Virtual Symposium: Understanding and Preventing Youth Hate Crimes and Identity-Based Bullying

October 27–28, 2021 | 1–5 p.m. ET

Event Recording

This event is being recorded and will be published on OJJDP's multimedia page.

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Opening Remarks

Maureen Henneberg
Deputy Assistant Attorney General
Office of Justice Programs
U.S. Department of Justice

PREVENTING
YOUTH HATE
CRIMES &
BULLYING
An OJJDP Initiative

Session Transition

Coming up at 1:20 p.m. ET:

Research and Trends: What We Know About Identity-Based Bullying, Hate Crimes, and Hate Groups

1:20–2:45 p.m. ET

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Research and Trends: What We Know About Identity-Based Bullying, Hate Crimes, and Hate Groups

October 27, 2021 | 1:20–2:45 p.m. ET

PREVENTING YOUTH HATE CRIMES & BULLYING
An OJJDP Initiative

What Do We Know About Identity-Based Bullying?

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Definition of Bullying
(CDC; Gladden et al., 2014)

- Bullying is unwanted aggressive behavior(s) among school-age children that has a high likelihood of causing physical or psychological harm or injury and is characterized by:

  1) an imbalance of **real or perceived power** that favors the aggressor(s);

  2) is **repeated or has a high likelihood** of being repeated;

  3) the victim(s) of bullying may feel **intimidated, demeaned, or humiliated as a result of the aggression.**

Defining Identity-Based Bullying

- Identity-based bullying (IBB; bias-based bullying or stigma-based bullying): any form of bullying occurring because of the youth's actual or perceived social identity(ies) (e.g., racist remarks, being shoved due to actual or perceived LGBTQ identity; Brinkman, 2015).

- IBB specifically relates to verbal and/or physical assaults rooted in discrimination (Brinkman, 2015).

- Identity is only recently being acknowledged in the bullying literature, despite 35–40% of bullied youth reporting IBB in nationally representative samples (Russell et al., 2012).

Bias- & Identity-Based Bullying

- General-based victimization is typically seen as less harmful than bias- or identity-based bullying, which targets one or multiple facets of an individual's identity such as racial/ethnic or gender/sexual identities (Bontempo & D'Augelli, 2002; Espelage et al., 2018, 2021; Mulvey et al., 2018; Russell et al., 2012; Xu et al., 2020).

- Various individual identities are frequently associated with higher levels of victimization including age, BMI, disability status, gender and sexual identity (& gender non-conforming), race and ethnicity, and socioeconomic status (Azeredo et al., 2015; Bilic, 2015; Blake et al., 2016; Earnshaw et al., 2018; Espelage et al., 2011, 2017, 2020; Goldbach et al., 2017; Russell et al., 2012).

Discrimination

- **Discrimination** is conceptualized as the unjust or prejudicial treatment of people based on group membership and stigma speaks to the general disapproval of people based on group membership.

Minority Stress Theory

- The seminal minority stress model has been used to understand some individuals present with higher rates of adverse outcomes (Meyer, 1995, 2003).

- Minority stress has been conceptualized as strain arising from the social position of individuals in stigmatized, disadvantaged, and oppressed groups in society (Meyer et al., 2014).

- The combination of stigma-related stressors (including IBB) with typical daily stressors offers a helpful framework that explains the health, psychosocial, and academic disparities ever-present among some youth who are bullied.

IBB: Race/Ethnicity

- According to the U.S. Department of Education (2019), 23% of bullying incidents were based on race.

- In a systematic review, Xu et al., 2020 found that bullying by racial group is mixed, with some researchers identifying elevated victimization among racial and ethnic minority students (Goldweber et al., 2013; Stein et al., 2007), and others finding comparable rates or higher rates of victimization for White students (Spriggs et al., 2007).

IBB: Race/Ethnicity

- Discrepancies may be due to cultural variations in what is considered bullying and beliefs about how students are expected to respond to victimization (Xu et al., 2020).

- Certain racial and ethnic groups are less likely to report bullying when questions are definition based, resulting in **underreporting** (Lai & Kao, 2018; Sawyer et al., 2008).

- However, research shows racial and ethnic minorities and immigrants are more likely to experience IBB and bias-based bullying due to their identities (Xu et al. 2020).

IBB: Gender & Sexual Minority Youth

- Bullying occurs more frequently among gender & sexual minority youth in American schools than among students who identify as heterosexual (Birkett, Espelage, & Koenig, 2009; Espelage et al., 2008, 2020, 2021; Kosciw, Greytak, & Diaz, 2009; Robinson & Espelage, 2012, 2013).

- 2019 National School Climate Survey of LGBTQ youth experiences: 59% of LGBTQ students in the U.S. felt unsafe at school because of their sexual orientation, 42.5% felt unsafe because of their gender expression, and 37.4% felt unsafe because of their gender (Kosciw et al., 2020).

IBB: Gender & Sexual Minority Youth

- 2019 National School Climate Survey of LGBTQ youth experiences: 95% of LGBTQ youth heard homophobic remarks at school and 86% experienced harassment or assault because of their personal characteristics (Kosciw et al., 2020).

- LGBTQ youth reported: hostile school policies and practices such as not being allowed to use bathrooms aligned with their gender identity (28.4%), being prevented from using their chosen pronouns (22.8%), and being prohibited from discussing or writing about LGBTQ topics in school assignments (16.6%).

IBB: Religiosity

- Study of 1,041 Muslim students ages 11-18 in California public and private schools (CAIR, 2017):

  - 53% of respondents reported being made fun of, verbally insulted, or abused by other students for being Muslim.

  - 38% of Muslim students reported being bullied by a teacher or administrator.

  - Muslim students were also "othered" by their peers, creating distinct in- and out-groups resulting in marginalization and social exclusion (Tahseen et al., 2019).

  - Experiences associated with a host of negative outcomes including school anxiety, stress, depression, decreased academic engagement, and increased engagement in risky behaviors (Ahmed et al., 2015).

IBB: Intersectionality

- Intersectionality refers to the concept that an individual's identity consists of various lived experiences rather than one singular cultural identity (King et al., 2017).

- It is important to understand how the complex intersections of youth identities influence their experiences, particularly as they relate to IBB victimization and perpetration.

- Youth with multiple marginalized identities experience bullying victimization at an elevated rate due to the intersectionality of these identities (Forber-Pratt et al., 2020; Hatchel & Marx, 2018; Morales et al., 2019; Mueller et al., 2015).

IBB: Intersectionality

- Cross-sectional study of 3,939 high school youth, experiences with and perpetration of bullying based on race/ethnicity were associated with all health, mental health, and violence outcomes examined (Galán et al., 2021).

- 1,505 participants (38.2%) reported experiences of IBB, 972 (27.0%) reported IBB perpetration, and 890 (24.7%) reported both experiences of IBB and IBB perpetration.

- Youth with multiple stigmatized identities experienced even higher rates of both sides of IBB.

Sexual Orientation & Disability Status
(King, Merrin, Espelage, et al. 2017)

- Students who identify with one marginalized identity reported significantly higher levels of suicidal ideation than their heterosexual peers or peers with disabilities.

- Peer victimization exacerbated the relation between suicidal ideation for students who identify with both stigmatized identities, and school connectedness **did not** buffer the relation.

American Indigenous Youth
(Gloppen et al., 2018)

- Examined whether American Indigenous (AI) youth involved in bullying were more likely to experience mental health problems than AI youth who were not involved in bullying.

- AI youth experiencing all forms of bullying were at risk for mental health problems; however, those who reported higher levels of protective factors were less at risk of internalizing problems and suicidality even in the presence of bullying.

- Protective factors included: Internal assets, feelings of empowerment, and feeling safe at school had significant protective effects.

- **Given the complexity of historical trauma passed through generations and lifetime experiences of discrimination, there is a need for renewed focus on culturally relevant prevention programs tailored to AI populations.**

Overweight & Obese Youth
(Waasdorp et al., 2018)

- Sample of 43,000 youth in 107 middle and high schools. Both overweight and obese adolescents were at an increased risk of experiencing relational, verbal, and cyberbullying victimization.

- Obese youth were at greatest risk of physical victimization.

- Frequently victimized obese youth had higher odds of internalizing symptoms relative to frequently victimized normal-weight peers.

Overweight & Obese Youth
(Waasdorp et al., 2018)

- Research indicates that victimization may impact obese and overweight children more strongly due to reduced social support, reduced internal protective factors such as self-esteem or attributional style.

- In addition, research on stigma related to weight suggests that adults might also, at some level, blame obese and overweight children for their victimization experiences (Gray et al., 2009).

- It may also be necessary to provide school staff with additional training regarding discriminatory victimization and the need for adult responsiveness.

Social Justice Issue

- "From a social justice perspective, which stresses the importance of empowerment of people who are vulnerable and oppressed (National Association of Social Workers, 2017), understanding IBB and bias-based bullying is a necessary first step toward development and implementation of programs and policies in schools, which not only reduce bullying, but also address prejudice that accompanies bullying behaviors in school." (Hong, Piguero, & Espelage, 2015).

- **Social justice can be achieved when young people, despite noticeable differences, are afforded with a safe school climate where they can learn and grow without fear of ridicule, harassment, and violence.**

Cyberbullying and Hate Speech

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Definitional Differences

- Cyber-aggression – online impersonation, trolling, cyberstalking, ghosting, false reporting, password hacking, meanness, etc.

- Cyberbullying – "willful and repeated harm inflicted through computers, cell phones, and other electronic devices" (Hinduja & Patchin, 2015:11)

- Bias-based cyberbullying – hurtful actions online that devalue or harass individuals or social groups specific to an identity-based characteristic (Strohmeier et al., 2021)

- Online hate – online actions that demean or degrade a group and its members based on their race/ethnicity, national origin, sexual orientation, gender, gender identity, religion, or disability status (Reichelmann et al., 2020)

- Peer v. stranger, element of repetition, motivation of hate, context of radicalization/extremism

Recent Cyberbullying Over Time
(Nationally representative samples of U.S. 13- to 17-year-olds)
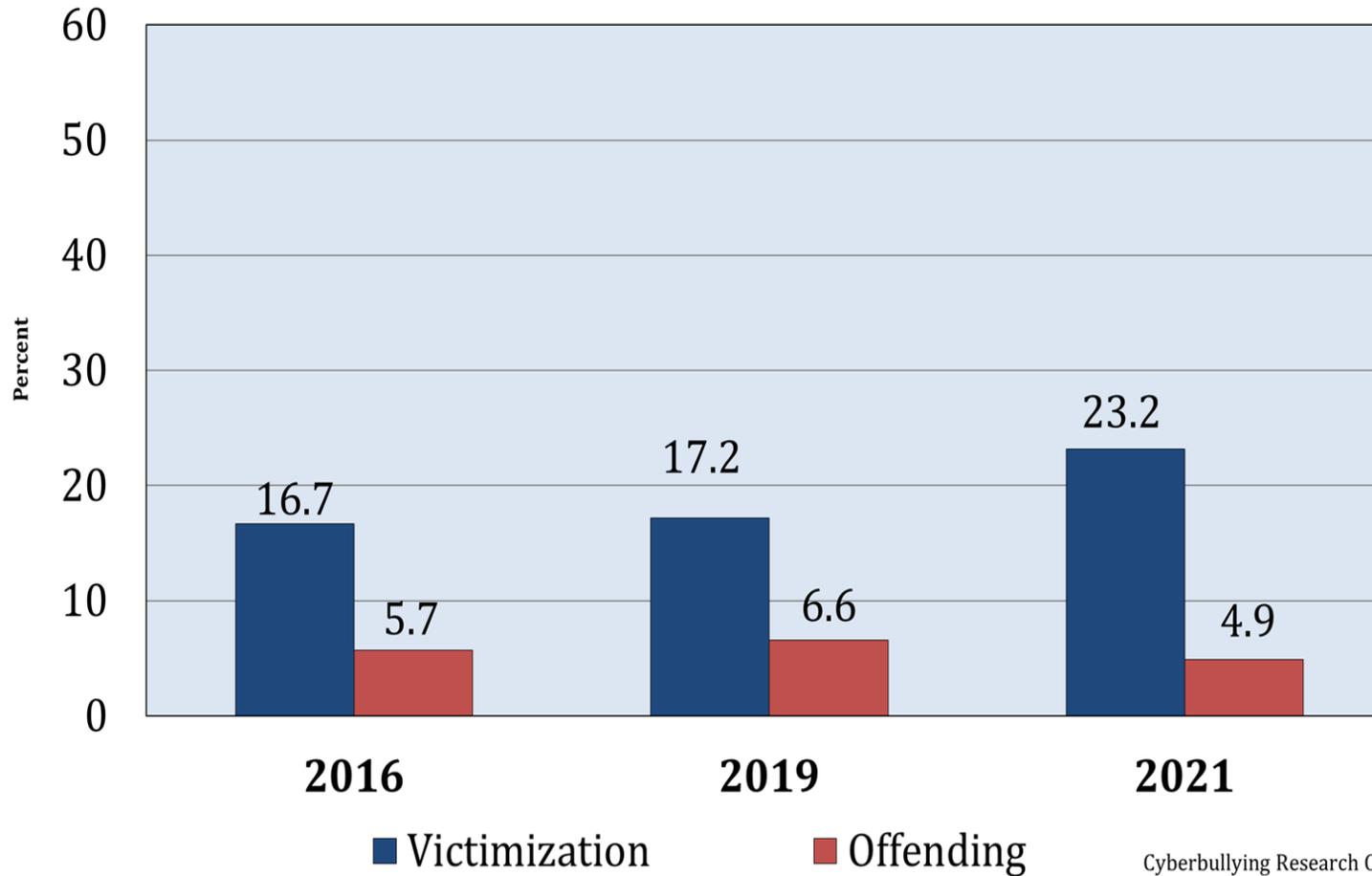
Been Bullied at School Because of Your...
(Nationally representative sample of 2,546 U.S. 13- to 17-year-olds)

Category	Percent
Physical appearance	58.3
Race/ethnicity	18.9
Other	14.8
Gender	13.3
Sexual orientation	12.7
Political viewpoints	10.7
Disability	10.6
Age	9.5
Religion	7.2
Country of birth	1.5
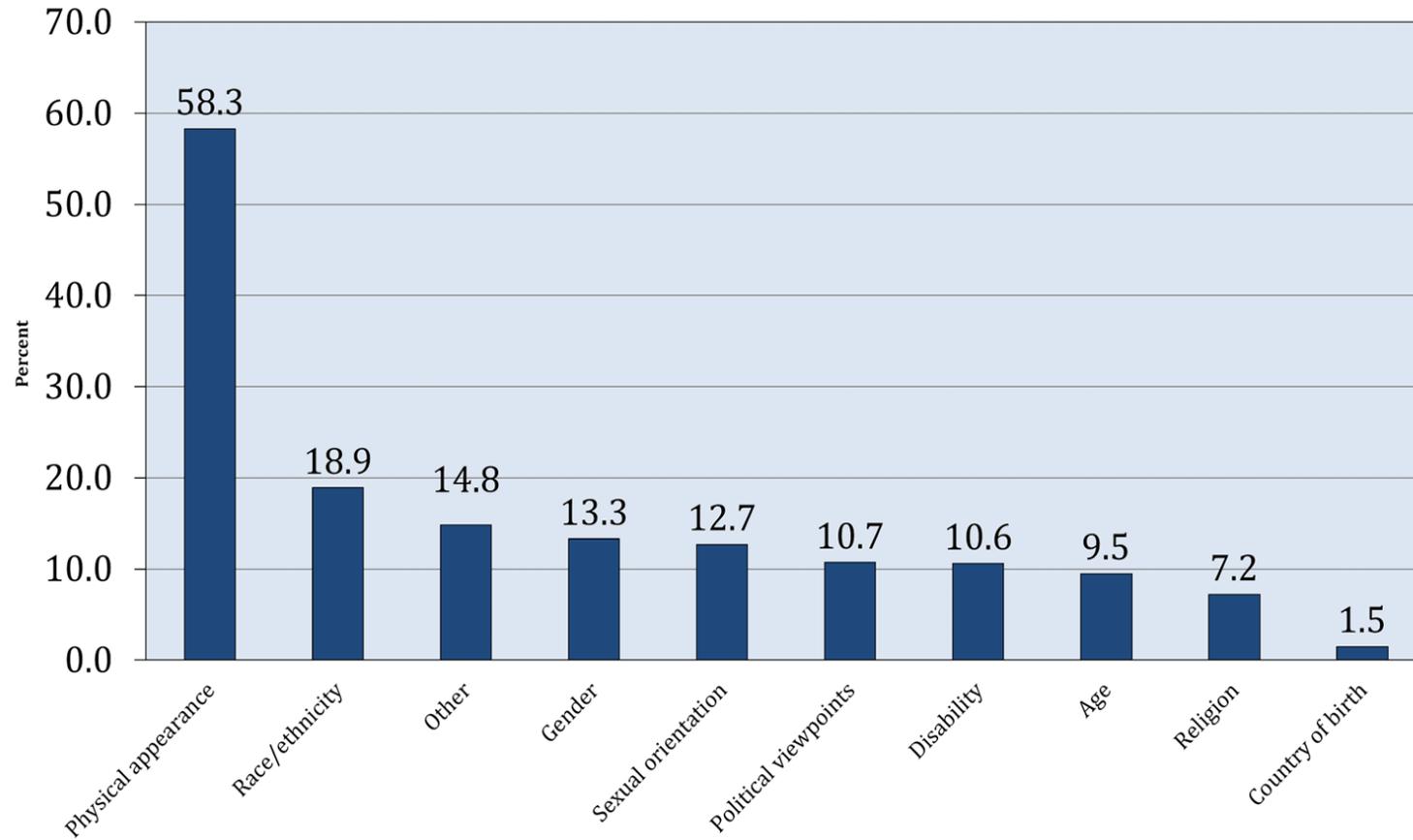
Note: responses from those who have ever been bullied at school

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Been Cyberbullied Because of Your...
(Nationally representative sample of 2,546 U.S. 13- to 17-year-olds)

Physical appearance: 49.8
Race/ethnicity: 23.2
Political viewpoints: 21.3
Gender: 20.7
Age: 20.6
Sexual orientation: 20.0
Other: 13.7
Religion: 11.5
Disability: 10.0
Country of birth: 4.3
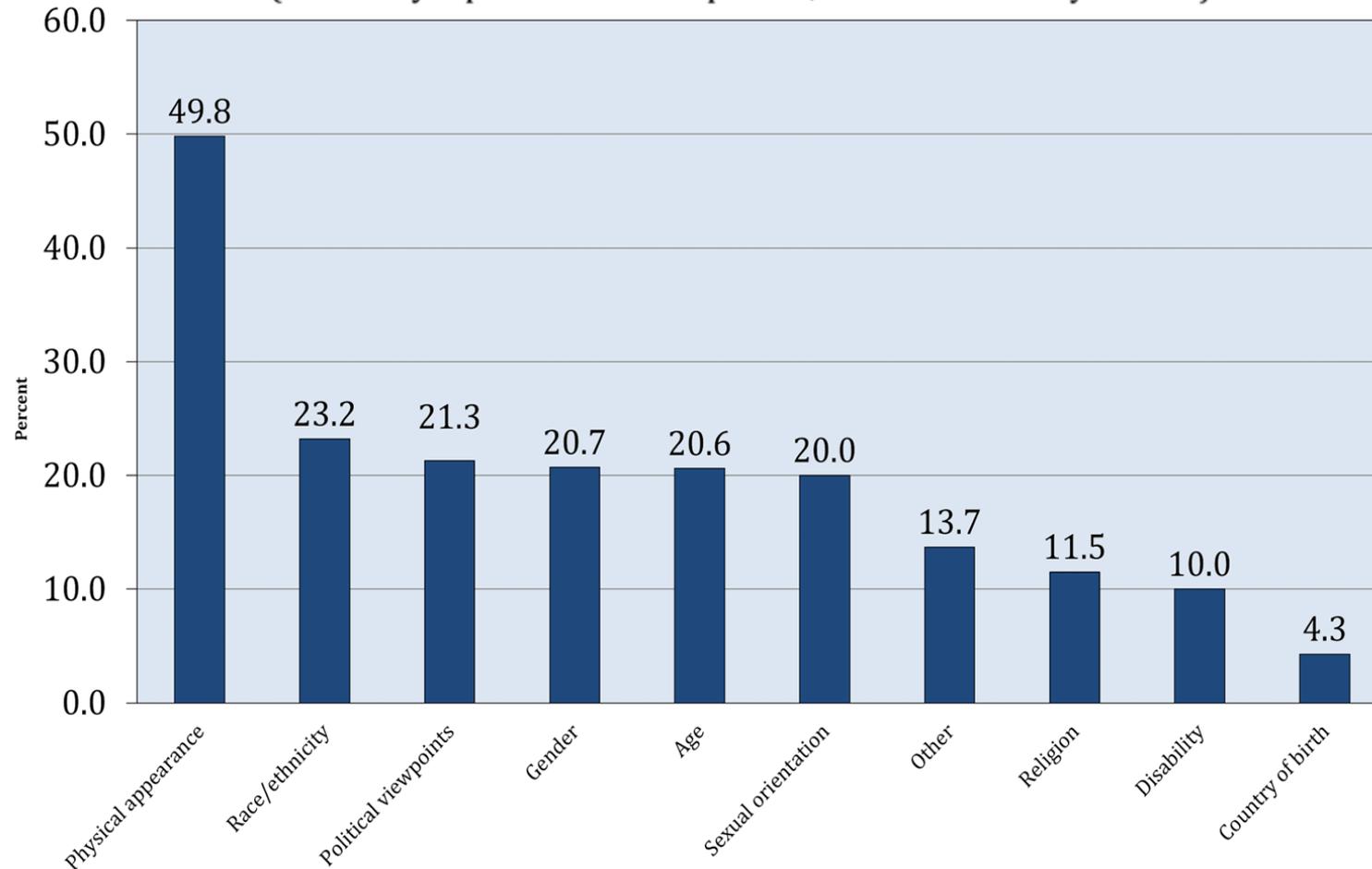
Note: responses from those who have ever been cyberbullied

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Recent Cyberbullying Victimization by Race
(Nationally representative sample of 2,546 U.S. 13- to 17-year-olds)
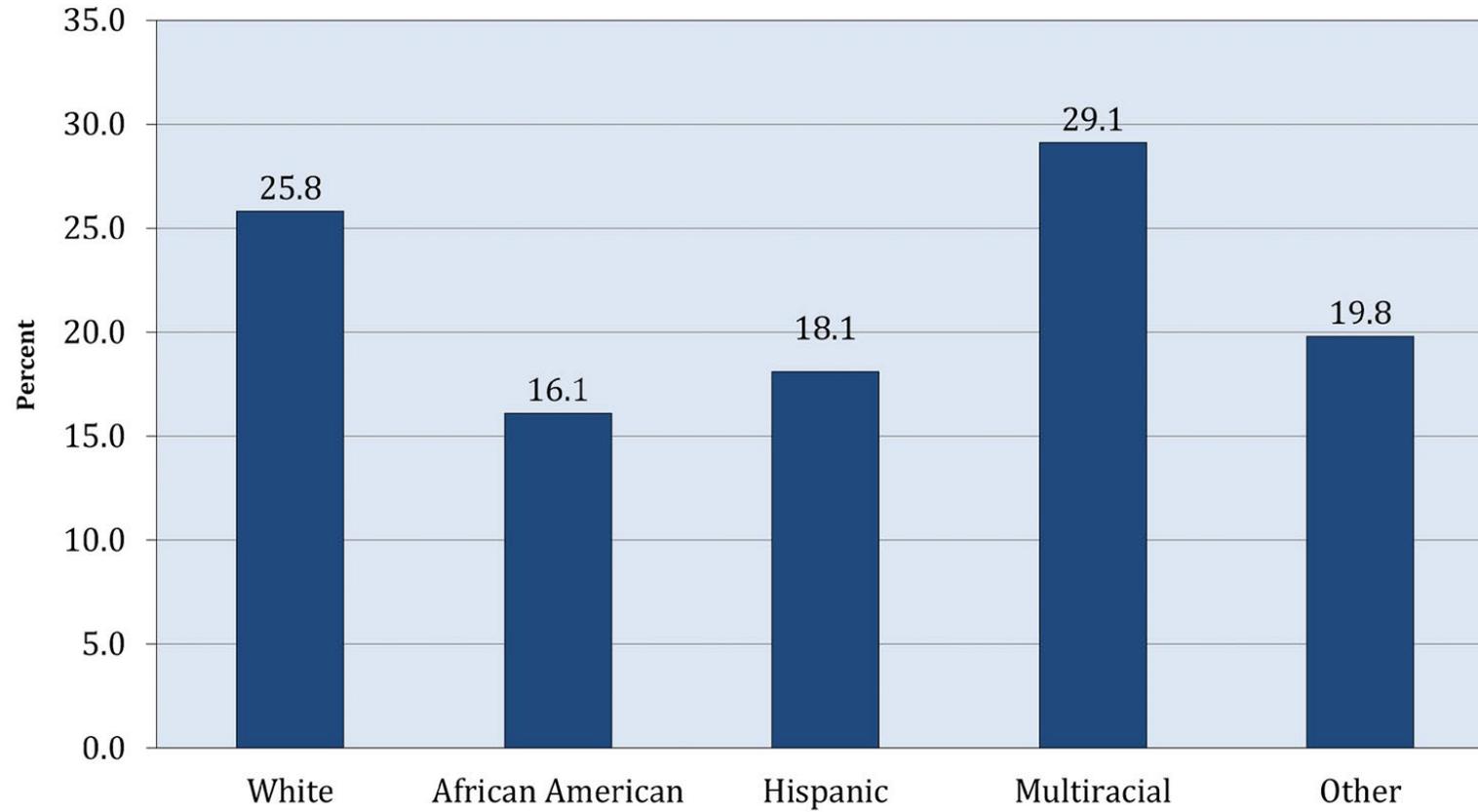
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Recent Cyberbullying Victimization by Gender
(Nationally representative sample of 2,546 U.S. 13- to 17-year-olds)

