographic) in *Microsoft Forms* (DEPR compatible format)
2 Dimensions

16 Knowledge

17 Skills

Likert Scale 1 to 5
Strongly agree
Agree
Indecisive
Disagree
Strongly disagree

Title: Questionnaire for teachers to measure knowledge and skills about bullying

Cuestionario para maestros para medir conocimientos y destrezas sobre acoso escolar

Luego del proceso de validación de contenido Modelo Lawshe (1975).

Cuestionario para maestros para medir conocimientos y destrezas sobre acoso escolar

Instrucciones: Para cada pregunta, indique cuánto está de acuerdo o en desacuerdo, marcando el número con el cual se identifica mejor. No hay respuestas correctas o incorrectas. Lo importante para el beneficio de los docentes es ser honesta(o) en su respuesta. Sus respuestas serán confidenciales y se garantiza el anonimato. Su participación es voluntaria y puede dejar de tomar el cuestionario en cualquier momento.

Elija la respuesta con la que se sienta más identificado(a).

Escala:

5 – Totalmente de acuerdo

4 – De acuerdo

3 – Indeciso

2 – En desacuerdo

1 – Totalmente en desacuerdo

Compliance with:

1. **Participant rights and consent**

2. **Confidentiality and anonymity**

3. **DEPR (Mr. Israel Sánchez)**

4. **IRB of Caribbean University**

1. En mi institución de preparación académica para ser maestro, el currículo incluyó el tema de acoso escolar.

   ◯ Totalmente en acuerdo

Reliability

Cronbach's Alpha coefficient .801 > .7

High reliability for all 31 items

Kaiser-Meyer-Olkin (KMO) .773 > .5 VALIDATES CONSTRUCT

High (strong) linear correlations

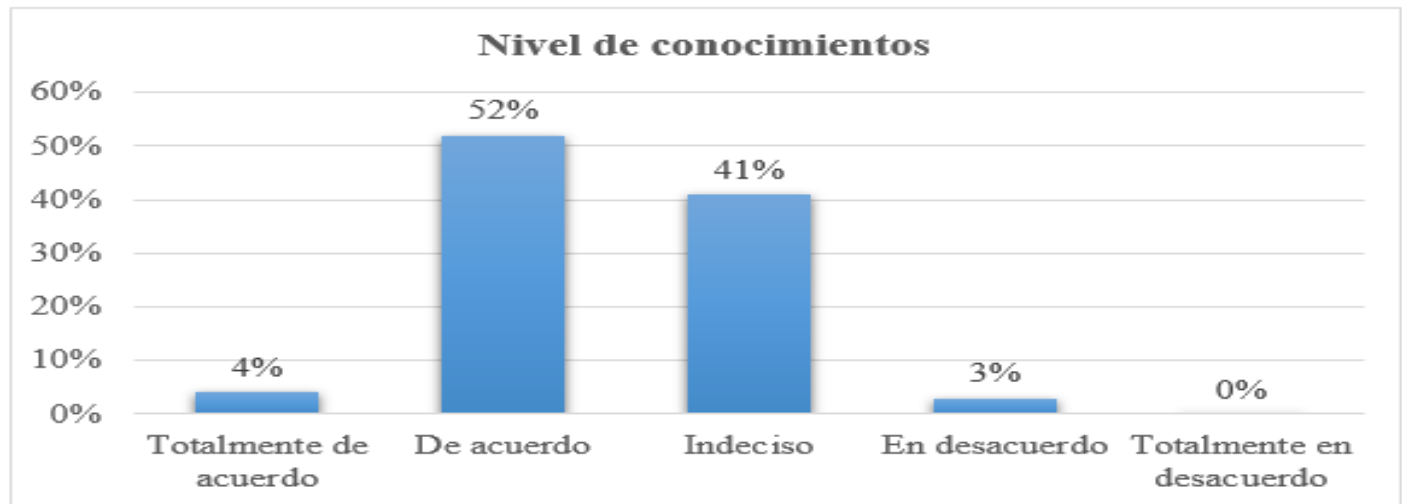Emphasis on factorial analysis

Question 1

What is the level of elementary school teachers' knowledge in Puerto Rico to manage school bullying according to the Olweus Bullying Prevention Program?

