




# Bullying and Social Aggression



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# Brainstorming

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## Bullying

aggressive behaviour that can be said to be a widespread phenomenon

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unwanted behaviour among school-age children that involves a real or perceived power imbalance

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Both children, the bully and the bullied, can have serious long-lasting problems

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# Types of bullying in schools

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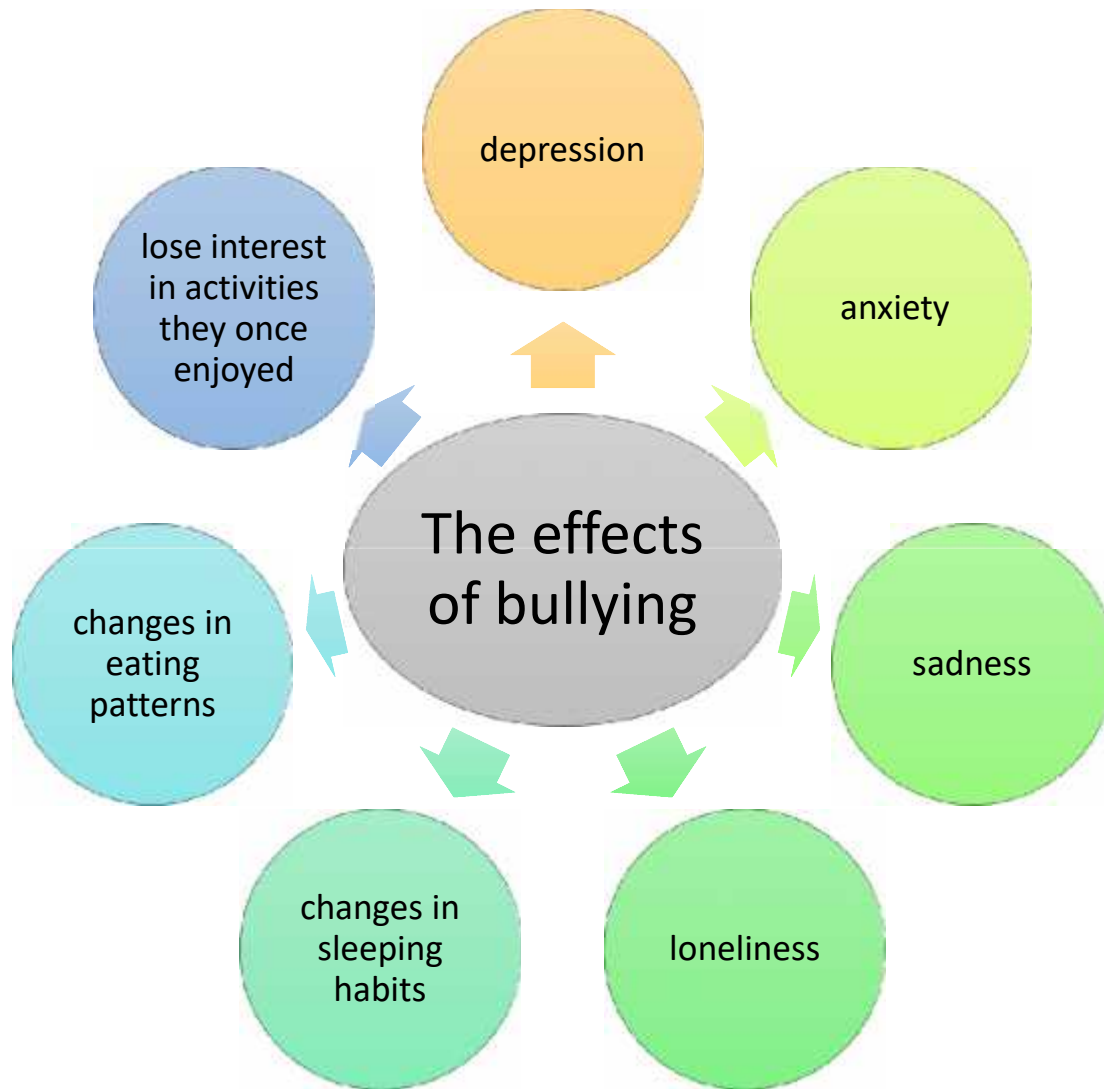
- Physical bullying
- Verbal bullying
- Social bullying
- Cyber bullying

