

Scholar bullying

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Bullying / Mobbing / Cyberbullying-Conceptual delimitation

- The word **Bullying**-at this point, it is not an exact translation of this word, being a borrowed term to point aggressive situations initiated by a person in real life contexts involving inter-human interaction (at school, in the family, at work, etc.).
- If aggression is initiated by a group of people (and not by one person), the used term is **Mobbing**. However, specialists associate Mobbing with harassment at the workplace (directly related to the specific environment in which the action takes place and not to the number of people initiating the action).
- If harassment and aggression occur in the virtual environment, the used term is **Cyberbullying**.

Characteristics of Bullying

- Intentional behavior of a person-the aggressor, who focuses on another person- the target, who he hurts, intimidates, harasses, persecutes, repeatedly, "transforming" it into the victim.
- As a rule, this kind of behavior occurs amid a power gap between the aggressor and the target, who is being perceived by the aggressor as a vulnerable, defenseless person.
- In the context of bullying, there is a third human category, the witness-spectator, the assistant, but he/she doesn't usually intervene, but accepts tacitly the situation, which in fact strengthens the aggressor's confidence in his forces.
- The witness has a key role in preventing bullying because, depending on how he/she reacts, he/she is involved in the problem or solution.

Types of Witnesses

Victim-aggressor

- A. **The adept** may even directly involve in action
- B. **The supporter** is active in bullying
- C. **The passive supporter** seems to agree with the bullying, but does not get involved
- D. **The observer** just observes without engaging
- E. **The passive defender** does not like bullying but does seem to be willing to defend the victim

Types of aggression

- ▶ 1. **Physical aggression** (higher incidence in boys);
- ▶ 2. **Verbal aggression** (equal and common to both genres);
- ▶ 3. **Relational aggression** (higher incidence in girls) - Aggressive behavior, known as undercover aggression or intimidation undercover.
- ▶ The term "relational aggression" was conceived by two researchers at the University of Minnesota in 1995. It has become widely used as the definitive name for psychological aggression in social settings that do not include physical abuse.
- ▶ Forms: treason, exclusion or loneliness, gossip, humiliation and lies

Educational Special Needs-(SEN)-perspectives

- ▶ SEN-phrase launched in 1978 in Great Britain in the Warnok Report- a document which represented the foundation of the special education reform in this country.
- ▶ According to OECD, 2003: 14 / Organization for Economic Co-operation and Development, the range of special educational requirements is vast, including mainly three categories: Disability, Difficulty (students with learning difficulties, attention deficit, behavioral disorders), Disadvantage socially disadvantaged family, ethnic, geographical / immigrant background, etc.).
- ▶ The EXCELLENCY perspective includes gifted educated pupils; all SEN students, considered to be very different from the majority, need an adapted educational path of individualized educational interventions.
- ▶ From the same perspective, a larger percentage of SEN students are targets of aggressive behaviors in the social environment.