Descriptive Statistical Analysis (SPSS)

Figura 6

Nivel de conocimientos de los maestros

Nivel de conocimientos

- Totalmente de acuerdo: 4%
- De acuerdo: 52%
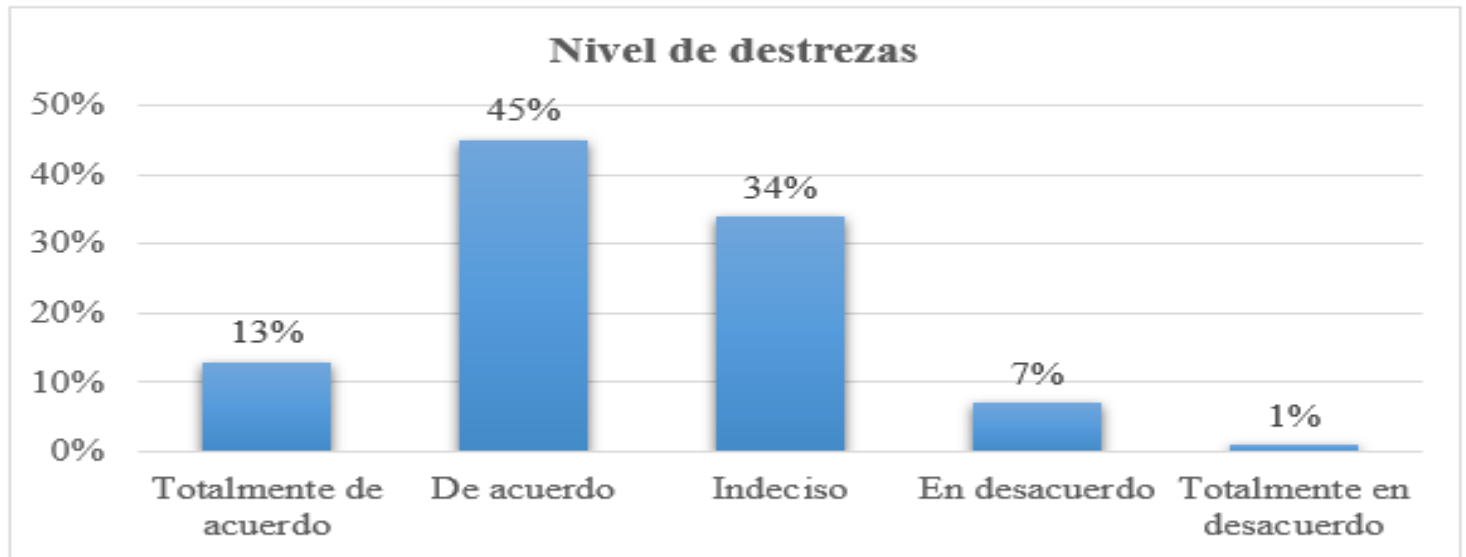- Indeciso: 41%
- En desacuerdo: 3%
- Totalmente en desacuerdo: 0%

What is the level of elementary school teachers' skills in Puerto Rico to manage school bullying according to the Olweus Bullying Prevention Program?

Descriptive Statistical Analysis (SPSS)

Figura 7

Nivel de destrezas de los maestros

Data Analysis

Question 3

¿How do the knowledge and skills of elementary school teachers on bullying differ between school types: <u>regular public and Montessori</u>?

Null hypothesis RETAINED (p=.478>0.05)

Ho1. There is no significant difference in the knowledge and skills of elementary school teachers on bullying between school types: <u>regular public and Montessori</u>.

Statistical Analysis (SPSS)

Non-parametric test: Mann Whitney U

Question 4

¿How do the knowledge and skills of elementary school teachers on bullying differ between <u>years of experience</u>?

Null hypothesis RETAINED (p=.504>.05)

Ho2. There is no significant difference in the knowledge and skills of elementary school teachers on bullying between <u>years of experience</u>.

Statistical Analysis (SPSS)

Kruskal-Wallis Test

Data Analysis

Question 5

¿How do the knowledge and skills of elementary school teachers on bullying differ between educational regional offices (ORE)?

Null hypothesis RETAINED (p=.893>0.05)

Ho3. There is no significant difference in the knowledge and skills of elementary school teachers on bullying between educational regional offices (ORE)

Statistical Analysis (SPSS)
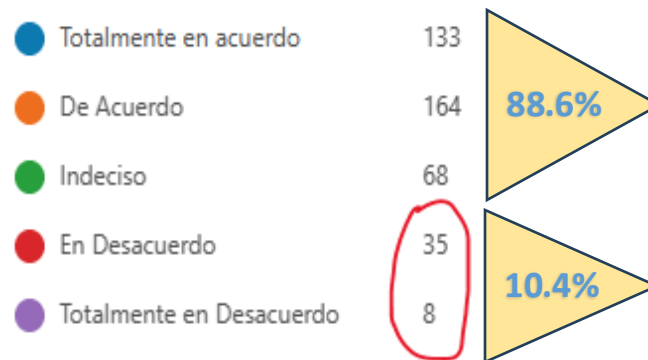
Prueba de Kruskal-Wallis Test

Findings

Traces of an obsolete paradigm

32. Interventions with the aggressor and the victim are the most effective tactics to reduce school bullying.
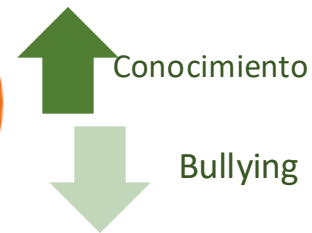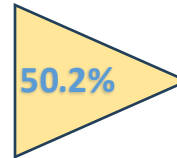

32. Las intervenciones con el agresor y la víctima son las tácticas más efectivas para reducir el acoso escolar en la escuela.

