

Bullying in Schools: Working with Victims and Perpetrators

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Bullying and School Shooting

According to the CDC from the Youth Risk Behavior Survey

- Approximately 750,000 high school students report that they have carried a weapon to school in the past 30 days (gun, knife, or club)
- Of that 750,000 total, 200,000 report themselves also to be victims of bullying
- A study found the likelihood of weapon-carrying grew exponentially with **additive risk factors...** *Youth Risk Behavior Survey*

Who's Carrying?

Percentage of high school students who had a weapon at school in the past 30 days

STUDENTS WHO WERE...



PERCENTAGE CARRYING A WEAPON



Not bullied

5%

Bullied

9%

Bullied and
in a fight at school

23%

Bullied and
threatened or injured with a weapon

28%

Bullied,
in a fight at school, and
threatened or injured with a weapon

46%

Bullied,
in a fight at school,
threatened or injured with a weapon, and
missing school because they felt unsafe

61%

Bullied,
in a fight at school,
threatened or injured with a weapon,
missing school because they felt unsafe, and
had something stolen from them

72%

Exponential Not Additive: Increase in Risk of Weapon Carrying by Adolescents Who Themselves are Frequent and Recurrent Victims of Bullying. Shapiro & Adesman , 2014

N = 15,000

Implications

- A correlational relationship between H.S. bully victimization and weapon-carrying may exist
 - Not causal. Bully victimization is not seen to cause weapon-carrying
 - Likelihood may increase with multiple risk factors
- **Base rate** problems prevent advancing the correlation to identifying “school shooters”
- *The overwhelming number of bullying victims will neither arm themselves nor shoot anyone*



What is “bullying?”

- A student is being bullied when he or she is being exposed **repeatedly and over time** to negative physical, verbal, or indirect actions on the part of one or a group of more powerful students
- Keys are:
 - Power imbalance
 - Intent to harm
 - Repeated over time
 - Victim distress



Definition: (1) **Power Imbalance**

- The instigator is physically or socially **more “powerful”** than the targeted student
- Power may come from superior **individual** aggressive skills or **greater numbers**, as a gang
- Power may come from being a member of a **socially powerful** group or clique
- Power may come with **position**, such as a teacher, coach, or other adult in the school

Definition: (2) Intent to Harm

- Children and young people are often cruel to one another
- Most often, the cruelty is in fun, especially with boys, e.g., **rough and tumble play**
- In *bullying*, the cruelty is **meant to cause distress and suffering**, physical or emotional
- The **purpose** is often to see **how upset and distressed** the targeted student becomes

Definition: (3) Repetition Over Time

- **Bullying vs. Conflict**
 - Conflicts are **common** and occur between two or more individuals with **generally equal power**
 - Disagreements that are usually settled or ignored
 - Rarely re-occur
- Bullying is cruel, negative behavior **that continues** only because the aggressors find satisfaction in the behavior
- Targeted student comes to **expect and fear** the cruelty, and this is where the **emotional damage** begins

Definition: (4) **Victim Distress**

- Some children seek the role of “victim” for purposes of social acceptance (rare)
 - Adult: *“Oh, he’s okay. He likes the attention.”*
- In bullying, the targeted student **dislikes** the attention, is **harmed** by it, and **wants it to stop**
- Victims begin feeling **powerless** and, eventually, **hopeless**

BULLYING

- **Remember:**
 - Power imbalance, intentional, repeated over time
 - Victims need to believe that it will **keep happening**

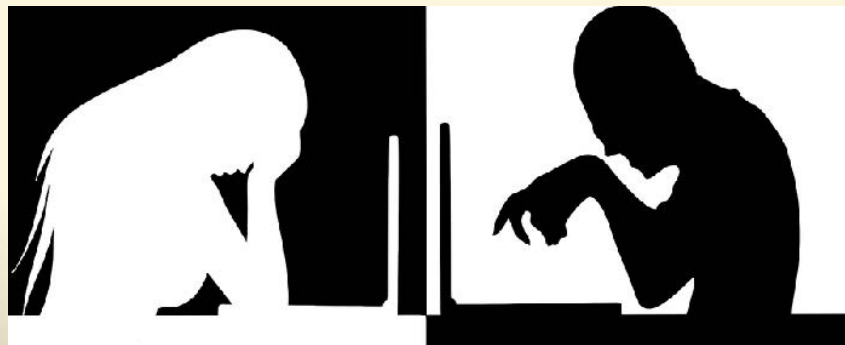


Types of Bullying Behavior

- **Physical Bullying**
 - Individuals or groups; physical size or numbers; involves aggressive contact
- **Direct Verbal Bullying**
 - Including threats to harm, extortion, sexual harassment and mean spirited teasing
- **Social or Relational Bullying**
 - Manipulation of relationships; Purposeful exclusion, hurtful gossip or intentional embarrassment
- **Cyberbullying**
 - Use of electronic media too defame, intimidate, or embarrass

Cyberbullying Differences

- **Girls** twice as likely to be involved
- Can't see face of victim, reducing empathy?
- Can be anonymous thus easier to perpetuate
- Victims don't know if **stranger or acquaintance**
- Invisibility increases feeling of **vulnerability**
- Potentially larger number of "bystanders"



Who is Most at Risk for Victimization?

- The single most influential variable is:
DIFFERENCE
- Students who **stand out** in a socially undesirable manner to the other students
- Visible, evident distinction from the larger group of students & **lacking sufficient social capital** to off-set it
 - Example: Very overweight - **At risk**
 - Example: Very overweight but clever, friendly and musically talented – **Less risk**

Statistically Who is Most At Risk?

