Management of Bullying (and Cyberbullying)

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Brain Changes

1) Selective Amygdalar Preference during Adolescence
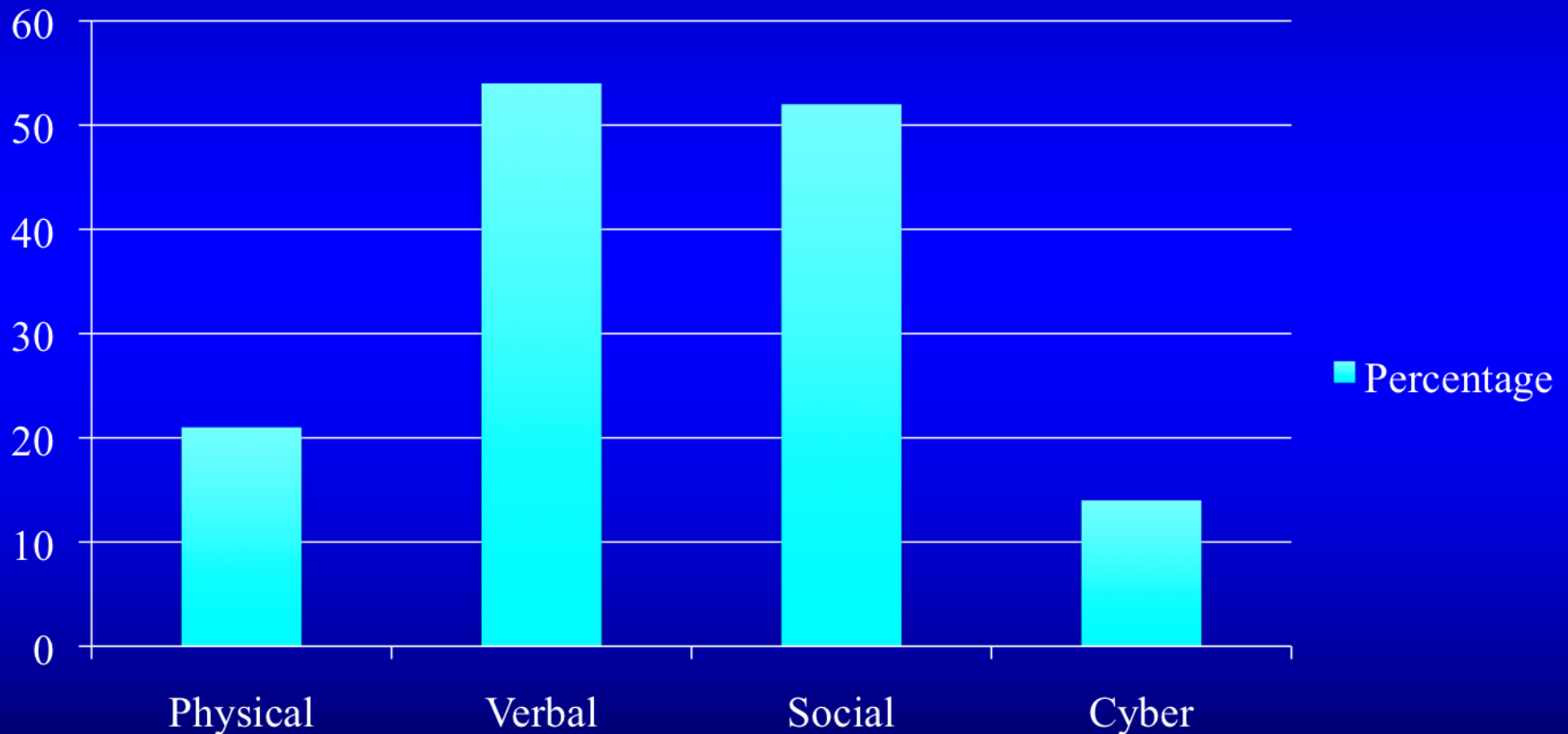
2) Increased Neuronal Pruning during Adolescence
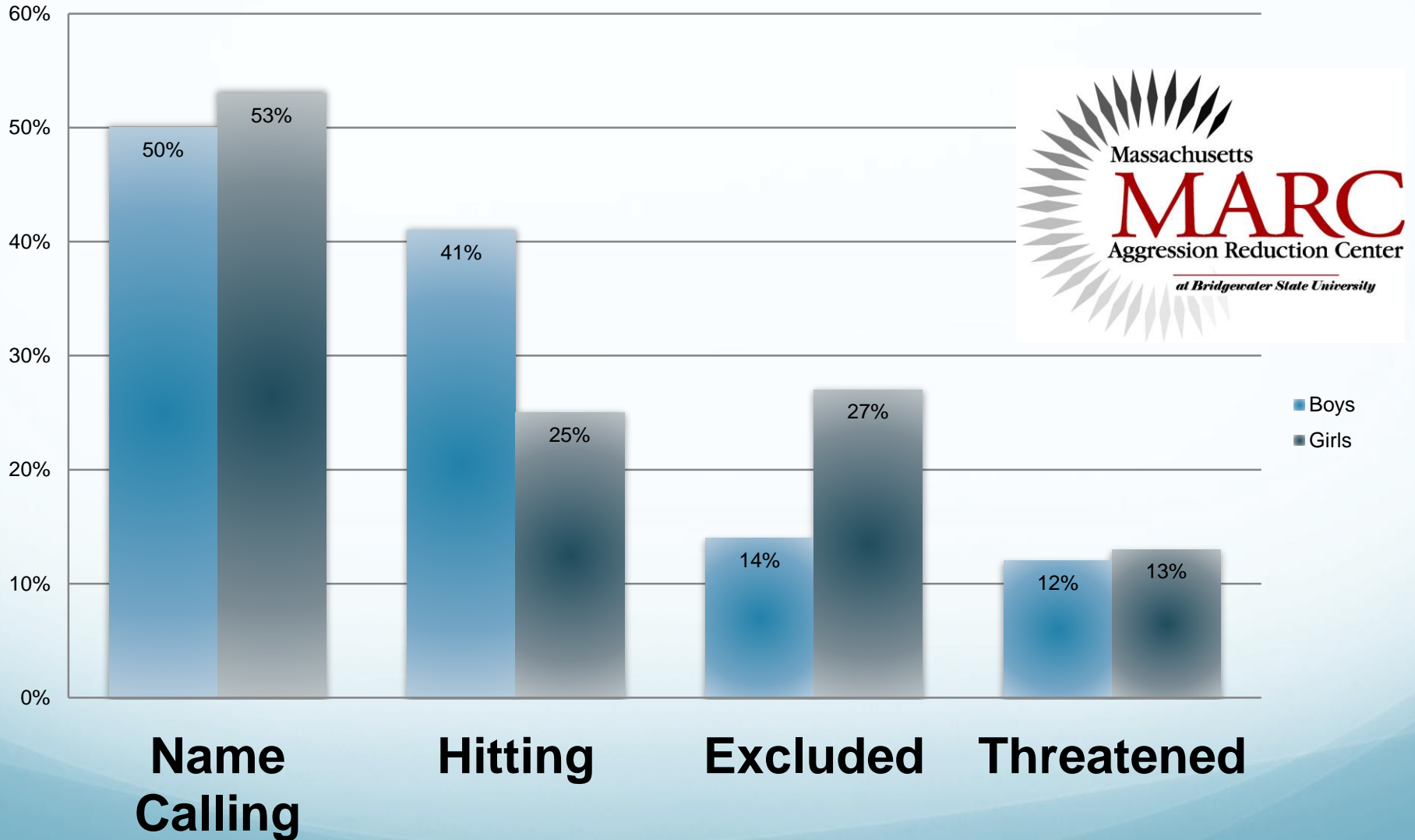
Bullying

