

Using Novels for Children to Combat Bullying

Janet Ruth Heller, Ph.D.

2719 Pfitzer Ave.
Portage MI 49024

Janet Ruth Heller is the President of the Michigan College English Association. She has a Ph.D. in English Language and Literature from the University of Chicago. Her fiction picture book about bullying for children, How the Moon Regained Her Shape (Sylvan Dell, 2006), has won four national awards.

Abstract: *Young people often bully others because of perceived differences and a lack of empathy. Because many children do not know effective strategies for discouraging tormentors and because bullies often have a higher social status than targets, the abuse may continue for years. Bullying creates a hostile environment where young people cannot learn or function well. This harassment is dangerous to children's mental, emotional, and physical health. Also, bullying may have a long-term effect on an individual's social, academic, and career success. Reading and discussing good novels can help children to understand bullying, learn anger management, deal with tyrants, realize that many people suffer from harassment, cultivate mutual respect, appreciate diversity, repair damaged self-esteem, and dare to intervene to stop abuse. This article will analyze four books that can increase students' respect for individual differences and the varied cultures that comprise our society. These works prompt good class discussions and raise young people's awareness of the threat that bullying poses for our social fabric. Targets of bullies, bystanders, and perpetrators benefit from such discussions and from writing essays or stories about bullying. These books can help us transform our communities into safe environments that foster non-aggressive problem-solving and cultivate every person's self-esteem.*

Key Words: *Bullying, Novels, Empathy, Self-Esteem, Diversity, Respect*

Using Novels for Children to Combat Bullying

Bullying of children is common in neighborhoods, on sports teams, and in schools around the world. Thomas P. Tarshis and Lynne C. Huffman (2007) conclude that 90 percent of the elementary school students they surveyed were targets of bullies, and 59 percent of the children bullied others (p. 130). Both boys and girls bully their peers with equal frequency (Swearer & Tam Cary, 2003, pp. 70, 74). Maurice J. Elias and Joseph E. Zins (2003a) argue that repeated school bullying constitutes "a culture . . . of intimidation" (pp. 1, 4).

Young people often bully others because of perceived differences and a lack of empathy. Differences include a person's weight, teeth, style of speech, clothing, strength, and intelligence (Swearer & Tam Cary, 2003, pp. 71, 75). Sandra Graham, Amy Bellmore, and Jaana Juvonen (2003) have

discovered that children of color in Los Angeles middle schools are often victims of bullying, especially African-American youth (pp. 125, 127, 135). Immigrant middle school children in Austria also suffer from bullying, especially Turkish or Kurdish students (Strohmeier & Spiel, 2003, pp. 109-12). Elizabeth Englander (2007) finds that bullies' targets may include individuals with special needs, children from lower social classes, homosexuals, lesbians, gifted children, "children of divorced parents, children of socially deviant parents," Muslims, Jews, and other ethnic minority groups (pp. 206-07, 210).

Barbara Coloroso (2003, pp. 39-40) and Englander have pointed out similarities between bullying and hate crimes. Englander (2007) observes that often "bullying appears to be a 'junior' or 'apprentice' version of adult hate crimes." Both juvenile bullies and adults who commit hate crimes attack those who are different, use offensive language prohibited in most contemporary workplaces, and reject the value of civility and tolerance for others (pp. 206-07). According to the U. S. Department of Education (2010c), bullying creates a hostile environment where children cannot learn or function well.

Bullying is traumatic: it endangers young people's mental, emotional, and physical health. Researchers around the globe have found that victimized children tend to have insomnia, headaches, stomach aches, low self-esteem, depression, post-traumatic stress, and suicidal thinking, as well as physical injuries. Frequently bullied children feel lonely, lack trust in friendships, may choose to avoid school to evade their tormenters, and may have low academic achievement and aspirations (see Paul & Cillessen, 2003, pp. 27, 39; Craig, Pepler, & Blais, 2007, pp. 466-67; Holt & Espelage, 2003, pp. 91, 95; Graham, Bellmore, & Juvonen, 2003, pp. 126-27; Goldbaum et al., 2003, pp. 145-48, 152; U. S. Department of Education, 2010b). Therefore, bullying may have a long-term effect on an individual's social, academic, and career success.