- Children and teens from **poverty**
- Children and teens from **minority** ethnic or religious groups
- Children and teens who are noticeably different in **weight or height**
- Children and teens with **physical disabilities**
- Early maturing girls/late maturing boys
- Gay, Lesbian, transgender, or bisexual children and teens
- Children and teens **perceived to be** gay or Lesbian

Mental Health, Bullying, and Threat Assessment

- If the school does not have a **threat assessment team** (e.g., Cornell & Sheras), get one...
- School mental health should be on the team
- Be alert for students with histories of bully victimization left untreated
 - Poor attendance, no extracurriculars, no mutual best friend



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What We Can Do

A Social-Ecological Approach

- Adapted from Bronfenbrenner's developmental theory
- See Espelage, Rao, & De La Rue, 2013
- Bullying is a **whole community** problem
- *Addressing bullying victims and perpetrators must take into account **the interrelated systems** that place them at the center and move outward*

Laws
Culture
Economic System
Social Conditions
History

Community
Neighborhood
School Board Plcy

Macrosystem

Exosystem

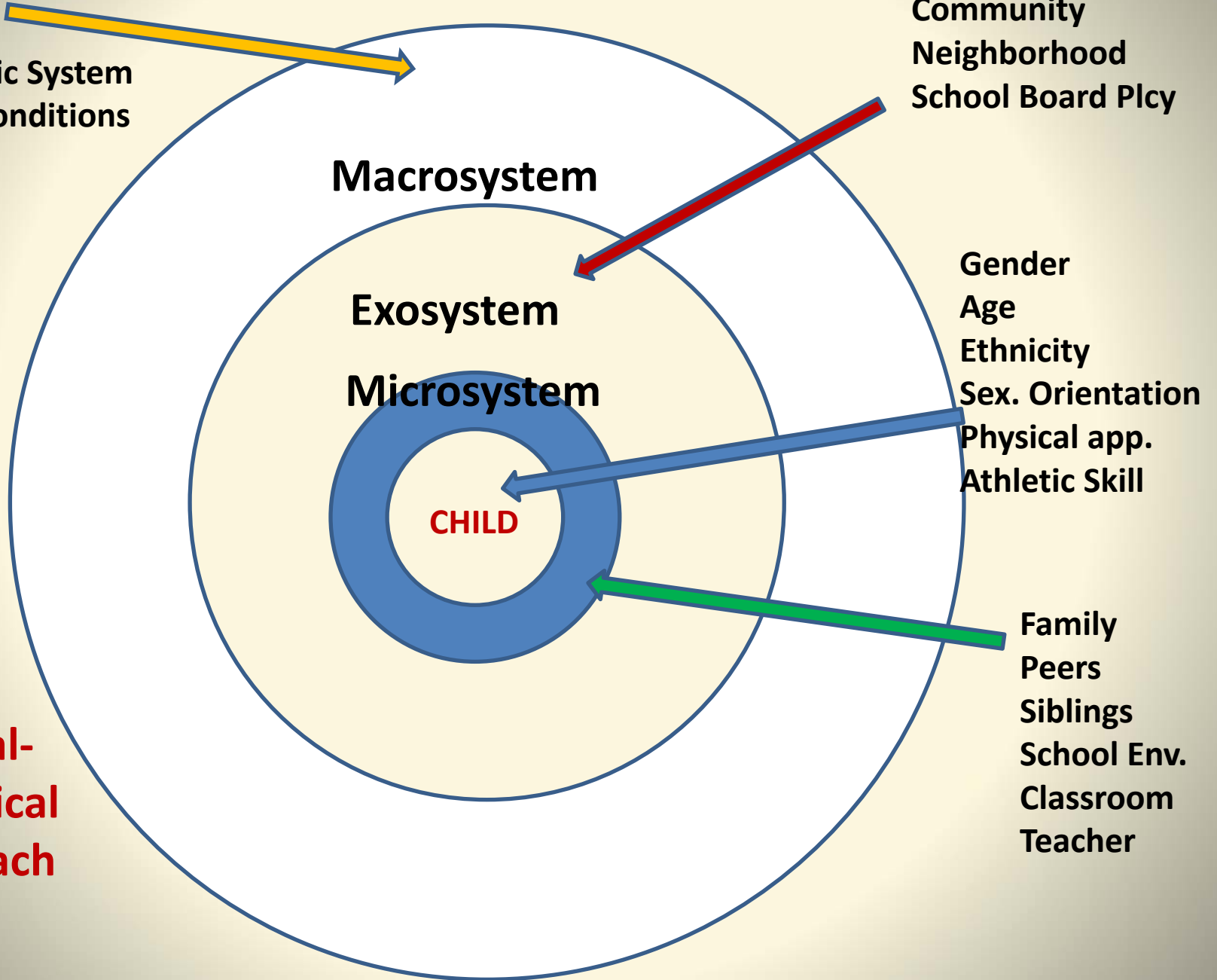
Microsystem

CHILD

Gender
Age
Ethnicity
Sex. Orientation
Physical app.
Athletic Skill

Family
Peers
Siblings
School Env.
Classroom
Teacher

**A Social-
Ecological
Approach**



*Six Steps to Preventing and
Responding to Bullying in
Schools*

Step 1: Organize a Safe School Committee

Step 2: Engage Fellow Educators, Parents, and Community Members

Step 3: Assess the Problem

Step 4: Create a School Policy that Prohibits Bullying

Step 5: Provide Policy Enforcement Training for Teachers and Staff Members

Step 6: Teach the Students about Bullying

Step 1: Organize a *Safe School Committee*

- Important to have a single group of people dedicated to addressing safety problems
- Provides “bottom up” recommendations that may better reflect the needs and realities of the school
- Reps. from mental health, admin., teaching, parents, and students



Step 1: Organize a *Safe School Committee*

Roles

- Provides **leadership and direction** regarding efforts to prevent bullying behavior
- **Conducts assessments** regarding the extent, locations, and perpetrators of bullying
- If necessary, facilitates the **writing of official school policy** that describes and prohibits bullying

Step 1: Organize a *Safe School Committee*

- Researches **existing bullying prevention programs** and procedures and make recommendations to school decision makers
- Facilitates the smooth **schoolwide adaptation** of bullying prevention programs and procedures
- **Monitors bullying prevention efforts** and recommend changes as necessary

