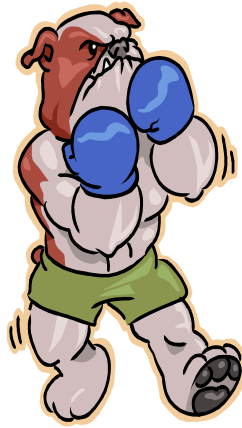


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An Introduction to



Bullying

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BULLYING MYTHS AND FACTS

There have long been many misconceptions about the nature of bullying. Below is a brief quiz that presents some common questions and ideas that many people still have about this complicated problem.

Complete the following quiz by selecting True or False for each question.

- T F 1. Bullying is just a part of growing up. The effects of bullying on victims are short-term and minor.
- T F 2. Bullying is not a serious problem for the bullies; they eventually grow out of this behavior.
- T F 3. Most bullying occurs in high school because older students are more confident and willing to pick on others.
- T F 4. Bullying is usually verbal, not physical, in nature.
- T F 5. Bullies are usually insecure loners with low self-esteem.
- T F 6. Bullying is almost exclusively male behavior.
- T F 7. Bullies don't usually pick on passive students; instead, they bully in response to some sort of provocation from their victims.
- T F 8. A bully usually attacks when no one else is watching.
- T F 9. Targets of bullies tend to be children with physical differences.
- T F 10. Most bullying happens at school.

TYPES OF BULLYING					
Physical Bullying Harm to someone's body or property		Emotional Bullying Harm to someone's self-esteem or feeling of safety		Social Bullying Harm to someone's group acceptance	
Verbal	Nonverbal	Verbal	Nonverbal	Verbal	Nonverbal
LEVEL ONE					
<ul style="list-style-type: none"> • Expressing physical superiority • Blaming the victim for starting the conflict 	<ul style="list-style-type: none"> • Making threatening gestures • Defacing property • Pushing/shoving • Taking small items from others 	<ul style="list-style-type: none"> • Insulting remarks • Calling names • Teasing about possessions, clothes, physical appearance 	<ul style="list-style-type: none"> • Giving dirty looks • Holding nose or other insulting gestures 	<ul style="list-style-type: none"> • Gossiping • Starting or spreading rumors • Teasing publicly about clothes, looks, relationships with boys/girls, etc. 	<ul style="list-style-type: none"> • Ignoring someone and excluding them from a group
LEVEL TWO (some of these behaviors are against the law)					
<ul style="list-style-type: none"> • Threatening physical harm 	<ul style="list-style-type: none"> • Damaging property • Stealing • Starting fights • Scratching or biting • Pushing, tripping, or causing a fall • Assaulting 	<ul style="list-style-type: none"> • Insulting family • Harassing with phone calls • Insulting your size, intelligence, athletic ability, race, color, religion, ethnicity, gender, disability, or sexual orientation 	<ul style="list-style-type: none"> • Defacing school work or other personal property, such as clothing, locker, or books • Saying someone is related to a person considered an enemy of this country (e.g., Osama bin Laden) 	<ul style="list-style-type: none"> • Ostracizing using notes, Instant Messaging, e-mail, etc. • Posting slander in public places (such as writing derogatory comments about someone in the school bathroom) 	<ul style="list-style-type: none"> • Playing mean tricks to embarrass someone
LEVEL THREE (most of these behaviors are against the law)					
<ul style="list-style-type: none"> • Making repeated and/or graphic threats (harassing) • Practicing extortion (such as taking lunch money) • Threatening to keep someone silent: "If you tell, it will be a lot worse!" 	<ul style="list-style-type: none"> • Destroying property • Setting fires • Physical cruelty • Repeatedly acting in a violent, threatening manner • Assaulting with a weapon 	<ul style="list-style-type: none"> • Harassing you because of bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation 	<ul style="list-style-type: none"> • Destroying personal property, such as clothing, books, jewelry • Writing graffiti with bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation 	<ul style="list-style-type: none"> • Enforcing total group exclusion against someone by threatening others if they don't comply 	<ul style="list-style-type: none"> • Arranging public humiliation

