

# Date Rape and Bullying in Schools

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# DATE RAPE

## What is Date Rape?

Date rape is an act of sexual intercourse with a person (usually a woman) committed against their will or consent... in this case it is committed by an acquaintance or date. The rape would include some type of penile penetration, either vaginal, oral, or anal. Even if the penetration is slight, and even if the man does not ejaculate, the crime is still rape. Although many date rapes might include physical force, force is not necessary to meet the legal definition of rape. The threat of violence, threat of retribution, coercion, the victim being impaired or unconscious through the use of alcohol or drugs, would all meet the definition of rape. (From: <http://www.cord.edu/dept/sports/daterape.pdf>)

- Nearly one in 10 *high school students will experience physical violence* from someone they're going with. Even more teens will experience verbal or emotional abuse during the relationship.
- Between 10 and 25 *percent of girls between the ages of 15 and 24 will be the victims of rape or attempted rape*. In more than half of those cases, the attacker is someone the girl goes out with.
- 38% of date rape survivors are females between the ages of 14 to 17.
- 62 percent of completed rapes occur by classmates or friends
- 57 percent of rapes occur while out on a date
- In a Rhode Island study with high school students, over 50% of males and 42% of females agreed that there were times when it was "acceptable for a male to hold a female down and physically force her to engage in intercourse".

## Three Common Date Rape Drugs

- 1) Rohypnol (often called Roofies, Rope, Ruffies, R2, Ruffles, Roche, Forget-pill) is a tranquilizer that produces a sedative effect, amnesia, and muscle relaxation. It takes effect within 10-20 minutes after being ingested and can last up to 24 hours if mixed with alcohol. It leaves the system within 48 hours.
- 2) Gamma Hydroxy Butyrate (often called GHB, Liquid Extacy, Liquid X, Scoop, Easy Lay, EZ Lay, Clear X, Liquid Dream, Scoop, Scoop Her) is an odorless, colorless, liquid depressant. It helps the victim to feel relaxed, tranquil, sensual, and often causes a woman to lose her sexual inhibitions. It takes effect within 10-15 minutes after being ingested and can last up to 30 hours if mixed with alcohol.
- 3) Ketamine (often called K, Special K, Super K, OK, KO, Vitamin K) is an anesthesia used on animals. This date rape drug causes hallucinations, dissasociation, and amnesia. It takes effect within 10-20 minutes after being ingested and can last up to 3 hours. It leaves the system within 48 hours. (From: <http://womensissues.about.com/od/rapecrisis/f/daterapedrug.htm>)

Girls are not the only ones who are abused physically or emotionally in relationships. Boys also experience abuse, especially psychological abuse. Boys rarely are hurt physically in relationships, but when it happens, it's often severe. Boys also can be pressured or forced into unwanted sex, by girls or by other boys.

Violence happens in same-sex relationships, too. When it does, gay and lesbian teenagers often don't know where to turn for help. If they are not comfortable telling people that they're gay, that makes their situation even harder.

Often a relationship doesn't start out violent, but the violence starts after the two people have known each other for a while. The one big exception is forced sex (sometimes called "date rape" or "acquaintance rape"). Forced

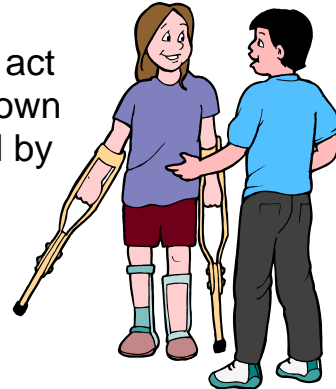


sex can sometimes happen the first or second time two people go out, especially when one person has very little dating experience and is afraid to say “no.”

## **Stereotypes**

In every culture, people have certain ideas about what it means to be a man or a woman.

Boys often have the idea that it’s a “guy thing” to act tough and to treat girls like property, or like they own them. Guys often try to get their friends’ approval by acting like they don’t care about anything or anyone. Even a guy who likes a particular girl might show off for his friends by treating her badly or acting like she’s been put on earth just to have sex with him.