Adults often think that children should deal with harassment themselves because it will toughen them up. However, Wendy Craig, Debra Pepler, and Julie Blais (2007) have discovered that many children do not know effective strategies for discouraging bullies (pp. 467-68, 470). Ginny Esch (2008) points out the vulnerabilities of young children: "They are learning how to deal with their own emotions, learning about societal norms and acceptable behavior, and developing communication skills. . . . Because of their lack of maturity, they often do not have the ability to handle tormentors" (p. 380). Graham, Bellmore, and Juvonen (2003) conclude that victims of bullying often believe that they are the only ones who get harassed. Graham and her co-authors insist that such students need adults to acknowledge "the pervasiveness of the problem." Graham's team suggests that educators and psychologists use "a systemic, whole-school approach" to combat bullying that involves every student (pp. 133-34). Jennifer J. Paul and Antonius H. N. Cillessen find that, without adult intervention, many of the same students are victimized for years (pp. 33, 38; see also Goldbaum et al., pp. 141, 144-49, 152).

Peer friends can also assist targets of bullies. Goldbaum and her team (2003) emphasize that children who have caring friendships suffer less from bullying because friends often intervene or help victims to problem-solve. Goldbaum's group recommends developing systemic "programs . . . directed at the peer group to encourage inclusion and foster supportive social networks." Coloroso (2003)

agrees: "The more opportunities students from diverse backgrounds and interests have to work and play together, the less likely they will be to form cliques that have as their hallmark exclusion and derision of those 'beneath' them" (p. 191). Furthermore, "classroom discussions can identify prosocial strategies for intervening in bullying and emphasize the critical role and responsibility of the peer group in stopping the harassment by supporting and standing up for the victims" (Goldbaum et al., pp. 152, 154).

Bullies may increase their power and prestige by aggression. According to Tracy Vaillancourt, Shelley Hymel, and Patricia McDougall (2003), both male and female bullies often have high self-esteem and "a substantial level of status and power within the adolescent peer group" (p. 170). Vaillancourt and her co-authors point out that such peer dynamics discourage intervention by bystanders when bullying occurs because "supporting a victim carries considerable risk for loss of social status" (pp. 172-73). Anti-bullying programs must address these issues in order to prevent peer support for abuse. Craig, Pepler, and Blais (2007) report that persistent bullying increases "the power differential between the child who is bullying and the child being victimized . . . , making it increasingly difficult for the victimized child to escape the torment" (pp. 465, 472; see also Vaillancourt, Hymel, & McDougall, pp. 168-69). They recommend "early intervention" by adults to stop the bullying before it traumatizes children (pp. 473-74; see also Goldbaum et al., p. 152). Englander contends that the power differential between the bully and the victim and the hate crime aspects of bullying make mediation difficult (pp. 208-09). According to Paul and Cillessen, adults need to stop "the processes of bullying in the peer group" (p. 41), and one method is to teach and encourage children to "develop effective anger management and conflict resolution strategies at an early age" (p. 29). Elias and Zins (2003a) contend that societies need to counter the "culture . . . of intimidation" by restructuring schools to make them "more caring, supportive, safe and effective places of academic, social, and emotional learning" (pp. 4-5).

Many researchers emphasize that "the school curriculum . . . can influence children to accept and respect socio-cultural differences" (Rigby, 2004, p. 294; see also Nansel, Haynie, & Simons-Morton, 2003, p. 57). The Department of Education (2010a) recommends that a "school may need to provide training or other interventions not only for the perpetrators, but also for the larger school community, to ensure that all students, their families, and school staff can recognize harassment if it recurs and know how to respond." Similarly, Englander emphasizes that anti-bullying programs should teach tolerance and respect for diversity (pp. 208-10).

