PREVENTING AND RESPONDING TO BULLYING AND CYBERBULLYING INCIDENTS
AMONG DEAF AND HARD-OF-HEARING STUDENTS

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Science in Counseling,
School Counseling

By
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May 2015
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DEDICATION

To my mother,

I dedicate this project to you.

Mom, thank you for putting up with me all these years. For all the times that I have needed you, you were always there for me. Thank you for motivating me to continue to work hard and pursue my dreams. Thank you for allowing me to become the person I am today. I couldn’t have done this without you!

With this project, I thank you and I love you.
ACKNOWLEDGEMENTS

I would like to first express my appreciation to my committee chair, Dr. Tovah Sands. I especially thank you for your guidance and assistance throughout the entire school counseling program. Thank you for allowing me to be a part of this program.

I would also like to express my appreciation to Jennilyn Kirkpatrick for her help and guidance throughout our time in graduate school. I appreciate your unwavering support and thank you for making this whole journey a worthwhile experience. Thank you for your friendship and support, including helping me survive all the stress from these past two years and not allowing me to ever give up. Don’t stop believin’!!

I would also like to say thank you to Dr. William G. Garrow of the Deaf Studies Department at California State University Northridge. I’m extremely grateful for your help and encouragement, including being a reader for this project. Thank you for encouraging me to pursue my master’s degree. In doing so, it inspired me to want to become a school counselor.

In addition, I would love to express my deepest appreciation to my godparents Barbara and Bradley Morrison. You both are the best! I’m extremely grateful to have you both in my life. All of your love and support means the world to me.

And finally to my grandparents Martin and Ouida Wise, I thank you for everything you have done for me. I love you both so much!
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ABSTRACT

PREVENTING AND RESPONDING TO BULLYING AND CYBERBULLYING INCIDENTS AMONG DEAF AND HARD-OF-HEARING STUDENTS

By

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Masters of Science in Counseling,

School Counseling

Research shows a lack of focus on bullying affecting Deaf and hard-of-hearing (DHH) children and adolescents. Despite a growing trend of physical, social, and cyberbullying on school campuses, the DHH student population has been largely ignored in bullying intervention/prevention studies. The problem being addressed in this graduate project is how to intervene and prevent forms of bullying and cyberbullying in regards to incidents involving DHH children and adolescents. This project presents a modification of the Olweus Bullying Prevention Program for use with DHH high school students by school counselors.
Chapter 1

Introduction

We cannot ignore the fact that bullying can occur within the Deaf school community as well. Students can be victimized in the hallways and playgrounds, and residential students can be victimized in the dormitories (Tresh, 2004, p. 34).

According to Swearer, Espelage, Vaillancourt, and Hymel (2010), the majority of studies regarding victimization of students with disabilities have documented instances of verbal and physical abuse as well as social exclusion. Historically, the Deaf and hard-of-hearing (DHH) population has been overlooked in recent research conducted on bullying and cyberbullying. However, Deaf K-12 students’ experiences with bullying are prevalent from the elementary to the high school levels of public education. When a DHH student becomes a bullying victim, he or she is often disliked or rejected by their peers and thus may feel depressed and anxious at school (Swearer, et al., 2010).

In order to address bullying and cyberbullying effectively at the high school level with DHH students, it is important to recognize the importance of the school climate. School climate is related to how safe and supported an adolescent feels while attending classes and extra-curricular activities on campus (Papalia, Olds, & Feldman, 2009). If a student is a victim of bullying, it creates an unhealthy school climate which can affect their academic achievement and personal-social growth. Therefore, as DHH students enter high school, it is vital that school administrators and school counselors collaborate on a regular basis to address both bullying and cyberbullying of DHH. The level of adult supervision by campus supervisors may decrease in high school, DHH students may have a greater likelihood than hearing students of being victimized in cafeterias, hallways, parking lots, and any other secluded areas on a large school campus. To curtail the
number of bullying/cyberbullying incidents, school counselors must become leaders in modifying current anti-bullying programs to address the specific needs of DHH students.

**Statement of Need/Problem**

Current research documenting the bullying behaviors of DHH children is almost nonexistent. According to Raskauskas and Modell (2011), it is unclear how prevalent the issue of bullying is among students with disabilities as research focusing on this population is limited in scholarly journals. However, most researchers agree that children with disabilities are harassed by their peers at higher rates than those without disabilities. While few studies have focused on bullying incidents among DHH children in mainstreamed or residential school settings, the experiences of professionals working in the field indicate that bullying does in fact take place even when Deaf children are educated only with other Deaf children (2011). School counselors and school administrators need to know how to address bullying appropriately and effectively as it relates specifically to their DHH student population.

Upon exhaustive investigation by this graduate student, no research-based programs were found to exist that specifically address the need of prevention and intervention strategies for DHH K-12 students. With no research-based programs existing for DHH students, anti-bullying prevention curriculums are implemented at public schools that are only targeted for a general population. However, it is troubling that DHH students do not receive adapted questionnaires or small group/individual counseling that is specific to their learning needs. In order to be effective with anti-bullying efforts at a school-wide level, administrators and school counselors must collaborate on
implementing appropriate and effective measures with DHH students at all K-12 grade levels.

**Purpose**

The purpose of this graduate project is to modify the research-based *Olweus Bullying Prevention Program* to specifically support DHH high school students. This modified DHH program will benefit multiple stakeholders including students, teachers, families, and the whole community. In particular, this program will bring appropriate strategies or methods for school administrators and school counselors to collaborate, prevent, and respond to bullying/cyberbullying incidents among their DHH students.

**Significance**

Although this program modification of the *Olweus Bullying Prevention Program* is meant for high school administrators and school counselors to utilize, it will hopefully have a direct benefit to all school staff who regularly interact with DHH high school students. By implementing the modified *Olweus Bullying Prevention Program* with DHH students, public high schools can gain concrete method and results of bullying and cyberbullying prevention measures.

**Terminology**

- **Bullying**: using physical strength or social influence to intimidate someone, typically in an attempt to force him or her to do what one wants.

- **Cyberbullying**: using electronic means (i.e. a cell phone or computer) to intimidate or taunt another person.

Scheetz (2001) has defined the following terms, all of which are important to help one gain a deeper understanding of the issues of bullying and cyberbullying involving Deaf students:
• *Residential School Programs:* public or private schools that follow a boarding school concept in which students reside in dormitories.

• *Day Schools:* public or private schools that accommodate the learning needs of DHH students who live at home. The majority of these schools are located in metropolitan areas and their curricula are structured to meet specific needs of each student.

• *Early Intervention Programs:* similar to preschools for hearing students; DHH children of infancy to five years old attend school or home-based for a designated number of hours before returning home to their parents.

• *Home-Based Programs:* itinerant teachers meet with parents and their Deaf children at home and provide one-on-one instruction.

• *Day Classes:* located in public schools for students with mild or severe hearing loss; however, the majority of students on campus are hearing.

• *Self-Contained Classes:* specific classrooms in public schools designated for DHH students. These students attend all of their classes together, and do not integrate into classes with hearing students (Scheetz, 2001).

In order to fully understand and address this issue, it is necessary to review previous studies on bullying and cyberbullying including anti-bullying programs that can help support the needs of the DHH student population. The following chapter will discuss recent scholarly literature pertinent to bullying issues and prevention.
Chapter 2

Review of Literature

This chapter will provide a review of recently conducted research on bullying and cyberbullying, and of DHH students, including a general overview, parental influences, school counseling strategies, other school interventions, and a discussion of the future direction of research conducted on this subject. In terms of an overview, the following areas will be discussed: bullying definition, bullying and cyberbullying statistics, and the lasting impact of bullying. This will be followed by a review of bullying and cyberbullying studies that specifically relate to DHH students. The remainder of the chapter will focus on school counseling interventions, other preventive measures, and future directions of research conducted on bullying and cyberbullying with DHH children and adolescents.

Adolescent Development

During the high school years of education, students are in the developmental period known as adolescence. According to Papalia, Olds, & Feldman (2009), the period of adolescence [approximately between the ages of 11 to 19 or 20] involves multiple physical, cognitive, emotional and social changes that take multiple forms depending on an adolescent’s social, cultural, or economic background. In terms of physical changes, adolescents are undergoing puberty which results in sexual maturation and growth spurts in height, weight, and muscle and bone growth. All of the physical changes can create psychological ramifications for adolescents as their self-esteem may decrease if they do not like what they see while looking at a mirror. Throughout adolescence, teenagers depend on their parents/guardians to ensure that they partake in proper nutrition and regularly engage in physical activities like sports (2009).
In terms of the cognitive development of an adolescent during their high school years, the brain is still maturing according to imaging studies. As emphasized by Papalia, Olds, & Feldman (2009), between puberty and young adulthood, dramatic changes occur in the brain structure of an adolescent that affects their emotions, judgement, behavior organizations, and ability to self-control. Some may engage in risk-taking behaviors, including illicit drug use. For example, in terms of marijuana use, it was found in 2007, that “… about 10 percent of eighth graders, 25 percent of tenth graders, and 32 percent of twelfth graders admitted to having used it [marijuana] in the past year” (p. 368).

