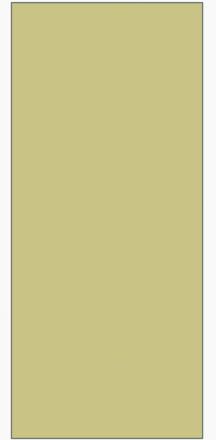


# THE PSYCHOLOGY OF HAZING AND BULLYING

PRESENTED BY DR. HARRY GREEN



# LATEST STATISTICS

(STOPBULLYING.GOV)

- **National Statistics**

- **Been Bullied**

28% of U.S. students in grades 6–12 experienced bullying.<sup>2</sup>

20% of U.S. students in grades 9–12 experienced bullying.<sup>15</sup>

- **Bullied Others**

Approximately 30% of young people admit to bullying others in surveys.<sup>3</sup>

- **Seen Bullying**

70.6% of young people say they have seen bullying in their schools.<sup>3</sup>

70.4% of school staff have seen bullying. 62% witnessed bullying two or more times in the last month and 41% witness bullying once a week or more.<sup>3</sup>

When bystanders intervene, bullying stops within 10 seconds 57% of the time.<sup>16</sup>

- **Been Cyberbullied**

9% of students in grades 6–12 experienced cyberbullying.<sup>2</sup>

15% of high school students (grades 9–12) were electronically bullied in the past year.<sup>16</sup>

However, 55.2% of LGBT students experienced cyberbullying.<sup>17</sup>

# LATEST STATISTICS

(STOPBULLYING.GOV)

- **How Often Bullied**

In one large study, about 49% of children in grades 4–12 reported being bullied by other students at school at least once during the past month, whereas 30.8% reported bullying others during that time.

Defining "frequent" involvement in bullying as occurring two or more times within the past month, 40.6% of students reported some type of frequent involvement in bullying, with 23.2% being the youth frequently bullied, 8.0% being the youth who frequently bullied others, and 9.4% playing both roles frequently.<sup>3</sup>

- **Types of Bullying**

The most common types of bullying are verbal and social. Physical bullying happens less often. Cyberbullying happens the least frequently.

According to one large study, the following percentages of middle schools students had experienced these various types of bullying: name calling (44.2 %); teasing (43.3 %); spreading rumors or lies (36.3%); pushing or shoving (32.4%); hitting, slapping, or kicking (29.2%); leaving out (28.5%); threatening (27.4%); stealing belongings (27.3%); sexual comments or gestures (23.7%); e-mail or blogging (9.9%).<sup>3</sup>

# LATEST STATISTICS

(STOPBULLYING.GOV)

- **Where Bullying Occurs**

Most bullying takes place in school, outside on school grounds, and on the school bus. Bullying also happens wherever kids gather in the community. And of course, cyberbullying occurs on cell phones and online.

According to one large study, the following percentages of middle schools students had experienced bullying in these various places at school: classroom (29.3%); **hallway or lockers (29.0%)**; cafeteria (23.4%); **gym or PE class (19.5%)**; bathroom (12.2%); playground or recess (6.2%).<sup>3</sup>

- **How Often Adult Notified**

Only about 20 to 30% of students who are bullied notify adults about the bullying.<sup>13</sup>

# NATURE OF BULLYING

- Bullying is a subset of other types aggressive behavior :
  - Intentional, deliberately hurtful
  - Violates the rights of others
  - Power imbalance between bullies and victims
  - Target has hard time defending himself/herself
  - Repeated over time
  - Creates a hostile climate