Girls often accept the idea that it’s a “guy thing” to push girls around, and they should learn to go along with it. Girls also may believe it’s a “girl thing” to try to figure out and do whatever will keep their boyfriends happy. So, they may feel they have to do only what the guy wants, or they may put up with the guy ignoring them, treating them badly around other guys, being really possessive, or being violent or abusive.

Both girls and boys often have the idea that boys can’t control themselves when it comes to sex. They may believe that if a man forces a woman to have sex against her will, she was probably leading him on in some way.

## **Social And Personal Situations**

Some social and personal situations are hard for anyone to handle, but they are especially hard when they affect teenagers. These personal pressures can contribute to abusive or violent behavior in relationships and to accepting that kind of behavior from a boyfriend or girlfriend.

## **Violence At Home**

When children see a parent being abused, they often grow up thinking that name-calling, screaming, or hitting is normal between people in love. Children in violent homes often get the idea that it is acceptable to threaten, intimidate, bully, or hit another person to get their own way.

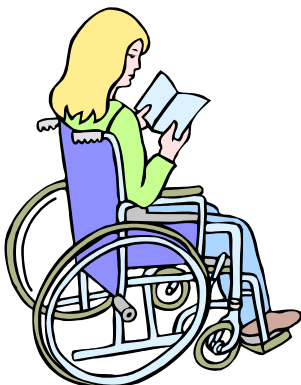
## **Cultural Beliefs**

Teenagers' cultural and ethnic backgrounds affect their relationships. Some teenagers come from cultures in which people don't date someone unless they're going to marry that person, so they may not let their families know they are going out with someone. In some cultures, loyalty is such an important value that a teen in an abusive relationship may decide not to ask for help. Also, teenage girls who believe they can't do much with their lives because of their family or culture's rules, or because of discrimination or poverty, may place their hopes for the future on finding someone to love and take care of them. Abuse may seem to them like a small price to pay to escape a life without hope.

## **Being Lesbian, Gay, Or Bisexual**

Teenagers who are lesbian, gay, or bisexual face special pressures. When under a lot of stress from the outside world, some gay or lesbian teens may respond by getting angry with the person they're going out with. Even if victims decide they want help to stop the violence, they may not be able to get their friends, their teachers, or other adults to listen and understand what they're going through. If they haven't told anyone else about their sexual orientation, finding help also means taking the risk of coming out.

## **Having A Disability**



People who have disabilities often face a higher risk of violence of all kinds, especially if they are less able to defend themselves or to report abuse. Any behavior that intentionally harasses, teases, or takes advantage of a person with a disability is abusive. That includes such acts as keeping something out of reach of a person who uses a wheelchair, making it hard for someone who uses

hearing aids to hear you, or deliberately trying to confuse someone with a learning disability.

### **Getting Pregnant**

Pregnancy is a vulnerable time that often leaves a teenage mother-to-be feeling alone, dependent, helpless, and condemned by parents, teachers, and friends. If her boyfriend is abusing her, she may not tell anyone because she fears losing him, doesn't want to face more disapproval from her family, or fears her baby will be taken away from her.

### **Drinking Alcohol Or Taking Drugs**

Drinking alcohol or taking drugs does not cause violence, but it can have unpredictable effects: It can lower inhibitions or change perceptions of what is really going on. Even one drink is enough for some teens to say or do things they regret. Alcohol and drugs also cause people to misread situations—to see a come-on when there isn't one, or to see only friendliness in a situation that could lead to rape or other violence. Drugs and alcohol often are used as excuses for abuse: "I didn't mean to hurt you. I was out of control." Being drunk or high is never an excuse for hurting someone.