Reading and discussing books on this topic can help students to understand bullying, realize that many people suffer from harassment, cultivate mutual respect, appreciate diversity, repair damaged self-esteem, and dare to intervene to stop abuse. Esch (2008) observes, "Children can make a connection with story characters and their feelings, and this association can promote self-confidence, empathy, and insight." In general, "Books about bullying help young children understand behavioral dilemmas while prompting them to brainstorm solutions to problems" (pp. 381-82). Lee Heffernan (2008) used picture books about bullying and other social issues in her third-grade classroom and asked

the students to write stories about social issues. "Reading and working with books . . . served as a springboard for discussing, interrogating, and writing about issues of harassment, domination, and injustice in students' lives" (Lewison & Heffernan, p. 459). In this article, I will examine four novels that focus on bullying. Teachers, coaches, librarians, scout leaders, and parents can discuss these works with children. While discussing these books will not magically eliminate bullying, books can increase young people's tolerance of differences and alert children to the threat that bullying poses to individuals and to our social fabric.

Judy Blume (1974) writes *Blubber* in first-person narration from the perspective of a fifth-grade girl named Jill Brenner who gets caught up in bullying Linda, an overweight classmate. The ringleader of the bullies is Wendy, a socially prominent girl, who is assisted by her current buddy Caroline. The students mock Linda, calling her "Blubber" after she gives a report on whales (ch. 1, pp. 4-9). In the girls' restroom, Wendy, Caroline, and Jill take off Linda's cape, lift up her skirt, and pop buttons off her shirt. Wendy threatens punishment if Linda tells anyone (ch. 4, pp. 32-34). At school, Wendy and her supporters trip Linda, steal her lunch, and force her to say insulting things about herself (ch. 6, pp. 52-54; ch. 7, pp. 60-61; ch. 8, pp. 71-73; ch. 9, pp. 79-80; ch. 11, p. 89). They also make her eat "a chocolate-covered ant," show the boys her underpants, and kiss a boy in the class (ch. 11, pp. 90-92). Blume's numerous examples of students' abuse of Linda demonstrate how pervasive bullying can be.

Blume also portrays the students as overly willing to please popular Wendy. Obsequious Caroline does anything that her best friend tells her to do. When a group of girls are discussing how Mr. Machinist found out that Tracy and Jill put smashed rotten eggs in his mailbox on Halloween, Wendy insists that Linda/Blubber must have told the secret. When Jill says that they have no proof of Linda's guilt, the following exchange occurs between Wendy and Caroline.

"I don't like what I hear, Jill," Wendy said. "Do you like what you hear, Caroline?"

"Not if you don't," Caroline told Wendy. (ch. 16, p. 125)

Caroline's dialogue and actions emphasize that she is an unquestioning sycophant. Vaillancourt, Hymel, and Mcdougall's research demonstrates the difficulty that peers have in confronting socially prominent bullies. Later in the novel, Jill confronts Caroline with her complicity: "'You always do what Wendy says. Don't you have a mind of your own?'" (ch. 18, p. 147). Then Caroline stops bullying Jill and walks away. Jill also feels intimidated by Wendy and worries when Wendy acts displeased with her. After observing how Jill interacts with Wendy on the school bus, Tracy Wu tells her friend, "'I think you're scared of Wendy'" (ch. 16, p. 126). Jill remembers Tracy's perceptive words at a turning point in the novel (ch. 16, p. 131). Blume implies that children need to avoid being so worried about pleasing a popular classmate that they engage in conformist bullying.

Finally, the students set up a trial of Blubber for allegedly tattling on Jill and Tracy's Halloween prank on Mr. Machinist. But Jill stops the trial when Judge Wendy refuses to grant Linda/Blubber a

lawyer, probably because Wendy herself did the tattling. Furious with Jill for thwarting her, Wendy calls Jill's Chinese-American buddy Tracy "your chink friend" and vows revenge (ch. 16, pp. 125-32). Jill and the readers of *Blubber* can now clearly see that Wendy is a racist, power-mad, sadistic bully.