Bullying, by definition, is "not a fair fight"

Bullying in These United States
(N= 7,182; Grades 6-10)

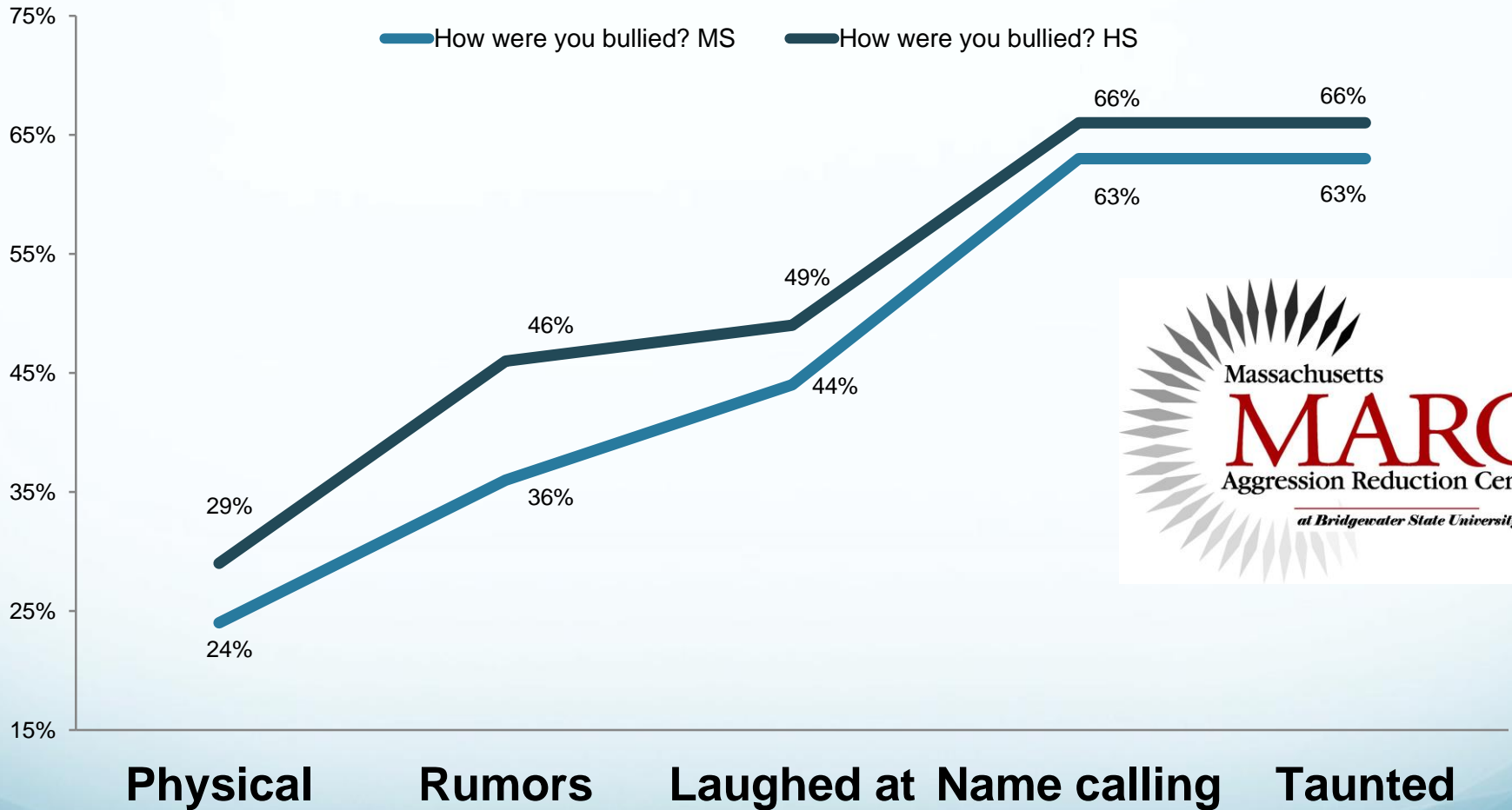**Percentage Of Adolescents Engaging Past 2 Months**