● Totalmente en acuerdo	133
● De Acuerdo	164
● Indeciso	68
● En Desacuerdo	35
● Totalmente en Desacuerdo	8

88.6%

10.4%

18. I was taught how to identify and monitor cyberbullying.

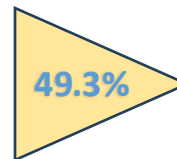18. Me enseñaron a cómo identificar y monitorear el acoso cibernético.

🔵 Totalmente en acuerdo	60
🟠 De Acuerdo	143
🟢 Indeciso	86
🔴 En Desacuerdo	79
🟣 Totalmente en Desacuerdo	42

50.2%

Conocimiento

Bullying

19. I am aware of the scientific evidence that showed that 4 out of 5 gay students or perceived gay have been bullied in school.

19. Conozco y estoy clara(o) sobre la evidencia científica de que 4 de cada 5 estudiantes gay, o que se percibe son gay, han sido acosados en la escuela.
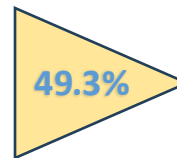
🔵 Totalmente en acuerdo	93
🟠 De Acuerdo	114
🟢 Indeciso	115
🔴 En Desacuerdo	57
🟣 Totalmente en Desacuerdo	31

49.3%

20. Suggesting to the victim that they should tell the abuser to stop the behavior is effective.

20. Decirle a la víctima que le diga al abusador que pare el comportamiento es efectivo.

Sentido común contraproducente

🔵 Totalmente en acuerdo	30
🟠 De Acuerdo	87
🟢 Indeciso	96
🔴 En Desacuerdo	147
🟣 Totalmente en Desacuerdo	50

49.3%

A new Paradigm begins with <u>me</u> as a teacher.

21. I greet the bully with a smile and cheerfulness every day when I see him in the morning.

21. Recibo al abusador con saludos y alegría todos los días cuando le veo en la mañana.

● Totalmente en acuerdo	29	
● De Acuerdo	92	**29.1%**
● Indeciso	115	
● En Desacuerdo	101	**69.9%**
● Totalmente en Desacuerdo	72	

Unlearn the old

Cultural Unconscious Effect vs. Expectations
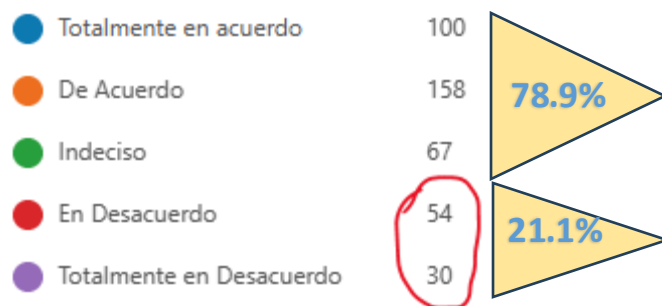
"I STOP labeling, I change attitudes and behaviors" Espelage

Common sense can be harmful - Olweus

23. I use the words "aggressor", "bully", and "victim" when students are in my presence, when I refer to school bullying.

23. Utilizo las palabras "agresor", "bully" y "víctima" cuando estudiantes están en mi presencia, para cuando me refiero a acoso escolar.

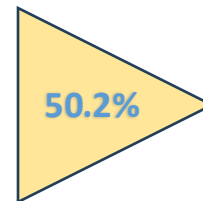|		
● Totalmente en acuerdo	100	
● De Acuerdo	158	78.9%
● Indeciso	67	
● En Desacuerdo	54	21.1%
● Totalmente en Desacuerdo	30	

Labeling

Not mentioned in DEPR Public Policy

26. When I gather my students to discuss school bullying, I have them sit in a circle or semi-circle so that they can see each other's faces and facial expressions directly.

26. Cuando reúno a mis estudiantes para hablar de acoso escolar, los siento en círculo o semicírculo para que se vean directamente los rostros y expresiones faciales.

● Totalmente en acuerdo	69
● De Acuerdo	135
● Indeciso	108
● En Desacuerdo	73
● Totalmente en Desacuerdo	26

50.2%

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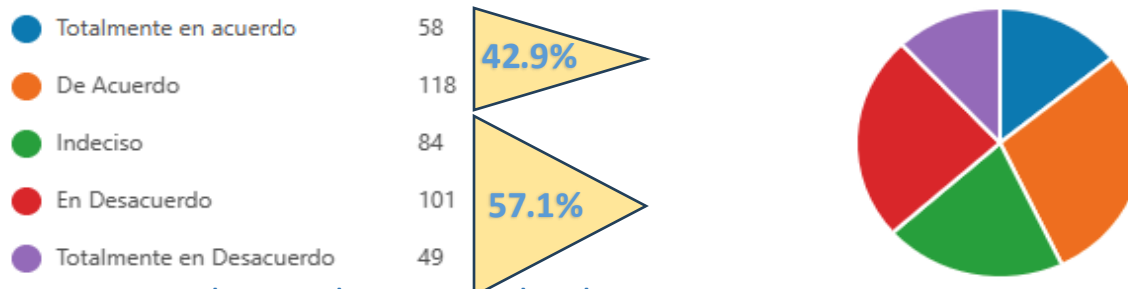BAYAMÓN | VEGA BAJA | CAROLINA | PONCE

