

Bullying and Dating Violence:

Effective Intervention and Prevention in Multnomah County

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Table of Contents

Executive Summary.....	3
I. Introduction.....	6
II. Comparison of types of violence	7
III. What is bullying?.....	8
IV. What is dating violence?	9
V. Prevalence of bullying and dating violence	11
VI. Impacts of bullying and dating violence.....	11
VII. Model interventions for bullying and dating violence	13
VIII. Available Programs.....	15
IX. Oregon context	18
X. Multnomah County Response.....	19
XI. Recommendations.....	23
XII. Works Cited	26
Appendices	
Appendix A: Bullying definitions	30
Appendix B: House Bill 3403.....	31
Appendix C: Descriptions and evaluations of available programs	33
Appendix D: Local resources	35
Appendix E: Methods.....	36

EXECUTIVE SUMMARY

Violence by and against school-aged youth is a significant problem in the United States. Guns, gangs, and planned shootings in schools receive much of the attention in the press as well as in school and state policies. However, on-going, daily violence such as bullying, harassment, and dating violence, occurs more frequently in schools than do the more widely publicized forms of violence.

Bullying is defined as: a pattern of hurtful words, gestures or acts, carried out intentionally and over time by someone with more perceived or actual power toward a student with less perceived or actual power. It leaves the target fearful as to what will happen next. It occurs between students who are acquaintances, students who consider themselves friends, and students in dating relationships.

Dating violence can be viewed as bullying within a dating relationship. It occurs when one partner uses violence or threats of violence to gain and maintain power and control over the other. It is repeated and intentional, and often leaves the victim fearful of what will happen next. Dating violence can occur both at school and outside of school.

- Both bullying and dating violence are relatively common. Between 25 and 30% of teenagers have been involved in an abusive dating relationship. About 30% of students are targets of bullies at some point during school.
- Both bullying and dating violence have a negative impact all students. Students who are targets of bullies often avoid school and have difficulty concentrating while students who bully are arrested more often and may be more likely to abuse future dating partners, spouses, and children. Students abused in dating relationships often are isolated from their peers, experience post-traumatic stress disorder, and have hindered academic progress.

House Bill 3403, signed into law by Governor Kitzhaber on June 26, 2001, requires each school district in Oregon to adopt a policy against bullying, harassment, or intimidation by January 1, 2004 and encourages school districts to set up preventive task forces. The bill defines harassment, bullying, or intimidation as:

“any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to school grounds, at any school sponsored activity, on school provided transportation or at any official school bus stop, and that has the effect of:

1. *Physically harming a student or damaging a student’s property;*
2. *Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or*
3. *Creating a hostile educational environment” (Section 2).*

Dating violence includes bullying behaviors that occur both at school and outside of schools. Thus, policies and practices that address bullying must also include responses to dating violence that occurs at school and provide information about dating violence and supportive services available in the community for teens in abusive relationships.

Responding to Bullying & Dating Violence

National and local model policies, curricula, and school safety orders have been developed and can be built upon to respond to bullying and dating violence. Schools and community-based domestic violence victim services agencies in Multnomah County have been providing information about bullying and dating violence and services to those involved. However, only a few students have the opportunity to hear these presentations on dating violence and learn about services available for those in abusive relationships. Middle school students, who are just beginning to date, are least likely to hear these presentations.

Model school bullying policies and programs include the following:

- Bystander intervention;
- Zero indifference policies, which include responding to every instance of bullying or dating violence with a range of responses and consequences depending on the severity of the behavior;
- Both dating violence and bullying, with recognition of the connections between the two;
- Student, teacher, and school staff training on recognizing and responding to observed bullying and dating violence behavior, disclosures, and on their responsibilities in meeting the new policies;
- School-based safety orders;
- Curricula that are culturally and age sensitive and appropriate and that relate to and support education benchmarks and requirements;
- Involvement of domestic violence agencies.

Recommendations

Based on research of national best practices and current practices in Multnomah County, the following are recommended:

1. Policies and programs created in response to HB3403 should include both bullying and dating violence;
2. Middle schools and culturally appropriate programs should receive significant attention;
3. Bullying programs used in Multnomah County should reflect the model listed above;

4. Domestic violence victim service providers and advocates should be involved in the development of school bullying, harassment, intimidation, and dating violence policies and programs;
5. An assessment of services and resources in Multnomah County for teens in abusive relationships should be conducted; and
6. Current dating violence prevention and intervention programs in Multnomah County should be continued and expanded.

I. INTRODUCTION

Violence by and against school aged youth is a significant problem in the United States. Guns, gangs, and planned shootings in schools receive much of the attention in the press as well as in school and state policies. However, there are many other types of less overt violence that occur on a daily basis in schools. Bullying, dating violence, and harassment based on sex, sexual orientation, and race are just a few examples of ongoing background violence. There may be a link between gun violence and other violence: gun violence often occurs in schools where rates of bullying, dating violence, and harassment is high (Perstein 1998; Stein 1999).

Recently, schools, policy makers, researchers, and the media have been paying more attention to bullying. There have been cover stories on bullying in *People Magazine* ("Special Report" 2001) and the *Advocate* (Kirby 2001) and opinion pieces in the *New York Times* (Angier 2001). Teen dating violence is also receiving more attention, with newspapers such as the *Oregonian* (Goode 2001b) and the *New York Times* (Goode 2001a) reporting on results of recent studies.

Massachusetts has included questions on teenage dating violence in their Youth Behavior Risk Factor Survey since 1997 (Silverman, Raj, Mucci and Hathaway 2001) while research on bullying has been done for several years in Norway and other parts of Europe and now is being conducted in the United States.

Many schools have and/or are required to have policies and protocols to address bullying in their schools. In June 2001, Oregon Governor John Kitzhaber signed HB3403 into law. HB3403 requires all schools in Oregon to adopt a policy against harassment, intimidation, or bullying by January 1, 2004.

While the relationship between the people involved is often different, the behaviors included in the categories of bullying and dating violence are the same. Bullying in general and bullying that takes place in dating relationships (i.e. dating violence) takes place in school settings (Sousa 1999).

Therefore, schools will need to incorporate bullying, harassment, or intimidation that takes place in the context of a dating relationship into their policies and protocols. Strategies used to address bullying may be appropriate to address dating violence.

Dating violence can be viewed as bullying within a dating relationship.

The bullying discussed in this report is bullying that takes place in a school setting. Bullying that takes place within a dating relationship will be referred to as dating violence. Statistics included describe bullying and dating violence that takes place either in school or among primary and secondary school aged youth. The term "target" will be used to refer to the victim in a bully/victim conflict.

II. COMPARISON OF TYPES OF VIOLENCE

Bullying is different from the violence commonly addressed in schools. In addition to guns and gangs, schools also address “normal peer conflict.” According to the Johnson Institute, “Normal peer conflict happens when people of fairly equal strength or power disagree about something because they hold different opinions or values” (Remboldt and Zimman 1996). Bully/target violence differs from peer conflict in that it is repeated, intentionally hurtful, and involves a power differential. It always involves a bully and a target. In normal peer conflict, the person who comes out ahead varies from situation to situation. In bully/target conflict, the same person usually comes out ahead.

