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# Bully Police USA

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Statements and Purpose of  
Bully Police USA, Inc.

by

Executive Director

Brenda L. High



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**Program Title**

Bully Police USA (and affiliate State Organizations) - No child deserves to be bullied! Reaching 8.8 Million bullied-involved children.

**Organization Description**

Bully Police USA is a Non-Profit Organization dedicated to improving the quality of life for children and students at all educational levels and in all schools.

**Purpose**

**To prevent bullying in schools and bullying related after-effects, which include:**

- 1) Prevention of depression, PTSD, Anxiety and Stress related conditions caused from bullying
- 2) Prevention of suicides caused from bullying as well as school violence of all kinds

**Prevention at all levels of government, and within our communities and schools through education.**

There are rules for everything in our lives. There must be rules against bullying and harassment at the State level, within our schools and within a family. Education is an effective preventative method. Bully Police USA will:

- 1) Encourage and support lawmakers in each State as they enact common sense Anti Bullying Laws

- 2) Encourage School Districts to implement common sense anti bullying policies
- 3) Encourage effective anti bullying programs within each school

**Stopping the victimization of the individual child, the target of bullying, as well as stopping the bully from becoming a victim by lack of intervention and/or personality modifications. Support efforts may include:**

- 1) Assigning an Advocate(s) or Parent Volunteer for an individual student who is enduring bullying in his/her schools.
- 2) Educating and supporting families about bullying and how to address it.
- 3) Helping school officials understand and uphold the laws, statutes, regulations and policies, related to bullying.

*(Bully Police USA believes that positive interaction and problem solving between a bullied student and a school administrator is an important key to resolve bullying. Administrators must also deal with the behavioral problems of the bully.)*

Each child is of great worth to Bully Police USA. It is important for a bullied child to feel that a fair decision has been made in his or her case, as well a just punishment for the bully's actions. If school district officials refuse to intervene in individual bullying cases, Bully Police USA may provide an Advocate, Parent Volunteer, or encourage an attorney to represent the student-victim of bullying.

## Mission Statement

The Bully Police U.S.A. Organization would like to bring all volunteer groups, school anti bullying and harassment programs, and resources together.

A) **Educating** parents, children and students, teachers, administrators, lawmakers, law enforcement groups, mental health groups, volunteers, and community members about the tragic consequences of bullying in public as well as some private schools. Bullying takes place in all age groups and at all levels of education, including the University (or College) level.

B) **Taking Action** - Bully Police USA believes in taking immediate action on reports of bullying.

The longer a child is a victim of bullying, the more likely the trauma will become a lifelong emotional and sometimes physical handicap. According to a report put out by the FBI, victims of bullying, who became bullies themselves, are responsible for three out of four of the school shootings.

Although the number of suicides caused from bullying have not been researched, these numbers are likely a much higher number than the (sensationalized in the press) numbers of deaths caused from school shootings. These bullying victims take out their anger on themselves, rather than face the pain of abuse at school or endure the depression that was caused from bullying at school.

Victims of bullying should take top billing when it comes to getting help by empowerment programs, therapy, counseling or paid medical expenses.

**The shameful act of bullying in our schools is everyone's problem.** At some time in our life, we will all be touched by an act of bullying. Bullying and abuse in our schools will only be removed from our schools by the combined effort of many concerned and compassionate individuals, through social and financial means. The dream and goal of all the members of Bully Police USA is that bullying will be a thing talked about but rarely experienced in our schools.

### **Statistical Analysis and Research**

Bully Police USA is conducting ongoing research and statistical analysis on many different aspects of bullying. Data is currently being received from Bullying and Harassment Surveys submitted since May 2000. Through this research, interested individuals can learn:

- A State-by-State ranking of the worst and best States for reported cases of bullying. This ranking will be the first of its kind and will be updated with current information every year for a new ranking.\*
- The type of bullying, which include sexual harassment, verbal harassment\*, religious intolerance, race or nationality discrimination, physical attacks or abuse

- (\*Included in this area are students accused, or harassed for being gay - whether gay or not.)
- Male or female statistics by percentage - Boy bullied by boy(s); Boy bullied by girl(s); girl bullied by boy(s); girl bullied by girl(s); student bullied by teacher(s)
  - Ages when students are bullied and the average age of a bullied student.
  - The percentage of students in the survey who are depressed because of bullying
  - The percentage of students in the survey who are suicidal because of bullying
  - The percentage of students in the survey who are thinking about taking violent action against others because of bullying
  - The percentage of students in the survey who admit to becoming a bully themselves because of bullying
  - The percentage of students in the survey who reported bullying to school authorities, (Teachers, Vice Principals, Principals, etc.), and the percentage of students who feel it helped to report the bullying to school authorities.
  - The percentage of students in the survey who reported bullying to school counselors and the percentage of students who feel it helped to report the bullying to a counselor.
  - The percentage of students in the survey who reported bullying to their parent(s) and the percentage of students who feel it helped to report the bullying to their parent(s).

- The percentage of students who felt that the bullying got worse after reporting the bullying or seeking help

### \*State Rankings - Bullying in America

#### Voluntary Surveys submitted from 5/11/2000 to 12/31/03

Census Population of the 50 States, the District of Columbia, and Puerto Rico: April 1, 2000