Step 2: Engage Parents and Community Members

- Distribute an informational flyer to **parents**
 - What is bullying?
 - Why is the school concerned?
 - What can parents do?
- Have an **informal meeting** with interested parents for questions and answers



Step 2: Engage Parents and Community Members

- Reach out to **selected community members** for support – Business, political, media, law enforcement
- Some businesses may be willing to offer **financial support**
- Inform the local **news media** of the school's efforts
- Publicize bullying prevention on **social media**

Step 3: Assess the Problem

- Important to gather **baseline data** to use for progress monitoring by **surveying the students**
- Best if anonymous – Just gender and grade
- Be sure to **define bullying** on the survey
- For sample surveys, see:
<https://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf>

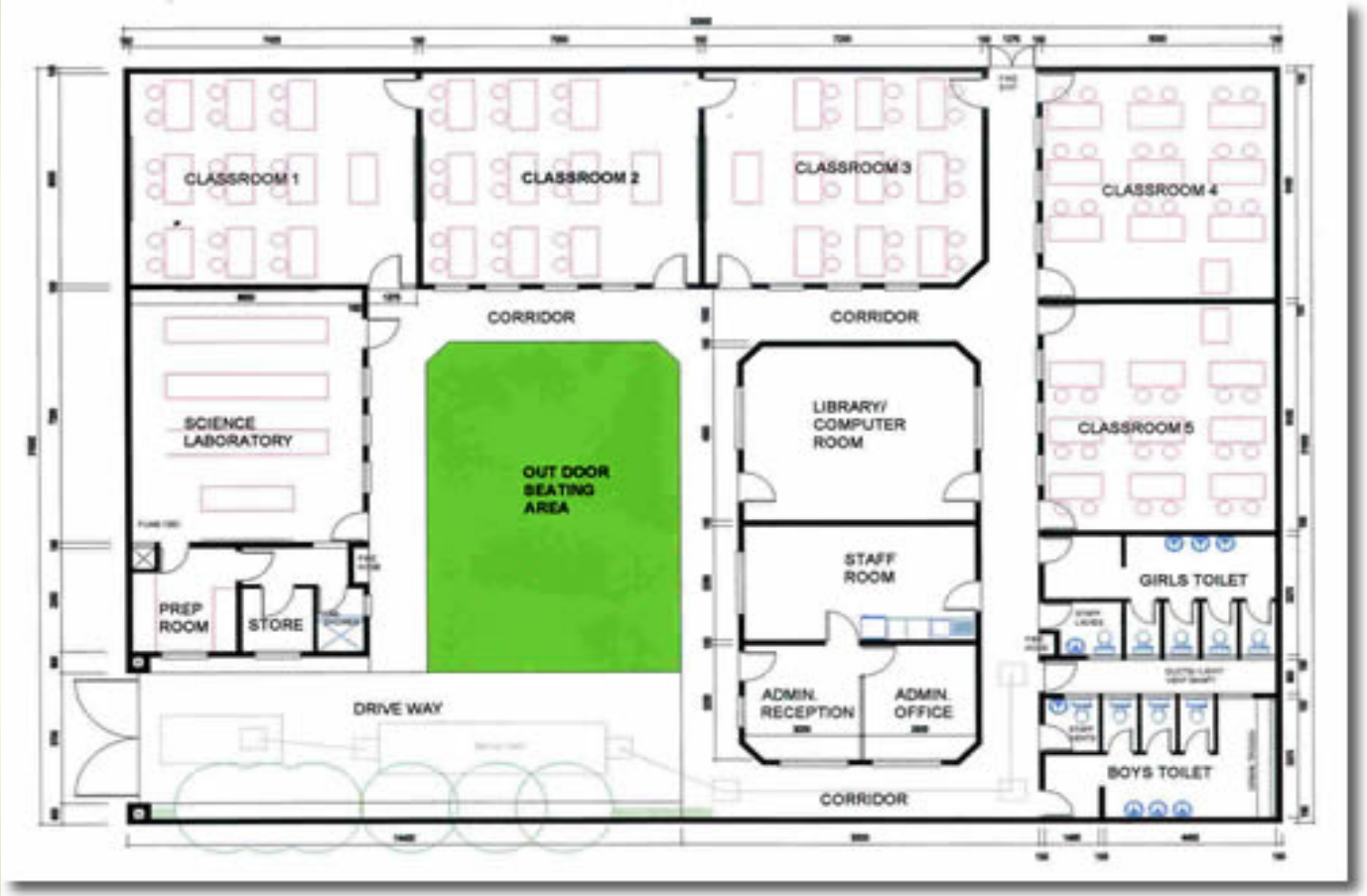
Step 3: Assess the Problem

- How **widespread** is this problem?
 - All grades or mostly one?
- What **forms** does it take?
 - Social, Verbal, physical, cyber?
- **Who** is involved?
 - Boys and girls equally?
- **Where and when** does it happen?
 - Locations in the school and times of day

Step 3: Assess the Problem

- Use a “**Bullying Mapping**” strategy to locate areas of concern in the school
- Provide students with a schematic overview of the building and grounds
- Ask them to place an X where they have been bullied or have witnessed bullying





Step 3: Assess the Problem

- Conduct **focus groups** with select groups of students. Example:
 - *What does this word “bullying” mean to you?*
 - *What does bullying look like in our school? Where does it happen?*
 - *Does it happen every day? How often?*
- Analyze all the data and **set priorities** for next action steps



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Step 4: Create a School Policy that Prohibits Bullying

- An official statement of the school's **stance against bullying**
- <http://studentservices.dadeschools.net/bullying/pdfs/policy%20against%20bullying%20and%20harassment.pdf>
- Summarize and translate the policy for students and parents, **in digestible form**

Step 5: Provide Policy Enforcement

Training for Staff Members

- How to **ensure adequate** supervision
 - Know where adults are needed
- How to **recognize** a bullying incident
 - Avoid adding to victimization
- How to **receive a report** of bullying
 - Assurance of follow-up and confidentiality
- How to **interview** a possible victim of bullying
- How to **intervene** in a bullying incident

Step 5: Staff Interview a Possible Victim of Bullying

Typically **classroom teachers & administrators**

- DO listen with obvious interest
- DO express concern and understanding
- DO assure the student of confidentiality
- DO ask the student what he or she thinks should be done
- DO end the interview by telling the student what action you will take

Step 5: How to Interview a Possible Victim of Bullying

- DO NOT interview in the company of other students
- DO NOT try to solve the problem right there
- DO NOT “blame the victim” by suggesting that he or she should be the one to change habits of behavior
- DO NOT offer to mediate a forced “apology.”
- DO NOT make promises to the student that you may not be able to keep.

