



Postgraduate Courses related to
Clinical Criminology and Legal
Psychology - Italy



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Cyberbullying Action Network for Parents' Education

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Negative ICT usage by young people



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THE TERM BULLYING REFERS TO INTENTIONAL AGGRESSIVE ACTIONS AND BEHAVIOUR, CARRIED OUT BY ONE SINGLE PERSON OR BY A GROUP OF PEOPLE WHO DELIBERATELY INTEND TO HURT OR DAMAGE A PEER WHO CANNOT EASILY DEFEND HIMSELF AND WHICH HAPPEN REPEATEDLY IN TIME, EXTENDING OVER WEEKS, AT TIMES MONTHS OR YEARS.

BULLYING CAN ASSUME THE FOLLOWING FORMS:

PHYSICAL: PUNCHING OR KICKING, APPROPRIATING OR DAMAGING OTHER PEOPLE'S BELONGINGS;

VERBAL: RIDICULING, INSULTING, REPEATEDLY MOCKING SOMEONE, MAKING RACIST REMARKS;

RELATIONAL: LEAVING OUT ONE OR MORE PEERS FROM AGGREGATION GROUPS;

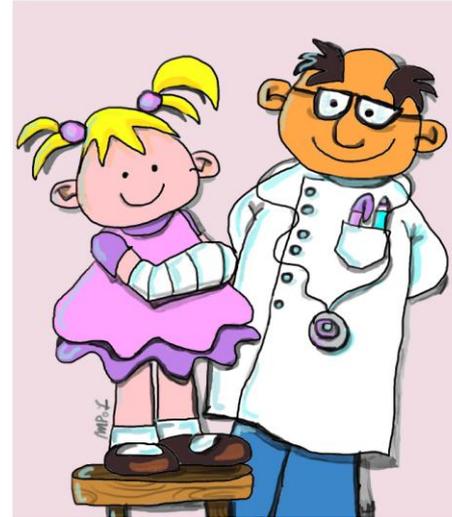
INDIRECT: SPREADING IRRITATING GOSSIP ABOUT A STUDENT

Bullying - Juvenile delinquency: differences

If we were to take the definition literally, applying the penal code strictly, any form of bullying should be considered as delinquency.

It is legitimate to ask oneself if all this should be correct.

We obviously think it should not, and that common sense should help adults (teaching staff, parents and operators) to consider the **quality** and **quantity** of aggressive behaviour which even if filed abstractly under some criminal case in point, when it does not produce physical or serious psychological damage and/or grave and/or durable damage in the victim should be codified as bullying acts.



Viceversa, if the aggressive behaviour produces grave effects (subjective and/or objective ones) in the victim, teachers and experts called to examine it, should take into account not only the right consequences that the involvement of the juvenile judiciary could have on the minor who committed the act, but also and especially the need of justice of the victim and the community who could perceive, in the absence of appropriate and adequate intervention concerning the incident, the breaking of the social pact of human society.

Bullying - Pranks: differences

To operate an adequate distinction it is important to consider the fact that all behaviour, assumed as goliardery and play, where the typical elements of bullism are absent, such as the **persistence** of oppressive behaviour, **intentionality** and the **asymmetry** of power between the victim and the tormentor (Olweus, 1993; Coie e Dodge, 1998; Smith et al.1999) are to be listed among the category '**pranks**'.

In fact, whereas in bullying the roles are rigid and rarely mutable, each actor (bullies, victims, spectators, followers, defensors, externals) shares expectations on the other's behaviour and all the participants involved in the relation move within an unwritten plot of rules which each of them follow to be able to maintain an identity (at times a negative one) in the peer group.

The term 'pranks' instead, refers to behaviour which does not contemplate rigid roles in the relation, and most of all, what is absent is the intentional will to damage the others or hurt them.

Evidently, in these cases no application to the Court or any antibullism acts are necessary. Eventually, **both the students** can be reprimanded or sanctioned for the improper behaviour shown.

Bullying – Psychopathology: differences

It is important to trace the boundaries also between bully behaviour and violent explosions related to **psychiatric pathologies** frequent in the years of growth, such as behaviour disorder and provocative opposite disorder (DSM IV, TR, 2002).

These pathologies, which share with bullying solely the theme of aggressiveness, need particular and specific kinds of intervention (the student is sent to the social-sanitary structures of the territory for individual, group and family psychotherapy, and in certain cases, medication with psychotropic drugs is necessary) which have nothing to do with the ones carried out with adolescents who behave with arrogance and abuse of power.

By examining the criteria which involve the classification of provocative opposite disorder (Table 1.) and behaviour disorder (Table 2.) it can be noticed how easily children and adolescents affected by these psychopathologies can be 'mistaken' for 'bullies'.



