Implications in Schools

Students’ levels of concern for school safety are positively correlated with higher levels of aggression and victimization in a school (Elsasser, Gorman-Smith, & Henly, 2013). Increases in the prevalence of bullying correlates with increases in high school drop-out rates (Cornell, Gregory, Huang, & Fan, 2013).

Teachers view physical aggression as a bigger problem than relational aggression, and don’t find that intervention for relational aggression is as necessary for boys. Teachers typically spend more time intervening in physically aggressive acts (Kahn, Jones, & Weiland, 2012).

Boys who engage in physical aggression and girls who engage in relational aggression underachieve in school (Risser, 2012).

Intervention & Prevention cont.

Owleus Bullying Prevention Program: Provides suggestions for School-Wide policies, classroom and individual intervention/prevention techniques, and strengthens community support to decrease prevalence of bullying. Has shown promise in both Norway and the US at reducing bullying perpetration (Owleus & Limber, 2010).

Steps to Respect: A program with a Social-Ecological framework aimed at prevention at the school, peer, and individual levels. Shown to decrease physical bullying and increase staff reports of positive school environments (Brown, Low, Smith, & Haggerty, 2011).

Discussion

As data-based decision makers, it is imperative that school psychologists use information identifying potential causes as to why this behavior is maintained and enact intervention plans which limit or eliminate the antecedents and consequences for bullying behavior and replace aggressive acts with more appropriate and pro-social behaviors.

References