# [Book] Bullying Victimization And Peer Harassment A Handbook Of Prevention And Intervention Haworth School Psychology

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Bullying, Victimization, and Peer Harassment-Charles A Maher 2014-02-25 A comprehensive examination of theory, research, prevention and intervention, and professional practice issues - in one source. Teasing, shunning, and bullying can have serious detrimental effects on both victim and perpetrator. Bullying, Victimization, and Peer Harassment: A Handbook of Prevention and Intervention comprehensively gathers emerging research, theory, and effective practice on this subject into one invaluable source. This thorough review of a wide spectrum of innovative, evidence-based practices targets the complex problems of victimization, peer harassment, and bullying in our schools. Interventions range from individuals and their peers to broad, systems-level change within schools and communities. The challenge of prevention is also explored, using the latest studies as a practical foundation. Suggestions are provided detailing effective strategies to make changes in the culture within schools while offering directions for future research and practice. Bullying, Victimization, and Peer Harassment discusses research on current intervention programs now in place that, until now, has never been evaluated. Several of the studies address middle school issues and multi-ethnic populations, including those from the United States, Canada, and Europe. Peer sexual harassment and dating-related aggression are examined that includes and goes beyond traditional views of bullying and peer intimidation. This valuable handbook provides concise yet extensive information on the most current theory, empirical research, practice guidelines, and suggestions for preparing schools for programmatic initiatives. Topics in Bullying, Victimization, and Peer Harassment include: theory and conceptual issues in victimization, bullying, and peer harassment assessment results from a four-year longitudinal study on peer victimization in early adolescents youth perceptions toward bullying high school students' victimization profiles immigrant children and victimization evaluating an adolescent violence prevention program a school-based intervention program peer group intervention interventions for victims multiple perspectives involving sexual harassment school-wide approaches to prevention and intervention and much more! Bullying, Victimization, and Peer Harassment is a crucial resource for researchers and mental health professionals who work in schools and who work with children and their families, such as school psychologists, counselors, clinical child psychologists, social workers, and community psychologists.

Peer Harassment in School-Jaana Juvonen 2001-03-09 Which students become the targets of aggressive behavior, and why? What are the psychological and health consequences of victimization? What can school professionals do to help? This volume presents the latest psychological research on chronically victimized children and adolescents. Chapters review conceptual and methodological issues, identify developmental differences in types of harassment, and explore reaction patterns associated with victimization.

Measuring Bullying Victimization, Perpetration, and Bystander Experiences-Merle E. Hamburger 2014-05-12 Bullying, particularly among school-age children, is a major public health problem both domestically and internationally (Nansel, Craig, Overpeck, Saluja, & Ruan, 2004). Current estimates suggest that nearly 30% of American adolescents reported at least moderate bullying experiences as the bully, the victim, or both. Specifically, of a nationally representative sample of adolescents, 13% reported being a bully, 11% reported being a victim of bullying, and 6% reported being both a bully and a victim (Nansel et al., 2001).

Bullying, Peer Harassment, and Victimization in the Schools-Joseph Zins 2013-04-15 Bullying and harassment threaten academic achievement and mental health in our schools. Look beyond your work with individual students to address these problems in their larger context! This book presents enlightening empirical studies and reviews of the literature on peer harassment, bullying, and victimization. Designed to expand our knowledge and understanding of these topics, Bullying, Peer Harassment, and Victimization in the Schools: The Next Generation of Prevention documents the widespread nature of the phenomena both inside and outside the United States, identifies risk and protective factors, and provides practitioners with specific, evidence-based guidelines for effective preventive action. From the editors: The problem of bullying, peer harassment, and victimization is a serious one in our schools. It greatly affects the climate for learning and productivity and the emotional health of students and staff. This book presents empirical data and theoretical and legal case reviews to show how pervasive and serious these problems are and how they threaten both academic achievement and mental health within many of our schools. Taking a longitudinal and developmental perspective, the authors begin to outline the next generation of research in this field that will shape knowledge and practice for the next few decades. For practitioners, the book is a call to action, particularly at the school-wide level, focusing on reducing the substantial social/emotional harm done to perpetrators, bystanders, and especially, victims. Bullying, Peer Harassment, and Victimization in the Schools provides vital information on: what mental health professionals can do to prevent and respond to sexual harassment in schools the relationship between middle-school adjustment and bullying aggressive behavior and friendship patterns in immigrant children school-based intervention strategies the relationship between the cultures of childhood and sexual harassment—from developmental, domestic violence, and legal perspectives risk factors and protective factors affecting victimization and more! It has been estimated that bullying affects more than half of the students in American schools. This book can add significantly to your ability to combat and prevent this pervasive problem. Use it to improve the quality of education received by students in your community!