Although drug use is a significant concern at the high school level, a larger personal-social development issue is how peer pressure to engage in such risk-tasking behaviors occurs among students. While interacting with their peer groups at either school or out in the community, adolescents may also develop prejudices, “… unfavorable attitudes towards outsiders, especially members of certain racial or ethnic groups” (p. 335). By having an internal desire to be included as part of a group, adolescents can be very subjectable to the opinions or biases of their friends. In searching for their personal identity, adolescents need to figure out their own goals, core values, and belief systems. During the high school years, it is important to remember that adolescents are still maturing in their personal-social development and benefit from adult role models (such as teachers and school counselors) to guide them to making more appropriate decisions. With the physical, psychological, and social changes occurring in an adolescent’s life, it takes a great deal of patience and dedication by school staff members to help prevent bullying or cyberbullying incidents between adolescents while on campus or out in the community (2009).
Deaf and Hard-of-Hearing (DHH) Adolescents

As noted by Heward (2013), the educational programs for DHH children who have congenital (present at birth) or acquired (appears after birth) hearing loss will be profoundly different from one another. For example, “… prelingually [congenital] deaf focuses on acquisition of language and communication, whereas postlingual [acquired] usually emphasizes the maintenance of intelligible speech and appropriate language patterns” (p. 231). Of those adolescents who have congenital deafness (i.e. born DHH), it often occurs due to genetic abnormalities carried by their biological parents. Although a Deaf child may have two hearing parents, each of their parents may be carriers of a recessive gene that causes deafness. In addition, “hearing loss is a characteristic of more than 400 genetic syndromes, such as Down syndrome, Usher syndrome, Treacher Collins syndrome, and fetal alcohol syndrome” (p. 231). However, for the other half of congenital hearing loss cases, the cause remains undetermined (2013).

For those adolescents who develop an acquired hearing loss, the leading causes are medical (i.e. otitis media, meningitis, and Meniere’s disease) as well as repeated noise exposure. In terms of a medical condition, otitis media for example is a temporary infection of the middle ear that is very common in the medical diagnoses of children. However, if left untreated, “… otitis media can result in a buildup of fluid and a ruptured eardrum, [resulting in] permanent conductive hearing loss” (2013, p. 232). In addition, repeated exposure to loud noises is hazardous to one’s hearing and cause significant hearing loss in a gradual manner. As stated by Heward (2013), “prolonged or repeated exposure to noise above 84 dB [decibels] can cause gradual hearing loss” (p. 232).
Mitchell and Karchmer (2004), research scientists at Gallaudet University, conducted a voluntary survey that collected demographic, program, and service data for DHH children in K-12 grades as part of an ongoing project. For the approximately 25,700 DHH children ages 6 to 19 who attended 11,000 schools nation-wide, the hearing status of their parents was one of many topics addressed in the survey. Upon statistical analysis, it was found that 84.5% of the DHH participants had a hearing mother and 78.48% had a hearing father. Only 3.58% had a Deaf mother and 3.13% a Deaf father. Of interesting note, Mitchell and Karchmer state that 9.53% of the DHH children’s schools did not have data available on the mother’s hearing status, but 16.49% had no data on the hearing status on the father. When a school is unaware of the hearing status of a DHH student’s mother, there is almost always no data on the father’s hearing status. Despite this lack of data, it can be surmised that if a DHH children has at least one hard-of-hearing parent, it is likely that their other parent is hearing (76% percent). Overall, the survey showed that approximately 95.61% of participants had two hearing parents. With this survey result, educators can understand that deafness can be a genetic abnormality, but is not common to occur across generations (Mitchell & Karchmer, 2004).

In August of 2013, the Gallaudet Research Institute released their 2012-2013 annual survey data in which schools reported the data of 23,721 DHH K-12 students nation-wide. For the age at diagnosis of hearing loss, 8,966 of the DHH students were at birth; 3,426 under two years of age; 3,271 at age 2 and older; and 6,929 were unknown or the data was unavailable. Also, 12,848 of the 23,721 had an unknown cause (i.e. could not be determined) of their hearing loss. In addition, the data results included an important section on the instructional settings of the DHH students. Overall, the highest
percentage (51.1%) of DHH students were placed in general education classes with hearing students. The second highest percentage (29.6%) at a special school or center program followed by 23.8% in a self-contained classroom in a general education setting. Since more than half of the DHH students are placed in general education classes with hearing students, it is not surprising that 18,774 are given instruction in English, and only 2,179 experiences ASL in the classroom. Due to the majority of DHH students (72.1%) not having parents who sign to them at home, there is an unfortunate lack of emphasis on teaching DHH students to communicate with ASL from a young age (Gallaudet Research Institute, 2013).

According to Heward (2013), the federal Individuals with Disabilities Education Act (IDEA) defines deafness as a “hearing loss that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, [and] that adversely affects a child’s educational performance” (p. 222). In terms of hearing loss, it can be permanent or fluctuating, but it must adversely affect a child’s educational performance as well. Children who are hard-of-hearing (HOH) can use their hearing to understand speech, generally with the assistance of a hearing aid. Although the majority of Americans with documented hearing loss are 65 years and older, it is important to recognize that about 2 to 3 out of every 1,000 children are born DHH. As published by the U.S. Department of Education in 2011, “during the 2009-2010 school year, 70,548 students ages 6 to 21 received special education services under the disability category of hearing impairment” (2013, p. 226).

During the time period of adolescence, DHH students frequently feel isolated from their hearing peers. If a DHH adolescent demonstrates behavioral problems in the
classroom, there is a great likelihood that is tied to their feelings of unhappiness and withdrawal due to a poor social situation (Heward, 2013). As emphasized by Heward (2013), “… the extent to which a child with hearing loss successfully interacts with family members, friends, and people in the community depends largely on other’s attitudes and the child’s ability to communicate in some mutually acceptable way” (p. 237). Therefore, it is very important to ensure that the DHH student population is receiving opportunities to interact with their hearing peers in both classroom and extracurricular clubs/activities settings, so that they can feel included as part of the school community (2013).

**DHH Students in Public Education**

According to Swearer, et al. (2010), “… although many researchers investigating bullying victimization indicate that students with disabilities (i.e., learning, physical, psychological) are victimized more frequently than their nondisabled peers, findings related to prevalence and predictors have yielded inconsistent results” (p. 40). In order to fully appreciate this problem, many more studies involving DHH students need to be conducted to determine if there are patterns of bullying that seem more prevalent in one of the four major kinds of Deaf educational placements: residential school for Deaf children, day schools for Deaf children, self-contained classrooms for Deaf children in public schools, and mainstreaming of Deaf children who are in classes with hearing age-peers (2010).

As explained by Scheetz (2001), Deaf children in residential schools and self-contained classrooms in public schools experience a different microsystem from most hearing children. For those Deaf children who are attending residential schools, it is
similar to a hearing boarding school, but these schools are designed with the Deaf population in mind and employ teachers and staff members who are trained in American Sign Language (ASL) and Deaf culture. In contrast, day schools are public schools that support independent study activities and programs for only Deaf children to attend who spend the majority of their time studying at home. However, Deaf children who are mainstreamed into public school classes with hearing peers are exposed to other possible opportunities for victimization. Scheetz contends that more research is necessary to explore the problem of bullying in the Deaf student population and to filter out the effects of the residential environment versus the day school environment when trying to determine if being Deaf itself is what appears to be related to the reported increase in bullying occurrences among Deaf students in educational settings where Deaf students are educated alone, without their hearing peers (Scheetz, 2001).

Upon enrollment as a DHH student at a public school, there are a multitude of factors that affect one’s ability to receive a quality education. According to Heward (2013), an education professor at Ohio State University, these factors can include “… the type and degree of hearing loss, the age at onset, the attitudes of the child’s parents and siblings, opportunities to acquire a first language (whether through speech or sign), and the presence or absence of other disabilities” (p. 225). Historically, DHH students are behind their general education peers particularly in the areas of reading and mathematics. It is particularly distressing to fathom that “…. the average Deaf student who leaves high school at age 18 or 19 is reading at about a fourth-grade level, and mathematics performance is in the range of fifth to sixth grade” (p. 227). However, Heward concludes
that academic performance should not be equated with a DHH student’s intelligence by
school counselors and/or administrators (2013).

