

Bullying & Gang Activities

Challenging academic year 2019/2020

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Youth and Adolescent

Bio-physiological vs Psychosocial

? Role ? Direction

? Identity

? Independence

? Individualism vs collectivism

Erikson's 8 Stages

Approximate Age	Psychosocial Crisis / Task
Infant – 18 months	Trust vs Mistrust
18 months – 3 years	Autonomy vs Shame/ Doubt
3 - 5 years	Initiative vs Guilt
5 – 13 years	Industry vs Inferiority
13 – 21 years	Identity vs Confusion
21 – 39 years	Intimacy vs Isolation
40 – 65 years	Generativity vs Stagnation
65 and older	Integrity vs Despair

- Freedom of speech and to express
- Respecting others
- Rise in youth Crimes and Bullying

Bullying

- Experience (in-person, phones, internet, social media)
 - Hitting/ punching/ kicking
 - Tripping
 - Taking away/ spoiling things
 - Name calling
 - Teasing/ gossiping
 - Nasty looks
 - Threats
 - Intimidating remarks
 - Spreading nasty rumors or stories
 - Not let others join in plays/ games
 - Not talking to others
 - Harassment

What kind?

- What is bullying?
 - Physical / verbal aggression
 - Direct, Indirect
 - Physical, Verbal, Relational, Reactional
 - School? Adult? Nation?

How common?

- School Bullying? How common?
 - Underestimation? Not reported?

Underestimation

- School
 - Too mild
 - Out of sight
- Parents
 - Natural, toughening up
 - Unaware
- Bullies
- Victims
 - Fear of further, severe episode
- Bystanders
 - Code of silence, peer pressure

Victims

- Appear different
- Low understanding of emotion/ social interactions
- Upset easily
- Quiet, shy, anxious, depressed
- Alone, socially isolated
- Unable to defend
- Physically weaker
- younger
- Disabilities
- SENs
- Non-violent family, close

Victims

- Physical
 - Injuries
- Psychological
 - Poor sleep, nightmare
 - Loss of self esteem
 - Social withdrawal
 - Depression, anxiety, irritability
 - School absences: impaired academic performance
 - Headaches, stomachaches, appetite
- Social isolation- further attacks

Bully

- Proactive Aggression
- Reactive Aggression

Bullies

- Bullies
 - Mostly boys (physical, verbal)
 - Girls- indirect (relational)
 - Inconsistent, chaotic family relationship
 - Aggressive, 40% anti-social, offending behaviour
 - Violent exposure

Bullies

- Non victimized
 - Confident, high self esteem
 - Socially competent
 - Low frustration tolerance
 - Trouble empathizing with others
 - Misinterpret innocuous behavior as provocative
 - bi-strategic controller, using
 - Prosocial actions
 - Likeability, popularity
 - Negative actions
 - Intimidating, coercing

Bullies

- Victim of bullying (bully/ victims)
 - Aggressive
 - Less popular
 - Bullied by their siblings
 - Abused/ neglected
 - Families- lower socioeconomic status

Bullies

- Childhood bullies:
 - 5x serious criminal records age 30 (Greenbaum, 89)
 - (Olweus 1991)
 - 60% G6-9 boys ≥ 1 criminal record age 24,
 - 40% ≥ 3 arrests
- Higher school dropouts, spouse abuse, drug dealing, vandalism

Bystanders

- Silence code
- Peer pressure to support bullying
- Fear of becoming victim of the bully
- Risk for engaging in bullying for bystander

Discrimination

- Making a distinction in favor of/ against a person based on the group/ class the person is perceived to belong

Discrimination

- ? Fear of Unknown ? Ignorance
- Child learned behavior
- Stereotyping- family? media? Peers?
- Social Distance

BULLYING

- Individual level
 - Bullies
 - Empathy, anger control
 - Victims
 - Strength, Self confidence
 - Bystanders
- Parents
 - Time, listening
- Class level
- School level
 - School wide survey, detection
 - Antibullying policy, surveillance, supervision
- Society level
 - 2014 District of Columbia, US, laws
 - Anti-discrimination

What can you do about bullying?