### **Getting Sexually Involved With An Adult**

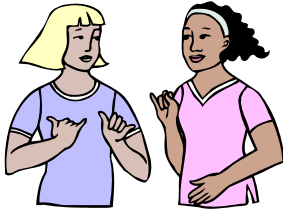
Young teenagers sometimes find themselves involved in sexual relationships with persons much older than they are. Although you may have romantic feelings for someone 5 or 10 years older, even if both of you consent to having sex, you should know that the older partner is committing a crime called statutory rape. Also, some adults beat or otherwise seek control over their young teen lovers. A sexual relationship where an adult dominates and controls a young teen should never be confused with love.



<b>Type of Violence</b>	<b>What It Means</b>	<b>How It Works</b>	<b>Early Warning Signs</b>
<b>Verbal Abuse</b>	Behavior that causes harm with words	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Insults</li> <li>• Public humiliation</li> <li>• Yelling</li> </ul>	Teasing that includes insults
<b>Psychological and Emotional Abuse</b>	Behavior intended to cause psychological or emotional distress	<ul style="list-style-type: none"> <li>• Threats, intimidation</li> <li>• Put-downs</li> <li>• Telling a person's secrets</li> <li>• Jealousy</li> <li>• Possessiveness</li> <li>• Isolating a person from friends, family</li> <li>• Destroying gifts, clothing, letters</li> <li>• Damaging a car, home, or other prized possessions</li> </ul>	<ul style="list-style-type: none"> <li>• Pouting when you spend time with your friends</li> <li>• Threatening to leave you in an unsafe location</li> <li>• Trying to control what you do</li> </ul>
<b>Physical Abuse</b>	Behaviors that inflict harm on a person	<ul style="list-style-type: none"> <li>• Slapping, hitting</li> <li>• Shoving, grabbing</li> <li>• Hair pulling, biting</li> <li>• Throwing objects at a person</li> </ul>	<ul style="list-style-type: none"> <li>• Going into a rage when disappointed or frustrated</li> <li>• Teasing, tripping, or pushing</li> <li>• Threatening to injure</li> </ul>
<b>Sexual Violence: From Coercion to Date Rape</b>	Sexual advances that make a person feel uncomfortable; sexual behavior that is unwanted	<ul style="list-style-type: none"> <li>• Insisting, physically or verbally, that a person who said "no" have sex anyway</li> <li>• Forced sex</li> </ul>	Using emotional blackmail to talk you into having sex ("If you loved me, you would...")
<b>Abuse of Male Privilege:" Its a Guy Thing"</b>	Behavior that assumes that boys have more power than girls and that boys have special privileges in relationships with girls	<ul style="list-style-type: none"> <li>• The guy makes all decisions for the couple</li> <li>• The guy expects his girlfriend to wait on and pamper him</li> <li>• The guy treats his girlfriend as if she is property he owns</li> </ul>	<ul style="list-style-type: none"> <li>• Expecting you to be available to him at all times; he is available to you when he feels like it</li> <li>• Acting macho with friends: "This is my woman!"</li> </ul>

(From: *Love doesn't have to hurt* American Psychological Association at <http://www.apa.org/pi/pii/teen/homepage.html>)

## Abuse Risk Factors: Children and Teen with Disabilities



Children with disabilities may experience violence and abuse in their daily lives at home, in school, on a bus, in a group home or residential facility, etc. The problem of assault and abuse against persons with disabilities is complicated by the fact that most of the abuse is perpetrated by someone (e.g. family member, intimate partner or personal care provider) with whom the individual has an established relationship.

- Children with physical disabilities may depend on others to meet some or all of their basic needs. Care providers, including family and paid or unpaid personal care workers, may be involved in close, frequent contact in the most intimate and personal parts of the individual's life (e.g., assistance with bathing, toileting, changing clothes, other hygiene-related tasks), which can increase the opportunity for sexual or other abusive acts.
- Persons with physical disabilities may be less able to defend themselves or escape abusive situations.
- A desire to please or make friends is common among individuals who have not been offered the opportunity to interact in society. Youth with cognitive disabilities may be overly trusting of others and easier to trick, bribe or coerce, especially when offered friendship, money or a gift. These youth may unknowingly participate in activities that may be exploitative or illegal.
- Children with cognitive disabilities may not understand the difference between sexual and non-sexual touches and, if they are abused, may not understand that the violation is not normal, especially in cases of sexual abuse.
- Children who are blind or have low vision may not be fully aware of their surroundings, especially on public transportation or within the community. This can make them vulnerable to exploitation by others.

