



STOP AAPI HATE YOUTH REPORT

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After eighteen weeks (3.19.20-7.22.20), Stop AAPI Hate has received 341 reports of anti-Asian discrimination involving youth nationally.² These cases make up 16% of all self-reported hate incidents to Stop AAPI Hate (N= 2,499) during the COVID-19 pandemic.³

TYPES OF DISCRIMINATION

- 278 youth – over eight out of ten (81.5%) -- report being bullying or verbally harassed.
- 82 youth -- one out of four (24%) -- faced shunning and social isolation.
- 24 physical assaults (8%) of youth were reported.

TRENDS IN DISCRIMINATION

- Youth were more likely than adults to be harassed at school (16.7% v. 1.8%), public parks (13.5% v. 11.2%), and online (16.7% v. 10.1%).
- Girls were 2.5 times more likely to report hate incidents than boys, slightly higher than the adult ratio.
- In over half of these cases (56%), perpetrators employ anti-Chinese hate speech, including blaming China and the Chinese as the source of the virus and mocking Chinese dietary habits.
- Adults were present in almost half of the incidents (48%), but in only 10% of the cases did bystanders intervene.

¹ This report incorporates findings and recommendations from the Stop AAP Hate Youth Campaign interns. Additionally, we are grateful for the input and expertise of Dr. Rashmita Mistry, Dr. OiYan Poon, Dr. Connie Wun, Dr. Betina Hsieh, Ms. Maisie Chin, and Mr. Jon Osaki, Ms. Manjusha Kulkarni and Ms. Cynthia Choi.

² Stop AAPI Hate defines youth as 12 to 20 years old, and compare secondary students with college-aged students.

³ The number of incidents to Stop AAPI Hate are likely under-reported counts. The 2020 California Health Interview Survey reported 5.4% of Asian Americans reported “being unfairly treated during the pandemic.” Given that California’s Asian American population is estimated to 4.9 million, this proportion of Asian Americans experiencing racism directly amounts to 264,600 individuals in this state alone. UCLA Center for Health Policy Research, (2020) “May 2020 California Health Interview Survey Preliminary COVID-19 Estimates.” <https://healthpolicy.ucla.edu/health-profiles/Pages/COVID-19-Preliminary-Estimates.aspx>



BULLYING AND VERBAL HARASSMENT

AAPI high school students are the racial group most likely to be bullied in California, especially because of their limited English proficiency, immigrant status, culture and religion.⁴ The COVID-19 pandemic and inflammatory political rhetoric have led to even greater verbal harassment of AAPI students both at school, in public places and online.

- In over half of the incidents (56%), perpetrators employed anti-Chinese language. This pattern demonstrates the racial animosity stoked by political rhetoric.
- In almost half of the cases (48%), multiple perpetrators attacked AAPI youth. This pattern of group bullying heightens the intimidation and trauma caused by the bullying.
- Adults were present 48% of the time, yet only in 10% of the cases did a bystander intervene. Either these adults were the perpetrators or complicit in allowing hate incidents to occur.
- In six out of ten cases, adults harassed AAPI youth. Conversely, 41% of the incidents involved youth-on-youth bullying.

ONLINE BULLYING

Teens, on average, spend 7 hours and 22 minutes a day on screen media.⁵ This number has likely increased during the pandemic's shelter-in-place policies. AAPI youth, therefore, became even more susceptible to cyberbullying and online harassment. They report facing discrimination online in 14% of their incidents, higher than the adult rate of 10%.

AGE AND GENDER

One of three middle and high school AAPI students reported facing shunning. They experience emotional and social isolation at higher rates than college-aged students (33.0% v. 23.1%), which has significant mental health impacts on them.

Girls were more verbally harassed than boys (71.0% v. 65.4%), as well as more likely to be coughed and spat upon (3.8% v. 2.8%). Boys are almost twice as likely to be assaulted than girls (8.4% v. 4.6%).

⁴ McPhillips, D. (2019). Calif. High School Students Bullied for Race/Ethnicity/Origin [Graph]. *Center For Health Journalism*. Retrieved July 30, 2020 from <https://www.centerforhealthjournalism.org/fellowships/projects/hidden-harms-racial-bullying>; AAPI Bullying Prevention Task Force (2016), p. 15-16

⁵ Rachel Siegel, (Oct. 29, 2019) "Tweens, teens and screens: The average time kids spend watching online videos has doubled in 4 years," *Washington Post*.



RECOMMENDATIONS

Given these incident rates and trends, Stop AAPI Hate makes the following recommendations that incorporate evidence-based best practices. These recommendations have been informed by the Stop AAPI Hate Youth Campaign's report and by input from community and research experts.

1. Intervene and investigate promptly and equitably all allegations and any form of harassment, particularly that targeting female students.

As stated, AAPI female youth report 2.4 times more than males. Following Title IX regulations that prohibits discrimination on the basis of sex in educational programs and activities, secondary schools should also protect students from harassment, intervene and investigate harassment when it occurs,⁶ and to take steps to prevent it.⁷

2. Provide anti-racism training for teachers and administrators specifically addressing the current rise in anti-Asian hate and stereotypes of AAPI students. Integrate with social-emotional learning.⁸

Educator anti-bias training should address the current surge in anti-Asian American racism, especially hate speech and stigmatizing terms related to COVID-19. Educator anti-bias training should also address entrenched teacher views of Asian American achievement that

⁶ Peterson, A., & Ortiz, O. (2015). A Better Balance: Providing Survivors of Sexual Violence with Effective Protection against Sex Discrimination through Title IX Complaints. *Yale LJ*, 125, 2132.

⁷ Kimmel, A. P. (2015). Title IX: An imperfect but vital tool to stop bullying of LGBT students. *Yale LJ*, 125, 2006.