The next day, many classmates turn their mockery and bullying on Jill, calling her "B. B." for "Baby Brenner" (ch. 17, pp. 135-37, 146). Jill is underweight and is a fussy eater, so the students exaggerate these flaws. The attacks on Linda and Jill because their bodies are unusual sizes reflect many societies' obsession with women's having an ideal body. This obsession is very unhealthy for girls and women. In *Blubber*, much of the abuse is sexual harassment: taking off clothes, forced kissing, showing boys a girl's underpants, etc. Furthermore, Linda and Jill are both Jewish, so there is anti-Semitism involved in the class's choices in targets for bullying.

But the bullying of Jill does not end with name-calling. Wendy trips Jill, Donna bruises Jill by shoving her against the bathroom sink, and a group of classmates steals Jill's math homework (ch. 17, 136-37; ch. 18, 144-45). This cruelty upsets the heroine, and readers can recognize the poetic justice here. A few days later, Jill stands up for herself, and the bullying subsides (ch. 18-19, pp. 146-52). Her life returns to normal; however, she has freed herself from Wendy's intimidation and no longer participates in conformist bullying. Jill and readers of this novel now realize that Wendy is not a trustworthy friend: Wendy is mean, fickle, and obsessed with power.

In the last chapters of *Blubber*, Jill chooses to befriend Rochelle (ch. 18, pp. 148-49; ch. 19, 152), a quiet but intelligent girl who had bravely pointed out to the class that Linda needed a lawyer and had agreed to represent Linda to insure a fair trial (ch. 16, p. 131). Rochelle may not be as popular as Wendy is, but Rochelle treats other people with respect and stands up for social justice. Jill's new friendship with Rochelle shows how much Jill has learned about the dangers of unhealthy relationships. Blume also implies that this new friendship has the potential to bring out the best attributes of both girls.

The unique perspective in *Blubber* will help a young reader to realize that abuse of others may seem fun until the child herself or himself becomes the new target of bullying. When Jill tells her mother about the harassment of *Blubber*, Mrs. Brenner tells her daughter, "You should try putting yourself in her place" (ch. 7, p. 62). This is an important concept in *Blubber*. Jill's own experience as the target of bullies devastates her: "Nobody likes me anymore," she tells her mother and cries (ch. 17, p. 141). Finally, Jill realizes that bullying destroys the victim's self-esteem and trust in other people. Blume also implies that children need to stand up against bullies and refuse to cooperate with a group's attacks on anyone. This complex book would generate good discussions.

A similar novel from a boy's perspective is Jerry Spinelli's *Crash* (2000). The first-person narrator is John Coogan, who acquires the nickname "Crash" when, as a toddler with his first football helmet, he tackles his cousin Bridget and she goes flying into a foot of snow (ch. 1, p. 1). This scene on the opening page of the novel serves as an emblem of Crash's view of life for his first thirteen years: "Life is football" (ch. 23, p. 83). For most of the novel, Crash is an unreliable narrator because of his narcissism, his obsession with winning, and his desire to dominate other people. Spinelli emphasizes that while

Crash's macho philosophy works well for the boy as a star junior high running back, most human relationships require social skills and empathy that the protagonist lacks. Crash bullies his Quaker classmate and neighbor Penn Webb, tries to force himself on beautiful Jane Forbes, and brutally tackles his grandfather Scooter during a family touch football game.

When Scooter has a debilitating stroke, Crash gets in touch with his own softer side and questions his values and emotions. Crash discovers that both he and Penn care deeply about their elderly grandfather and great-grandfather, respectively. The protagonist also learns to appreciate Penn's genuine compassion and eventually helps his teammate to obtain a spot on their school's track team for the state's relay race. Crash also moves from obsessing about getting himself expensive athletic shoes to using his savings to buy his artistic mother a new paint set (ch. 49, p. 162). In contrast, Crash's former friend Mike remains stuck in his destructive machismo.

The book's only weakness is that Crash's transformation into an altruist happens suddenly in the last chapters. It is hard to believe that Crash, who has spent much of the novel bullying and making fun of soft-spoken Penn, can become his best friend.