J Wang, J Adolesc Health, 2009 Oct 45:368

Most common types of bullying (7,000 Grade 3-5 students)

Most common type of bullying (14,000 MS & HS students)

How were you bullied? MS — How were you bullied? HS

	Physical	Rumors	Laughed at	Name calling	Taunted
HS	29%	46%	49%	66%	66%
MS	24%	36%	44%	63%	63%

Massachusetts
MARC
Aggression Reduction Center
at Bridgewater State University

Bullying in These United States
(N=629; GLSEN; Middle Schoolers NYC)

Percentage Reporting

DI Arons, 2009 Oct 7, Education Week
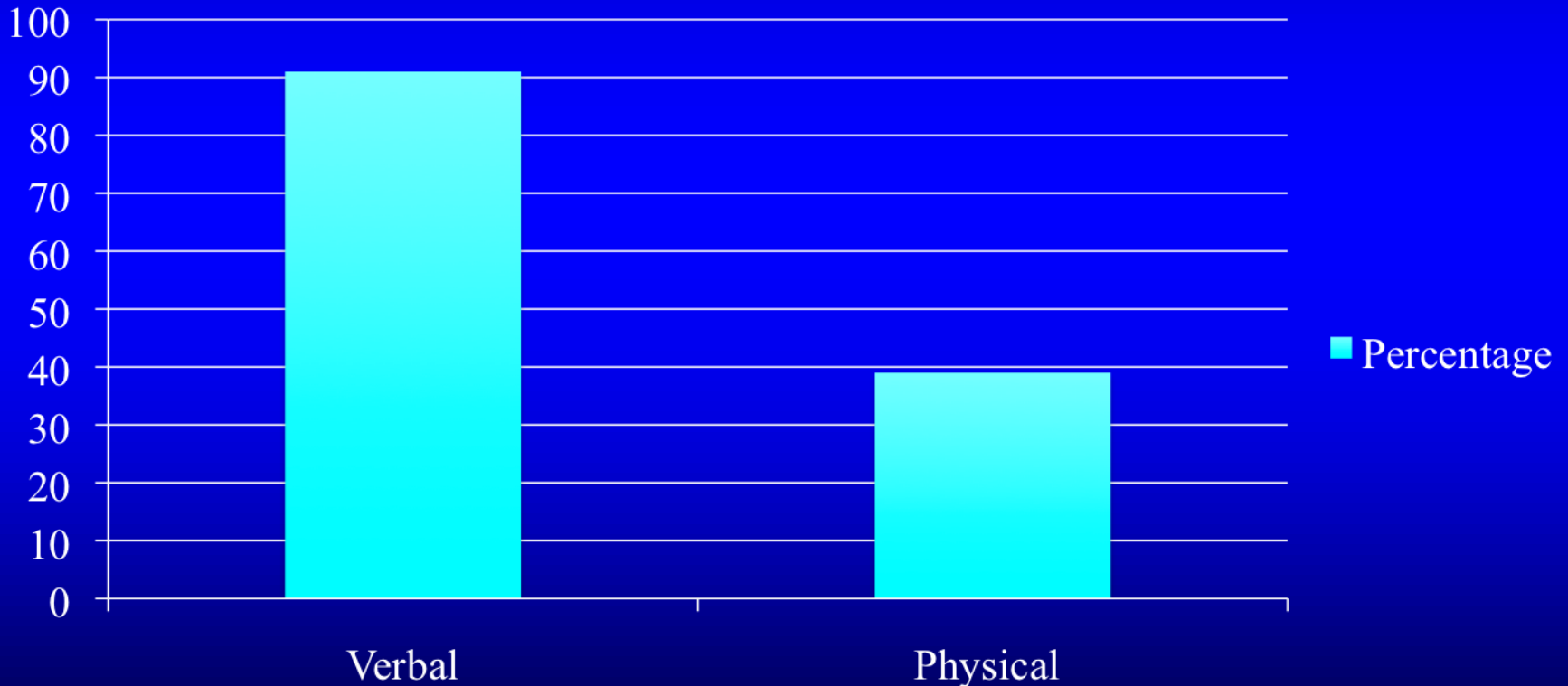
Move Students Out Of Corners