⁸ Within the first year of a social-emotional curriculum, one school which had been experiencing serious disciplinary concerns, saw a 45% drop in suspensions schoolwide and a 32% decrease in disciplinary referrals. The implementation of an anti-bullying program for teachers led to a 19.6% decrease in bullying overall, and a 50% decrease in bullying amongst frequently victimized children in the last school term. Additionally, students reported participating in bullying less by 17.3%. Wagenheim, J. (2016). There's Nothing Soft About These Skills. Retrieved July 28, 2020, from <https://www.gse.harvard.edu/news/ed/16/01/theres-nothing-soft-about-these-skills>; O'Moore, A.M., & Minton, S.J. (2005, October 03). Evaluation of the effectiveness of an anti-bullying programme in primary schools. *Wiley Online Library*, 31(6). Retrieved July 28, 2020, from <https://onlinelibrary.wiley.com/doi/abs/10.1002/ab.20098>



can stoke intergroup conflict among students,⁹ constrain educational pathways,¹⁰ and harm students who fall outside the expectations of the success frame.¹¹

3. Develop school-wide anti-bullying policies, including a defined online policy,¹² that encourage safe and accessible reporting systems¹³ and restorative justice approaches.¹⁴

Clear and consistent anti-harassment policies are best practices in reducing the bullying and intimidation at school sites and others.¹⁵ Reporting of online incidents to Stop AAPI Hate, for example, helps to monitor social media platforms and can help hold them accountable for users' racist practices.

Over half (63%) of teens say online bullying is a major problem and 90% of teens consider online harassment a problem that affects their peers, yet 58% of teens say teachers are doing a poor job of addressing the issue.¹⁶ Almost half of Chinese American youth (45.7%) report experiencing direct online discrimination due to COVID-19 and 76.% witness vicarious online discrimination against Chinese in general.¹⁷ Staff should acknowledge and address cyberbullying by clearly defining it and encouraging students to report perpetrators.

Schools should encourage their entire student population to report incidents of hate, including online bullying. In an online game study, players are 16.37 times more likely to report when

⁹ Rosenbloom, S. R., & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban high school. *Youth & Society*, 35(4), 420-451.

¹⁰ Poon, O. (2014). "The land of opportunity doesn't apply to everyone": The immigrant experience, race, and Asian American career choices. *Journal of College Student Development*, 55(6), 499-514.

¹¹ Lee, J., & Zhou, M. (2014). The success frame and achievement paradox: The costs and consequences for Asian Americans. *Race and Social Problems*, 6(1), 38-55.

¹² Brown, K., Jackson, M., & Cassidy, W. (2006). Cyber-bullying: Developing policy to direct responses that are equitable and effective in addressing this special form of bullying. *Canadian Journal of Educational Administration and Policy*, (57).

¹³ DeLara, E. W. (2012). Why Adolescents Don't Disclose Incidents of Bullying and Harassment. *Journal of School Violence*, 11(4), 288-305.

¹⁴ Soutter, A., & McKenzie, A. (2000). The Use and Effects of Anti-Bullying and Anti-Harassment Policies in Australian Schools. *School Psychology International*, 21(1), 96-105. <https://doi.org/10.1177/0143034300211007>

¹⁵ Nadia S. Ansary, Maurice J. Elias, Michael B. Greene, & Stuart Green. (2015). Best practices to address (or reduce) Bullying in schools. *Phi Delta Kappan*, 97(2), 30-35; Becton, J. B., Gilstrap, J. B., & Forsyth, M. (2017). Preventing and correcting workplace harassment: Guidelines for employers. *Business Horizons*, 60(1), 101-111.

¹⁶ Anderson, M. (2018, 27 September). "A Majority of Teens Have Experienced Some Form of Cyberbullying." Pew Research Center. <https://www.pewresearch.org/internet/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying/>

¹⁷ Cheah, C, Wang, C., Ren, H., Zong, X., Hyun, S.C. Xue X. (2020). "COVID-19 Racism and Mental Health in Chinese American Families." *Pediatrics*. 2020; doi: 10.1542/peds.2020-021816

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explicitly requested by other players.¹⁸ This practice increases the number of reports and flags the perpetrator for schools and online platform companies to take action.

Restorative justice is a valuable tool to prevent the disproportionate discipline and criminalization of students of color while addressing the impacts of anti-AAPI hate as it offers both parties a safe space to interact, shapes offenders' future behavior and gives victims a sense of closure.¹⁹

4. Implement Ethnic Studies throughout the curriculum so that students learn the historicized roots and impacts of racism, develop agency and empathy, and commit to racial solidarity and justice.²⁰

Ethnic Studies in high schools have demonstrated gains in attendance, and GPAs of at-risk high school students achieved by incorporating culturally relevant pedagogy.²¹ Most importantly for AAPI students, it offers a sense of agency and historical contextualization of racially hostile environments.

5. Provide AAPI students with culturally sustaining and responsive wellness services.

Historically, AAPI cultures are known to minimize or stigmatize mental health, which affects AAPI students' openness to receiving professional help. It is, therefore, not surprising that among college students, only 7% of AAPIs reported seeking psychotherapy.²² Wellness staff should be required to receive culturally sustaining and responsive training to better support

¹⁸ Kwak, H., Blackburn, J., & Han, S. (2015). "Exploring Cyberbullying and Other Toxic Behavior in Team Competition Online Games." Proceedings of the 33rd Annual ACM Conference on human factors in computing systems: 3739-3748.

¹⁹ Yusem, David. "Restorative Practices to Build & Maintain Positive Classroom Culture in a Virtual World." May 12, 2020. Oakland, CA. Youtube video, 53:07. <https://www.youtube.com/watch?v=OLypry6-tBU&feature=youtu.be>; Kidd, John and Rita Alfred. "Restorative Justice: A Working Guide for Our Schools." *School Health Services Coalition*. Edited by JoAnn Ugolini. Alameda County Health Services Agency. 2011. Accessed July 10, 2020. https://www.courts.ca.gov/documents/D2_Restorative-Justice-Paper_Alfred.pdf

²⁰ Sleeter, C. E. (2011). The academic and social value of ethnic studies.