Every article on bullying and every bullying prevention or intervention curricula has its own definition of bullying (See *Appendix A* for sample definitions of bullying). The definitions have a number of things in common; bullying is always defined as repeated, intentionally hurtful, and involving a power differential. For the purposes of this report, bullying is a pattern of hurtful words, gestures, or acts carried out intentionally and over time by someone with more perceived or actual power towards someone with less perceived or actual power that leaves the target fearful as to what will happen next. Bullying can be verbal, emotional, social, physical, or sexual.

Dating violence occurs when one partner uses violence or threats of violence to gain and maintain power and control over the other. The violence can be emotional, economic, social, physical, or sexual. *Dating violence can be viewed as bullying within a dating relationship.*

Just as there is a distinction between normal peer conflict and bully/target violence, there is a distinction between normal conflict in a dating relationship and dating violence.

Bullying is:




- *a pattern of hurtful words, gestures, or acts carried out intentionally and over time*
- *by someone with more perceived or actual power*
- *toward a student with less perceived or actual power*
- *that leaves the target fearful as to what will happen next.*

Bullying occurs between:

- *people who are acquaintances;*
- *people who consider themselves friends; and*
- *people in dating relationships.*

“In a violent dating relationship, a person repeatedly threatens to, or actually acts in a way that physically, sexually, or verbally injures their boyfriend or girlfriend. It does not just happen once, but happens again and again. It is not the same as getting angry or having fights. In a violent dating relationship, one person is afraid of and intimidated by the other” (Levy 1993, pg 31).

Table 1. Differences between Normal Peer Conflict, Bullying and Dating Violence

Normal Peer Conflict	Bullying	Dating Violence
Two fairly equal people	Bully more powerful	Abuser more powerful, and usually male; victim usually female
Based on a difference of opinion	Based on power and control	
Situational/sporadic	On-going pattern	
Loser/winner roles change with situation	“Winner” is usually the bully; “loser” is usually the target	“Winner” is usually the abusive partner (usually male); “loser” is usually the victim (usually female);
Loser not afraid of winner	One person (target or victim) is afraid of the other	
Response includes conflict resolution and peer mediation	Response includes zero indifference policies, bystander intervention, no contact orders, consequences for the bully	Response includes coordinated community response (bystander intervention and zero indifference policies) and no contact orders, consequences for the abuser

III. WHAT IS BULLYING?

Most often, when people think of violence, they immediately think of physical violence such as hitting, punching, hair pulling, holding someone down, or harming with a weapon. While bully/victim violence often has a physical component, there are also emotional, social, and sexual components. The emotional, social, and sexual components can be just as, if not more, harmful than physical violence. Social bullying, often referred to as relational aggression (Girls Initiative Network 2001), is used to refer to an ongoing pattern of social exclusion and/or sabotaging of friendships. Table 2 below gives examples of these three components of bullying behavior.

Table 2. Examples of Bullying Behavior

Examples of social bullying	Examples of emotional bullying	Examples of sexual bullying (sexual harassment)
<ul style="list-style-type: none"> • Betraying a trust • Excluding someone on the playground • Ignoring someone's request for help • Making fun of a person's cherished beliefs • "Protecting" a student for a fee • Sabotaging a friendship • Making faces, giving dirty looks <p>(Remboldt and Zimman 1996)</p>	<ul style="list-style-type: none"> • Calling a person names • Constantly criticizing a person • Heckling a speaker • Insulting a person's ethnic identity • Making fun of a person's ability, body, or clothing • Malicious gossiping • Threatening to do bodily harm • Ordering a person around <p>(Remboldt and Zimman 1996)</p>	<ul style="list-style-type: none"> • Making sexual comments, jokes, gestures, or looks; • Showing, giving, or leaving a person sexual pictures, photographs, illustrations, messages, or notes; • Writing sexual messages/graffiti about a person on bathroom walls, in locker rooms, etc.; • Spreading sexual rumors about a person; • Calling a person gay or lesbian; • Touching, grabbing, or pinching someone in a sexual way (i.e. on breasts or buttocks, or accompanied by sexual remarks); • Pulling at a person's clothing in a sexual way; • Pulling off or down a person's clothing; • Blocking a person's way or cornering a person in a sexual way; • Forcing a person to kiss; • Forcing a person to do something sexual other than kissing; <p>(AAUW 2001)</p>

IV. WHAT IS DATING VIOLENCE?

The same forms of bullying (sexual, emotional, physical, and social) take place in dating relationships. In adult dating relationships that are abusive, much of the abuse takes place in private. However, for teenagers, a significant part of relationship forming takes place in school; thus the abuse also often takes place in schools (Stein 1999; Washington State PTA, 1998; Massachusetts Department of Education, 2001). One study found that 84% of teenage dating violence occurring at school involves some type of physical violence (Sousa 1999).

In dating violence there is generally an element of gender violence. Males are most often the perpetrators in teen dating violence. However, there are girls who abuse and boys who are abused. Abuse takes place at approximately the same rate in hetero- and

homosexual couples. It occurs in relationships of people from all races and socio-economic statuses.

Although bullying and dating violence involve some of the same behaviors and can both occur at school; we do not know what portion of bullying and harassment at schools is part of dating violence. In the work on bullying and harassment, researchers have not, to date, looked at the relationship between the person harassing and the target in cases of sexual harassment (or sexual bullying) that takes place in schools. No one has asked whether “the harasser(s) and the harassee...know each other. Have they been involved in a dating relationship? Did one person want to date the other who wasn’t interested?” (Stein 2001).

The American Psychological Association offers the following examples of verbal, emotional, physical, sexual, abuse as well as abuse of male privilege that occur in abusive teen dating relationships. This table is taken directly from the website. (APA 2001)

Table 3. Examples of Dating Violence

Type of Violence	How It Works	Early Warning Signs
Verbal Abuse	<ul style="list-style-type: none"> • Name calling • Insults • Public humiliation • Yelling 	<ul style="list-style-type: none"> • Teasing that includes insults
Psychological and Emotional Abuse	<ul style="list-style-type: none"> • Threats or intimidation • Put-downs • Telling a person’s secrets • Jealousy • Possessiveness • Isolating a person from friends, family • Destroying gifts, clothing, letters • Damaging a car, home, or other prized possession 	<ul style="list-style-type: none"> • Pouting when you spend time with your friends • Threatening to leave you in an unsafe location • Trying to control what you do
Physical Abuse	<ul style="list-style-type: none"> • Slapping, hitting • Shoving, grabbing • Hair pulling, biting • Throwing objects at a person 	<ul style="list-style-type: none"> • Going into a rage when disappointed or frustrated • Teasing, tripping or pushing • Threatening to injure
Sexual Violence	<ul style="list-style-type: none"> • Insisting, verbally or physically, that a person who said “no” have sex anyway 	<ul style="list-style-type: none"> • Using emotional blackmail to talk you into having sex (“if you loved me, you would...”)
Abuse of Male Privilege: “It’s a Guy Thing”	<ul style="list-style-type: none"> • The guy makes all the decisions for a couple • The guy expects his girlfriend to wait on and pamper him • The guy treats his girlfriend as if she is property he owns 	<ul style="list-style-type: none"> • Expecting you to be available to him at all times; he is available to you when he feels like it • Acting macho with friends: “This is my woman”

Perpetrators in dating violence use sexual, physical, emotional, and verbal abuse to gain and maintain control over their partners. As in domestic violence, the violence may get more extreme over time, and perpetrators sometimes threaten suicide or homicide. These and other factors often make the end of an abusive relationship the most dangerous time for the victim. (Sousa 1999).