Intimidating

Controlling; Imposing

Bully

Assertive, Directive

Altruistic, Helpful

Flexible, Polite

Afraid, No Boundaries

Victim

Observer

Oblivious, Detached

Aware, Responsive
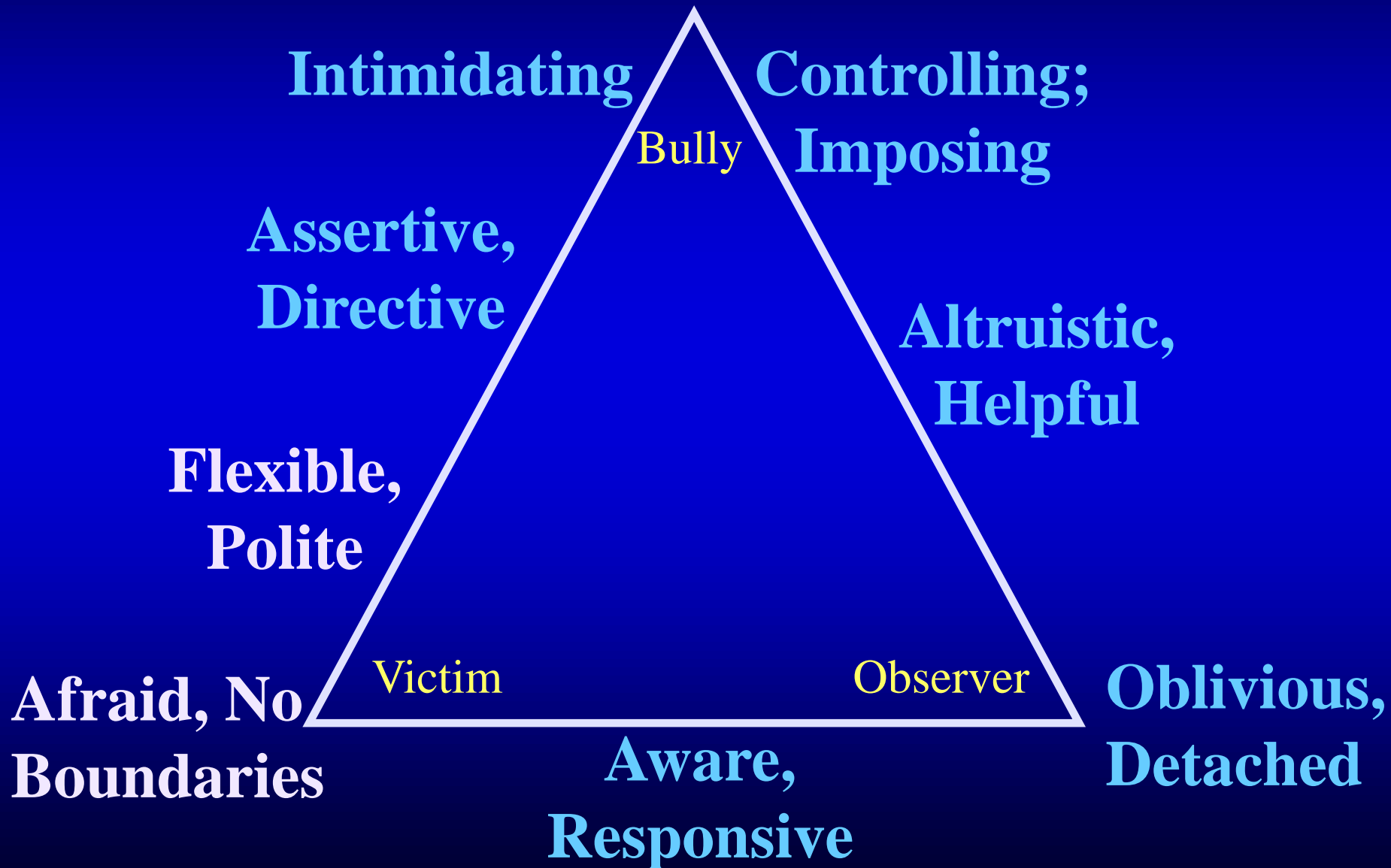
Don't Back Yourself Into a Corner
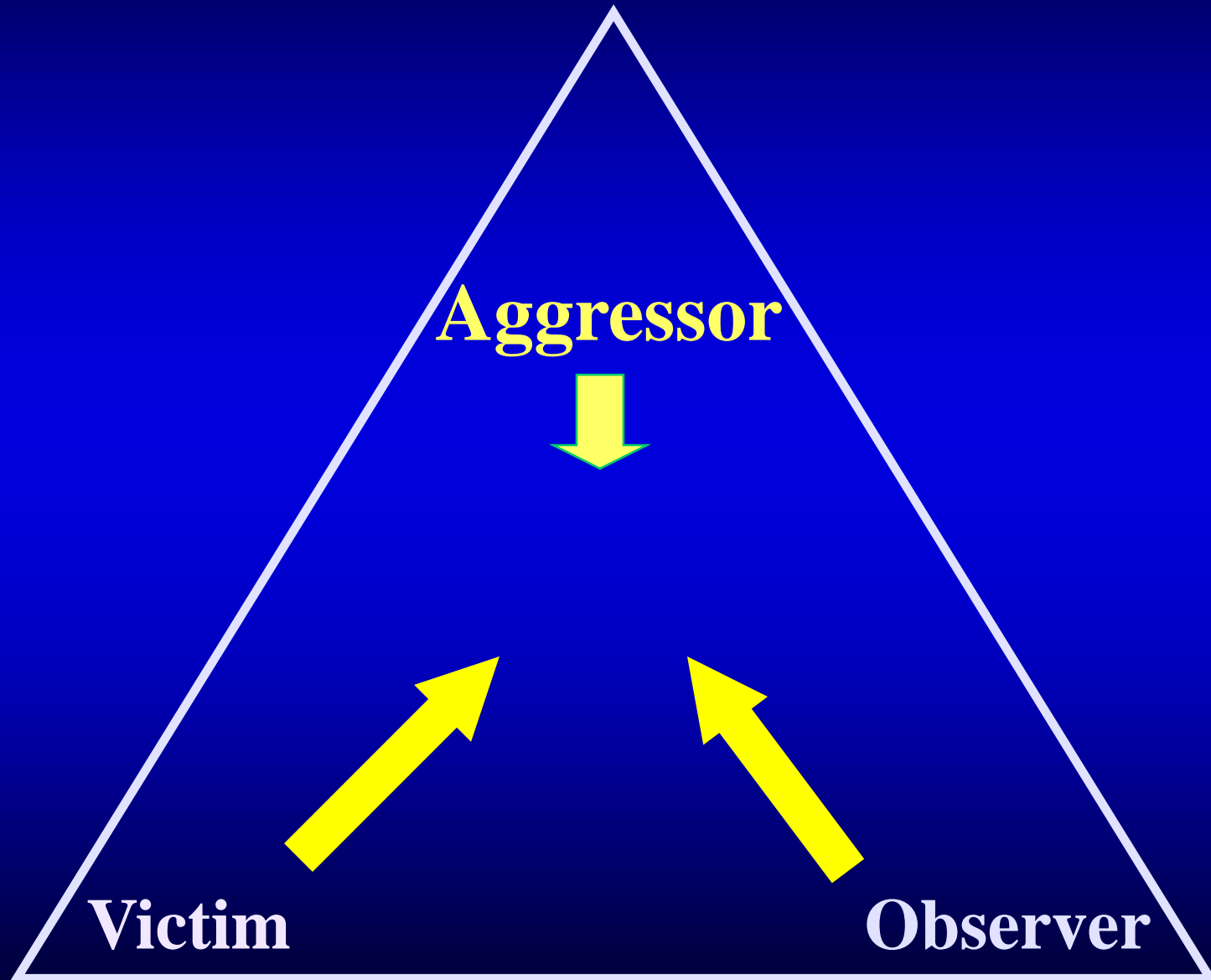
Developmental Differences