Preventing Bullying Through Science, Policy, and Practice-National Academies of Sciences, Engineering, and Medicine 2016-09-14 Bullying has long been tolerated as a rite of passage among children and adolescents. There is an implication that individuals who are bullied must have "asked for" this type of treatment, or deserved it. Sometimes, even the child who is bullied begins to internalize this idea. For many years, there has been a general acceptance and collective shrug when it comes to a child or adolescent with greater social capital or power pushing around a child perceived as subordinate. But bullying is not developmentally appropriate; it should not be considered a normal part of the typical social grouping that occurs throughout a child's life. Although bullying behavior endures through generations, the milieu is changing. Historically, bulling has occurred at school, the physical setting in which most of childhood is centered and the primary source for peer group formation. In recent years, however, the physical setting is not the only place bullying is occurring. Technology allows for an entirely new type of digital electronic aggression, cyberbullying, which takes place through chat rooms, instant messaging, social media, and other forms of digital electronic communication. Composition of peer groups, shifting demographics, changing societal norms, and modern technology are contextual factors that must be considered to understand and effectively react to bullying in the United States. Youth are embedded in multiple contexts and each of these contexts interacts with individual characteristics of youth in ways that either exacerbate or attenuate the association between these individual characteristics and bullying perpetration or victimization. Recognizing that bullying behavior is a major public health problem that demands the concerted and coordinated time and attention of parents, educators and school administrators, health care providers, policy makers, families, and others concerned with the care of children, this report evaluates the state of the science on biological and psychosocial consequences of peer victimization and the risk and protective factors that either increase or decrease peer victimization behavior and consequences.

Building Capacity to Reduce Bullying-National Research Council 2014-08-26 Bullying - long tolerated as just a part of growing up - finally has been recognized as a substantial and preventable health problem. Bullying is associated with anxiety, depression, poor school performance, and future delinquent behavior among its targets, and reports regularly surface of youth who have committed suicide at least in part because of intolerable bullying. Bullying also can have

harmful effects on children who bully, on bystanders, on school climates, and on society at large. Bullying can occur at all ages, from before elementary school to after high school. It can take the form of physical violence, verbal attacks, social isolation, spreading rumors, or cyberbullying. Increased concern about bullying has led 49 states and the District of Columbia to enact anti-bullying legislation since 1999. In addition, research on the causes, consequences, and prevention of bullying has expanded greatly in recent decades. However, major gaps still exist in the understanding of bullying and of interventions that can prevent or mitigate the effects of bullying. Building Capacity to Reduce Bullying is the summary of a workshop convened by the Board on Children, Youth, and Families of the Institute of Medicine and National Research Council in April 2014 to identify the conceptual models and interventions that have proven effective in decreasing bullying, examine models that could increase protective factors and mitigate the negative effects of bullying, and explore the appropriate roles of different groups in preventing bullying. This report reviews research on bullying prevention and intervention efforts as well as efforts in related areas of research and practice, implemented in a range of contexts and settings, including schools, peers, families, communities, laws and public policies, and technology. Building Capacity to Reduce Bullying considers how involvement or lack of involvement by these sectors influences opportunities for bullying, and appropriate roles for these sectors in preventing bullying. This report highlights current research on bullying prevention, considers what works and what does not work, and derives lessons learned.

Bullying in American Schools-Dorothy L. Espelage 2004-02-04 Much of our knowledge about bullying behaviors comes from research conducted over the past several decades in Europe, Australia, and Canada. Until the past decade, research in the United States has lagged behind our European, Australian, and Canadian counterparts. This book seeks to fill this void by forwarding research on bullying across contexts conducted with American participants. This book is an exciting compilation of research on bullying in school-aged youth conducted across the United States by a representative group of researchers, including developmental, social, counseling, school, and clinical psychologists. As such, it presents a picture of the complexity of bullying behaviors and offers suggestions for using data-based decision-making to intervene and reduce bullying behaviors in our nation's schools. Given the complexity of bullying and victimization, this book gives guidance for schools as they develop prevention and intervention programming for bullying. Providing a source through which school administrators can utilize the research findings, the book is divided into five parts. Part I illustrates the importance of individual characteristics across bully-victim subtypes. Part II addresses how peer groups relate to bullying across the school years. Part III explores how teachers and classrooms influence bullying and aggression during the school years. Part IV implicates ecological systems in fostering and maintaining bullying in schools. It also highlights the potential for these systems to work in combating bullying. Part V focuses on specific aspects of prevention and intervention planning.