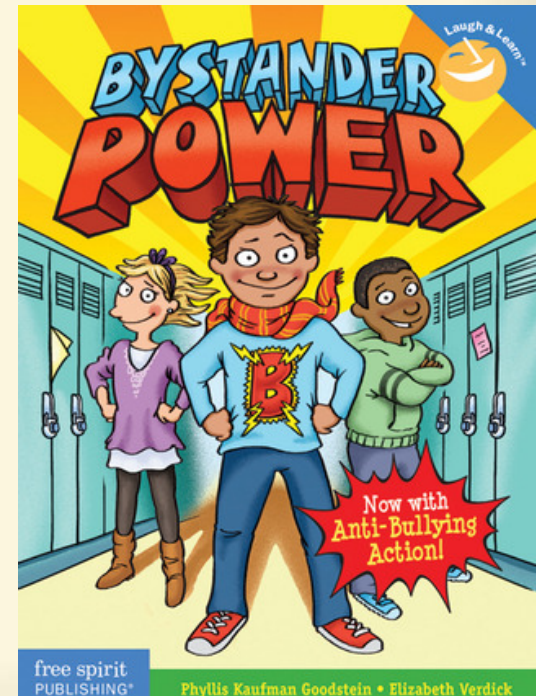
Step 6: Teach the Students about Bullying

Students should understand:

- Students who are targets for bullying abuse are **not alone**
- All students have **right to be and feel safe** in the school setting
- The **school code** expressly prohibits bullying in all its forms
- Students who have been bullied have the right to expect that **adults in the school** will act with concern, discretion, and professionalism.

Bystanders

- Bystanders are a critical element in the social-ecological model. Removing approval will potentially **reduce the rewards** gained by bullies and consequently some of their **motivation for bullying**



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Culture
Economic System
Social Conditions
History

