



The Hebrew University of Jerusalem

Syllabus

Violence and Aggress in School - Evaluation and Treatment - 37987

Last update 13-10-2024

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Thomas Gumpel

Coordinator Email: tom.gumpel@mail.huji.ac.il

Coordinator Office Hours: Education 457
Wednesday, 1:00 + 2:30

Teaching Staff:

Prof. Thomas Peter Gumpel

Course/Module description:

This course will focus on different aspects of school violence and youth aggression.

Course/Module aims:

We will discuss different theoretical and applied orientations. Further, we will discuss diagnostics, prevention, and treatment.

Learning outcomes - On successful completion of this module, students should be able to:

Theoretical and applied understanding. Students will be able to understand, consult, and develop interventions.

Attendance requirements(%):

85

Teaching arrangement and method of instruction: Lectures, presentations, develop intervention

Course/Module Content:

Conceptual framework, emotional disturbance
Different types and roles
Social skills
Social status
The relationship between social status and bullying and aggression
Different populations: School shooters
Biological influences
Family influences
Relational aggression
Sexual harassment and bullying
Sexual aggression in school
The story of Kip
Children at risk, resilience
Exposure to violence
CMC, cyberbullying and electronic media
Reducing aggression in the school - treatment

Developmental issues for aggressors and their victims
Developmental pathways
Psychopathy, CU
When to intervene? Where to intervene? Who to intervene with?

Required Reading:

Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Oxford, UK: Blackwell.

הוועדה לצמצום האלימות בקרב ילדים ונוער במערכת החינוך. (2001). דו"ח הוועדה. משרד החינוך: ירושלים.

רשימה ביבליוגרפית

*Bandura, A. (1990). Mechanisms of moral disengagement. In W. Reich (Ed.), *Origins of terrorism: Psychologies, ideologies, theologies, states of mind* (pp. 161-191). Cambridge: Woodrow Wilson International Center for Scholars & Cambridge University Press.

Bergman, L. R., & Andershed, A. K. (2009). Predictors and outcomes of persistent or age-limited registered criminal behavior: a 30-year longitudinal study of a Swedish urban population. *Aggressive Behavior*, 35(2), 164-178. doi: 10.1002/ab.20298

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*Coie, J. D. (1990). Toward a theory of peer rejection. In S. R. Asher & J. D. Coie (Eds.), *Peer rejection in childhood* (pp. 365-401). Cambridge, England: Cambridge University Press.

*Cunningham, N. J., Taylor, M., Whitten, M. E., Hardesty, P. H., Eder, K., & DeLaney, N. (2010). The relationship between self-perception of physical attractiveness and sexual bullying in early adolescence. *Aggressive Behavior*, 36(5), 271-281. doi: 10.1002/ab.20354

*Crick, N. R., Nelson, D. A., Morales, J. R., Cullerton-Sen, C., Casas, J. F., & Hickman, S. E. (2001). Relational victimization in childhood and adolescence: I hurt you through the grapevine. In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized* (pp. 196-214). New York: Guilford.

Critical Incident Response Group, & National Center for the Analysis of Violent Crime. (199). *The school shooter: A threat assessment perspective*. Quantico, Virginia.

Fineran, S. (2002). Sexual harassment between same-sex peers: Intersection of mental health, homophobia, and sexual violence in schools. *Social Work, 47*(1), 65-74.

Gumpel, T. P., & David, S. (2000). Toward a reconceptualization of social skills deficits: Exploring the efficacy of self-monitoring as an alternative to social skills training. *Behavioral Disorders, 25*(2), 131-141.

*Gumpel, T. P., & Sutherland, K. S. (2010). The relation between Emotional and Behavioral Disorders and school-based violence. *Aggression and Violent Behavior, 15*, 349-356.

Hawkins, J. D., Farrington, D. P., & Catalano, R. F. (1998). Reducing violence through the schools. In D. S. Elliott, B. A. Hamburgh & K. R. Williams (Eds.), *Violence in American Schools*. Edinburgh: Cambridge.

Hinduja, S., & Patchin, J. W. (2008). Cyberbullying: An exploratory analysis of factors related to offending and victimization. *Deviant Behavior, 29*(2), 129-156.

