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## ***Bullying and Harassment***

**In This Issue**  
**Equity in Action**  
**Featured Equity Friend**

### **Equity Alliance at ASU Online Special Feature:**

Coming soon to our [Learning Carousel](#):

### ***Bullying and Harassment Matter!***

Watch for an announcement in  
 January.

### **Upcoming Events**

- [PEAK Parent Center's 2011 Conference on Inclusive Education Feb. 10-12, 2011](#)
- [National Association for Bilingual Education's 40th Annual Conference February 16-18, 2011](#)
- [Learning Disabilities Association's 48th Annual International Conference February 23-26, 2011](#)
- [The Equity Alliance at ASU's Equity Forum -- Beyond the Sidelines: Let's Get to Work Feb. 28 & March 1, 2011](#)

### **Online Tools**

- [Lesson Plan: Building a Bully-Free Building](#)

*Do I tell her the that world's been built on broken promises  
 Do I tell her that she needs to find a heart of stone  
 It's so easy to be broken, it's so hard to be alone*

- Peter Himmelman, *Easy to be Broken*

The complexity and significance of problems associated with school bullying and harassment has recently received an onslaught of national attention, including news stories, You Tube videos, and national awareness campaigns. Although uncertainty still abounds about how best to address the problem, we are beginning to unravel the many facets of bullying that contribute to the victimization of students. With this knowledge, we are also beginning to find effective ways to reduce bullying; but it will require the understanding and effort of all members of the community at all layers of the system in order to eradicate the harmful effects associated with this type of discrimination.

Bullying and harassment in schools often includes violations of federally protected civil rights. Many organizations have put forth information regarding bullying and harassment as it relates to the LGBTQ community of youth in our schools, yet we contend the harassment of all other marginalized groups deserves attention as well. This is a pervasive issue that requires collective and immediate action by educators, and a culturally responsive approach is necessary to tackle the problem head-on. If school staff and parents could better understand and be equipped to address the issues around bullying and harassment, then students might experience increased a sense of belonging and support. Students as young as grades 3 and 4 have reported to us that they have experienced some form of bullying or harassment. Early intervening will help enormously, particularly if adults insist on identifying and naming harassment and bullying. Teaching students to value difference from an early age will help strengthen the development of positive community within and across classrooms.

Bullying and harassment are often addressed together, because they are both persistent and sometimes subtle forms of behavior that can carry on for extended periods of time. Bullying is a type of harassment that is motivated by one individual's assertion of power over another. Power and control are central elements of bullying that do not always fit in other areas of harassment. Harassment is a behavior that is meant to offend or alarm an individual. Both behaviors can create uncomfortable, oppressive, and unsafe learning environments for students -- not only those who are the target of

- Teaching Tolerance
  - [Bullying Quiz](#)
  - [Bullying: Tips for Students](#)
- [End Bullying Today](#)
- [Stop Bullying Now](#)
- [It Gets Better Project](#)
- [Find Youth Info](#)
  - [Bullyinginfo.org](#)
  - 
  - Tip sheet - [Bullying among children and youth with disabilities](#)

## Online Publications

- [Four Steps Schools Can Take to Address Anti-LGBT Bullying and Harassment](#)
- [From Teasing to Torment: School Climate in America, A Survey of Students and Teachers](#)
- [What do bystanders do when children are being bullied...and why do they do it?](#)
- [Tips for Parents: Teasing, Bullying and the Role of Friendship](#)

## Educational Equity Corner: How much do you know about bullying and harassment?

bullying, but those who are witness to it as well.

Recently, the Office of Civil Rights (OCR) disseminated information about school responsibilities as they pertain to bullying and harassment. Many schools have adopted anti-bullying and anti-harassment policies that go beyond prohibiting this type of discrimination on the basis race, color, national origin, sex, and disability - to include sexual orientation and religion. However, we contend that school districts, educators, staff members, and families need to get involved in creating a proactive stance in order to protect students from the physical and emotional harms that bullying and harassment might cause - even when these actions are not deemed civil rights violations. In this issue of Equity Matters, we provide tools, resources, and approaches toward addressing this recently high-profile issue in an effort to help schools create an environment where all students feel they belong, are included, and empowered.

## Equity in Action

It's tough to pinpoint what "Equity in Action" looks like with bullying and harassment, because success in this area is the *absence* of incidents. Many schools and districts are engaging in efforts to address these problems, using strategies including Positive Behavioral Interventions and Supports (PBIS), [Teaching Tolerance](#) lessons and activities, the [Olweus](#) bullying and prevention program, and others.

A recent [news story](#) about a Philadelphia high school's struggles to address bullying caught our attention, both as an example of how the Justice Department can be a resource for addressing persistent inequities and as an example of student agency in addressing bullying.