| Bullying Rank |               | Population | Pop Rank | Surveys | % Rating |
|---------------|---------------|------------|----------|---------|----------|
| 8             | Alabama       | 4,447,100  | 25       | 6       | .7412    |
| 42            | Alaska        | 626,932    | 43       | 2       | .3135    |
| 40            | Arizona       | 5,130,632  | 5        | 16      | .3203    |
| 21            | Arkansas      | 2,673,400  | 29       | 5       | .5347    |
| 12            | California    | 33,871,648 | 1        | 51      | .6642    |
| 14            | Colorado      | 4,301,261  | 8        | 7       | .6145    |
| 46            | Connecticut   | 3,405,565  | 39       | 13      | .2620    |
| 32            | Delaware      | 783,600    | 40       | 2       | .3918    |
| 5             | Florida       | 15,982,378 | 3        | 13      | 1.2294   |
| 18            | Georgia       | 8,186,453  | 4        | 14      | .5848    |
| 16            | Hawaii        | 1,211,537  | 41       | 2       | .6058    |
| 39            | Idaho         | 1,293,953  | 32       | 4       | .3235    |
| 41            | Illinois      | 12,419,293 | 9        | 39      | .3184    |
| 15            | Indiana       | 6,080,485  | 18       | 10      | .6081    |
| 45            | Iowa          | 2,926,324  | 36       | 10      | .2926    |
| 6             | Kansas        | 2,688,418  | 35       | 3       | .8961    |
| 28            | Kentucky      | 4,041,769  | 27       | 9       | .4490    |
| 23            | Louisiana     | 4,468,976  | 34       | 9       | .4966    |
| 47            | Maine         | 1,274,923  | 45       | 6       | .2125    |
| 7             | Maryland      | 5,296,486  | 20       | 6       | .8828    |
|               | D. C.         | 572,059    | (NA)     | 1       | .5721    |
|               |               | 5,868,545  |          |         | .8384    |
| 27            | Massachusetts | 6,349,097  | 28       | 14      | .4535    |
| 33            | Michigan      | 9,938,444  | 15       | 27      | .3681    |
| 43            | Minnesota     | 4,919,479  | 17       | 16      | .3075    |
| 35            | Mississippi   | 2,844,658  | 33       | 8       | .3556    |
| 31            | Missouri      | 5,595,211  | 23       | 14      | .3997    |
| 49            | Montana       | 902,195    | 42       | 5       | .1804    |
| 37            | Nebraska      | 1,711,263  | 37       | 5       | .3423    |
| 11            | Nevada        | 1,998,257  | 13       | 3       | .6661    |
| 50            | New Hampshire | 1,235,786  | 38       | 7       | .1765    |
| 17            | New Jersey    | 8,414,350  | 14       | 14      | .6010    |
| 4             | New Mexico    | 1,819,046  | 31       | 1       | 1.8191   |
| 26            | New York      | 18,976,457 | 10       | 41      | .4628    |
| 29            | N. Carolina   | 8,049,313  | 6        | 18      | .4472    |
| 3             | N. Dakota     | 642,200    | 50       | 0       | 6.4220   |
| 36            | Ohio          | 11,353,140 | 22       | 32      | .3548    |
| 19            | Oklahoma      | 3,450,654  | 30       | 6       | .5751    |
| 25            | Oregon        | 3,421,399  | 16       | 7       | .4888    |
| 34            | Pennsylvania  | 12,281,054 | 26       | 34      | .3612    |

|                      |               |             |      |     |         |
|----------------------|---------------|-------------|------|-----|---------|
| 22                   | Rhode Island  | 1,048,319   | 47   | 2   | .5242   |
| 10                   | S. Carolina   | 4,012,012   | 19   | 6   | .6687   |
| 2                    | S. Dakota     | 754,844     | 44   | 0   | 7.5484  |
| 20                   | Tennessee     | 5,689,283   | 12   | 10  | .5689   |
| 9                    | Texas         | 20,851,820  | 2    | 30  | .6951   |
| 30                   | Utah          | 2,233,169   | 21   | 5   | .4466   |
| 44                   | Vermont       | 608,827     | 46   | 2   | .3044   |
| 13                   | Virginia      | 7,078,515   | 11   | 11  | .6435   |
| 48                   | Washington    | 5,894,121   | 7    | 32  | .1842   |
| 1                    | West Virginia | 1,808,344   | 49   | 0   | 18.0834 |
| 38                   | Wisconsin     | 5,363,675   | 24   | 16  | .3352   |
| 24                   | Wyoming       | 493,782     | 48   | 1   | .4938   |
| 4* (tie) Puerto Rico |               | 3,808,610   | (NA) | 2   | 1.9043  |
| Total                |               | 285,230,516 |      | 597 |         |

States in **Blue** are the 10 best states - fewer complaints of bullying.  
States in **Red** are the 10 worst states - more complaints of bullying.  
States in **Green** have enacted anti bullying laws as of 12/31/03.

| Bullying Rank |                     | Population        |             | Pop Rank  | Surveys % Rating |
|---------------|---------------------|-------------------|-------------|-----------|------------------|
| <b>1</b>      | <b>W. Virginia</b>  | <b>1,808,344</b>  | <b>49</b>   | <b>0</b>  | <b>18.0834</b>   |
| <b>2</b>      | <b>S. Dakota</b>    | <b>754,844</b>    | <b>44</b>   | <b>0</b>  | <b>7.5484</b>    |
| <b>3</b>      | <b>N. Dakota</b>    | <b>642,200</b>    | <b>50</b>   | <b>0</b>  | <b>6.4220</b>    |
| <b>4</b>      | <b>New Mexico</b>   | <b>1,819,046</b>  | <b>31</b>   | <b>1</b>  | <b>1.8191</b>    |
| <b>5</b>      | <b>Florida</b>      | <b>15,982,378</b> | <b>3</b>    | <b>13</b> | <b>1.2294</b>    |
| <b>6</b>      | <b>Kansas</b>       | <b>2,688,418</b>  | <b>35</b>   | <b>3</b>  | <b>.8961</b>     |
| <b>7</b>      | <b>Maryland</b>     | <b>5,296,486</b>  | <b>20</b>   | <b>6</b>  | <b>.8828</b>     |
|               | <b>D. C.</b>        | <b>572,059</b>    | <b>(NA)</b> | <b>1</b>  | <b>.5721</b>     |
|               |                     | <b>5,868,545</b>  |             |           | <b>.8384</b>     |
| <b>8</b>      | <b>Alabama</b>      | <b>4,447,100</b>  | <b>25</b>   | <b>6</b>  | <b>.7412</b>     |
| <b>9</b>      | <b>Texas</b>        | <b>20,851,820</b> | <b>2</b>    | <b>30</b> | <b>.6951</b>     |
| <b>10</b>     | <b>S. Carolina</b>  | <b>4,012,012</b>  | <b>19</b>   | <b>6</b>  | <b>.6687</b>     |
| 11            | Nevada              | 1,998,257         | 13          | 3         | .6661            |
| 12            | California          | 33,871,648        | 1           | 51        | .6642            |
| 13            | Virginia            | 7,078,515         | 11          | 11        | .6435            |
| 14            | <b>Colorado</b>     | 4,301,261         | 8           | 7         | .6145            |
| 15            | Indiana             | 6,080,485         | 18          | 10        | .6081            |
| 16            | Hawaii              | 1,211,537         | 41          | 2         | .6058            |
| 17            | <b>New Jersey</b>   | 8,414,350         | 14          | 14        | .6010            |
| 18            | <b>Georgia</b>      | 8,186,453         | 4           | 14        | .5848            |
| 19            | <b>Oklahoma</b>     | 3,450,654         | 30          | 6         | .5751            |
| 20            | Tennessee           | 5,689,283         | 12          | 10        | .5689            |
| 21            | <b>Arkansas</b>     | 2,673,400         | 29          | 5         | .5347            |
| 22            | <b>Rhode Island</b> | 1,048,319         | 47          | 2         | .5242            |
| 23            | <b>Louisiana</b>    | 4,468,976         | 34          | 9         | .4966            |
| 24            | Wyoming             | 493,782           | 48          | 1         | .4938            |
| 25            | <b>Oregon</b>       | 3,421,399         | 16          | 7         | .4888            |
| 26            | New York            | 18,976,457        | 10          | 41        | .4628            |
| 27            | Massachusetts       | 6,349,097         | 28          | 14        | .4535            |
| 28            | Kentucky            | 4,041,769         | 27          | 9         | .4490            |
| 29            | N. Carolina         | 8,049,313         | 6           | 18        | .4472            |