V. PREVALENCE OF BULLYING AND DATING VIOLENCE

Both dating violence and bullying are prevalent among school aged youth of both genders. Girls tend to engage in relational aggression (or social bullying) and emotional bullying more often than boys; whereas, boys are more likely to engage in physical bullying (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, and Scheidt 2001). Girls are more likely to be targets of sexual bullying or harassment (AAUW 2001). Bullying occurs in urban and suburban schools (AAUW 2001) and peaks during middle and junior high school years (Banks 1997).

Bullying in general:

- About 30% of students are targets of bullying behaviors (Nansel et al. 2001);
- Up to 80% of students may be involved in bullying either as a witness, bully, or target (APA 1999).

In dating relationships:

- The prevalence of dating violence among teens is estimated to be 28% (Levy 1993);
- In the 1997 and 1999 Massachusetts Youth Behavior Risk Factor Surveys, 1 in 5 (or 20%) of female public high school students in Massachusetts reported ever experiencing physical and/or sexual violence from a dating partner (Silverman, Raj, Mucci and Hathaway 2001);
- Of 250 teenage girls from North and Northeast Portland interviewed, 75% have friends currently in or who have had abusive relationships (Sisters in Action for Power 1997).

VI. IMPACTS OF BULLYING AND DATING VIOLENCE

Bullying affects targets, perpetrators, and the people who witness the bullying behavior. Those who witness bullying behaviors are called “bystanders.” Teachers, students, and other school staff and administrators are all bystanders when they witness bullying behavior and have an important role in addressing bullying. Bystanders can be subject to fear similar to that experienced by targets. They may be afraid to associate with a target for fear of becoming a target themselves. When bystanders avoid associating with targets, they further isolate the target and contribute to a sense that it is acceptable for the bullying behaviors to continue.

- In the short term, bullying creates a hostile environment in schools, making it hard for students to learn (U.S. Department of Education 1998).
- Almost 20% of students are “afraid some or most of the time that someone will hurt or bother them at school” (AAUW 2001).

STUDENTS WHO BULLY:

- Are arrested six times more often than other students and may be more likely to abuse their spouse or children in the future (Remboldt and Zimman 1996);
- Exhibit higher levels of conduct problems and dislike of school (Nansel et al 2001);
- Have higher levels of physical and social aggression in dating relationships (Connolly, Pepler, Craig and Taradash 2000);

STUDENTS WHO ARE BULLIED:

- Students who are targeted often avoid school, finding it an “unsafe and unhappy place” (Banks 1997).
- As many as 7% of America's eighth-graders stay home at least once a month because of bullies (Banks 1997).

DATING VIOLENCE

The majority of studies on bullying and impacts of bullying have centered on schools. There is only minimal research on the impact on school performance of bullying that takes place within dating relationships. There are, however, number of ways that being in an abusive relationship can impact school performance.

- Students who are sexually assaulted often experience Post Traumatic Stress Disorder (or PTSD); this affects ability to concentrate (National Victims Center 1992; New York City Alliance Against Sexual Assault 2001);
- Students who are in abusive relationships are often isolated from their peers because of their partner’s controlling behavior (Massachusetts Department of Education 2001)
- Being the victim of dating violence hinders academic progress (Massachusetts Department of Education 2001);

“Being abused in a relationship can shatter a teenager’s belief that she is a worthy, decent, and independent person who can cope with life in a mature, self-assertive fashion. For the teen victim, the world becomes a frightening, confusing place where understanding how things are supposed to work is called into question. The victim’s sense of her ability to protect herself and function autonomously is undermined” (Sousa 1999).

These impacts are compounded by the fact that the victim and abuser often attend the same school. The abuser thereby has more possibilities for asserting control and the victim has to spend school time thinking of how to avoid the abuser.

VII. MODEL INTERVENTIONS FOR BULLYING AND DATING VIOLENCE

Schools use a number of different programs and strategies to prevent and confront violence. Many programs target gangs and guns by installing metal detectors and teaching students about the medical and legal consequences of engaging in gun violence. Other programs teach students conflict resolution and anger management skills and rely heavily on peer mediation. These strategies were developed primarily from research on the male experience of violence or drug and alcohol abuse (Sousa 1999) and are designed to help people resolve “normal peer conflict.” Thus, they do not work for bullying (Remboldt and Zimman 1996) nor for dating violence. Conflict resolution skills contribute to healthy relationships (friendship, peer, or dating). However, they do not solve most bullying or dating violence situations since they do not address power and control.

BULLYING

Comprehensive interventions that involve teachers, administrators, and parents and include **school policies** - in addition to classroom education with students – have been shown to be more effective (U.S. Department of Education 1998). *Students need to see bystander intervention behavior modeled by staff and should not see staff engage in bullying or harassing behaviors.*

School policies to address bullying should include the possibility of an in-school restraining (or no-contact) order. Such a restraining order would include no-contact rules; changing the schedule of the bullying student to remove him or her from classes shared with the targeted student; and modifying class changing routes. Policies must not place any blame on the victim and should only have the victim change classes or routes as a last resort.

Bullying, harassment, and intimidation policies should be “zero indifference” and not “zero tolerance.”

Intervention does not necessarily mean punishment.

“Zero indifference” policies refer to policies that require all staff to respond to all instances of bullying or harassment of which they are aware. Response does not mean severe punishment or expulsion, but rather taking the behavior seriously and letting students know that bullying and/or harassing behavior is not appropriate in school. Anti-bullying policies should not center on intimidation as the way to prevent bullying.

Successful anti-bullying programs **focus on bystanders**, teaching them how to recognize bullying and how to intervene when they see bullying. When bystanders intervene, they both interrupt the bullying and shift the social norms so that bullying is seen as unacceptable behavior. Thus, teachers, students, school staff, and administrators must be trained to intervene as bystanders.

Teacher/bystander training helps teachers to recognize bullying behaviors before they reach extremes and provides strategies to intervene in the early stages of bullying and harassment. Administrators and teachers are trained to respond to all instances of bullying, intimidation, or harassment and are encouraged to develop “zero indifference” and not “zero tolerance” policies (Stein 2001).

Classroom education directed to students can center on creating awareness of bullying, building empathy for the target, teaching skills for students to intervene in bullying situations, and teaching the difference between tattling and telling. It can also include exercises in making friends, recognizing feelings and getting help.