Crash would be a good novel for children to discuss because it sharply contrasts Crash's bullying and traditional "masculine" traits with Penn's gentleness, respect, and compassion. Spinelli shows readers that a young man can choose to improve his life by acknowledging his less aggressive side and by developing kindness. Spinelli implies that peers should not admire bullies: Crash alienates Jane Forbes until he learns empathy; then Jane invites him to her Fourth of July party (ch. 49, p. 162). Clearly, Crash's newly learned respect for others and compassion impress Jane much more than his rigid machismo did.

In Carl Hiaasen's *Hoot* (2002), the protagonist is Roy Eberhardt, a new boy in his Florida school who gets bullied on the school bus every day by Dana Matherson, an older student who is huge and muscular and calls Roy names like "cowgirl" (ch. 2, p. 14; ch. 14, p. 169). When Dana tries to strangle him, Roy punches the bully in the nose and wins respect from his fellow Trace Middle School students (ch. 2, pp. 14-15; ch. 4, p. 38). However, Dana does not give up trying to intimidate Roy. Hiaasen also develops a mystery surrounding a stranger Roy's age who lurks near the Coconut Cove restaurant construction site and creates havoc to save the local burrowing owls. Roy befriends the stranger and assists him. Roy also gets to know Beatrice Leep, a strong and fearless soccer player. She turns out to be the half-sister of the mystery boy. When Dana traps Roy in a janitor's closet after school, Beatrice saves the protagonist from being strangled and leaves Dana "stripped down to his underpants and trussed to the flagpole" of Trace Middle School (ch. 10, p. 111). Beatrice's punishment of macho Dana for terrorizing Roy seems like poetic justice to readers and defies the typical image of helpless women in the mass media. Eventually, Dana winds up in jail.

Roy tells his history class about the burrowing owls and the restaurant construction that is jeopardizing their habitat. The other students and the teacher, Mr. Ryan, are also upset (ch. 18, pp. 244-48). Trace Middle School students, including Roy's history class and Beatrice's soccer team, come to

protest the groundbreaking ceremony for the restaurant (ch. 20, pp. 259-74). Roy and his father discover that the construction project's file has no Environmental Impact Statement (ch. 21, pp. 279-81). Local reporters expose the felonious conduct of the restaurant chain's head. As a result, the chain abandons plans to build on the Coconut Cove site. Roy and Beatrice make national television news (Epilogue, pp. 282-84). By the end of the novel, Roy feels like "a real Florida boy" and not like an outcast (Epilogue, p. 292). He has progressed from being the target of a bully to being a national hero.

Hoot has third-person omniscient narration and many characters. Its complex plot requires a good reader to follow. The novel focuses on social criticism. Hiaasen persuades children to consider many flaws in our society, from the middle school administrators' half-hearted attempts to deal with bullying to corrupt businessmen's suppression of an environmental impact analysis that criticizes the restaurant's potential habitat destruction. Hiaasen also shows children that their informed efforts can make a difference in shaping public policy.

However, the novel has flaws in the depiction of Roy and in its portrayal of children acting without adult help. Roy uses lies and other questionable strategies to get Dana into trouble. Roy's weak ethics somewhat undermine readers' respect for his courage and intelligence. Hiaasen's contrast of befuddled adults with smart, heroic children certainly appeals to youngsters; however, in the real world, young people need more adult assistance with serious problems than they get in this book.

Also, the women characters in *Hoot* approach caricatures. We never get many details about Beatrice Leep's soccer games, but we know that she can bite a hole in a bicycle tire and wallop boys much larger than she is. Beatrice is a caricature of a woman jock. When Roy lies to cover up his role in supporting ecological terrorism, his mother seems too gullible. Most parents know their children well enough to detect at least some lies. When describing the vice-principal Miss Hennepin, Hiaasen focuses on one hair above her lip, rather than on her values. While she does not punish the bully Dana and forces Roy to write him a letter of apology, she does believe Roy's account of the attempted strangling when she sees the bruises on Roy's neck, so she has some sense of justice (ch. 2, pp. 19-21). *Hoot* would be a stronger novel if Hiaasen developed the women characters more fully, instead of barely sketching them.

