

Bullying and Social-Emotional Learning in Schools

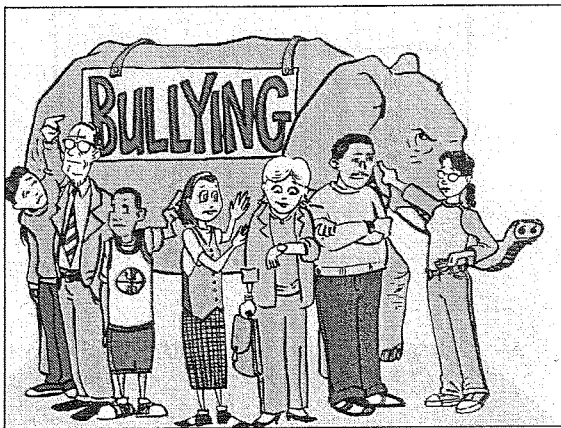
Presentation for the Burnaby SEL Cohort

SHELLEY HYMEL and MIRIAM MILLER
Faculty of Education, UBC
University of British Columbia
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Questions

- At the school level, what steps have been taken to address bullying?
- What do you do when you encounter bullying? How do you respond to bullying?



Not all bullies are the same....

Olweus (1993), Salmivalli & Nieminen (2002)

– bullies versus bully-victims

Farmer et al. (2010)

– socially integrated vs socially marginalized bullies

Peeters, Cillessen & Scholte (2010)

– socially intelligent, popular bullies,

– popular moderate bullies

– unpopular, less socially intelligent bullies

WHY?

WHY?

Three possibilities

- Psychopathology
- Part of growing up
- Human nature

Why do kids bully?

Psychopathology?

Mental Health Disorders and Involvement in Bullying

(Kumpulainen, Räsänen, & Puura, 2001)

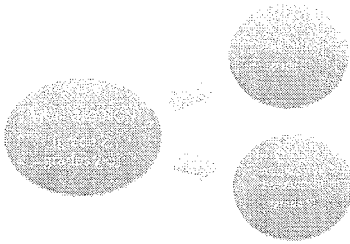
Among children who bully, 70% had a psychiatric disorder (most frequently, attention deficit disorder, oppositional/conduct disorder, depression, somatization, anxiety)

Among bully-victims, 67% had a psychiatric disorder (most frequently, oppositional/conduct disorder, depression, attention deficit disorder, anxiety)

Among children who are victimized, 50% had a psychiatric disorder (most frequently, attention deficit disorder, depression, anxiety, oppositional/conduct disorder)

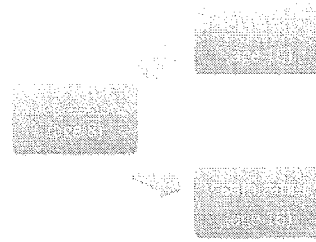
Consequences of Victimization

(RUDOLPH ET AL., 2011)



Common Antecedents?

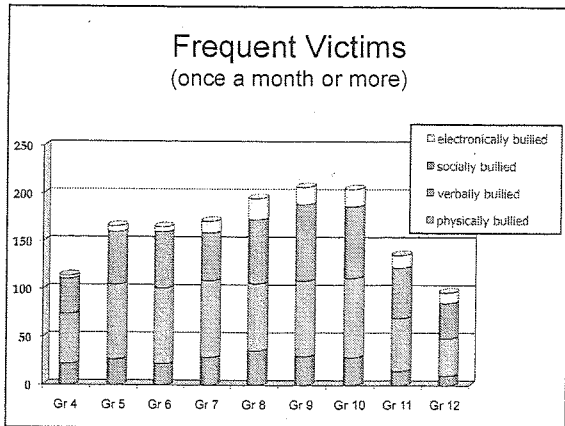
(Sourander et al., 2000)



CHARACTERISTICS OF CHILDREN/YOUTH WHO BULLY

- ⬆️ **Antisocial & physically aggressive behavior** (e.g., Craig, 1998)
- ⬆️ **Externalizing problems & hyperactivity** (e.g., Khatri et al., 2000; Kumpulainen et al. 1999)
- ⬆️ **Impulsivity** (O'Brennan, Bradshaw & Sawyer, 2009; Olweus, 1995; Schwartz, Proctor, Chien, Juvonen, & Graham, 2001)
- ⬆️ **Machiavellianism, manipulates others for own gain** (Sutton & Keogh, 2001)
- ⬆️ **Narcissism** (Ang, Ong, Lim & Lim, 2010)
- ⬆️ **Indifference to pain they cause others** (Rigby & Slee, 1993)
- ⬇️ **Empathy** (e.g., Espelage, Mebane & Adams, 2004; Funke 2003; Gini, Albiro, Benelli & Altoe, 2007; Roberts & Morotti, 2000; Olweus 1993, 1997)
- ⬇️ **Anxiety** (e.g., Craig, 1998; Olweus, 1993)

Is bullying a product of psychopathy?