Comprehensive interventions should include:

- *School policies;*
- *Bystander training for school staff, teachers, and administrators;*
- *Outreach to parents;*
- *Classroom education with students;*
- *Appropriate services*

Interventions also need to provide **appropriate support services** for targeted students and students who engage in bullying behaviors. Thus, school staff and students need to know how to respond when a target discloses bullying.

DATING VIOLENCE

Dating violence and bullying are similar in the behaviors the perpetrator uses to gain and maintain control and the effects on the target/victim. Therefore, strategies used to prevent and address bullying in schools may be appropriate for preventing and addressing dating violence.

There are a number of programs that target bullying in elementary school as a way to prevent later harassment and/or dating violence. For example, Portland Public Schools’ *Teasing, Tattling, and Terrible Bullying* addresses bullying in elementary schools as a strategy to prevent the harassment of students perceived to be gay or lesbian in middle and high school (Feldman 2001). The *Expect Respect* Program in Austin, TX focuses on bullying in elementary schools to prevent later dating violence (Safe Place 2001).

Teachers, students, and administrators need to be able to recognize bullying both within and outside of dating relationships and realize that the skills they have learned are applicable to both.

Researchers and educators have recently developed comprehensive interventions for schools to address dating violence. A comprehensive intervention will

- work directly with students in the classroom,
- connect perpetrators and victims with appropriate services,
- require school policies that incorporate “zero indifference,”
- provide in-school restraining or no contact orders,

- avoid blaming or holding the victim responsible for the violence or for stopping the violence, and
- provide strategies for all students to help a friend in an abusive relationship.

Current programs do not, for the most part, focus explicitly on bystander intervention. Bystander intervention of dating violence in a school or public setting interrupts the violence in the moment and may contribute towards a shift in social norms. Teachers, students, and school staff need to have the skills to recognize and respond to both bullying and dating violence, and the connection between bullying and dating violence needs to be made explicit in any program. One difficulty in bystander intervention with dating violence is that many people do not understand why people who are being abused stay in relationships and often believe that they stay because they like the abuse.¹

Classroom education components of dating violence prevention programs often include: signs of an abusive relationship, why people stay in abusive relationships, components of healthy relationships, and exercises for students to determine what qualities they want in a dating partner.

While the basic premise of bullying policies apply to Dating violence, there are some differences. Most importantly, in dating violence, the abuse is more likely to escalate and may continue outside of school. The school needs to recognize that the end of a violent dating relationship may be the most dangerous time for the victim. Schools and school districts should consult with domestic violence service agencies to determine appropriate policies and procedures.

Comprehensive Interventions include:

- *Inclusion of dating violence in bullying prevention programs*
- *Response to younger children who witness domestic violence*
- *Bystander intervention*
- *School policies and no-contact orders*
- *Classroom education for students*
- *Supportive services for victim and perpetrators.*

VIII. AVAILABLE PROGRAMS

There are numerous published and unpublished programs that address bullying, harassment, and/or dating violence in schools. The following list is only a sampling of possible programs. Programs listed here are:

- currently used in Multnomah County,
- are recommended as promising or demonstrated programs by the Oregon Governor, the United States Departments of Education and Justice, or the U.S. Department of Health and Human Services, or
- are an example of a statewide, state-sponsored program.

¹ People who stay in abusive relationships do so because they love the other person, not because they like the abuse. Teens often stay because they are fearful that they will lose some newfound freedom and because they do not recognize the behaviors as abuse.

Schools strongly prefer programs that have been evaluated; thus, most of these programs have also been evaluated or are currently being evaluated. There are limitations to only reviewing evaluated programs, since evaluations do not always measure the most important outcomes, and many excellent and innovative programs do not have the funding to conduct an extensive evaluation.

Based on these considerations, the following programs were reviewed:

- *Safe Dates*
- *No Bullying Program*
- *In Touch With Teens*
- *Chance for Change*
- *Quit It/Bully Proof/Flirting or Hurting/Gender Violence Gender Justice*
- *The Bully Free Classroom*
- *Steps to Respect*
- *Dating Violence Prevention Project*
- *No Punching Judy*
- *Massachusetts Department of Education Teen Dating Violence Program*

These programs were reviewed based on elements developed from our survey, interviews with experts in their fields and published findings. Not all elements are appropriate in the design of all programs.

Elements used in reviewing programs:

- ✓ Were they evaluated?
- ✓ Did they include policy and expected practices; policy could not be “zero tolerance?”
- ✓ Did they encourage integration of bullying/dating violence policies and procedures throughout the entire school climate?
- ✓ Did they actively address and not engage in victim blaming?
- ✓ Were they culturally appropriate in that they took varieties of cultural experience into account?
- ✓ Did they address gender violence?
- ✓ Did they address bullying and/or dating violence as based on a power differential?
- ✓ Did they discuss “power” in terms of social skills, physical size, verbal ability, class, immigrant status, race, gender, sexual orientation, and ethnicity?
- ✓ Did they look at the context of violence in dating violence?
- ✓ Did they emphasize bystander intervention?
- ✓ Did they develop and/or connect targets/victims and bullies/perpetrators to appropriate services?
- ✓ Did they integrate bullying/dating violence curricula and/or topics into social studies, health, literature, or other required curricula?
- ✓ Did they train teachers, administrators, and other school staff to respond to behaviors?
- ✓ Did they deal appropriately with possibility of disclosures?

Appendix C gives more information about each of the programs reviewed and results of the review. None of the programs included all of the elements described above; however, a several programs included a significant portion of the elements as noted below:

No Bullying Program is used in Portland Public Schools, K-8. This program is evaluated, contains policies and procedures, is integrated into the school environment, addresses victim blaming, gender violence to some extent, violence based on power, bystander intervention and training, and disclosures. It does not include a discussion of dating violence.

Bully Proof and Flirting or Hurting was developed by the Wellesley College Center for Research on Women for K-12 to address bullying, sexual harassment, and gender violence. It has been evaluated, includes policy and practices, can be integrated into the school environment, addresses victim blaming, gender violence, power as both ability and social position, bystander intervention, integration into other curricula, training and disclosures by victims/targets. It does not include services for victims/targets; however, *Expect Respect* in Austin, TX utilized these curricula in a setting in which services were provided.

Bully Free Classroom is used in the Portland Public Schools. It has not been evaluated, but does include policies and practices. It is integrated into the school environment, addresses victim blaming, violence based on power, teachers as bystanders/interveners, training, and disclosures. It does not address gender violence nor dating violence.

No Punching Judy is specifically for K-5 and is being presented in Multnomah County schools by a community organization. It has been evaluated and addresses children who witness domestic violence. It also addresses victim blaming gender violence, violence based on power, dating violence, connection to services, training and disclosures.

In general, the review of programs found that there is a lack of programs designed explicitly for middle schools and explicitly for specific populations. Most programs are designed for either elementary students or for high school students. They often come with adaptations that can make them more appropriate for middle schools. For example, the *Flirting or Hurting* and *Gender Violence Gender Justice* are designated as appropriate for students in Grades 6-12 and 7-12 respectively and the *No Bullying Program* has a 6-8 component. Only one of the reviewed programs (*Safe Dates*) was designed explicitly for middle school aged students; however it is intended for rural schools and may not be appropriate for Multnomah County.