²¹ Brooke Donald. (January 12, 2016). "Stanford Study Suggests Academic Benefits from Ethnic Studies Courses," *Stanford News*.

²² Eisenberg, D., Hunt, J., & Speer, N. (2012). Help seeking for mental health on college campuses: Review of evidence and next steps for research and practice. *Harvard Review of Psychiatry*, 20(4), 222–232.



and create healing space for AAPI students.²³ Mental health literacy programming for AAPI parents may be essential to encouraging acceptance of wellness services for students.²⁴

6. Empower AAPI students through affinity groups, student coalitions, and collective action towards educational and racial equity.

Schools should support and empower AAPI student affinity groups and coalitions of students of color. Student-led workshops involving anti-bullying practices can reduce bullying by 25 percent and a 20 percent decrease in victimization. .²⁵

Interventions that highlight shared experiences of discrimination among minority groups can help to promote intergroup relations and a sense of coalition and solidarity.²⁶

Collective action grants people personal agency in improving their lives,²⁷ and may attenuate the effects of minority stress. Activism among youth of color can provide protection and advancement from distress associated with racial discrimination experiences for some marginalized groups.²⁸

²³ Michele, G., Alba, V., Lam, M., & Alvarez, A. (2010). "Mental Health" in Encyclopedia of Asian American Issues Today. Santa Barbara, CA: Greenwood Press.

²⁴ Kim, J.J.*, Kodish, T.*, Bear, L.+, El-Hendi, T.+, Duong, J.*, & Lau, A.S. (2018). Disparities in Follow-up Care for Asian American Youth Assessed for Suicide Risk in Schools. *Asian American Journal of Psychology*, 9, 308-317.

²⁵ "School Based Interventions," In Building Capacity to Reduce Bullying: Workshop Summary, Institute of Medicine and National Research Council, 2014. Washington, DC: The National Academies Press. Accessed August 4, 2020. <https://doi.org/10.17226/18762>.

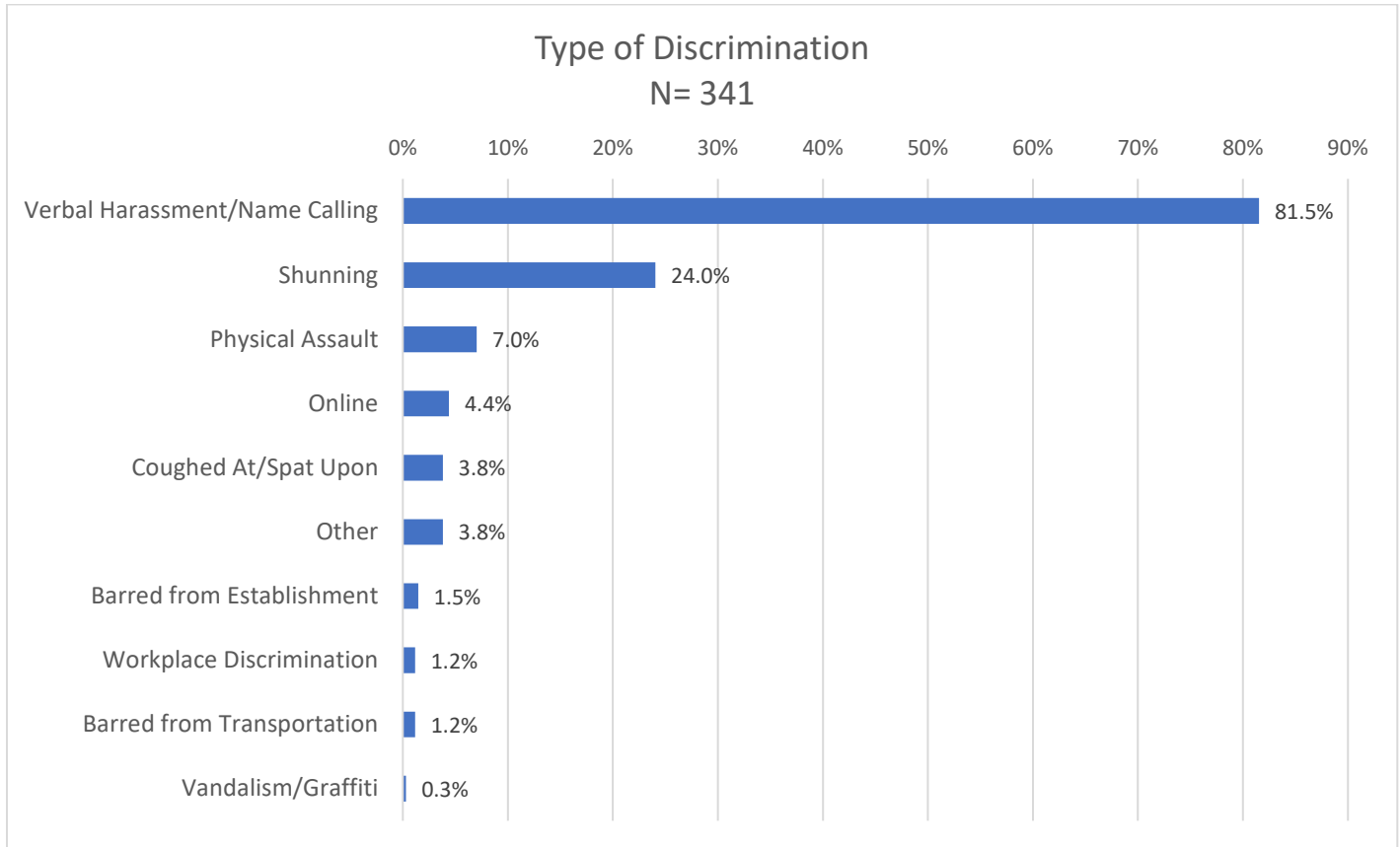
²⁶ Cortland, C. I., Craig, M. A., Shapiro, J. R., Richeson, J. A., Neel, R., & Goldstein, N. J. (2017). Solidarity through shared disadvantage: Highlighting shared experiences of discrimination improves relations between stigmatized groups. *Journal of Personality and Social Psychology*, 113(4), 547.; Craig, M. A., & Richeson, J. A. (2012). Coalition or derogation? How perceived discrimination influences intraminority intergroup relations. *Journal of personality and social psychology*, 102(4), 759.