- Many persons who are blind or deaf/blind are taught mobility and Braille by guided physical contact. An individual may be conditioned to touch due to ongoing personal care or other disability or medical-related services. Being touched, often without permission, can provide confusing messages about space, boundaries and physical contact with others.
- Some persons with disabilities may have limited vocabulary or communication skills that can pose barriers to disclosing abuse or assault. If reporting by telephone, a child with a speech-related disability might be misunderstood or viewed as making a prank call.
- Some people who have speech impairments utilize communication boards; many of these devices, however, do not include vocabulary for reporting abuse or other victimization. Individuals who are deaf may experience barriers with disclosing abuse without an interpreter or other assistive devices such as a TTY or TDD. Perpetrators may believe they can get away with abusive behavior if their victims cannot report it due to a disability.
- Many individuals with disabilities are taught in school, through service providers and family members to do as they are told, to comply with requests of others, and to control difficult behaviors. Youth with disabilities often are not taught about boundaries, assertiveness, or the right to say no to painful or other unwanted touches. Compliance training can make the individual vulnerable to abuse or exploitation.
- Quite often, parents, caregivers and special education teachers do not teach children with disabilities about sexuality, abuse prevention, self-protection or personal safety strategies, in an effort to “protect” the child. Thus, children with disabilities may lack knowledge about their bodies, healthy relationships and how to protect themselves. (From: Abramson, W. H. & Mastroleo, I. *Kid&TeenSAFE: An Abuse Prevention Program for Youth with Disabilities* National Resource Center on Domestic Violence at [http://www.vawnet.org/NRCDVPublications/TAPE/Papers/NRC\\_KTSafe-full.pdf](http://www.vawnet.org/NRCDVPublications/TAPE/Papers/NRC_KTSafe-full.pdf))



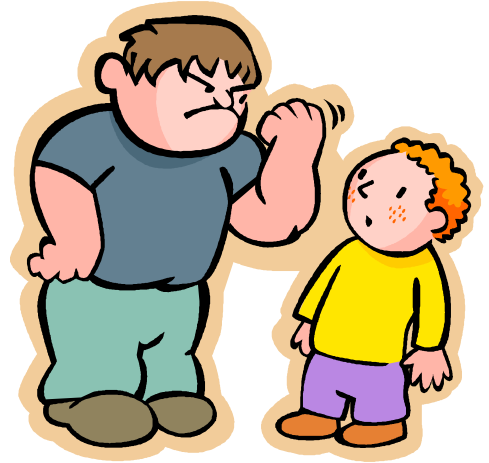
# BULLYING

## What is bullying?

Bullying includes a wide variety of behaviors, which involve a person or a group repeatedly trying to harm someone who is weaker or more vulnerable.

Bullying can involve direct attacks such as:

- Hitting
- Threatening or intimidating
- Maliciously teasing and taunting
- Name-calling
- Making sexual remarks
- Stealing or damaging belongings



Bullying can also include subtle, indirect attacks such as:

- Spreading rumors
- Encouraging others to reject or exclude someone

<b>Difference Between Bullying and Normal Conflict</b>	
<b>Normal Conflict</b>	<b>Bullying</b>
Equal power, friends	Imbalance of power; not friends
Happens occasionally	Happens repeatedly
Accidental	Done on purpose
Not serious	Serious, threat of physical harm or emotional or psychological hurt
Equal emotional reaction	Strong emotional reaction on part of the victim
Not seeking power or attention	Seeking power or control
Not trying to get something	Trying to gain material things or power
Remorseful, takes responsibility	No remorse, blames victim
Effort to solve the problem	No effort to solve the problem