IX. OREGON CONTEXT

A number of Oregon laws and reports mandate and/or encourage schools to address bullying and dating violence. Three recent efforts are described below.

House Bill 3403, sponsored by Representative Richard Devlin (D – District 24) and signed into law by Governor Kitzhaber on June 26, 2001, requires each school district to adopt a policy against harassment, intimidation or bullying by January 1, 2004. [See Appendix B for the entire text of the bill] The bill defines harassment, bullying, or intimidation as:

“any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

- 1. Physically harming a student or damaging a student’s property;*
- 2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or*
- 3. Creating a hostile educational environment” (Section 2)*

The bill also encourages districts to form task forces to work on preventing bullying, harassment, and intimidation (Section 6); and to consult with parents and guardians, school employees, volunteers, students, administrators and community representatives in policy development process (Section 3).

There were attempts during the development of the bill and the Legislative session to include dating violence explicitly in the definitions.

HEALTH CURRICULUM BENCHMARKS

The Oregon Department of Education has a series of curricular benchmarks that schools are expected to meet. These benchmarks have given schools a framework and time to address bullying in dating relationships. One of the benchmarks for health is “Healthy Relationships.” Under this benchmark, students are expected to “understand and apply interpersonal communication skills to enhance health” (Office of Curriculum, Instruction and Field Services ODE 2001).

Schools have leeway in how they meet the benchmarks. Portland Public Schools, for example, has added detail to the benchmark to specifically address dating violence in high school. The exact benchmark for high school students in 2000 was “analyze appropriate and inappropriate behaviors in a dating relationship: date rape/violence; flirting vs. harassment; setting and communicating boundaries.” For middle school students, it was the same, but did not include “dating” or “date rape/violence” (Portland

Public Schools 2000). Teachers receive information and sometimes receive training on how to best meet the benchmarks.

ATTORNEY GENERAL'S REPORT

Oregon Attorney General Hardy Meyers' Office published "How Safe are Schools?" in March 2001. The first recommendation in the report is: "Encourage schools to use comprehensive approaches to reduce bullying, harassment, and mean spirited teasing, including school-wide social skills curriculum (interpersonal conflict resolution, anger management, empathy, drug, alcohol, and tobacco resistance, dating violence, etc.)" (Meyers 2001).

X. MULTNOMAH COUNTY RESPONSE

There are several programs at schools that address bullying, dating violence, or domestic violence in Multnomah County. They generally fall into two categories: those run by schools or school districts and those run by community agencies (community-based programs), including domestic violence agencies. Almost all of the programs that address dating or domestic violence are community-based and provided by domestic violence victim services agencies. Bullying programming is primarily run by school districts.

COMMUNITY-BASED DATING/DOMESTIC VIOLENCE PROGRAMS ²

For the last 15 – 20 years, educators from domestic violence shelters and sexual assault crisis centers have been making presentations on dating and sexual violence in schools. They have worked to raise awareness among students about domestic and sexual violence, the way gender stereotypes contribute towards these types of violence, and how students can protect themselves and/or get help. In addition, they have worked to change school policies and responses toward dating violence and harassment.

Most community-based dating and domestic violence prevention programs have one or more of the following components: (1) policy advocacy; (2) direct presentations or information to students; (3) support groups or individual counseling for at-risk students; or (4) training for teachers, school staff, and/or administrators on how to recognize and respond to dating violence. In addition there are a few comprehensive programs that have multiple components listed above.

Policy Advocacy

In 1996, *Sisters in Action for Power* (then SPIRIT), conducted a survey with teenage girls in North and Northeast Portland to determine the extent of gender violence. They made a number of recommendations to the school board, and specifically asked that gender violence be included in all school-sponsored violence prevention programs. In 1995, the Oregon Domestic Violence Council published *A Collaborative Approach to Domestic*

²Appendix E lists the community agencies mentioned in this section and provides information on how to contact the agencies.

Violence, Oregon Protocol Handbook (ODVC 1995) which makes specific recommendations regarding how schools should respond to dating violence and to children who witness domestic violence.

Direct Presentations or Information to Students

Agencies that make presentations to students follow the model that has been used in Multnomah County by *Bradley Angle House* and the *Portland Women’s Crisis Line* since the late 1980s. Volunteers and outreach workers contact teachers they know in schools and/or send letters to teachers, counselors, or principals and try to get into as many individual classes as possible to make presentations or run workshops on dating violence and/or date rape. The presentations are generally 45 minutes long and to one classroom of students. While presenters provide students with information on how to contact different agencies to get help, there is often little to no time for follow-up. In addition to these presentations, Raphael House has distributed 50,000 *Take Care* booklets to schools in Multnomah County since the beginning of 2001.

The table on the following page lists agencies that make presentations to students, the population they work with, and the curriculum they use.

Table 4. Community agencies

Agency	Age Groups	To Whom?	Curriculum or Focus
Bradley-Angle House	High school, some middle school	General classes Girls only groups	<i>Chance For Change</i>
Clackamas Women’s Services	High school	General classes	<i>Chance for Change</i>
Gresham Police Department	Middle schools	General classes	Dating and Domestic Violence
Portland Police Bureau’s Womenstrength Program	High schools	General classes	Personal safety, violence by people you know in dating relationships
Portland Women’s Crisis Line	Middle and high schools	General classes Teen parenting classes	<i>Chance for Change</i>
Raphael House	Middle and high schools	General classes	<i>Take Care</i> booklet distribution
Sisters in Action for Power	Middle and high schools	General classes	Self-defense; general oppression, how to confront racism, homophobia, and sexism; boundary-setting
Volunteers of America Family Center Outreach Office	Middle and high schools	General classes	<i>Chance for Change</i>

Support Groups

Support groups or individual counseling are provided for students who may benefit from discussing relationships in small groups. Groups usually meet about once a week and are

centered at one or two particular schools. They usually incorporate dating violence into discussions at some point during the course of the group. Most of the population-specific outreach occurs at this level. Table 5 below gives several examples of groups provided in Multnomah County.

Table 5. Dating Violence Support Groups

Age Groups	Population Served	Agency Name	Notes
High school	Hispanic girls only	El Programa Hispano	Group in formation
Middle and high school	Russian girls; Southeast Asian girls	IRCO	
High School	Girls with developmental disabilities	Multnomah County Department of Community and Family Services	Provides general relationship information with a significant portion relating to dating violence or abuse.

School Staff Training

Very few organizations train school staff in how to address and respond to dating and/or domestic violence. This training is not a regular part of the training that teachers, nurses, and other school staff receive, and, if provided, is frequently very brief.

Table 6. Community Programs that provide training on dating violence and/or bullying

Trained whom?	On What Topics?	Agency Name
School-based health centers staff	Dating violence screening	Multnomah County Health Department
Teachers and school nurses	Culturally specific signs of dating and domestic violence	Native American Family Healing Circle

Comprehensive Programming

Comprehensive programming refers to programs that provide direct presentation to students, support groups or individual counseling to students and training for school staff. Although, they may do some level of policy advocacy; the designation of comprehensive here does not include a policy component, since the programming is not run by schools.