²⁷ Friedman, C., & Leaper, C. (2010). Sexual-Minority College Women's Experiences with Discrimination: Relations with Identity and Collective Action. *Psychology of Women Quarterly*, 34(2), 152–164. <https://doi.org/10.1111/j.1471-6402.2010.01558.x>

²⁸ Hope, E. C., Velez, G., Offidani-Bertrand, C., Keels, M., & Durkee, M. I. (2018). Political activism and mental health among Black and Latinx college students. *Cultural Diversity and Ethnic Minority Psychology*, 24(1), 26.



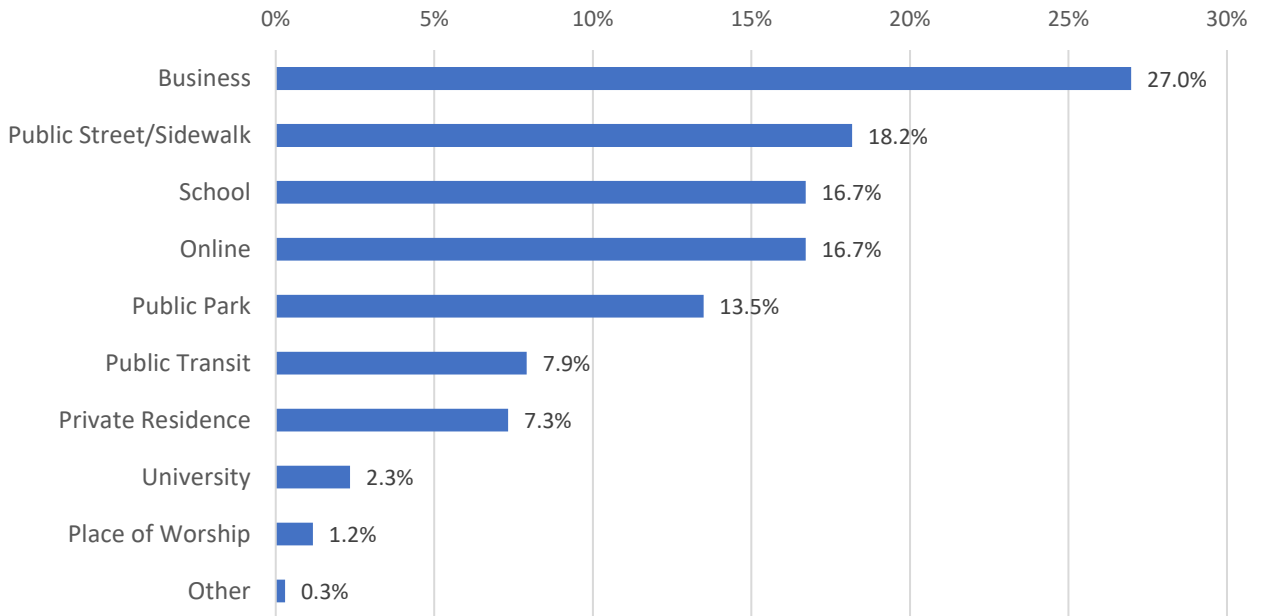
APPENDIX A: CHARTS AND TABLES



Type of Discrimination	Youth		Not Youth		Overall	
	Freq	Percent	Freq	Percent	Freq	Percent
Verbal Harassment/Name Calling	278	81.5%	1,482	70.9%	1,760	70.4%
Shunning	82	24.0%	472	22.6%	554	22.2%
Physical Assault	24	7.0%	190	9.1%	214	8.6%
Online	15	4.4%	107	5.1%	122	4.9%
Coughed At/Spit Upon	13	3.8%	149	7.1%	162	6.5%
Other	13	3.8%	221	10.6%	234	9.4%
Barred from Establishment	5	1.5%	99	4.7%	104	4.2%
Workplace Discrimination	4	1.2%	62	3.0%	66	2.6%
Barred from Transportation	4	1.2%	22	1.1%	26	1.0%
Vandalism/Graffiti	1	0.3%	50	2.4%	51	2.0%