Bullying, Peer Harassment, and Victimization in the Schools-Maurice J. Elias 2003 Presents an analysis of research on harassment, bullying, and victimization, and documents this type of harassment both inside and outside the United States.

Preventing and Treating Bullying and Victimization-Eric Vernberg 2010-03-25 Research evidence on bully-victim problems has accumulated rapidly in recent years. From this, there is little doubt that prolonged involvement in bullying, as a perpetrator, victim, or, not uncommonly, as both a perpetrator and target of bullying, conveys risk for many aspects of development. As in many emerging areas of psychological science, diverse research efforts evolved more or less independently, producing a very large and rich body of knowledge, but making it difficult to gain a comprehensive, integrated view of the overall evidence base. Preventing and Treating Bullying and Victimization looks across the sometimes disparate perspectives from school, clinical, and developmental researchers and professionals with an eye towards describing and integrating current knowledge into a guide for evidence-based practices and further research. The authors offer new directions for understanding this complex problem and for enhancing intervention approaches. This edited book is comprised of three sections: Theoretical Perspectives, Assessment and Intervention, and Recommendations for Policy, Practice, and Research. It is of interest to a number of professions and disciplines including clinical, developmental, counseling, and school psychologists, social workers, school administrators and educators, and public officials involved in setting policies.

Kids Online-Sonia M. Livingstone 2009-09-30 As children spend more time online there are increasing questions about its social implications and consequences. The risks they face and the proposed solutions are all subject to continual change. This book which reports on the findings of the EU Kids Online project is a vital resource in today's rapidly changing internet environment.

Health and Academic Achievement-Blandina Bernal-Morales 2018-09-19 Emotional, physical and social well-being describe human health from birth. Good health goes hand in hand with the ability to handle stress for the future. However, biological factors such as diet, life experiences such as drug abuse, bullying, burnout and social factors such as family and community support at the school stage tend to mold health problems, affecting academic achievements. This book is a compilation of current scientific information about the challenges that students, families and teachers face regarding health and academic achievements. Contributions also relate to how physical activity, psychosocial support and other interventions can be made to understand resilience and vulnerability to school desertion. This book will be of interest to readers from broad professional fields, non-specialist readers, and those involved in education policy.

Is Peer Victimization at School Associated to Emotional Problems Among Adolescents Living in a Low-income Brazilian City?-Isabel A. Bordin 2017 Objectives: To verify if peer victimization at school is associated with emotional problems among adolescents. Background and aims: Peer victimization encompasses two concepts: peer aggression and bullying. Peer aggression includes physical aggression, verbal harassment and/or social manipulation. Bullying requires victims to feel hurt or harmed by the aggressor. The study aims to verify if peer aggression and bullying are associated with emotional problems.Materials and methods: A Norwegian-Brazilian collaborative study investigated a probabilistic community-based sample of 1,409 6-to-15-year olds at baseline (response rate=87.8%). Trained interviewers applied a semi-structured questionnaire to mothers of all adolescents (n=720, 11-15 years) and to 680 (94.4%) adolescents. This study analyses data reported by in-school adolescents (n=669) and by mothers of 709 adolescents since 11 adolescents were out of school in the past six months. The Strengths and Difficulties Questionnaire (SDQ) was applied to adolescents to identify clinical emotional problems. Multivariable logistic regression models investigated the unique contribution of peer victimization (bullying victimization perceived by adolescents and mothers and adolescent-reported peer aggression at school) when taking into account severe physical punishment by parents and community violence victimization among a variety of potential risk and protective factors informed by mothers and/or adolescents. Results: Among adolescents who reported exposure to peer aggression at school, only 20.0% (13.1-29.4%) considered themselves victims of bullying. Self-perceived bullying victimization but not suffering peer aggression was associated with adolescent-reported emotional problems.Conclusions: Results suggest that feeling hurt or harmed when suffering peer aggression at school influences the development of emotional problems among adolescents.