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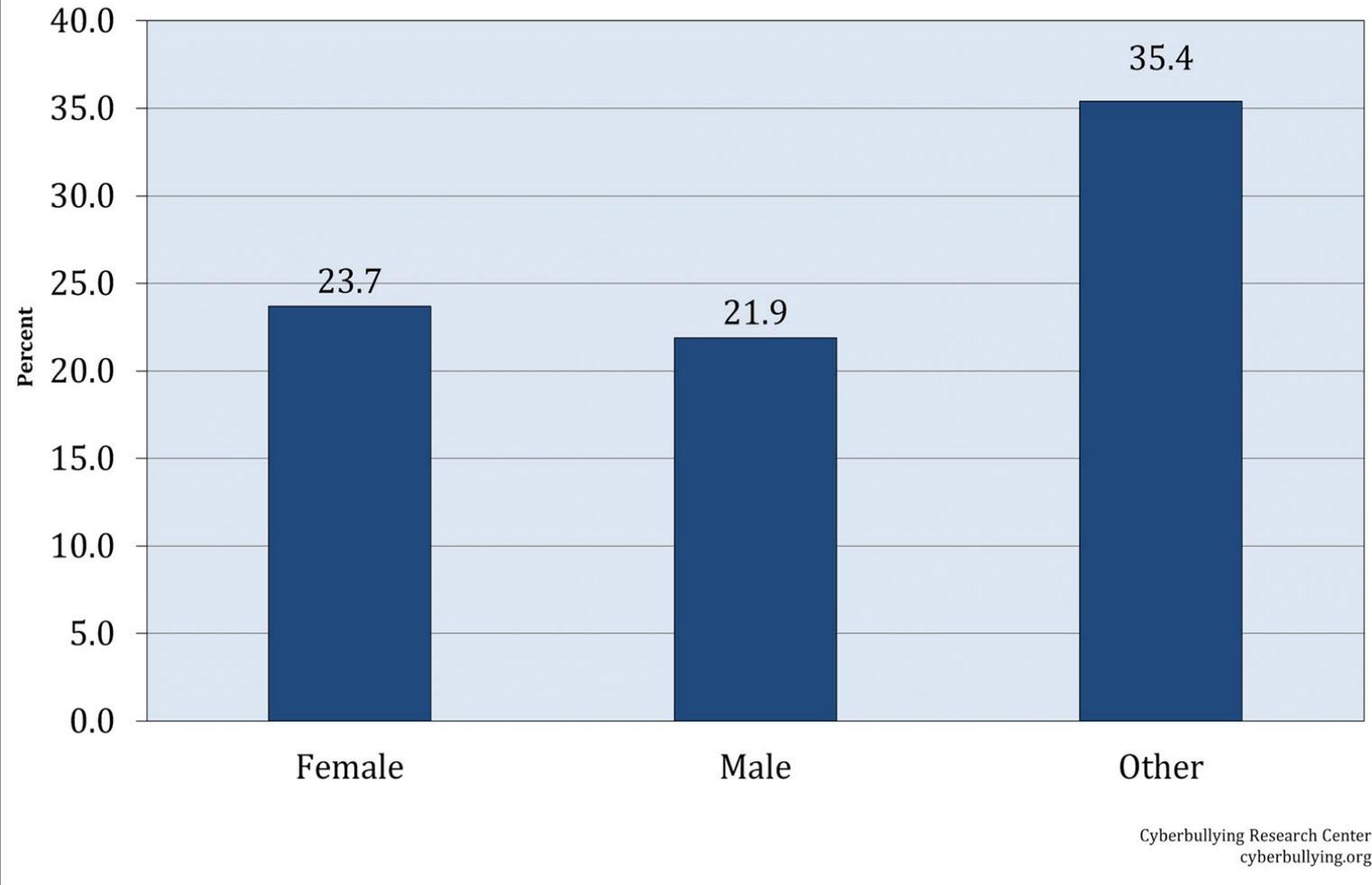
Recent Cyberbullying Victimization by Sexual Orientation
(Nationally representative sample of 2,546 U.S. 13- to 17-year-olds)

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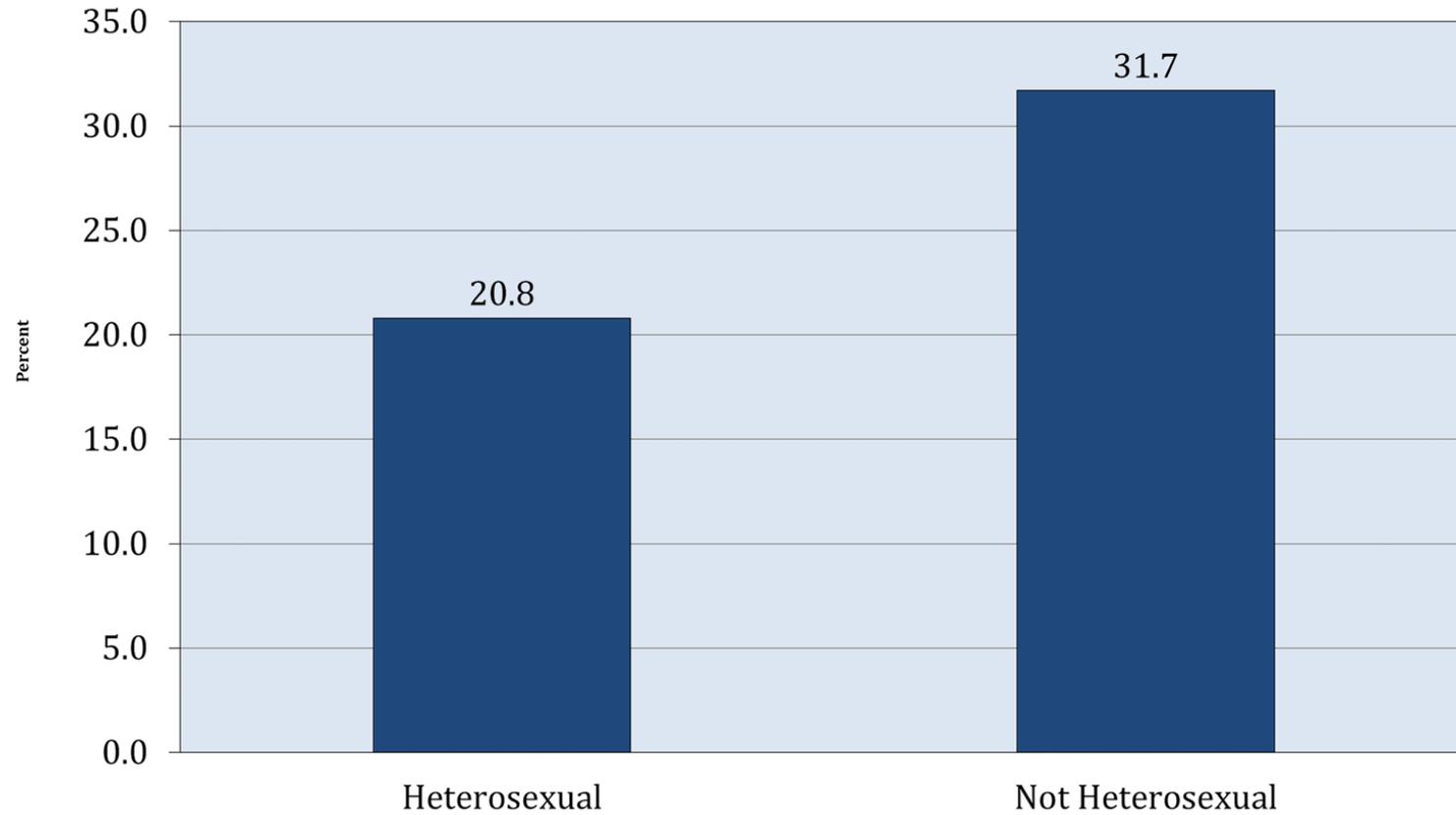
Cyberbullying by Religion
(Nationally representative sample of 5,000 U.S. 12-17-year-olds)

Cyberbullied in last 30 days

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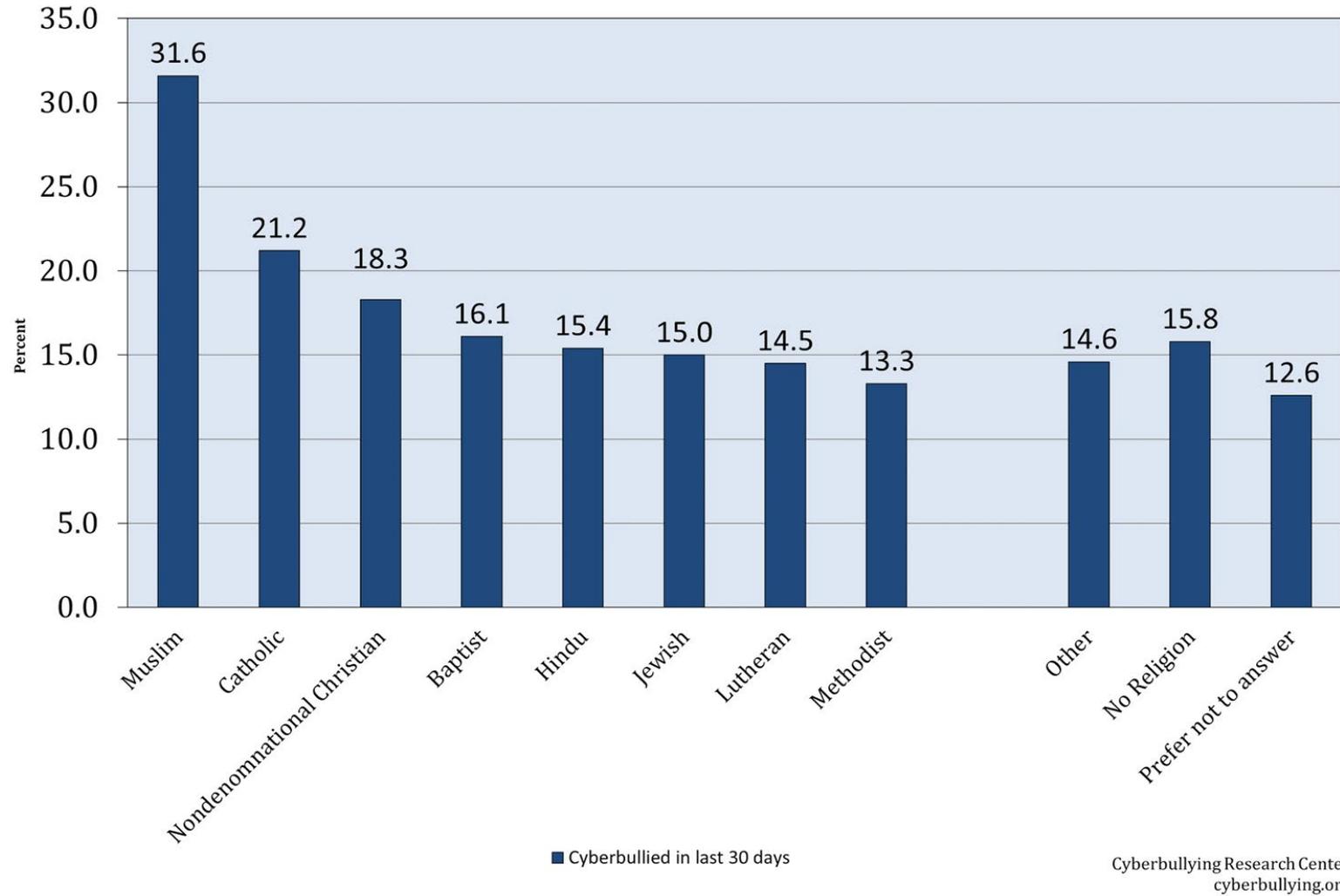
Cyberbullying Based on Religion, by Religion
(Nationally representative sample of 5,000 U.S. 12-17-year-olds)

Percent

- Muslim: 26.3
- Hindu: 15.4
- Catholic: 10.2
- Jewish: 10.0
- Baptist: 7.3
- Nondenomnational Christian: 5.6
- Methodist: 5.1
- Lutheran: 3.8
- Other: 7.0
- No Religion: 3.5
- Prefer not to answer: 3.4

■ Cyberbullied in last 30 days - based on religion

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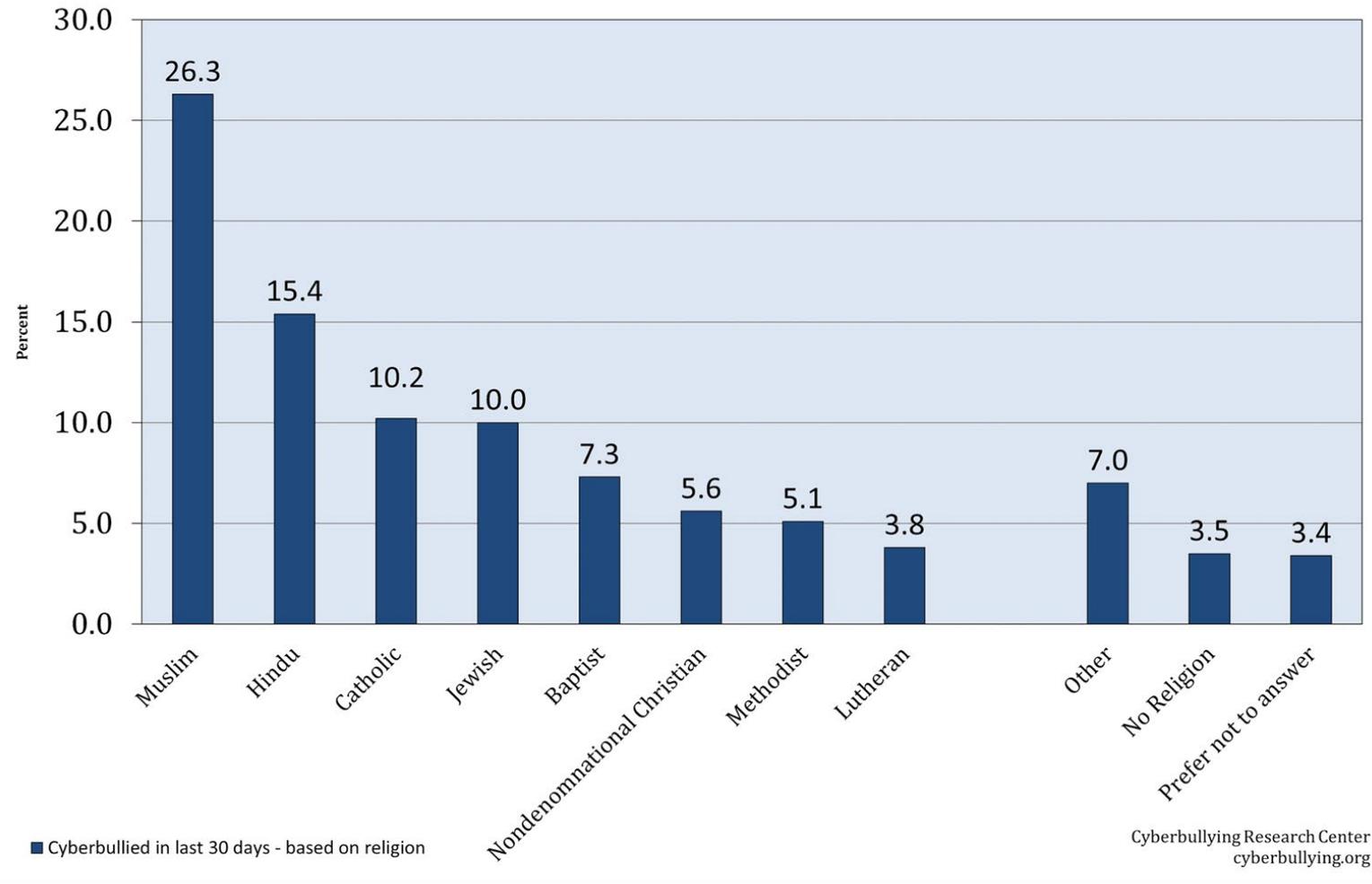
Empathy and Race-Based Cyberbullying Offending
(nationally representative sample of 2,472 U.S. 12-17-year-olds in 2019)

Percent who cyberbullied others based on race

Cognitive Empathy: High Empathy (top 25%) = 0.7, Low Empathy (bottom 75%) = 6.0

Affective Empathy: High Empathy (top 25%) = 0.8, Low Empathy (bottom 75%) = 6.0

■ High Empathy (top 25%)   ■ Low Empathy (bottom 75%)
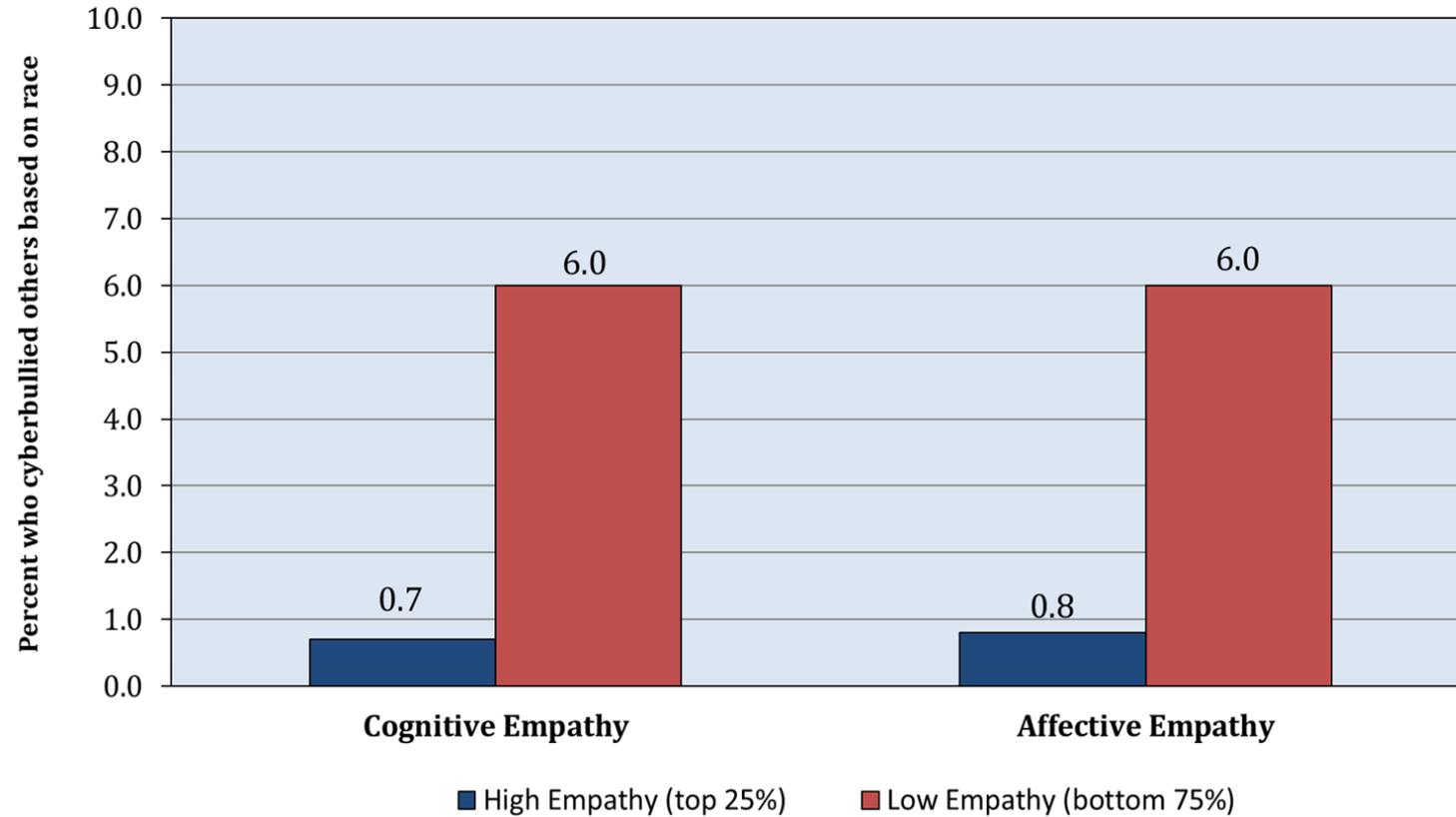
Basic Empathy Scale (Jolliffe & Farrington, 2006) - 25th percentile scoring 28 or higher on cognitive empathy, 31 or higher on affective empathy

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Empathy and Religion-Based Cyberbullying Offending
(nationally representative sample of 2,472 U.S. 12-17-year-olds in 2019)

Basic Empathy Scale (Jolliffe & Farrington, 2006) - 25th percentile scoring 28 or higher on cognitive empathy, 31 or higher on affective empathy

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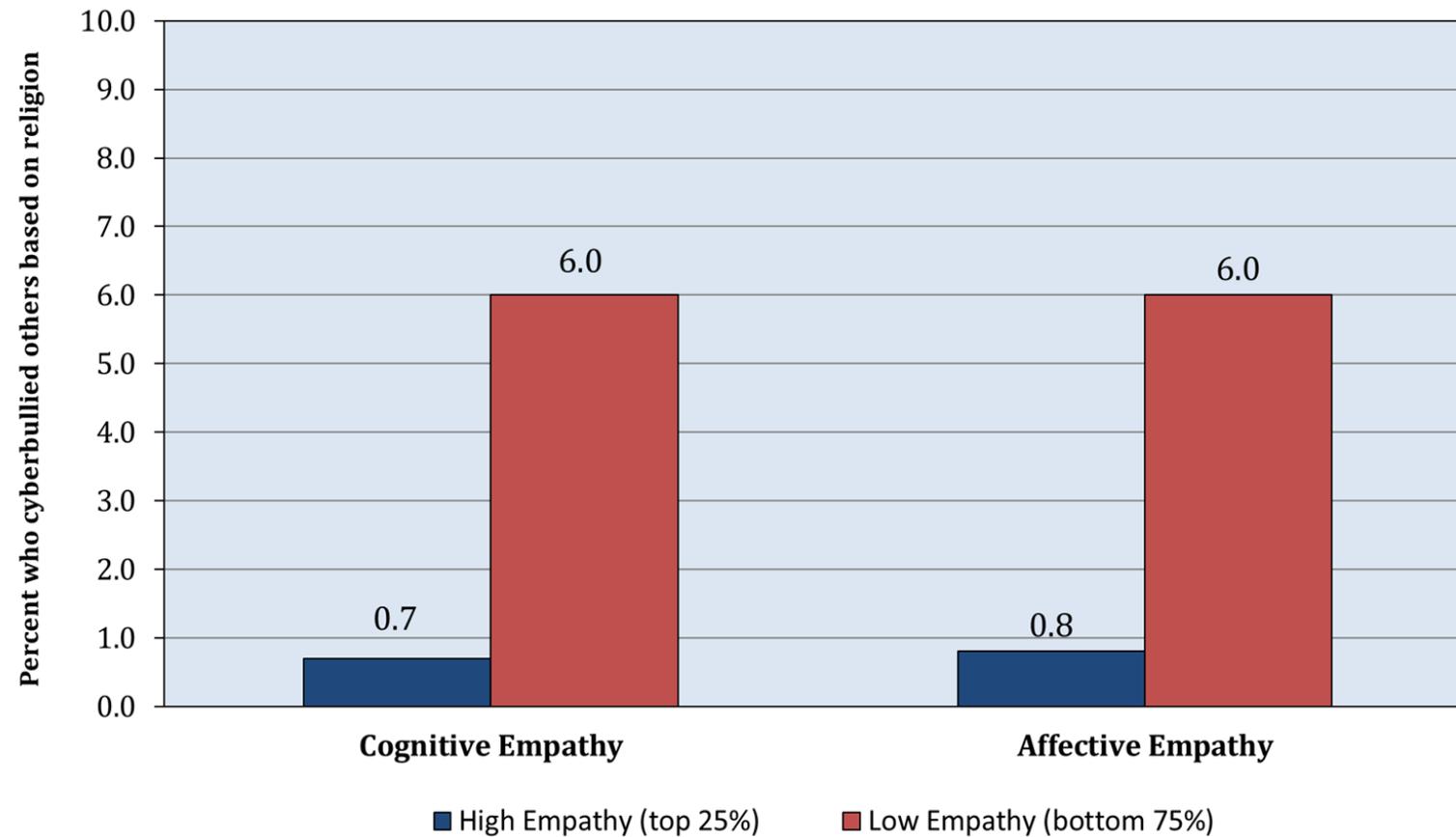
Classifying hate crimes in the National Crime Victimization Survey