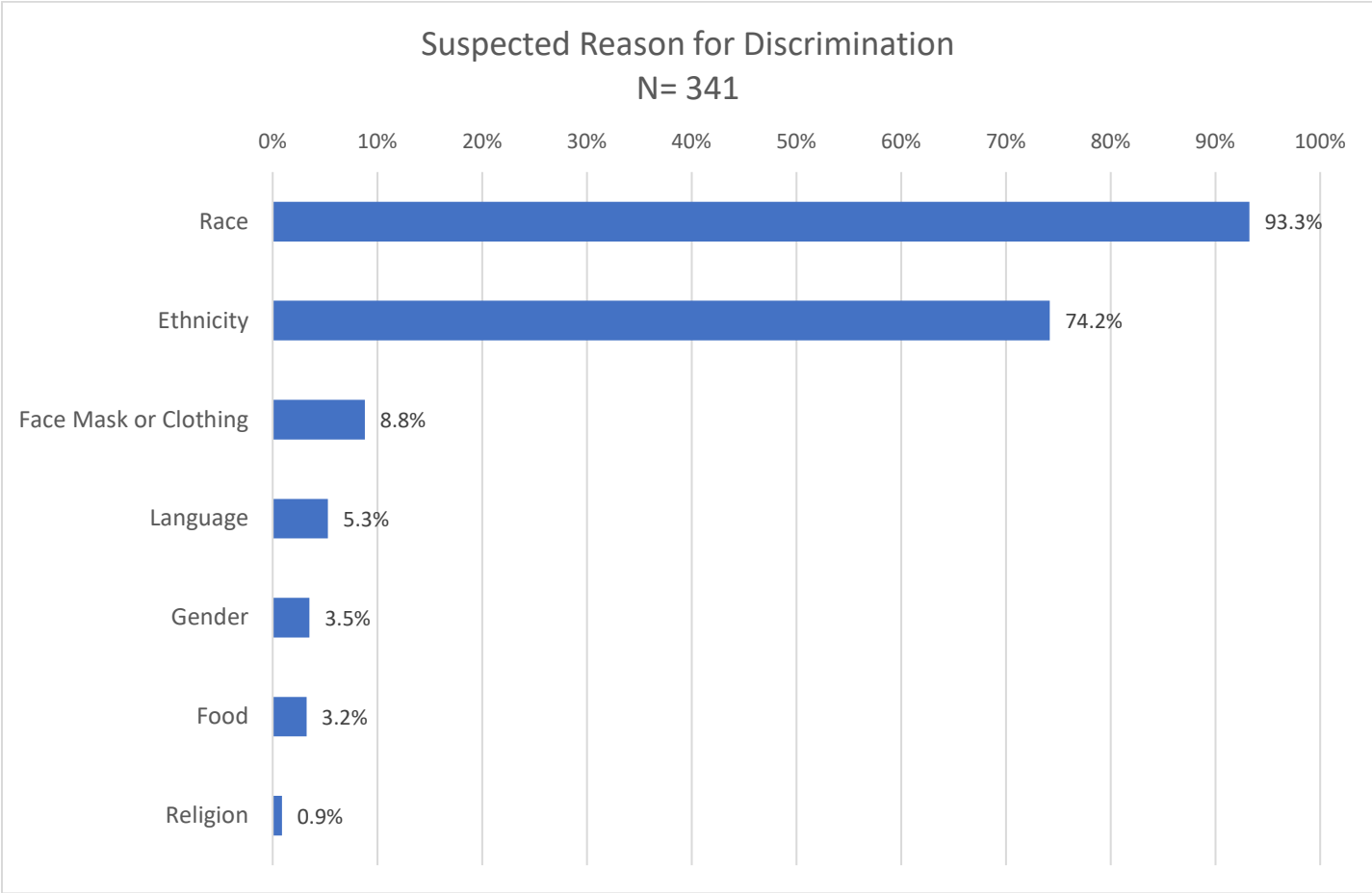
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Site of Discrimination
N= 341



Site of Discrimination	Youth		Not Youth		Overall	
	Freq	Percent	Freq	Percent	Freq	Percent
Business	92	27.0%	875	41.9%	967	38.7%
Public Street/Sidewalk	62	18.2%	431	20.6%	493	19.7%
School	57	16.7%	37	1.8%	94	3.8%
Online	57	16.7%	212	10.1%	269	10.8%
Public Park	46	13.5%	235	11.2%	281	11.2%
Public Transit	27	7.9%	199	9.5%	226	9.0%
Private Residence	25	7.3%	216	10.3%	241	9.6%
University	8	2.3%	41	2.0%	49	2.0%
Place of Worship	4	1.2%	10	0.5%	14	0.6%
Other	1	0.3%	53	2.5%	54	2.2%

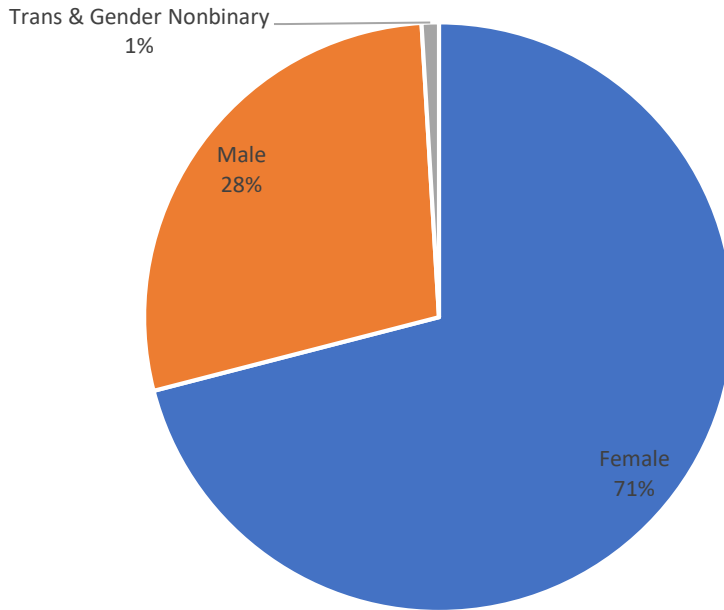
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Reason for Discrimination	Youth		Not Youth		Overall	
	Freq	Percent	Freq	Percent	Freq	Percent
Race	318	93.3%	1,939	92.8%	2,257	90.3%
Ethnicity	253	74.2%	1,457	69.7%	1,710	68.4%
Face Mask or Clothing	30	8.8%	368	17.6%	398	15.9%
Language	18	5.3%	140	6.7%	158	6.3%
Gender	12	3.5%	196	9.4%	208	8.3%
Food	11	3.2%	58	2.8%	69	2.8%
Religion	3	0.9%	23	1.1%	26	1.0%