(From: Snyder, M. (2003) *Bullying and Its Impact on Kids with Learning Disabilities or AD/HD*  
Charles and Helen Schwab Foundation at  
<http://www.schwablearning.org/articles.asp?r=692&WT.srch=1>)

An estimated 30% of American children are regularly involved in bullying, either as bullies, victims, or both. Approximately 15% of students are “severely traumatized or distressed” by encounters with bullies, and 8% report being victimized at school at least once a week.

### **Additional Statistics:**

- 160,000 students miss school every day due to fear of attack or intimidation by a bully. 7% of 8<sup>th</sup> graders stay home at least once a month because of bullies.
- Approximately 20% of students are scared throughout much of the school day
- 14% of 8<sup>th</sup> through 12<sup>th</sup> graders and 22% of 4<sup>th</sup> through 8<sup>th</sup> graders report that “bullying diminished their ability to learn in school”
- 10% of students who drop out of school do so because of repeated bullying
- Bullies identified by 8 years old are 6 times more likely to be convicted of a crime by age 24 and 5 times more likely than non-bullies to end up with serious criminal records by 30.
- 60% of students characterized as bullies in grades 6-9 had at least one criminal conviction by age 24
- Around 2/3 of school shooters had “felt persecuted, bullied, threatened, attacked, or injured by others and a number of the teenagers had suffered sustained, severe bullying and harassment
- Bullying in school tends to increase through elementary grades, peak in middle school, and drop off by the 11<sup>th</sup> and 12<sup>th</sup> grades

## Gender Differences in Bullying

Bullying by girls is more subtle and harder to detect, they tend to bully with indirect or “sneaky” means of harassment such as social isolation or covert aggression like spreading rumors or manipulating the friendship relations within the class. Girls are more likely to bully in a group, which is emotionally devastating and are more likely to victimize other girls who are the same age. Girls are also more likely to involve both boys and girls in their bullying pursuits against a victim. Girls are less likely to identify their aggressive behaviors against victims as “bullying”.

Boys tend to bully with direct physical or verbal aggression. Boys tend to bully both boys and girls. Boys tend to be older than their victims (whether the victims are boys or girls). Boys identify their aggressive behaviors against victims as “bullying”. (From: Brewster, C. & Railsback, J. (2001) *Schoolwide Prevention Of Bullying* Northwest Regional Educational Laboratory at <http://www.nwrel.org/request/dec01/bullying.pdf>)

## Who Are The Victims Of Bullying?

Victims tend to:

- Be loners
- Cry easily
- Lack self-defense skills
- Be unable to use humor in conflict situations
- Be unable to think quickly on their feet
- Have few friends (it's easier to pick on a child alone without witnesses)
- Have a disability, special needs
- Have little or no self-esteem or confidence
- View themselves negatively
- Be easily overpowered (physically, mentally, or emotionally)
- Anxious and unsure of themselves
- Consider themselves failures and feel stupid, ashamed, and unattractive.



## Two Types Of Victims

### 1. The Passive or Submissive Victim

- Is nonassertive and through his actions may signal to others that he is insecure and won't retaliate if attacked or insulted
- Is cautious, quiet, or anxious
- Cries easily and collapses quickly when bullied
- Has few friends and isn't connected to a social network
- Lacks humor and pro-social skills
- May be physically weak

### 2. The Provocative Victim

- Is both anxious and aggressive
- May cause irritation and disruption around him
- Is easily emotionally aroused
- Prolongs the conflict even when losing (From: Snyder, M. (2003) *Bullying and Its Impact on Kids with Learning Disabilities or AD/HD* Charles and Helen Schwab Foundation at <http://www.schwablearning.org/articles.asp?r=692&WT.srch=1>)

## Identifying Students Who Are Being Bullied

Students who are bullied:

- Are frequently teased in a nasty way, called names (may have a derogatory nickname), taunted, belittled, ridiculed, intimidated, degraded, threatened, given orders, dominated, [or] subdued
- Has bruises, torn clothing, or injuries that can't be easily explained, or has his/her belongings taken or damaged
- Have few or no close friends at school
- Are socially isolated
- Are frequently chosen last for teams or other group activities
- Is less assertive, or lacks the skills necessary to respond to other students' teasing and harassment



- He/she may appear weak or easily dominated
- May try to stay close to the teacher or other adults during breaks
- Avoid restrooms and other isolated areas
- Makes excuses to stay home from school as much as possible
- Tend to have lower self-esteem and self-confidence
- May perceive themselves negatively (particularly after repeated harassment and victimization)
- Shy away from confrontation and conflict
- May appear distressed, unhappy, depressed, [and] tearful
- Performance and interest in school may begin to deteriorate  
(From: Brewster, C. & Railsback, J. (2001) *Schoolwide Prevention Of Bullying*  
Northwest Regional Educational Laboratory at  
<http://www.nwrel.org/request/dec01/bullying.pdf>)

### **Who Are The Bullies?**

- Average students or even classroom or athletic leaders
- Typically tease and taunt their victims repeatedly in a nasty way (i.e. intimidating, making fun of or ridiculing)
- They shove, hit, kick, and push their victims around, often damaging the victim's belongings
- They manipulate other kids to do their "dirty work" for them while they stay in the background and watch (the kids who do the bullying for others are referred to as "henchmen")
- They select weaker and relatively defenseless students as their targets
- Have a strong need to dominate and subdue other students
- Assert themselves with power and threat to get their own way
- The brag about their actual or imagined superiority over other students

- They are hot-tempered, easily angered, impulsive, and have low frustration tolerance
- They are seen as being tough, hardened, and having little empathy with students who are victimized
- When confronted about their behavior, they are likely to try to talk themselves out of situation by denying they did anything wrong
- They try to place blame on their victims, saying something like, “They deserved it” (From: Snyder, M. (2003) *Bullying and Its Impact on Kids with Learning Disabilities or AD/HD* Charles and Helen Schwab Foundation at <http://www.schwablearning.org/articles.asp?r=692&WT.srch=1>)

## Identifying Students Who Bully

A key element of bullying behavior is an imbalance or abuse of power. The student who bullies:

- Regularly engages in hurtful teasing, name calling, or intimidation of others, particularly those who are smaller or less able to defend themselves
- Believes that he/she is superior to other students, or blame others for being smaller, physically weaker, or different
- Frequently fights with others as a way to assert dominance; students who bully often pick fights with students they believe to be weaker, and who do not want to be involved in the conflict
- May induce some of their followers to do the ‘dirty work’ while they themselves keep in the background
- Tends to have little empathy, derives satisfaction from inflicting injury and suffering, and seems to desire power and control
- Generally has an average to high self-esteem, may be popular with both teachers and classmates, and may also do well in school (From: Brewster, C. & Railsback, J. (2001) *Schoolwide Prevention Of Bullying* Northwest Regional Educational Laboratory at <http://www.nwrel.org/request/dec01/bullying.pdf>)

## Dynamics of Bully-Victim Situations

- A power differential exists between the bully and the victim.
- Bullies tend to be confident, aggressive, and lack empathy for the victim.
- Bullies come from homes where there is poor supervision, and modeling of and tolerance for aggressive behavior.
- Victims tend to be quiet, passive children with few friends.
- Victims do not respond effectively to aggressive actions.
- Bullying is often done so that adults are not aware of it.
- Victims are ashamed, and often don't tell an adult. (From: Bridges4Kids at <http://www.bridges4kids.org/SC.html>)