|           |                          |                   |             |           |               |
|-----------|--------------------------|-------------------|-------------|-----------|---------------|
| 30        | Utah                     | 2,233,169         | 21          | 5         | .4466         |
| 31        | Missouri                 | 5,595,211         | 23          | 14        | .3997         |
| 32        | Delaware                 | 783,600           | 40          | 2         | .3918         |
| 33        | Michigan                 | 9,938,444         | 15          | 27        | .3681         |
| 34        | Pennsylvania             | 12,281,054        | 26          | 34        | .3612         |
| 35        | Mississippi              | 2,844,658         | 33          | 8         | .3556         |
| 36        | Ohio                     | 11,353,140        | 22          | 32        | .3548         |
| 37        | Nebraska                 | 1,711,263         | 37          | 5         | .3423         |
| 38        | Wisconsin                | 5,363,675         | 24          | 16        | .3352         |
| 39        | Idaho                    | 1,293,953         | 32          | 4         | .3235         |
| 40        | Arizona                  | 5,130,632         | 5           | 16        | .3203         |
| <b>41</b> | <b>Illinois</b>          | <b>12,419,293</b> | <b>9</b>    | <b>39</b> | <b>.3184</b>  |
| <b>42</b> | <b>Alaska</b>            | <b>626,932</b>    | <b>43</b>   | <b>2</b>  | <b>.3135</b>  |
| <b>43</b> | <b>Minnesota</b>         | <b>4,919,479</b>  | <b>17</b>   | <b>16</b> | <b>.3075</b>  |
| <b>44</b> | <b>Vermont</b>           | <b>608,827</b>    | <b>46</b>   | <b>2</b>  | <b>.3044</b>  |
| <b>45</b> | <b>Iowa</b>              | <b>2,926,324</b>  | <b>36</b>   | <b>10</b> | <b>.2926</b>  |
| <b>46</b> | <b>Connecticut</b>       | <b>3,405,565</b>  | <b>39</b>   | <b>13</b> | <b>.2620</b>  |
| <b>47</b> | <b>Maine</b>             | <b>1,274,923</b>  | <b>45</b>   | <b>6</b>  | <b>.2125</b>  |
| <b>48</b> | <b>Washington</b>        | <b>5,894,121</b>  | <b>7</b>    | <b>32</b> | <b>.1842</b>  |
| <b>49</b> | <b>Montana</b>           | <b>902,195</b>    | <b>42</b>   | <b>5</b>  | <b>.1804</b>  |
| <b>50</b> | <b>New Hampshire</b>     | <b>1,235,786</b>  | <b>38</b>   | <b>7</b>  | <b>.1765</b>  |
|           | Total                    | 285,230,516       |             | 597       |               |
| <b>4*</b> | <b>(tie) Puerto Rico</b> | <b>3,808,610</b>  | <b>(NA)</b> | <b>2</b>  | <b>1.9043</b> |

The top five states by numbers of surveys submitted are:

|   |              |            |    |           |       |
|---|--------------|------------|----|-----------|-------|
| 1 | California   | 33,871,648 | 1  | <b>51</b> | .6642 |
| 2 | New York     | 18,976,457 | 10 | <b>41</b> | .4628 |
| 3 | Illinois     | 12,419,293 | 9  | <b>39</b> | .3184 |
| 4 | Pennsylvania | 12,281,054 | 26 | <b>34</b> | .3612 |
| 5 | Washington   | 5,894,121  | 7  | <b>32</b> | .1842 |
| 5 | Ohio         | 11,353,140 | 22 | <b>32</b> | .3548 |

=====  
 Survey covered two states MO/CA - 12/10/03  
 Survey covered two states UT/MT - 09/10/03

## Two Program Specialties

**Anti bullying laws** - There is an urgent need to enact and enforce anti bullying, peer abuse and harassment laws throughout the United States. Bully Police USA will address many of those needs by focusing education towards those who make laws without regard to political party. Bullying is not a partisan issue.

**Intervention** - Bully Police USA believes it is important to intervene for distressed victims and targets of bullying and harassment when no action has been taken to stop the bullying. With parental participation, this may include advocating for a bullied child with a volunteer advocate, or, when the case is severe and all options appear closed, helping the parent and child find a low cost attorney to represent them.

### **Program Goals on the Internet**

One of many goals of Bully Police USA is to run an informative, interactive web site, ([www.BullyPolice.org](http://www.BullyPolice.org)), that will inform and educate those who log on with every aspect of bullying. Included are:

- Individual State Laws, Regulations concerning bullying, and Harassment
- The anti bullying programs that schools are using to solve bullying problems
- An email support page from Volunteers all over the United States and participating countries to help individuals who are currently experiencing bullying
- News articles of bullying incidents around the U.S.A.
- Posted research from submitted bullying and harassment surveys
- Web site links and support from organizations whose primary concern is bullying and harassment

## Volunteers

It is important for any growing organization to recruit a variety of volunteers (parents, students, teachers, administrators, grandparents, etc.) who want to help.

Their volunteer service may include:

- Educating all parties about bullying, peer abuse and harassment
- Educating and encourage State Lawmakers, (particularly of States with no anti bullying laws), to pass reasonable laws to protect victims of bullying, provide counseling for victims of bullying and help students who bully make life changing choices to improve their lives
- For States that have enacted anti bullying laws, act as a watch-dog organization to ensure that enacted laws are put into practice
- Helping to provide training for Advocates and School Personnel who deal with bullying
- Intervening for distressed victims and targets of bullying and harassment - With parental participation and permission, this may require the assistance of a qualified advocate for the victim, or target of bullying
- Supporting anti bullying and harassment **programs** inside schools
- Seek help and support for a bullied child that they meet through resources posted on the Bully Police web site.
- Encourage Schools and School Districts to adopt anti bullying and harassment policies.
- Encourage Schools and School Districts to fund anti bullying and harassment programs as a prevention of future bullying related violence and/or suicides.

- Find anti bullying and harassment resources that can benefit students in each State.
- Report resources to the Bully Police web site for State volunteers and other anti bullying organizations to use.

Volunteer groups are divided by State and named, for example, Bully Police - Arizona, Bully Police - South Carolina, etc.