## **CONFIDENT BULLYING**

- Likes to feel superior
- Has a big ego
- Tendency towards violence
- Shows no empathy for others
- May be admired by others, but has few close friends

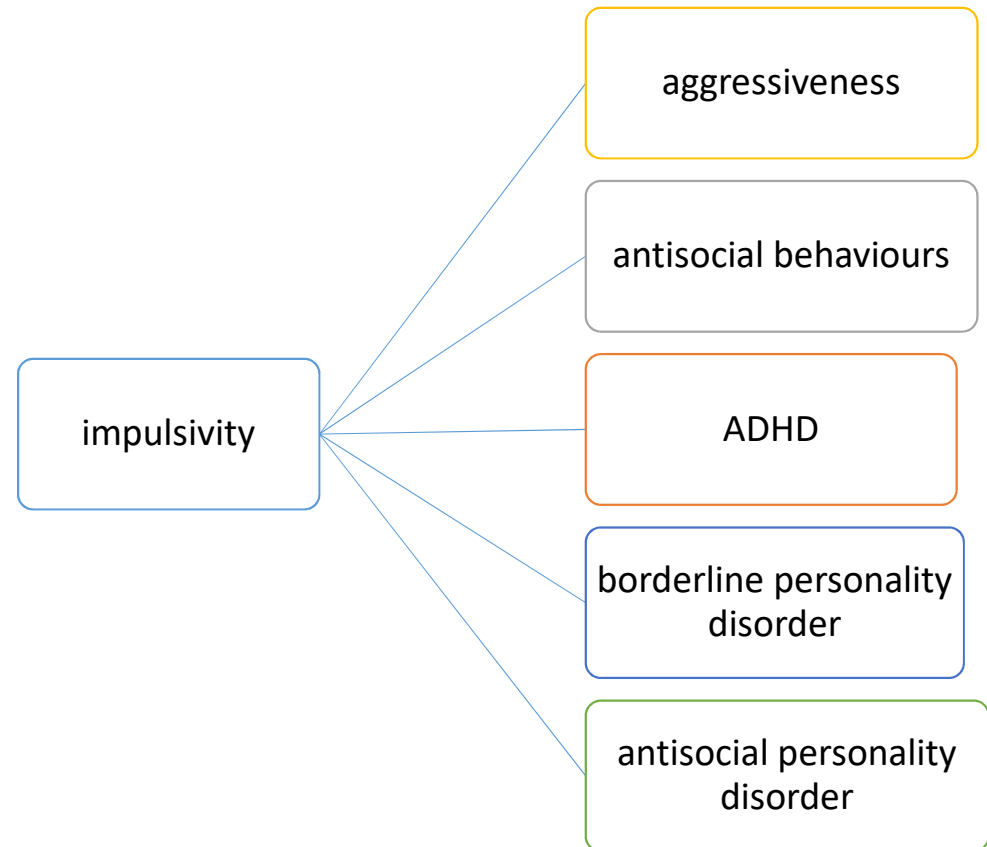


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## The relationship between trait impulsivity and bullying behaviour

- Aggression has two distinct subtypes, impulsive (also known as reactive or hostile) or premeditated (also known as proactive or instrumental) (Yu, et al., 2021).
- As a personality trait with a strong biological foundation, impulsivity was defined as a quick and unplanned response for internal or external stimuli regardless of the negative consequences for an individual or others.



# Impulsivity and aggression

- Comprehensive intervention strategies such as **controlling** the aggressor's impulsivity, **teaching** them to **channel** their anger, creating a **supportive** and nurturing school and neighbourhood **environment** as well as providing **psychological support and services** for victims of violence are needed.