Extended family
Neighborhood
School Board
Mass Media

Macrosystem

Exosystem

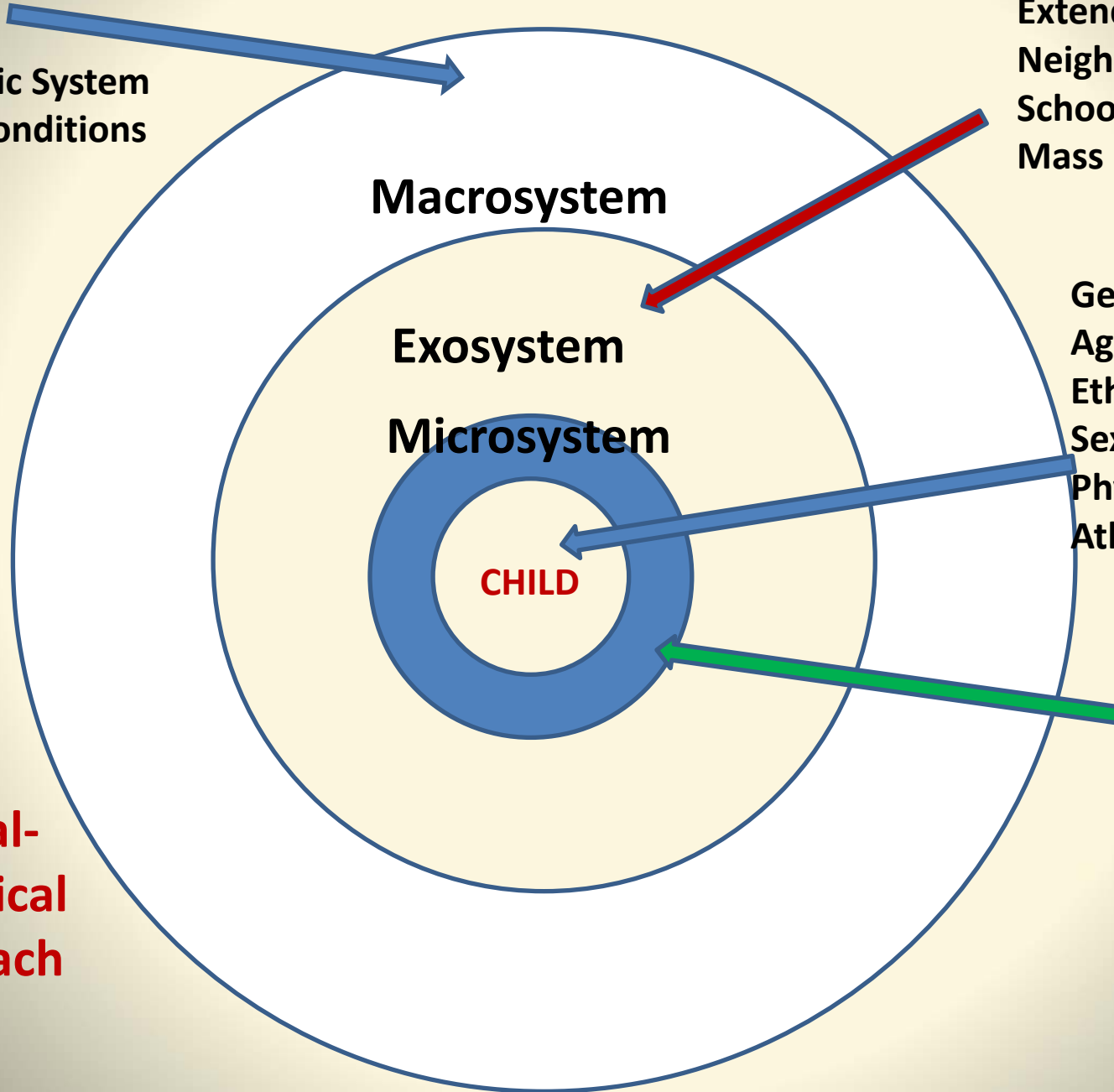
Microsystem

CHILD

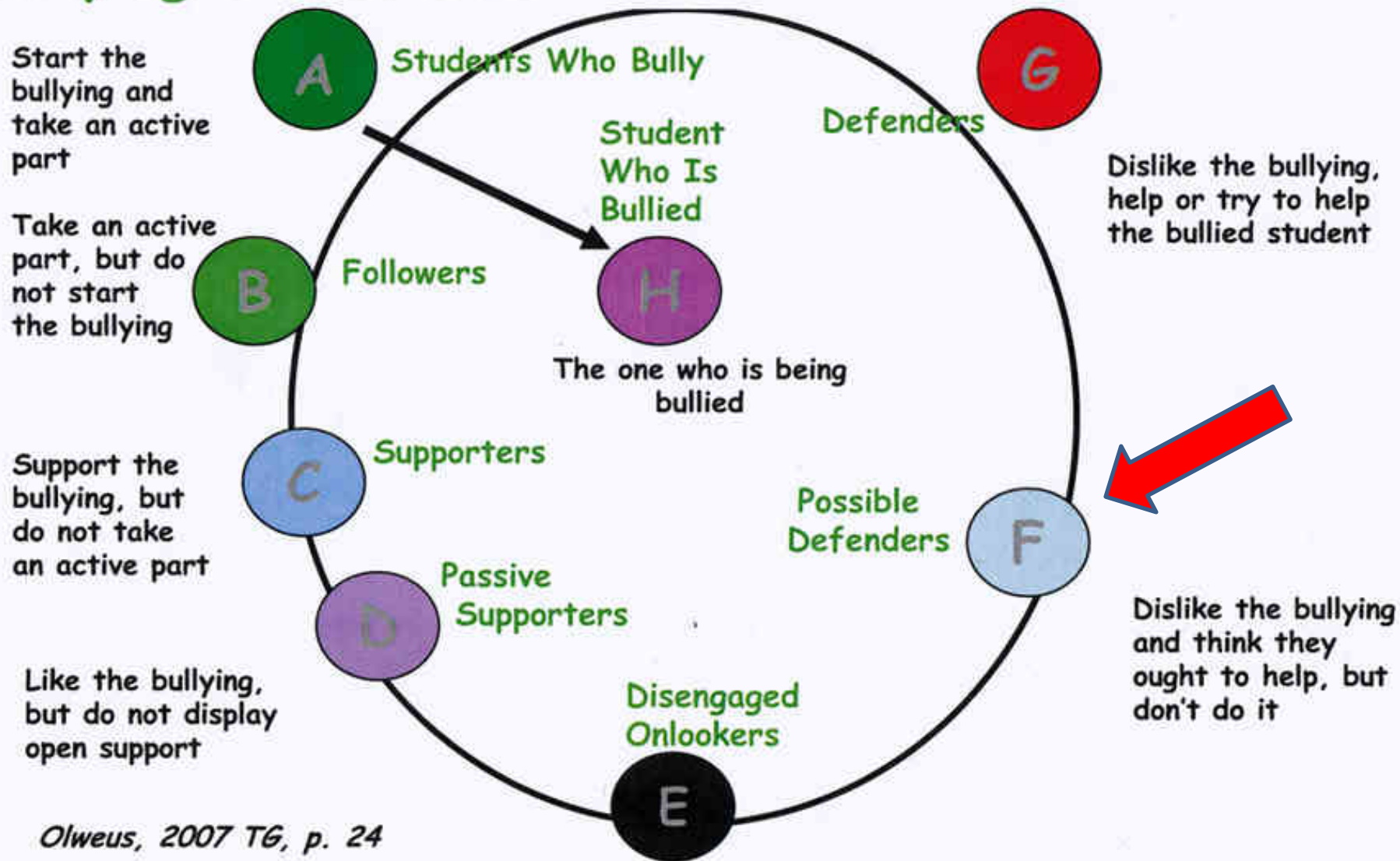
Gender
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**A Social-
Ecological
Approach**



What Roles Do Students Play In Bullying Situations?



Why Some Bystanders Do Not Help

- “Bystander Effect” Latané and Darley
- Some bystanders are fearful that the students who are bullying **will turn on them**
- Some bystanders do not like the targeted student and believe that he or she **“deserves it”**
- Some bystanders **don’t know what to do**
- Some bystanders believe that the problems of a stranger is **none of their business**
- Some bystanders believe that it is **only for the teachers** and other adults to intervene

Microsystem: Peers

When do bystanders take action?

- When the distress of the target is clear-cut so that **empathy is aroused**
- When they think their **friends would approve**
- When what is happening is correctly **'named'**
- When they are **directly asked** to help
- When they believe they **have the skills**
- When intervention attracts **peer approval**
- When another bystander **acts first**

Encouraging Bystander Action

- Students need the **knowledge and skills** to intervene
 - **Bystander goal:** Remove “approval” reinforcer
 - Students need to **practice** the action-behavior in small groups and/or have an all-school assembly with demonstrations
 - Enlist high-status, influential students at onset
 - Consider an “**Upstanders Club**”

Encouraging Bystander Action

- Students need to be convinced of **own safety**
 - They are not “student police” but just fellow students
 - Remove reinforcer, **not** threaten punishment
- Students need to feel a **part of a larger group** of concerned peers -- “Safety in numbers”
- **School-wide campaign** to “sell” the idea of bystander action (Poster contest, theme contest)
 - *“If you’re not a bully, then you don’t encourage bullying by pretending you don’t see it.”*
- **Reinforce** students who intervene

A Meta-Analysis of 12 Bystander Programs

Polanin et al, in Refs.