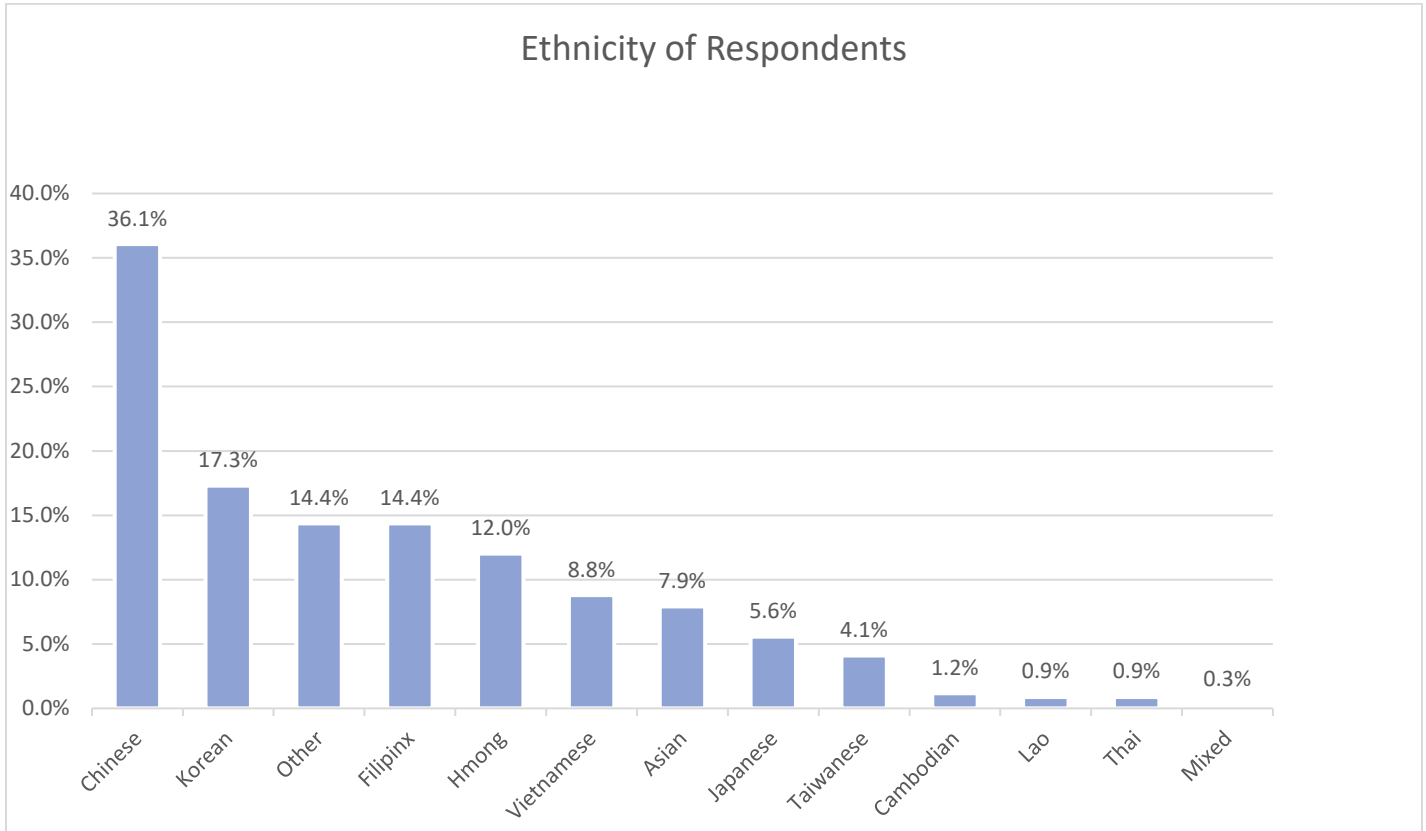
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Gender of Respondents
N= 317



Gender of Respondents	Youth		Not Youth		Overall	
	Freq	Percent	Freq	Percent	Freq	Percent
Female	225	71.0%	1,211	71.7%	1,436	69.7%
Male	89	28.1%	507	30.0%	596	28.9%
Trans & Gender Nonbinary	3	0.9%	25	1.5%	28	1.4%

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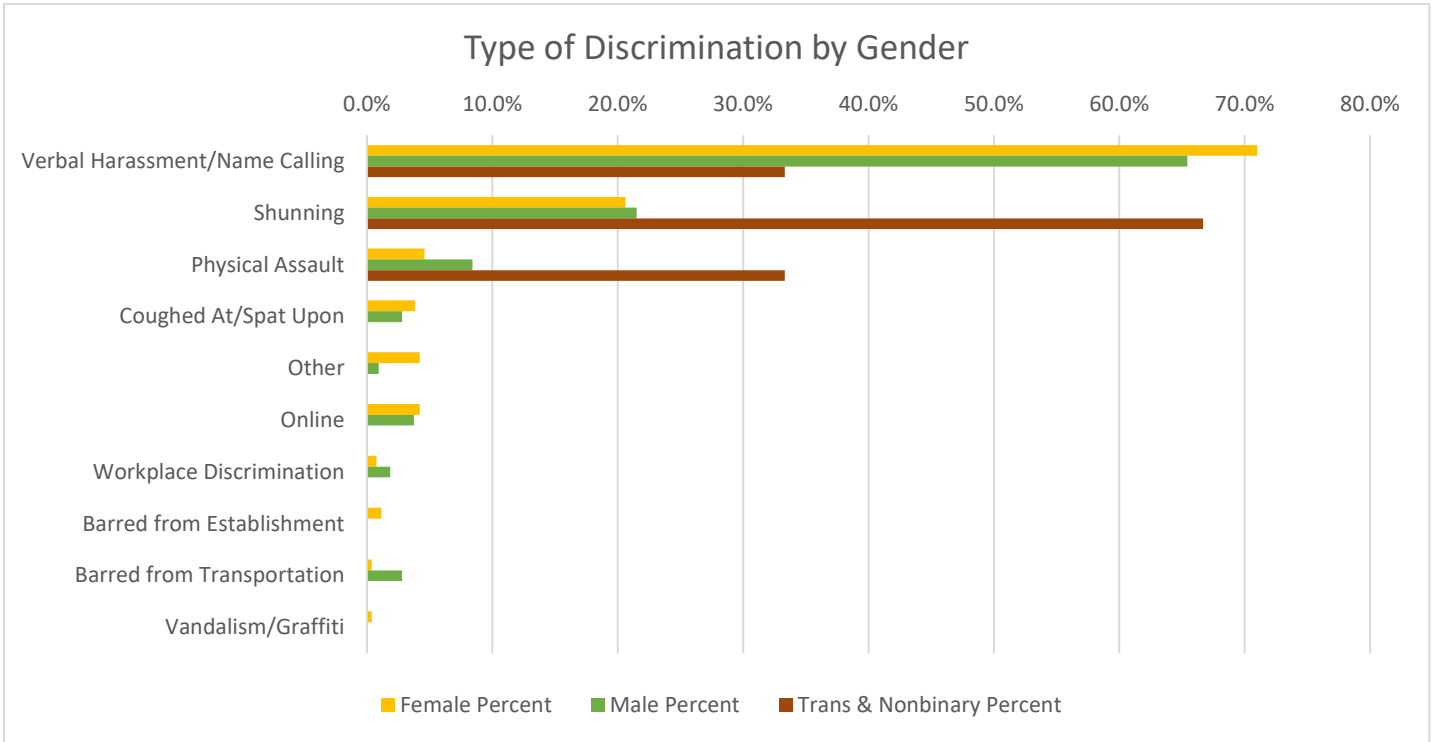