Community Advocates runs a comprehensive program - *No Punching Judy* - about domestic violence for elementary schools. They do presentations with students, train teachers, talk with students individually after presentations, and connect them to appropriate services and/or school counselors. This program focuses on children who witness domestic violence in their homes.

In the past, *Bradley Angle House* had the opportunity to run a more comprehensive program at one Multnomah County high school. They had a grant which allowed them to have a physical presence in the school, to present in junior and senior health classes, to train some students to present the curricula to freshman and sophomore classes, and to train teachers and school counselors (LaFrance 2001). However, the grant was not funded after the first year.

Community Based Bullying Programs

The only community-based group that runs a bullying program in schools is the *Girls Initiative Network*. They run “Unity Workshops” for girls in elementary and middle school that focus on relational aggression.

Number of Schools Covered

Table 7 provides information about the number of schools in Multnomah which have received at least one training County since 1998 for school staff or one presentation to at least a single classroom about dating violence, domestic violence or bullying from a community agency. Only about one third of schools in Multnomah County have received such a training during that time period.

- Middle school students received the least number of presentations.
- Elementary schools received the highest number of presentations. More of the presentations in elementary schools were comprehensive than those done in middle or high schools.
- High schools had the highest percentage of schools receiving one or more presentation, and were more likely to have had more than one presentation compared to middle schools.

These data on number of presentations need to be considered cautiously. Presentations could have been done on dating violence, domestic violence, or bullying. They most likely represent a minimum number since community agencies did not always have data available on how many presentations they did, to which schools or to how many students, staff, or teachers. Finally, these numbers CANNOT be used to estimate how many students have attended a presentation on dating violence, domestic violence, or bullying.

Middle schools students are less likely than elementary or high school students to hear a presentation on dating violence, domestic violence, or bullying.

Most bullying and dating violence curricula are not designed for middle school students.

Table 7. Presentations to Schools since 1998 by Community Agencies

Type of school	Number in Multnomah County	Number receiving at least one presentation	Percentage receiving at least one presentation
Elementary	103	20	23%
Elementary/middle	3	0	0%
Middle	31	13	42%
Middle/high	4	2	50%
High	23	16	70%
Total	171	51	30%

SERVICES AVAILABLE TO TEENS IN ABUSIVE DATING RELATIONSHIPS

There are few services available in Multnomah County for teens in abusive relationships, and there is very little current information about the types and availability of services to teens in abusive relationships. Some domestic violence and other agencies run support groups for teens in abusive relationships. Some people who answer crisis calls receive training on how to respond to teens in abusive relationships, but the number of calls received from teens is unknown. Restraining orders can not be obtained if the perpetrator is less than 18 years old, thus, some teenagers in abusive dating relationships cannot get a restraining order.

PROGRAMS SPONSORED BY SCHOOLS OR DISTRICTS

This is a partial listing of programs gathered during the summer 2001 when staff were difficult to reach. Thus, there may be more programs in schools in Multnomah County than those listed below.

Chrysalis is a program run by Portland Public Schools Prevention Office. It is for 14 and 15 year old girls who have experienced sexual, physical, or emotional abuse. The program includes: weekly support groups and workshops that address life skills, self-esteem, drug education, and relationships; a Girls Empowerment section that teaches self-defense and assertiveness training and the difference between sexual harassment and flirting; and a challenge course component.

Teasing, Tattling, and Terrible Bullying is the bullying prevention program run by Portland Public Schools Prevention Office. The program has been in existence for four years and was created by a mandate from the Portland Public Schools Sexual Diversity Committee (Feldman 2001). The Sexual Diversity Committee saw bullying in elementary schools as the precursor to harassment of gay and lesbian students in middle and high schools. The program is based on the Johnson Institute's *No Bullying Program* and the *Bully Free Classroom*. The Prevention Office staff train individual teachers from elementary and middle schools and work with entire schools to develop policies and protocols. Teachers are encouraged to intervene when they see bullying behaviors and to use the *No Bullying Program* curriculum in their classrooms. The majority of their work is with elementary schools and students. To date, the coordinator of the program has been to staff meetings at three elementary schools. In the fall of 2001, she will do all staff trainings at four more elementary schools and one middle school.

XI. RECOMMENDATIONS FOR EFFECTIVE SCHOOL-BASED BULLYING AND DATING VIOLENCE INTERVENTIONS

This report points out the similarities between bullying and dating violence, the prevalence of both types of behaviors on school campuses, and the existing programs to

address these problems. HB3403 offers schools the opportunity to build on existing knowledge and programs and to address both of these problems

The following recommendations were developed to encourage the most effective response to dating violence/bullying, to utilize existing expertise and programs and to reflect national and local best practices. They should not be taken as recommendations to discontinue any existing program, either community or school based, but rather to expand and integrate these programs more completely into school policy, procedures and responses.

1. Policies and programs created in response to HB3403 should include both bullying and dating violence;
2. Middle schools and culturally appropriate programs should receive significant attention;
3. Bullying programs used in Multnomah County should meet the guidelines for model interventions identified on pages 12-13;
4. Domestic violence victim service providers and advocates should be involved in the development of school bullying, harassment, intimidation, and dating violence policies and programs;
5. An assessment of services and resources in Multnomah County for teens in abusive relationships should be conducted;
6. Current dating violence prevention and intervention programs in Multnomah County should be continued and expanded.

1) *Policies and programs created in response to HB3403 should include both bullying and dating violence*

While the pattern of behaviors in bullying and dating violence is similar, the harassment that takes place within a dating relationship might not be recognized as bullying, harassment, or intimidation without explicitly including dating violence in policies, trainings, and programs.

2) *Middle schools and culturally appropriate programs should receive significant attention*

Middle schools are the perfect site for interventions that address both bully and dating violence since middle school is the age at which students begin to date. However, there is currently a gap in the coverage of middle school students in relation to both bullying and dating violence. Programs used in middle schools should make explicit the connections between bullying and dating violence, be designed specifically for middle school students, and be culturally appropriate.

Dating violence does not necessarily need to be addressed in elementary schools. Schools should talk about bullying and children witnessing domestic violence at home. However, once students are in middle school, bullying both within and outside of dating relationships should be covered.

3) *Bullying programs used in Multnomah County should meet the standards identified in this report.*

Programs should be comprehensive and include:

- Zero indifference policies;
- In school restraining orders;
- Bystander intervention training for teachers, school staff, administrators, and students;
- Parental involvement;
- Connections to appropriate services; and
- Training for teachers, school staff, and students on how to respond to disclosures.

They should also:

- Actively address victim blaming;
- Be culturally appropriate; and
- Address power and control as central to bullying and dating violence.

4) *Domestic violence victim service providers and advocates should be involved in the development of school bullying, harassment, intimidation, and dating violence policies and programs;*

Domestic violence victim service providers have years of experience in addressing harassment and intimidation. Their accumulated knowledge and experience will be invaluable to any school district in developing policies that address both dating violence and bullying among people who are not in a dating relationship. Domestic violence experts have already created model policies for “in school restraining orders”³ and curricula on dating violence and will be central to any training for school staff around the dating violence components of the policy. They should be included in policy and curriculum development and in developing linkages to services for teens who are abused or abusive.