Bullying and Victimization Across the Lifespan-Paul R. Smokowski 2019-06-29 This book examines bullying and victimization at different points across the lifespan, from childhood through old age. It examines bullying at disparate ecological levels, such as within the family, in school, on the internet, at the work place, and between countries. This volume explores the connections between variations of bullying that manifests in multiple forms of violence and victimization. It also describes how bullying dynamics can affect individuals, families, and communities. Using a universal definition of bullying dynamics, chapters discuss bullying roles during different developmental periods across the lifespan. In addition, chapters review each role in the bullying dynamic and discuss behavioral health consequences, prevention strategies, and ways to promote restorative justice to decrease the impact of toxic bullying behaviors on society. The book concludes with recommendations for possible solutions and prevention suggestions. Topics featured in this book include: Mental health and the neurobiological impacts of bullying. The prevalence of bystanders and their behavior in bullying dynamics. The relationship between traditional bullying and cyberbullying. How bullying causes trauma. Sibling violence and bullying. Bullying in intimate partner relationships. Elder abuse as a form of bullying. Why bullying is a global public health concern. Bullying and Victimization Across the Lifespan is a must-have resource for researchers, professors, clinicians, and related professionals as well as graduate students in clinical child, school, and developmental psychology, social work, public health, and family studies as well as anthropology, social psychology, sociology, and criminology.

Family, Bullying and Cyberbullying-Raul Navarro Olivas 2019-06-24 Despite the significant decrease in bullying that has been reported in many countries during the last two decades, bullying continues to be a significant problem among young people. Given the increase of internet use among youth, researchers have started to pay attention to cyberspace, understanding that it may be a fertile ground for bullying behaviors, specifically, what is known as cyberbullying. "Family, Bullying and Cyberbullying" examines the association of several family variables with bullying in offline and online environments during childhood and adolescence. Contributors from the Americas, Canada, Asia, and Europe offer cutting-edge research on family dynamics, bystander behaviors, parents' and educators' perceptions, and bullying and cyberbullying prevention and intervention strategies of bullying for school and home. This book also provides an analysis of the current research on the influence of family in the electronic bullying. Research topics included in the book: 1) Parental education and bullying and cyberbullying; 2) Parental monitoring and cyberbullying; 3) Parental communication and feelings of affiliation; 4) Student and educator perspective on cyberbullying; 5) Parents' responses to bullying; 6) Parental mediation and bystander behaviors; 7) Development of scales to measure cyberbullying and high internet risks. "Family, Bullying and Cyberbullying" is an essential resource for researchers, graduate students, families, and practitioners in social education, social work, teacher education, and psychology.

Prevalence of Exposure to Peer Aggression at School and Self-perceived Bullying Victimization Among Low-income Adolescents: The Influence of Sex-Isabel A. Bordin 2017 Objectives: To estimate the prevalence of exposure to peer aggression and self-perceived bullying victimization by sex. Background and aims: Boys usually suffer more peer aggression than girls. The study aims to verify if interpretation of aggression as bullying may vary by sex. Materials and methods: A cross-sectional study conducted in Itaborau00ed-RJ interviewed 669 in-school adolescents (11-15 years) from a population-based sample of 720. A 15-item scale investigated exposure to peer physical aggression, verbal harassment and/or social manipulation more than once in the last six months. After defining bullying (when one or more school peers are repeatedly doing bad things to you such as name-calling, threatening, hitting, spreading rumours about you, excluding you from the group or teasing you to hurt your feelings), one question was asked: u201cHow often have you been bullied in the past six months?u201d More than once a week/almost every day characterized repeated exposure. Results: Prevalence of exposure to one or more peer aggression events was higher among boys (28.2%) than among girls (15.9%). Boys suffered more physical aggression (11.8% vs. 5.9%) and more verbal harassment (22.8% vs. 12.8%) than girls. The prevalence of social manipulation was similar among boys (13.1%) and girls (9.7%). Similar rates of boys (5.3%) and girls (5.6%) considered themselves victimized by bullying. Among those who did not consider themselves victims of bullying, boys suffered more peer aggression than girls (25.3% vs. 12.1%). Conclusion: Boys were more exposed to peer aggression than girls, but girls more easily interpreted the violence suffered as bullying.

Peer-To-Peer Bullying and Harassment-Audrey Robbins 2015 Many Members of Congress have become increasingly concerned about what can be done to address student bullying. This concern has arisen in response to high-profile bullying incidents that have occurred in recent years, and due to a growing body of research on the negative consequences of school bullying. This book focuses on the government's efforts to enforce federal civil rights laws with respect to peer-to-peer violence based on race, national origin, sex, disability, religion, and sexual orientation or gender identity.