Another major factor in the accessibility of a proper education for DHH students
is access to a competent interpreter. An interpreter is a trained person who does the
signing of speech of a teacher or other speaker for a person who is Deaf (Heward, 2013).
Schick, Williams, & Kupermintz (2006) conducted a study of approximately 2,100
educational interpreters [mostly Caucasian at 79%] in the United States. In order to
evaluate each interpreter equitably, “… all the interpreters were evaluated using the
Educational Interpreters Performance Assessment (EIPA), an evaluation instrument used
to assess and certify classroom interpreters” (p. 3). In order to have quality access to
classroom content, a DHH student is highly dependent on the skills of their interpreter.
To be a successful interpreter, he or she must be able to not only sign, but be able to
understand performance and language skills. It is also highly desirable that interpreters
have knowledge of education and child development throughout each age level. Of
interesting note, only 26% of the interpreters who participated in the study had a
bachelor’s degree, the remainder only completed an Interpreter Training Program (ITP).
In addition, the EIPA results indicated that in terms of vocabulary, fingerspelling,
grammar, and discourse mapping, only 38% of the interpreters were able to meet the
EIPA standard, even though the vast majority of the individuals who were tested were
already working in classroom settings (Schick, et al., 2006). Although interpreters play a
major role in the academic achievement of DHH students, the families of DHH students
involved on campus can make a major impact on the personal-social aspect of their lives.
Families Influence on the Hearing Bullies of DHH Adolescents

Miller and Weiner (2006) postulate that parents tend to have several reactions when they are informed by school counselors and/or administrators that their child has engaged in bullying of another student on campus. They either have the same reaction as the school personnel who encourage children not to “tattle” and to work the problems out for themselves, or, if they are informed first [by school counselors and/or administrators] about the bullying, they may not tell the school for fear of being ignored or ridiculed for their involvement (2006).

Despite documented difficulties in communication between K-12 school counselors/administrators and parents in general, Heinrichs (2003) stresses that the parents of both hearing and DHH students must be made aware of bullying prevention policies by administrators and school counselors as part of awareness of the school’s anti-bullying program. For example, this information can be conveyed to the families of students in the form of a detailed letter from the principal of the school at the beginning of the school year. However, when parents become dismissive or defensive upon learning that their child was involved in bullying, the school must make it clear that all students are held accountable for their behavior. At this time, school staff can also clarify to the parents what actions or agreements have been made in reference to the student’s behavior at school (2003).

Bullying and Cyberbullying Overview

McCrone (2004) defines bullying of both hearing and DHH students as “… an ongoing method of mistreating, dominating, hurting, frightening, and/or browbeating another person by an individual or group. Bullies use physical, verbal, and psychological methods to humiliate, embarrass, and overpower others” (p. 6). Although bullying by
boys and girls can happen at any age, it peaks in the middle school ages of 12 to 14 years old. McCrone (2004) contends that bullying may result in lifelong emotional damage that may include suicide attempts. In addition, bullying victims are at increased risk for “… depression, schizophrenia, self-concept problems, anxiety disorders, social withdrawal, and long-term victim status identification” (p. 6). Unfortunately, many families and school personnel simply view bullying as a “rite of passage” and tell children that they just need to “suck it up” (2004).

According to Miller and Weiner (2006), by the high school years, there tends to be a significant decrease in the amount of bullying, but it still needs to be addressed and taken seriously by school staff. Bullying can be identified by three different key characteristics: 1) the intention behind the behavior is to hurt, harm, or damage their victim by physical, social, or emotion means, 2) There is an apparent imbalance of power between the bullying and victim, and 3) the bullying behavior occurs more than once over a period of time. The most prevalent form of bullying is “teasing” [making insensitive jokes that may hurt the feelings of another person] followed by physical abuse for boys and social ostracism for girls (2006).

Bullying of DHH Students

Rivers, Duncan, and Besag (2007) suggest that one of the reasons why children with special needs [including DHH] experience more bullying than their non-special needs peers is that they have fewer social support networks and are less popular among hearing students. Although it is not well documented in the literature, DHH students are teased by their non-Deaf (hearing) peers at school or in their neighborhoods. This may take the form of imitating their use of sign language in a teasing manner, or attempting to mimic the Deaf student’s distinctive vocal quality and speech production (2007).
According to McCrone (2004), ‘not fitting in’ and being perceived as ‘not as good at things as everyone else is’ are the most common characteristics of children who are continually bullied by their classmates. As commented on by Tresh (2004), bullies typically target children whom they view as easy targets (i.e. physically weaker), may have poor communication abilities, or are often alone on campus. Therefore, bullies “…may see Deaf or hard of hearing children as weaker because they cannot hear and defenseless because they cannot tell what has happened to them” (p. 36).

According to Miller and Weiner (2006), Deaf children who are fully mainstreamed in classes where all age peers are hearing are often isolated from Deaf peers throughout the day and function in the mainstreamed classroom with an interpreter/aide who translates the spoken words of teachers and hearing students into sign language for the Deaf student. The Deaf student often develops a closer communicative bond with the interpreter than with hearing children in the class, because of the obvious communication barriers. Deaf children in this situation may experience a reduction in bullying directed against them, as they are seen as being “protected” by the accompanying adult (2006).

Weiner, Day, and Galvan (2013) conducted a study with 812 participants who were Deaf and hard of hearing students in grades 3-12 attending 11 different U.S. schools. Data were derived from the Olweus Bullying Questionnaire, a standardized self-reported survey with multiple-choice questions focusing on different aspects of bullying problems (i.e. how often have you been bullied at school in the last couple of months? How often do the teachers or other adult staff try to put a stop to it?). It appeared that DHH students experienced bullying at rates 2–3 times higher than those reported by
hearing students. A higher proportion of DHH girls (57.7%) than hearing girls (45.0%) in the national comparison group indicated that they believed that the homeroom teacher did little to counteract bullying in the classroom. This provided a statistically significant p value of < .001. In terms of boys, DHH students reporting that their homeroom teacher did little to counteract bullying was again higher (55.9%) than hearing (49.8%), however p value of .012 was not considered significant. Therefore, it was the conclusion of the researchers that student perceptions might not reflect all of their teachers’ efforts to counteract bullying (i.e. reporting observations of bullying between students on campus to administration; assisting with the creation or revision of school-wide anti-bullying policies), especially when they are not always visible to students (Weiner, et al., 2013).

**Cyberbullying involving DHH Students**

Bauman and Pero (2011) administered a questionnaire on bullying and cyberbullying to 30 secondary students (Grades 7–12), 18 males and 12 females, in a charter school for the DHH and a matched group of 22 hearing students (13 males and 9 females) in a charter secondary school on the same campus. Bauman and Pero (2011) claim it is plausible that Deaf students may feel empowered by the availability of technological means for bullying others, including hearing peers. But the researchers stated that no previous empirical research on cyberbullying among Deaf students was located. In response to a question about the hearing status of the cyberbully, 14% of DHH students reported that they had been cyberbullied at some point in their lives and that the cyberbully was a DHH student. In comparison, 7% indicated that their cyberbully was hearing). However, no hearing student identified a DHH student as a cyberbully. Many respondents indicated they did not know the identity of the cyberbully likely due to the anonymity nature of cyberbullying. In the DHH group, a larger proportion of participants
were involved in conventional bullying (27%) than in cyberbullying (10%). This was compared to the hearing group in which 10% were involved in cyberbullying and 14% in cyberbullying. Finally, Bauman and Pero also included a question that if the student was cyberbullied in the future, who would they report their claim to? According to the results, 24% of DHH would tell a parent (17% hearing), 28% DHH would tell a trusted adult at their school (8%), and 19% of DHH would tell a friend/peer (17% hearing). It is encouraging that the highest percentage of DHH students would tell a trusted adult at school. However, future research is necessary with DHH student as participants to gain further insight into how this percentage could improve at the high school level (Bauman and Pero, 2011).

**Anti-Bullying School Programs for the High School Level**

One research-based anti-bullying curriculum for use at the high school level is the *Olweus Bullying Prevention Program* (Hazelden Foundation, 2007). Limber and Olweus (2013) in the curriculum guide, provide an executive summary stating that a large-scale study of their program was conducted with over 70,000 students in 214 Pennsylvania K-12 schools [it is unknown if any of the participants were DHH]. Based on the results of their post-program questionnaire distributed to high school students (exact number of students reported or how many high schools it was distributed to is unknown), there was a reduction in bullying upon participation in the program by the following percentages: verbal bullying (20%), socially excluded (28%), and physical bullying (27%). However, Limber and Olweus failed to provide any numbers or specific statistical analysis to provide evidence of the percentages claimed in their report (2013).
In reviewing the Olweus Bullying Prevention Program, it is first important to note that it is not a standard classroom curriculum like other bullying-related programs (Hazelden Foundation, 2014). The goals of the program as stated in the curriculum guide for participating educators are “to reduce existing bullying problems among students, to prevent the development of new bullying problems, and to achieve better peer relations at school” (Hazelden Foundation, 2007, p. 2). In contrast to individual or small group curriculum programs, Olweus Bullying Prevention Program is a K-12 whole-school, systems-change program that involves four different levels of intervention: school-wide, classroom, specific support for individuals who bully or are being bullied, and the community (2007).