Criminal incident/victimization[a,b]

Crime involved hate[c]

Classifying evidence[d]
- Offender used hate language
- Offender left hate signs/symbols at the scene
- Police investigators confirmed it was a hate crime

→ Hate crime[e]

Nonclassifying evidence[g]
- Offender committed similar hate crimes in the past
- Incident occurred on/near a holiday/event/location/gathering place/building commonly associated with a specific group
- Other hate crimes happened to the victim/occurred in the neighborhood
- Victim's feelings/instincts/perception led them to suspect the incident was a hate crime though there was not enough evidence to know for sure

→ Nonhate crime[f]

Crime did not involve hate[f]

Contributing Factors

- Social media fosters and facilitates like-minded communities & insularism
- Subjects are easily portrayed in offensive terms in unregulated spaces
- Violation of free speech? (Mathew et al., 2019)
- Youth trivialize and rationalize hate speech (Jubany & Roiha, 2016)
- Victims normalize the abuse and fail to report (Hubbard, 2020)
- Protection of humor in the policies of many online platforms provide a loophole of sorts where racist content and tropes can be shared and circulated (Lim, 2020; Matamoros-Fernández, 2017; Topinka, 2018)
- Legislation can only go so far, and law enforcement is late to the game

What We Know

- Hate crime is a process rather than singular events or incidents (Bowling, 1993; Williams & Tregidga, 2014)

- Location in the social structure, online associations, and differential reinforcement are key (Bernatzky, Costello, & Hawdon, 2021)

- Extends "climates of unsafety" (Stanko, 1990)

- No causal link (in isolation); ecological, social, structural factors matter

- Terror attacks, political votes, and major court cases (events of significance) are strongly associated with online hate speech and offline hate crimes (Hanes and Machin, 2014; Williams and Burnap, 2016)

- Consistent positive link between Twitter hate speech targeting race and religion and offline aggravated offenses related to race and religion (Williams et al., 2020)

Prevention and Response

- Pareto Principle
- Combat inaction, encourage deletion, promote education, especially teach counter-speech (Citron & Norton, 2011)
- Warn of consequences, shaming/labeling, empathy/affiliation, humor, images (Benesch et al., 2016)
- Exposure to hate crime material <-> perpetrator (Peddell et al., 2016)
- Study propagation networks to measure escalation, duration, diffusion, and de-escalation of social reaction (Williams & Burnap, 2016)
- Take advantage of the half-life hypothesis
- Solve for the echo chambers that algorithms help create
- Control bots
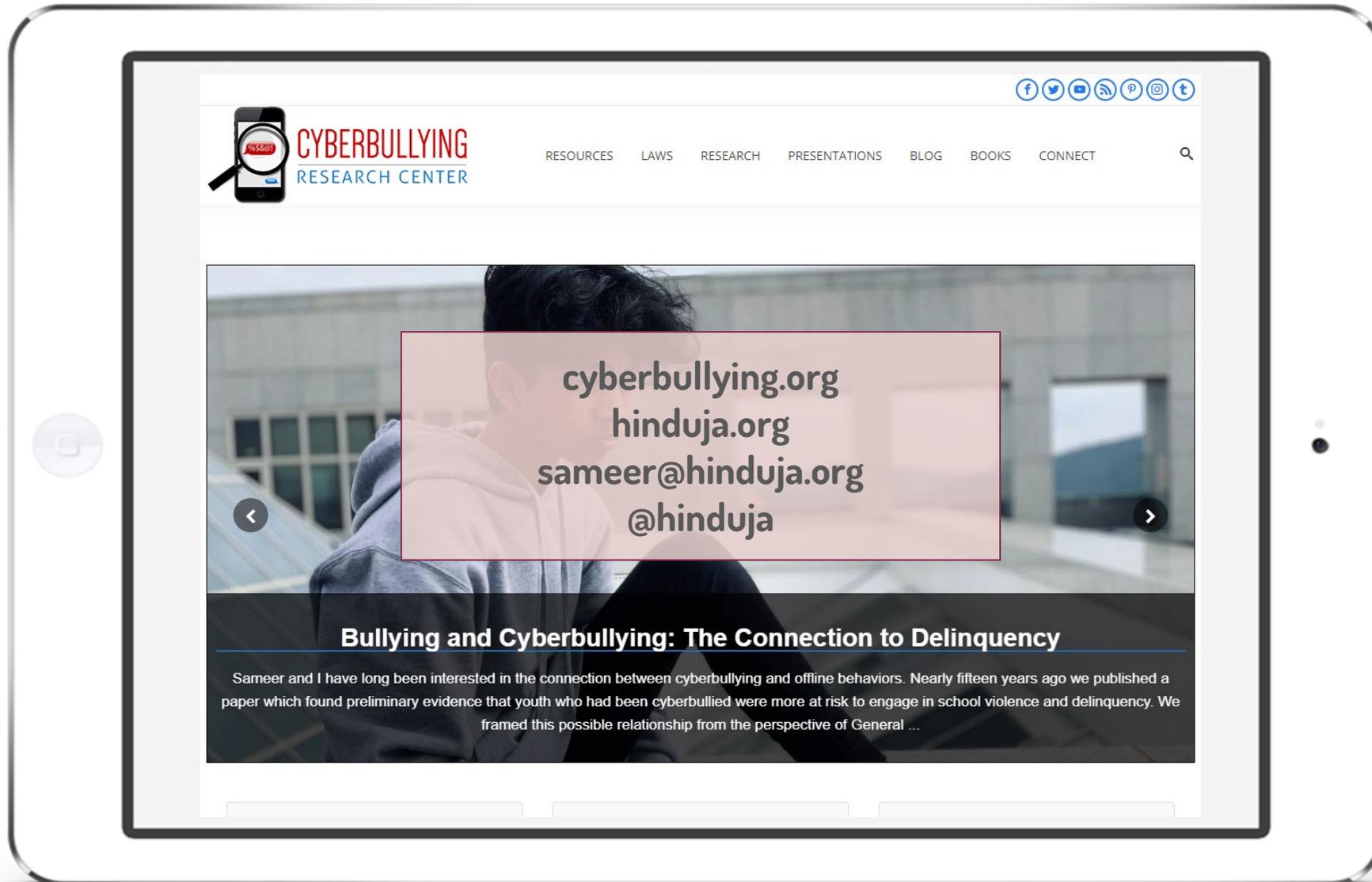
Characteristics of Hate Crimes Involving Juveniles:
Findings From the National Hate Crime Investigations Study (NHCIS)

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Defining Hate Crimes

FBI: "a <u>criminal offense</u> against a person or property <u>motivated in whole or in part by an offender's bias</u> against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity."

State-level definitions vary:

- A few states have no hate crimes laws, and the others include different categories of protected groups.
- "Motivated by bias" is operationalized differently across states.

Additionally, differences in law enforcement agency procedures, practices, and culture around hate crimes create inconsistent investigation and documentation of hate crimes.

Measuring U.S. Hate Crimes

1990 Hate Crime Statistics Act authorized a system for law enforcement agencies (LEAs) to submit data on hate crimes to the FBI as part of Uniform Crime Reporting (UCR) system.

In reporting data, agencies are guided to identify an incident as a hate crime if: "sufficient objective facts must be present to lead a reasonable and prudent person to conclude that the offender's actions were motivated, in whole or in part, by bias."

In 2019, 7,324 hate crimes were reported to the FBI by LEAs. The vast majority of jurisdictions, even in metropolitan areas with populations over 100,000, report zero or very few hate crimes.

National Crime Victimization Survey estimated a total of 305,390 hate crime victimizations in 2019, 44% reported to police.

The National Hate Crime Investigation Study (NHCIS)

Aim of the NHCIS study was to collect detailed nationally representative data on hate crimes investigated by law enforcement

Law enforcement agencies were asked:

"Between January 1, 2018 and December 31, 2018, was your agency involved in <u>any investigations where there was an indicator or suspicion of possible hate or bias motivation by an offender against an individual's or a group's race, religion, ethnic/national origin, gender, disability or sexual orientation?"</u>

The NHCI Study: Methodology

Two-phase data collection:
- Agency-level data from **2,488** agencies[1]
- Follow-up case information was collected on **1,230 hate crime investigations**[2]

Data collection was finalized in September 2021, and we are still completing some cleaning.

Results presented here should be considered preliminary as we continue to clean and code the data; papers and reports will be forthcoming soon.

[1]From 3,521 eligible agencies sampled (71% response rate)
[2]From 1,935 eligible cases sampled (64% response rate)

Current Presentation

How do U.S. hate crime investigations involving juvenile suspects (under 18 years old) differ from those involving adult suspects?

- Suspect characteristics
- Type of bias
- Incident characteristics
- Case outcomes

Percentages presented are weighted to be representative of all hate crimes investigated by law enforcement in the United States.

Findings

According to hate crime information we collected on our sample of 1,230 cases, 57% (n=711) had information about the suspects.

The 43% of cases missing information on suspects primarily involved property destruction (e.g., graffiti) with no witnesses or camera footage to provide information on suspects.

From the 711 cases with information on suspects, **14%** (n=105) involved at least one known juvenile suspect.

In **12%** of cases (n=91), the juvenile suspect was either the sole suspect or identified as the primary suspect.

Hate Crime Investigations: Suspect Information

Suspect Characteristics	Full Sample	Youth Suspect Cases (n=91)	Adult Suspect Cases (n=620)	Design-Based F
Gender				
Male	80%	85%	79%	
Female	20%	15%	21%	$1.88^{n.s.}$
Race/Ethnicity				
Black/AA	14%	17%	14%	$0.42^{n.s.}$
Latino/Hispanic	5%	10%	4%	4.20^{*}
White	63%	63%	65%	$0.16^{n.s.}$
Other	7%	7%	7%	$0.01^{n.s.}$
Known Prior Offense	22%	13%	23%	3.85^{*}
Aggressive w/Police	7%	1%	8%	11.48^{***}

Hate Crime Investigations: Bias Type

Bias Motivation Categories	Full Sample	Youth Suspect Cases (n=91)	Adult Suspect Cases (n=620)	Design-Based F
Race/Ethnicity	70%	67%	70%	$0.27^{n.s.}$
Religion	12%	18%	12%	$2.17^{n.s.}$
Sexual Orientation/Gender Identity/Gender	17%	21%	17%	$1.12^{n.s.}$
Disability	4%	1%	4%	$2.92^{n.s.}$

Hate Crime Investigations: Location of Incident

Location	Full Sample	Youth Suspect Cases (n=91)	Adult Suspect Cases (n=620)	Design-Based F
Residence	24%	13%	25%	6.82**
Street/Road	17%	8%	19%	9.32**
School	7%	48%	1%	300.40***

Hate Crime Investigations: Offense Characteristics

Case Characteristics	Full Sample	Youth Suspect Cases (n=91)	Adult Suspect Cases (n=620)	Design-based F
Offense Type				
Simple Assault	23%	20%	23%	$0.73^{n.s.}$
Aggravated Assault	11%	7%	11%	$1.68^{n.s.}$
Intimidation	35%	47%	34%	$2.99^{n.s.}$
Property Damage	16%	27%	14%	4.66*
Weapon Use	20%	12%	21%	5.12*
Internet Use	6%	13%	5%	8.73**

Hate Crime Investigations: Indicators of Bias Motivation

Indicators of Bias Motivation	Full Sample	Youth Suspect Cases (n=91)	Adult Suspect Cases (n=620)	Design-Based F
Verbal Comments	76%	58%	78%	10.03**
Written Comments	13%	31%	10%	17.61***
Drawings/Graffiti	8%	23%	6%	15.90***
Victim Belief	27%	27%	28%	0.01[n.s.]
Community Belief	12%	30%	9%	20.08***

Hate Crime Investigations: Case Outcomes

	Full Sample	Youth Suspect Cases (n=91)	Adult Suspect Cases (n=620)	Design-Based F
Arrest	48%	37%	50%	$2.82^{n.s.}$
Hate Crime Charges/Hate Crime Penalty Enhancement Pursued	8%	8%	8%	$0.00^{n.s.}$

Case Example 1

A 15-year-old White male student at the high school was threatening to blow up the school and kill all African American kids in the school. The suspect was making these comments on the school bus the day before. The next day in class, he directed racial slurs and a threat to blow up the school at a 15-year-old female African American classmate who was identified as the victim in this case. The victim reported the suspect's actions. The suspect's home was searched and drawings depicting violence towards African Americans were obtained.

Case Example 2

A 16-year-old White male began harassing a 15-year-old White female and a 14-year-old White female at the high school they attended. The suspect began harassing the two female victims because he believed they were lesbians. The suspect began to harass the 15-year-old and draw attention to her for her perceived homosexuality. The harassment was initially reported because the 15-year-old victim's father went to the suspect's house to confront the suspect for the harassment of his daughter. A family member of the suspect reported the incident to the police and the police began to investigate the harassment. The 15-year-old victim identified as heterosexual. In addition to in-person harassment, the suspect used social media platforms to post harassing videos on the victims' social media pages.

Case Example 3

This case took place in a high school. It involved a student who drew graffiti on the boys' bathroom wall that included an illustration of a dragon and a racial slur written next to it. The incident was reported to the respondent's agency by the school security officer who was a retired police officer. He did some investigating at the school and was able to identify the suspect who admitted to doing it. He was a 16-year-old boy. He agreed to go through the county diversion program, which the respondent said was a very good program. It is available for juveniles after their first contact with law enforcement and provides a lot of resources. If he fails to comply with the diversion requirements, he could be arrested.

Summary

Juvenile perpetrated hate crimes look similar to adult hate crimes in terms of suspect demographics and bias motivation category—most juvenile hate crimes are motivated by race/ethnicity, and the vast majority of these are anti-Black crimes.

Juvenile perpetrated crimes are more likely than adult cases to involve written comments or graffiti. Still, about a quarter involve assault.

Almost half of the cases involving juvenile suspects happened at school or on school grounds; also higher rates of online elements to crime for juvenile cases.

Implications

❖ Hate crimes involving juvenile suspects are important to understand better to inform prevention initiatives.

❖ Schools may prefer to handle hate crimes internally as a discipline concern or as bullying, but this can be problematic. Conversations between schools and law enforcement on identifying and reporting possible hate crimes are needed as is better training.

❖ Important for victims of juvenile perpetrated hate crimes to have crimes acknowledged. With justice system recognition of these crimes, there are opportunities to try out different responses for juvenile cases-diversion programs, education, community service, restorative justice.

❖ "Victimless" crimes are harmful too; negative impact on communities is substantial.

2020 YEAR IN HATE: ACTIVE HATE GROUPS

IN 2020, WE TRACKED 838 HATE GROUPS ACROSS THE U.S.

DISTRICT OF COLUMBIA
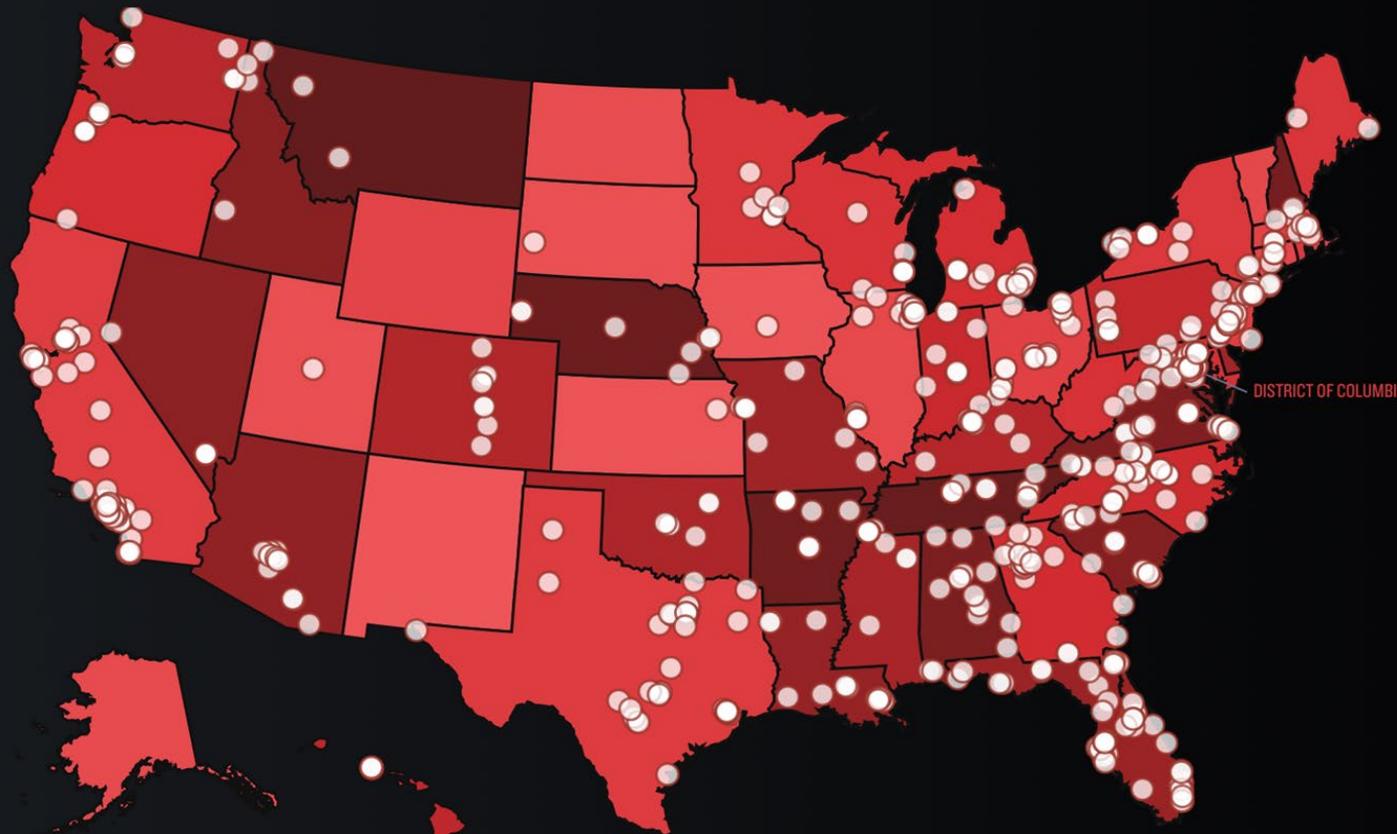
In 2020, SPLC tracked 838 active hate groups, defined as an organization that – based on its official statements or principles, the statements of its leaders, or its activities – has beliefs or practices that attack or malign an entire class of people, typically for their immutable characteristics. That is 102 fewer groups than 2019.

2020 YEAR IN HATE: ANTIGOVERNMENT AND PATRIOT GROUPS
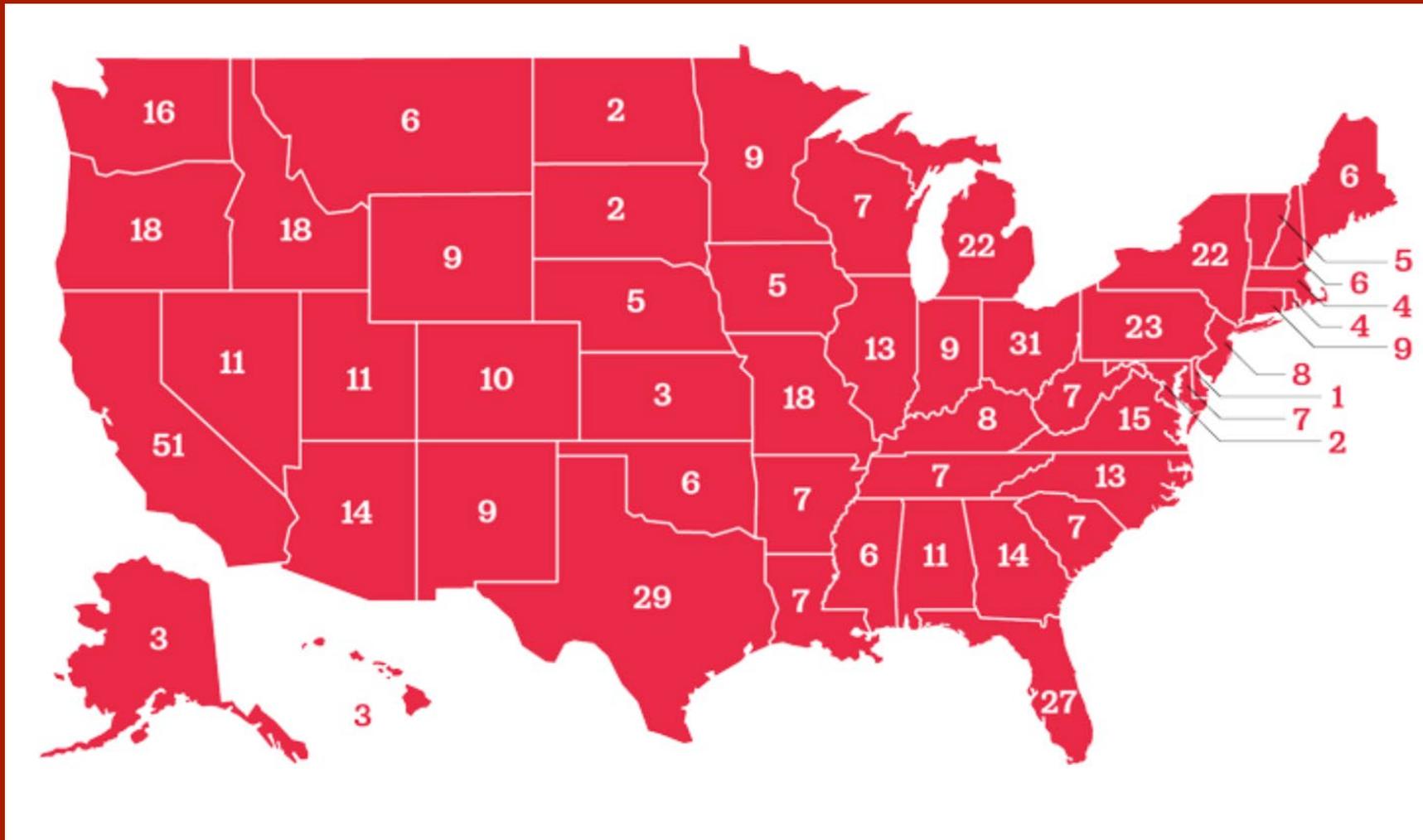
SPLC has identified 566 rightwing antigovernment and Patriot groups that were active in 2020. That is a slight decline from 2019, when we tracked 612 antigovernment and Patriot groups.