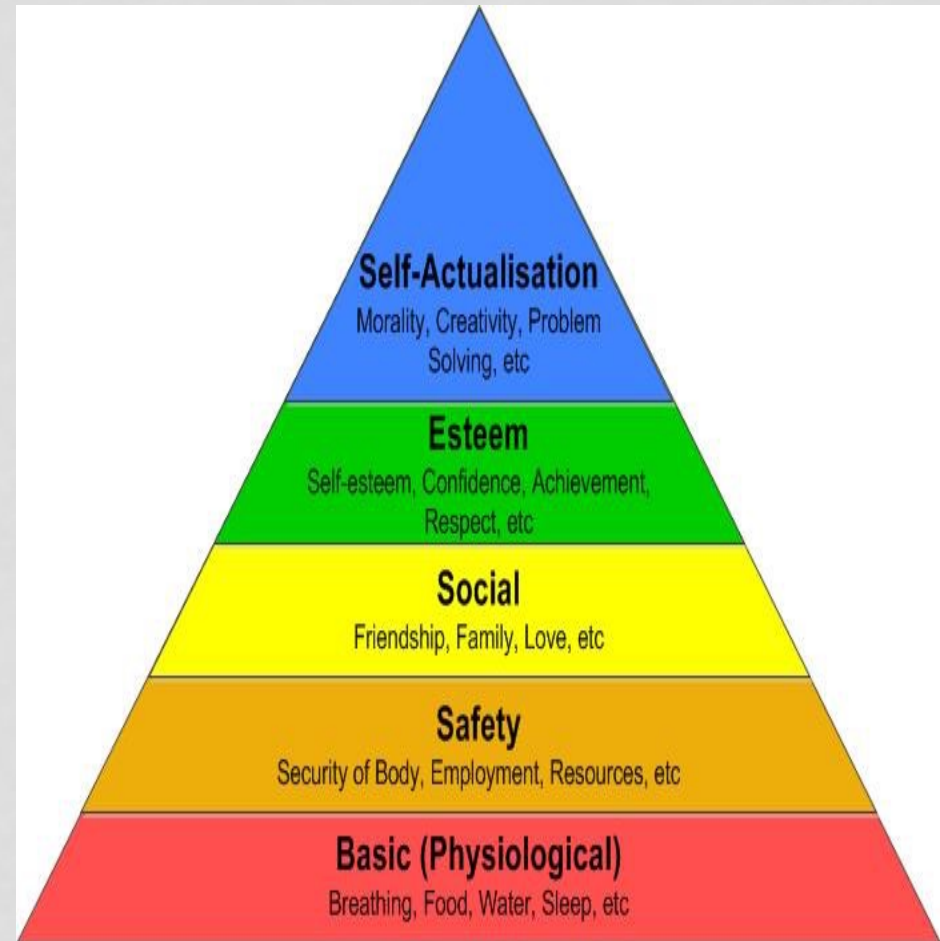
(Hoover and Oliver, 1996; USDOE, 1998)

# TYPES OF BULLYING

- Physical bullying
  - punching, shoving, acts that hurt people
- Verbal bullying
  - name calling, teasing, making offensive remarks
- Indirect bullying
  - spreading rumors
  - keeping certain people out of the “group”
  - getting certain people to “gang up” on others
- Cyber bullying
  - sending insulting messages by e-mail, text messaging, chat rooms

# EMOTIONAL NEEDS (MASLOW, 1943)

- **Security** — safe territory and an environment which allows us to develop fully
- **Attention** (to give and receive it)
- **Sense of autonomy and control** — having volition to make responsible choices
- **Being emotionally connected to others**
- **Community**
- **Friendship, intimacy** — to know that at least one other person accepts us totally for who we are, “warts ‘n’ all”
- **Privacy** — opportunity to reflect and consolidate experience
- **Status** within social groupings
- Sense of **competence and achievement**
- **Meaning and purpose** — which comes from being stretched in what we do and think.



# THE BULLY

- Impulsive
- Needs to feel powerful, in control
- Believes he/she is superior to others
- Gets satisfaction from inflicting injury and suffering on others
- Lacks remorse
- Feels victims provoke attack and deserve consequences







# THE BULLIED

**Children who are victimized tend to display “vulnerable behaviors.”**

- Passive loners, cry easily, and lack social skills
- Shy, sensitive, insecure
- Don't pick up on social cues
- Unable to deflect a conflict with humor
- Generally sad, anxious, cautious, suffer low self-esteem
- Do not defend themselves or retaliate and tend to lack friends

Juvonen, J. & Graham. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York, NY: Guilford Press.