Bullying Prevention and Intervention-Susan M. Swearer 2012-09-26 Grounded in research and extensive experience in schools, this engaging book describes practical ways to combat bullying at the school, class, and individual levels. Step-by-step strategies are presented for developing school- and districtwide policies, coordinating team-based prevention efforts, and implementing targeted interventions with students at risk. Special topics include how to involve teachers, parents, and peers in making schools safer; ways to address the root causes of bullying and victimization; the growing problem of online or cyberbullying; and approaches to evaluating intervention effectiveness. In a large-size format with convenient lay-flat binding, the book features helpful reproducibles, concrete examples, and questions for reflection and discussion. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Contemporary Perspectives on Research on Bullying and Victimization in Early Childhood Education-Olivia Saracho 2016-09-01 While the research on bullying and peer victimization has increased considerably over the past 20 years, a number of studies are emerging that document mixed results of bullying and prevention programs. During the last decades, several special issues devoted to research on bullying and victimization have been published in national and international scholarly journals. Based on the increase of published articles on bullying and victimization in journals, textbooks, government reports, and documents in professional organizations, it is timely for a special volume on research on bullying and victimization to appear in the series on Contemporary Perspectives in Early Childhood Education. The purpose of this volume is to share a collection of research strands on bullying and victimization of young children. It describes the historical roots and suggests anti?bullying programs and strategies to decrease bullying and victimization. The bullying and victimization volume can be a valuable tool to researchers who are conducting studies in that area. It focuses on important historical and contemporary issues on bullying and victimization in early childhood education (ages 0 to 8) to provide the information necessary to make judgments about these issues. It also motivates and guides researchers to explore gaps on research on bullying and victimization.

Development of Psychopathology-Benjamin L. Hankin 2005-03-23 Edited by Benjamin L. Hankin and John R. Z. Abela, Development of Psychopathology: A Vulnerability-Stress Perspective brings together the foremost experts conducting groundbreaking research into the major factors shaping psychopathological disorders across the lifespan in order to review and integrate the theoretical and empirical literature in this field. The volume editors build upon two important and established research and clinical traditions: developmental psychopathology frameworks and vulnerability-stress models of psychological disorders.

The Wiley Handbook on the Psychology of Violence-Carlos A. Cuevas 2016-01-21 The Wiley Handbook on the Psychology of Violence features a collection of original readings, from an international cast of experts, that explore all major issues relating to the psychology of violence and aggressive behaviors. Features original contributions from an interdisciplinary cast of scholars - leading experts in their fields of study Includes the latest violence research – and its implications for practice and policy Offers coverage of current issues relating to violence such as online violence and cybercriminal behavior Covers additional topics such as juvenile violence, sexual violence, family violence, and various violence issues relating to underserved and/or understudied populations

Scale Development-Robert F. DeVellis 2016-03-30 In the Fourth Edition of Scale Development, Robert F. DeVellis demystifies measurement by emphasizing a logical rather than strictly mathematical understanding of concepts. The text supports readers in comprehending newer approaches to measurement, comparing them to classical approaches, and grasping more clearly the relative merits of each. This edition addresses new topics pertinent to modern measurement approaches and includes additional exercises and topics for class discussion.

The Dark Side of Close Relationships II-William R. Cupach 2010-09-13 The Dark Side of Close Relationships II is a completely new and up-to-date version of the original volume published in 1998, featuring new topics and authors. The volume showcases cutting-edge work on important topics by prominent scholars in multiple disciplines. It sheds light on the paradoxical, dialectical, and mystifying facets of human interaction, not merely to elucidate dysfunctional relationship phenomena, but to help readers explore and understand it in relation to a broader understanding about relationships. As previous Dark Side investigations have revealed, negative or dysfunctional outcomes can occur in relationships even though positive and functional ones are expected, and at the same time, positive silver linings are often found in some dark relational clouds. Such nuanced approaches are needed to better account for the complexity of close relationships. A unique and provocative collection, this volume will appeal to relationship researchers in communication, social psychology, family studies, and sociology.

Bullying at School-Dan Olweus 2013-05-30 Bullying at School is the definitive book on bullying/victim problems in school and on effective ways of counteracting and preventing such problems.

Handbook of Bullying in Schools-Shane R. Jimerson 2010 Review: "The Handbook of Bullying in Schools: An International Perspective provides a comprehensive review and analysis of what is known about the worldwide bullying phenomena. It is the first volume to systematically review and integrate what is known about how cultural and regional issues affect bullying behavior and its prevention." "It draws on insights from scholars around the world to advance our understanding of theoretical and empirical foundations for understanding bullying; assessment and measurement of bullying; and research-based prevention and intervention methods." "Key features include the following:

Comprehensive - 41 chapters bring together conceptual, methodological, and preventive findings from this loosely coupled field of study, thereby providing a long-needed centerpiece around which the field can continue to grow in an organized and interdisciplinary manner; Approximately 40% of the chapters deal with bullying assessment, prevention, and intervention efforts outside the USA; Chapter Structure - To provide continuity, chapter authors follow a common chapter structure: overview, conceptual foundations, specific issues or programs, and a review of current research and future research needs; Implications for Practice - A critical component of each chapter is a summary table outlining practical applications of the foregoing research; and Expertise - The editors and contributors include leading researchers, teachers, and authors in the bullying field, most of whom are deeply connected to organizations studying bullying around the world."

