2014 제1차 국제세미나

일시 l 2014. 9. 1.(월) 17:00
장소 l 육아정책연구소 대회의실

육아정책연구소
Korea Institute of Child Care and Education

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- 육아정책연구소 -

2014. 1st KICCE International Seminar

Character Education for the Prevention of Bullying in Early Childhood

Date: September 1, 2014 5pm

Venue: Korea Institute of Child Care and Education Seminar Room

Timetable

Moderator: Dr. Jungwon Min

Time	Content
5:00pm-5:30pm	INVITED SPEECH *Prevention of Bullying in Early Childhood* **Peter K. Smith** Emeritus Professor of Psychology, Goldsmiths College, University of London, United Kingdom
5:30pm-5:40pm	DESIGNATED DISCUSSION *Responding to Bullying in both Research and Practice Agenda* **Hye-Jin Jang** Associate Research Fellow, Korea Institute of Child Care and Education, Korea
5:40pm-6:00pm	General Discussion

Prevention of Bullying in Early Childhood

Peter K. Smith

Emeritus Professor of Psychology,

Goldsmiths College, University of London,

United Kingdom

Background

Finkelhor et al. (2006) argued that violence, victimization and abuse at younger ages can be just as serious as at older ages.

Tremblay et al. (2004) found that physical attacks can begin at 1 year and actually peak at 2-3 years. However they then decline, probably as (most) children learn that it is not acceptable. However indirect aggression increases after 4 years.

Mother-estimated physical and indirect aggression, at different ages, for boys (B) and girls (G), from Côté et al. (2007).

		2 yrs	4 yrs	6 yrs	8 yrs
PHYSICAL	B	1.31	1.30	1.05	0.92
	G	1.15	1.03	0.80	0.75
INDIRECT	B	n/a	0.58	0.73	0.76
	G	n/a	0.64	o.96	1.13

BULLYING as a severe form of aggression

> **AGGRESSION:** *intent* to *cause harm*

> **BULLYING:** *repeated* aggressive acts against someone who *cannot easily defend themselves*, or 'a systematic abuse of power'.

A very substantial research program has grown up around 'bullying', especially school bullying, over the last 35 years – mostly focussing on ages 8-16 years.

Some achievements of the school bullying research program

- Definition and understandings of the term 'bullying' and similar terms in other languages
- Types of bullying
- Participant roles
- Age and gender differences
- Risk factors for involvement
- Short- and long-term effects
- Intervention strategies

Societal impact …

- Overall, bullying prevention programs have been found to reduce bully and victim rates by around 20%
- Some programs, notably Olweus Bullying prevention Program, and KiVA, have success rates of 35-50%.
- HBSC surveys and other longitudinal studies suggest that 'traditional' school bullying (but not necessarily cyber) is showing some decline in many countries over the last 20 years (Rigby & Smith, 2011).

BUT this has all focussed on 8+ year olds - how about younger [preschool and kindergarten] children?

- Could be important to understand origins of bullying behaviors, and intervene early
- Relatively few studies, but some now in e.g. Finland, Greece, South Korea, Spain, Switzerland, UK, USA.
- Some differences in terms of young children's understanding of 'bullying'
- Some difficulties in measuring bullying at this younger age range

Interview from Kirves & Sajaniemi (2012) with a 5-year old boy (Finland):

- Interviewer: '…so have you been bullied here in kindergarten?'
- Boy: 'Yes, many times'.
- Interviewer: 'What happened?'.
- Boy: I don't remember'.
- Interviewer: 'Do you remember who bullied you?'.
- Boy: No, I don't remember that either'.

Imbalance of power recognised after 8 years … [Monks & Smith, 2006, England]

Is it bullying? – percent 'yes' responses	4-6 yrs	8 yrs	14 yrs	adult
Helen and Jo don't like each other and start to fight	81.8	90.0	**15.0**	**7.5**
Mary starts a fight with Linda, who is smaller	72.7	92.5	**97.5**	**92.5**

Repetition given more attention after 8 years … [Monks & Smith, 2006, England]

Is it bullying? – percent 'yes' responses	4-6 yrs	8 yrs	14 yrs	adult
Chloe won't let Denise play today	72.7	87.5	**45.0**	**27.5**
Natalie never lets Jean play	65.7	90.0	**75.0**	**45.0**

This and much other evidence points to younger children having a more inclusive understanding of bullying -

'Bullying' is nasty things happening to you (physical, verbal, indirect/relational).

So 'bullying' is not distinguished clearly from 'aggression'.

This is probably mainly a cognitive limitation of younger children; but as stability of victims is also less (as discussed later), it may also be the case that 'bullying', strictly defined, is not so frequent in younger children.