Joseph Bruchac's *Bearwalker* (2007) focuses on a Native American eighth-grade student named Baron Braun who gets bullied because he is short and is a Mohawk. However, Baron's intelligence, bravery, and knowledge of bears enable him to solve a mystery and save the lives of his classmates, his teacher, and other adults when they are threatened during a wilderness camping trip by a violent, psychotic man who has become the Bearwalker of Native American legends. This novel is full of suspense and will keep readers turning pages rapidly. By the end of the story, Baron has won the respect of his fellow students and has proven to himself that he is a worthy member of the Mohawk Bear Clan. His body reflects his inner growth by becoming taller, and Baron joins his junior high school's basketball team.

Native American himself, Joseph Bruchac captures in *Bearwalker* the frustration of a person who gets judged by the color of his skin and his height instead of his inner strengths. Bruchac presents the novel as Baron's journal, and this first-person perspective helps readers to understand Baron's rich Mohawk heritage and its cultural wisdom. This book could inspire good discussions of the strengths of the many ethnicities and cultures that comprise a nation.

Bruchac depicts the gang of three male bullies at Baron's school as crude, "self-satisfied," and brainless. Baron describes their reaction to successfully tripping him as he goes out for recess: "they're all enjoying the spectacle of me flattened on the sidewalk like roadkill" (ch. 1, p. 10). In contrast, another student, football star Cody Campbell, rescues Baron from the bullies (ch. 1, pp. 11-13; ch. pp. 5, 54), and classmate Tara Moody praises his bravery and gives him a tissue to wipe up his bloody hands (ch. 1, p. 13). Bruchac demonstrates that bystanders can make the choice to help and support victims of bullying. Both Cody and Tara, who are Caucasian, focus on Baron's being a valuable person, instead of obsessing about the ways that he differs from them. Baron also likes his teacher Mr. Wilbur, who realizes that Baron is a fellow intellectual and that they both share a love of nature. Also, both the teacher and his student sense danger during the class camping trip and instinctively dislike Walker White Bear, a white man at Camp Chuckamuck who is posing as a Native American (ch. 3, p. 41; ch. 4, pp. 46-51; ch. 7, p. 74; ch. 8, pp. 76-82; ch. 10, pp. 92-98; ch. 12, pp. 105-111; ch. 13, pp. 116-17). When the other adults finally realize the danger, they send Baron out to phone for help (ch. 18, pp. 149-55). Despite being wounded by a shotgun and a bear, Baron succeeds in his quest.

Baron's parents had explained to him that Mohawks have survived in a dangerous world because they are both tough and smart (ch. 4, pp. 44-46). Mohawks also respect the natural world (p. 45). Baron uses what he has learned from his parents and Mohawk culture to outwit the Bearwalker.

Bearwalker appeals mostly to boys because of its emphasis on being tough. Some of the scenes are rather frightening and may overwhelm sensitive children, especially when the Bearwalker pursues wounded Baron through the hills and forest (ch. 21, pp. 172-78; ch. 23-24, pp. 189-96).

Conclusion

All of the novels analyzed in this article would be effective tools to teach children, parents, teachers, and other adults about the issues surrounding bullying. These books would prompt good class discussions and raise young people's awareness of the importance of respect for others, the value of differences, the problems caused by bullies, and the need for peers to intervene when bullying occurs. Targets of bullies, bystanders, and perpetrators would benefit from such discussions and from writing essays or stories about bullying. These books can help us to transform our schools into safe environments that foster non-aggressive problem-solving and cultivate the self-esteem of all students.