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ojjdp.ojp.gov

MAP OF WHITE SUPREMACIST FLYERING: GROUP NAME FILTER
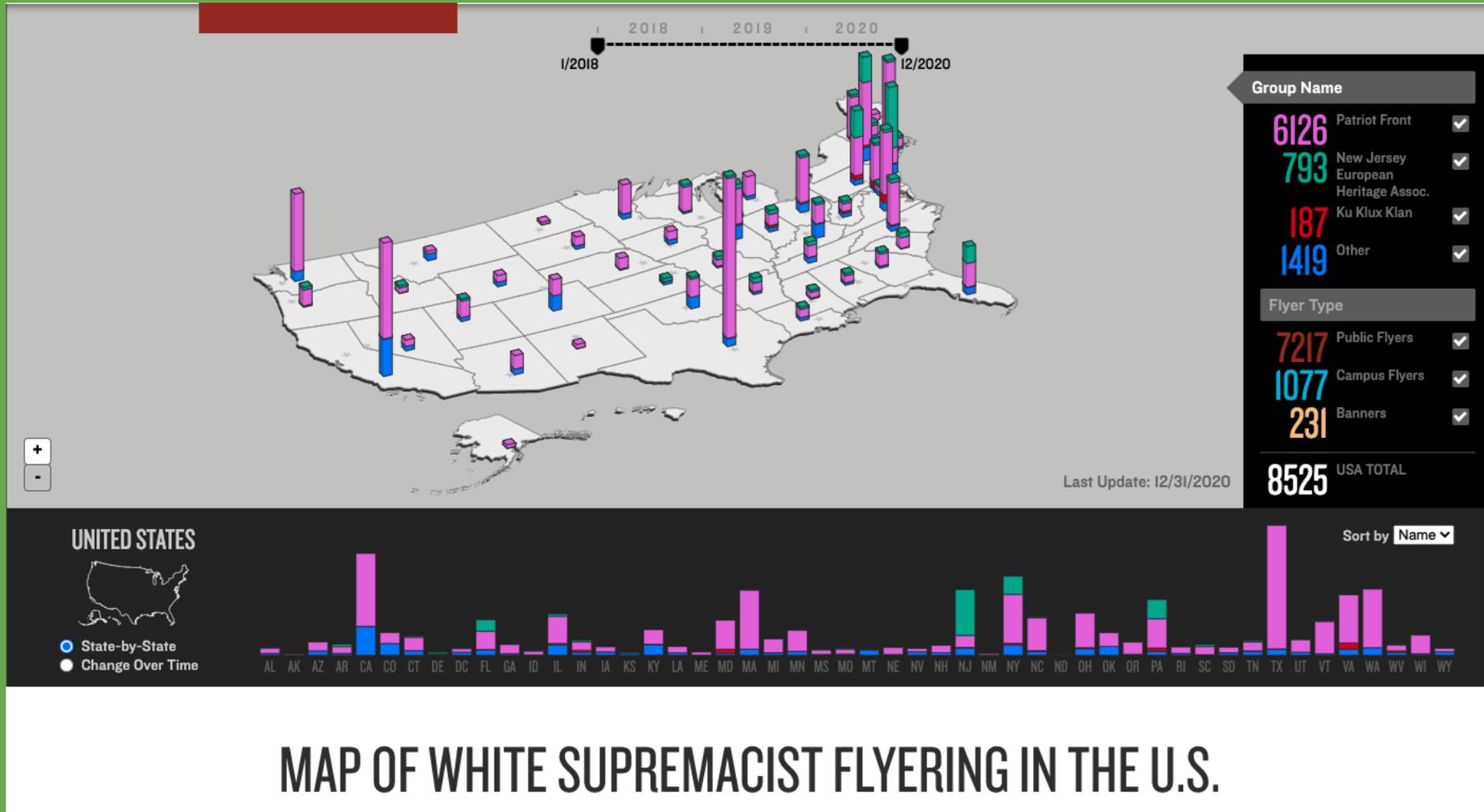
MAP OF WHITE SUPREMACIST FLYERING IN THE U.S.

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CASE STUDY: VERIFYING ACTIVITY AND SHOWING TACTICS
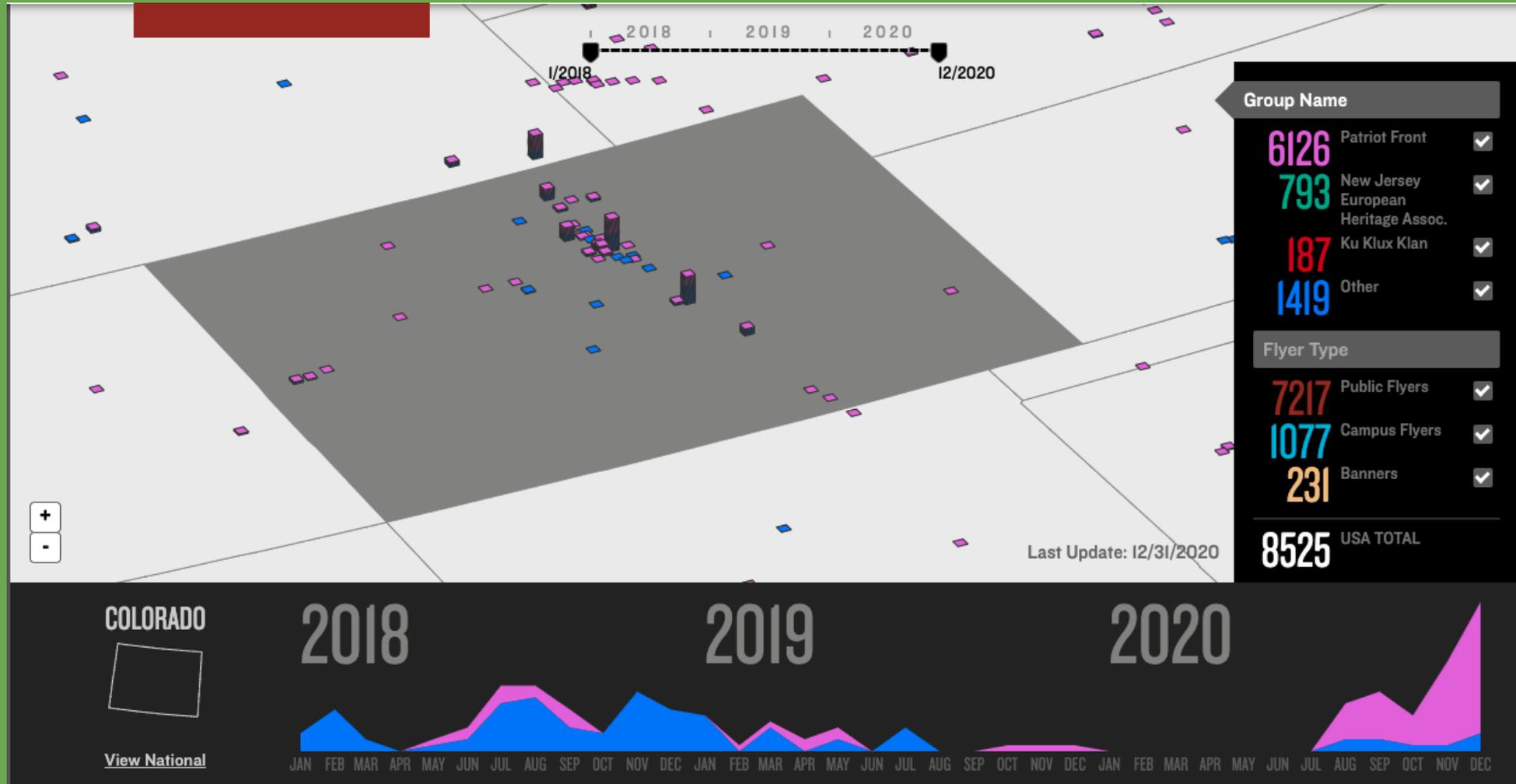
RADICALIZATION: PATHWAYS AND DRIVERS

- Content "rabbit holes"

- Filter bubbles

- Peer sharing

- Direct online contact with extremists

- Trauma, disruption, uncertainty, and loss

- Isolation and desire for friendship

- Rebellion and curiosity
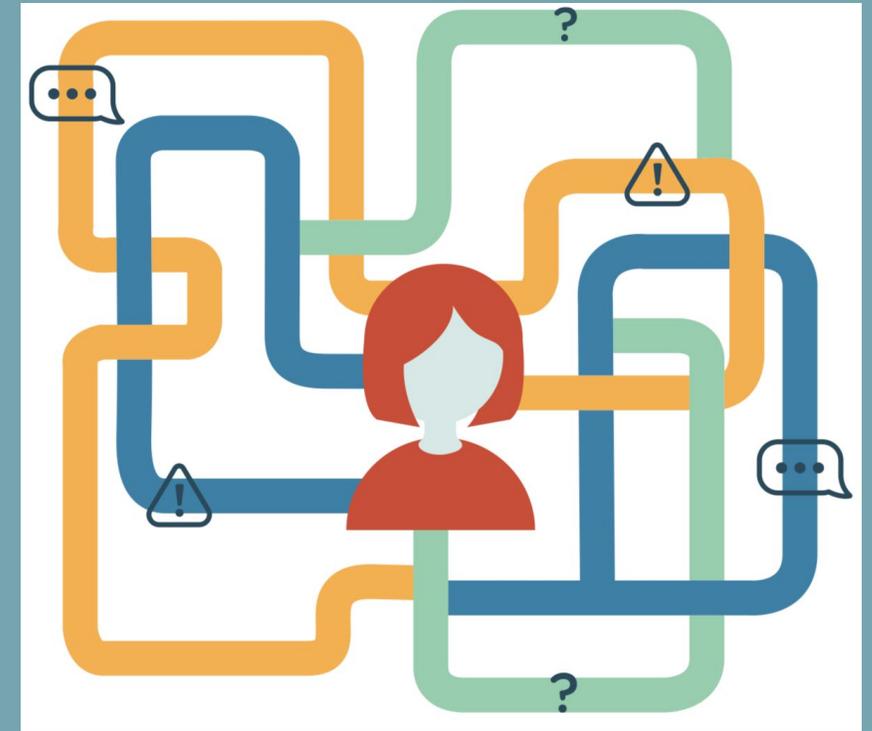
2021 TECHWATCH

"Podcasts have been exploited by far-right extremists in three distinct ways:"

- As a vehicle for radicalization to extremism and recruitment into extremist groups;
- As a bridge from online to on-the-ground organizing;
- And to build contacts abroad and introduce their movements to leaders in other countries.

Inside the Far-right Podcast Ecosystem

Inside the Far-right Podcast Ecosystem, Part 1: Building a Network of Hate by Hannah Gais and Megan Squire

HATE ON OTHER SOCIAL MEDIA PLATFORMS

Tweeting Hate: SPLC analysis shows that Twitter has failed to address its use by far-right extremists and was a major tool in the Jan. 6 Capitol insurrection

Extremists Are Cashing in on a Youth-Targeted Gaming Website

IMPACT BEYOND THE INTERNET

2020 Law Enforcement Agencies Reporting Hate Crime Data to the FBI

Reported one or more
12.2%

2,267

Did not report data to the FBI
18.7%

3,487

Affirmatively reported 0
69.1%

12,869
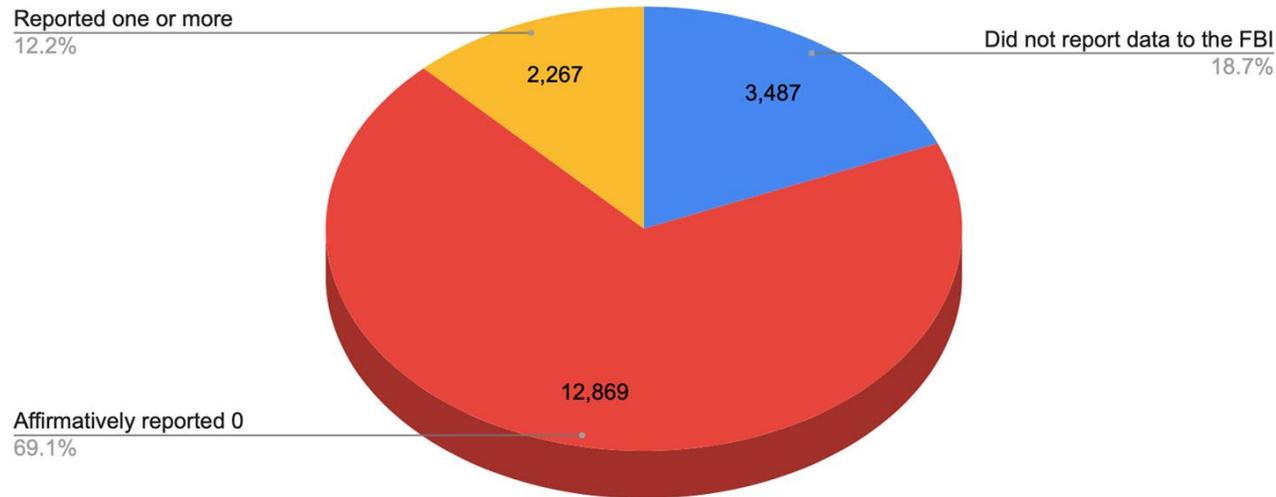
18,623 law enforcement agencies in the country

Hate Crime Statistics, 2020
Bias Motivations

Hate crime reporting from 2020 revealed 7,554 single-bias incidents involving 10,528 victims. A distribution of victims by bias type shows the following:

DISABILITY: 1%

GENDER: 0.7%

GENDER IDENTITY: 2.5%

RELIGION: 13.4%

SEXUAL ORIENTATION: 20.5%

RACE/ETHNICITY/ANCESTRY: 61.9%

OUR APPROACH AND VALUES:

- **Upstream inoculation**

- **360° iterative model**

- **Victim/survivor-centered**

- **Community-based**

- **Non-carceral**

SPLC
Southern Poverty Law Center

POLARIZATION & EXTREMISM RESEARCH & INNOVATION LAB

The Parents & Caregivers Guide to Online Youth Radicalization

Assessments & Impact
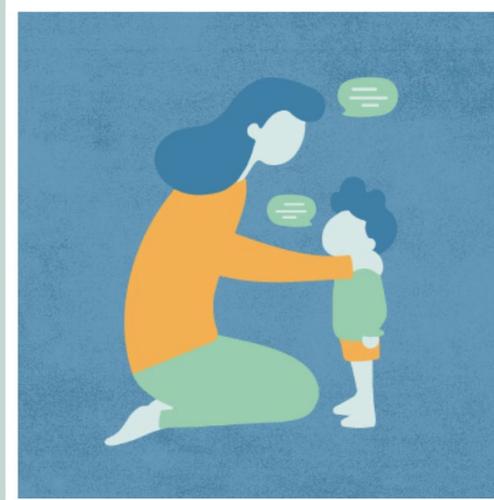
Educators' Supplement

Special Topics in Online Youth Radicalization
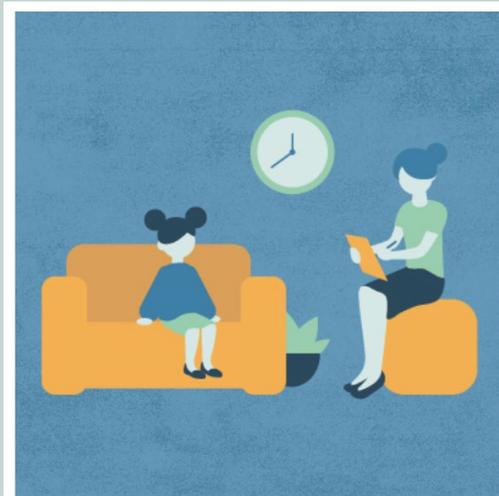
Counselors' Supplement

Coaches' & Mentors' Supplement

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RESEARCH & INNOVATION LAB

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https://www.american.edu/centers/university-excellence/peril.cfm

https://www.splcenter.org/peril

SPLC
Southern Poverty
Law Center

POLARIZATION & EXTREMISM
RESEARCH & INNOVATION LAB

Session Transition

Coming up at 2:50 p.m. ET:

Combating Identity-Based Bullying in the Asian American and Pacific Islander (AAPI) Community

2:50–3:50 p.m. ET

Combating Identity-Based Bullying in the Asian American and Pacific Islander (AAPI) Community

October 27, 2021 | 2:50–3:50 p.m. ET

PREVENTING YOUTH HATE CRIMES & BULLYING
An OJJDP Initiative

Understanding Hate Against AAPI Youth

Candice Cho | October 27, 2021

STOP AAPI HATE

AN INITIATIVE BY

CAA 華人權益促進會

A3PCON

SAN FRANCISCO STATE UNIVERSITY

OJJDP *Working for Youth Justice and Safety*

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About

The Asian Pacific Policy and Planning Council is a coalition of over 40 community-based organizations who serve and represent more than 1.5 million Asian Americans and Pacific Islanders (AAPIs) in Los Angeles County. More at http://www.asianpacificpolicyandplanningcouncil.org/.

Stop AAPI Hate is a national coalition addressing anti-AAPI racism across the United States. The coalition was launched by A3PCON, Chinese for Affirmative Action (CAA), and San Francisco State University's Asian American Studies Department on March 19, 2020. More at www.stopaapihate.org.

AN INITIATIVE BY

OJJDP

Working for Youth Justice and Safety

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Outline

1 Defining AAPI

2 Experiences of AAPI Youth

3 Policy Recommendations

AAPIs

- 23 million Asian Americans and 1.6 million Pacific Islanders nationwide
- Fastest growing ethnic/racial group - not just CA and NY but TX, WV, ND
- Over 30 ethnic groups who speak over 75 languages
- Highest and lowest income earners and educational attainment, majority foreign born and majority citizens, many undocumented

Experiences of AAPI Youth

Stop AAPI Hate has received over
9,081 reports of discrimination.

A majority of incidents take place
in person and in public.

!?#@

A vast majority of reports
are of conduct
**that is not criminal and
would not be prosecuted**

Hate incidents
reported by women
make up
63.3% of all
reports
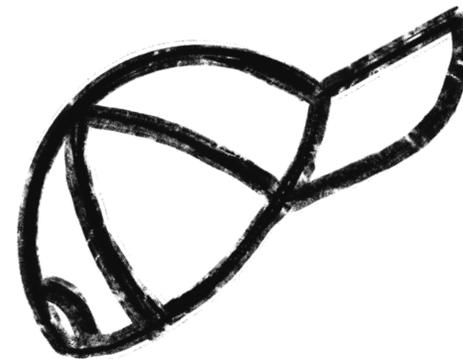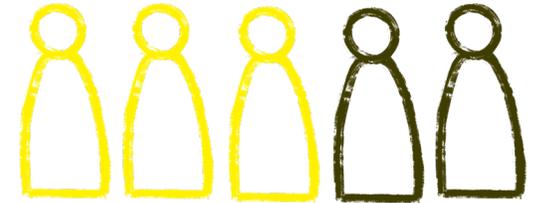
Youth under 17 years old
report **10%** of incidents.

Youth age 18-25
report **16%** of incidents.

Sites of Discrimination

31.6% Public Street/Sidewalk
30.1% Business
9.4% Private Residence
8.8% Online
8.5% Public Transit
8.1% Public Park
6.0% School
2.9% University
0.9% Place of Worship

Stop AAPI Hate National Report: 3/19/20-6/30/21
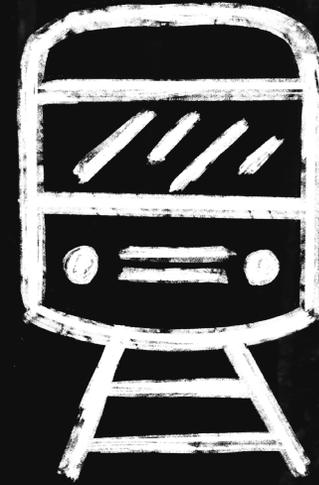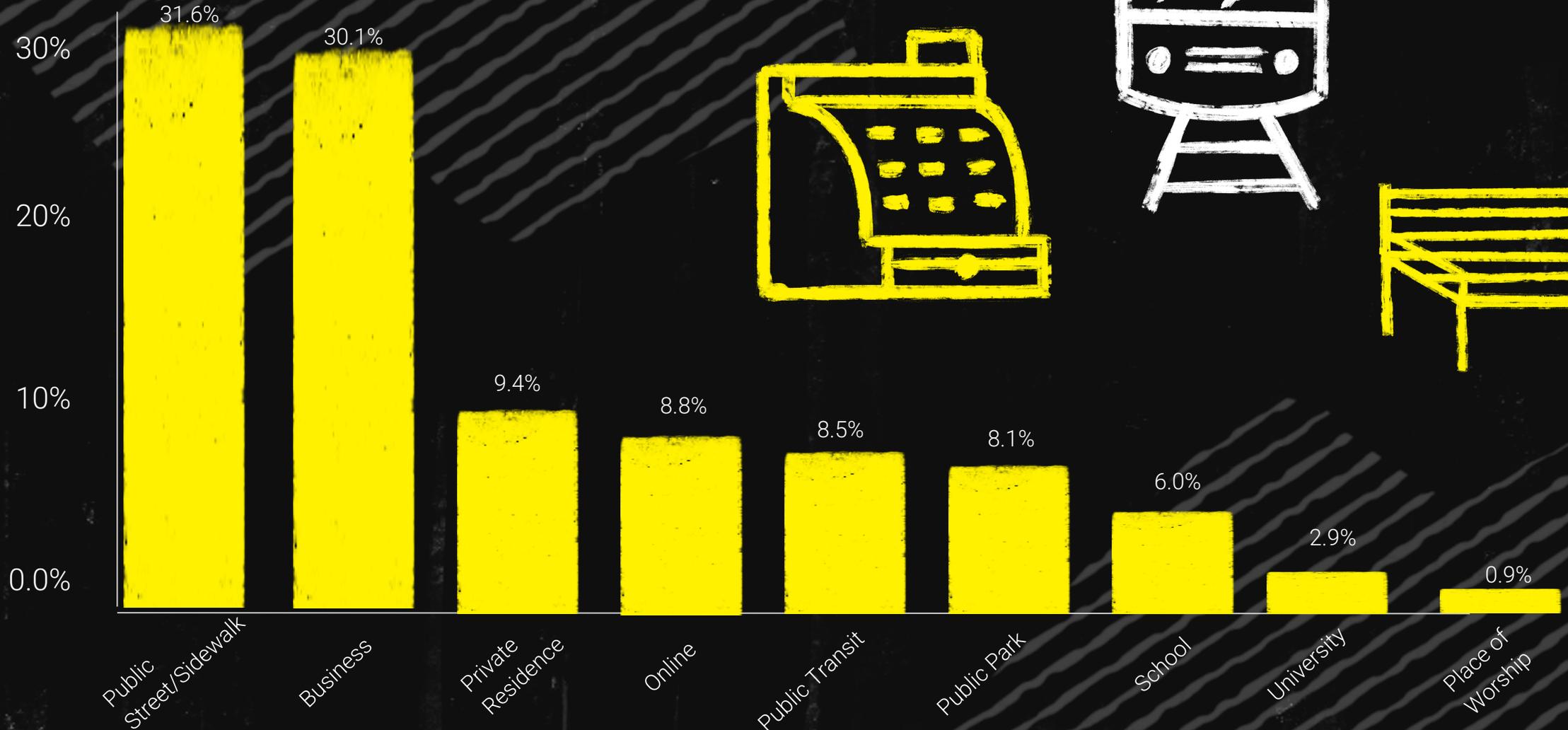
"**80%** of Asian American [teens] have experienced **bullying**, in-person or online."

"**70%** of Asian American [teens] experienced or witnessed an increase in **cyberbullying** in 2020."

"Asian American [teens] are **significantly less likely to report** bullying to an adult than non-Asian Americans."

Act To Change, ADMERASIA, and NextShark, **2021 Asian American Bullying Survey Report**

Voices of AAPI Youth

"Through Instagram I've gotten many racist DMs saying that I needed to leave the country and go back to where I came from and just general hate comments. In school I've had a girl call me a ch*nk."

"A student in my math class shouted 'all Asians spread coronavirus' with no context and all the other students laughed at him. The Asian-American students in class were shocked and didn't know how to react, and the teacher didn't say anything either."

" My school had an online page where you could post anonymously. A post that stuck out was: 'Our entire year was ruined by the Chinese. Thank you, retards. From the non-Chinese.' "

"I take the train to and from school and if I'm not being sexually harassed I often receive hateful comments, especially when COVID came."

"A classmate told me to go back home to Japan and eat bats when we were talking about the pandemic in class. I'm not Korean and was born in the U.S.