Many volunteers, involved with Bully Police USA, may have experienced bullying as a student and are now adults dealing with the emotional after-effects of bullying. Some are students who are currently experiencing bullying and would like to help themselves and others, an excellent "healing" process for a wounded target.

Other volunteers may have a child, or children who are currently being bullied or have been bullied in the past. Some have lost a child that has been bullied, from either suicide, school shooting, or other unexpected death. All Bully Police USA volunteers are passionate about helping hurt, abused, harassed and/or bullied children to get their lives back after the traumatic effects of bullying.

### **Other Goals of Bully Police USA**

Other program goals include setting up Bully Police USA chapters in all 50 States, Washington D.C. and Provinces, as well as a long-term goal, to establish Bully Police International.

## Working as Team

In order for laws, policies and anti bullying programs to work well in schools, there must be **joint efforts** with many groups and organizations to help victims of bullied and harassed children who cannot or have not been able to speak for themselves. A goal of Bully Police USA is to gather a team of professionals, in many organizations, to help bullied students and those who bully through practical education. Some of these groups and organizations may include:

- Administrators who need training about programs that will comply with policies, statutes and laws.
- Counselors who will need to support the varied needs of victims of bullying, thus preventing long-term trauma, mental disorders and anger. Counselors will need knowledge and access to anger management programs and counseling for students who bully.
- Teachers who will need to be educated on how to spot a bullying situation and a victim who is being bullied.
- Parents to support anti bullying and harassment programs.
- Student organizations that will support administrators in their anti bullying efforts.
- Community members who can help raise awareness of the effects of bullying on victims.
- Medical groups who may need to treat depression, anxiety, Post Traumatic Stress Disorder (PTSD), or other disorders caused by bullying.
- Law enforcement officials who may need to enforce law and punish habitual bullies.

## Part II

### Bullying Definitions

The definition of bullying is not a cut and dried dictionary definition. Bullying experts would agree that bullying is aggressive behavior or infliction of intentional harm by one person or a group of persons; behavior carried out repeatedly and over time and is targeted towards someone less powerful.

Bullying can be verbal (verbal harassment), such as threats or insults; psychological or emotional, such as spreading malicious gossip, excluding or shunning the student; or physical, such as hitting, assaulting, knocking a person down, kicking, etc.

However, there is a second definition **seen through the eyes of the victim** of bullying: Refusal (not inability) for bullies to think rationally about themselves and others; small-scale terrorist, with behavior mostly taking place during school time; justifies terrorist activities towards others with self-psychological excuses ("I want to appear tough and in control"); enjoys enforcing power on others and causing extreme fear; over-bearing person who tyrannizes the less strong; to rule by intimidation, terror; threatens or acts violent toward others.

*(A bullied child will believe that there is no difference between a terrorist and a bully given the above definitions.)*

One more important point concerning victims of bullying - being bullied once is enough to result in victimization. Bullying does not have to be carried out repeatedly and over time to cause emotional trauma to victims of bullying, and the longer a child is bullied the greater the chance of long-term emotional and physical (stress diseases, etc.) damage.

### **What Bullying is Not**

Bullying is not two students of roughly equal strength fighting with each other. It is not a friendly back-and-forth banter or teasing. Bullying is not a "shouting match" between two disagreeing students or a debate about issues.

### **Statistical Knowledge**

Bully Police U.S.A is committed to doing all it can to help develop and maintain a safe learning environment for every child. A student cannot learn and achieve his/her full potential if he/she does not feel safe or worries about the next time he/she will be bullied in school.

- Ninety percent of students felt being bullied caused social, emotional, or academic problems. (Studies show that both bullies and victims have problems in later life related to their experiences.) (See Works Cited)
- Each year, 1 out of 13 kids under the age of 19 attempt suicide, a rate that has tripled in the last 20 years. Last year, more than 2,000 of them succeeded - a staggering number can be blamed largely on bullying. (See Works Cited)

- Sixty-nine percent of students believe schools respond poorly to reports of bullying and victimization. (See *Works Cited*)
- Ridicule/teasing, verbal harassment, and practical jokes are the most frequently reported forms of bullying. Physical attacks are reported less frequently. (See *Works Cited*)
- Forty-four percent of teachers believe disruptive school behaviors are getting worse. (See *Works Cited*)
- Three out of four students report that they have been bullied. (See *Works Cited*)
- Each month over 250,000 students report being physically attacked. (See *Works Cited*)
- One-in-five school students report avoiding rest rooms out of anxiety about safety. (See *Works Cited*)
- The National Education Association estimates that more than 160,000 students stay home every day from school because of bullying. (See *Works Cited*)
- Students who have been bullied have been known to develop stress related illnesses as well as mental health disorders such as depression, anxiety, and PTSD (Post Traumatic Stress Disorder). (See *Works Cited*)
- Of children in sixth through tenth grade, more than 3.2 million are victims of bullying every year and 3.7 million bully other children. (See *Works Cited*)
- Bullying is reported as most severe in grades 7-9 with 4-6 next. (See *Works Cited*)
- Victims are mostly boys, but girls are increasingly being bullied. (See *Works Cited*)

- Since 1992, 25 school violence events have left 50 people dead and 119 injured. **Rich Long**, Brigham Young University professor of communications, has found "that a child being bullied, taunted or rejected seemed to create a need for active revenge." (See *Works Cited*)
- A Secret Service study of school shootings found that almost 3/4 of the school shooters were bullied, persecuted, threatened, attacked or injured by other students prior to their action, the bullied then becoming the bully. (See *Works Cited*)
- Suicide and suicidal tendencies amongst victims of bullying is on the rise. (See *Works Cited*)

The media is now beginning to report suicides caused from bullying, labeling them "bullycides." Shootings, of course, will always be reported because of the sensational manner of the crime. However, one child dying at a time by "bullycide" may not be immediately recognized. Because of the sensitive nature of death by suicide, it may take time for investigators and parents to discover what may have triggered that child's suicide.

### **Bullying and Prevention**

There are many wonderful bullying prevention programs being used in many schools and school districts around the United States. Many programs, such as the Olweus program have proven worldwide success. (See [www.bullypolice.org/program.html](http://www.bullypolice.org/program.html) for working anti bullying programs)

Bully Police USA supports the use of good programs with a good State Anti Bullying Law as a defining basis and the cornerstone to these programs.

Anti Bullying Programs are usually targeted for groups of students, as well as preventative practices. These programs may take up to three years to become effective. There are many children, however, who are suffering, now. They are being left behind over the politics of program (implementation) time schedules. In addition, most programs do not require one-on-one counseling, intervention or advocacy for one lone victim of bullying.

### **Intervention Techniques**

#### **The Work of an Advocate**

Most contacts from bully victims come to Bully Police USA through surveys or emails. (See an example of an email received below this section) Intervention by an advocate-volunteer for a bullied child will be determined by immediate need and whether past efforts have been made to solve the bullying problem.

