Tracey G. Scherr, PhD, NCSP

Associate Professor of Psychology

University of Wisconsin-Whitewater

800 W. Main St.

Whitewater, WI 53190

(262) 472-1018

scherrt@uww.edu

Scherr, T. G., & Larson, J. (2010). Bullying dynamics associated with race, ethnicity, and

immigration status. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.). The Handbook of Bullying in Schools: An International Perspective. New York: Routledge.

This chapter addresses the issue of bullying and bully victimization as a function of immigration status, ethnicity, and race. Although all bully victimization is distressing, there may be a special pain that accompanies victimization that is based upon a child’s familial ethnic or racial identity. In such cases, the target is often not merely the individual child, but the entire group from which the child has developed belonging, identity, customs, and beliefs. Increases in global migration patterns have created parallel increases in the potential for clashes between groups. Efforts to scientifically examine the complex experiences of new arrivals to host countries relative to bully victimization are in their infancy, but patterns are starting to emerge. A more extensive body of research exists in the area of racial and ethnic bullying, some of which challenges common suppositions related to majority-minority bullying relationships. The chapter explores the theoretical explanations for between-group bullying and offer a hypothesis from the social cognitive (e.g., Aboud, 2003) and social identity (e.g., Nesdale, 2002) developmental literature. Practice implications are offered.

Scherr, T. G. (in press). Addressing the needs of marginalized youth at school. In S. R. Jimerson,

Amanda B. Nickerson, M. J. Mayer, & M. J. Furlong (Eds.) The Handbook of School Violence and School Safety: International Research and Practice. New York: Routledge.

This chapter focuses on promoting the safety of marginalized youth in schools, with particular focus on LGBTQ students, especially those who are racial or ethnic minorities. These students are at elevated risk of victimization and, therefore, diminished access to educational opportunities and compromised mental health. This chapter addresses what is known about LGBTQ students in terms of school-based victimization, additional risk factors, and how to intervene to make their years in school safer and more enriching.

Resources:

Bridging Refugee Youth & Children’s Services bullying resources

<http://www.brycs.org/highlighted-resources.cfm?schools&list=33>

BRYCS Tool 4: Refugee and Immigrant Youth and Bullying in School: Frequently Asked Questions

<http://www.brycs.org/documents/upload/bullying.pdf>

Sample antidiscrimination policy that explicitly prohibits bullying on the basis of sexual orientation and gender and other resources are located at: <http://dpi.wi.gov/sspw/lgbt.html>

Assess school climate with the Gay Lesbian and Straight Education Network’s local climate survey and find comprehensive national bullying data and additional resources at [www.glsen.org](http://www.glsen.org)

Consider climate specific to needs of transgender students (e.g., bathroom and locker room options, dress codes, gender segregated activities; Transgender Law Center, <http://transgenderlawcenter.org/cms> )

Gay Straight Alliance development guidelines provided by: <http://www.glsen.org> ,

<http://gsanetwork.org> , and <http://safeschoolscoalition.org>

The Trevor Project <http://www.thetrevorproject.org> has a crisis and suicide prevention helpline for LGBTQ youth.