Some researchers now prefer to use terms such as 'unjustified aggression' when discussing origins of bullying in young children.

So – how should we measure 'bullying' or 'unjustified aggression' in young children?

Main methods:

➢ Teacher reports/ nominations

➢ Parent reports/ nominations

➢ Observations [direct/video/radio microphones]

➢ Self-reports [cartoons]

➢ Peer reports/ nominations [cartoons]

TYPES and GENDER DIFFERENCES

Use of stick figure cartoons

Generally Boys more often Aggressors/Bullies, but especially for Physical Aggression

Girls are relatively more involved in Relational aggression (Social exclusion; Rumour spreading]

Cartoon methodology (Monks et al., 2003]
[direct physical; direct verbal; social exclusion; rumour spreading]
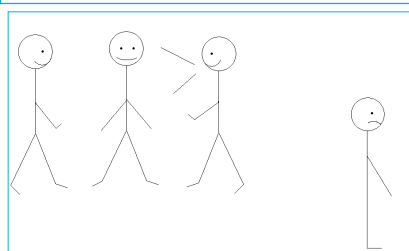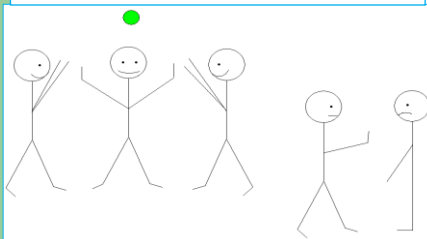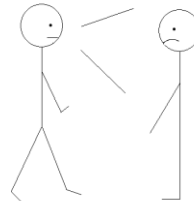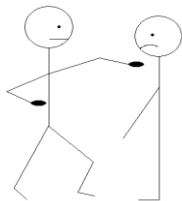
Mean number of peer nominations for each type of aggression given, and victimisation received by boys and girls aged 4-6 years, (Monks et al., 2005, England)

	Physical	*Verbal*	*Social exclusion*	*Rumour spreading*
Male Ag	3.16	1.91	2.27	1.49
Female Ag	0.44	0.83	1.51	0.69
Male V	1.58	1.09	0.78	0.71
Female V	1.90	1.66	1.32	0.95

Ostrov & Keating (2004) observational data on 5 year olds [24b, 24g]

	Boys	Girls
Physical aggression	6.46***	2.18
Verbal aggression	10.81**	6.97
Relational Aggression	3.53	6.92**

Cyberbullying – more significant at older ages but cannot be ignored in preschool

In UK, Ofcom (2013) found that

33% of 3-4 year olds, 65% of 5-7 year olds, 83% of 8-11 year olds and 92% of 12-15 year olds have **internet use at home** [but normally under supervision]

3% of 5-7 year olds, 33% of 8-11 year olds and 82% of 12-15 year olds have **their own mobile phone.**

Significant levels of cyberbullying from 8+ years but little known about under 8's.

Participant roles

◆ BULLY
- ◆ Ringleader, Assistant, Reinforcer

◆ VICTIM

◆ PROVOCATIVE or BULLY/VICTIM

◆ OUTSIDER or BYSTANDER

◆ DEFENDER
- ◆ Defender-stop, Defender-tell

Teacher ratings and peer nominations 5-7 years [Perren & Alsaker, 2006, Switzerland]

Teacher-peer agreement 0.23 for bullying, but only 0.08 for victim

Percent in each role	Teachers	Peers
Victim	7	4
Bully-victim	7	6
Bully	12	8

Nominations from peer/self/teacher at 4-6 years [Monks et al., 2002; Spain] [Self overestimates Victim]

	Peer	Self	Teacher
Aggressor	12.0%	1.1%	6.5%
Victim	14.1%	31.5%	6.5%
Defender	29.3%	1.1%	4.3%

Nominations from peer/self/teacher at 5-7 years [Lee et al., submitted; South Korea] [Self overestimates Victim and Defender]

	Peer	Self	Teacher
Aggressor	3.6	2.6	6.3
Victim	2.1	10.4	5.4
Defender-stop	2.2	17.6	8.7
Defender-tell	3.0	22.5	12.0

Reliability and Stability of Roles

Generally

- ❖ **Reliability** of assessment is high for Aggressor/Bully and for Provocative or Bully-Victim, moderate for Victim and Defender, lower for other roles
- ❖ **Stability** (over a longer period) is fairly high for Aggressor/Bully, lower for Victim