Table 1

Diagnostic criteria for F91.3

Opposite Provocative Disorder

[313.81] (DSM IV, TR)

A. A negative, hostile and provocative way of behaviour which lasts at least 6 months, during which 4 (or more) of the following have been present:

- 1) often gets into a rage
- 2) often has arguments with adults
- 3) often actively challenges or refuses to respect the rules and/or requests by adults
- 4) often irritates people deliberately
- 5) often accuses others for his own mistakes or his bad behaviour
- 6) is often touchy or easily irritable with others
- 7) is often angry or resentful
- 8) is often spiteful and revengeful

B. The abnormal behaviour causes the significant clinical compromise of the social, scholastic and working functioning.

The behaviour does not occur simply during the course of **Psychotic Disorder** or of **Behaviour Disorder**.

D. The criteria for **Behaviour Disorder** are not met, and if the subject is 18 or over, the criteria for the **Antisocial Personality Disorder** are not met.

Table 2

Diagnostic criteria for F91.8 Behaviour disorder

(312.xx) – DSM IV TR

A. A repetitive and persistent way of behaving where the fundamental rights of others or the main norms or social rules appropriate to the age are violated, as shown by the presence of three (or more) of the following criteria in the 12 preceding months, with at least one criterion present in the last 6 months:

Aggressions towards people or animals

- 1) often hectors, threatens, or intimidates others
- 2) often starts scuffles
- 3) has used a weapon which can cause physical damage to others (for eg., a stick, a bar, a broken bottle, a knife, a gun)
- 4) has been physically cruel to people
- 5) has been physically cruel to animals
- 6) has stolen facing the victim (for eg., aggression, snatching, extortion, armed robbery)
- 7) has forced someone to commit sexual acts.

Destruction of property

- 8) has deliberately set fire with the intention of causing serious damage
- 9) has deliberately destroyed other people's property (in a different way as to setting fire).

Fraud or theft

- 10) has broken into a building, a house, or other people's cars
- 11) often lies to obtain favours or advantages or to avoid obligations (that is he cons others)
- 12) has stolen valuables without facing the victim (for eg., stealing in shops, but without breaking-in, forgings).

Grave violations of rules

- 13) often stays out the whole night in spite of the parent's prohibition, starting before the age of 13
- 14) has run away from home at least twice while he was living with his parents or guardian (or once without returning for a long period of time)
- 15) often plays truant, starting before the age of 13.

B. The abnormal behaviour causes a significant clinical compromise of the social, scholastic, and working functioning. .

C. If the subject is over 18, the criteria for the **Antisocial Personality Disorder** are not met.

So as not to overlap the category of bullying with the psychopathology one, we shall briefly outline the main differences:

whereas psychopathological behaviour is mainly involuntary, what defines bullying is intentionality. This means that the 'bully' can choose how to behave, unlike the subject affected by psychopathology, who becomes aggressive and whose behaviour is 'determined' generally by psychological and physiological processes which can hardly be controlled;

while the subject who is affected by a psychopathology generally shows a deficit in the empathic processes, the 'bully' does not use emotional intelligence intentionally (Goleman, 1995) because he needs to manipulate situations to gain the maximum personal advantage;

while the 'bully' ignores the unhappiness of his victims, the subject affected by psychopathology does not have consciousness of the facts;

while the 'bully' has an acceptable quality of life, (he studies, sometimes with good results, does sport, goes out with friends, has sexual partners, ecc) the subject affected by psychopathology generally meets a significantly clinical compromise of the social and scholastic functioning;

while the 'bully' can modify, in a short time, his social role within the class group, even without the intervention of a specialist, the subject affected by psychopathology, even when supported clinically (psychotherapy and psycho drugs), can rarely modify, in a short time, his behaviour;

while the 'bully' can count on the co-operation of one or more followers (friends he meets even out of the scholastic context) who help him prevaricate on others, the subject affected by psychopathology is generally alone, at times supported by an equally problematic student or used, because of his symptoms, by the spectators to disturb students and teachers.



For further information on bullying:

- ❑ How the phenomenon is co-built in relations (Pisano, Saturno, 2007)
- ❑ Risk factors (Olweus, 1996)



CYBERBULLYING IS USUALLY DEFINED AS BEING AN AGGRESSIVE, INTENTIONAL ACT CARRIED OUT BY A GROUP OR INDIVIDUAL, USING ELECTRONIC FORMS OF CONTACT (PHONE CALLS, TEXT MESSAGES, PICTURE/VIDEO CLIP, E-MAIL, CHAT ROOM, IMS - INSTANT MESSAGING, WEBSITES), REPEATEDLY AND OVER TIME AGAINST A VICTIM WHO CANNOT EASILY DEFEND HIM OR HERSELF.