Some of the activities of Advocates are to:

1. Get the facts. Emotional events can sometimes exaggerate a victim's reality of what really happened.
2. Talk to the parent, child, school authorities, State Official(s), and any other person or State Agency necessary to help the child.
3. If the child's bullying story is solid, the child's bullying will be addressed directly to the school

through the work of the Bully Police Advocate and the child's parent(s). Records will be made of the attempts to solve the problem. If the bullying situation is still not solved, Bully Police USA will encourage the parent to hire an attorney to represent the child.

4. The Advocate's duty is to advocate and negotiate, not to threaten lawsuit. All parties should be satisfied if an agreement with the school will stop the child from being bullied.
5. The Advocate will follow up with the school and the student.
6. The Advocate will report to Bully Police USA with a written report.

School Districts do not want lawsuits, and no one wants to go through a lawsuit if an agreement can be made and the bullying problems resolved.

\*Example of an email received:

*"I am very interested in your quest to make the schools a safe environment for our children.*

*I have a 15 year old son in the Montgomery school system who has been bullied for the past 3 and a half years. I have exhausted all means of getting any relief from all school officials. I have ran backwards and forward to the school, dealing directly with the principal, and I've written the superintendent. Needless to say, I haven't heard a response from him either.*

*These people know when you're not able to afford an attorney, so they don't worry about it. I was told by a police officer that the reason nothing had been done was because these boys bullying my son were "jocks". Anything I can do to be helpful to other parent facing this same dilemma, I'm willing. And any advice you can give me in my situation will be greatly appreciated. My son has tried to commit suicide twice because of this and I've even shared this with the principal and the superintendent.*

*I'm now in the process of looking for attorneys who will take the case on contingency."*

### **Encouraging Common Sense Laws**

Just as Bully Police USA supports good programs, Bully Police USA also supports good laws. Unfortunately, there are many States with inadequate or no anti bullying laws, have laws that are not being enforced, or have laws with no accountability to higher officials or lawmakers.

Bully Police USA cannot tell lawmakers what specific anti bullying laws to pass, but Bully Police USA can educate lawmakers about what other States are doing, as well as give them examples of good anti bullying laws that will benefit all the children of that State.

Bullying is a non-partisan act. Bullying happens to children of all ages, all colors, all sizes and shapes. A bullied child can come from a Republican home, Democrat's home, or other Political Party's home. Parents of a bullied child might be rich or poor, with a job or no job. Bullying can happen to anyone's child or grandchild. It is the duty of lawmakers to protect all children in the schools of their State. Conscientious anti bullying laws are a good way to do that. This need will be relayed by Bully Police USA members to lawmakers in those States who have no anti bullying laws.

### **The Repercussions of Bullying**

Preventing Students from becoming victims of bullying can:

- Prevent Depression - Kids who are bullied are 5 times more likely to become depressed. (*See Works Cited*)

- Prevent Suicide - Bullied boys are 4 times more likely to be suicidal and bullied girls are 8 times more likely to be suicidal. (*See Works Cited*)
- Prevent Anxiety and Stress related diseases (*See Works Cited*)

Many students who are bullied also turn around and bully others. It is their way to compensate for being victimized. (*See Works Cited*)

It may take a bullied child years or even decades to recover from the psychological damage and trauma of bullying. From comments of some of the emails received, individuals as old as 67 years, it is obvious that some bullied children never recover.

### **The High Cost of Bullying vs. The Low Cost of Bullying Programs**

The British government has recently announced an \$800 million dollar plan to deal with bullying in their schools. The U.S. government has recently announced that they would allocate 3.7 million to deal with bullying in U.S. schools. Although the United States is larger than the U.K., and more populated, we are unwilling to seriously deal with this problem.

### **An Attitude Problem**

The priority to prevent bullying is probably low in the U.S. because many "good ol' boy" philosophies about bullying still exist - "Bullying is just something that

kids go through," bullying is a "rite of passage" or "kids need to learn to toughen up." However, things are different in today's culture, with violent TV, movies, video games and easily accessible pornography, as well as parents who refuse to take responsibility for their children who bully. There are no more "good ol boy" excuses for bullying in today's world, and neither can we, as a nation, afford to allow bullying to run amuck.

### **Funding**

Bullying prevention programs are inexpensive considering the results they deliver. Many times these programs can be covered under existing programs that pay for facility safety programs and/or drug prevention programs. There are also Federal and State funds available through Grants set aside specifically for Bullying Prevention. Most school districts have paid grant writers who can access these funds.

What are some of the high costs of bullying?

- Bullied victims frequently **drop out of school**. Many have endured bullying for years. According to bullying surveys, some have requested help from administrators or teachers and have received no help. Rather than endure the bullying until graduation, they drop out. (*Harassment Surveys submitted since May 2000 - Also see Works Cited*)
- Because many of the victims of bullying suffer from **poor grades** as they battle peer abuse, bullied students ruin their chances of getting into the college or university of their choice. (*Harassment*

*Surveys submitted since May 2000 - Also see Works Cited)*

- Children who are bullied have more medical and psychological disorders than students who are not bullied. This cost the victim sick days from school as well as costing parents money for their treatment. *(Harassment Surveys submitted since May 2000 - Also see Works Cited)*
- A child who is bullied and in special education programs will continue to stay in special education programs rather than be "main streamed" into the regular programs. For 12 years of special education programs, for a child with emotional problems, it could cost \$100,000 more than regular schooling. *(Harassment Surveys submitted since May 2000 - Also see Works Cited)*
- Children who bully are at a high risk of becoming criminals, as well as those victims who become bullies. Preventing bullying could save millions of dollars in prison and rehabilitation costs over a bully's lifetime. (Nearly 60 percent of boys classified as bullies, 6<sup>th</sup> through 9<sup>th</sup> grade, were convicted of a crime by the age of 24.) *(See Works Cited)*
- Victims of bullying often become depressed. Children who are peaceful towards others may not be so peaceful with themselves. Suicide is becoming more common among victims who take their anger out on themselves. *(Harassment Surveys submitted since May 2000 - Also see Works Cited)*

- Many bullied children find solace in drugs and alcohol. By preventing bullying, society will have fewer children who steal to buy drugs or children spending time in drug rehab programs. (*See Works Cited*)
- Because the effects of bullying can last a lifetime, the cost of bullying over a person's lifetime could be staggering. Absenteeism at work, time off for family leave, medical expenses (psychiatrists, therapists, and medications); even disability payments are some of the repercussions.

What would the world be like without bullying? Using all of the statements above, and turning all the bullying around, rather nice.