"Middle school child was physically attacked and verbally assaulted on the schoolyard. A bully accused him of having COVID-19 and told the child to go back to China. When the child responded that he was not Chinese, he was punched in the head twenty times."
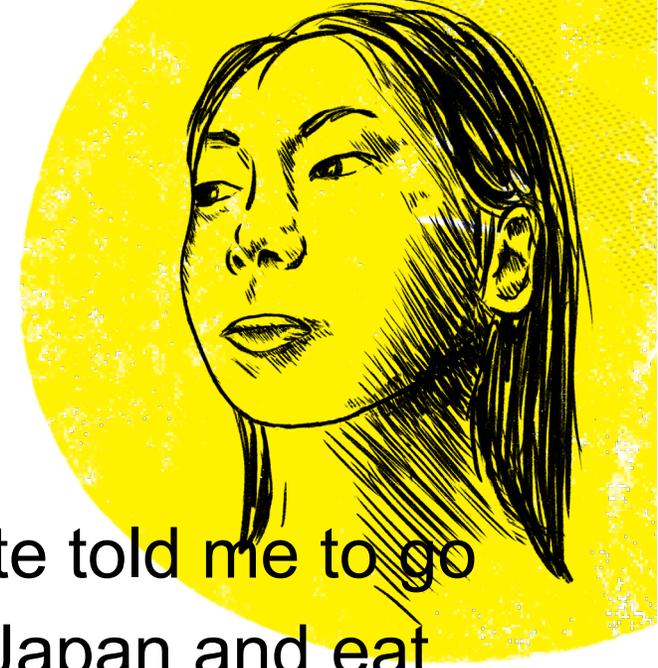
Recommendations

1

Policies and Protocols

for students, parents, teachers and other school staff, administrators, and districts

2

Institutional Supports

mental health resources and racial affinity groups

https://stopaapihate.org/resources/

3

Ethnic Studies

expanding curriculum to include the interdisciplinary study of race and ethnicity

https://stopaapihate.org/timeline/

stopaapihate.org/timeline/

STOP AAPI HATE

Asian American & Pacific Islander Historical Timeline

Stop AAPI Hate

ABOUT THIS TIMELINE

1913

EVENT

First Gurudwara in USA

1912

The first Gurudwara (place of worship for Sikhs) is established in Stockton, CA.

More ➡

EVENT

Alien Land Law

1913

The Alien Land Law is passed by California declaring it illegal for immigrants to own land.

More ➡

EVENT

Takuji Yamashita denied land ownership

1922

Yamashita vs. Hinkle was a decision of the United States Supreme Court that upheld the constitutionality of the state of Washington's Alien Land Law...

More

1912

1913

1922

1882   1900   1912   1922   1962   1975   1995

Thank You

candice.cho@a3pcon.org
stopaapihate.org

Combating Identity-Based Bullying in the Asian American and Pacific Islander (AAPI) Community

Historic Underpinnings to Anti-Asian Hate and Bullying

David Inoue
Executive Director
Japanese American Citizens League
www.jacl.org

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Early History of Japanese Americans

- 1868 - Japanese Meiji Restoration - beginning of Japanese emigration

- 1882 - Chinese Exclusion Act/Yellow Peril

- 1907 - Gentlemen's Agreement

- 1913 - California Alien Land Law

- 1924 - Immigration Act of 1924

The Japanese American Citizens League (JACL)

Established 1929

Mission: The Japanese American Citizens League (JACL) is a national organization whose ongoing mission is to secure and maintain the civil rights of Japanese Americans and all others who are victimized by injustice and bigotry. The leaders and members of the JACL also work to promote cultural, educational, and social values and preserve the heritage and legacy of the Japanese American community.

Photo Credit: Getty Images

Pre-War Racism

Originally Published by PM Magazine
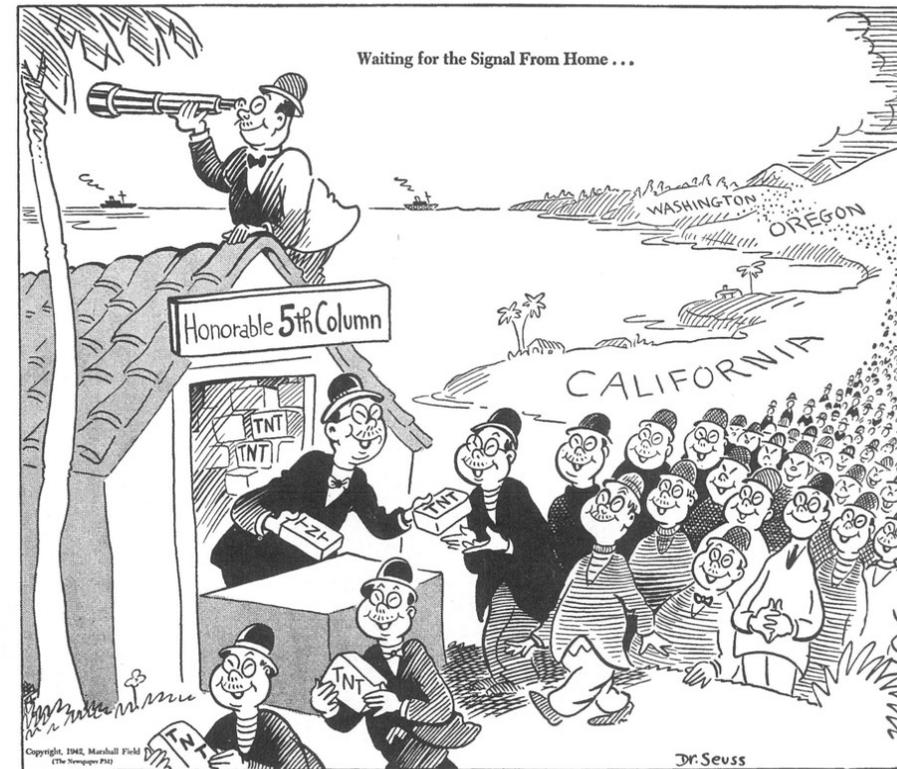
Dr. Seuss Used Extreme Racial Caricatures in his Wartime Political Cartoons Specifically Targeting Japanese Americans

Photo Credit: Dorothea Lange/Library of Congress
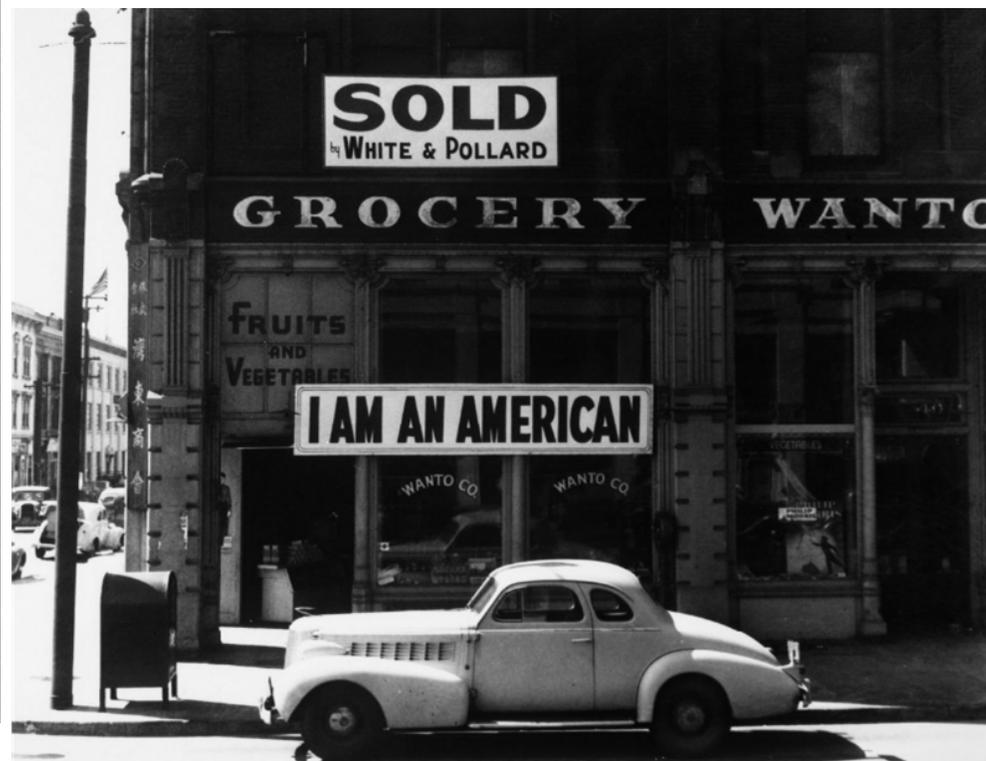
Photo Credit: Dorothea Lange/National Archives

Executive Order 9066 and Issuance of Exclusion Orders

Photo Credit: Dorothea Lange/National Archives

120,000 People of Japanese Ancestry Placed in American Concentration Camps

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442nd Regimental Combat Team, 100th Infantry Battalion, and Military Intelligence Service

In their two years of service, the 442nd RCT and the 100th IB (before it joined the 442nd) earned:
7 Presidential Unit Citations
2 Meritorious Service Plaques
36 Army Commendation Medals
87 Division Commendations

Individual soldiers were awarded 18,000 decorations, including:
21 Medals of Honor
29 Distinguished Service Crosses
560 Silver Stars
4,000 Bronze Stars
22 Legion of Merit medals
15 Soldier's Medals
9,486 Purple Hearts

The Color Guard of the 442nd RCT stands at attention while citations are read following the fierce fighting in the Vosges area of France, Nov. 12, 1944. Photo courtesy of the U.S. Army Signal Corps/National Archives.

Fighting the System

Fred Korematsu

Gordon Hirabayashi

Min Yasui

Mitsuye Endo
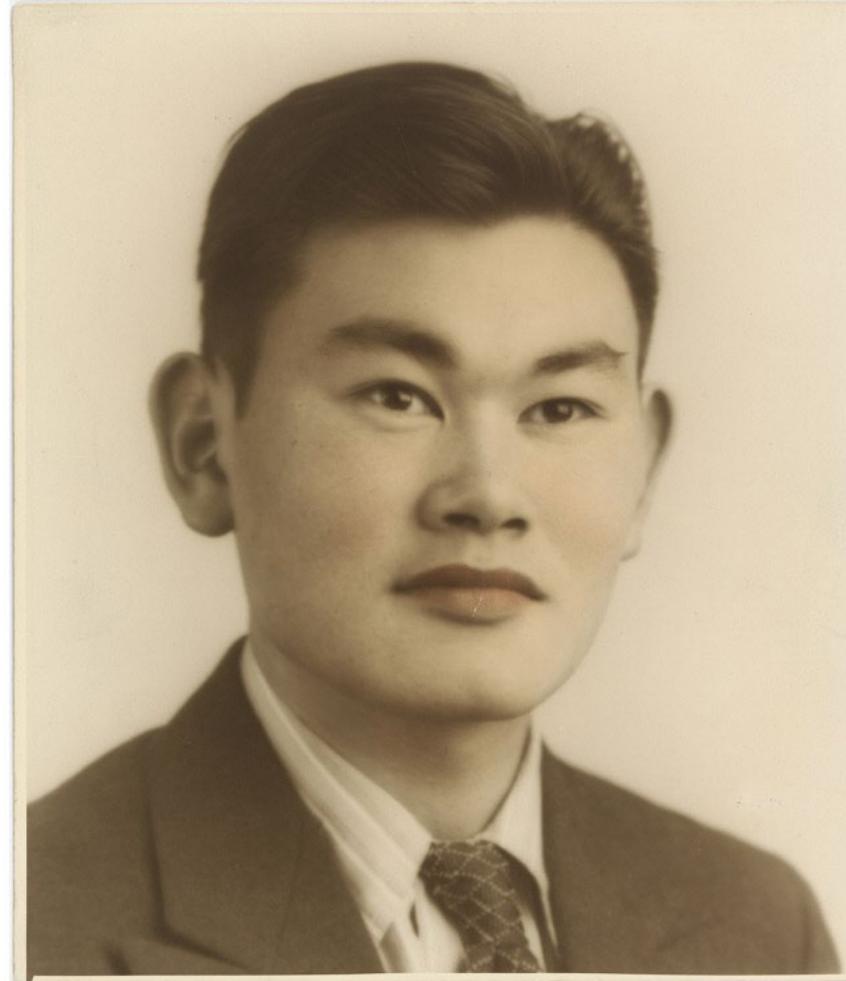
Photo Credit: National Portrait Gallery, Smithsonian Institution; gift of the Fred T. Korematsu Family

Vincent Chin Murder – 1982
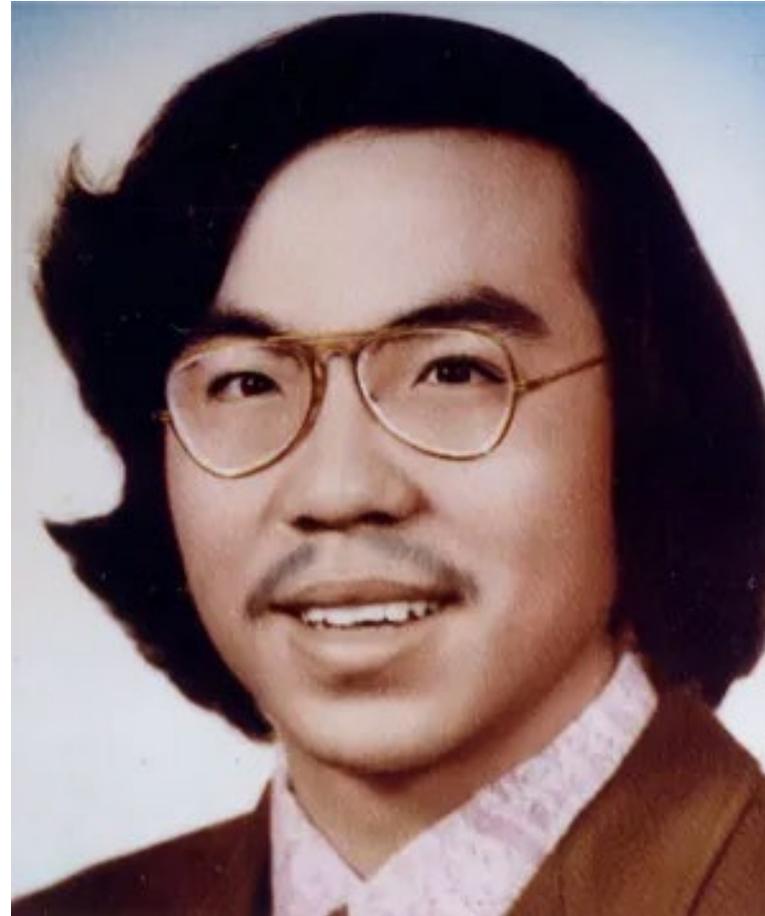
Photo Credit: Vincent Chin Family Photo

Model Minority Myth

- Result of past policies impact on our communities
- Not just education
- Socio-economic - Wealthiest and the poorest
- Health disparities
  - Japanese ≠ Japanese American
  - COVID-19
    - Essential Workers
    - Fear of Hate Crimes and Harassment
    - Mental Health
- Data
  - "Other"
  - Disaggregation - Over 30 different Asian ethnic groups

What Can We Do?

Change the Norms

- Systemic Change

- Education

- Allyship

- See and Understand Intersectionality

- Advocacy
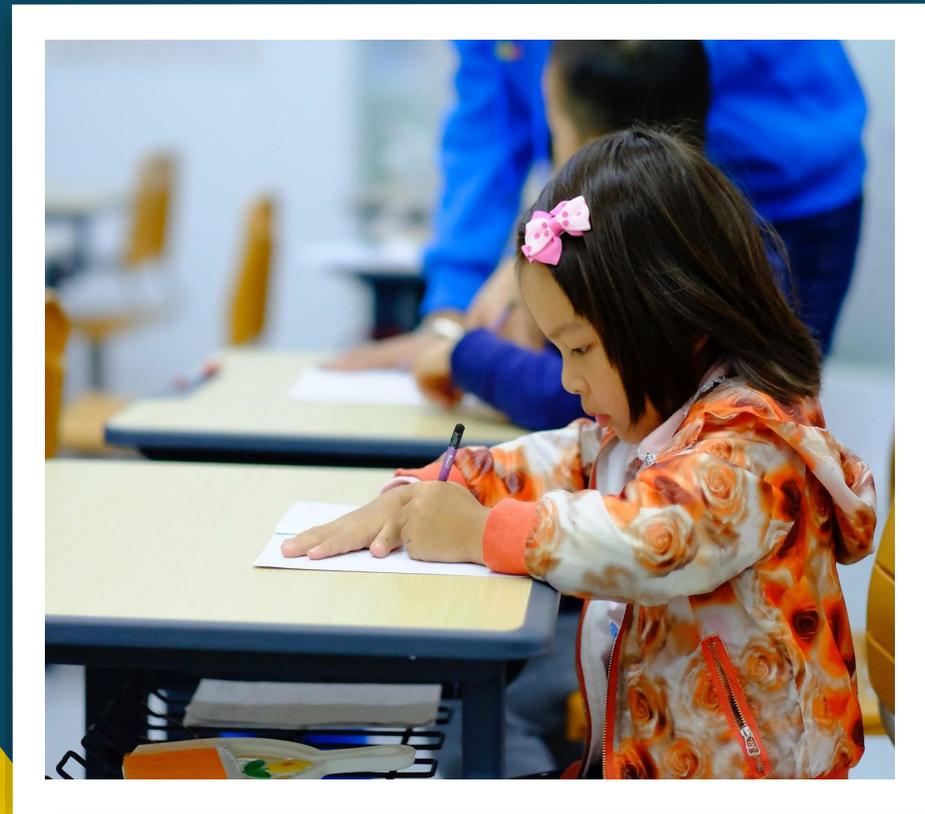
Background

Act To Change is a national 501(c)(3) nonprofit working to end bullying among Asian American and Pacific Islander (AAPI) youth.

It is *the only* national group with this primary focus, with an interdisciplinary approach that spans education, public health, and civil rights.

We envision a world where all youth have the opportunity to grow up feeling proud and supported in their identities.

Our Team

Act To Change was founded by Obama White House staff and Commissioners in 2015 and incorporated as a nonprofit in 2018. We are led by a Board of Directors composed of educators, policymakers, and business and community leaders.

MAULIK PANCHOLY

actor, author, and former member of President Obama's Advisory Commission on AAPIs

REBECCA LEE

entrepreneur and former White House Initiative on AAPIs (WHIAAPI) Communications Director

JILL YU

federal policymaker and former WHIAAPI advisor, practicing attorney, and former educator

BELINDA LEI

software engineer, author, Yale School of Management MBA Candidate, former WHIAAPI intern

Our Advisory Council

TAN FRANCE
TV Personality

MICHELLE LEE
Editor in Chief, Allure

HUDSON YANG
Actor (Fresh Off The Boat)

BING CHEN
*Chairman, Gold House &
General Partner, AUM Group*

SARAH HA
*VP, National Community
Alliances, Teach For America*

PHILIP W. CHUNG
*Creative Director,
YOMYOMF*

How have you seen the rise of anti-Asian sentiment?

How are your students, families, and communities experiencing it?

AAPI Hate crimes are surging

FBI warns of potential surge in hate crimes against Asian Americans amid coronavirus, 2 and 4 year old stabbed
- ABC News

Trump Dubs COVID-19 'Chinese Virus' Despite Hate Crime Risks
– U.S. News and World Report

'They look at me and think I'm some kind of virus'
-USA Today

Bullies attack Asian American teen at school, accusing him of having coronavirus
- CBS News

Officials decry anti-Asian bigotry, misinformation amid coronavirus outbreak
- Los Angeles Times

In New York City, on the subway, a man sprayed an Asian passenger with Febreze and verbally abused him.
– The New Yorker

A 23-year-old woman told officers she was punched in the face by a woman who made anti-Asian slurs before fleeing the scene
– NBC News

Assaults against AAPI communities continue to surge

A New York City principal said the families of many of her Asian American students have been fearful as heightened levels of anti-Asian sentiment continue alongside the coronavirus pandemic and with violence toward Asian Americans gaining more national attention
- NBC News

'For a large number of Asian Americans, especially the young generation, they're now seeing for the first time actual violence directed at them or their grandparents. It's highly disturbing.'
-USA Today

Bullies attack Asian American teen at school, accusing him of having coronavirus
- CBS News

"My brother and I were at a grocery store during the end of March when an old white couple started to call us 'chinks' and told us to go back to where we came from." —18-year-old; Newport Beach, CA.

- Stop AAPI Hate, Youth Report

2021 Asian American Bullying Survey Report
In partnership with Act To Change, ADMERASIA, and NextShark

Executive Summary: Key Findings

80%

The bullying of Asian American teens is astonishingly normalized. *80% of Asian Americans have experienced bullying, in-person or online.*

Surge of cyberbullying in 2020, exacerbated by COVID-19, fueled racism. *70% of Asian Americans experienced or witnessed an increase in cyberbullying in 2020.*

Asian Americans are significantly less likely to report bullying to an adult than non-Asian Americans, potentially due to cultural barriers and lack of trust in adults and schools. *38% of Asian Americans told an adult about the bullying, compared to 63% of non-Asian Americans.*

Asian American teens, parents, caregivers, and educators, regardless of ethnicity, lack the necessary knowledge or tools to handle and fight the bullying. *About 1/3 of adults did not take action after learning someone was bullied.*

Over half of the actions didn't make the situation better

Of those who reported to an adult, the adult took action only 65% of the time
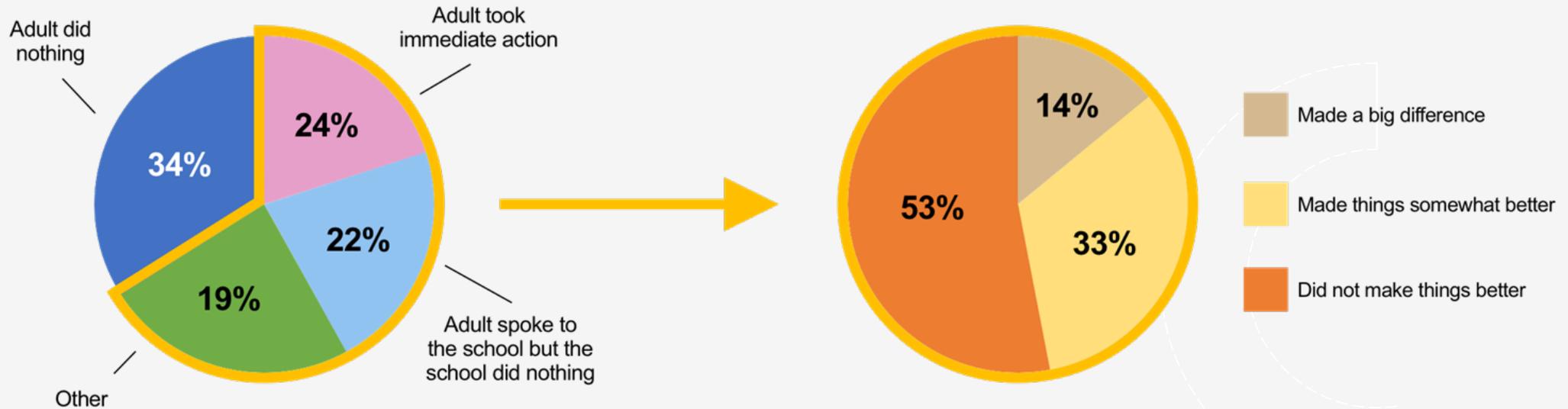
Adult did nothing — 34%

Adult took immediate action — 24%

Adult spoke to the school but the school did nothing — 22%

Other — 19%

Made a big difference — 14%

Made things somewhat better — 33%

Did not make things better — 53%

Source: 2021 Asian American Bullying Survey Report in Partnership with Act To Change, ADMERASIA, and NextShark.

…Not only did the school do nothing, but there was a lot of victim blaming, which turned into gaslighting, from the administration and teachers.

They discussed it once with the class & kind of swept it under the rug. When I was older in college, I had to start going to counseling to get help because of the things I went through.

Quotes from survey respondents.

Our Recommendations
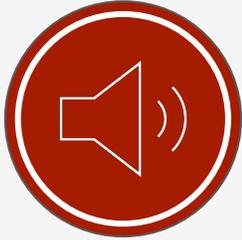
AWARENESS: Educate the public about the prevalence, severity, and impact of anti-Asian bullying on students, and call for change. We must emphasize the harm that anti-Asian bullying has already caused and will continue to cause if left unchecked.