## Consequences Of Bullying

- Lower attendance and student achievement
- Increased incidence of violence and juvenile crime
- Children who bully are more likely to become violent adults
- Victims of bullying often suffer from anxiety, low self-esteem, and depression well into adulthood
- Children and teens who regularly witness bullying at school suffer from a less secure learning environment, the fear that the bully may target them next, and the knowledge that teachers and other adults are either unable or unwilling to control bullies' behavior (From: Brewster, C. & Railsback, J. (2001) *Schoolwide Prevention Of Bullying* Northwest Regional Educational Laboratory at <http://www.nwrel.org/request/dec01/bullying.pdf>)

## Bullying and Students with Disabilities

Students with disabilities have a greater likelihood of being bullied than their non-disabled peers. At the same time bullies may have bad tempers and come from distressed family situations where parents are distant, exhibit inconsistent discipline and use physical violence as punishment; these characteristics are indicative of children with conduct-disordered patterns of behavior, so in cases like this the student with a disability is more likely to be a bully, or both the bully and the victim.

Even though there is a lot of literature on bullying, little attention has focused on how this problem relates specifically to children and youth with disabilities.

Children with mental retardation are prime candidates for being bullied. They tend to have low self-esteem, look to others for cues or guidance, and lack the awareness to realize that potentially dangerous situations are developing.

Moderate to low functioning children with mental retardation are more likely to have motor skill deficits, or physical and health impairments that make them easier marks for bullies seeking weaker victims.

Children diagnosed with specific learning disabilities may be victims, bullies, or both. The combination of characteristic behaviors of the individual and the cultural milieu surrounding the child will be determining factors.

Children with learning disabilities who have poor social skills and are ostracized by their peers are more likely to be victims of bullying. Children with learning disabilities also have a greater likelihood of behavior problems than nondisabled peers and this leads to aggressive, anti-social behavior which makes them likely to bully others.

Bullies may include those kids with emotional and behavioral disorders. Yet these kids are also likely to be victims of bullying.

Students considered anxious-withdrawn or described as having a personality disorder often have low self-esteem, may be timid or shy and suffer from pervasive unhappiness, which makes them possible targets for bullies.

Children with certain physical impairments may move slower, have less stamina, have an unsteady gait, and in severe cases are non-ambulatory. These conditions may be viewed by bullies as signs of weakness, and precipitate verbal or physical abuse.



With each category in special education the characteristics of the children involved in social interactions and the influence of environmental factors will affect the disposition of the bully/disability dyad. The most pressing issue for parents, teachers, and administrators is the appropriate manipulation of these variables to insure the safety of children with disabilities in the school setting.

(From: Flynt, SW & Morton, RC *Bullying and Children with Disabilities* (2004)  
Journal of Instructional Psychology at  
[http://www.findarticles.com/p/articles/mi\\_m0FCG/is\\_4\\_31/ai\\_n8590245/pg\\_2](http://www.findarticles.com/p/articles/mi_m0FCG/is_4_31/ai_n8590245/pg_2))

## Conclusion

Originally this presentation was going to look at the Bully Project in Milwaukee and a recent publication on Dating Violence by the Wisconsin Department of Public Instruction, and how these projects “hit or miss” when it comes to addressing the issues and applying the concepts to children and teens with disabilities.

In looking at the issues presented above it is hard to address dating violence and date rape when many of our youth with disabilities need more comprehensive basic information such as appropriate touching, sex education, boundaries and abuse prevention. Youth with disabilities may lack some of the social skills needed for establishing a dating relationship and without these skills their relationships may make them a victim or even a perpetrator. Having a disability will increase the risk of a student becoming the victim of many types of violence and abuse and as such any violence prevention material should include components relating to disability. Campaign and outreach material should include images of students with disabilities and be accessible to youth with a variety of different types of disabilities.

The Bully Project in Milwaukee is a citywide program that has many community partners including Independence *First*. Having a disability will increase the risk of a student becoming the victim of bullying and as such any bully prevention campaign should include components of disability harassment and disability awareness. Campaign material should include images of disabilities and be accessible to youth with a variety of different types of disabilities.