

1. Record Nr.	UNINA9910449685603321
Titolo	Bullying [[electronic resource]] : implications for the classroom // edited by Cheryl E. Sanders, Gary D. Phye
Pubbl/distr/stampa	San Diego, : Elsevier/Academic Press, c2004
ISBN	1-280-92708-9 9786610927081 0-08-049058-1 1-4175-5600-5
Descrizione fisica	1 online resource (287 p.)
Collana	Educational psychology series
Altri autori (Persone)	SandersCheryl E PhyeGary D
Disciplina	371.5/8
Soggetti	Bullying in schools - Prevention Bullying - Prevention Classroom management Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Cover; Bullying Implications for the Classroom; Copyright Page; Contents; Contributors; About the Authors; Preface; Acknowledgments; Chapter 1. What is Bullying?; I. Research Attention: National and International; II. Definition of Bullying; III. Types of Aggression Involved in Bullying; IV. Classification of Bullying Roles: A Dyadic Approach; V. Classification of Bullying Roles: A Group Approach; VI. Theoretical Perspectives of Bullying; VII. Conclusions; References; Appendix A; Appendix B; Chapter 2. Who Are The Victims?; I. Classifications of Victims II. Individual Characteristics of Victims III. School-Level Characteristics of Victims; IV. Reactions of Victims; V. Duration of Victimization; VI. The Blurred Boundary Between Victims and Bullies; VII. Theoretical Explanation of the Victim-Bully Cycle; VIII. Overcoming Victimization; References; Chapter 3. A Theoretical Review of Bullying: Can It Be Eliminated?; I. What is Bullying?; II. "Kids Will Be Kids": How Common is Peer Harassment?; III. It Is Our Nature: A Social-Biological/Evolutionary

View of Peer Harassment; IV. Social Dominance Theory Applied to Bullying Behaviors
V. Now Where to We Go: Challenges for Prevention and InterventionVI. Summary; References; Chapter 4. In The Looking Glass: A Reciprocal Effect Model Elucidating The Complex Nature of Bullying, Psychological Determinants, and the Central Role of Self-Concept; I. Introduction; II. Background; III. Self-Concept and Its Role in Bullying Research; IV. The Present Investigation; V. Causal Ordering of Bullying and Being Bullied; VI. The Role of Multiple Dimensions of Self-Concept and Depression in the Causal Ordering of Bullying and Being a Victim; VII. General Discussion
VIII. Implications and SummaryReferences; Appendix; Chapter 5. The Bully in the Family: Family Influences on Bullying; I. The Framework of Descriptive Psychology; II. How Do We Define Bullying? Let Us Count the Ways; III. Bullying from a Descriptive Psychology Standpoint; IV. Achievement Descriptions as Partial Behavior Descriptions: Understanding The Behavior of the Bully; V. Actor, Observer, Critic: Three Ways to Understand the Behavior of Bullies; VI. Bullying and Status: How to Get It and How to Keep It; VII. The Bully in the Family; VIII. The Bully's Status in the Family; References
Chapter 6. Peer InfluencesI. Children's Needs and Rights: Introduction; II. The Role of the Bystander in School Bullying; III. What is Peer Support?; IV. Theory of Mind and Close Relationships; V. Successfully Implemented Programs in Schools; VI. Conclusion; References; Chapter 7. Schools and Bullying: School Factors Related to Bullying and School based Bullying Interventions; I. Introduction; II. Previous Research on School Factors Related to Bullying; III. School-Based Interventions to Prevent Bullying; IV. Conclusion; References; Chapter 8. Bullying During Middle School Years
I. Introduction

Sommario/riassunto

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