Examples of content for new curriculum
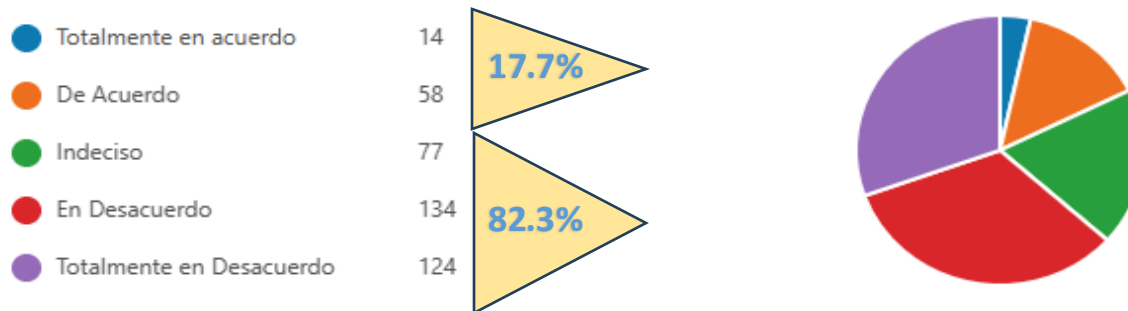## Trainings and knowledge that save lives

27. I have given my students the opportunity to communicate anonymously if they have witnessed or experienced bullying in a suggestion box.

27. He dado la oportunidad a los estudiantes de escribir anónimamente si han presenciado o protagonizado acoso escolar en una cajita de sugerencias.

● Totalmente en acuerdo	58
● De Acuerdo	118
● Indeciso	84
● En Desacuerdo	101
● Totalmente en Desacuerdo	49

42.9%

57.1%

28. In the past year, I have administered at least one sociometric test to students to identify isolated or marginalized students.

28. En el pasado año he administrado al menos una encuesta sociométrica a estudiantes para identificar estudiantes aislados o marginados.
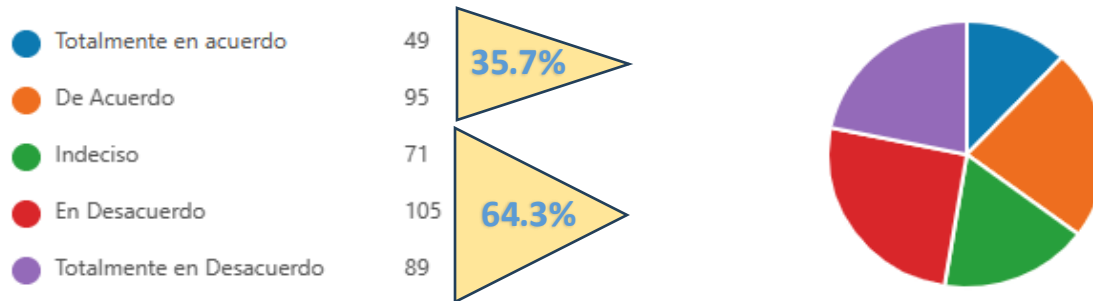
● Totalmente en acuerdo	14
● De Acuerdo	58
● Indeciso	77
● En Desacuerdo	134
● Totalmente en Desacuerdo	124

17.7%

82.3%

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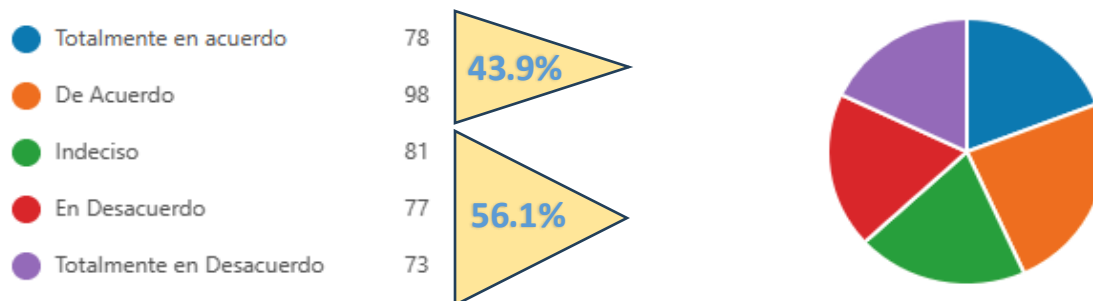# Findings

Critical Thinking Development

Findings

29. I have asked students to stage or role play as the bully, victim, and bystander, depicting different situations of bullying to foster empathy and develop skills on how to behave appropriately.