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## Baroncelli (2022) study on bullying in teenagers

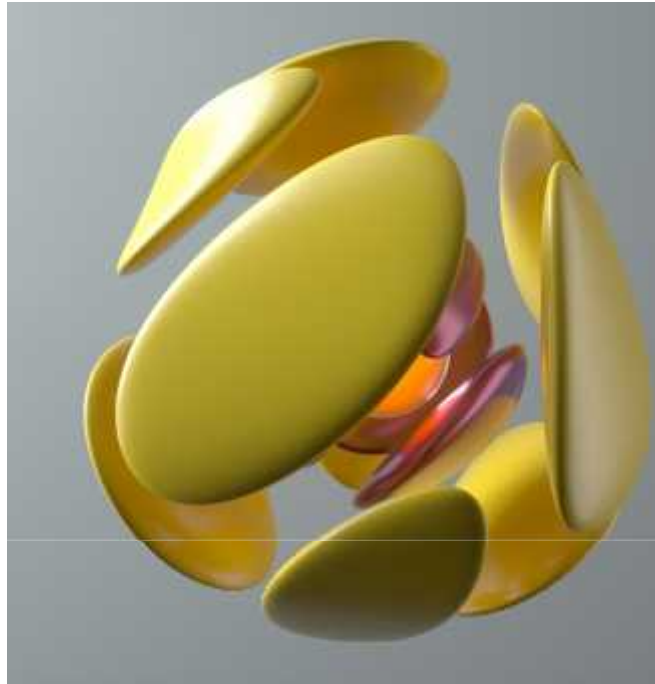
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- The triarchic model of psychopathy includes a **disinhibition** dimension related to externalizing outcomes, a **meanness** dimension pertaining to callous-unemotional traits, and a **boldness** dimension referring to emotional stability and high confidence in peer relationships.
- Bullying is distinguished from other forms of aggression by (a) its proactive and goal-directed nature and (b) its repetitive infliction on victims unable to defend themselves (Salmivalli, 2010).

## *Exercise* How do you behave when you are intimidated?

- *We will work in dyads.*
- Please find a partner and decide who will be the aggressor first and who will be the aggressed.
- The aggressor will look for a real-life example and give a cutting retort to the aggressor.
- For example: Why are you dressed like that? Can't you see your blouse is too tight?
- The aggressor will look for ways to steamroll.
- For example: I agree, nowadays people wear loose-fitting tops.





What was the purpose of this exercise?

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## Exercise 2 Vulnerabilities targeted by aggressors

- Do this exercise first individually, then in teams of 2.
- Team up with another person, not the one from the previous exercise.
- Complete the **worksheet** on the next slide individually, then discuss your **vulnerable 'buttons'** with a group member.



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**Vulnerabilities targeted by aggressors**

No one can upset you, we are responsible for our own anger! No one is allowed to push your buttons! Don't make them so accessible. Don't make them so accessible.

Instructions: Note the buttons we let others push that cause us emotional discomfort. Then write down how you can change your current way of reacting.

***VULNERABLE BUTTONS***

Example: I get angry when someone makes comments about my weight.

Changed reaction: .....

My example:

Changed reaction:

My colleague's example:

Changed reaction:

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## Exercise 3: The 4 goals of difficult behaviours