Table 1

Components of the Olweus Bullying Prevention Program

<table>
<thead>
<tr>
<th>Schoolwide</th>
<th>In the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a Bullying Prevention Coordinating Committee.</td>
<td>Post and enforce schoolwide rules against bullying.</td>
</tr>
<tr>
<td>Conduct committee and staff trainings.</td>
<td>Hold regular class meetings.</td>
</tr>
<tr>
<td>Administer the Olweus Bullying Questionnaire schoolwide.</td>
<td>Hold meetings with students’ parents.</td>
</tr>
<tr>
<td>Hold staff discussion group meetings.</td>
<td></td>
</tr>
<tr>
<td>Introduce the school rules against bullying.</td>
<td></td>
</tr>
<tr>
<td>Review and refine the school’s supervisory system.</td>
<td></td>
</tr>
<tr>
<td>Hold a school kick-off event to launch the program.</td>
<td></td>
</tr>
<tr>
<td>Involve parents.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Individuals Who Bully or Who Are Bullied</th>
<th>In the Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise students’ activities.</td>
<td>Involve community members on the Bullying Prevention Coordinating Committee.</td>
</tr>
<tr>
<td>Ensure that all staff intervene on the spot when bullying occurs.</td>
<td>Develop partnerships with community members to support your school’s program.</td>
</tr>
<tr>
<td>Hold meetings with students involved in bullying.</td>
<td>Help to spread anti-bullying messages and principles of best practice in the community.</td>
</tr>
<tr>
<td>Hold meetings with parents of involved students.</td>
<td></td>
</tr>
<tr>
<td>Develop individual intervention plans for involved students.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Hazelden Foundation (2007). Introducing the Olweus Bullying Prevention Program.
Since this program can be implemented at multiple grade levels (K-12), the curriculum itself can provide staff members with important bullying topics in both small-group and individual formats. During these regularly implemented classroom meetings of students led by a school counselor or teacher, possible bullying focused questions to include are: what is bullying?, what are the different forms bullying can take?, what are the different roles students can take in a bullying situation?, what are possible consequences of bullying for the student who is bullied?, how may bullying affect bystanders? Why is there reason to be concerned about students who bully?, what are the four school rules about bullying?, what should you do if bullying happens to you?, who should you talk to if you see or experience bullying?, what should you do when you see bullying happen? How can you support someone who is being bullied?, what are some positive ways to include students who are often excluded in activities?, what are some ways you can resist peer pressure to participate in bullying others? (Hazelden Foundation, 2007, pp. 9-10).

By implementing the Olweus Bullying Prevention Program, public high schools can gain concrete data to raise awareness of bullying issues at four different levels – in the community, in the classroom, individual interventions, and school-wide meetings. Upon completion of the Olweus Bullying Prevention Program, the Olweus Bullying Questionnaire can be distributed in order to track any bullying reductions over the course of the program (Hazelden Foundation, 2007).

**Modifying Anti-Bullying School Programs for DHH**

Raskauskas and Modell (2011) state that the key to the success of any anti-bullying program is a “whole-school approach” that emphasizes a supportive school
atmosphere for students of all ages, genders, and ethnicities. However, it is very difficult for educators to find research-based anti-bullying curriculum materials that specifically address children with disabilities (especially with DHH participants of any grade level).

In order to fully include these students, “… educators and administrators may need to modify existing anti-bullying programs, which in practice means modifying the program’s (a) needs assessment, (b) components, and (c) delivery method” (Raskauskas & Modell, 2011, p. 62).

Table 2

Modifying Anti-Bullying Program Components

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Modifications</th>
</tr>
</thead>
</table>
| Needs Assessment  | ▪ Make sure definition of bullying is understood by students before beginning assessment.  
▪ Tailor interview process to match level of understanding.  
▪ Use neutral verbal and nonverbal language.  
▪ Provide alternate methods of response. | |
| Program Content   | ▪ Distribute bullying information so everyone (students and staff) have the same understanding of what it is.  
▪ Educate all on the effects of both bullying and being bullied.  
▪ Train staff working with students with disabilities on how to recognize and to respond to problem behaviors.  
▪ Assess/modify existing disability harassment policies to ensure effectiveness for a spectrum of disabilities.  
▪ Provide training for students on tolerance, empathy, and respect.  
▪ Take into account language and communication difficulties and provide multiple ways to report bullying.  
▪ Match bullying content and training with positive behavior support. | |
| Delivery Method   | ▪ Add additional examples into content.  
▪ Provide concrete examples that incorporate a wide range of contexts.  
▪ Allow more repetition of concepts.  
▪ Provide opportunities to practice identifying, responding to, and reporting bullying.  
▪ Make materials available in accessible ways (i.e., large print). | |

As stated by Raskauskas and Modell (2011), most existing anti-bullying programs utilized by elementary and secondary schools start with a needs assessment or survey of bullying. To include students with disabilities, a survey can be modified in such a way to collect the same information as for general education students. Due to individuals with disabilities falling across a wide range on a spectrum in terms of severity, the survey should be based on individual needs of each student. For example, it may be useful to use overheads or have the survey read-aloud to the student by a teacher or instructional aide. However, it is important to note that children with disabilities may be suggestible to answering interview questions based on how it is presented by others. Therefore, questions should be framed in a non-leading manner using neutral verbal and nonverbal language (2011).

In terms of utilizing a needs assessment for teachers regarding their knowledge of the prevalence of bullying on campus, Heinrichs (2003) postulates it can either be obtained through an anonymous questionnaire or during small group discussions (such as at a staff meeting). However, the information gathering “… should be extended to include other school staff members such as administrators, resource officers, school nurses, food service employees, and anyone else who may be required to intervene when bullying incidents occur” (p. 196). Heinrichs reviewed one teacher study in which the educators stated that they “almost always” (approximately 71% of the time) intervene in bullying incidents compared to students reporting that their teachers became involved about 25% of the time. Since many bullying episodes are brief, verbal, and commonly occur when there is a lack of supervision, this may account for minimal teacher involvement in bullying incidents from the viewpoints of their students. However, “…
this causes students to feel that teachers are either apathetic to bullying or that they are simply unable to make a difference” (Heinrichs, 2003, p. 197).

Dake, Price, Telljohann, and Funk (2003) further studied teacher perceptions and practices regarding school bullying prevention with utilization of a random national survey distributed to teachers at elementary and secondary schools. Results indicated that the majority of 359 teachers who responded to the survey considered bullying the second most serious student behavior after drug use. The teacher participants also felt that physical bullying was the worst type of school bullying followed by verbal and social bullying. Overall, “… teachers expressed negative attitudes toward bullying and sympathy for victims, and nearly all (98.6%) felt a responsibility to prevent bullying in the classroom, but they lacked confidence in their ability to deal with bullying” (pp. 347-348). In addition, approximately two-thirds (66%) of the respondents were not currently setting aside time regularly in class to discuss bullying prevention. Of this 66%, only 25% had conducted bullying prevention discussions in their classrooms during previous school years (Dake, et al., 2003).

The main goal of an anti-bullying program should be to increase safety for all students on a school campus. To make programs more effective for students with disabilities, Raskauskas and Modell (2011) believe that school personnel need to incorporate several objectives to be regularly implemented and assessed for successful outcomes. First, the campus environment must have a whole-school approach in which the parents, students, staff, and community members are encouraged to discuss bullying of students with disabilities. To be sensitive to disability bullying, there must be publicized statements and procedures for proper reporting of any claims. Once reporting
of bullying has transpired, it is appropriate for counseling services to be implemented for those who have been harassed (the victim) and for those who have been responsible for the harassment of others (the bully). In addition, all existing disability harassment policies and procedures must be regularly assessed and modified to ensure its effectiveness (Raskauskas & Modell, 2011).

To modify the different program components such as *Olweus Bullying Prevention Program* [needs assessment, program content, and delivery method], Raskauskas and Modell (2011) emphasize that school personnel focus on building the following: awareness, efficacy, and skill of both students and faculty members on campus. Anti-bullying awareness building starts with creating a fully supportive campus environment in which students and staff are aware of disability needs and is sensitive to incidents of bullying. School counselors and school administrators are well-positioned to collaborate in teaching the definition and different forms of bullying and cyberbullying prevention to both students and staff. It is important to note that “…students with certain communication or processing disabilities may need to have the bullying definition explained in terms of concrete behaviors rather than relational terms” (pg. 64). Bullying prevention efficacy refers to the ability of students and staff to recognize and act to stop a bullying incident that occurs whether it is on or off-campus. In many cases, all public or private schools must have a clearly written anti-bullying policy that is available for viewing at any time via electronic or paper means. This anti-bullying policy should establish a step-by-step reporting procedure and make known the consequences of bullying to all stakeholders – parents, students, employees, and community members. Skill building regarding bullying situations encompasses providing appropriate, current,
and timely preparation to staff and students on how to handle potential bullying and harassment that may occur between two parties. It is crucial for the success of any anti-bullying program that both staff and students understand the definition of bullying and know how to report it to the proper representatives when a situation arises (Raskauskas & Modell, 2011).

The Role of School Counselors

A professional school counselor is a credentialed professional who collaborates with multiple members of a school community (i.e. students, parents/guardians, teachers, administration, and the local community). In order to qualify for a school counselor position, applicants must have a master’s degree (likely in counseling) and a credential that enables them to provide direct services to pupils. For example, in the state of California, this credential administered by the California Commission on Teacher Credentialing (CTC) is referred to as a Pupil Personnel Services credential or PPS. To receive a PPS credential, the candidate must complete an accredited school counseling graduate program at a university. In California, a total of six hundred supervised fieldwork hours must be arranged at a minimum of two different levels of education. While conducting their internship hours, graduate students in school counseling also enroll in courses such as educational psychology and group counseling. Finally, for the master’s degree component, each graduate student engages in a thesis, project, or comprehensive exam.