Bullying-Cheryl E. Sanders 2004 In recent years there have been an increasing number of incidents where children have either perpetrated or been the victims of violence in the schools. Often times the children who perpetrated the violence had been the victims of school bullying. If bullying once was a matter of extorting lunch money from one's peers, it has since escalated into slander, sexual harassment, and violence. And the victims, unable to find relief, become depressed and/or violent in return. Despite all the media attention on recent school tragedies, many of which can be traced to bullied children, there has been little in the way of research-based books toward understanding why and how bullying occurs, the effects on all the individuals involved and the most effective intervention techniques. Summarizing research in education, social, developmental, and counseling psychology, Bullying: Implications for the Classroom examines the personality and background of both those who become bullies and those most likely to become their victims, how families, peers, and schools influence bullying behavior, and the most effective interventions in pre-school, primary and middle schools. Intended for researchers, educators, and professionals in related fields, this book provides an international review of research on bullying. KEY FEATURES: * Presents practical ideas regarding prevention/intervention of bullying * Covers theoretical views of bullying * Provides an international perspective on bullying * Discusses bullying similarities and differences in elementary and middle school * Presents practical ideas regarding prevention/intervention of bullying * Provides an international perspective on bullying * Outlines information regarding bullying during the elementary and middle school years * Covers theoretical views of bullying * Presents

new approaches to explaining bullying * Contributing authors include internationally known researchers in the field

Bullying in Youth Sports Training-Miguel Nery 2020-02-13 Based on an extensive national research project with global relevance, this pioneering volume draws on unique data on bullying in youth sports training collected from both athletes and coaches using a variety of methodological approaches. Nery, Neto, Rosado and Smith use this research to establish a baseline of the prevalence of bullying among young male athletes, offering evidence-based strategies for prevention and providing a solid theoretical basis for the development of anti-bullying intervention programs. Bullying in Youth Sports Training explores how often bullying occurs, how long it lasts, where and when bullying takes place, the coping strategies used by victims, and the individual roles of victims, bystanders and bullies. It provides new insights into theories of youth sport bullying and highlights the particular characteristics specific to bullying in sport. The backgrounds of bullies and victims are also explored, as well as the consequences and practical implications of sustained bullying. The book provides both theoretical and practical approaches to bullying in youth sport training, providing anti-bullying guidelines based on the results of the research. The book is essential reading for scholars and students in child development and sport sciences as well as sports coaches and professionals in mental health, education and social work.

Interventions to Reduce Bullying and Cyberbullying-Peter K. Smith 2019-08-02 This book is a printed edition of the Special Issue Interventions to Reduce Bullying and Cyberbullying that was published in IJERPH

Teacher Quality, Instructional Quality and Student Outcomes-Trude Nilsen 2016-09-19 This volume offers insights from modeling relations between teacher quality, instructional quality and student outcomes in mathematics across countries. The relations explored take the educational context, such as school climate, into account. The International Association for the Evaluation of Educational Achievement's Trends in Mathematics and Science Study (TIMSS) is the only international large-scale study possessing a design framework that enables investigation of relations between teachers, their teaching, and student outcomes in mathematics. TIMSS provides both student achievement data and contextual background data from schools, teachers, students and parents, for over 60 countries. This book makes a major contribution to the field of educational effectiveness, especially teaching effectiveness, where cross-cultural comparisons are scarce. For readers interested in teacher quality, instructional quality, and student achievement and motivation in mathematics, the comparisons across cultures, grades, and time are insightful and thought-provoking. For readers interested in methodology, the advanced analytical methods, combined with application of methods new to educational research, illustrate interesting novel directions in methodology and the secondary analysis of international large-scale assessment (ILSA).