5) *An assessment of services and resources in Multnomah County for teens in abusive relationships should be conducted;*

This assessment should look at the level and availability of:

- Training for crisis line staff and/or volunteers to respond to teens in abusive relationships,
- Support groups for teens in abusive relationships,
- Services for teen victims and abusers,
- Culturally specific services and training, and
- Services sensitive to gay, lesbian, and transgender teens.

The assessment should also attempt to determine whether

- Teens find the available resources helpful or useful or
- Teens are more likely to use services on or off of school property.

³ For two examples, see the Oregon Protocol Handbook (ODVC 1995) and the Massachusetts Dept of Education

While we have included statistics relating to the prevalence of dating violence in Multnomah County in this report, we do not know the exact numbers of teens in abusive relationships. More accurate data will assist in obtaining funding to address the problem and to determine if an intervention worked (OCDV 1995). Schools, the county, and the state should collect data on the extent of bullying and teen dating violence in Multnomah County schools and among young people in general.

6) Current dating violence prevention and intervention programs in Multnomah County should be continued, improved and expanded;

Currently, several domestic violence service and other agencies provide information to school on domestic and dating violence and rape. Schools and districts should actively encourage teachers to host presentations in their classes and community educators/outreach workers should work together to increase tracking and coordination of their services.

- All education/outreach workers should keep records of what schools and in which classes they present and/or run workshops.
- Community outreach workers from Domestic Violence Agencies should coordinate efforts and reestablish monthly OPEN (Oregon Public Education Network) meetings. OPEN coordinators should make sure that individuals and agencies who work with Russian, Asian, African American, Latino/a, and Native American populations are included in OPEN meetings and in school presentations;
- Schools should invite domestic violence outreach workers to train teachers on how to address the Healthy Relationships component of the Curriculum Goals.
- Schools should provide all health and other teachers with a list of agencies that run workshops and/or make presentations about bullying and dating or domestic violence.

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APPENDIX A

Bullying Definitions

- ❖ “Bullying is the deliberate, repeated harm or threat of harm by the same student or group of students against a relatively defenseless student or staff member.” (*Respect & Protect*)

- ❖ Bullying is “Aggressive behavior or intentional harm-doing” that is “physical, verbal, or emotional,” “carried out repeatedly and over time” that “occurs within an interpersonal relationship characterized by an imbalance of power.” (*Expect Respect*)

- ❖ Bullying is “unfair and one-sided. It happens when someone keeps hurting, frightening, threatening or leaving someone out on purpose.” (*Steps to Respect*)

- ❖ “Bully/victim violence involves an imbalance of power and strength between students; bully/victim violence occurs whenever a student intentionally, repeatedly, and over time inflicts or threatens to inflict physical or emotional injury or discomfort on another’s body, feelings, or possessions.” (*No-bullying Program*)

Enrolled
House Bill 3403

Sponsored by Representative DEVLIN; Representatives HASS, MORRISETTE, NELSON, NOLAN,
Senator CASTILLO

CHAPTER

AN ACT

Relating to students.

Be It Enacted by the People of the State of Oregon:

SECTION 1. The Legislative Assembly finds that:

(1) A safe and civil environment is necessary for students to learn and achieve high academic standards.

(2) Harassment, intimidation or bullying, like other disruptive or violent behavior, is conduct that disrupts a student’s ability to learn and a school’s ability to educate its students in a safe environment.

(3) Students learn by example. The legislature commends school administrators, faculty, staff and volunteers for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate harassment, intimidation or bullying.

SECTION 2. As used in sections 1 to 7 of this 2001 Act, “harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

(1) Physically harming a student or damaging a student’s property;

(2) Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or

(3) Creating a hostile educational environment.

SECTION 3. (1) Each school district shall adopt a policy prohibiting harassment, intimidation or bullying. School districts are encouraged to develop the policy after consultation with parents and guardians, school employees, volunteers, students, administrators and community representatives.

(2) School districts are encouraged to include in the policy:

(a) A statement prohibiting harassment, intimidation or bullying;

(b) A definition of harassment, intimidation or bullying that is consistent with section 2 of this 2001 Act;

(c) A description of the type of behavior expected from each student;

(d) A statement of the consequences and appropriate remedial action for a person who commits an act of harassment, intimidation or bullying;

(e) A procedure for reporting an act of harassment, intimidation or bullying, including a provision that permits a person to report an act of harassment, intimidation or bullying

anonymously. Nothing in this paragraph may be construed to permit formal disciplinary action solely on the basis of an anonymous report;

(f) A procedure for prompt investigation of a report of an act of harassment, intimidation or bullying;

(g) A statement of the manner in which a school district will respond after an act of harassment, intimidation or bullying is reported, investigated and confirmed;

(h) A statement of the consequences and appropriate remedial action for a person found to have committed an act of harassment, intimidation or bullying;

(i) A statement prohibiting reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying and stating the consequences and appropriate remedial action for a person who engages in such reprisal or retaliation;

(j) A statement of the consequences and appropriate remedial action for a person found to have falsely accused another of having committed an act of harassment, intimidation or bullying as a means of reprisal or retaliation or as a means of harassment, intimidation or bullying;

(k) A statement of how the policy is to be publicized within the district, including a notice that the policy applies to behavior at school-sponsored activities; and

(L) The identification by job title of school officials responsible for ensuring that policy is implemented.

SECTION 4. Each school district shall adopt a policy prohibiting harassment, intimidation or bullying and transmit a copy of the policy to the Superintendent of Public Instruction by January 1, 2004.

SECTION 5. (1) A school employee, student or volunteer may not engage in reprisal or retaliation against a victim of, witness to or person with reliable information about an act of harassment, intimidation or bullying.

(2) A school employee, student or volunteer who witnesses or has reliable information that a student has been subjected to an act of harassment, intimidation or bullying is encouraged to report the act to the appropriate school official designated by the school district's policy.

(3) A school employee who promptly reports an act of harassment, intimidation or bullying to the appropriate school official in compliance with the procedures set forth in the school district's policy is immune from a cause of action for damages arising from any failure to remedy the reported act.

SECTION 6. School districts are encouraged to form harassment, intimidation or bullying prevention task forces, programs, and other initiatives involving school employees, students, administrators, volunteers, parents, guardians, law enforcement and community representatives.

SECTION 7. Sections 1 to 7 of this 2001 Act may not be interpreted to prevent a victim of harassment, intimidation or bullying from seeking redress under any other available law, whether civil or criminal. Sections 1 to 7 of this 2001 Act do not create any statutory cause of action.

APPENDIX C

Programs reviewed

Safe Dates

Developed and evaluated by Vangie Foshee, Associate Professor at University of North Carolina School of Public Health. Used in a rural county in North Carolina with 8th and 9th graders to prevent dating violence. Recommended as a demonstrated model with school and community components by U.S. Departments' of Justice and Education 1998 Annual Report on School Safety (U.S. Department of Justice 1998).