Understanding the Differences

Teasing	Bullying/Taunting
Adapted from Coloroso, Barbara, <i>The Bully, the Bullied, and the Bystander</i> (2004)	
<p>Allows the teaser and teased to swap roles with ease</p> <p>Is innocent in motive; NOT intended to hurt the other person</p> <p>Maintains the basic dignity of everyone involved</p> <p>Pokes fun in a lighthearted, clever and benign way</p> <p>Is meant to get both parties to laugh</p> <p>Is a small part of the activities shared by kids who have something in common</p> <p>Is discontinued when the teased becomes upset or objects to the teasing</p>	<p>Is based on an imbalance of power and is one-sided</p> <p>Is sinister in motive—intended to harm</p> <p>Involves humiliating, cruel, demeaning or bigoted comments thinly disguised as jokes</p> <p>Includes laughter directed at the target, not with the target</p> <p>Is meant to diminish the sense of self-worth of the target.</p> <p>Induces fear of further taunting or can be a prelude to physical bullying</p> <p>Continues especially when target becomes distressed or objects to the taunting</p>
Flirting	Sexual Bullying
Adapted from Coloroso, Barbara, <i>The Bully, the Bullied, and the Bystander</i> (2004)	
<p>Allows and invites both persons to swap roles with ease</p> <p>Is NOT intended to hurt the other person—it is an expression of desire</p> <p>Maintains the basic dignity both persons</p> <p>Is meant to be flattering and complimentary</p> <p>Is an invitation to have fun together and enjoy each other's company</p> <p>Invites sexual attention</p> <p>Is intended to make the other person feel wanted, attractive and in control</p> <p>Is discontinued when the person becomes upset, objects to the flirting or is not interested.</p>	<p>Is based on an imbalance of power and is one-sided</p> <p>Is intended to harm and exploit</p> <p>Is invasive and intended to assert the status of the bully</p> <p>Is intended to be degrading or demeaning</p> <p>Is intended to express control and domination</p> <p>Is intended to violate the boundaries of the target</p> <p>Is intended to make the other person feel rejected, ugly, degraded, powerless or uncomfortable.</p> <p>Continues especially when target becomes distressed or objects to the sexual comment.</p>
Peer Conflict	Bullying
Adapted from The ABC's of Bullying, http://pathwayscourses.samhsa.gov/bully/bully_intro_pg1.htm	
<p>Normal peer conflicts involve the following factors:</p> <ul style="list-style-type: none"> ▪ Freedom of expression—Peers do not insist on getting their own way ▪ Willingness to communicate—Peers give reasons when they disagree ▪ The relationship is valued—Peers apologize or try to find win-win situations ▪ Negotiation is an option—Peers will bargain and negotiate to get their need met. ▪ Disengagement is an option. Peers can change the topic or walk away 	<p>Characteristics of bullying behavior:</p> <ul style="list-style-type: none"> ▪ Intent to harm—bully finds pleasure in trying to dominate ▪ Intensity and duration—continues over a long period of time and is damaging to the victim's self esteem ▪ Power of the bully—age, strength or size used to overpower the target <p>Effects on victim</p> <ul style="list-style-type: none"> ▪ Vulnerability of the victim—cannot adequately defend ▪ Lack of support—target feels isolated, fears retaliation ▪ Long-term consequences—damage to self-esteem is often long lasting

Bullying Quiz Answers

1. **False.** In addition to the social, emotional, and physical torment of the actual bullying experience, victims are also more likely than non-victims to suffer from physical illnesses, academic troubles, and enduring mental health problems.
2. **False.** Studies have established a strong correlation between bullying other students during the school years and experiencing legal or criminal troubles with violence as adults.
3. **False.** Some studies indicate that bullying is most prevalent during the elementary school years, while other studies indicate that it increases and peaks during the middle school years. However, it is clear that bullying – though certainly present in high school – is more prevalent among younger students.
4. **True.** While bullying can be physical, verbal, emotional, or sexual in nature, verbal bullying – including name-calling – is the most common form.
5. **False.** Bullies are likely to have both friends and followers – in fact, they tend to be rather popular in the early school years. Furthermore, research indicates that bullies typically have average or above average levels of self-esteem and self-confidence.
6. **False.** Both boys and girls bully, just in different ways. Male bullies are more likely than female bullies to engage in physical bullying; female bullies typically use verbal and emotional tactics.
7. **False.** Only 10-15% of victims actually provoke bullies into action. 85-90% of victims are passive, with many not even reporting that they have been bullied.
8. **False.** Other students are watching as bystanders during most bullying incidents. In contrast, adults — such as teachers and parents — rarely observe bullies victimizing others.
9. **False.** Bullies typically do not choose their victims based on physical attributes. Instead, they usually victimize those peers who display a cluster of psychological weaknesses that make them vulnerable to attack. Victims tend to reveal their poor self concepts, social withdrawal, anxiousness, depression, and fearfulness.
10. **True.** Bullying most often occurs in and around schools — specifically in those areas where there is little or no adult supervision (e.g., playground, hallways, cafeteria, classroom before the lesson begins).