A school counselor has the specific responsibility of providing academic, college-career, and personal-social services to students. In order to ensure that school counselors are engaging in effective practices, the American School Counselor Association (ASCA)
created national standards that focus on counselors collaborating with families, faculty, and administration regarding such important issues as bullying and cyberbullying. It is the responsibility of school counselors to ensure that anti-bullying intervention programs meet the needs of all students on campus, including DHH. The training that a school counselor receives during his/her graduate program can be a starting point of knowledge and experience, but counselors should strive to stay current on the latest resources.

McCrone (2004) emphasizes that school counselors are essential in working with DHH students. School counselors should make sure that “… interventions are consistent with school policies, local assault and battery criminal codes, the Safe Schools Act of 1994 [20 U.S.C. 2701 et seq], and the Individuals with Disabilities Education Act provisions about discipline, suspensions, and expulsions [20 U.S.C. Sec.1415(k)]” (pg. 8). In order to provide appropriate prevention and intervention of bullying and cyberbullying incidents, McCrone suggests that school counselors engage in either small or large-group discussions with students using role plays that include people who are bystanders to bullying. During these discussions, both hearing and DHH students should participate in the same role-play situations and discussion material. Skill building in communication, relationships, character, and assertiveness should be emphasized by school counselors during these discussions with students (McCrone, 2004).

During group meetings between teachers, school counselors, and administrators regarding bullying, Heinrichs (2003) emphasized that there is sometimes a tendency for adults to “fluff over” the real issues of bullying and avoid having direct discussions with students. DHH children do not want to be “talked down” to by adults. Their problems are as real and serious as general education students, and they must be provided with a safe
forum where they can seek help from adults. In a perfect scenario, group meetings regarding anti-bullying prevention should be held on a weekly basis at a time period that would be advantageous for all DHH group members. If a weekly session is not possible, then some sort of regular follow-up procedure should be held by counseling and/or administrative staff (2003).

**Interventions to Combat Bullying of DHH**

Dixon (2006) studied a cross section of adults who were D/Deaf \( n = 35 \) during a research study on bullying that involved children who are Deaf. Looking back, on the participant suggestions it was possible to sketch a framework for a recursive cycle of interventions targeting children, staff, the school as a whole and the wider community. The need for greater awareness of the needs of the Deaf community was raised by nine of the participants in the study in that they feel hearing children should be taught to have a better understanding of Deaf culture. The suggestions by the participants for the school and the wider system touched on the need for greater involvement of adults who are Deaf or disabled in schools, greater parental involvement, improved communication between schools and other services, improved decision making by local education agencies (LEAs) with regard to placements, and the role of government. Dixon (2006) also provides advice from participants aimed at schools and the wider system. For example, it is important to increase involvement of Deaf adults in school. By employing adults with disabilities, it provides students with positive role models. In addition, parent involvement should be increased as well at school. All parents should be made aware of community resources available for any needs they may have in raising a Deaf child or adolescent (2006).
Summary of Literature Review

As indicated by this review of the literature about bullying and cyberbullying prevention and intervention for DHH students, there is a need for an intervention specifically for DHH students. For this graduate project, an adaptation of the *Olweus Bullying Prevention Program* will be designed for school counselors and school administrators to utilize at the high school level. By engaging educators with knowledge and resources related by the *Olweus Bullying Prevention Program*, a school counselor will be well-prepared to implement preventive measures and intervene appropriately when bullying or cyberbullying incidents affect their DHH student population.
Chapter 3

Project Audience and Implementation Factors

Introduction

The bullying and cyberbullying of DHH students is a worrisome issue on public high school campuses. Since no available curriculum has been located by this graduate student that specifically addresses bullying and DHH high school students, this graduate project will adapt the research-based and widely-used Olweus Bullying Prevention Program. The adaptation of the Olweus Bullying Prevention Program was developed for this graduate project based on recent research discussed in Chapter 2, the Review of Literature. It is the intention of this project to provide high school counselors and school administrators with an adapted curriculum that they can immediately utilize with their DHH population to address the problem of bullying and cyberbullying.

Development of Project

During two separate full-year high school counseling internships in the Los Angeles Unified School District (LAUSD) as a master’s degree graduate student in CSUN’s school counseling program, I spent a great deal of time addressing bullying and cyberbullying incidents that occurred between DHH students. For my first internship at a public school for only DHH students, I created a bullying presentation with my co-intern that featured role-playing the different forms of bullying (i.e. physical, verbal, social, and cyberbullying) and how to report a bullying incident to a trusted adult on campus. Although this resulted in a greater number of bullying reports made to school staff, bullying still remained a problem especially between the high school male students. Next, I created and facilitated a small “boy’s group” on social skills for the time period of five weeks. Although I cannot definitively state the long-term results of this counseling group,
it seemed as if the group tasks/goals to learn social skills were well-received by the group members.

For my second high school internship, I collaborated with a school counselor who was working with DHH students for the first time. With all 28 DHH students new to the campus, bullying and cyberbullying rapidly became a disciplinary issue that was addressed by the Dean of Discipline. With my assistance as a Deaf man and school counseling intern, the dean requested that I modify the anti-bullying presentation that I had previously created and presented for the specific needs of this school. For example, this specific presentation that I created included the additional topics of sexual harassment and suicide prevention. Although this presentation was generally well-received by the DHH students, it did not significantly decrease the number of reported bullying and cyberbullying incidents. In addition, the hearing population on campus began to bully the DHH students during physical education classes and lunch periods. Since a general presentation to DHH students on bullying and cyberbullying was clearly not working as the sole means of prevention, I decided to focus my graduate project on researching additional methods to address this important problem.

While conducting my literature review (Chapter 2), it quickly became apparent to me that DHH students are not typically included as participants in research studies. In the limited studies I was able to find, there were no specific interventions noted that would be successful with Deaf and hard-of-hearing students at the high school level. Upon a thorough review of research-based bullying curriculums (i.e. Olweus Bullying Prevention Program, Second Step, Steps to Respect), I could not find a single curriculum that was targeted for the DHH population.
Since the *Olweus Bullying Prevention Program* has a specific curriculum for the high school level that research reviews indicate is effective, I decided to utilize its program materials for adaptation. Therefore, I directly purchased the following materials from the Hazelden publisher website: school-wide guide (with DVD and CD-ROM) teacher guide (with DVD and CD-ROM), Cyber Bullying: A Prevention Curriculum for Grades 6-12, and Class Meetings that Matter: A Resource for Grades 9-12. I intended to purchase a class-set of copies of the *Olweus Bullying Questionnaire*, but it was not accessible for individual purchase at the time of my graduate project. With all of these materials in hand, I thoroughly reviewed the materials and adapted it to the DHH high school student population with modifications as suggested in the literature review in Chapter 2 of this graduate project.

**Intended Audience**

The intended audience for this adapted *Olweus Bullying Prevention Program* curriculum is DHH high school students (9th, 10th, 11th, and 12th graders) who are mainstreamed into public schools. The facilitator of this program will be professional school counselors who collaborate with school administrators prior to implementation with DHH students. During collaboration between administrators and school counselors, the four different components of the *Olweus Bullying Prevention Program* must be addressed for future implementation. This graduate project focuses on the school-wide component *Olweus Bullying Questionnaire* and “In the Classroom” six small group lesson plans adapted specifically for DHH high school students. The other two components of the *Olweus Bullying Prevention Program*, For “Individuals Who Bully or Who are Bullied” and “In the Community,” were not adapted for the purposes of this graduate project, but could be by interested school personnel.
Personal Qualifications

The professional who implements the adapted *Olweus Bullying Prevention Program* curriculum should ideally be a credentialed school counselor who is fluent in American Sign Language (ASL). If the school counselor is not fluent in ASL, then a certified interpreter will be necessary during all curriculum-based group meetings with DHH high school students. Prior to becoming a school counselor, the individual should have completed a master’s level graduate program in counseling and should have a state credential. In California for example, school counselors must possess a Pupil Personnel Services (PPS) credential. By earning a PPS credential, school counselors will have many qualifications including: knowledge and experience in conducting group counseling, maintaining client confidentiality, and the ability to work with students from diverse backgrounds. To be an effective group counselor, important skills include oral communication, active listening, leadership, and cultural sensitivity. In order for students to truly feel comfortable participating in group discussions, the school counselor as the leader should demonstrate the qualities of empathy, sensitivity, and authenticity. Finally, it is important to note that school counselors should regularly collaborate with school administrators to ensure that all school personnel are fully informed of the anti-bullying program’s progress.

