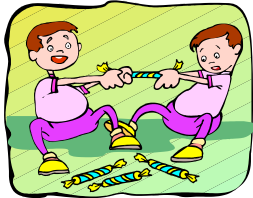
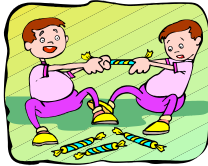


BULLYING

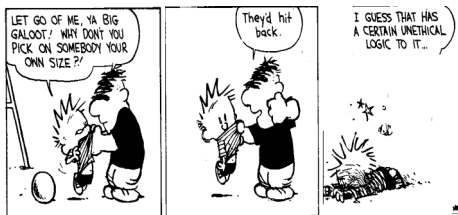


Overview: Aggression--Bullying




- Incidence
- Characteristics of bullies & Victims
- Intervention

Bullying



Bullying at School
What we know and what we can do

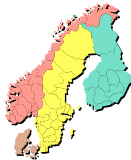


Dan Olweus

- For two years, Johnny, a quiet 13-year-old, was a human plaything for some of his classmates. The teenagers badgered Johnny for money, forced him to swallow weeds and drink milk mixed with detergent, beat him up in the rest room and tied a string around his neck, leading him around as a "pet." When Johnny's torturers were interrogated about the bullying, they said they pursued their victim because "it was fun."


Bullying Background

- First began to attract scientific attention in Scandinavia in the '60s
- In the early '80s things really started cooking with the report that three early adolescents in Norway had committed suicide as a result of being the victims of bullying



Bullying: Definition & Incidence

- A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students
- Incidence: Varies across studies
 - In Scandinavia: 15% of kids involved; 5% serious bullying
 - In US, around 30% of kids involved in bullying.



Gender & Grade Effects: Who is Victimized

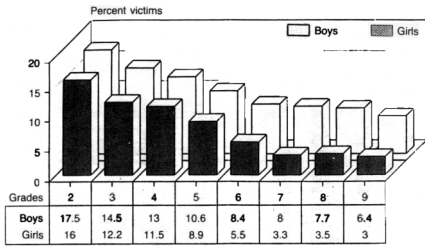


Figure 1 Percentage of students in different grades who reported being bullied. The figures are based on a total of 42,390 boys and 40,940 girls.

Gender & Grade Effects: Who Bullies

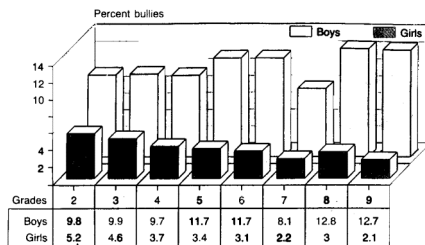


Figure 2 Percentage of students in different grades who reported having bullied other students. The figures are based on a total of 42,324 boys and 40,887 girls.



Forms of Bullying



- Verbal harassment is more common among both boys and girls than is physical bullying.

Physical bullying is more common among boys

Girls often use more subtle and indirect ways of harassment such as slandering, spreading of rumors, and manipulation of friendship relationships (relational aggression)

Where Does Bullying Occur

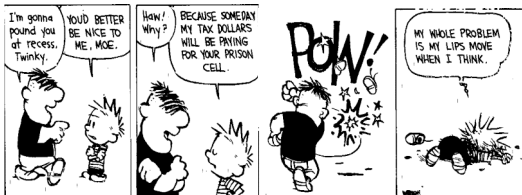
- The majority of bullying takes place in school - rather than going to or coming from school
- Size of school, class and location of school seem to make little difference.
- It is correlated—negatively—with teacher density.
- *The attitudes of teachers toward bully/victim problems and their behavior in bullying situations are of major significance for the extent of bully/victim problems in the school or the class.*

The Victim



- Physically slighter
- Anxious and insecure; cautious, sensitive, and quiet
- When attacked, react with crying—at least in the lower grades—and withdrawal
- Low self esteem; often feel stupid, ashamed, and unattractive
- Lonely and abandoned at school; often no friends
- Have parents who are either intrusive, demanding, and unresponsive; or anxious and overprotective.
- Child dependent upon parents
- Short-term effects: Depressed, lose interest in school
- Long-term effects: Even into their 20s victimized individuals were likely to be depressed and had poorer self-esteem.

A Provocative Victim



The Bully



- Bullies tend to be larger—particularly than their victims
- Aggressive toward kids and adults
- No evidence that “underneath it all, they were anxious and insecure”
- Some are popular!
 - May have a following.
 - Older bullies are less likely to be popular
- Component of a more general antisocial and rule-breaking behavior pattern. More likely to have criminal convictions in their 20s



More About the Bully

- Family characteristics: lack of parental warmth and involvement; permissive with regard to aggression; parental use of power-assertion disciplinary techniques
- Social Cognitive Skill Deficits
 - Do bullies fail to understand the feelings of others and have little awareness of what other children actually think of them (Nelson on the *Simpsons*), or
 - Are they “cleverly manipulative?”
 - The research literature suggests that the latter is more true than is the former. See the British investigators, Sutton & Smith versus Crick & Dodge in *Social Development*, 1999.

What contributes to bullying



- Imitating what they see others doing
- Inability to control aggressive inhibitions
- Decreased sense of personal responsibility
- Degrading the victim gives a sense of power

What can schools do?



- Effective Components involve **school-wide, classroom, and individual-person components (Olweus)**
 - Support from principal & formation of coordinating group
 - Awareness & involvement: e.g., anonymous survey, school conference day; PTA meeting
 - Adequate supervision during free time
 - Class rules & class meetings where students can talk about their problems
 - Talks with involved students & their parents
- Involve older peers as monitors for bullying
- Develop friendship groups for bullied children

What Can Cadets Do?

- Report incidents of bullying
- Befriend victims of bullies
- Do not tolerate bullying behaviors from others