### **Help for Victims**

A victim of bullying is only a victim for as long as they continue to be a victim. Once a victim gets help in solving the bullying problem, the victim become a survivor of bullying. The question is, how long will a child be a victim before asking for help and how long can a child survive bullying after they have asked for help and received no help.

Many victims of bullying lose hope before they ask for help or while they are waiting for help. These students are at risk of depression, anxiety, stress related diseases and suicide. (*Harassment Surveys submitted since May 2000 - Also see Works Cited*)

Victims of bullying react in various ways because of bullying. As mentioned, some become physically ill or mentally ill. Other victims take out their self-hate and anger on themselves, thinking they must somehow deserve the bullying they have received from others. Many victims become self-loathing and depressed. They have internalized their hurt to blame only themselves for what is happening to them every day at school.

When "hope" is removed from a child's life, no adult, teacher, or counselor can or will be able to help the victim without the intervention of mental health professionals. (*Harassment Surveys submitted since May 2000 - Also see Works Cited*)

**Victims/survivors of bullying must receive counseling after they have been bullied,** especially if the bullying was prolonged and consistent. Like an abused and battered wife, bullied children don't just get over abuse and bullying when it stops. An abused child needs to be told that they were not at fault for being bullied. Bullied children need services from their schools and implemented anti bullying programs, that will help build up their self-confidence and get their thinking back towards positive goals for themselves and their future. Many bullied children have stopped thinking about their immediate future. The only "immediate future" that they can concentrate on is, how to get from one classroom to the next without being bullied.

### **Connecting with the Medical community**

Because prolonged bullying causes mental and physical disorders, it is important that a child who is bullied see a doctor and/or mental health care provider (psychologist, therapist, etc.). Bullied children frequently need medication for depression as well as therapy. However, to start on medication and therapy before the cause of the depression has been stopped is like giving pain medicine and a punch in the face at the same time.

### **A Name for Bullying Survivors**

There has been some discussion in the medical and mental health professions about what to name survivors of bullying and the long-term damage bullying causes. There has also been a lack of research on diagnosis and treatment for bullying survivors. Diagnostic categorization and treatment protocols could stimulate positive changes for the survivors of bullying. Of course, there would be more interest in research subjects where funding is available. (*How about - Post Traumatic Bullied Disorder PTBD?*)

### **Help for the Bully**

There are several ways a child becomes a bully. Some seem to be born bullies, although most research shows that those who come to school as bullies came from dysfunctional or violent homes. **With immediate intervention from school counselors, anger management specialists and good anti bullying programs, these children can be assisted in their personality development in a positive way.** A child who is

known to be a bully, and is not stopped from being a bully by school officials (who legally act in behalf of parents), is a child who is a victim of school neglect. Schools must not allow a known bully to continue bullying through their school careers. Early intervention into bullying behavior is always the best and most proactive approach to helping a child who is a bully.

A common form of aggression by bullies, is accusing their target of being the bully, thus pretending to be a victim and victimizing the true victim even further. (Survey) Keeping good records of these types of accusations, as well as watching for inconsistencies in complaints by these students should root out the real problem. "Big" students, who are mellow in nature, have been wrongfully accused of bullying as a bullying tactic. Teachers and administrators must be vigilant and wise when deciding who is truly a bully.

According to a study of a half million Norwegian children, by Dr. Dan Olweus, (reported in his book, *Bullying at School*, pg. 13), many children who are bullied will become bullies themselves. The Secret Service did a study that showed that almost 3/4 of the school shooters felt persecuted, bullied, threatened, attacked or injured by bullies prior to the shooting. (See *Works Cited*)

Bullied children feel powerless as victims and so they begin to exert power on others believing bullying will restore their personal power. Because they know what it is like to be a victim of bullying, many "bullied-bullies" feel guilt when they bully others, but continue to bully so

they can fit in with their peers. 'Justice' is a big factor in a bullied-bully's mind. (*Harassment Surveys submitted since May 2000 - Also see Works Cited*) They did not receive any justice for being bullied, so some attempt to create their own justice by bullying back. This is the bullied child's vengeance and it can be a very dangerous logic. This was the same thinking that many of the well-known school shooters had. School administrators applying justice and fairness equally in all bullying cases that come to their attention, can prevent much of this type of violence.

Bullied-bullies are also at risk for suicide or suicidal thoughts and actions. The guilt they experience from bullying others may become overwhelming. Many of these children become depressed over time and they may lose control by deciding to take their life. Depression is the number one cause of suicide. (*Harassment Surveys submitted since May 2000 - Also see Works Cited*)

### **Connecting with Law Enforcement**

Schools desire to handle bullying problems in-house, privately and quietly. This should be acceptable, in most minor cases of bullying, for all parties involved. No one wants to publicly embarrass a victim or a bully. However, some cases are severe enough to warrant law enforcement intervention.

If a bully has assaulted a victim seriously enough for a doctor's visit, this behavior must be reported to law enforcement. Reporting laws apply to abusive parents, (the

doctor must report their suspicions to authorities), and so it must apply to bullies who are physically abusive.

Law enforcement may decide to do nothing, but at least a record of the incident will be entered on the juvenile's record. That record will be important for juvenile prosecutors, if a more serious bullying incident happens later.

### **Ending Comments**

We could understand the seriousness of bullying if we could put ourselves in the shoes of a victim of bullying. Every day a child is bullied is an eternity to them. Our leaders worry about terrorists coming into our country and doing its citizens harm. However, a victim of bullying walks into his/her school each day knowing his/her terrorist could strike any moment and destroy his/her wounded spirit again, and again. How long can a child play on the "freeway dodging cars" before the experience finally becomes too much and he/she goes over the psychological edge?

Its time that every school in America has clear direction to stop the hurt and pain that goes on every day in a place where our children should feel safe and secure.

## Part III

### Programs Schools can Choose

A good anti bullying program is essential for prevention of bullying, harassment and violence in the student population. Some Programs have 5-year studies proving their success. The Olweus Bullying Prevention Program, as an example, has a record of accomplishment for cutting bullying by 50 percent.

**The Olweus Bullying Prevention Program** was first developed in Norway after a number of Norway students died from suicide after being bullied. (Developed by Dan Olweus PhD - Book: *Bullying at School*)

**The Power of One Foundation** - "The Strength of Many, The Power of One" - Teaching students to empower themselves as they solve school problems, including bullying problems. Uses lunch time groups and after school clubs to support, teach and inspire students to overcome bullying in their school. Each student has the power to make a difference for themselves and others.

(<http://www.powerofonefoundation.org>)

**LIFT, Linking the Interests of Families and Teachers** - Works towards long-term results by putting participants through a ten-week anti aggression program.

(<http://www.fightcrime.org>)

**The Incredible Years** - For children ages 2 - 8, this program trains parents and children in problem-solving and other non-aggressive social skills.