- *...this meta-analysis indicated that programs increased bystander intervention both on a practical and statistically significant level. These results suggest that researchers and school administrators **should consider implementing programs that focus on bystander intervention behavior supplementary to bullying prevention programs.***

Videos Can Help

- <https://www.youtube.com/watch?v=up-FKa0aEul&feature=youtu.be&list=PLvzOwE5lWqhScOdC3xMzs9FoAAfpxA-Tz>
- See also:
<http://www.bystanderrevolution.org/>



Counseling Victims and Perpetrators

Victim Interview Data

- Narrative
- Severity
- Frequency
- Chronicity
- Pervasiveness
- Action Plan



– See Interview Handout

Interviewing Victims of *Physical, Verbal, or Social Bullying*

- In private, although a **friend** is generally welcome
- Never with alleged bully, even if both parties agree
 - Victims often have *strong hopes*, but potential for re-victimization is high
- Take “fact-finding and emotional support” stance
- Don’t **rationalize** the behavior “*He was Just showing off*”
- Don’t **victim-blame** “*My sister had a weight problem, too*”
- Don’t promise quick results

Solicit Victim Narrative

- **Goal** is to establish feelings of safety and support while learning of the student's experience in their own words
- Let them **tell their story**, if they are ready
- Use **non-directive** reflection
- Try to avoid “grilling” like the administrator might
 - You are developing a potential counseling relationship... or at least a trusting one

Assess **severity** of victimization

- What **form(s)** does the bullying take?
 - Physical, verbal, or relational
- Assess **degree** of student's physical victimization
 - Cuts, bruises, torn clothing, stolen property
- Assess severity level of **emotional victimization**
 - How frightened is he/she?
 - Sleep loss, school avoidance
- Assess current distress status

Assess **frequency** of victimization

- Most recent occurrence?
- How often during the day/week?
- Are there multiple victimizations from different perpetrators in a given day or week?

Chronicity and Pervasiveness

- Assess **chronicity** of victimization
 - Assess the *length of time* that the victimization has been occurring. First began?
- Assess **pervasiveness** of victimization
 - Assess the *locations* of the victimization. Where in school? To/From? Outside of school?

Assess Student's Responses

- “What have you tried?”
 - How has that worked?
 - Do you have any other plans?
- “What have you thought about doing?”
 - Self or other harm?
- If you are concerned about **suicide risk**, ASK
- If you are concerned about **weapons**, ASK

Action plan for today

- What will **student do** and what will **you do**?
 - Student: *Go to all my classes and leave through Door 3 after school with Justin*
 - Counselor: *Speak with lunchroom monitor and Ms. Nelson*
- Problem-solve **immediate safety issues**, if any
- Decide who should be informed
- Set time for **next meeting**

Brief Role-Play



Counseling
Victims of
Bullying

Counseling Victims of Bullying

- Stopping the abuse and **ensuring safety** are the first steps, and **is often ongoing...**
 - *Each is unique and should be approached that way*
- Be careful of a “Blame the victim/fix what’s wrong with her/him” approach
 - Any of this should arise **from the student**
- Rather, collaboratively decide on ***what skills and insights would be in the student’s best interest?***

Counseling Victims of Bullying

- Be alert for feelings of **anger, anxiety, shame**, as well as feelings of isolation from peer group
- Proceed at **the pace of the student**, without hurrying, but...
- Keep the relationship one of “**progressing forward**” and not simply care and concern
 - Consider a **session structure** as....

Counseling Victims of Bullying

Suggested Session Structure

- Mood Check-in: *How are you feeling now?*
- Homework Review: *Barriers? Insights?*
- Agenda Setting: *Collaborate*
- Session Content: *Current skills training*
- Homework Assignment: *Collaborate*
- Eliciting Feedback: *What was helpful/not?*

Adapt. Friedberg & McClure, 2002

Counseling Victims of Bullying

- Use a “discovery training” approach
 - Be more **curious** than directive
 - *“I wonder what would happen if...?”*
- Consider teaching the use of **assertiveness skills**
 - Stand tall and say “No” when told to do something you don’t want to do
- Teach removal of **social reinforcers**
 - Respond to taunts with blandness, not emotion
- Engage in *behavior rehearsal* in the counseling office; **Show and practice, not just talk and tell!**

Counseling Victims of Bullying

- Make use of “homework” by collaborating on **therapeutic chores** for the student between sessions. For example:
 - Recording the number of times he/she was assertive with peers
 - Speaking up in class
 - Seeking out friendship activities
- Some students work well in a **small group** format, which can aid in behavior rehearsal tasks

Intervening in Bullying Incidents – Cyberbullying

- See Hindjuja & Patchin in refs.
- Provide a **safe place** for the student who was targeted and offer compassion and understanding
- Determine if **law enforcement** personnel are necessary to manage the threat
 - This is essential if threats of physical harm, stalking, extortion, blackmail or sexually explicit pictures or videos of minors are involved

Intervening in Bullying Incidents – Cyberbullying

- Gather information from the victimized student including the **media used**, (e.g., texting, Facebook, Twitter), the **time** of the posting, and a **description** of the posting if it is no longer available
- Make a printed **screen shot** of the post, if possible
- Secure the **names of any students** who the targeted student believes may have helpful information

Intervening in Bullying Incidents – Cyberbullying

- **Contact the parents** and advise them of the school's response
- With the victimized student's consent, **advise his or her teachers** so that they may be sensitive and alert for any useful information
- Consider a **referral for mental health services**, if such services are not already in place