Victim stability by age (Card, 2003) – draws on many studies
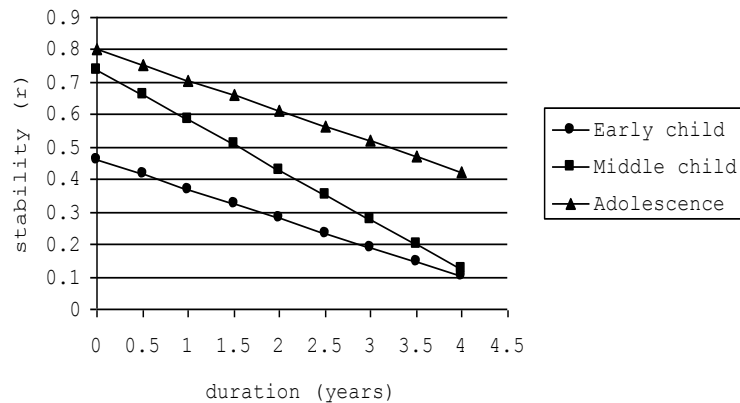
Reasons for low stability of victims …

- Lower cognitive ability to nominate? [but, higher for aggressor]
- Behavioural reality – aggressors are 'trying out' different targets for aggression, but have not yet learnt to focus on particular victims repeatedly
- Less of a group character to bullying, less victim 'reputation'.

Correlates of aggressor/bully and victim roles – is there a developmental trend?

Victims not physically weaker, not socially rejected, 4-6 years, mean 4:10 (Monks et al., 2002, Spain)

Victims not poorer on social skills, not insecurely attached, 4-6 years, mean 5:5 (Monks et al., 2005, England)

Victims more submissive, fewer leadership skills, fewer friends

Bullies less prosocial but good leadership skills

Bully/victims aggressive, less cooperative, fewer friends

- 5-7 years, mean 6:2 (Perren & Alsaker, 2006, Switzerland).

Interventions

Mostly **individual** and **school**-level based

BUT

Work with **parents** (especially for disturbed children, bully/victims)

Influence of **mass media** [violence], and **society** [socioeconomic inequality, r=0.6 at country level, Edgar et al., 2009]

School-based interventions developed over last 25 years: main types at older age ranges

- Whole school policy
- Reactive strategies [when incident happens]
  - Sanctions
  - Restorative approaches [circle time]
  - Suppprt group/ Pikas methods [no blame]
- Proactive strategies [prevention]
  - Curriculum work
  - Playground supervision
- Peer support schemes [train peer supporters]
  - Befriending
  - Counselling/ mentoring

Some success but controversies

- Which reactive strategies work best for bullies – punishment, restorative, or counselling?
- How effective is peer support (or can it be counter-productive)?
- At what age should bullying prevention programs be focussed?
  - start early when roles are still fluid, stability is less, adults have more influence?
  - start later when young people have greater cognitive understanding and are more socialised?

At what age should interventions be focussed? - debate

Ttofi & Farrington (2011) meta-analysis of 44 programs – "Programmes should be targeted on children age 14 years or older rather than younger children" (p.46).

Smith, Salmivalli & Cowie (2012) disputed this finding as based on across-program comparisons. Within-program comparisons show clearly that effectiveness is greater in primary than secondary schools [effectively conceded by Ttofi & Farrington, 2012; 7/8 comparisons showed greater reductions in younger pupils].

Be-Prox in Switzerland (Alsaker, 2004)
[Bernese Prevention Program against Victimisation]

Program focussed on kindergarten teachers with 8 sessions over 4 months

   awareness raising;

   mutual discussion and support;

   develop classroom behavior code with children;

   role of bystanders;

   research background.

8 intervention and 8 control classes (5-7 year olds)

Pre/post tests over 7 months.

Other interventions – usually curriculum-based – to raise empathy and prosocial behaviuour, reduce violence

e.g. in USA Incredible Years (Webster-Stratton), Roots of Empathy (Gordon), Second Step (McMahon), Early childhood friendship project (Ostrov)

In South Korea programs in elementary school and beyond, e.g.

HELP-ing Program

Harmony Program

Siubou Program

I Can Make a Difference! Program

Rainbow Program

Reach out your hands Program

KEDI School Violence Prevention Program

Let's Play Friend Program

"only two – the HELP-ing Program and the Harmony Program – have received any evaluation" (Kwak, in press)

Summary: Rapidly growing research program on school bullying over last 35 years - but relatively little on under 8's

➢Who have different understanding of 'bullying'

➢Measurement issues (mostly teacher ratings, peer nominations)

➢Aggressor/Bully role stable, but Victim role not so stable

➢**May be important developmental trends in nature of victimisation and stability of Victim role, over 4-8 years**

➢Importance of intervention at this age range.