(<http://www.fightcrime.org>)

**Bullying - What's Your Pain?** - John Halligan's power point presentation can be downloaded and presented to school assemblies or community groups. Visit John's memorial site, (in honor of his son Ryan who died by "bullycide"), at <http://www.ryanpatrickhalligan.com> for more information.

**Positive Youth Development** - Targeting specific goals, Supporting community-wide initiatives and helping to maintain a healthy community. <http://www.channing-bete.com/positiveyouth/>

**Bullies And Victims - SATI** (Student Assistance Training International) - A Comprehensive Program to Prevent Peer Abuse in your School & Community. Cheryl Watkins, Executive Director; Phoenix, AZ; Ph(602) 867-7851 Fx(602)867-7081; Email [Catiwat@aol.com](mailto:Catiwat@aol.com) - This is the program that the Idaho State Superintendent's Office is mandating for Idaho schools.

## Speakers

**South Carolina - Peer Abuse Know More!** - Speaker, [Elizabeth Bennett](#)

"In recent years, we have started to learn that there is more to bullying than "sticks and stones" and "kids play". Bullying is a hidden epidemic that our culture has either chosen to ignore or has never really had the education to understand. In schools and the workplace across America, 1 in 4 individuals are bullied everyday...

"I invite you to visit my web site, Peer Abuse Know More, at <http://www.peerabuse.info>, if you are interested in a presentation or program. Please feel free to contact me, Elizabeth Bennett, at (864) 415-0034 or email [elizabethbennett@peerabuse.info](mailto:elizabethbennett@peerabuse.info) to learn more."

**Michigan - "You Big Bully" - Andy Tomko**

Andy is a "Recovering Bully" and a professional, and entertaining speaker. Be sure to visit his web site at [www.youbigbully.com](http://www.youbigbully.com) and then call him at 866-285-1489 for his availability to speak at your school assembly or community meeting. You can also email him at [andy@youbigbully.com](mailto:andy@youbigbully.com).

Here is a recent news article written about his work: [GUEST speaker hopes all people will avoid the same mistakes he made - The Bay City Times - Bay City, MI, USA - http://www.mlive.com/news/bctimes/index.ssf?/base/news-3/107986770110130.xml](http://www.mlive.com/news/bctimes/index.ssf?/base/news-3/107986770110130.xml)

## Other Ideas

There may be programs that promote student and school awards for effective anti bullying progress, or perhaps provide funding to help schools develop projects with appropriate professional intervention and support. Programs within the school itself can teach students about bullying, for example, drama workshops - there is research

to suggest these are very helpful in developing group social skills and resolving bullying problems.

## **Works Cited**

[Easing the Teasing: How Parents Can Help Their Children. ERIC Digest.](http://www.ed.gov/databases/ERIC_Digests/ed431555.html) - (http://www.ed.gov/databases/ERIC\_Digests/ed431555.html) - CONTACT ERIC 1-800-LET-ERIC - [Children who are teased on a school bus, in class, or during recess often don't want to go to school.](#) Unfortunately, teasing can occur anywhere, and it is difficult to prevent--despite the best efforts of parents, teachers, and school administrators to create a more cooperative atmosphere (Ross, 1996)...

[\\*Bullying in Schools. ERIC Digest.](http://www.ed.gov/databases/ERIC_Digests/ed407154.html) (http://www.ed.gov/databases/ERIC\_Digests/ed407154.html) - CONTACT ERIC 1-800-LET-ERIC - Bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear. [Bullying can also have negative lifelong consequences--both for students who bully and for their victims...](#)

[School Violence Prevention. ERIC Digest, Number 94.](http://www.ed.gov/databases/ERIC_Digests/ed379786.html) - (http://www.ed.gov/databases/ERIC\_Digests/ed379786.html) - CONTACT ERIC 1-800-LET-ERIC - Eighty-nine percent of respondents in 700 cities and towns surveyed by the National League of Cities in 1994 said that school violence is a problem in their community (Randy Arndt 1994). Researchers have identified several major causes for the increase in violent behavior, causes so entangled that attempting to address one while ignoring another is to risk failure altogether...

[Schools Attack the Roots of Violence. ERIC Digest, Number 63.](http://www.ed.gov/databases/ERIC_Digests/ed335806.html) - (http://www.ed.gov/databases/ERIC\_Digests/ed335806.html) - CONTACT ERIC 1-800-LET-ERIC - School crime and violence have been major concerns of educators and the public since the early seventies. According to Moles (1991), some types of school crime, such as theft and drug use, have remained level or diminished in recent years. However, [some evidence suggests violent crime may be increasing...](#)

[Gaining Control of Violence in the Schools: A View from the Field. ERIC Digest No. 100.](http://www.ed.gov/databases/ERIC_Digests/ed377256.html) - (http://www.ed.gov/databases/ERIC\_Digests/ed377256.html) - CONTACT ERIC 1-800-LET-ERIC - Too often in urban schools across the country, both students and teachers feel unsafe. Many have been threatened physically or verbally, or have directly experienced violence. Beyond generating fears for everyone's safety, violence in schools is diverting energy and resources from instruction...  
TREATING THE AFTERMATH OF VIOLENCE - Students who have witnessed or been involved in violence suffer from post traumatic stress, which can include anxiety, fear, emotional constriction, attention difficulties, and sleeplessness. Thus, just as victims need counseling when they leave the emergency room, students who were bystanders to the violence

need carefully led discussions to help them with their confusion, grief, and anger...

Assessing Potentially Violent Students. ERIC Digest. -

([http://www.ed.gov/databases/ERIC\\_Digests/ed435894.html](http://www.ed.gov/databases/ERIC_Digests/ed435894.html)) - CONTACT ERIC 1-800-LET-ERIC

although student school shootings of students have recently gained significant national attention, (e.g., homicide, rape, aggravated assault, etc.) more routine forms of student violence continue to plague our nation's schools and streets. These less sensational but equally harmful violent behaviors warrant appropriate response...  
...any student making violent threats towards others should be required to complete a psychological assessment process and parental conferencing. Although these steps will not prevent all forms of violence from students threatening violent behaviors, they are a means to provide a reasonable safety standard and undoubtedly will help insulate the counselor and school system from potential liability.

The Fundamentals of School Security. ERIC Digest Number 132. -

([http://www.ed.gov/databases/ERIC\\_Digests/ed436814.html](http://www.ed.gov/databases/ERIC_Digests/ed436814.html)) - CONTACT ERIC 1-800-LET-ERIC - School security is a front-burner issue for educators, students, and citizens reeling from the shock of a series of mass school shootings...HOW CAN ATTITUDES AND BEHAVIORS BE CHANGED TO MAKE SCHOOLS SAFER? - Identifying potentially violent students and intervening before serious problems erupt has become a high priority...