**NOTE: THAT THIS IS NOT MEANT IN ANY WAY TO “BLAME” THE VICTIM!**



# THE BYSTANDER

Negatively affected when bullying occurs:

- a) Become anxious and more fearful
- b) Could follow a bully's lead in helping to victimize another student
- c) If they do not see negative consequences for the bully, bystanders may be more likely to use aggression in the future







# HAZING

- Abuse of new or prospective group members
- Common throughout the world
- A practice that goes back thousands of years
- Not part of a direct assessment of readiness or preparation for participation



# CONNECTION BETWEEN HAZING AND BULLYING

- Hazing is similar to bullying
- Hazing has a tendency to be an institutionalized form of harassment/intimidation centering on initiation rights
- Hazing can be an organized form of bullying
- Bullying typically attempts to exclude a person from the bully's activities while hazing is often a condition of acceptance or initiation into a group
- Both involve a ringleader & bystanders who do nothing to stop the activity

# GROUP SOLIDARITY

- Cohesion through submission
- Shared experience



# DOMINANCE

- Veterans use it consolidate their position
- Maintain the power structure

# A TEST OF COMMITMENT

- Weed out the weak and uncommitted
- “Prove your worth”

# TYPES OF HAZING

- Physical assaults, scarification, sleep deprivation, servile labor, sexual humiliation, etc.

# WHY?

## (HOOVER AND POLLARD, 2000)

- Learning how to fit in & be accepted socially by peers... major developmental task for teenagers
- Even mild adult encouragement of this behavior can be powerful
- For some students hazing has become a way of life & more than a rite of passage
- Positive vs. negative initiation rites (play on teenagers strong drive to belong)

# WHY?

- Fun/exciting (48%)
- Felt closer to the group (44%)
- Prove myself, just went along with it (34%)
- Scared to say no (16%)
- Wanted revenge (12%)
- Didn't know what was happening, adults do it to (9%)

# WHY?

- Other (20%)

Personal Choice/Status

Tradition - so not a problem

Pressure

Get out aggression

Immaturity

# WHERE'S THE LINE ?

- That which exacts a cost which is above what is minimally required for entry
- Harm is the line
- One size doesn't fit all

# THE PSYCHOLOGICAL COSTS

- Depression
- Anxiety
- PTSD
- Magnification of Pre-existing Mood, Anxiety or Personality Disorders
- Substance use/abuse



# ADDRESSING BULLYING AND HAZING

- ✓ Intervene **immediately**
- ✓ Isolate the bully from the environment
- ✓ Talk to bully/talk to victim separately
- ✓ Consult with teachers and school administrators
- ✓ Expect denial and inform bully about actions taken
- ✓ Have clear consequences in place (i.e.; replacing broken property)
- ✓ Keep the focus on the behavior
- ✓ Encourage students to report incidents of bullying
- ✓ Communicate with the parents
- ✓ Reassure victims steps will be taken to prevent recurrence
- ✓ Teach coaches, athletes, and students to monitor their own behavior
- ✓ Provide counseling
- ✓ Consider and address emotional needs
- ✓ Consult
- ✓ Follow-up

# ADDRESSING BULLYING/HAZING

- Never ignore suspected bullying
- Listen carefully and openly
- Don't make premature assumptions
- Adopt a problem-solving approach which moves students on from justifying themselves
- Follow-up repeatedly, check that bullying has not resumed
- Effective and consistent consequences for those who bully others
- Develop curriculum which promotes communication, friendship, social skills, conflict resolution, anger management and assertive skills
- Improve communication among teachers, parents and students