The Laws

Law	Description	Consequences of Violation	Other
Title IX of the Education Amendments of 1972	Federal legislation that prohibits discrimination on the basis of sex in educational institutions. Schools must give assurances of non-discrimination as a condition of receiving federal funding. Individuals can file complaints with OCR or bring actions to recover damages under Title IX.	U.S. Department of Education can seek to revoke federal funding. Schools can be liable for monetary damages in certain circumstances. Most courts have concluded individual school employees or school board members cannot have liability under Title IX.	Enforced by the Office for Civil Rights of the U.S. Department of Education. Applies to students and employees.
Title VII of the Civil Rights Act of 1964	Federal legislation that prohibits discrimination on the basis of sex in employment. Individuals can file complaints with the EEOC or the KHRC. After completing the administrative process, individuals can bring actions in court.	Monetary compensation for back pay, lost benefits and compensatory damages. Equitable remedies such as reinstatement, etc.	Applies to employees, including student employees. Applies to workplaces with 15 or more employees.
42 U.S.C. §1983	Federal civil rights statute that allows an individual to sue "state actors"—including public schools and their employees—for violations of federal statutory or constitutional rights. In sexual harassment cases, plaintiffs generally allege violation of the Equal Protection Clause of the Fourteenth Amendment	Compensatory damages; punitive damages against individuals only; injunctive or declaratory relief; equitable remedies. Individuals may have qualified immunity from liability if their actions did not violate clearly established rights of which a reasonable person would have known.	School is not liable for acts of employees unless the deprivation of the right was caused by an official policy or custom of the school.
Kansas Acts Against Discrimination	State law that prohibits discrimination on the basis of sex in employment, and public accommodations	Cease and desist orders; equitable remedies; damages for pain and suffering not to exceed \$2,000.	Applies to school employees; complaints filed with the Kansas Human Rights Commission are dually filed with the EEOC unless the complainant requests otherwise
Criminal Statutes	K.S.A. 21-3410 Aggravated Assault K.S.A. 21-3412 Battery K.S.A. 21-3434 Hazing K.S.A. 21-3437 Stalking K.S.A. 21-3502 Rape K.S.A. 21-3503 Indecent Liberties with a Child K.S.A. 21-3505 Criminal Sodomy K.S.A. 21-3508 Lewd and Lascivious Behavior K.S.A. 21-3510 Indecent solicitation of a child K.S.A. 21-3616 Sexual exploitation of a child K.S.A. 21-3517 Sexual Battery K.S.A. 21-3520 Unlawful sexual relations K.S.A. 21-3609 Abuse of a Child	Conviction can result in imprisonment and/or fines.	Decision to prosecute rests with the county or district attorney.
Other Civil Actions	Torts—Assault, Battery, Intentional or Negligent Infliction of Emotional Distress; Negligent Supervision; Negligent Hiring	Compensatory and/or punitive damages	Action brought by the victim of harassment against the harasser or school district to recover damages
Other Potential Criminal Actions	Failure to report a crime under the Kansas School Safety and Security Act Failure to report child abuse	Conviction can result in fines and/or imprisonment.	School employees have a duty to report under these statutes
Certification Issues	K.S.A. 72-1383—crimes for which certificate may be denied or revoked	Conviction of most crimes involving sexual conduct with students can result in certificate revocation	Enforced by KSDE

Adapted from materials in Thompson Publishing's *Educator's Guide to Controlling Sexual Harassment*