School Security. ERIC Digest Series Number EA 46. -

([http://www.ed.gov/databases/ERIC\\_Digests/ed321343.html](http://www.ed.gov/databases/ERIC_Digests/ed321343.html)) -CONTACT ERIC 1-800-LET-ERIC - A twelve-year-old repeatedly teased by other students brings a gun to school, shoots another child, and kills himself. A knife-wielding intruder mugs a teacher in the men's room. Flying bullets from a neighboring housing project force the evacuation of a high school's playing field. Events such as these disrupt the learning environment schools try to provide, filling students and staff with fear and endangering their lives. Fortunately, a variety of preventive and coping strategies can help beleaguered teachers and administrators both to protect the school facilities and to safeguard the people who use them. - HOW CAN A DISTRICT ASSESS ITS SCHOOL SECURITY NEEDS? As Peter Blauvelt (1987) states, "A school administrator cannot control unwanted and unacceptable behavior without timely and accurate security data." He details a procedure for data recording, including a sample "Incident Profile Form" on which the exact nature, time and place of the offense, descriptions of the offender and victim, and actions taken by the school are recorded...

School Discipline. ERIC Digest, Number 78. -

([http://www.ed.gov/databases/ERIC\\_Digests/ed350727.html](http://www.ed.gov/databases/ERIC_Digests/ed350727.html)) - CONTACT ERIC 1-800-LET-ERIC - School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve noncriminal student behavior (Moles 1989).

HOW IMPORTANT IS ADMINISTRATIVE LEADERSHIP? - The principal plays an important leadership role in establishing school discipline, both by effective administration and by personal example. Principals of well-

disciplined students are usually highly visible models. They engage in what Duke describes as "management by walking around," greeting students and teachers and informally monitoring possible problem areas. Effective principals are liked and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary (NAESP 1983)...

[Coping with Fears and Stress. ERIC Digest.](http://www.ed.gov/databases/ERIC_Digests/ed341888.html) -

([http://www.ed.gov/databases/ERIC\\_Digests/ed341888.html](http://www.ed.gov/databases/ERIC_Digests/ed341888.html)) - CONTACT ERIC 1-800-LET-ERIC - Children's fears can have a self-preserving and motivational quality or have an inhibiting or debilitating effect. According to Morris & Kratochwill (1983), 4% to 8% of all children in the United States will receive clinical treatment for fear-related disorders. The numbers of untreated population often run as much as two times those of the treated population. In a recent survey of teachers in American international schools, the vast majority of teachers believed that children were adversely affected by fears and that as many as 50% were not functioning effectively at some time because of fear-related concerns (Robinson, Rotter, Fey, & Robinson, 1991)...

[An Overview of Strategies To Reduce School Violence. ERIC/CUE Digest](http://www.ed.gov/databases/ERIC_Digests/ed410321.html)

[No. 115.](http://www.ed.gov/databases/ERIC_Digests/ed410321.html) - ([http://www.ed.gov/databases/ERIC\\_Digests/ed410321.html](http://www.ed.gov/databases/ERIC_Digests/ed410321.html)) - CONTACT ACCESS ERIC 1-800-LET-ERIC - Violence among youth, especially in schools, is one of American society's most pressing concerns. It is also a source of controversy. While no recent nationwide study of the real extent of youth violence is available, small-scale and regional studies indicate that youth violence is increasing, at least slightly. In addition, youth, like adults, are now more frequently using guns instead of fists to settle disputes...

[Sexual Harassment Interventions. ERIC Digest No. 206.](http://www.ed.gov/databases/ERIC_Digests/ed429188.html) -

([http://www.ed.gov/databases/ERIC\\_Digests/ed429188.html](http://www.ed.gov/databases/ERIC_Digests/ed429188.html)) - CONTACT ERIC 1-800-LET-ERIC - Sexual harassment affects people of all ages and races and of both sexes. Although it has been outlawed under Title VII of the Civil Rights Act of 1964 and prohibited under Title IX of the Education Amendments of 1972, many companies and schools have yet to develop adequate policies and procedures for addressing sexual harassment.

[The Challenge of Counseling in Middle Schools. ERIC Digest.](http://www.ed.gov/databases/ERIC_Digests/ed328825.html) -

([http://www.ed.gov/databases/ERIC\\_Digests/ed328825.html](http://www.ed.gov/databases/ERIC_Digests/ed328825.html)) - CONTACT ERIC 1-800-LET-ERIC - Counselors in middle schools work with young people whose lives are in constant flux. Early adolescence is a time of physical, intellectual, emotional, and social development, during which young people confront the question, "Who am I?" The young adolescent's search for identity involves many challenges (Gerler, Hogan, & O'Rourke, 1990)... THE CHALLENGES OF STRESSFUL LIVES - Students in middle schools frequently complain about the stress they experience in their everyday lives (Elkind, 1990). Typical adolescent complaints include "Everyone is watching for me to make mistakes" and "I never have any time for myself." Adults sometimes have a tendency to discount what adolescents say, believing that most of the stress youngsters experience will pass as maturation occurs. This lack of empathy on the part of adults may leave adolescents feeling misunderstood and alienated.

Middle school counselors must implement programs that help young adolescents deal with many stressful circumstances. Desensitization

programs that help in overcoming undue fears and relaxation programs that attempt to relieve stress may help young adolescents develop confidence and hope for the future...

[Teenage Suicide: Identification, Intervention and Prevention.](#)

[Highlights: An ERIC/CAPS Fact Sheet.](#) -

([http://www.ed.gov/databases/ERIC\\_Digests/ed266338.html](http://www.ed.gov/databases/ERIC_Digests/ed266338.html)) - CONTACT ERIC 1-800-LET-ERIC - The teenage suicide rate has risen to crisis proportions over the past 20 years. Between 1957 and 1975, the rate of suicide among 15 to 24 year olds tripled; IDENTIFICATION: SUICIDE AS PART OF A PROCESS - Contrary to popular belief, suicide is ...the result of a three-step process: a previous history of problems is compounded by problems associated with adolescence; finally, a precipitating event, often a death or the end of a meaningful relationship, triggers the suicide (McBrien, 1983). Long-term problems can include: losing a parent or close relative at a young age; coming from a family of divorce, or one in which there is much discord; being a victim of domestic violence or child abuse;... *...or School Bullying and Harassment...*

**Rich Long** - BYU Professor of Communications has extensively researched school violence since 1999. Long's research showed at least half of the brutal cases (of violence) studied involved bullying as a significant factor to selecting bloody vengeance. Long believes bullying is more harmful than many people think. (<http://cfac.byu.edu/communications>)

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