Environment and Equipment

This adapted *Olweus Bullying Prevention Program* curriculum should be conducted in an available classroom or conference room within a public high school campus. In order for DHH students to be attentive, the room must allow for privacy by not being located near main traffic areas of the campus. It would be beneficial to have comfortable seating arranged for the facilitator (i.e. school counselor) and group
members. If the facilitator is not fluent in American Sign Language (ASL), prior arrangements must be made for interpreters to attend each of the group meetings. However, it is beneficial to ensure that a certified Deaf interpreter (CDI) is present in case of DHH student who is delayed in language acquisition. In terms of necessary equipment, the only items necessary would be comfortable chairs and a whiteboard or chart to list the agenda for each meeting.
Chapter 4
Conclusion

Summary

The purpose of this graduate project was to create an adapted *Olweus Bullying Prevention Program* questionnaire and high school curriculum to be utilized with DHH students. In Chapter Two, the review of literature examined an overview of DHH adolescents and their experiences in public education, the families’ influence on the hearing bullies of DHH adolescents, a general overview of bullying and cyberbullying, anti-bullying programs at the high school level and how to adapt it for DHH, the role of school counselors, and different interventions to combat the bullying of DHH students. Chapter Three provided a description of the project development, the intended audience, a description of the qualifications of the intended facilitator (i.e. a professional school counselor), and suggested environment and equipment for questionnaire and curriculum implementation. An adaptation of the *Olweus Bullying Prevention Program* questionnaire and high school curriculum was developed for DHH students.

Evaluation

For this graduate project, one DHH school counselor and two DHH teachers all at the high school level were asked to provide feedback on the *Olweus Bullying Prevention Program* questionnaire and curriculum adaptations (Appendices A and B) . All three evaluators are employed on a full-time basis in the Los Angeles Unified School District (LAUSD). In terms of experience, the school counselor had five years of experience all working directly with DHH K-12 students. All three evaluators were asked via both e-mail message and written cover letter for their voluntary participation in reviewing this graduate project.
Upon their consent to be an evaluator, each individual was given a hard copy of an evaluation survey, Olweus Bullying Questionnaire - An Adaptation for DHH Students (Appendix A), and Olweus Bullying Prevention Program Curriculum Adaptations (Appendix B). The evaluation survey included five statements about both appendices and utilized a Likert scale to rate each statement with the following responses: strongly agree, agree, neutral, disagree, and strongly disagree. The evaluative statements included: 1) the content of the modified Olweus Bullying Prevention Program questionnaire is appropriate for use with DHH students, 2) the questionnaire seems to be of reasonable length for completion by DHH high school students, 3) the Olweus Bullying Prevention Program curriculum adaptation could add to a DHH student’s prior knowledge regarding bullying, 4) I would like to utilize the handouts and curriculum with my DHH students accordingly in the future, and 5) I would recommend the questionnaire and curriculum adaptation to other educators. The evaluation survey also included an open-ended section in which evaluators were asked to provide any and all additional comments to assist in the improvement of both the questionnaire and curriculum adaptation.

Discussion

It was very beneficial to receive feedback on both the Olweus Bullying Prevention Program questionnaire and curriculum adaptations. The first evaluator was a K-12 DHH school counselor with five years of experience. Overall, the school counselor had positive feedback, selecting “strongly agree” for the content of the questionnaire being appropriate for DHH and recommending the adapted questionnaire and curriculum to other educators. In addition, she chose “agree” for the curriculum adaptation adding to the prior knowledge of a DHH student regarding bullying and that she will utilize both the questionnaire and curriculum in the future with her students. Finally, she decided to
select “neutral” for the questionnaire length being reasonable for DHH high school students. Her score was further explained in the comments section with: “… this questionnaire is designed for DHH students; the length of questions being reasonable will depend on the understanding ability of the DHH student. For student who struggles grasping concepts and questions, the length of questions can be challenging. These questions are more appropriate for DHH student in the mainstream programs.”

The second evaluator was a DHH teacher at a public high school with two years of experience. In reviewing his survey, he selected “strongly agree” for four out of five evaluative statements. As similar to the school counselor evaluator, the DHH teacher selected “agree” to the length of the adapted the Olweus Bullying Prevention Program questionnaire being of reasonable length for DHH high school students to complete at school. As featured in Appendix A, the questionnaire is currently 33 questions with some clip-art for questions that feature the different forms of bullying (i.e. physical, social, verbal, cyber, etc). Although the adapted questionnaire would be preferably distributed and completed during one class session, it may take multiple sessions depending on the learning needs of the individual DHH student. Also, the DHH student may need an instructional aide and/or interpreter to sit down with them and assist with the completion of the questionnaire. Therefore, both school counselors and administrators should be cognizant of the fact that they may be asking their DHH teachers to allocate their instructional time and support staff for more than one class period to complete the questionnaire in an efficient manner. Finally, the DHH teacher evaluator wrote “I really liked the anti-bullying curriculum! I look forward to using it with my students!” in the comments section.
The third and final evaluator was a DHH teacher in her first year of teaching at a public high school. For the majority of her evaluative comments, she selected “agree” for each criteria as it pertained to the questionnaire. However, she chose “neutral” for using the handouts and curriculum with her DHH students accordingly in the future. While the evaluator did not address the *Olweus Bullying Prevention Program* questionnaire in her comments, she did express concern about the implementation of the six-week curriculum (Appendix B). Although the *Olweus Bullying Prevention Program* is typically implemented in multiple classrooms for group meetings led by teachers, she felt that a school counselor or administrator would be a more appropriate group leader. Since DHH teachers have numerous responsibilities to attend to during a school day, the evaluator commented “This looks like a great adapted curriculum for DHH students… but school counselors or administrators should lead the group meetings. If the school counselor or administrator can sign, it is the most beneficial for the DHH students.”

**Future Work/Research**

By completing this graduate project, I learned that bullying and cyberbullying is a major concern among DHH students at the high school level. In conducting an exhaustive literature review, I was able to surmise that DHH students are typically not chosen as participants in research studies. For future work, I believe there needs to be greater emphasis on anti-bullying prevention measures that specifically address DHH students. Although I adapted the *Olweus Bullying Prevention Program* questionnaire (Appendix A) and high school small group curriculum (Appendix B), more work needs to focus on two other components – individual interventions and involving the local community. For example, DHH students who engage in multiple forms of bullying could be given individual intervention plans that involve their parents/guardians. In addition, school
counselors and administrators should strive to develop partnerships with DHH community agencies that would be beneficial for anti-bullying efforts.

In terms of future research, researchers should conduct both qualitative and quantitative studies that specifically address the needs of K-12 DHH students. Although large public school districts are typically chosen as a participant base in research studies, researchers need to include DHH students who attend residential schools, day programs, self-contained classes, and home-based programs. By finding out more about the learning and personal-social needs of all DHH children and adolescents, future research can inform anti-bullying programs that are appropriate with the DHH community.
References


Snyder, M., Riese, J., Limber, S., & Mullin, M. *Class meetings that matter: A year’s worth of resources for grades 9-12.* Center City, Minnesota: Hazelden.


Appendix A: Olweus Bullying Questionnaire - An Adaptation for DHH Students

Olweus Bullying Questionnaire:
An Adaptation for Deaf and Hard-of-Hearing (DHH) Students

Please use a No. 2 pencil OR blue or black pen

Date: _______________  Name of School: __________________________

For each question, please fill in one circle next to the answer of your choice:

1. Are you a boy or a girl?
   o Girl
   o Boy

2. What is your grade level?
   o 9th Grade
   o 10th Grade
   o 11th Grade
   o 12th Grade

3. How many good friends do you have that are also DHH at school?
   o None
   o I have 1 good friend
   o I have 2 or 3 good friends
   o I have 4 or 5 good friends
   o I have 6 or more good friends

4. How many good friends do you have that are hearing at school?
   o None
   o I have 1 good friend
   o I have 2 or 3 good friends
   o I have 4 or 5 good friends
   o I have 6 or more good friends
5. How often have you been bullied at school by another DHH student in the past 3 months?
   - I have not been bullied at school in the past 3 months
   - Only once or twice
   - 2 or 3 times a month
   - About once a week
   - Several times a week

6. How often have you been bullied at school by a hearing student in the past 3 months?
   - I have not been bullied at school in the past 3 months
   - Only once or twice
   - 2 or 3 times a month
   - About once a week
   - Several times a week

7. I was called mean names, was made fun of, or teased in a hurtful way.
   - It has not happened to me in the past couple of months
   - Only once or twice
   - 2 or 3 times a month
   - About once a week
   - Several times a week

8. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.
   - It has not happened to me in the past couple of months
   - Only once or twice
   - 2 or 3 times a month
   - About once a week
   - Several times a week

9. I was hit, kicked, pushed, shoved around, or locked indoors.
   - It has not happened to me in the past couple of months
   - Only once or twice
   - 2 or 3 times a month
   - About once a week
   - Several times a week
10. Other students told lies or spread false rumors about me and tried to get others to dislike me.
   - It has not happened to me in the past couple of months
   - Only once or twice
   - 2 or 3 times a month
   - About once a week
   - Several times a week

11. I had money or other things taken away from me.
   - It has not happened to me in the past couple of months
   - Only once or twice
   - 2 or 3 times a month
   - About once a week
   - Several times a week

12. I was threatened or forced to do things I did not want to do.
   - It has not happened to me in the past couple of months
   - Only once or twice
   - 2 or 3 times a month
   - About once a week
   - Several times a week

13. I was bullied with mean names or comments about being DHH.
   - It has not happened to me in the past couple of months
   - Only once or twice
   - 2 or 3 times a month
   - About once a week
   - Several times a week