Sticks and Stones-Emily Bazelon 2013-02-19 NATIONAL BESTSELLER Being a teenager has never been easy, but in recent years, with the rise of the Internet and social media, it has become exponentially more challenging. Bullying, once thought of as the province of queen bees and goons, has taken on new, complex, and insidious forms, as parents and educators know all too well. No writer is better poised to explore this territory than Emily Bazelon, who has established herself as a leading voice on the social and legal aspects of teenage drama. In Sticks and Stones, she brings readers on a deeply researched, clear-eyed journey into the ever-shifting landscape of teenage meanness and its sometimes devastating consequences. The result is an indispensable book that takes us from school cafeterias to courtrooms to the offices of Facebook, the website where so much teenage life, good and bad, now unfolds. Along the way, Bazelon defines what bullying is and, just as important, what it is not. She explores when intervention is essential and when kids should be given the freedom to fend for themselves. She also dispels persistent myths: that girls bully more than boys, that online and in-person bullying are entirely distinct, that bullying is a common cause of suicide, and that harsh criminal penalties are an effective deterrent. Above all, she believes that to deal with the problem, we must first understand it. Blending keen journalistic and narrative skills, Bazelon explores different facets of bullying through the stories of three young people who found themselves caught in the thick of it. Thirteen-year-old Monique endured months of harassment and exclusion before her mother finally pulled her out of school. Jacob was threatened and physically attacked over his sexuality in eighth grade—and then sued to protect himself and change the culture of his school. Flannery was one of six teens who faced criminal charges after a fellow student's suicide was blamed on bullying and made international headlines. With grace and authority, Bazelon chronicles how these kids' predicaments escalated, to no one's benefit, into community-wide wars. Cutting through the noise, misinformation, and sensationalism, she takes us into schools that have succeeded in reducing bullying and examines their successful strategies. The result is a groundbreaking book that will help parents, educators, and teens themselves better understand what kids are going through today and what can be done to help them through it. Contains a new discussion guide for classroom use and book groups.

Handbook of School Violence and School Safety-Shane Jimerson 2012-03-12 The Handbook of School Violence and School Safety: International Research and Practice has become the premier resource for educational and mental health professionals and policymakers seeking to implement effective prevention and intervention programs that reduce school violence and promote safe and effective schools. It covers the full range of school violence and safety topics from harassment and bullying to promoting safe, secure, and peaceful schools. It also examines existing school safety programs and includes the multi-disciplinary research and theories that guide them. Examinations of current issues and projections of future research and practice are embedded within each chapter. This volume maps the boundaries of this rapidly growing and multidisciplinary field of study. Key features include... Comprehensive Coverage – The chapters are divided into three parts: Foundations; Assessment and Measurement; Prevention and Intervention Programs. Together they provide a comprehensive review of what is known about the types, causes, and effects of school violence and the most effective intervention programs that have been developed to prevent violence and promote safe and thriving school climates. Evidence-based Practice – Avoiding a one-size-fits-all approach to prevention and intervention, the focus throughout is on the application of evidence-based practice to address factors most commonly associated with school violence and safety. Implications for Practice – Each chapter bridges the research-to-practice gap, with a section delineating implications for practice of the foregoing research. Chapter Structure – To ensure continuity and coherence across the book, each chapter begins with a brief abstract and ends with a table showing the implications for practice. International Focus – Acknowledging the fact that school violence and safety is a global concern, this edition has increased its focus on insights learned from cross-national research and practice outside the USA. Expertise – The editors and authors are experienced researchers, teachers, practitioners, and leaders in the school violence field, their expertise includes their breadth and depth of knowledge and experience, bridging research, policy, and practice and representing a variety of international organizations studying school violence around the world.

The final report and findings of the safe school initiative : implications for the prevention of school attacks in the United States-

Bullying in Schools-Peter K. Smith 2004-10-21 A comparative account carried out by educationalists and researchers of the major intervention projects against school bullying since the 1980s.

Bullying Beyond the Schoolyard-Sameer Hinduja 2014-09-25 The #1 cyberbullying prevention book just got better! Cyberbullying occurs when three main components intersect: teens, technology, and trouble. Now in its second edition, this essential guide is completely updated with new research findings and evolving best practices for prevention and response, including: Summaries of recent legal rulings related to teens and technology A plan for educators, parents, students, and law enforcement to work individually and collaboratively to prevent and respond to cyberbullying Useful "breakout boxes" highlighting strategies you can implement

Handbook of Family Violence-Alan S. Bellack 2013-06-29 In the last decade there has been heightened clinical and investigative activity in the area of family violence. This, of course, is partly attributable to recent surveys showing a high incidence of family violence in the United States. For example, there are indications that nearly 30% of married women in this country are victims of physical abuse by spouses at some point in their marriage. Further, FBI statistics show that approximately 13% of all homicides are husband-wife killings. Moreover, it has been projected that such figures are likely to increase over the next several years. Consistent with these trends, funding of family violence research by both federal and private agencies has increased. Indeed, federal agencies, such as the National Institute of Mental Health and the National Institute of Law Enforcement and Criminal Justice, have provided considerable support for work in this area. In addition, family violence, particu larly wifebattering, child abuse, and sexual abuse of children has been the focus of media attention at the national level, and has generated intensive interest in both lay and profes sional publications. Moreover, there have been several recent governmental hearings and investigations regarding the prevalence of these problems.