Aggressor	Elementary	Middle School	High School
Ally rather than intimidate	What makes good friends? How to find what others are good at that may be fun for you	Recognize that group configurations change weekly, benefits/risks of including various individuals	Recognize that others can be contributors to one's mission and interests
Use Power for Good	How to make others feel good, enjoying other's joy	Include others who may feel disenfranchised; model how to lead	Examination of larger circles of influence and world impacts
Treat as want to be treated	Empathy; Considering how others feel	Examine impacts on those excluded; identify what is wanted by being in control	Examine how everyone should be treated for most to feel positively
Identify what triggers aggression	Examine antecedents to aggression (and alternatives)	Clarify what provokes aggressive behaviors, impacts then, and later, on others	Examine deeper desires of the aggressor, probable impacts on self/others

Developmental Differences

TARGET	Elementary	Middle School	High School
Confront Aggressor	How to tell aggressors to stop current comments	Tell aggressors how to speak differently to them	Label inappropriate comments by aggressor
Change Topic	Shift conversation if uncomfortable	Redirect topic or away from condescension; avoid gossip, minimize support for aggressor	Offer conversations you'll participate in, or relevant topics of mutual interest
Ignore Aggressor	Ask friends to play with you; notice reactions of friends	Identify peer groupings and which ones are similar, and which other group members may be helpful	Engage or comment about useful topics; clarify you'll leave
Access Others	Ask other friends to play; notice others' reactions; tell vs. tattle	Identify adults aware of the group "rules" in school; seek input and options other than "snitching"	Ask peers for perceptions; seek adult input for hypothetical situations, range of students

Bullying: Cause or Consequence?