14. I was bullied with mean names, comments, or gestures with a sexual meaning.
   - It has not happened to me in the past couple of months
   - Only once or twice
   - 2 or 3 times a month
   - About once a week
   - Several times a week

15. By how many other DHH students have you usually been bullied?
   - I have not been bullied at school in the past couple of months
   - Mainly by 1 student
   - By a group of 2-3 students
   - By a group of 4-9 students
   - By a group of 10 or more students
16. By how many hearing students have you usually been bullied?
   o I have not been bullied at school in the past couple of months
   o Mainly by 1 student
   o By a group of 2-3 students
   o By a group of 4-9 students
   o By a group of 10 or more students

17. How long has the bullying lasted?
   o I have not been bullied at school in the past couple of months
   o It lasted 1 or 2 weeks
   o It lasted about a month
   o It lasted about 6 months
   o It lasted about a year
   o It lasted several years

18. If you have been bullied, where did it happen (Please check all that apply to you)?
   o On the playground/athletic field (during recess or break times)
   o In the hallways/stairwells
   o In class (when the teacher was in the room)
   o In class (when the teacher was not in the room)
   o In the bathroom
   o In gym class or the gym locker room/shower
   o In the lunchroom
   o On the way to and from school
   o At the school bus stop
   o On the school bus
   o Somewhere else at school: ________________________________

19. Have you told anyone that you have been bullied in the past couple of months? Please check all that apply to you.
   o I have not been bullied at school in the past couple of months
   o I have been bullied, but have not told anyone about it
   o I told a classroom teacher
   o I told another adult at school
   o I told my parents/guardians
   o I told my siblings
   o I told my friends
   o Somebody else: ________________________________
20. How often do the teachers or other adults at school try to put a stop to it when a DHH student is being bullied at school?
   o Almost never
   o Once in a while
   o Sometimes
   o Often
   o Almost always

21. How often do DHH students try to put a stop to it when a fellow DHH student is being bullied?
   o Almost never
   o Once in a while
   o Sometimes
   o Often
   o Almost always

22. How often do hearing students try to put a stop to it when a DHH student is being bullied?
   o Almost never
   o Once in a while
   o Sometimes
   o Often
   o Almost always

23. Has any adult at home contacted the school to try to stop your being bullied at school in the past couple of months?
   o I have not been bullied at school in the past couple of months
   o No, they have not contacted the school
   o Yes, they have contacted the school once
   o Yes, they have contacted the school several times

24. When you see a DHH student your age being bullied at school, what do you feel or think?
   o That is probably what he or she deserves
   o I do not feel much
   o I feel a bit sorry for him or her
   o I feel sorry for him or her and want to help him or her
25. How often have you taken part in bullying another DHH student(s) at school in the past couple of months?
   - I have not bullied another DHH student(s) at school in the past couple of months
   - It has only happened once or twice
   - 2 or 3 times a month
   - About once a month

26. How often have you taken part in bullying a hearing student(s) at school in the past couple of months?
   - I have not bullied a hearing student(s) at school in the past couple of months
   - It has only happened once or twice
   - 2 or 3 times a month
   - About once a month

27. Has your classroom teacher or any other teacher talked with you about your bullying another student(s) at school (whether hearing or DHH) in the past couple of months?
   - I have not bullied another student(s) at school in the past couple of months
   - No, they have not talked with me about it.
   - Yes, they have talked with me about it once
   - Yes, they have talked with me about it several times

28. Has any adult at home talked with you about your bullying another student(s) (whether hearing or DHH) at school in the past couple of months?
   - I have not bullied another student(s) at school in the past couple of months
   - No, they have not talked with me about it.
   - Yes, they have talked with me about it once
   - Yes, they have talked with me about it several times

29. Do you think you could join in bullying a DHH or hearing student whom you do not like?
   - Yes
   - Maybe
   - No
   - I do not know/Not sure
30. How do you usually react if you see or learn that a DHH student your age is being bullied by a hearing student(s)?
   o I have never noticed that students my age have been bullied
   o I take part in the bullying
   o I do not do anything, but I think the bullying is okay
   o I just watch what goes on
   o I do not do anything, but I think I ought to help the bullied student
   o I try to help the bullied student in one way or another

31. How often are you afraid of being bullied by other DHH students in your school?
   o Never
   o Seldom
   o Sometimes
   o Fairly often
   o Often
   o Very often

32. How often are you afraid of being bullied by hearing students in your school?
   o Never
   o Seldom
   o Sometimes
   o Fairly often
   o Often
   o Very often

33. Overall, how much do you think the administration, school counselors, teachers, and other school staff has done to cut down on bullying at your school in the past couple of months?
   o Little or nothing
   o Fairly little
   o Somewhat
   o A good deal
   o Much
Appendix B: Olweus Bullying Prevention Program Curriculum Adaptations

(Adapted from: Snyder, M., Riese, J., Limber, S., & Mullin, M. *Class meetings that matter: A year’s worth of resources for grades 9-12*. Center City, Minnesota: Hazelden).

**Introduction to the Program Facilitator**

The purpose of this adaptation of the *Olweus Bullying Prevention Program* is to provide a general framework for implementing six “confronting bullying” sessions with DHH students at the high school level. A qualified facilitator might include a professional school counselor who holds a Master’s of Science (M.S.) degree in school counseling and appropriate services credential for their employment state. It is ideal if this person is also fluent in American Sign Language (ASL) to lead group discussions at all times. If not possible, then a qualified and effective interpreter will be necessary to attend all group meetings to support the group discussions. The purpose behind this curriculum adaptation is to allow DHH high school students to be more successful in participating in the discussions and activities featured in the *Olweus Bullying Prevention Program*. DHH students may be referred to participate in the following six group meetings by their family members, teachers, parents, administrators, and school counselors.

Please note that the following six small group lesson plans is considered part of the “In the Classroom” component of the *Olweus Bullying Prevention Program*. The previous appendix (Appendix A) comprised of a DHH adaptation of the *Olweus Bullying Questionnaire* is a school-wide component that will enable DHH students to be more successful in completing the questionnaire. The other two components of the *Olweus Bullying Prevention Program*, “For Individuals Who Bully or Who are Bullied” and “In the Community”, were not adapted for the purposes of this graduate project.
Group Meeting Session 1: “Hot Spots”

Learner Outcomes

By the end of the session, DHH students will be able to:

- Use their school’s Olweus Bullying Questionnaire results to find out the prevalence and location of bullying in their school
- Name the top four locations in their school where questionnaire data shows bullying is most likely to occur
- Identify other “hidden” areas of school where students feel at risk
- Discuss why bullying takes place in these areas and how student behavior may support hot spots for bullying and other risky behaviors.
- Discuss strategies students can use to protect themselves and others in the identified hot spot areas
- Discuss strategies to prevent bullying in these areas, including ways to work together with staff to improve supervision and student safety

Materials

- For each DHH student in the group, provide a pencil and a graph that clearly labels the different areas of the school that have the highest reported rates of bullying (based on the Olweus Bullying Questionnaire). Use visuals of hallways, a school bus, cafeteria, locker room etc. on the graph as well.

Procedures

1. Introduction (10-15 minutes): To start, explain the purpose of the group, including what the DHH students can expect by attending each session. It is also important to emphasize the importance of confidentiality by participating in group counseling sessions.

   Hand out pencils and copies of the most recent Olweus Bullying Questionnaire results. Give the DHH students a few minutes to look over the graph and ask them to note the different places that are “hot spots” for bullying on the school campus.
2. **Activity (30 minutes):** Ask the DHH students to select a partner and assign each pair a hot spot identified in the questionnaire results. Instruct each pair to list reasons that make this area a hot spot and to make recommendations about how students and adults could work together to decrease and prevent bullying of DHH students in that area. After about 10 minutes, bring the whole group back together. Call on each pair to present its ideas for group discussion.

3. **Wrap-Up (15 minutes):** Discuss as a whole group – Are there areas on our school campus that might be problem spaces for DHH students but were not identified in the survey? Why do you think that is? What do you think can be done to address problems in these areas? Reinforce that we need everyone to take an active role in “cooling off” hot spots and keeping school safe.

4. **Follow-Up Activity (if extra time):** Suggest that DHH students create bullying prevention posters to post in the hot spot areas on campus.
**Group Meeting Session 2: “Becoming a Hero/Heroine”**

**Learner Outcomes**

By the end of this session, DHH students will be able to:

- Consider qualities of being a hero that are realistic for teens and that apply to their daily social interactions.
- Describe the real or perceived obstacles that high school students face when confronted with an injustice such as a bullying situation.
- Evaluate the pros and cons of various actions teens could use to help others when confronted with an injustice such as bullying.
- Describe what steps would be needed to take action to become a hero or a defender in a bullying situation.

**Materials Needed**

- Pencils and blank sheets of paper; Whiteboard and markers

**Procedures**

1. **Introduction (10 minutes):** In a group discussion, ask the DHH students “When you hear the word hero, what images come to mind? Record students’ responses on the board. For example, heroes are risk-takers, courageous, manly, fearless. Heroes are firefighters, police officers, soldiers. Then discuss how we often have a stereotypic view of what a hero is or what constitutes a hero act. What are some of those stereotypes? (Heroes are always physically strong, heroes are knights in shining armor, men only can be heroes, or heroes are hearing people).