Cyberbullying can assume the following forms: (Willard, 2007)

FLAMING – Online fights using electronic messages with angry and vulgar language.

HARASSMENT – Repeatedly sending nasty, mean, and insulting messages.

CYBERSTALKING – Repeated, intense harassment and denigration that includes threats or creates significant fear.

DENIGRATION – ‘Dissing’ someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.

IMPERSONATION – pretending to be someone else and sending or posting material to get that person in trouble or danger or damage that person’s reputation or friendships.

OUTING AND TRICKERY – *Outing*: Sharing someone’s secrets or embarrassing informations or images online.
Trickery: Tricking someone into revealing secrets or embarrassing information, then sharing it online.

EXCLUSION - .Intentionally and cruelly excluding someone from an online group.



Happy Slapping

Happy slapping is thought to have originated in 2004 as a craze in London.

A group of youngsters have fun slapping strangers and recording the scene with mobile phones.

In addition to this the videos are posted on the Internet.



Differences between bullying and cyberbullying

(Pisano, Saturno 2008)

Cyberbullying Features	Bullying Features
<p>It can involve youngsters and adults worldwide.</p> <p>Anyone, including who's a victim in real life or has got a low social profile, can become a cyberbully.</p>	<p>It only involves students who belong to a specific class or institute.</p> <p>Generally only the bully, his/her supporters and the victim who sometimes becomes bully him/herself carry out harassment.</p>
<p>Cyberbullies can be anonymous and encourage other friends to play an anonymous role as well so that the victims don't have any knowledge of whom they are dealing with.</p> <p>Cyberbullying material can be spread all over the world.</p>	<p>Bullies are students, classmates or schoolmates whom are known by the victim.</p> <p>Bullying actions are told and spread among other students of the same school where they happend or among friends who go to different schools in the nearby area.</p>
<p>Online communication can be particularly sadistic.</p> <p>Aggressive comunication can happen 24/7.</p>	<p>Bullying, rarely, turns into a sadistic action unless It's carried out by minority criminality.</p> <p>Bullying actions take place during school or during the journey from home to school and back.</p>

Differences between bullying and cyberbullying - II

Cyberbullying Features	Bullying Features
<p>High Disinhibition: cyberbullies tend to do online what they wouldn't in real life.</p> <p>The perception of invisibility according to the cyberbully: "You cannot see me!"</p> <p>Cyberbullies lack of tangible feedbacks about their work: "I can't see you!" and have a consequent insufficient awareness of the outcome of their actions.</p>	<p>Medium level Disinhibition encouraged by what happens in the class.</p> <p>The need of the bully to overbear on the interpersonal relationships in order to draw all the attention on him/her.</p> <p>Presence of feedbacks from the victim, which the bullies are not concerned about. Awareness</p>
<p>Depersonalization The consequences of their own actions are addressed to the "personas" or "avatars" which have been created.</p>	<p>Avoiding responsibility: "We are joking", "It's not my fault".</p>