Intervening in Bullying Incidents – Cyberbullying

- Contact the online media's administrative offices and **report the abuse**
- If the identified perpetrator is a student, follow **approved school bullying policy**
- Provide the **perpetrator with counseling** to address any underlying concerns that may have led to the poor choice
- As with other forms of bullying, **do not** require forced apology

Parents and Cyberbullying

- Discuss internet safety and use: *“Once on the internet, on the internet forever”*
- **Obtain passwords.** “Friending” not enough.
 - Will use only when have reason for concern
 - Set conditions/age for own password (16?)
- Consider **site monitoring software** or know how to **locate History** on computer



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- Pair up
- Counselor and student victim of bullying – 5th grade or older
- Therapeutic relationship has been established
- **Problem:** The only way to science class is via the back staircase. Frequently, the same three older students wait at the first landing and make threats, bump, and tease your student.
- **Using discovery learning, help your client address this problem**

Counseling Perpetrators of Bullying

Two Major Forms of Student Aggression

Proactive



Reactive



Two Forms of Aggressive Behavior

- **Reactive Aggression**

- Impulsive
- Anger-related
- Often unintentional
- Child is often remorseful at end

- **Proactive Aggression**

- Planned and purposeful
- Cool-headed
- Designed to gain something
- Little or no remorse

Counseling Perpetrators of Bullying: Preparation

- Most bullying behavior is “**proactive aggression**” – Rational, goal-oriented
- Some bullying may involve **anger regulation** problems
 - Try to get at that during interview
 - See *Adolescent Interview* handout
- Decide your approach: (a) Behavior regulation only (b) Anger management plus Behavior regulation

Counseling Perpetrators of Bullying:

Preparation

- These students often see little reason to change; **Self-concept** is often very high
- They may **dismiss seriousness**
 - *We're just having fun*
 - *He knows we're only fooling around*
- They may hide behind imagined – or not so imagined – **peer support**
 - *Everybody hates her*
- They may tend to **blame the victim** rather than accept responsibility
 - *Why does he wear the same shirt everyday?*
 - *Tell him to stop acting like a dip-shit*

Counseling Perpetrators of Bullying

Preparation

- Counsel individually, **separately from co-bullies**, to avoid enhancing the social status of either party or furthering their bonds
- Never use victims' names with the bullying student so as to reduce **retaliation possibilities**
- Call out the behavior as “bullying.” **Do not** accept the student's characterization of it as “just playing,” or “having fun.”

Counseling Perpetrators of Bullying: Preparation

- Do not accept victim blaming as an excuse for bully behavior regardless...
- Know that some perpetrators have **high status** among peers, and occasionally among teachers
 - This can reinforce the aggressive behavior and inhibit desire to change
 - See Rodkin & Hodges
- In general, do not believe **self-reports** without reliable verification
- Don't get seduced...

Brief Role-Play

First Meeting

1. Inform the student of the accusation against him or her. *Important:* Do this without revealing the names or identities of the accusers for fear of possible retribution. Instead, use a term such “Some students have...”
2. Explore the level of understanding of the accused bullying behavior from the student. Does he or she know what behavior you are referring to?
3. Explore the extent of ownership or denial regarding the accused bullying behavior
4. Explain the school policy regarding bullying
5. Explain any new expectations on the student’s behavior and any supports available to assist him or her to avoid bullying
6. Schedule a follow-up meeting

Treating Students with Proactive Aggression

- They must believe change is **in their own best interest**
- The negative consequences of their aggression must **outweigh** the personal benefit
- Choosing not to aggress would be a **rational choice** they make **voluntarily**, not under threat
 - See: McAdams, C. R., & Schmidt, C. D. (2007) in *Professional School Counseling*

Proactive Aggression Recommendations

- 1. **Consequence** must be significant enough to eliminate aggression's appeal
 - School must hold firm to consequences
- 2. **Avoid debates** and arguments
 - Do not allow student to argue down consequence
- 3. **Vary consequence** to avoid predictability
 - Expand repertoire, variations on in-house, quiet lunch, reparations, etc.

Proactive Aggression Recommendations

- 4. Reinforce **positive achievements...** but cautiously
 - **Validation** for prosocial behavior **if** not achieved through coercion
- 5. Maintain strict behavioral **monitoring**
 - Identify dead zones or under-supervised areas via bully-mapping
- 6. Move beyond consequences to teaching **pro-social behaviors**

Counseling Perpetrators of Bullying (Behavior Regulation)

- Teach the **school code** that defines and prohibits bullying, including forms of bullying
- Teach the school **consequences** that come with bullying
- Insist that the bully ***convince you*** of the merits of his/her bullying behavior
 - In your best interest?
 - Keep you from trouble you do not want?

Counseling Perpetrators of Bullying (Behavior Regulation)

- Teach a **problem-solving** process:
 - What is the problem?
 - What are my possible solutions?
 - What are the likely consequences of each solution?
 - Which one shall I select?
 - How did it work out?
- Help student **apply to bullying behavior**

Counseling Perpetrators of Bullying (Behavior Regulation)