2. **Activity (15 minutes):** Pass out a pencil and blank sheet of paper to each DHH group member. Ask them to title their paper “Who Is Your Hero?” Instruct students to think about their own lives and consider who is a hero to them, whether or not they know the individual personally. Have them write the name on their paper and answer the following questions: 1) What personal qualities or traits make someone heroic? (write down the traits next to their person’s name), 2) What kind of personal traits or qualities do heroes/heroines have in common? 3) What are some possible positive and negative results that heroes/heroines face when they stand up for their beliefs? 4) Why do you think some people feel courageous in some situations and others do not? How does that apply to life here at school?

3. **Wrap-Up (10 minutes):** Remind students that one of the hardest things about stepping in when someone needs help is to act even when it doesn’t seem like the “popular” thing to do. Discuss how DHH adolescents can stand up together against injustices.
Group Meeting Session # 3 – “What’s My Role?”

Learner Outcomes

By the end of this session, DHH students will be able to:

- Identify the eight roles in the Olweus Bullying Circle and the part each plays in a bullying situation
- Consider ways their role changes in different bullying situations
- Consider group mechanisms that reinforce undesirable student behavior or keep them “locked in” to certain roles on the continuum
- Consider ways that group mechanisms could be applied in positive ways to help students respond in a more helpful manner to bullied peers

Materials

- A copy of the Olweus Bullying Circle (downloadable from the Olweus Bullying Prevention Program Teacher Guide CD-ROM, document 18).
- Print “What’s My Role?” bullying circle role cards from the CD-ROM and cut the cards apart prior to meeting. Place

Procedures

1. Introduction (10 minutes): Project an image (or draw if no projector is available) of the Olweus Bullying Circle on the whiteboard or screen. Review roles and concepts covered in the Olweus Bullying Circle class meeting in the OBPP Teacher Guide CD-ROM.

2. Activity (20 minutes): Have seven volunteers come forward to represent the seven roles in the Olweus Bullying Circle as shown in the diagram. Place an empty chair in the center of the circle to represent the eighth role, the Student Who Is Bullied. Then ask each student to read what is printed on their role card. After reading each scenario, ask several students to volunteer taking turns sitting in the “Student Who Is Bullied” chair. As they sit in that chair, ask the student how it feels to be in that situation and what would they wish or hope other students would do to help. Then ask the rest of the group members to stand behind the person in the role you think most students in the school play (i.e. target, supporter, potential witness, etc). Encourage the DHH students to assume roles that would go against the crowd in a bullying situation.

3. Wrap-Up (10 minutes): Summarize key points from the students’ discussion. Emphasize the most important thing to do is to respond in some way and show the bullied student that you are concerned about him or her.
Bully/Bullies
- Plan and/or start the bullying and take an active part

Henchmen
- Take an active part but do not plan or start the bullying

Active Supporters
- Cheer the bully on and seek social or material gain

Passive Supporters
- Enjoy the bullying but do not show open support

The Targets
- The ones who are bullied

Resister, Defender, Witness
- Actively resists, stands up to the bully, speaks out against the bullying

Potential Witnesses
- Oppose the bullying, know they ought to help, but do not act

Disengaged Onlookers
- Observe, ‘none of my business,’ turn away

An adaptation of The Bullying Circle
by Dan Olweus, PhD
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Group Meeting Session # 4 – “After Hours”

Learner Outcomes

By the end of this session, DHH students will be able to:

- Discuss the wide range of experiences students have with school-sponsored activities and their anticipation and aftermath, ranging from fun and the development of positive relationships to exclusion and bullying

- Describe ways DHH students could promote safe, welcoming, and inclusive participation among all students, including DHH and hearing students

- Identify ways that they can include students who are not likely to attend and to assist those who are bullied before, during, or after extracurricular events

- Identify ways that school policy and some state laws require schools to address problem behaviors that could occur during school-sponsored events/activities

Materials Needed

- After Hours Discussion Questions (from the OBPP Teacher’s Guide CD-ROM)
- Your school’s anti-bullying policy or code of conduct
- Chart Paper or Whiteboard; Markers

Procedures

1. Introduction (10 minutes): Brainstorm with the DHH students to create a list of activities that are offered here at school. List them on a whiteboard or chart paper. Discuss what do students like about participating in or attending these kinds of events (i.e. seeing friends, having something to do, being entertained, and cheering for your team). Further discuss how for some DHH students these events can make them feel anxious, unwelcome, or excluded. Why do you think this occurs??

2. Activity (30 minutes): Explain to the group that today we will be discussing the aspects of an extracurricular activity – before, during, and after the event. Jointly agree which type of event to discuss (i.e. a dance, sporting event, a rally, or field trip). Discuss ideas for ways DHH students can include and support other students in that extracurricular activity.

3. Wrap-Up (10 minutes): Read and/or display the school’s anti-bullying policy that addresses extracurricular activities. Discuss the consequences or implications of the policy with the DHH students.
Group Meeting Session # 5 –

“Workplace Bullying Doesn’t Work”

Learner Outcomes

By the end of this session, DHH students will be able to:

- Identify personal qualities that are needed to be a good employee
- Identify the conditions, duties, and personal interactions that make for a positive work experience
- Identify examples of workplace bullying
- Discuss options teens have to respond to workplace bullying
- Identify qualities of an effective manager or supervisor

Materials

- Workplace Bullying Doesn’t Work Scenarios (from the OWPP Teacher’s Guide CD-ROM). Select two to four scenarios to be used in group.
- Whiteboard/Chart Paper; Markers

Procedures

1. *Introduction* (15 minutes): Ask the group: How many do you have a job or have ever had a job? Describe some of these jobs. Would you say these experiences were more positive or negative? Write four headings on the board: conditions, duties, personal interactions, and work habits. Discuss: Even if you have never had a job, what do you think would make a good job experience for a DHH teen?

2. *Activity* (25 minutes): Discuss how bullying can actually happen in many settings, including the workplace. Without saying names, do you know of a situation where a worker thought they were being bullied or harassed on the job? It could be adult, a sibling, a friend, or yourself. Then discuss the different scenarios provided for this lesson in the OWPP Teacher’s Guide.

3. *Wrap-Up* (10 minutes): State that the DHH students had good ideas about what makes a positive work experience and what personal responsibilities you have to be a good employee. Unfortunately, not all experiences are like this. You have the right to have an environment free from bullying at school or at a job. Remember one key to satisfaction at school and on the job is mutually respectful relationships.
Group Meeting Session # 6 – “Pushing the Legal Limits”

Learner Outcomes

By the end of this session, DHH students will be able to:

- Define the legal terms civil, libel, slander, assault, stalking, possession and dissemination of child pornography, harassment
- Identify bullying behaviors or situations that may violate civil or criminal laws

Materials

- Pushing the Legal Limits: Terminology Worksheet (in OWPP Teacher’s Guide CD-ROM). Suggestion: Create a PowerPoint presentation with each term on an individual slide with its definition and a picture depicting the situation.
- Pencils

Procedures

1. **Introduction** (10 minutes): What do you think the following examples have in common? 1) A student creates a website that says the school principal is a drunk and is romantically involved with the school secretary, 2) A 15-year old boy sends a nude picture of himself to a 13-year old girl through his cell phone, and 3) A boy makes threatening and violent YouTube videos. All of these are real incidents in which teens were charged with a crime. Let’s look at legal definitions so that we may understand the concepts that result in teens being charged with crimes.

2. **Activity** (20 minutes): Review the following definitions with DHH students-

   a. **Libel** and **slander**: both crimes of defamation – spreading false information about a person. Libel occurs when written or printed words or images harm a person’s reputation. Slander has the same effects, but is through spoken word.

   b. **Assault**: involves a threat, intent to harm, and body contact. It makes someone afraid that they are in imminent danger of being physically harmed.

   c. **Stalking** occurs when someone intentionally and repeatedly follows or harasses another person and makes a believable threat through their actions or behavior.

   d. **Possession or dissemination of child pornography**: involves possessing or sharing images of minors (typically under the age of 18) engaged in sexual
activity. This could include materials voluntarily shared with a boyfriend or girlfriend if either person is under the age of 18.

e. **Sexual harassment:** a variety of unwarranted sexual advances (including touching, feeling, groping), requests for sexual favors, and degrading and/or sexist comments in school or in the workplace.

f. **Racial harassment:** is unwarranted behavior, speech, written word, or pictures directed at someone because of their race, color, or nationality.

g. **Disability harassment:** is a form of discrimination that involves the physical mistreatment or verbal abuse of people with disabilities.

3. **Wrap-Up (10 minutes):** Discuss – part of being a DHH teenager is taking chances, trying new things, and testing limits. Unfortunately, some choices can have potentially devastating effects. When DHH teens engage in behavior that is harmful to others, they take the risk that their actions could actually be illegal even if they are under the age of 18. If you see or are asked to participate in these behaviors, think about what you can do as a bystander to intervene and protect the person being harmed or to stop friends from engaging in legal or illegal risky behavior.