RESOURCES: Develop easily shareable and accessible resources/toolkits and school curriculums for Asian American children/teens, their caregivers and parents, and educators to better equip them to both prevent and respond to bullying.

PROGRAMS: Develop programs that provide mental health and consultation services for bullied Asian American children who need help. Encouraging adults to talk about the issue with youth can help Asian American youth embrace their identities and develop mental health.

DATA COLLECTION & DISAGGREGATION: It is vital that this report does not end here. We call on others to join us in continuing to gather more comprehensive data on bullying that further represents the vast diversity of experiences in the Asian and Pacific Islander American community.

Source: 2021 Asian American Bullying Survey Report in Partnership with Act To Change, ADMERASIA, and NextShark.

"I raise up my voice—not so I can shout but so that those without a voice can be heard...we cannot succeed when half of us are held back."
— Malala Yousafzai

How our youths have responded

Artwork from Kindness Heals digital art exhibit, a partnership between Act To Change, the Smithsonian Asian Pacific American Center, and the Daniel K. Inouye Institute.

Racism is a Virus

Anti-AAPI Racism, Digital Activism, & Deconstructing the Toolkit

ACT to CHANGE

THE RACISM IS A VIRUS TOOLKIT

ACT to CHANGE

*Strategies on how to stand against **bullying, racism, &** **xenophobia** in the face of COVID-19*

ACT to CHANGE

YouTube

LEADERSHIP CONVOS #1
Talking To Your Parents About Anti-Blackness
SATURDAY, JAN 23 @ 12-1pm PT / 3-4pm ET

MAULIK PANCHOLY
actor, author and
co-founder of Act To Change

RYAN ALEXANDER HOLMES
actor, activist
Afro-Asian American

SAVERI NANDIGAMA
student body vice president
University of Michigan

KATHLEEN MALLARI
database administrator
Fresh Air Fund

NEAL WASUDEV
Cary Academy

HADDIE WATSON
Kansas City Girls
Preparatory Academy

acttochange.org/LeadershipConvos1

ACT to CHANGE in partnership with The Leadership Conference Education Fund

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LEADERSHIP CONVOS #2
Raising AAPI Kids to Combat Anti-Blackness
SATURDAY FEB 27th @ 1-2pm PT/ 4-5pm ET

DEEPA IYER
director of strategic initiatives,
Building Movement Project

WADE HENDERSON
interim president & CEO
The Leadership Conference

DR. SOOJIN PATE
educator, writer, and
DEI consultant

Activists

MELISSA BECK
reality show personality,
comedian, writer & podcaster

SANJIT DE SILVA
actor, writer,
director and teacher

DEEPA PUROHIT
playwright, co-founder of Rising
Circle Theater Collective & educator

RU BHATT
board member,
Act To Change

Artists   *Moderator*

acttochange.org/LeadershipConvos2

ACT to CHANGE in partnership with The Leadership Conference Education Fund

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COVID-19 CONVOS:
Rising Above Bullying & Hate

FRIDAY, APRIL 3 @ 1-2pm ET / 10-11am PT

RSVP: bit.ly/CovidConvos1

MAULIK PANCHOLY, ACTOR, AUTHOR, CO-FOUNDER OF ACT TO CHANGE | REP. GRACE MENG (NY-06) |
VIVEK MURTHY, MD, MBA, 19TH SURGEON GENERAL OF THE UNITED STATES | HUDSON YANG, ACTOR, FRESH OFF THE BOAT

ACT to CHANGE

ACTTOCHANGE.ORG/COVID-19

STOP AAPI HATE: TOWARDS PREVENTION AND SOLIDARITY
Panel Discussion & Bystander Intervention Training

MAULIK PANCHOLY
actor, author &
co-founder of Act To Change

JEANNIE MAI
Emmy-award winning
host and activist

KHAFRE JAY
executive director,
Hip Hop For Change

VANESSA LEUNG
co-exec. director, Coalition for
Asian American Children and Families

DAX VALDES
actor, director &
trainer at Hollaback!

MARITA ETCUBAÑEZ
director of strategic initiatives,
Asian Americans Advancing Justice

March 13 @ 1pm PT - 2.30pm PT/ 4pm ET - 5.30pm ET

ACT to CHANGE **acttochange.org/stopaapihate** hollaback! ASIAN AMERICANS ADVANCING JUSTICE AAJC

NATIONAL DAY AGAINST BULLYING & HATE

On May 18, 2019—in honor of the birthday of Vincent Chin, whose murder in a hate crime in 1982 sparked a national uprising—Act To Change created the first ever AAPI #DayAgainstBullying+Hate with the support of municipalities, elected officials, and partner organizations.

In May 2021, our commemoration received the support of a dozen participating cities and 200 partner organizations. The virtual program UNITED WE STAND garnered 50K viewers.

View the recording on our [YouTube account](.).

UNITED WE STAND

National AAPI Day Against Bullying + Hate

Staff & Climate

- Stay vigilant

- Interrogate practices

- Allyship and role models

- Staff training

OJJDP

Working for Youth Justice and Safety

ojjdp.ojp.gov

Student Voice

- **Restorative justice**
- **Student leadership & student-led campaigns**
- **Affinity groups**

Advocacy

- **Anti-discrimination & inclusive policies**
- **Inclusive curriculum**
- **Student voices**

Resources
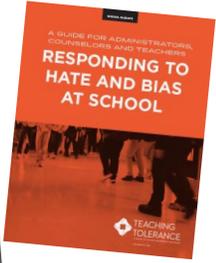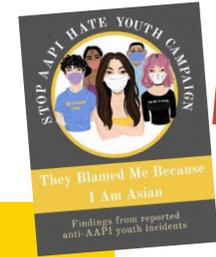
Staff & Climate

School Climate Questionnaire

Climate Analysis & Training Plan: (p1) (p2)

School Equity Audit
(Download a Copy)

Student Voice

Launching Student Affinity Groups

Supporting Student-Led Social Change

Video: Student activism by Samuel Caruso, TEDxYouth

Racism is a Virus Toolkit for AAPI Youth

Advocacy

4 Ways to Advocate for Students

Prepare for Advocacy Meeting: Elected Leader

What caught your attention from the resources?

What feels doable within the next month?

What questions and tensions are you still holding?

Upcoming Event:

Saturday, October 23rd | 1pm EDT to 3pm EDT

Register at: https://acttochange.org/changemakers2021/

Jill Yu

Jill@acttochange.org

🌐 www.acttochange.org

📷 **@acttochange**

🐦 **@ActToChange**

f **ActToChange**

Session Transition

Coming up at 3:55 p.m. ET:

Identity-Based Bullying: Strategies To Support Vulnerable Populations

3:55–4:55 p.m. ET

Bullying and the Racial/Ethnic Diversity of Schools

Sandra Graham, PhD

Department of Education

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OJJDP Virtual Symposium:

Understanding and Preventing Youth Hate Crimes and Identity-Based Bullying

October 27, 2021

THE CHANGING RACIAL LANDSCAPE
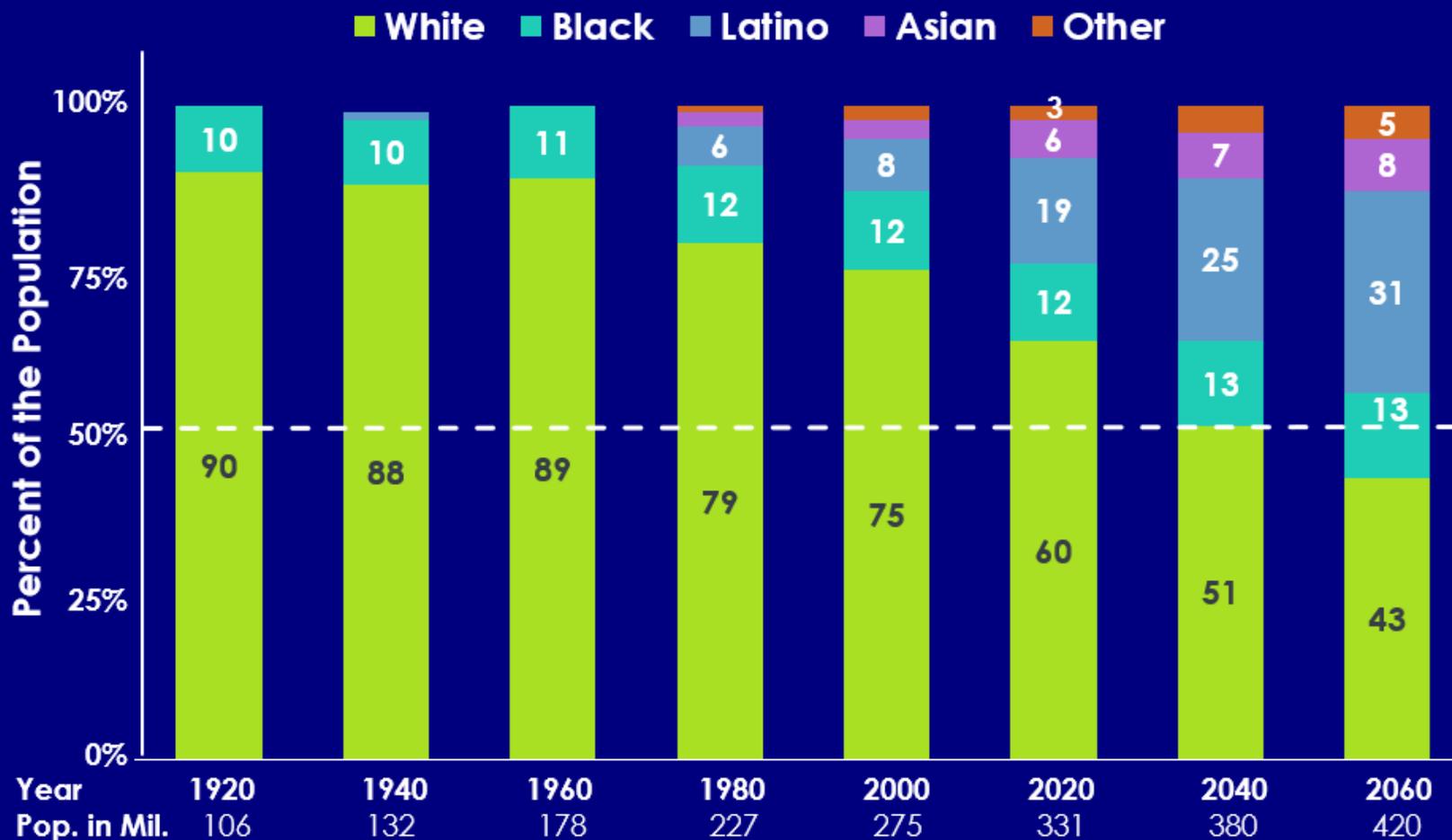
Changing Demographics of K-12 Population in the U.S.

	1968	1998	2008	2018
White	80%	67%	57%	47%
African-American	14%	17%	17%	15%
Latino	5%	14%	20%	27%
Asian/other	1%	5%	6%	5% / 6%

What we need

- methodologically rigorous research
- with multiple racial/ethnic groups
- using good measures of diversity
- and posing testable hypotheses
- that focus on <u>how</u> diversity matters rather than <u>if</u> it does

Working Conceptual Model
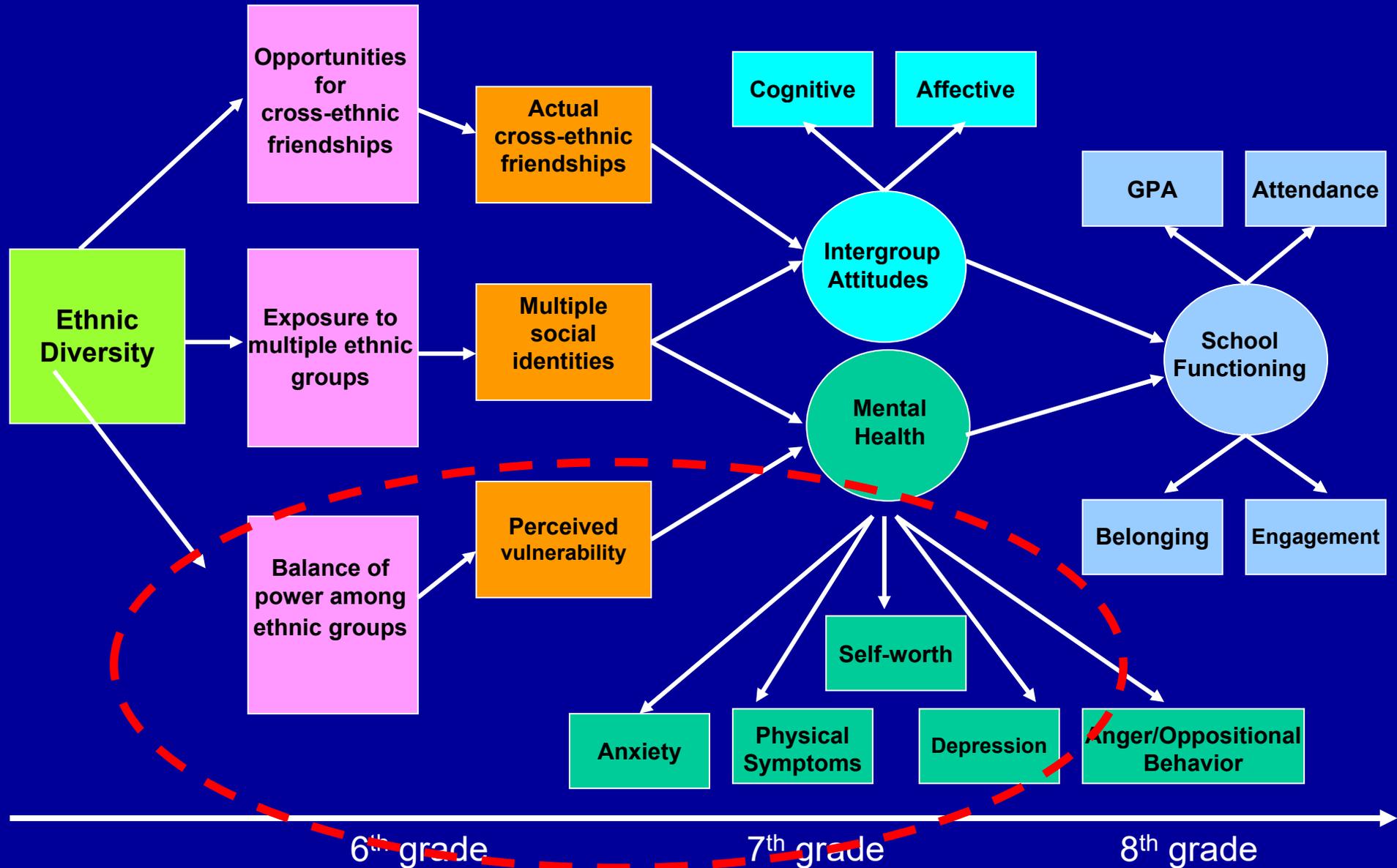
What Is Bullying?

- Intentional harm

- Imbalance of power

OJJDP

Working for Youth Justice and Safety

School Ethnic Diversity and Its Effects on Vulnerability in Spring of 6th Grade
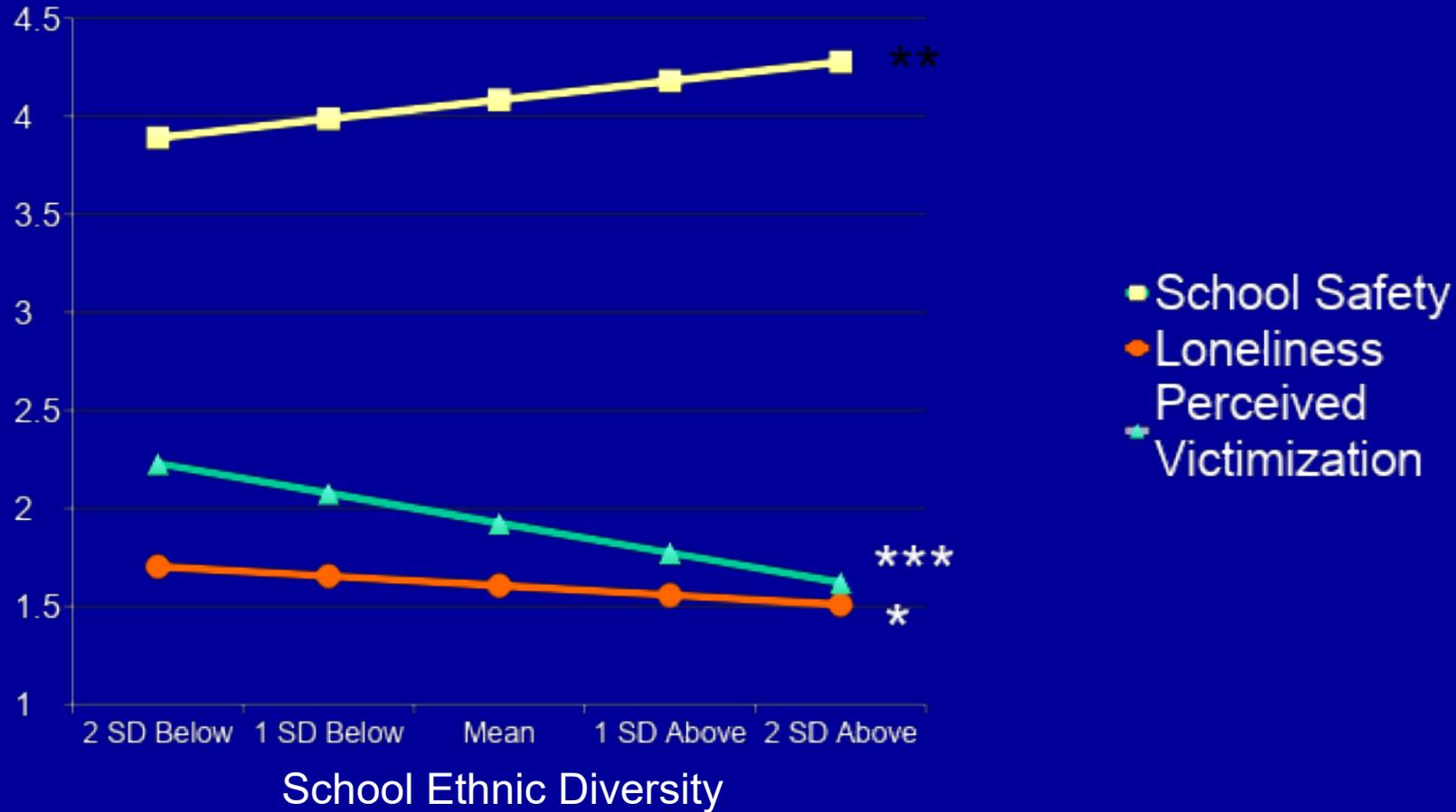
CONCEPTUAL MODEL

Characterological self-blame (α = .86)

- *"This sort of thing is more likely to happen to me than to other kids"*
- *"Why do I always get into situations like this?"*
- *"If I were a cooler kid, I wouldn't get picked on"*

Would you think this…

Characterological self-blame (α = .86)

- *"This sort of thing is more likely to happen to me than to other kids"*
- *"Why do I always get into situations like this?"*
- *"If I were a cooler kid, I wouldn't get picked on"*

Would you think this…

	definitely would think	probably would think	not sure	probably would <u>not</u> think	definitely would <u>not</u> think
"If I were a cooler kid, I wouldn't get picked on"					

CONCEPTUAL MODEL

CONCEPTUAL MODEL

Ethnic Context

Peer Victimization → Self-blame → Psychological Maladjustment

MAJORITY

Vic → .21* → Self-Blame → .32* → Mal-adjust

.11*

"It must be *me*."

MINORITY

Vic -- .07 --→ Self-Blame → .24* → Mal-adjust

.16*

"It must be *them*."