In response to an incident on Dec., 3, 2009 when more than 30 Asian students were attacked in a series of attacks inside and outside the school by mostly African American schoolmates, the School District of Philadelphia has agreed to federal oversight by U.S. Department of Justice and the Pennsylvania Human Relations Commission. The district has agreed to take steps to correct "severe and pervasive" racial harassment and bias against Asian students at South Philadelphia High School.

One of the students who had been the target of two bullying incidents, Wei Chen highlighted the role that students can play in addressing problems with bullying and harassment: "I learned students are not kids anymore. We are the youth advocates. We are the organizers, the future," Chen said.

Creating a healthy, positive school climate is the responsibility of ALL members of the school community. It is a shame when issues become so pervasive as to require Justice Department intervention, but their authority is sometimes needed. When pervasive problems require external intervention, the Justice Department often partners with Equity Assistance Centers to provide assistance.

Our idea of Equity in Action is individual responsibility for becoming a part of a solution. Are you a member of your school's

## Myth or Fact?

1. Bullies are loners
2. Bullies have low self esteem
3. Bullies are looking for attention
4. Bullying affects only a small number of students

Click [here](#) to get the facts.

## Our Featured Equity Friend

### *Bullied: A Student, a School and a Case That Made History*

Our friends at [Teaching Tolerance](#) are offering their 40 minute documentary free to schools. Schools can order the film, along with a viewer's guide, [online](#).

Teaching Tolerance is a great resource for equity-minded educators. Be sure to catch sessions by two of their leaders, Willis Hawley and Michelle Garcia, at our [Leadership for Equity and Excellence Forum](#) February 28 and March 1st!



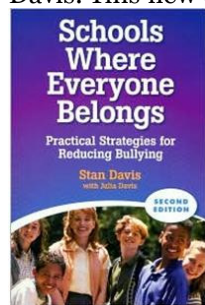
building leadership team? Do you know the resources and supports available from your [Equity Assistance Center](#)? Are you involved in community-building groups and clubs such as Gay, Lesbian and Straight Education Network ([GLSEN](#)), [Anytown](#), Multicultural Student Alliance? Do you follow equity-minded organizations on Facebook and Twitter? Are you a part of preventing and reducing bullying and harassment?

## BE the Equity in Action.

## Tools You Can Use

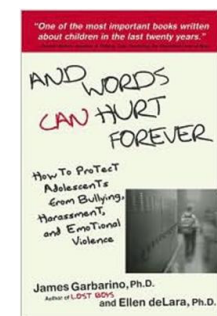
### Things to Read

For all grade levels; [Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying](#) / Edition 2 by Stan Davis & Julia Davis. This new edition is packed with practical guidelines and



proven strategies for implementing a whole-school approach for reducing bullying. The author draws on theory and research, as well as over two decades of experience as a school counselor and consultant to provide educators with his creative ideas and successful techniques. Interventions to help aggressive youth internalize rules and develop conscience are paired with methods for helping targets of bullying. Chapters cover a wide range of topics, including myths about bullying, acknowledging positive behavior, effective discipline, working with parents, relational aggression, empowering bystanders, and preventing disability harassment.

In [And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence](#), James Garbarino, the bestselling author of *Lost Boys*, and Ellen deLara uncover the staggering extent of emotional cruelty and its ramifications and



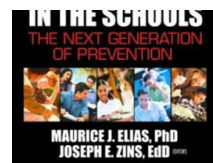
counter the nursery rhyme that words don't hurt. Through hundreds of interviews, the authors provide a direct word-for-word view into the thinking of adolescents and the strategies they use to keep themselves safe during the school day. Despite the best intentions of school administrators, educators, and parents, many high schools -- even those that have addressed bullying and are considered safe -- unwittingly support and enable hostile and threatening environments. As a society, we are only just beginning to understand the degree of damage that bullying inflicts on individual teenagers and on their relationships in life.

[Bullying, Peer Harassment, and Victimization in the Schools: The Next Generation of Prevention](#) by Joseph Zins, Maurice Elias addresses the serious problem of bullying, peer harassment, and victimization in our schools. It greatly affects the climate for learning and productivity and the emotional health of students and staff. This book presents empirical data and theoretical and legal case reviews to show how pervasive and serious these problems are and how they threaten both academic achievement and mental health within many of our schools.





Taking a longitudinal and developmental perspective, the authors begin to outline the next generation of research in this field that will shape knowledge and practice for the next few decades. For practitioners, the book is a call to action, particularly at the school-wide level, focusing on reducing the substantial social/emotional harm done to perpetrators, bystanders, and especially, victims.



## Things to Watch

### *Reevaluating School Bullying*



Recent teen suicides have renewed the focus on the age-old problem of bullying. This CBS story, [Reevaluating School Bullying](#), reports on new approaches to address recently high profile issue that permeates our schools and hurts students.

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