29. He pedido a los estudiantes que dramaticen o creen escenas de teatro con los roles de agresor, víctima y espectadores, sobre diferentes situaciones de "bullying" para que se fomente empatía y desarrollen destrezas sobre cómo proceder apropiadamente.

Totalmente en acuerdo	49
De Acuerdo	95
Indeciso	71
En Desacuerdo	105
Totalmente en Desacuerdo	89

35.7%

64.3%

30. After the dramatizations, students discuss each situation and ways to stop bullying among themselves.

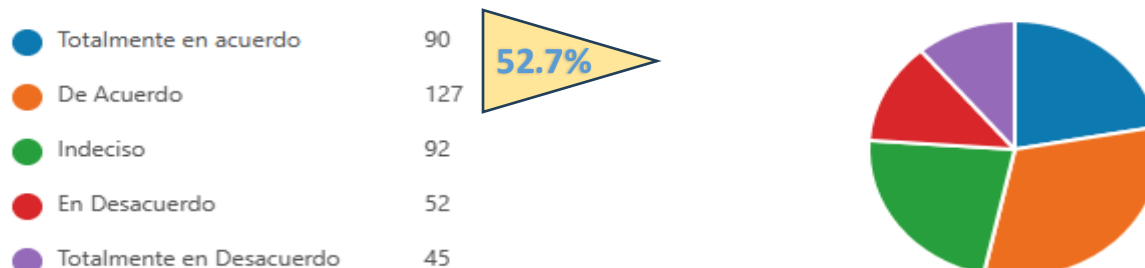30. Luego de las dramatizaciones se discute entre estudiantes la situación y maneras de frenar el acoso.

Totalmente en acuerdo	78
De Acuerdo	98
Indeciso	81
En Desacuerdo	77
Totalmente en Desacuerdo	73

43.9%

56.1%

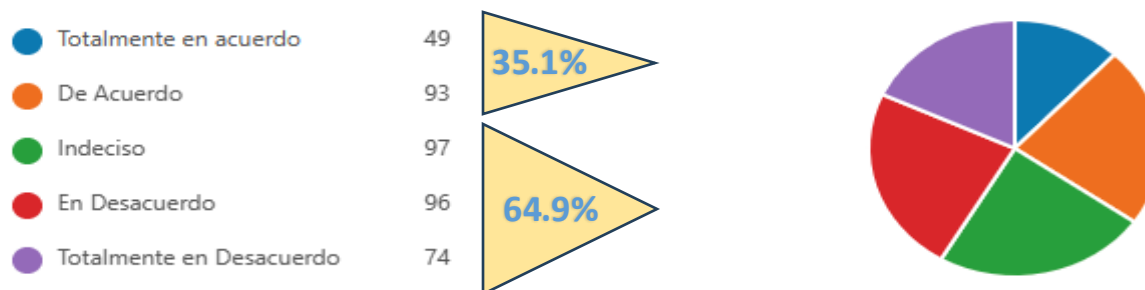# Content in proven Antibullying Programs (Olweus, KiVA, AVE)

33. I involve parents in anti-bullying campaigns and periodically send them information on the topic via email, text message, or paper.

33. Involucro a los padres en las campañas antiacoso y les envío periódicamente información sobre el tema por e-mail, textos o en papel.

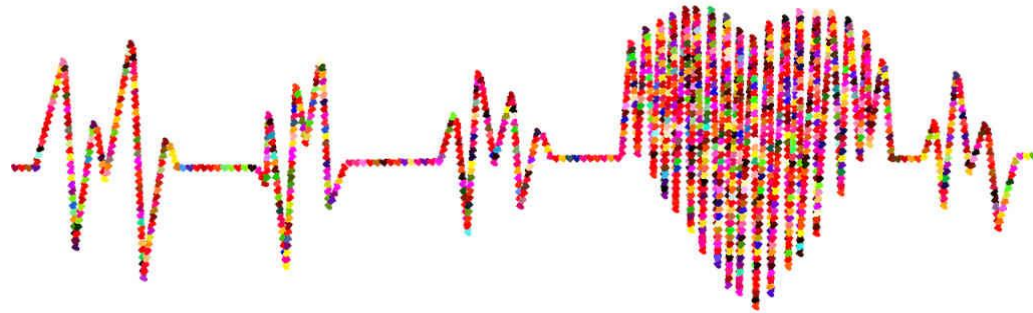|	
● Totalmente en acuerdo	90
● De Acuerdo	127
● Indeciso	92
● En Desacuerdo	52
● Totalmente en Desacuerdo	45

52.7%

34. As part of the DEPR training, I learned how to lead a meeting with parents or caregivers and what to say and ask during a bullying intervention.