Ethnicity of Respondents	Youth		Not Youth		Overall	
	Freq	Percent	Freq	Percent	Freq	Percent
Chinese	123	36.1%	851	41.9%	974	39.9%
Korean	59	17.3%	330	16.2%	389	15.9%
Other	49	14.4%	183	9.0%	232	9.5%
Filipinx	49	14.4%	136	6.7%	185	7.6%
Hmong	41	12.0%	62	3.1%	103	4.2%
Vietnamese	30	8.8%	161	7.9%	191	7.8%
Asian	27	7.9%	261	12.8%	288	11.8%
Japanese	19	5.6%	145	7.1%	164	6.7%
Taiwanese	14	4.1%	119	5.9%	133	5.4%
Cambodian	4	1.2%	13	0.6%	17	0.7%
Lao	3	0.9%	22	1.1%	25	1.0%
Thai	3	0.9%	24	1.2%	27	1.1%
Mixed	1	0.3%	18	0.9%	19	0.8%

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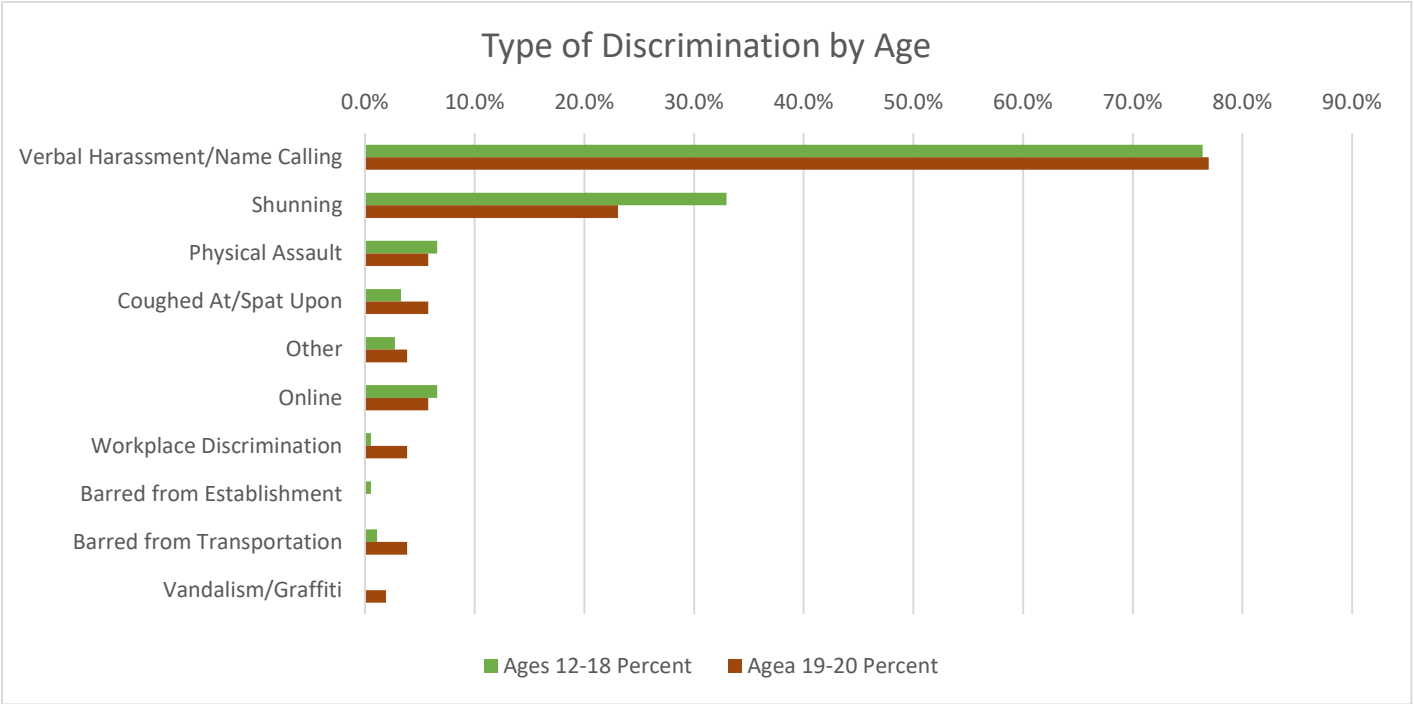
State of Respondent	Freq.	Percent
CA	174	52.57
NY	40	12.08
WA	20	6.04
TX	13	3.93
IL	8	2.42
NJ	8	2.42
AZ	7	2.11
MA	7	2.11
FL	5	1.51
OH	5	1.51
OR	5	1.51
PA	5	1.51
CO	4	1.21
WI	4	1.21
Other	4	1.2
CT	3	0.91
DC	3	0.91
VA	3	0.91
GA	2	0.6
MD	2	0.6
NC	2	0.6
HI	1	0.3
IA	1	0.3
ID	1	0.3
KY	1	0.3
MI	1	0.3
MS	1	0.3
NE	1	0.3
NV	1	0.3
OK	1	0.3