Domains of Social Development

- Social Participation
- Empathy
- Perspective-taking
- Prosocial Reasoning
- Friendship understanding

Domains of Social Development

- Social Participation
- Perspective-taking
- Friendship conceptions
- Empathy
- Prosocial Reasoning
- Brain Development
- Identity Development
- Moral Development

Implication

Bullying as a Teaching Moment
Rather than a Discipline Problem

Helping students become responsible for their behaviour

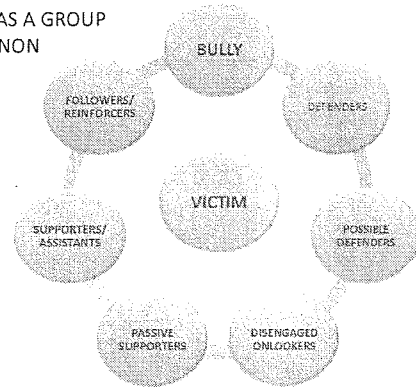
- School-based community service
- Restorative vs Punitive Discipline Practices
 - Restorative Justice
 - Restitution Self-Discipline (Diane Gossens)

Why do kids bully?

Human Nature?

Bullying as a Group Phenomenon

BULLYING AS A GROUP PHENOMENON



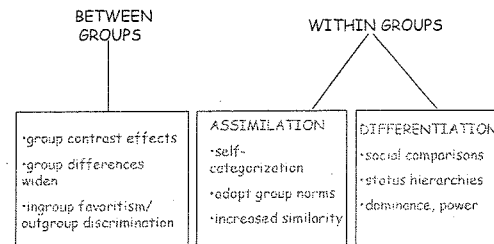
Craig & Pepler: Peer Contributions

Peer bystanders are present in 85% of bullying episodes, but they

- intervened on behalf of victim only 11% of the time
- spent 53% of the time passively watching
- spent 22% of the time helping the bully
- shift the affect of the bullying child when they support bullying and/or join in, creating
 - more excitement
 - more happiness
 - more aggression

Group Socialization

(Harris, 1995, 1998)



Implications

Understanding Group Processes
 Creating a Safe and Caring
 School Context

Why do people bully?

- Child psychopathology
- The gradual social development of our children
- The nature of human beings

How to address bullying in schools?

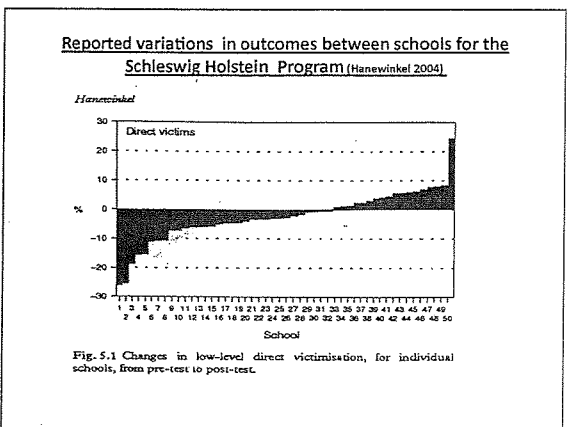


DO ANTI-BULLYING INTERVENTIONS WORK?

Evidence-Based Practice

Selecting Interventions that have been proven effective

But ...
 proven effectiveness elsewhere is no guarantee of success
 (e.g., Smith, Schneider, Smith & Anadiadou, 2004)



Conclusions in recent reviews of school-based anti-bullying programs

- some interventions modestly successful, a few more so
- overall negligible to small effect sizes, some negative program effects
- overall bullying & victimization reduced by 17-23%
- currently it is not known which is the best method (Rigby & Slee, 2008)
- whole-school, multi-dimensional anti-bullying efforts with more elements are more effective, although classroom curriculum and social skills training strategies have also showed positive benefits
- implementation integrity and dosage seem to be key considerations.