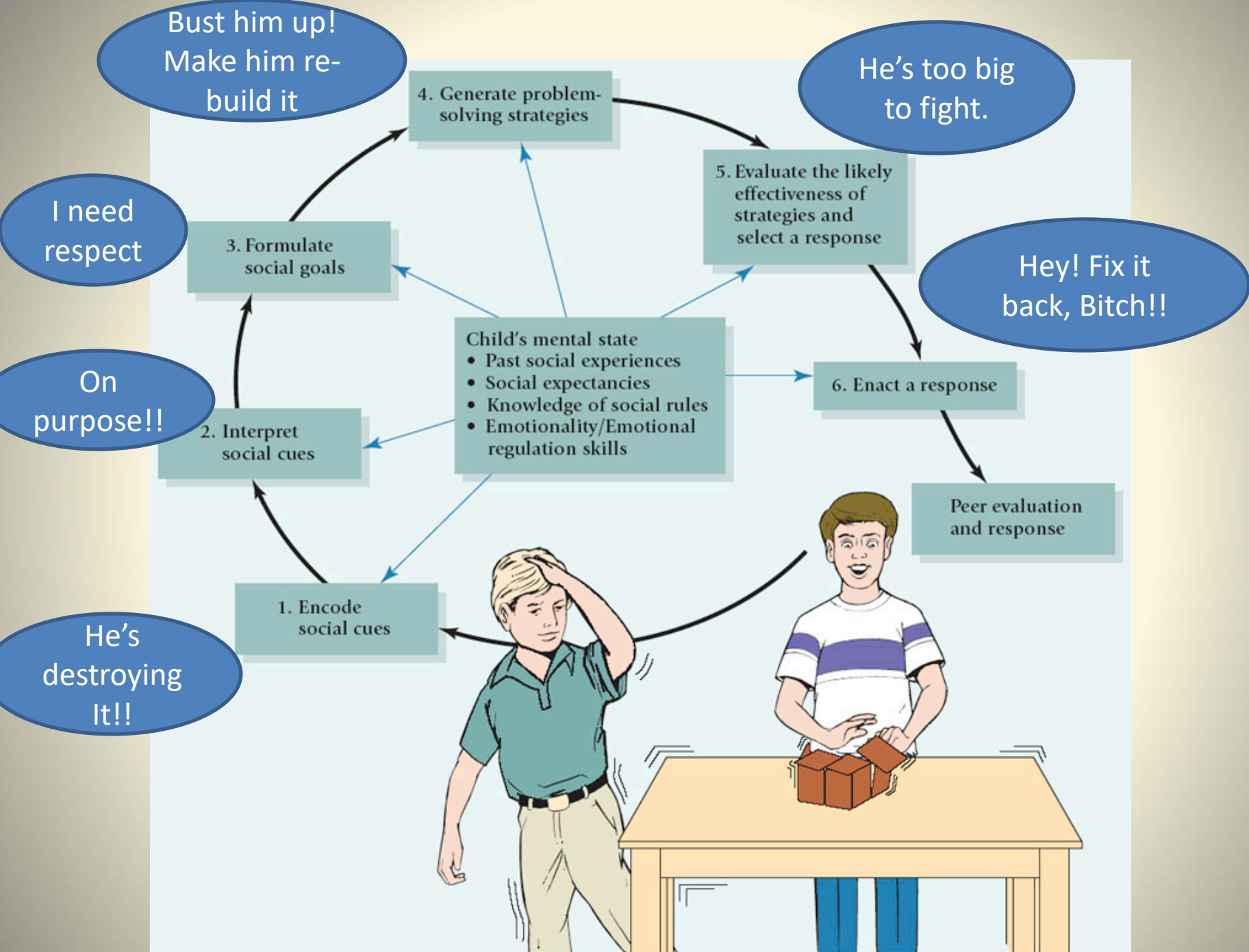
- Encourage the use of covert “reminders” to assist in problem-solving in provocative situations (e.g., “Get away from him” or “Turn away”)
- Chart and reinforce days of **non-bully behavior**
- **Redirect** the student toward more **prosocial activities** that may take advantage of physical prowess or leadership potential.

When Anger Regulation is an Issue

- Training students to “re-learn” how to interact with others
- Bringing locus of control inward, what we call “personal power.”
- Requires time and practice
- Groups are best; role play for practice is critical
- Focus is on social-cognitive deficits...

When Anger Regulation is an Issue

- Groups are best; role play for practice is critical
- Teach affective education and insight
 - Anger recognition and purpose
- Challenge external locus of control
 - “He/she is responsible for my problems!”
- Train palliative anger regulation techniques
- Identify anger “triggers”
- Train self-instruction techniques
- Train problem-solving



Social Information Processing

OCCURRING IN A SPLIT SECOND...

1. attend to available social cues
2. give meaning to the cues
3. select desired outcomes
4. Generate possible responses
5. Identify potential consequences of a response
6. act out selected responses

1. Hallway passing stimuli, brushed on shoulder
2. Scan memory; Prior hallway experiences
3. Avoid trouble; Get to class on time
4. Call him out; Keep moving to class
5. Possible trouble; Get to class w/out incident
6. Think about something else and head for class

Social Information Processing Deficits in Angry, Aggressive Youth

- | | |
|--------------------------------------------------|-------------------------------------------------|
| 1. attend to available social cues | 1. Hypervigilant for aggressive cues |
| 2. give meaning to the cues | 2. Hostile attributional biases |
| 3. select desired outcomes | 3. Higher value on retaliation than affiliation |
| 4. Generate possible responses | 4. Narrow solution generation abilities |
| 5. Identify potential consequences of a response | 5. Tendency to evaluate aggression positively |
| 6. act out selected responses | 6. Difficulty enacting prosocial skills |

Reactive Aggressive Youth

Implications for Treatment Interventions

Social-Cognitive Deficit

1. Hypervigilant for aggressive cues
2. Hostile attributional biases
3. Higher value on retaliation than affiliation
4. Narrow solution generation abilities
5. Tendency to evaluate aggression positively
6. Difficulty enacting prosocial skills

Training Focus

- Train verbal & nonverbal cue recognition
- Attribution re-training
- Consequential thinking
- Solution generation skills
- Perspective-taking development
- Behavioral skills training

When Anger Regulation is an Issue

- **Cognitive-Behavioral Therapy for Anger and Aggression in Children** (Guilford Press)
 - D. G. Sukhodolsky and L. Scahill
 - Ages 10-16
- **Think First: Addressing Aggressive Behavior in Secondary Schools** (Guilford Press)
 - Jim Larson
 - Ages 12-18

Summary of Today

- Bully takes multiple forms, but it is always harmful to the victim
- Bullying occurs where young people gather, and school is a primary location
- Schools can take effective measures to limit the amount of bullying behavior
- Bullying prevention should be approached systematically and be informed by data
- A social-ecological approach recognizes the contribution of all systems
- The needs of victims and perpetrators can be addressed through school-based counseling



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