34. Como parte de los adiestramientos administrados por el DEPR, me enseñaron a cómo dirigir una reunión con padres o cuidadores y qué decir y preguntar, durante una intervención de acoso escolar.

● Totalmente en acuerdo	49
● De Acuerdo	93
● Indeciso	97
● En Desacuerdo	96
● Totalmente en Desacuerdo	74

35.1%

64.9%

Conclusions y recommendations

Francisco Xavier San Miguel Torres
cu249448@stu.caribbean.edu

Conclusions

1. **Teachers have limited knowledge and skills to recognize, prevent, and manage school bullying.**

2. **The study revealed that over 50% lack skills on cyberbullying and supporting LGBTQ+ students.**

Conclusions

3. The results point towards the lack of a comprehensive curriculum that includes detailed training to enable teachers to manage bullying and the review of the literature suggests the need for a new public policy that aligns with international trends.

Recommendations

1. Periodically evaluate the effectiveness of public policies, training, curricula, or programs implemented. DEPR must provide information on proven curricula and programs to reduce bullying, as a way to enable and equip teachers to provide all students with the opportunity for a safe and bully-free learning and teaching experience.

Recommendations

2. Include a curriculum segment on Bullying (including Cyberbullying) in teacher preparation institutions.

3. Invite experts to a Forum or Conference in Puerto Rico that includes researchers, psychologists, academics, students, and families of victims.

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Research needed in Puerto Rico

1. University curricula for teachers in Puerto Rico, determining what they include about school bullying

2. Cyberbullying, sexting, inappropriate content without consent

3. Moral disconnection of students, teachers, principals, parents, and adults in the school (vs. not delving deeper)

4. LGBTQ+, suicide attempts (students and parents)

5. Compliance and effectiveness of current public protocol and policy, measuring CoCE operation, and assessing compliance with reports of school violence

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Research Limitations

1. The understanding of school bullying situations among teachers was not compared - definitions were not investigated
2. Compliance with CoCE, principals, protocols, and mandatory bullying reports was not investigated
3. It is unknown what teacher training institutions teach about bullying

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Sustained Philosophy

Olweus, KiVa, WABF & Cyberbullying Research Lab
"Only by delving deeper can bullying be reduced."

1. First curriculum variant or segment
During **teacher** academic preparation

2. Second curriculum variant within the DEPR
Antibullying program or curriculum
Includes in-depth **teacher** training, semester
refreshers, recent research, new concepts and
practical training - (A la Carte for Private Schools)

Contributions

- **New information on school bullying in Puerto Rico, regarding teachers' capacities**
- **Established new paradigm (Gap) and international trend**
- **Validated instrument – accessible at no cost**
- **Curricular variant on school bullying for students to become teachers. The content includes the following topics:** (And in Appendix 16)

Bullying Curriculum for future teachers
"Basic topics for deepening and developing skills"

1. The evolution of the definition of bullying according to UNESCO and the World Antibullying Forum 2023

2. Presentation of research and its findings and implications

3. Psychological and sociological perspectives

4. Moral disengagement and prosocial and positive coexistence behavior

5. Transfer effect and the bullying circle

6. Bystander (the majority and not so innocent) behavior

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Bullying Curriculum for future teachers
"Basic topics for deepening and developing skills"

7. What are the bully's motivations?

8. Consequences of school bullying: mental health, anxiety, depression, low self-esteem, self harm, as a proven tool to dismantle moral disengagement

9. The power imbalance factor and intimidation

10. The marginalized or socially isolated

11. Cyberbullying and online safety aspects, promoting online safety and well-being incl. Sreen Time control

12. Sexting, consensual and non-consensual, sexual harassment

13. Social media like Snapchat, TikTok, YouTube and Instagram, and tools to curb bullying

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Bullying Curriculum for future teachers
"Basic topics for deepening and developing skills"

14. Criminal perspective, what is legal and what is illegal, including legal cases
15. Analysis of successful anti-bullying programs internationally
16. Public policies of countries successful in reducing school bullying
17. Bullying prevention
18. Bullying management and intervention
19. Integration of adults in the school community, including parents
20. Common sense versus methods and protocols proven by research

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Bullying Curriculum for future teachers

i "Basic topics for deepening and developing skills"

22. Empathy and compassion, self-esteem, and well-being

23. School climate

24. Sense of school belonging

25. Most vulnerable and needy subgroup, LGBTTQ+

26. Self-harm, suicide attempts, suicide

27. Games, simulators, videos, dramatizations, debates, and classroom activities

28. Racism, discrimination, labeling based on appearances or disability

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Bullying Curriculum for future teachers
"Basic topics for deepening and developing skills"

29. Family (parents, siblings) and community influence, bullying in society

30. Cultural violence

31. Importance of student participation in anti-bullying programs

32. How to identify the signs of bullying

33. How to promote communication from the victim and the bystander to report bullying

34. The teacher's role as a catalytic and leading agent in program strategies

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Questions?