DIVERSE

Vic → .14* → Self-Blame → .30* → Mal-adjust

.18*

"It might be *me*, but it could be *them*."
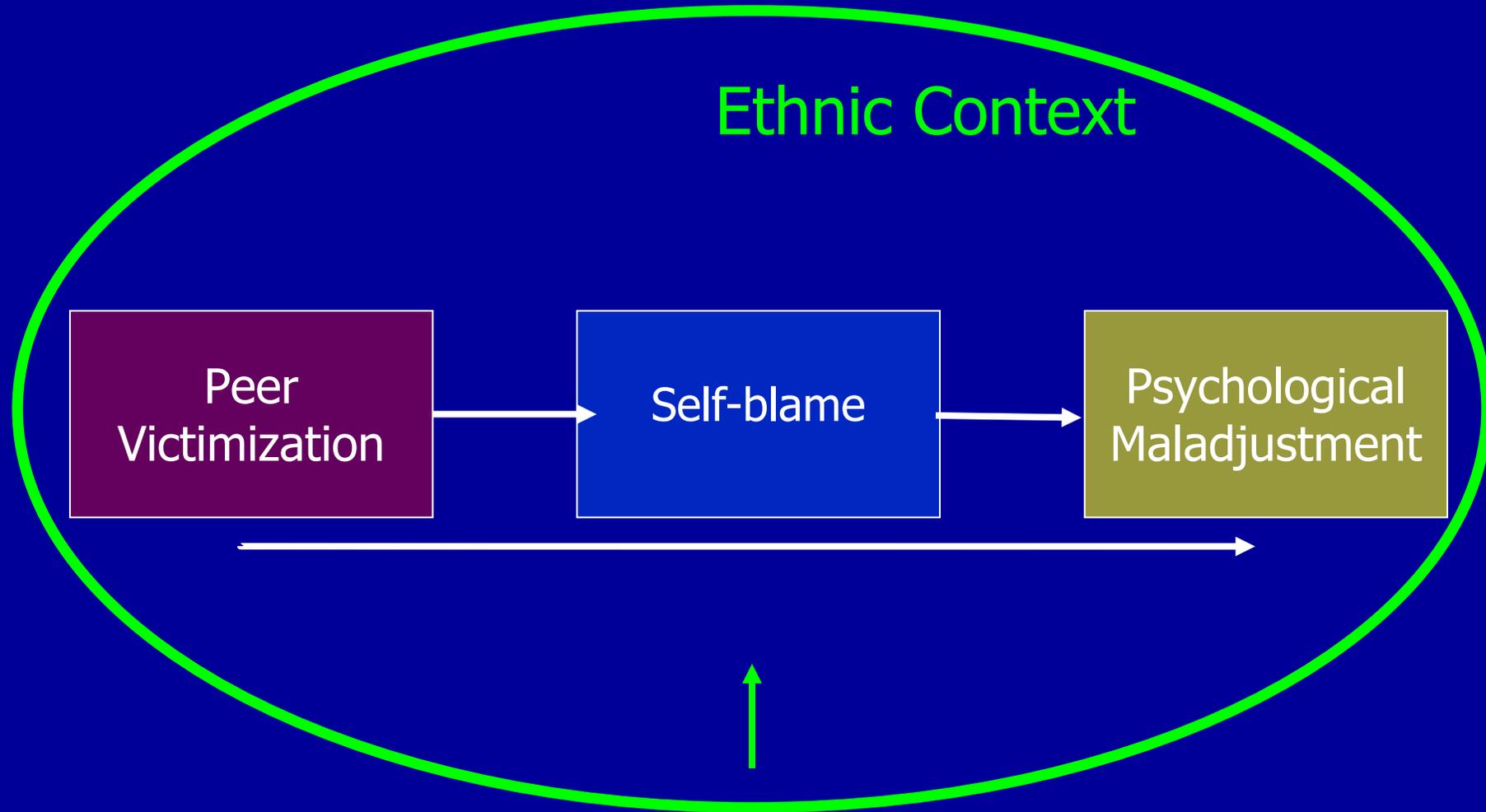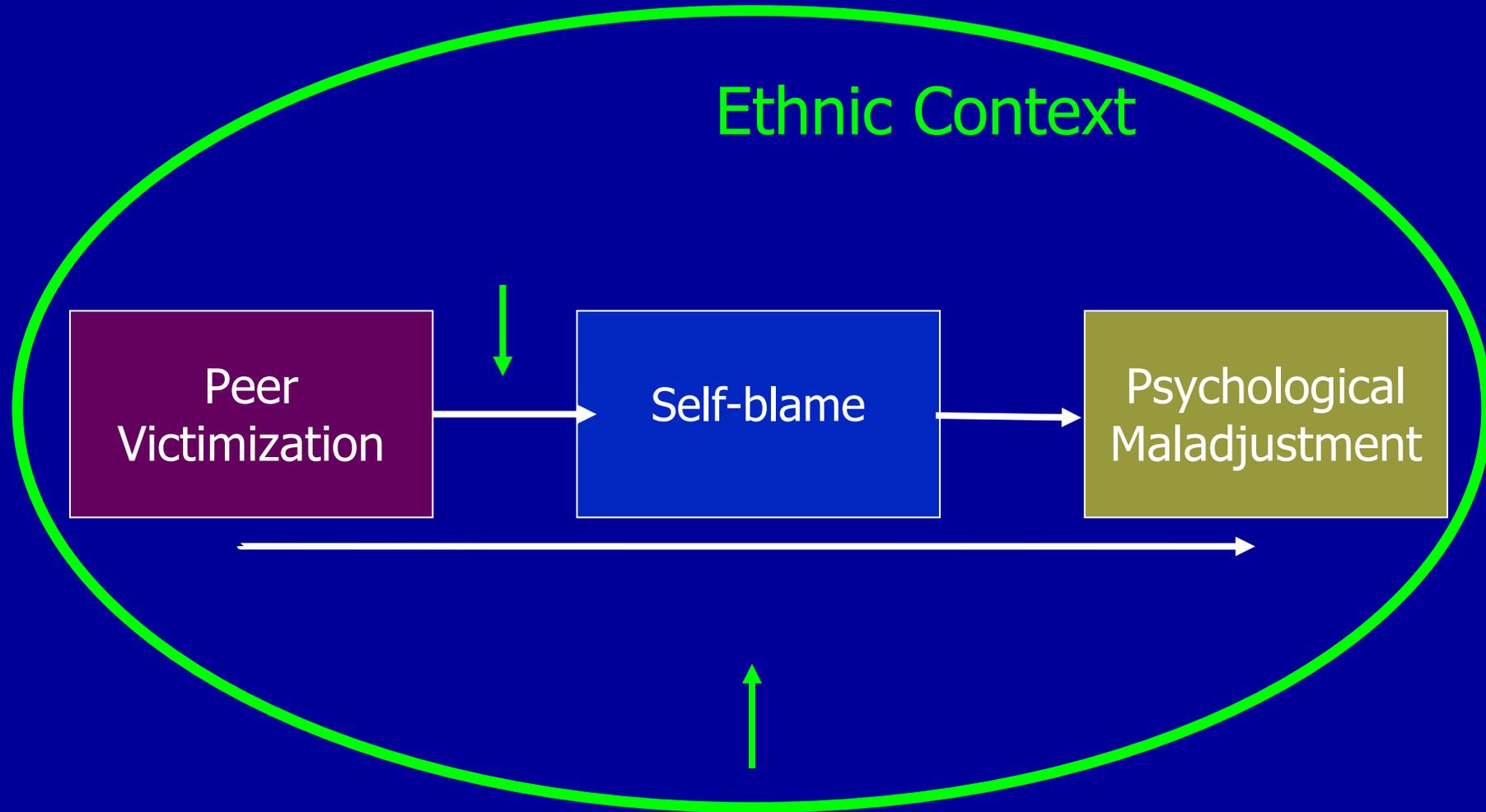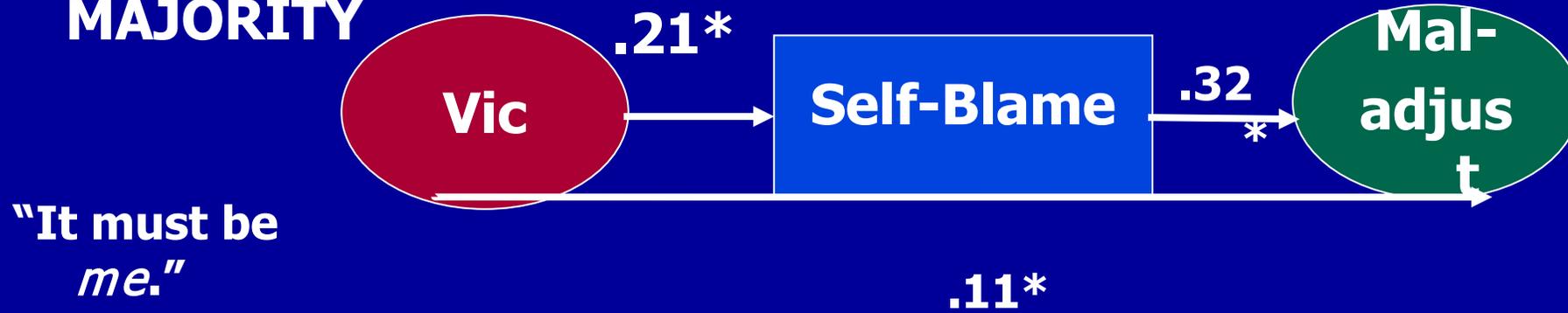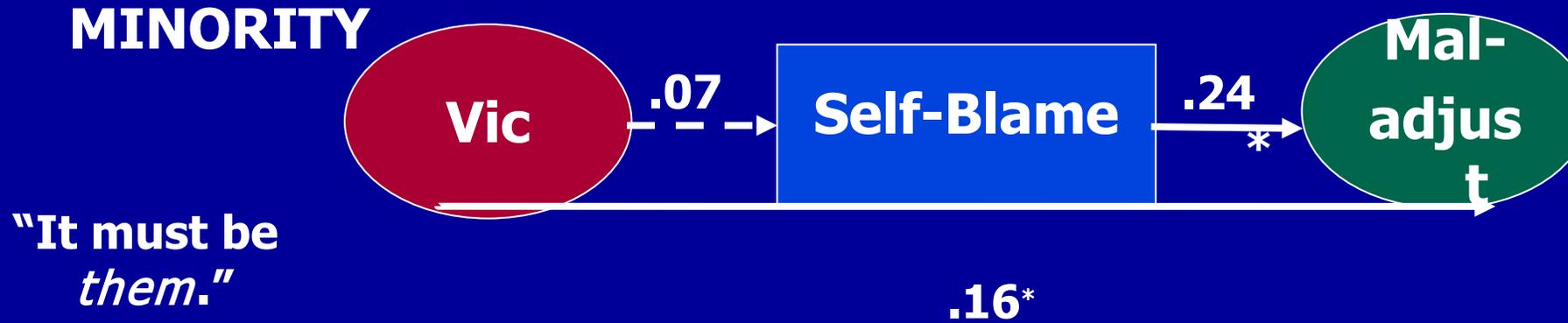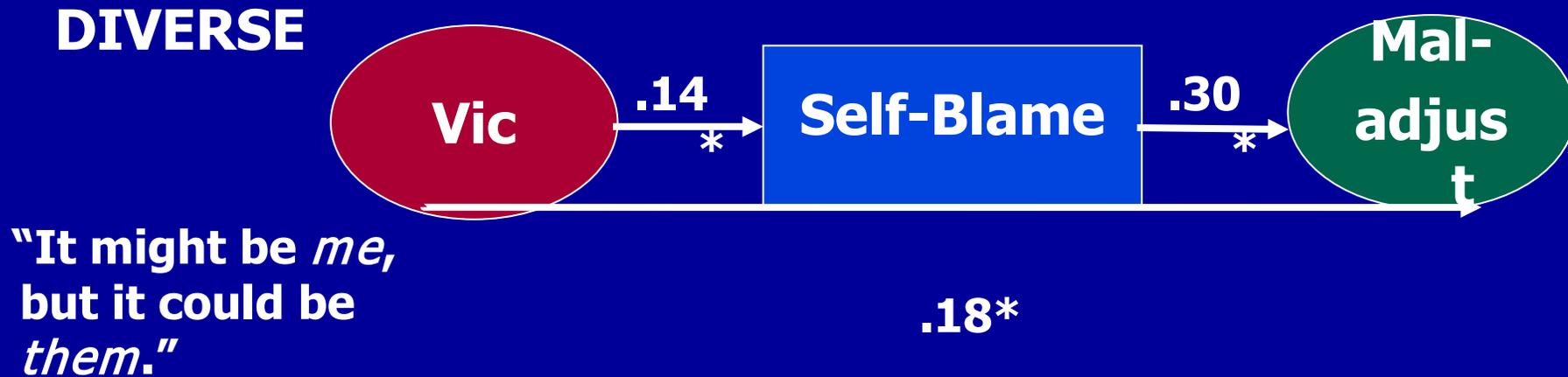
How Racial/Ethnic Diversity Shapes Bullying

- Not so much race/ethnicity *per se* as it is the racial/ethnic composition of schools

- School diversity reduces vulnerability, in part because it fosters more attributional ambiguity…

- a greater repertoire of perceived causes of bullying that can ward off self-blaming tendencies

POWERING UP
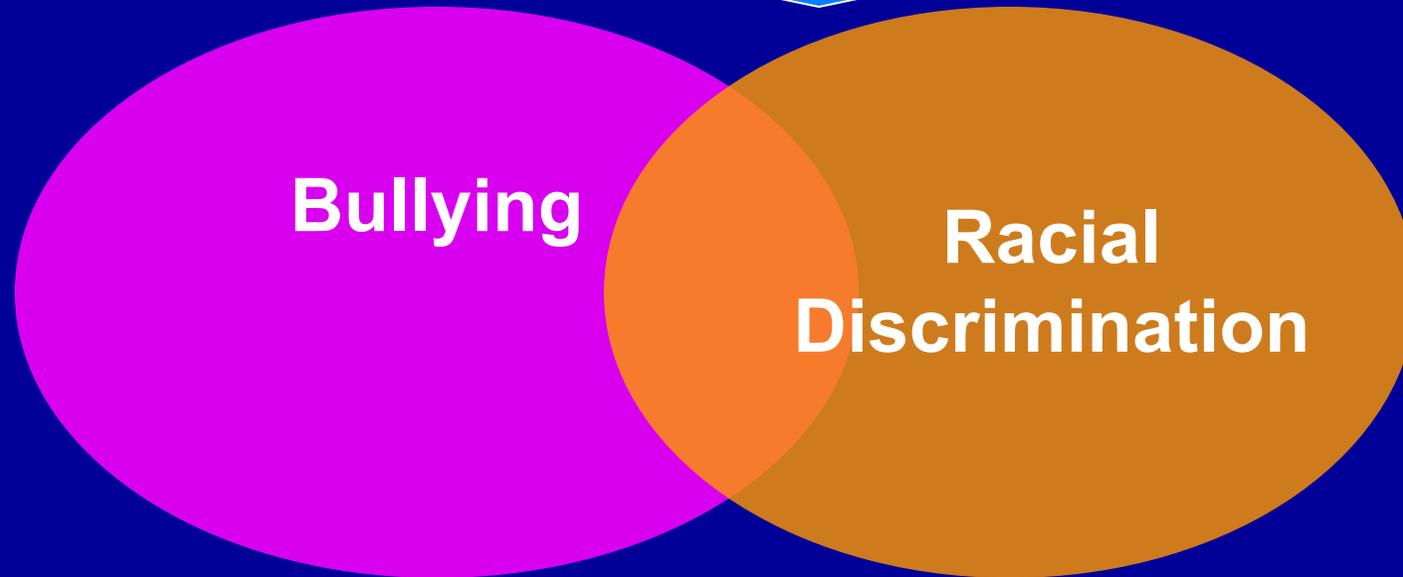
From bullying research

- Balance of power among different racial/ethnic groups
- Protective role of friendship (maybe cross-race/ethnic)
- Power of the peer ecology – why & how kids bully, at what ages, for what reasons
- Interventions – what does and does not work

From discrimination research

- Protective roles of racial identity and parental socialization about…
- Impact of different sources of unfair treatment (peers vs teachers/powerful others)
- Stigma – a devalued identity
- Systemic or structural racism

The best antidote to identity-based bullying

- Teaching tolerance for difference
- Appreciating diversity
- Valuing multiple social identities co-habiting the same school environment
- *Effects of teaching tolerance may last a lifetime*

UCLA Middle and High School Diversity Project
(funded by NICHD)

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…many talented UCLA undergrads
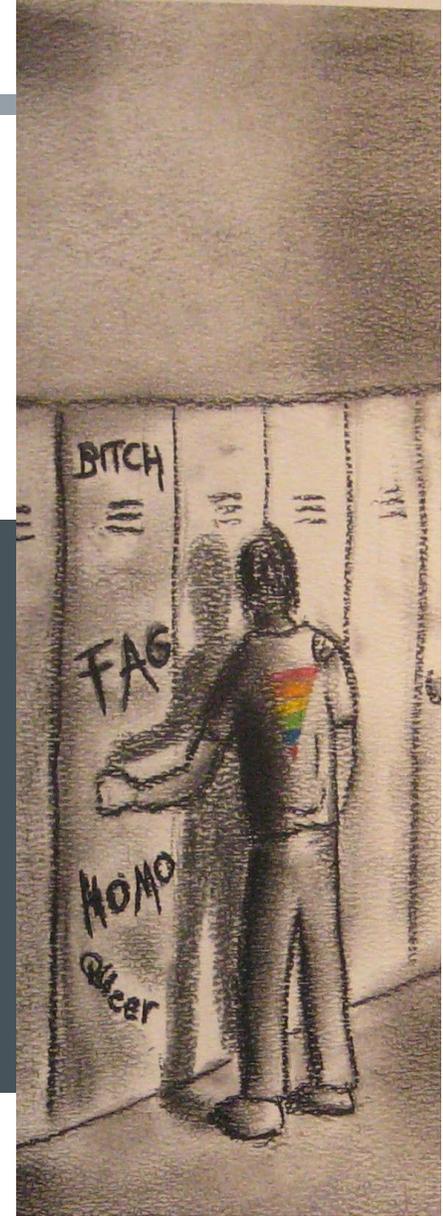
LGBTQ STUDENTS EXPERIENCE BULLYING AT HIGHER RATES THAN THEIR HETEROSEXUAL CISGENDER PEERS

86.3% of LGBTQ students experienced harassment or assault in the past year based on their identity

98.8% of LGBTQ students heard anti-gay remarks at school

68.7% of LGBTQ students experienced verbal harassment

25.7% of LGBTQ students were physically harassed

44.9% of LGBTQ students experienced technology-based harassment in the past year

32.7% of LGBTQ students missed at least one entire day of school in the past month because they felt unsafe or uncomfortable

77.6% of LGBTQ students reported avoiding school functions because they felt unsafe or uncomfortable.

GLSEN 2019 SURVEY

INTERSECTIONAL IDENTITIES: LGBTQ+ &…

- **Intersectionality:** "The understanding that we simultaneously occupy multiple social positions and that these positions do not cancel each other out; they interact in complex ways that must be explored and understood." (Sensoy & DiAngelo, 2017, p. 225)

  - Students may experience bullying that can only be understood by accounting for multiple facets of their identities.

  - **Students are not "just" LGBTQ+…**

  - A single identity category does not encompass the entirety of a person's identity or experience.

REFRAMING "THE PROBLEM" OF BULLYING

In this talk, we are going to re-think what we know about LGBTQ+ student harassment in schools and about bullying generally using educational research to:

- challenge taken-for-granted conceptualizations of LGBTQ+ youths' school experiences, and

- argue for a broader worldview that encompasses cultural systems of power that persistently privilege specific groups of youth while marginalizing others.

COMMON UNDERSTANDING OF BULLYING

- Common understandings of bullying focus on individual acts of violence and the individuals involved (bully, victim, bystanders).

  - Bullying is seen as anti-social behavior.

  - Key strategies: Addressing individual events with intervention and remediation and/or punishment. School-wide character education is also sometimes employed.

BULLYING POLICY & EDUCATOR ACTION

- Most educators and policymakers accept the dominant cultural understanding of bullying: Bullies and their aggressive behavior and intolerant attitudes are seen as the (only or primary) problem.

- Policies based on this understanding of "the problem" focus on bodies and behaviors within school spaces but fail to raise accountability for recognizing and addressing structural bias and patterns of targeting rooted in heterosexism, racism, sexism, etc.

- Their implementation is often focused on increased surveillance and punishment and can further contribute to disproportional representation of Black, LatinX, and queer students in juvenile justice and suspension.

  - Educator action in this model is (mostly) focused on intervention in individual incidents and reporting.
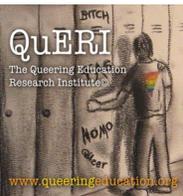
BULLYING ASSESSMENT

Success is often measured by the increase or decrease in reported incidents, which is an unreliable mechanism for assessing bullying.

When the absence of *overt* "bullying" functions as *the* indicator of a safe or inclusive school for LGBTQ students, we fail to account for "the social processes underpinning homophobic bullying and the subtle ways in which schools are complicit in sustaining them, even from the very earliest school years" (DePalma & Jennett, 2010, p. 16).

SOCIOLOGICAL UNDERSTANDING

- A sociological approach expands beyond individuals to look at the contexts of bullying, social inequality, and power:

  - Bullying behaviors are highly social acts that *maintain the boundaries for "normal"* within a given context.

  - This targeted peer-to-peer aggression polices norms and is part of the day-to-day reality of children and youth. (And adults.)

    (Ringrose & Renold, 2010; Pascoe 2007, 2013; Walton, 2005, 2011; Fields 2013; Bansel et al., 2009; Payne & Smith 2012, 2013, 2017; Youdell, 2006.)

UNDERSTANDING BULLYING

Bullying is <u>social</u> –not anti-social–behavior.

"Bullying is interactional reproduction of structural inequalities that socializes young people into accepting social inequality. That is, the interactional process of bullying both builds on existing embodied, classed, raced, gendered and sexualized social inequalities and simultaneously prepares young people to accept such inequalities as a 'normal' part of living in the world".

"We as a society assign some of the dirty work of the reproduction of social inequality to our children, then pathologize them for interactionally acting out the sort of inequality that we as adults instantiate in law, policy, cultural values and social institutions" (Sociologist CJ Pascoe, 2013).

IN OTHER WORDS...

- The system of norm regulation reflects the value lessons students learn throughout childhood and adolescence about "who" counts and who doesn't.

- **"Difference" is the target of bullying behaviors.**

  - Most anti-bullying approaches ignore patterns of targeting and fail to address how certain types of "difference" are marked as "less than" in a particular school context.

- **UNESCO is currently working on a new bullying definition rooted in a social understanding.**

- Required in the new definition: "Bullying and cyberbullying involve a power imbalance and occur within a given network of school and community relationships, and are enabled or inhibited by the social and institutional context of schools and the education system."

- MY 2 SENTENCES: School bullying is a destructive social mechanism through which categories of belonging and otherness are produced and sustained by students targeting peers who are marked as outside the norm (different) in a specific peer context and is enabled or inhibited by the social and institutional context of schools, the education system, and society. Bullying behaviors are aggressive acts characterized by an imbalance of power that can happen in person or be technologically facilitated, that create and maintain social hierarchies, that can cause the target physical, emotional, and social harm, and that imply an absence of care within the social group and towards the targeted students by their peers and adults in the education system.

STIGMA⯑ BULLYING RISK

LGBTQ+ youth are "at risk" because of the norms and values that mark them as "different" or "other."

For sustainable change, norms, policies, and practices that (implicitly or explicitly) support LGBTQ+ marginalization and exclusion in school and give the message that gender and sexual minority youth are acceptable targets must be addressed.

"BAD NAMES"

- **Discursively marking others is a strategy to assume a power position, claim privilege through association with the dominant group, and avoid being subordinated by others**

(Pascoe, 2013; Payne & Smith, 2013; Thurlow, 2001; See also: J. Ringrose; EJ Renold; K. Robinson; G. Walton; many others).

INJURIOUS SPEECH

- Injurious speech utilizes recognizable words that mark already stigmatized identities and ways of being within a culture.

- This targeting speech produces a social—not just an individual—effect.

- Language rooted in sexism or homophobia ("homo," "slut," "fag") targets both individuals and the larger group of gender and sexual non-conforming students—which places them in lower positions in the social hierarchy.

- This means: When kids (and adults) "joke" or "tease" about who is masculine or feminine in the "right" way, they are navigating, enforcing, and reinforcing the gender rules of the school's social hierarchy and perpetuating stigma.

QuERI data gathered from high school students 2008-2011, Central NY region, urban and suburban schools.

RE-FRAMING BULLYING:

- The continuous circulation of "bad names" provides youth with repeated reminders of who and what is undesirable.

- Minor examples of verbal policing are perceived by society to be harmless and virtually everyone is a participant.

- More overt targeting is an escalated, more violent version of the same policing and is usually a persistent, aggressive labeling of ways of being that are not perceived as normal in a particular context.

SLUT, FAG, & DYKE

- Research indicates that "slut" & "fag" (and their *many* variations) are considered the worst insults in the youth lexicon.

- "Slut," "Fag" & "Dyke" mark gender transgressions. (A man being effeminate, "bookish," unathletic, artistic; A woman expressing sexuality outside of male control).

- These undesirable characteristics "blur" the boundaries between men and women and are therefore policed.

- [Slut, fag, and dyke](#) discipline youth into narrow gender roles. These words police gender.
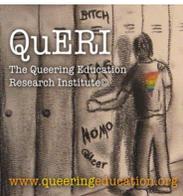
WHAT IS GENDER POLICING?

- The process of critiquing and/or regulating one another's gender behaviors and expression.

  - **Perceptions of who is "normal" and who is "different" are deeply rooted in cultural expectations for "correct" masculinity and femininity.**

  - From birth, children are socialized to recognize and conform to the "right" ways to act as boys or girls.

  - Many targeting behaviors are related to dominant cultural ideas about correct gender *which intersect with race/class/ability/ etc. in important ways.*

  - Gender policing is based on the cultural belief that gender is a binary and that men and women are supposed to fulfill specific, different, "complimentary" roles.

IN OTHER WORDS…

- …the violence termed "bullying" is the heightened and visible form of aggression that circulates every day in schools and in the larger culture—aggression that targets appearance, personal interests and hobbies, academic engagement, bodily comportment, physical size and shape, and sexual behavior in ways that continuously reassert the "right" way to be and affirm the expected alignment of race, class, ability, sex, gender, and sexuality (Payne & Smith, 2013).

ANTI-BULLYING POLICY & ENUMERATION

Between 1999 and 2015, all 50 states in the U.S. passed anti-bullying laws. These laws vary widely in their legislative language and in their implementation policies.

Enumeration in anti-bullying policies is recognition that acts of bullying often target those who are perceived as "different" and that such discrimination is rooted in larger cultural biases.

Race, disability, religion, ethnicity, national origin, sex, gender, sexual orientation, and gender identity are all characteristics that can be included in enumerated laws.

Only 22 state laws + DC include sexual orientation, gender identity, and expression their protected categories.
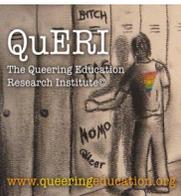
IMPLEMENTATION

- Even when state legislation names gender and sexual minority students in the categories protected by the law, state-level implementation strategies often fail to specifically address the needs of those students through providing schools with relevant resources, education, or policy.

- *IF* educators receive training on bias-based bullying as part of implementation, they are least likely to have received any information on gender identity and sexual orientation (Hall & Chapman, 2018).

- Intervention efforts that are designed only to correct individual dysfunctional behaviors are unlikely to account for "how identity differences—such as gender and sexuality—are relevant to students' positions in the social hierarchy and their experiences of bullying and other forms of violence" (Payne and Smith 2018, p. 393).
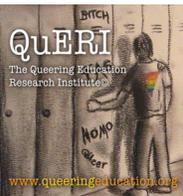
NY CASE: THE DIGNITY ACT

The research participants for this study are Dignity Act Coordinators (DACs) who are responsible for supporting their school's implementation:

- 71% reported that the greatest barrier to their success as DACs was a lack of knowledge about the enumerated categories and not receiving education on issues of diversity. DACs didn't understand enough about racism, homophobia, marginalization, and the enumerated categories to teach their colleagues (though that is a DAC responsibility), and they felt uncomfortable talking about these issues.

- Only 28% reported that their Dignity PD included information on gender and sexual minority students.

- 89% of DACs were unable to name any proactive strategies to address bullying and focused their implementation on reactive strategies.

- No one has reported that their Dignity for All Students Act (DASA) PD focused on proactively creating supportive environments, that training offered significant education on LGBTQ students and families, or that training addressed school culture.

