Content

The “Bullying in School: an Overview of Types, Effects, Family Characteristics, and Intervention Strategies,” by Paul R. Smokowsky and “Kelly Holland Kopasz present an informative section about bullying. The source offers explanations for bullying, characteristics, effects, and prevention of school bullying. According to empirical researches presented by Smokowsky and Kopasz, bullying has serious and negative, short and long-term effects on both bullies and victims. The authors present programs and strategies developed to prevent bullying and promote students’ safe and respect in schools. Certain strategies, for instance, encourage others students to help victims, and promote parents and adults to fully participate in fighting bullying. Finally, the article also discusses the implications on implementing such projects in the schools’ curriculum.

Reaction

Besides giving me an overview of the bullying subject, this article is a consistent source that will help me to add valuable information and to enhance the foundation of my writing. I will use this source to emphasize they key points about bullying, including its definition, reasons,
effects, and intervention. As a victim of bullying when I was in seventh and eighth grade, I now have the opportunity to explore this subject in all of its spheres, and understand many factors related to it, such as the reasons why kids are inclined to bullying; maybe understanding the background of these kids will help me fight against pre-conceived ideas about bullies, as well as to cope with the effects that I now realize are reflections of experiencing bullying in the past. I also want to evaluate and compare what I already now with what has been researched and studied on this matter and, as a result, educate myself and those who have encountered difficulties in dealing with bullying. For instance, there is a Mexican family in Mulberry that might serve as an excellent model for this writing. Juana, who is in middle school, is always complaining that African-American kids often tease her regard to her race and long hair. She says that they call her “Pocahontas,” “bean-eater,” “wet-back,” and that constantly tell her, “you should go back to Mexico.” As she talks, she tries to hide her frustration laughing, but I can see her eyes in tears. Her young brother, who is in elementary school, doesn’t seem to have problems, but fears going to middle school. As an outsider, I can only listen. I don’t really know what to say to help them. I am thinking of including an interview with Juana and José in my writing.

I am particularly interested in learning about the programs that researchers have developed to deal with bullying. According to Smokowsky and Kopasz, anti-bullying programs and projects, are associated with significant reduction in bullying. There are also programs available to help coping with victimization. However, such programs have not yet been formally evaluated. I wonder why and if it has anything to do with states’ authorities. Many states have already implemented anti-bullying programs and projects in schools. I would like to comprehend the reasons why only a relative small number of states have implemented laws requiring anti-
bullying programs if the problem countrywide requires attention.

Quotes

“Bullying can be considered the most prevalent form of youth violence and may escalate into extremely serious forms of antisocial behavior” (Smokowsky and Kopasz).

“Generally, bullies’ parents are hostile, rejecting, and indifferent to their children. The father figure in these homes is usually weak, if present at all, and the mother tends to be isolated and may have a permissive parenting style” (qtd. in Smokowsky and Kopasz).

“Many bullies experience mental health difficulties. One study found that, among bullies, nearly one-third had attention-deficit disorder, 12.5 percent had depression, and 12.5 percent had oppositional-conduct disorder” (qtd. in Smokowsky and Kopasz).

“In addition, studies have found that by age 30 bullies were likely to have more criminal convictions and traffic violations than their less-aggressive-peers” (qtd. in Smokowsky and Kopasz).

“Initially implemented in Norway, researchers reported that the program was associated with substantial reduction, by 50 percent or more, in the frequency with which students reported being bullied and bullying others” (qtd. in Smokowsky and Kopasz).