Pre Social Problems:
OR = 2.3

Post Social
Problems:
OR = 3.9

Kim YS et al. Arch Gen Psychiatry. 2006 Sep;63(9):1035-41.
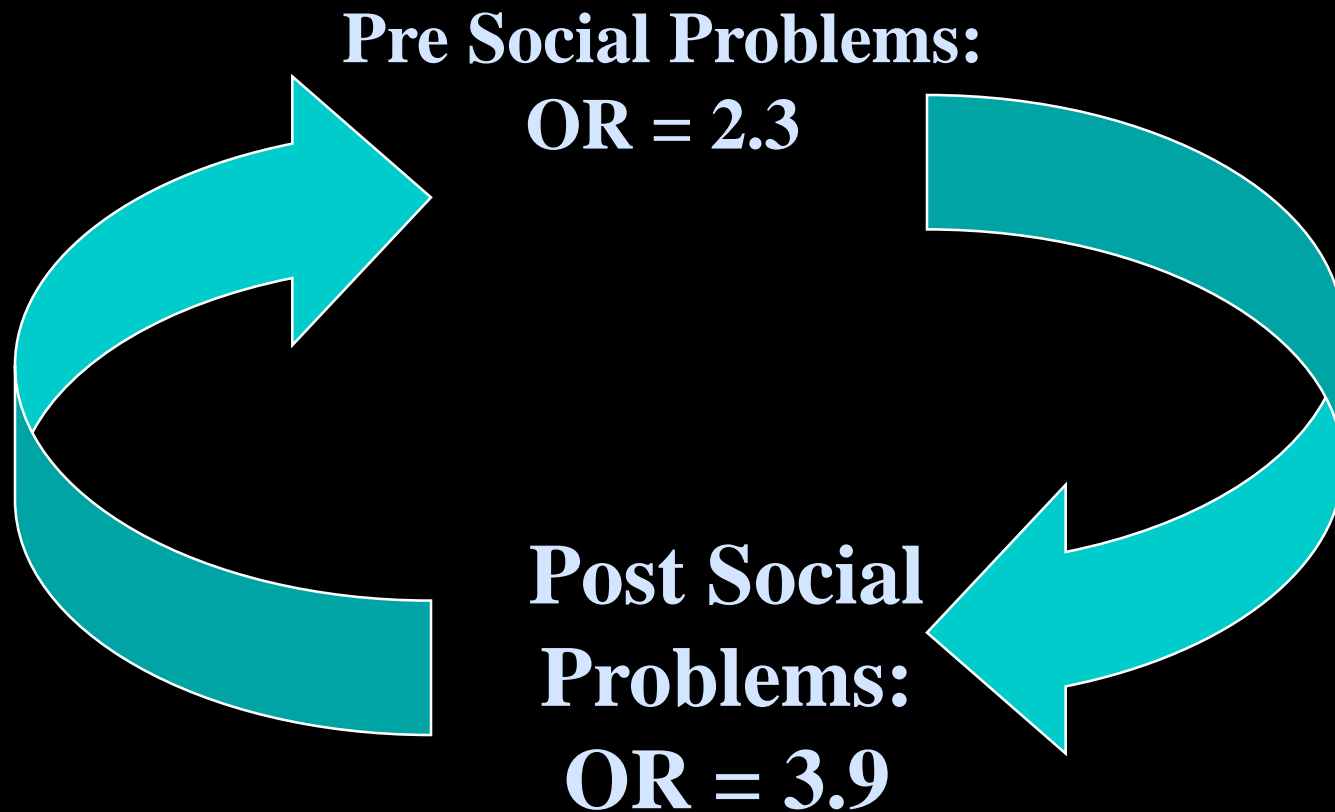
Developmental Differences

OBSERVER	Elementary	Middle School	High School
Check reactions of others	Look to see reactions of others, both friends and others	Examine reactions of different students and peer groups in situation	Examine perceptions of others to navigate bullying situations
Intervene by taking positive steps	Confront aggressor or include the target	Address the aggressor, mindful of various group rules or dynamics	Invoke humor, good intentions gone awry, win-win options
Change Interactions	Change the topic or game to something comfortable	Shift the conversation, disallow singling out students, focus on larger school interests	Label what observing, suggest alternatives to have productive talk
Access Adults	Identify helpful adults, describe facts accurately	Identify helpful, aware adults, seek input to alter situation, including intervention	Seek perceptions of useful adults and discuss your options/plans with them

Bullying: Sophisticating the Model

Aggressor
(Bully)

Target
(Victim)

Observer
(Bystander)

System
(School)

Developmental Differences

SYSTEM	Elementary	Middle School	High School
Clarify Rules	Determine Guiding Principles; of social interactions; participation	Specify how diverse or unusual students will be treated; Inclusion/exclusion rules	Clarify how rules apply to hypothetical situations, comment on options, consequences
Create Policy	Create/circulate policy to invest all	Query staff, identify priorities for school culture	Staff and students identify procedures
Respond to Allegations	Determine Process for responding to incidents; remain consistent	Responsive process and monitoring outcomes; Redirection of close to bullying behaviors	Process judiciously applied, with attention to principles guiding
Create Feedback Loop	Identify mechanisms for students, staff, parents to comment and refine rules	Continuous commenting from all; categorizing of bullying behaviors to make concrete what's acceptable	Ensure students and staff evaluate events and revise policies to improve interactions

Websites

www.schoolpsychiatry.org

www.modelprograms.samhsa.gov/matrix_all.cfm

www.helpingamericasyouth.gov

www.marccenter.org (Englander cyberbullying site)