Responding to Bullying in both Research and Practice Agenda

Hyejin Jang(KICCE)

Ⅰ. Two Questions from the Presentation

Dr. Peter Smith thankfully gave us very nice presentation. As you see, this presentation enabled us to think about how or what we measure for bullying and how we understand bullying. This presentation gave me several questions but mainly I can divide to two questions. First one is what's definition of bullying in early childhood meaning what's the character of bullying in early childhood. Second questions is how we prevent bullying and more response to bullying effectively. The first question is more based on research agenda and the second one is for practical use as an intervention. Dr. smith already showed there is a controversy about children's appropriate age and effects of intervention program.

Ⅱ. Considering young children's status in research

The research results were very interesting to me. Particularly, the different concept of bullying from younger children and differences from the result of nomination from peer/self/teachers allowed me to think about the methodology to research children for bullying experience.
As indicated earlier, few research about bullying of young children has been done. I agree more research should be done for younger ages but it must be based on understanding of early childhood. Compared primary, middle, and high school students, young children are different. It does not mean children doesn't have enough capacity to report bullying or express their personal experiences. I am suggesting we should apply the concept of early childhood. Each child doesn't stay in one place instead, they are at the stage of progress every moment. They are in the progress. They are developing their personal character and relationships with others. So, for bullying, we need to approach to the children's bullying with understanding of children. I hope it doesn't deny the victim's right for being cared and educated in a secured place.
Also, younger children would have more focus on their recent or direct

personal experiences. And, the concept of bullying can't be identified well enough and even though they can, it depends on individuals.

We could see a data from Korea in his presentation. Korean children overestimated the role of defender. We can't compare directly with other country's information but it was interesting to see 40% children perceive themselves as defenders. However, in my opinion, I am doubt these children's voices can't be heard well in and outside of classroom. I wanted to know more about 40% children actually have their voice or adults actually listen to their voices.

One of the research which was done in our institution last year was about character education for young children. Eunseol Kim was a lead researcher. This research indirectly talks about children's bullying. 50.2 percent of teachers reported they sometimes observe bullying among children while 48.0 percents of teachers never observed bullying and the rest 1.2 percent said it can be often observed. However, the reaction to this bullying and aggressive behavior was pretty good. 93.9% of teachers reported their reaction was effective. I hope teachers have a good eyes for covert and hidden interaction. While I collected the data for multicultural education, I became interested in a teacher's silence of not intervening children negative interaction toward children from multicultural families. There was bullying issue but teachers covered. Children from multicultural families reported sometimes but she didn't regard this seriously. Worse, teacher's silence affected children's interactions between children from Korean and multicultural families and teacher's silence produced bystanders. For the research, teachers have a keen eye to see their children.

Ⅲ. Intervention as learning opportunity in practice

I just said that children are at the progress every moment. I believe it provides very important starting point to make a difference for bullying.

To respond to bullying, our society begins to focus more about character education. In Korea, character education is not just moral education. It's broader concept of raising human being with desirable personality and value. Since bullying brought severe results on students like suicide, early childhood education and care also took a part of its responsibility in Korea.

In 2013, Korean government chose each 140 child care center and kindergarten as the institution where character education is developed and implemented well. The purpose of this was to support character education based on Nuri-curriculum for 3-5 years old and disseminate the results to other places. Also, region and municipal education office selected several items like considering others or being in a good order for character education. However, only a few offices had a plan of character education for young children. Early childhood need to be specialized in practice, too.

Dr. Smith let us know there has been debate about which age is appropriate for intervention and what's the effect of intervention program. In my opinion, we can start with younger children but it doesn't need to be programmed, rather in their lives. We have made many kinds of intervention program but often it ends up with too short period effect which is good for only individual research. For a long term effect, we need to go back to the basic question, "Are children's place safe and secured?". Most of all. healthy social interaction should be there to prevent bullying. And, intervention should be seen as a learning opportunity not a discipline. One thing I noticed during international analysis of the curriculum, Korean curriculum lacks of the concept of justice. I am sure children have the concept of justice but we are lacking the opportunity to say "It's unfair because it hurts". We need to support children's place to have more just climate and understanding other's position. I can't explain justice with one sentence but I think it really involves caring others.

Since I was asked to take a role of discussion about this session, I though about my experience of being bullied. I was 6 grade students and a few girls in my classroom bullied me. Actually, there was one leader. I liked to talk with boys because they were straight and more active but girls are supposed to pretend we are not interested in boys, like being chilly and cool. It was very difficult to handle to me. What I want to say is I was devastated by bullying. If it can happen to early childhood, it will definitely affect their lives in many ways. Our society should be more sensitive to children's voice and right. Also, we all need to learn how we set up healthy social interactions with caring others.