If you're being bullied, try to follow these steps:

- Stay calm
- Don't fight back
- Try to ignore the bullying
- Try to avoid the person who is bullying you or ask a friend to stay with you when they're around
- Tell a trusted adult what has happened straight away
- Get some more information from school or your workplace

If you're being bullied online here are some things you can do:

- Report any bullying to the site where it is occurring
- Keep everything that is sent to you, like screenshots or messages, as proof
- If after 48 hours the image or content has not been removed by the site, or if you're feeling afraid or threatened, contact the eSafety Commissioner
- Try not to respond, an emotional response can fuel further bullying
- Talk to friends you trust and let them know how you're feeling and that you need their support and advice
- Ask your friends to stand up for you
- Talk to your parents, carer, teacher or another trusted adult about what's happening
- Block the person or people from being able to contact you
- Delete your current online account and start a new one

Here are some ways you can support someone who is being bullied:

- Ask them what's happening
- Listen to what they say and let them know they're not alone
- Reassure them that they can get through this and that they don't need to do it alone
- Support them to seek help
- Make sure they're safe
- Keep checking in with the person about how they're going.

It's important that everyone feels comfortable standing up for one another in ways that won't put them at risk

If you're a bystander, what can you do?

- Carefully think about your safety before you try to stop the bullying, and if you can't safely take action yourself, report it to a trusted adult.
- Try to step in and speak up against the bullying in an assertive, but not an aggressive way.
- Encourage others not to support the bullying by looking on and doing nothing. Laughing at the person being bullied, or 'liking' or sharing hurtful photos or posts online, may make it worse.

Understanding Gangs Crimes in Hong Kong

Factors that Influence Youth Crime and Violence

- Presence/Absence of Sports Facilities
- Peer Pressure
- Family Relationships
- Witnessing Violence
- Educational Values

Peer Pressure

- Peer groups are one of the prime factors of socialization.
- In this period of life, adolescents can easily fall under the influence of others' thoughts and behaviors
- Adolescents may be pressured into committing violent crimes in order to identify or become part of a group (social identity theory & herd mentality)

Family Relationships

- Adolescents who experience rejection by their parents are at risk of developing distorted mental representations of themselves and their environment
- Establishing intimate relationships in the family can provide an appropriate environment for problem-solving and juvenile issues

Educational Values

- Education and school environment influence the development of adolescents
- It is suggested that some children are delinquent because their school experiences resulted almost entirely in failures
- Education can positively shape individuals' social behavior through different types of co-curricular activities

Witnessing Violence

- Exposure to violence can harm a child's emotional, psychological and even physical development
- Children may become desensitized to violence and its effects, which could lead them to believe that violence is an acceptable way to solve problems and that there'll be no consequences
- Such children are also at risk of perpetrating violence against others

Witnessing Violence - media exposure

- High exposure to television violence for adolescents is also associated with higher levels of aggression and violent behavior
- Adolescents at a certain age may not be able to effectively process what they are seeing and hearing due to the effects
- chronic exposure to violence can have on parts of the brain
- Adolescents exposed to violent video games may experience a decrease in activity in their prefrontal cortex, making it more difficult for them to solve problems and control their emotions

How does this relate to Hong Kong?

- Ongoing protests and riots in Hong Kong + Broadcasted all over the news and social media
- Adolescence are easily susceptible to peer pressure and influences from the media
- Schools were closed during COVID-19 pandemic, and many students felt the need to turn to gangs

What Can We Do?

- Educate families on life skills such as anger control, conflict resolution and effective communication
- The presence of affection helps to strengthen moral values and creates a positive self concept in adolescents
- Offer adolescents the prospect of work or education

What Can We Do?

- Educate children about the effects of drugs, gangs, sex and weapons
- Provide children with the awareness that their actions have consequences
- Impose parent-child interaction training programs and bullying-prevention programs

Professionalism