

Psychology 2200

Developmental Psychology I: Fundamentals

Peer Relations

Bullying & Suicide

1

learning objectives

- explain how researchers measure peer acceptance
- discuss whether the most accepted (popular) kids are prosocial or antisocial
- describe the five types of peer acceptance
- describe two subtypes of peer acceptance that are particularly important for the topic of bullying
- describe the social consequences of being aggressive and how they change with age
- critically evaluate in-school programs aimed at reducing bullying
- explain a study that presents evidence that community strength may influence rates of teen suicide



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peer acceptance

teenagers are intensely aware and concerned about being accepted by their peers





will go to great lengths to achieve popularity

peer acceptance: the extent to which a child is viewed by a group of peers as a worthy social partner.

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methodology

Coie, Dodge, Coppotelli (1982)

	George HW	neglected
	Bill	average
	Donald	rejected
	Barack	popular
	Ronald	controversial

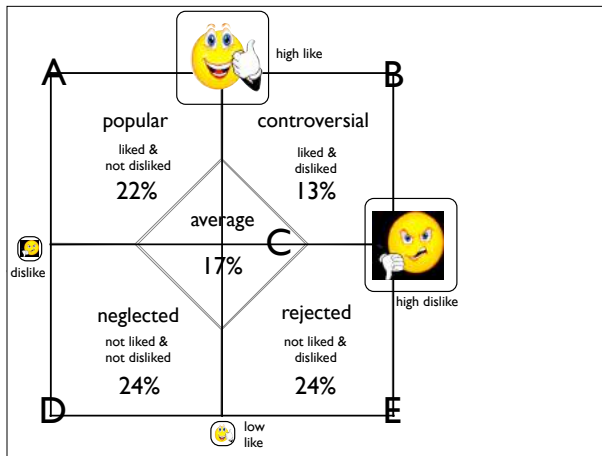
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peer ratings

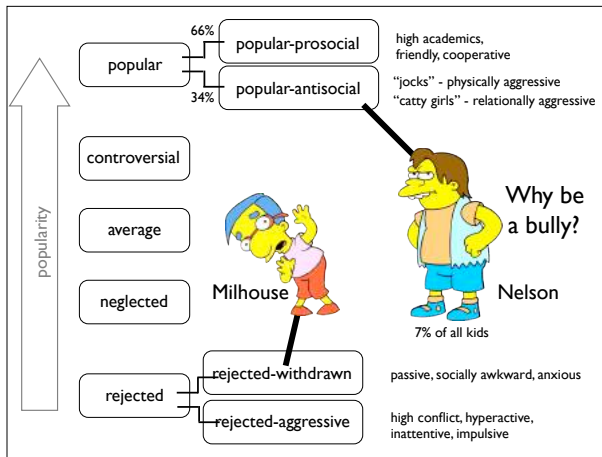
Coie, Dodge, Coppotelli (1982)

	good qualities		bad qualities	
	cooperative	leads peers	disruptive	fight
popular	✓	✓	✗	✗
controversial	0	✓	✓	✓
rejected	✗	✗	✓	✓
neglected	✗	✗	✗	✗
average	0	0	0	0

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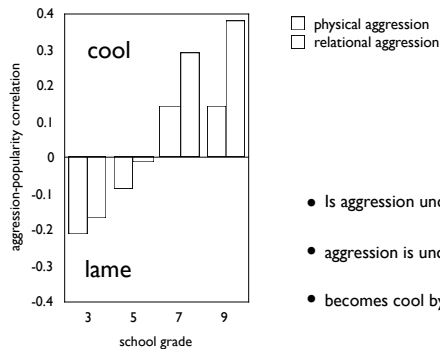
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Middle School Transformation

Rose, Swenson, & Waller (2004)

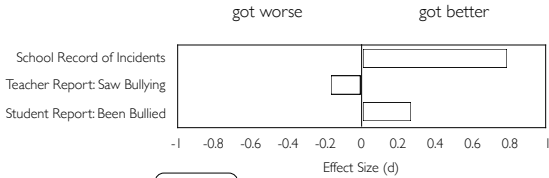


- Is aggression uncool at all ages?
- aggression is uncool in grade 3
- becomes cool by grade 7

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School Bullying Interventions

- Do school-based bullying interventions work?
- Meta-analysis of 16 studies
- In-school bullying prevention compared to either no intervention or pre-test



A. good news
B. bad news

Merrell et al. (2008)

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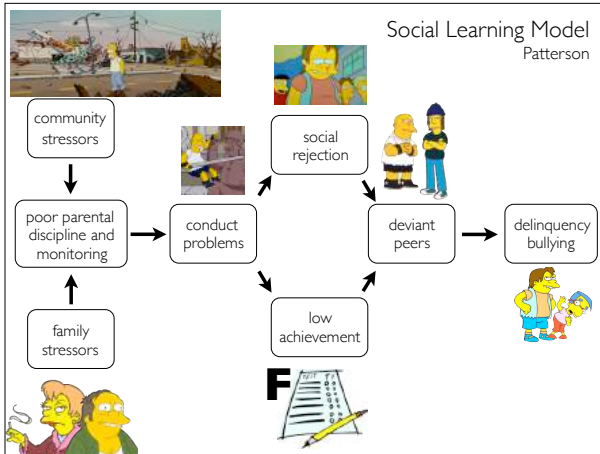
School Bullying Interventions

“The majority of outcomes evidenced no meaningful change, positive or negative. The authors conclude that school bullying interventions may produce modest positive outcomes.”

student report



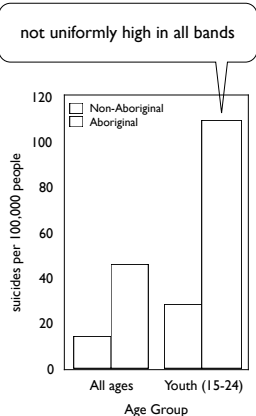
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Statistics for all people in province of BC
suicide rates extremely high for Aboriginal teens



Chandler et al. (2003)

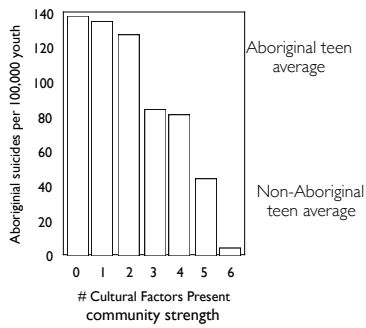
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community strength

1	2	3
self-government 	in land claims process 	band police/fire dept. 
band control over health facilities 	cultural facilities 	band controlled education 
4	5	6

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↑ community strength ——— ↓ suicide rate



What should this mean to the Canadian government?



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