DIGNITY

- The language of Dignity Act legislation and the education implementation policies of Dignity highlight two different understandings of "the problem" of bullying.

- The legislative language implies an understanding of bullying behaviors as rooted in a culture of bias and discrimination requiring proactive approaches.

- The implementation policies framed the problem as one of individual acts of violence requiring individual interventions, surveillance, and incident reporting, reactive approaches.

    - **The individualized understanding of the problem allows for the insertion of a universal victim and an ignoring of the enumerated categories. Interrupting the social dynamics that impact which kids are targets is not a necessary part of such an approach to reducing bullying.**

A MOMENT OF CHANGE

We are in a moment of change in how we understand bullying and what effective responses to bullying might be. Over the past 10 years, the call to redefine bullying and attend to its social contexts has swelled.

As questions have been asked about why some groups of students and not others are the repeated targets of bullying, more researchers and some policymakers have moved away from the individualized bully/victim binary and toward a focus on social inequalities and hierarchies.

UNESCO's current work to redefine bullying is indicative of this moment of change.

Addressing bias-based bullying requires more than the strategies currently in play. It requires our responses be structural and systemic rather than individualistic or symbolic.

CONTACT:

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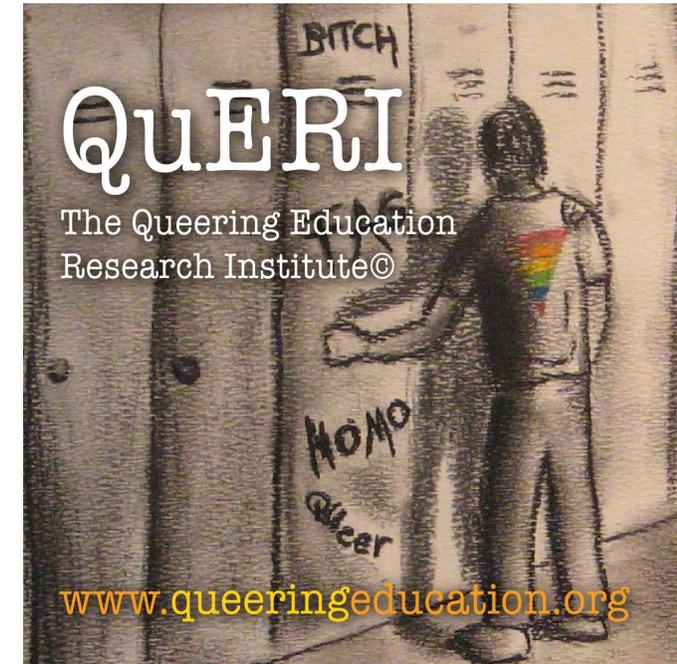
QUERI BULLYING SCHOLARSHIP

Payne, E. & Smith, M. (Forthcoming 2022): *Queer youth, school violence, and the limits of "bullying."* Edited volume on the sociology of gender and sexuality-based bullying. Chapter contributors: Renée DePalma, Tania Ferfolja, Jessica Fields, Michelle Fine, Jen Gilbert, José Jimenez, Cris Mayo, C.J. Pascoe, Victoria Rawling, Emma Renold, Jessica Ringrose, Kerry Robinson, María Elena Torre, Jackie Ullman.

Smith, M. & Payne, E. (In press). Addressing queer youth and bullying: Sociologically-informed approaches. Chapter. In *Power and Aggression Among Adolescents: Toward a Sociology of Bullying.* New York University Press.

Payne, E. & Smith, M. (2019). Insider stories: Tensions, resistances, and missed opportunities in state LGBT-inclusive anti-bullying policy. *International Journal of Bullying Prevention, 1(4), 231-245.*

Payne, E., & Smith, M. (2018). Violence against LGBTQ students: Punishing and marginalizing difference. In Shapiro, H. (Ed.), *Handbook on Violence in Education: Forms, Factors, and Preventions.* Wiley Blackwell.

Payne, E., & Smith, M. (2016). Gender policing. In Rodriguez, N. (Ed.), *Queer Studies and Education: Critical Concepts for the Twenty-First Century*. Palgrave Macmillan.

Smith, M., & Payne, E. (2016) Educator evaluations of school climate for LGBTQ students: A reiteration of the bullying discourse. In *Voices of LGBTQ Students and Teachers: Changing the Culture of Schooling*. Paradigm Publishers.

Payne, E., & Smith, M. (2013). LGBTQ kids, school safety, and missing the big picture: How the dominant bullying discourse prevents school professionals from thinking about systemic marginalization or… Why we need to re-think LGBTQ bullying. *QED: A Journal of GLBTQ World Making, 1:1.*

Payne, E., & Smith, M. (2012). Rethinking "Safe Schools" approaches for LGBTQ students: Changing the questions we ask. *Perspectives in Multicultural Education, 14:4, 187-193.*

Payne, E., & Smith, M. (2012). Safety, celebration and risk: Educator responses to LGBTQ professional development. *Teaching Education, 23:3, 265-285.*

Peer/School Victimization Among LGBTQ+ Youth: Opportunities for Intervention

Jeremy T. Goldbach, PhD, LMSW
Professor
Brown School, Washington University in St. Louis

Disclosures

Key Points

- We know a little bit, but there's a lot left to learn

- Interventions are needed

- Systems & structures are designed to reinforce themselves

We know a little bit (mostly epidemiology)

- Sexual and Gender Minority (SGM) adolescents are substantially more likely to experience interpersonal violence (physical, sexual, stalking, psychological harm, controlling behaviors) than their peers

- Intimate Partner Violence (IPV) rates of physical victimization as high as 89%, sexual victimization as high as 61% (e.g., McLaughlin, Hatzenbuehler, Xuan & Conron, 2012; Dank, Lachman, Zweig & Yahner, 2014)

There is a lot left to learn

- SGM are not only victims (e.g., Dank et al., 2014)

- Frequency and severity remain relatively unexplored
  - Isolated vs. systemic and ongoing abusive experiences
  - Relation to other forms of victimization
  - Internalization and risk for future harm

- Subgroups of SGM may differentially experience violence (e.g., rural, socio-economic status)

Violence occurs at multiple levels

Societal
(social and cultural norms, policy)

Community
(neighborhoods, schools, workplace, social or religious organizations)

Relationship
(family, peers, partner, other social networks)

Individual
(age, education, income, attitudes, beliefs, trauma, mental health history)
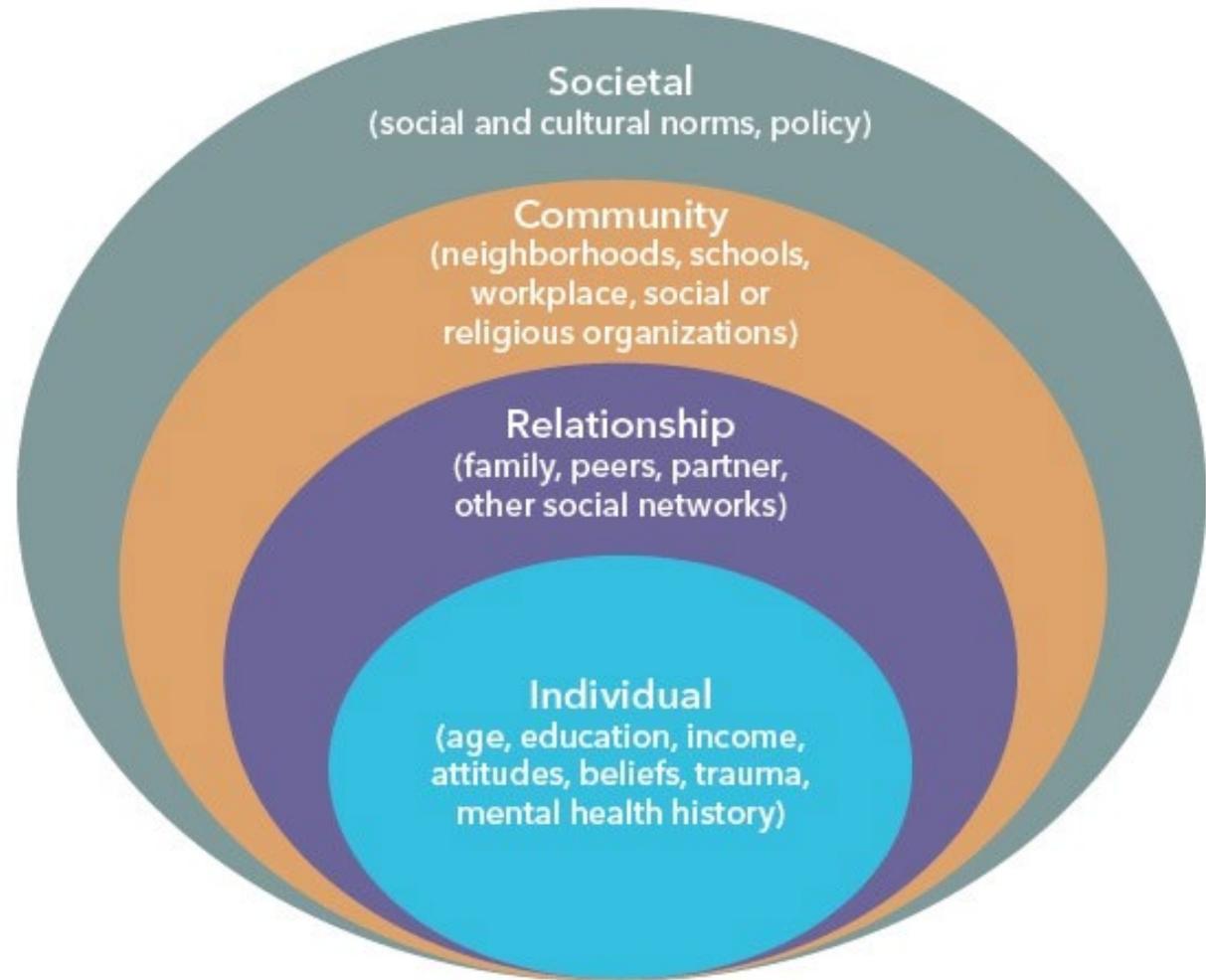
Violence occurs at multiple levels
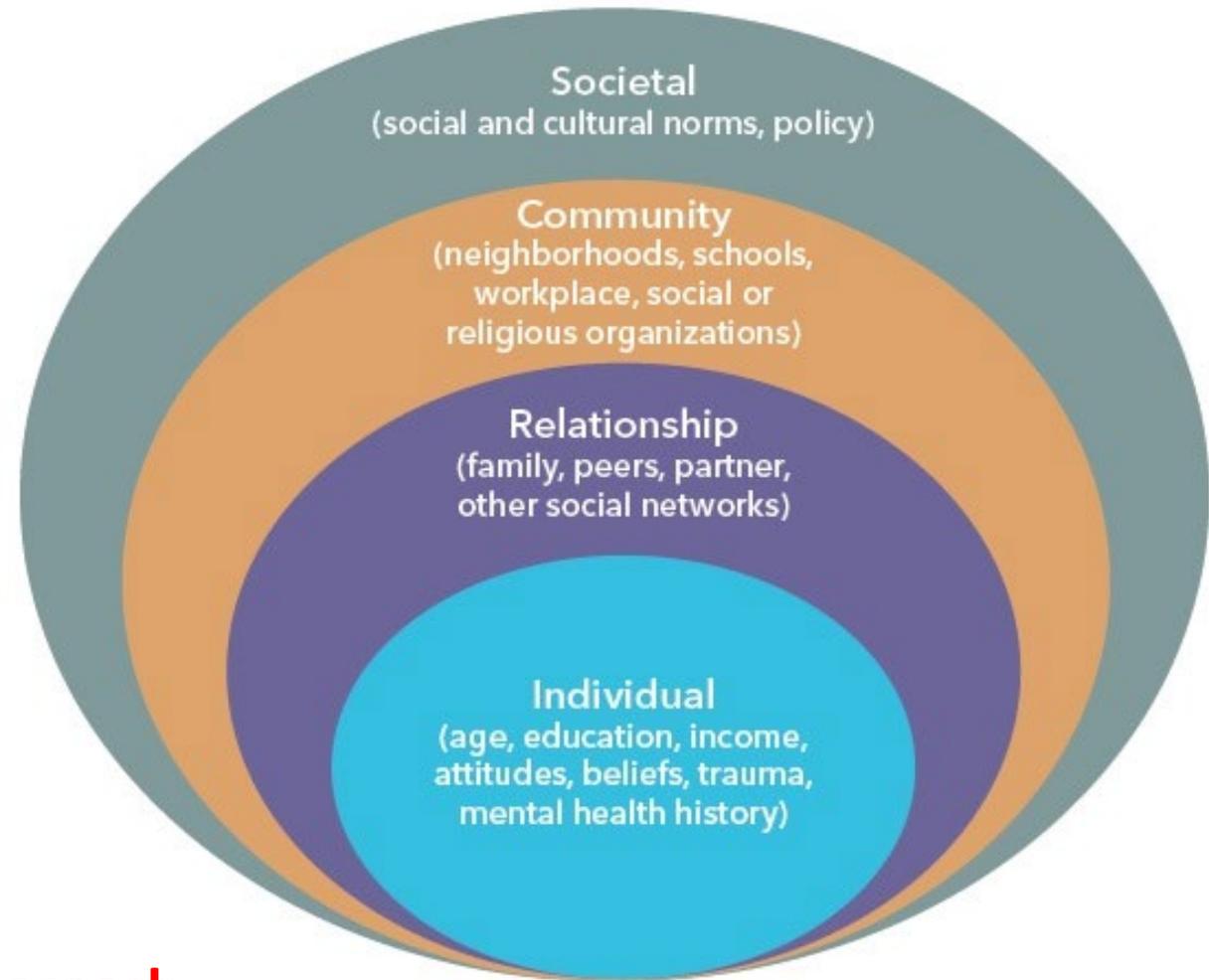
Thus, demanding a multi-level approach

Societal
(social and cultural norms, policy)

Community
(neighborhoods, schools, workplace, social or religious organizations)

Relationship
(family, peers, partner, other social networks)

Individual
(age, education, income, attitudes, beliefs, trauma, mental health history)

Interventions are needed, we know, but they take time
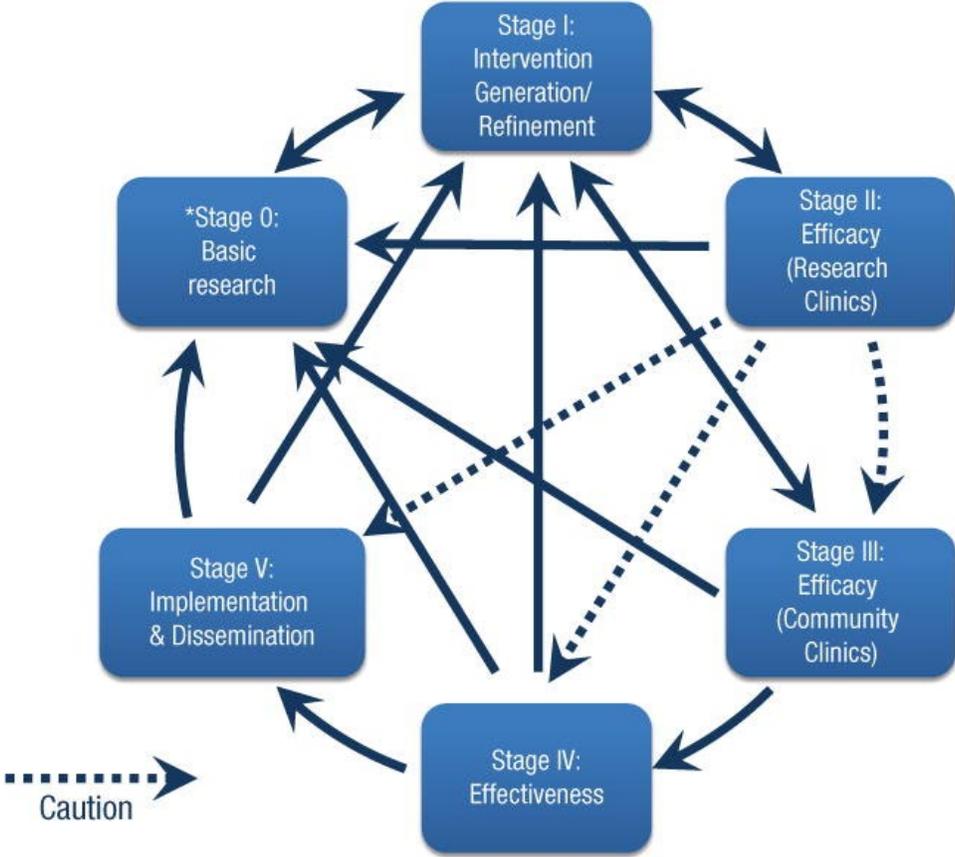
Onken, L., Carroll, K., Shoham, V., Cuthbert, B., Riddle M. (2014) Reenvisioning clinical science: unifying a discipline to improve public health. *Clin Psychol Sci. 2(1),* pp. 22-34

Individuals Matter

- Family Relationships
- Peers and School
- Teachers and Administrators
- "Coming Out"
- Gender-related Supports
- Romantic Relationships
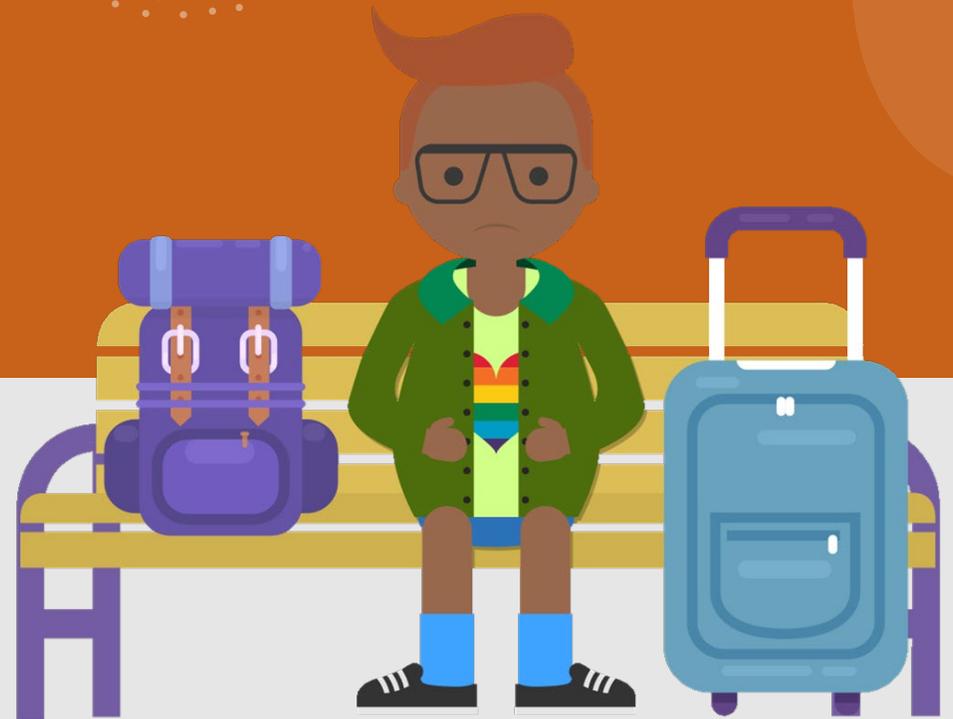
Systems Matter, Too
(And Youth Voices Rule)

Changing School Climate

Gender and Sexuality Alliances (GSA)

Curricular Resources / Inclusion

Educator Training and Support

Environmental Cues (Safe Space)

Anti-bullying / Harassment Policies

Multi-Level Interventions Can Work

- Intervention condition showed a decrease in minority stress (including environmental stressors) over time, compared to control

- Health outcomes anxiety and depressive symptoms also showed decrease in the intervention condition over time when compared to control

Estimated Marginal Means of SMASI total score

8.439090909

8.285384615

7.587727273

7.216923077

1 and 2 from snum = 1 (intervention) 3 and 4 from snum = 0 (control)
— Control
— Intervention

Time

Working for Youth Justice and Safety
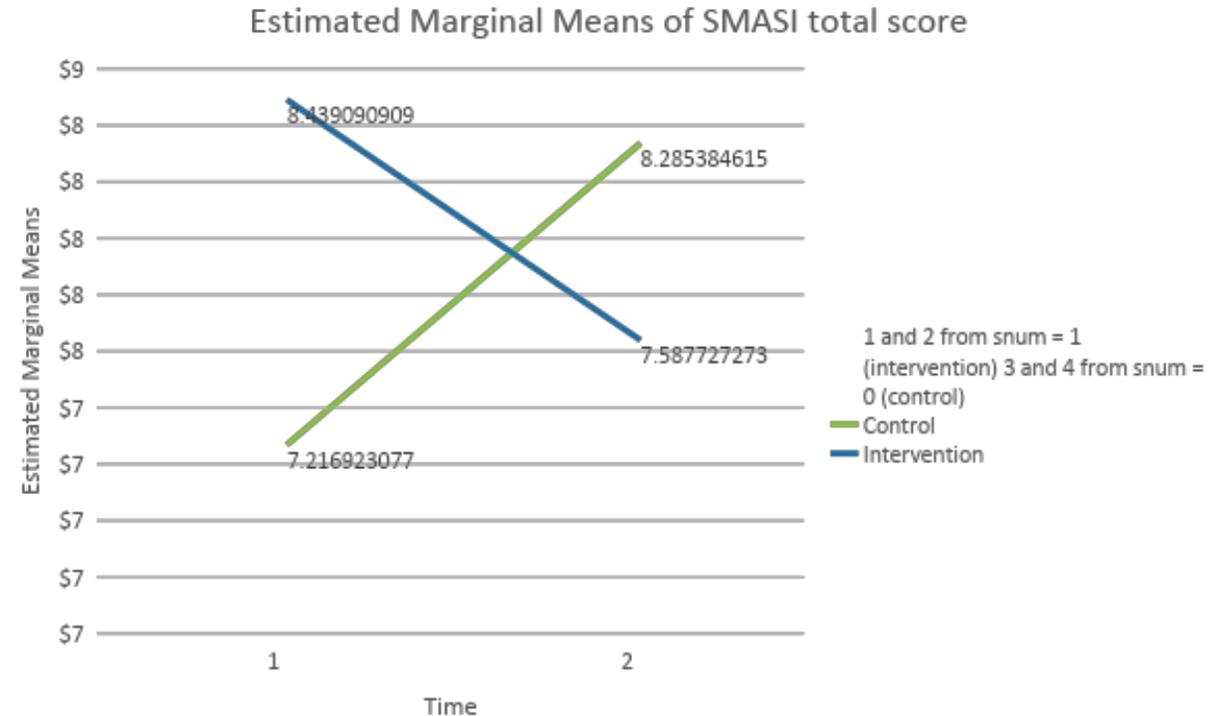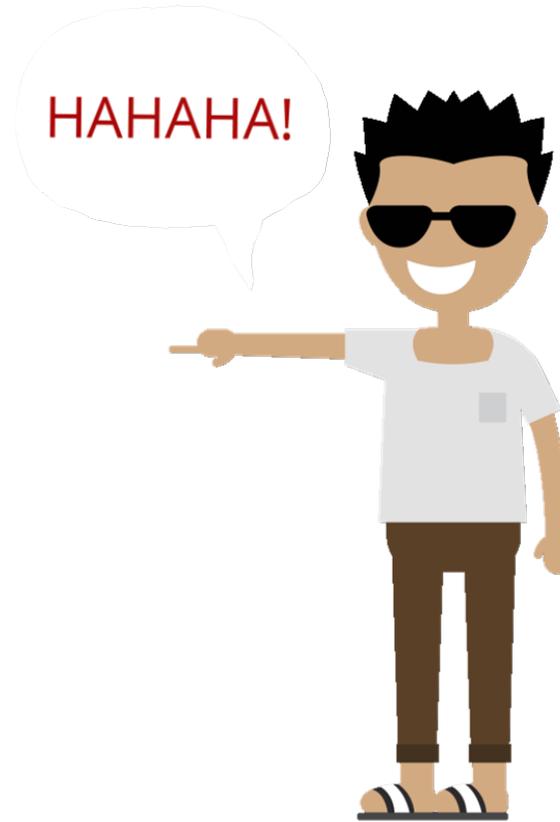
Thank You!

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Closing Remarks: Day 1

James Antal
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Special Victims and Violence Offenders Division
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