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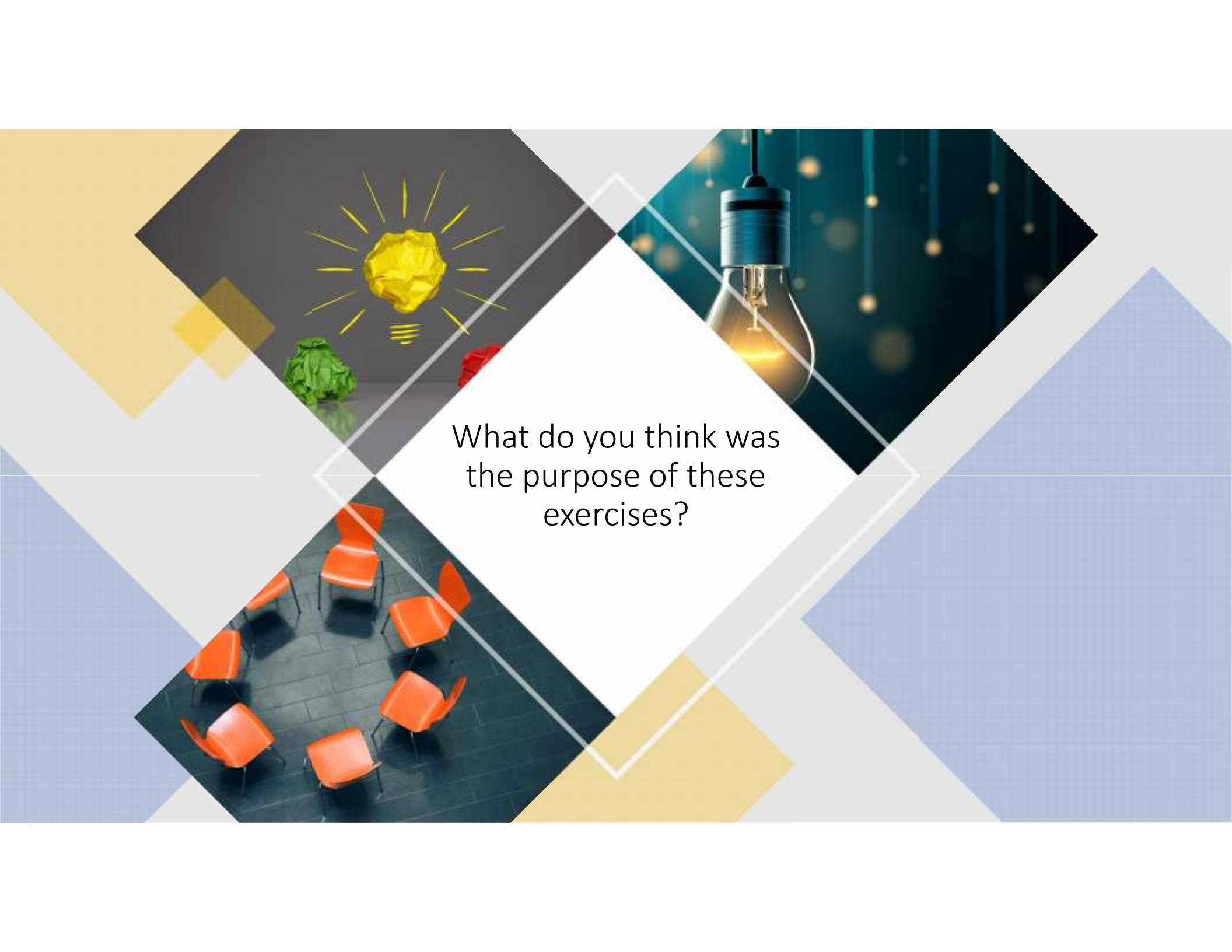
AIM	REASONING	BEHAVIOUR MANAGEMENT METHODS
<b>ATTENTION</b>	I want to be noticed. I like to be the centre of attention. If people pay attention to me, I'm significant.	
<b>POWER</b>	I have ideas about how I want others to be. I have strong feelings about how things should be. I feel best when I am in control.	
<b>REASON</b>	If someone does this to me, then they deserve this behavior! They started it. If someone hurts me, they get hurt. An eye for an eye.	
<b>DISPLAY OF POWERLESSNESS</b>	I'm a loser! There's nothing I can do. No matter how I behave. I can't help it. I can't change.	

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## The Invisible Shield





What do you think was  
the purpose of these  
exercises?

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**Mulțumesc!**  
**Thank you!**  
**მადლობა!**

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