The Violence and Addiction Equation-Christine Wekerle 2004-08-02 The Violence and Addiction Equation is an empirically based book that bridges the relationship between violence and substance addiction with a focus on the overlap of issues. It is a groundbreaking collection of contributions by prominent clinicians in the field, and the timely chapter's include clinical commentary that identifies and elaborates on points of transfer from theory to clinical practice.

Evidence-Based Practice with Emotionally Troubled Children and Adolescents-Morley D. Glicken 2009-05-11 This book on evidence-based practice with children and adolescents focuses on best evidence regarding assessment, diagnosis, and treatment of children and adolescents with a range of emotional problems including ADHD; Bi-Polar Disorder; anxiety and depression; eating disorders; Autism; Asperger's Syndrome; substance abuse; loneliness and social isolation; school related problems including underachievement; sexual acting out; Oppositional Defiant and Conduct Disorders; Childhood Schizophrenia; gender issues; prolonged grief; school violence; cyber bullying; gang involvement, and a number of other problems experienced by children and adolescents. The psychosocial interventions discussed in the book provide practitioners and educators with a range of effective treatments that serve as an alternative to the use of

unproven medications with unknown but potentially harmful side effects. Interesting case studies demonstrating the use of evidence-based practice with a number of common childhood disorders and integrative questions at the end of each chapter make this book uniquely helpful to graduate and undergraduate courses in social work, counseling, psychology, guidance, behavioral classroom teaching, and psychiatric nursing. Fully covers assessment, diagnosis & treatment of children and adolescents, focusing on evidence-based practices Offers detailed how-to explanation of practical evidence-based treatment techniques Cites numerous case studies and provides integrative questions at the end of each chapter Material related to diversity (including race, ethnicity, gender and social class) integrated into each chapter

Bullycide-Neil Marr 2001

Bullying in Different Contexts-Claire P. Monks 2011-02-03 Bullying has a tendency to be associated with aggression between children in the playground, but bullying and abuse can also be observed in other social settings. Bullying in Different Contexts brings together, for the first time, leading international researchers to discuss these behaviours in a wide range of settings, including preschool, school, the home, residential care, prisons, the workplace and cyberspace. The authors provide background to the different contexts, discuss the impact and types of interpersonal aggression and the characteristics of those involved. A final chapter collates the findings from each context to draw conclusions on the similarities and differences between the behaviours, risk factors for involvement and theoretical approaches to explain bullying. This original volume will further our understanding of bullying and inform preventative and intervention work. The authors seek to show how research from diverse settings may inform our understanding of the bullying phenomenon as a whole.

Counseling Across Cultures-Paul B. Pedersen 2015-01-14 Offering a primary focus on North American cultural and ethnic diversity while addressing global questions and issues, Counseling Across Cultures, Seventh Edition, edited by Paul B. Pederson, Walter J. Lonner, Juris G. Draguns, Joseph E. Trimble, and María R. Scharrón-del Río, draws on the expertise of 48 invited contributors to examine the cultural context of accurate assessment and appropriate interventions in counseling diverse clients. The book's chapters highlight work with African Americans, Asian Americans, Latinos/as, American Indians, refugees, individuals in marginalized situations, international students, those with widely varying religious beliefs, and many others. Edited by pioneers in multicultural counseling, this volume articulates the positive contributions that can be achieved when multicultural awareness is incorporated into the training of counselors.

Bullying Behavior-Corinna Young 2013-10-18 These timely intervention strategies make your school safer for everyone! Bullying Behavior: Current Issues, Research, and Interventions provides the most up-to-date reports on the dynamics of bullying, including who bullies and why, who the victims are, and how depression and anxiety are correlated with bullying. It also presents detailed case studies of successful anti-bullying strategies for both local schools and national campaigns. Drawing on national and international clinical research, this book is indispensable for teachers and school administrators, therapists and child psychologists, social workers, child advocates and counselors, court personnel, probation officers, and education policymakers. Bullying Behavior addresses all the issues of bullying, including: preventing sexual harassment models of bully and victim behavior the roles of dominance and bullying in the development of early heterosexual relationships psychosocial correlates in bullying and victimization peer influences during early adolescence students who are passive observers to the victimization of others

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