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Types of Discrimination by Gender	Female		Male		Trans & Nonbinary	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Verbal Harassment/Name Calling	186	71.0%	70	65.4%	1	33.3%
Shunning	54	20.6%	23	21.5%	2	66.7%
Physical Assault	12	4.6%	9	8.4%	1	33.3%
Coughed At/Spat Upon	10	3.8%	3	2.8%	0	0.0%
Other	11	4.2%	1	0.9%	0	0.0%
Online	11	4.2%	4	3.7%	0	0.0%
Workplace Discrimination	2	0.8%	2	1.9%	0	0.0%
Barred from Establishment	3	1.1%	0	0.0%	0	0.0%
Barred from Transportation	1	0.4%	3	2.8%	0	0.0%
Vandalism/Graffiti	1	0.4%	0	0.0%	0	0.0%

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Type of Discrimination by Age	Ages 12-18		Agea 19-20	
	Frequency	Percent	Frequency	Percent
Verbal Harassment/Name Calling	139	76.4%	40	76.9%
Shunning	60	33.0%	12	23.1%
Physical Assault	12	6.6%	3	5.8%
Coughed At/Spat Upon	6	3.3%	3	5.8%
Other	5	2.7%	2	3.8%
Online	12	6.6%	3	5.8%
Workplace Discrimination	1	0.5%	2	3.8%
Barred from Establishment	1	0.5%	0	0.0%
Barred from Transportation	2	1.1%	2	3.8%
Vandalism/Graffiti	0	0.0%	1	1.9%



APPENDIX B: EXAMPLES OF ANTI-ASIAN HATE INCIDENTS AGAINST YOUTH

ONLINE

- In the beginning stages of COVID in the U.S., my boyfriend (a white male) and his friends were harassing me. After we had not been contacting each other for months, he was sending me snaps (on the app Snapchat) of him and his friends calling me “a chink.” It was clear that he was drunk but they went on about how I had the coronavirus. After that, they blocked me. (16, Daly City, CA)
- My school had an online page where you could post anonymously. A post that stuck out was “Our entire year was ruined by the Chinese. Thank you, retards. From the non-Chinese.” (16, New York, NY)

PHYSICAL ASSAULT

- I was sprayed with a body spray by a white kid who commented “the Coronavirus.” Shortly thereafter, he head-butted me and caused my head to strike a wall. (13, New Kent, VA)
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SHUNNING

- I was walking from my mom's car, wearing a mask and trying to keep my distance from others. A middle-aged lady, not wearing a mask, went to the other side of the sidewalk from me and said, "Get away from me, Asian lady!" (16, Cerritos, CA)
- I was in the school bathroom and three white girls entered. They immediately covered their face with their shirts, even though they were with each other before. When I confronted them about it, they said they didn't want to get the coronavirus. (18, Los Altos, CA)

SPAT/COUGHED ON

- My niece was at a [grocery store] today and this lady spat on an Asian family after insulting them based on the belief that coronavirus was their fault. (17, Irving, TX)
- Some guys from my high school whom I did not know followed me home in their car. They honked very loudly at me, and pulled up next to me; and when I looked up, they threw things at me from their car, pretended to cough on me, said "Ching chong! You have Chinese virus!" Then, they drove away, rolling up their windows. (14, Dallas, TX)

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VERBAL HARASSMENT

- Adult judge overseeing the middle school debate enters room, walks to the opposite side of the room, away from her assigned seat next to me and my debate partner who is from Macau and states, "Coronavirus, you know?" to those around her. The teens who heard her sit with mouth agape at the comment, in pure shock. (14, New York City, NY)
- I was checking out at the counter with my 11-yr old son. While handling my checkout, the store associate was talking on the phone with an earphone from the beginning to the end. She was looking away from me. She sounded angry and anxious. I heard her say "Those third world country people brought the virus here..." Meanwhile, she was obsessively spraying disinfectants on her hands multiple times in front of me. It was so obviously inappropriate and unprofessional because when she was with the customer right before me (I was waiting in line), she was smiling and all cheerful. (11, Beaumont, TX)

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The [Stop AAPI Hate](#) reporting center was founded by the Asian Pacific Policy and Planning Council (A3PCON), Chinese for Affirmative Action (CAA) and San Francisco State University's Asian American Studies Department.



The [Asian Pacific Policy and Planning Council](#) (A3PCON) is a coalition of more than forty community-based organizations that serve and represent the 1.5 million Asian Americans and Pacific Islanders in the greater Los Angeles area, with a particular focus on low-income, immigrant, refugee and other vulnerable populations.



[Chinese for Affirmative Action](#) (CAA) was founded in 1969 to protect the civil and political rights of Chinese Americans and to advance multiracial democracy in the United States. Today, CAA is a progressive voice in and on behalf of the broader Asian American and Pacific Islander community. We advocate for systemic change that protects immigrant rights, promotes language diversity, and remedies racial and social injustice.



[SF State Asian American Studies](#) (AAS) is the oldest and largest such academic program in the nation. Founded after the 1968-69 Black Student Union and Third World Liberation Front student strike, it maintains the strike's values of student activism, social justice, and community self-determination.