No Bullying Program

Developed by the Johnson Institute. Used in Portland Public Schools; bullying prevention. Has components for K-1; 2-3; 4-5; 6-8. Suggested in a pamphlet produced by the U.S. Department of Education. (U.S. Department of Education 1998)

In Touch With Teens

Developed by LACAAW (Los Angeles Commission Against Abuse of Women). Pilot project with evaluation currently taking place in Los Angeles Schools. For use with youth aged 12 – 19; focuses on dating violence in the context of other forms of violence.

Chance For Change

Developed by Bradley-Angle House (Multnomah County). Evaluated. Currently used by Domestic Violence Shelters and Organizations as basis for education to students in Multnomah County Schools. For use with students in grades 6 – 12; focuses on dating violence and sexual assault.

Quit It/Bully Proof/Flirting or Hurting/Gender Violence Gender Justice

Developed by and with Nan Stein at the Wellesley College Center for Research on Women. A series of four curricula to be used from K-12 addressing bullying, sexual harassment, and gender violence. Evaluated as part of the *Expect Respect* Program in Austin, Texas. Quit It is for grades K-3; Bullyproof for grades 4-5; Flirting or Hurting is for grades 6 – 12; and Gender Violence Gender Justice is for grades 7 – 12. Flirting or Hurting has been ranked a Promising Model for reducing sexual harassment and sexual violence in the Departments' of Justice and Education 1998 Annual Report on School Safety (U.S. Department of Justice 1998). Quit It and Bullyproof are suggested by the U.S. Department of Education (U.S. Department of Education 1998).

The Bully Free Classroom

Book written by Allan Beane. Gives teachers 100 tips to make address bullying in their classrooms and to prevent it. Used in Portland Public Schools.

Steps to Respect

Developed by the Committee for Children for use with students in grades 3 through 6. May be used in Portland Public Schools in the future. Focuses on bullying throughout and discusses sexual harassment in grades 5 & 6. Evaluation in progress. A copy of the curriculum was not available for review.

Dating Violence Prevention Project

Developed by Daniel O’Leary at SUNY Stonybrook. Evaluated. For use with High School Students. Used on Long Island, NY. Recognized as a demonstrated curriculum for changing attitudes condoning dating violence, and a promising curriculum for changing behaviors among students. (U.S. Department of Justice 1998).

No Punching Judy

Developed by Community Advocates in Portland, OR. For use with Elementary Schools. Works with Parents, Teachers, School Counselors, and Students. Focuses on children who witness domestic violence and what they can do to keep themselves safe.

Massachusetts Department of Education Teen Dating Violence Program

Program providing funding for schools to develop and implement comprehensive programs to prevent dating violence and intervene appropriately in dating violence situations. Has guidelines for policies, services, interventions, prevention programs, and parental involvement.

APPENDIX C

Program/ Curricula Name	Safe Dates	No Bullying Program	In Touch with Teens	Chance for Change	Bully Proof and Flirting or Hurting	The Bully Free Classroom	Steps to Respect	Dating Violence Prevention Project	No Punching Judy	MA Dept of Education
Primary Purpose	Dating violence prevention	Bullying Prevention & some intervention	Dating and Sexual Violence Prevention	Dating and Sexual Violence Prevention	Bullying and Gender Violence Prevention	Bullying intervention and prevention	Bullying Prevention	Dating Violence prevention	Domestic Violence Awareness & Response	Dating violence prevention & intervention
Evaluated	Yes	Yes	In Process	Yes	Yes	N/A	In Process	Yes	Yes	Yes
Policy and Practices	No	Yes	No	No	Yes	Yes	Yes	No	N/A	Yes
Integration in school climate	No	Yes	No	No	Encourages	Yes	Yes	No	N/A	Yes
Addresses Victim blaming	Yes	Yes	Yes	Yes	Somewhat	Yes	Unknown	Yes	Yes	Don't Know
Gender Violence	Somewhat	Somewhat	Yes	Yes	Yes	No	Unknown	No	Yes	Yes
Bullying/ dating violence based on power	Yes	Yes	Yes	Yes	Not really	Yes	Don't Know	Yes	Yes	Yes
Power as: Both ability and social position	No discussion of how people get power	Abilities	Social position	Social position	Yes	Some	Don't Know	No discussion of how people get power	N/A	Unknown
Dating violence context	No	N/A	Yes	Yes	No	N/A	N/A	No	Yes	Yes
Bystander intervention	No	Yes	Somewhat	Somewhat	Yes	Teachers	Unknown	No	N/A	Teachers
Connection to services	Yes	N/A	Encourages	Encourages	No	N/A	N/A	Encourage	Yes	Yes
Integration with other parts of curriculum	No	No	No	No	Yes	Yes	Yes	No	No	Unknown
Teacher, school staff, administrator training	No	Yes	No	No	Yes	Yes	Don't Know	No	Yes	Yes
Deals appropriately with possibility of disclosures to schools	No	Yes	Somewhat	No	Yes	Yes	Yes	Unknown	Yes	Yes
Used in Multnomah County	No	Yes	No	Yes	No	Yes	Not yet	No	Yes	No

APPENDIX D

Agencies in Multnomah County that do presentations for students or trainings for school staff on dating violence, domestic violence, self-defense, or bullying.

Agency	Contact Person	Phone Number
Bradley Angle House	Fawn Gustin	503-232-7805
Clackamas Women's Services	Laurel Mohan	503-722-2366
Community Advocates	Jennifer Talbot	503-280-1388
El Programa Hispano	Dunetchka Otero	503-669-8350
Girls Initiative Network	Annette Klinefelter	503-493-3955
Gresham Police Department	Wendy Hunt	503-618-2237
IRCO	Anne Valsamakis	503-235-9396
Multnomah County Health Department	Linda Jaramillo	503-988-3663 x22815
Native American Family Healing Circle	Tawna Sanchez	503-288-8177
Portland Police – Womenstrength	Stephanie Reynolds	503-823-0296
Portland Women's Crisis Line	Service Currently Unavailable	
Rafael House	Erica Wehrley	503-222-6507
Sisters In Action for Power	Amara Perez	503-331-1244
Volunteers of America Family Center Outreach Office	Angela Shultz	503-771-5503

APPENDIX E

Methods

From May 30 through August 2001, Sarah Roberts gathered the information presented in this report. She conducted over 15 telephone surveys with representatives working on the issues of violence in schools, bullying or dating/domestic violence in Multnomah County, including:

- community agencies that address domestic violence
- principals of public schools
- school district staff who work on either gender equity or violence prevention

She reviewed recent literature on best practices for addressing bullying and/or dating violence in schools. She also reviewed several curricula (listed in Appendix C) based on the criteria described in this report.

Finally, she presented her findings at a community meeting attended by 40 people from schools, domestic violence and other community agencies, juvenile justice services and other school boards. She met with Superintendents of school districts and with a member of the Board of Portland Public Schools.

Ms. Roberts is a graduate student at the University of Michigan's School of Public Health. Her internship in the Multnomah County Domestic Violence Coordinator's Office during this time is part of her course requirements.