Francisco Xavier San Miguel Torres
franciscosanmigueltorres@gmail.com
787-649-3150

Curricular Contribution - Bullying 101

Educando a futuros maestros en la prevención y manejo de acoso escolar (presencial o virtual) – 3 créditos (Total Tiempo 32 horas)				
Primer módulo de 4 – Introducción a Acoso Escolar (Tiempo 8 horas)				
Objetivos El maestro será capaz de:	**Métodos**	**Recursos**	**Evaluación**	**Competencia**
Identificar tipos de acoso escolar, la evolución de las definiciones, consecuencias.	Lecturas y videos Discusión en clase virtual	Why does bullying occur? (youtube.com) What is Bullying? - Cyberbullying Research Center A guide - How to stop bullying - World Anti-Bullying Forum (worldantibullyingforum.com) Dr. Dan Olweus and the Olweus Bullying Prevention Program (wistia.com) Prevent Bullying in Schools (wistia.com) What Is Bullying	StopBullying.gov Effects of Bullying	StopBullying.gov Versión Completa: ¿Qué es bullying? Tiina Mäkelä explica cómo reconocer y prevenir el acoso escolar (youtube.com) KiVa BULLYING UNA HISTORIA REAL (youtube.com)	Presentaciones en grupos de 3-4 estudiantes, sobre los recursos. Discusión y debates sobre temas. Seleccionar tema para presentación final y elegir grupos	Cognitiva Cognitiva Procedimental y Actitudinal Cognitiva Cognitiva y procedimental Cognitiva

Conocer los grupos susceptibles a ser víctimas y los abusadores.

Explicar Desconexión Moral

Exponer investigaciones recientes, tendencias y mejores estrategias.

Conocer Programas Antibullying Olweus y KiVa

Asimilar profundizar en tema del bullying es la clave

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Curricular Contribution - Bullying 101

<table>
<tr><td colspan="5">Educando a futuros maestros en la prevención y manejo de acoso escolar
(presencial o virtual) – 3 créditos (Total Tiempo 32 horas)</td></tr>
<tr><td colspan="5">Segundo módulo de 4 – Subgrupos LGBTTQ+, y marginados, sus riesgos y consecuencias (Tiempo 8 horas)</td></tr>
<tr>
<th>Objetivos
El maestro será capaz de:</th>
<th>Métodos</th>
<th>Recursos</th>
<th>Evaluación</th>
<th>Competencia</th>
</tr>
<tr>
<td>Dominar qué es identidad de género y orientación sexual como alto riesgo

Reconocer qué es etiquetar, discriminar por raza, discapacidad y apariencias

Familiarizarse con las estadísticas, leyes, casos, suicidios

Identificar cómo identificar estudiantes aislados o marginados e integrarlos y darles sentido de pertenencia

Conceptualizar el bullying puede ser de vida o muerte</td>
<td>Lecturas y videos

Discusión en clase virtual</td>
<td>bullying-cyberbullying-sexual-orientation-lgbtq.pdf

Accelerating Acceptance 2023 | GLAAD

Loneliness | KiVa Program

LGBTQI+ Youth | StopBullying.gov

El Bullying homofóbico y transfóbico en los centros educativos: taller de sensibilización para su prevención; guía de facilitación; 2015 (cndh.org.mx)

Laws, Policies & Regulations | StopBullying.gov

LGBT High School Students Share Their Experiences (youtube.com)

EL BULLYING HOMOFÓBICO (youtube.com)

Habla madre de adolescente trans que se suicidó por bullying (youtube.com)

El aislamiento social también es bullying - SOBRE LOS HOMBROS - DéjateTV (youtube.com)</td>
<td>Presentaciones en grupos de 3-4 estudiantes, sobre los recursos

Discusión y debates sobre temas

Entrevistar víctima LGBTTQ+, o familiar sobre acoso escolar</td>
<td>Cognitivo y actitudinal

Cognitivo y actitudinal

Cognitivo y actitudinal

Cognitivo, procedimental y actitudinal

Cognitivo y actitudinal</td>
</tr>
</table>

Curricular Contribution - Bullying 101

Educando a futuros maestros en la prevención y manejo de acoso escolar **(presencial o virtual) – 3 créditos** (Total Tiempo 32 horas)				
Tercer módulo de 4 – Cyberbullying (Tiempo 8 horas)				
Objetivos **El maestro será capaz de:**	**Métodos**	**Recursos**	**Evaluación**	**Competencia**
Definir cyberbullying, identificar señales Conocer actividades para que los estudiantes conceptualicen las consecuencias emocionales y legales que pueden causar Enseñar sobre sexting, lo que no es consensual, lo ilegal y sus consecuencias Empatizar con el abuso y hostigamiento de relaciones digitales Conocer medios sociales y cómo protegerse del bullying Enseñar sobre dickpicks, sexo y relaciones en línea	Lecturas y videos Discusión en clase virtual	What is Cyberbullying? Cyberbullying Fact Sheet: Identification, Prevention, and Response Teen Sexting - A Brief Guide for Educators and Parents (cyberbullying.org) Digital Dating Abuse: A Brief Guide for Educators and Parents - Cyberbullying Research Center Cyberbullying Collection - The Choose Kindness Project Sexting, Digital Dating Abuse, and Other Online Relationship Issues - Cyberbullying Research Center Tips for Teachers	StopBullying.gov Navigating Cyber Threats: A Teenager's Guide to Addressing Cyberbullying (creep-project.eu)	Presentacio-nes en grupos de 3-4 estudiantes, sobre los recursos Examen sobre cyberbullying basado en los recursos	Cognitiva y procedimental Cognitiva, procedimental y actitudinal Cognitivo y actitudinal Cognitivo y actitudinal Cognitivo y procedimental Cognitivo