**For further
information on
cyberbullying:**

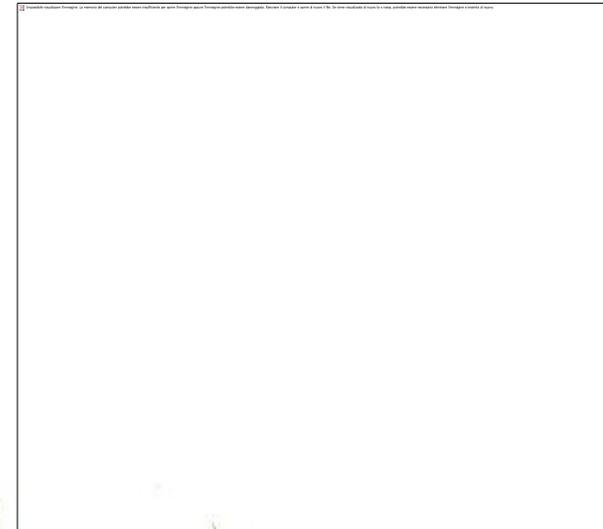




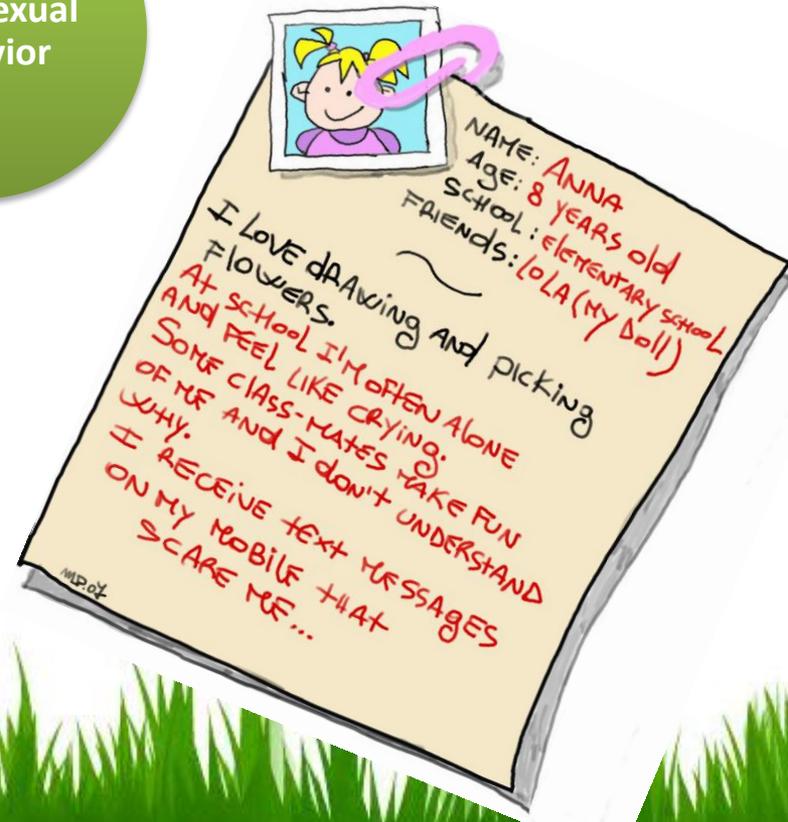
Many people have been victims through the Internet. Lots of cases of different scams and crimes have been reported in various places in the world because of Internet-oriented crimes.

There are numerous cases of child pornography and cyber-bullying over the past years. Indeed the Internet is getting more modern every minute. The risks and dangers are also growing, making the child's safety on the Internet lesser.

www.articlesbase.com



Surfing on line can assume the following forms:



Disclosing personal information



Young people are disclosing personal contact information and massive amounts of sensitive personal information in profiles, web pages, blogs, and through all forms of Internet communications (name, lastname, age, sex, health condition, race, home address, nationality, telephone number, sexual orientation, etc).

They seem to be totally unaware of the public and permanent nature of these disclosures and the ability of anyone to send whatever material they place in electronic form and send or post can be resent to anyone, anywhere in the world.

Risky Sexual Behavior

Young people are using Internet communities services to make connections with others for sexual activities, ranging from online discussions about sex to “hook-ups”.

In the context of these relationships, they may post or provide sexually suggestive or explicit pictures or videos



Grooming



Grooming' is the term used to describe behaviours employed by the sex offender to target and prepare children for sexual abuse.

One of the problems for professionals and parents is that the signs that a person is grooming a child are very discreet and difficult to recognise.

Suicide and Self-harm Communities

Pro-Ana



Depressed young people are interacting with sites and groups that provide information on suicide and self-harm methods and encouragement for such activities.

Self-harm includes cutting, anorexia, fainting.

Violent Video-Gaming



Violent gaming frequently involves sexual or biased-base victims

Young people often engage in online simulation games, which reinforce the perception that all interactions online, including violent ones, are “just a game”



**For further
information on
surfing on line:**



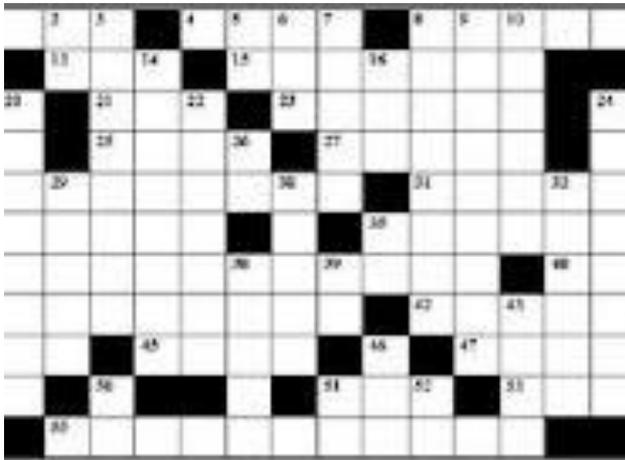
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In order to test the acquired skill

You can perform at home a **Crossword Puzzle** (horizontal and vertical sections showing the questions related to bullying, cyberbullying and online activities at risk)

and fill out an **online questionnaire**.



Exercises I

on: <http://www.wecan.altervista.org/home.html>

Watch the video 1 on video games

QUESTIONS FOR PARENTS

Did you know those videogames?

What were your feelings looking the videoclip?

What do you think...which emotions could your children feel when are playing videogames?

Which effect videogames could have on built of your children thought



Exercises II

on: <http://www.wecan.altervista.org/home.html>



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THANK YOU