Hoy, W. K., & Clover, S. I. R. (1986). Elementary school climate: A revision of the OCDQ. *Educational Administration Quarterly, 22*(1), 93-110.

Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *Elementary School Journal, 93*(4), 355-372.

Kazdin, A. E. (2011). Conceptualizing the challenge of reducing interpersonal violence. *Psychology of Violence, 1*(3), 166-187. doi: 10.1037/a0022990

Loeber, R., Farrington, D. P., Stouthamer-Loeber, M., Moffitt, T. E., & Caspi, A. (1998). The development of male offending: Key findings from the first decade of the Pittsburgh Youth Study. *Studies on Crime & Crime Prevention, 7*(2), 141-171.

*Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development, 71*(3), 543-562.

Marshall, E. (2000). The shots heard 'round the world. *Science, 289*(5479), 1-7.

McMaster, L. E., Connolly, J., Pepler, D., & Craig, W. M. (2002). Peer to peer sexual harassment in early adolescence: A developmental perspective. *Development and Psychopathology, 14*, 91-105.

*Niehoff, D. (1999). *The biology of violence: How understanding the brain, behavior, and the environment can break the vicious circle of aggression*. New York: The Free

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Pakaslahti, L., Spoof, I., Asplund-Peltola, R. L., & Keltikangas-Järvinen, L. (1998). Parents' social problem-solving strategies in families with aggressive and non-aggressive girls. *Aggressive Behavior*, 24(1), 37-51. doi: 10.1002/(sici)1098-2337

*Pellegrini, A. D. (1989). What is a category? The case of Rough-and-Tumble play. *Ethology and Sociobiology*, 10, 331-341.

*Pellegrini, A. D. (2001). A longitudinal study of heterosexual relationships, aggression, and sexual harassment during the transition from primary school through middle school. *Journal of Applied Developmental Psychology*, 22(2), 119-133.

Poteat, V. P., & Espelage, D. L. (2005). Exploring the relation between bullying and homophobic verbal content: The Homophobic Content Agent Target (HCAT) scale. *Violence and Victims*, 20(5), 513-528.

*Qouta, S., Punamäki, R.-L., Miller, T., & El-Sarraj, E. (2008). Does war beget child aggression? Military violence, gender, age and aggressive behavior in two Palestinian samples. *Aggressive Behavior*, 34(3), 231-244.

*Reddy, M., Borum, R., Berglund, J., Vossekuil, B., Fein, R., & Modzeleski, W. (2001). Evaluating risk for targeted violence in schools: Comparing risk assessment, threat assessment, and other approaches. *Psychology in the Schools*, 38(2), 157-172.

*Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior*, 22, 1-15.

*Sheehan, M. J., & Watson, M. W. (2008). Reciprocal influences between maternal discipline techniques and aggression in children and adolescents. *Aggressive Behavior*, 34(3), 245-255. doi: 10.1002/ab.20241

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Smith, P. K., & Brain, P. (2000). Bullying in schools: Lessons from two decades of research. *Aggressive Behavior*, 26, 1-9.

Smith, P., Madsen, K. C., & Moody, J. C. (1999). What causes the age decline in reports of being bullied at school? Towards a developmental analysis of risks of being bullied. *Educational Research*, 41(3), 267-285.

Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008).

Cyberbullying: Its nature and impact in secondary school pupils. Journal of Child Psychology and Psychiatry, 49(4), 376-385.

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Wolke, D., Woods, S., Bloomfield, L., & Karstadt, L. (2000). The association between direct and relational bullying and behaviour problems among primary school children. Journal of Child Psychology and Psychiatry, 41(8), 989-1002. doi: 10.1111/1469-7610.00687

**Zimbardo, P. G. (2004). A Situationist Perspective on the Psychology of Evil: Understanding How Good People Are Transformed into Perpetrators. In A. Miller (Ed.), The social psychology of good and evil (pp. 21-50). New York: Guilford.*

Additional Reading Material:

none

Grading Scheme:

Presentation / Poster Presentation / Lecture/ Seminar / Pro-seminar / Research proposal 73 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 27 %

Additional information:

none