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Curricular Contribution - Bullying 101

Educando a futuros maestros en la prevención y manejo de acoso escolar (presencial o virtual) – 3 créditos (Total Tiempo 32 horas)				
Cuarto módulo de 4 – Prevención y manejo del acoso escolar				
Objetivos El maestro será capaz de:	**Métodos**	**Recursos**	**Evaluación**	**Competencia**
Confiar en su conocimiento para prevenir y responder al acoso escolar	Lecturas y videos

Discusión en clase virtual | Preventing Bullying Collection - The Choose Kindness Project

Responding to Bullying Collection - The Choose Kindness Project

Supporting a child subjected to bullying | Friends

Bystanders to Bullying | StopBullying.gov

Help Children Build Resilience | StopBullying.gov

Set Policies & Rules | StopBullying.gov

Acoso Escolar CC #18-2022-2023.pptx (live.com) **(política pública DEPR)**

Microsoft Word - ManagChallPoliticSeas Contributor Change Educators.docx (ibpaworld.org) | Discusión sobre los recursos.

Presentación grupal en Power Point sobre tema a seleccionar durante tercer módulo | Cognitivo y procedimental

Cognitivo

Cognitivo y procedimental

Cognitivo

Procedimental

Procedimental

Cognitivo y actitudinal |
Identificar desbalances de poder e intimidación				
Enseñar sobre el círculo del bullying y el rol del observador				
Conocer políticas públicas exitosas internacionalmente				
Aprender cómo hablarles a los padres de estudiantes				
Integrar otros adultos dentro del entorno escolar				
Reconocer idiosincrasias culturales como machismo, violencia cultural				

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Curricular Contribution - Bullying 101

Currículo acoso escolar para futuros maestros (presencial o virtual)				
Lecturas Adicionales de Cyberbullying				
Objetivos **El maestro será capaz de:**	**Métodos**	**Recursos**	**Autor(es)**	**Competencia**
Enseñar utilización adversa de la tecnología y medios sociales como la adicción al internet	Lectura	Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying (2024) Tercera Edición Corwin Press (libro de texto)	Hinduja & Patchin	Cognitivo, Procedimental y Actitudinal
Explicar anonimato, pseudonimato, roles de víctimas y bully		El ciberacoso_ Identificación, Prevención y Respuesta.pdf	Hinduja & Patchin	Cognitivo, Procedimental
Entender qué es el metaverso, violencia sexual digital, la huella digital como prueba de delito		Qué hacer cuando tu hijo(a) es víctima de ciberacoso.pdf	Hinduja & Patchin	Cognitivo
Crear y aplicar estrategias y soluciones a problemas reales de estudiantes		Qué hacer cuando tu hijo(a) inflige ciberacoso a los demás.pdf	Hinduja & Patchin	Procedimental
Ejecutar el contrato de uso de la tecnología con estudiantes		Prevención del ciberacoso preguntas que los representantes deben hacer a sus hijos sobre la tecnología.pdf	Hinduja & Patchin	Cognitivo y Procedimental
Asumir el rol del maestro, cambiar clima escolar		Contrato de uso de la tecnología.pdf	Hinduja & Patchin	Procedimental y Actitudinal

With the experts in bullying WABF 2023

Dra. Cristina Salmivalli Sweeden, KiVA

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Dra. Dorothy Espelage

Dr. Kevin Runions, Canada

Dr. Sameer Hinduja
Futura Investigación Cyberbullying

Dra. Debra Peppler, Canada

Dra. Antonella Brighi, Italia
Futura Investigación Sexting

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Seguros
en Confianza

BULLYING
UN FENOMENO CULTURAL QUE INCLUYE A TODOS EN LA ESCUELA

Estudiantes Seguros en Confianza

Al profundizar en Acoso Escolar

- Invertir tiempo
- Formalizar programa
- Toda la comunidad escolar

Desconexión Moral

Saber:

- Capacita maestros
- Conecta consecuencias
- Consienctiza bullies

MERMA bullying

- Clima sano y seguro
- Mayor aprovechamiento académico
- Mejor sociedad

Let's Chat!