References

- Blume, J. (1974). *Blubber*. Scarsdale NY: Bradbury Press. Ages 8-12.
- Bruchac, J. (2007). *Bearwalker*. Illus. Sally Wern Comport. New York: HarperCollins. Ages 10-15.
- Coloroso, B. (2003). *The bully, the bullied, and the bystander*. New York: HarperCollins.
- Craig, W., Pepler, D., & Blais, J. (2007). "Responding to bullying: What works?" *School Psychology International* 28(4), 465-477.
- Elias, M. J., & Zins, J. E. (2003a). "Bullying, other forms of peer harassment, and victimization in the schools: Issues for school psychology research and practice." In Elias & Zins, 2003b, pp. 1-5.
- Elias, M. J., & Zins, J. E. (Eds.). (2003b). *Bullying, peer harassment, and victimization in the schools: The next generation of prevention*. Binghamton NY: Haworth Press.
- Englander, E. (2007, October). "Is bullying a junior hate crime?: Implications for interventions." *American Behavioral Scientist* 51(2), 205-212.
- Esch, G. (2008). "Children's literature: Perceptions of bullying." *Childhood Education* 84(6), 379-82.
- Goldbaum, S., Craig, W. M., Pepler, D., & Connolly, J. Developmental trajectories of victimization: Identifying risk and protective factors." In Elias & Zins, 2003b, pp. 139-156.
- Graham, S., Bellmore, A., & Juvonen, J. "Peer victimization in middle school: When self- and peer views diverge." In Elias & Zins, 2003b, pp. 117-137.
- Hiaasen, C. (2002). *Hoot*. New York: Alfred A. Knopf. Ages 8-13.
- Holt, M. K., & Espelage, D. L. "A cluster analytic investigation of victimization among high school students: Are profiles differentially associated with psychological symptoms and school belonging?" In Elias & Zins, 2003b, pp. 81-98.
- Lewis, M., & Heffernan, L. (May 2008). "Rewriting writers workshop: Creating safe spaces for disruptive stories." *Research in the Teaching of English* 42, 435-465.
- Nansel, T. R., Haynie, D. L., & Simons-Morton, B. G. "The association of bullying and victimization with middle school adjustment." In Elias & Zins, 2003b, pp. 45-61.
- Paul, J. J., & Cillessen, A. H. N. "Dynamics of peer victimization in early adolescence: Results from a four-year longitudinal study." In Elias & Zins, 2003b, pp. 25-43.
- Rigby, K. (2004). "Addressing bullying in schools: Theoretical perspectives and their implications." *School Psychology International* 25(3), 287-300.
- Spinelli, J. (2000). *Crash*. New York: Alfred A. Knopf, 1996; rpt. New York: Random House. Ages 8-13.

- Strohmeier, D., & Spiel, C. "Immigrant children in Austria: Aggressive behavior and friendship patterns in multicultural school classes." In Elias & Zins, 2003b, pp. 99-116.
- Swearer, S. M., & Tam Cary, P. "Perceptions and attitudes toward bullying in middle school youth: A developmental examination across the bully/victim continuum." In Elias & Zins, 2003b, pp. 63-79.
- Tarshis, T. P., & Huffman, L. C. (April 2007). "Psychometric properties of the Peer Interactions in Primary School (PIPS) Questionnaire." *Journal of Developmental & Behavioral Pediatrics* 28(2), 125-132.
- U. S. Department of Education. (2010a, October 26). "Dear colleague letter from the Office of the Assistant Secretary for Civil Rights." Retrieved on November 7, 2012, from www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html
- U. S. Department of Education. (2010b, October 26). "Dear colleague letter [about] harassment and bullying: Background, summary, and fast facts." Retrieved on November 7, 2012, from <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201010.pdf>
- U. S. Department of Education. (2010c, October 26). Guidance targeting harassment outlines local and federal responsibility; White House to convene conference on bullying early next year." Retrieved on November 7, 2012, from <http://www.ed.gov/news/press-releases/guidance-targeting-harassment-outlines-local-and-federal-responsibility>
- Vaillancourt, T., Hymel, S., & McDougall, P. "Bullying is power: Implications for school-based intervention strategies." In Elias & Zins, 2003b, pp. 157-176.