Name

Professor name

Subject

June 23, 2019

Cyber-bullying

Cyber-bullying remains one of the common issues faced by teenagers and adults in America. It creates a hostile environment, affecting learning capacities and capabilities of learners. The most appropriate method for stopping cyberbullying is by teaching mannerism and social skills to teens. The teens in America encounter the problem of cyberbullying that affects their academic performance. Facts indicate that majority of teens have experienced cyber-bullying. The school's staff has a responsibility to identify the problem and devise a solution that could provide a safe learning environment for the learners. Schools have pa prominent role in eliminating cyber-bullying from schools environment. A focused policy on adopting behavioural intervention programs can allow schools to transform the bullying attitudes of teenagers.

It is not reasonable to punish teens for cyber-bullying instead more effective methods can be adopted for stopping it. Punishments can damage the personality of youth and end their opportunity of changing behaviors by education. The best approach to address the issue of bullying is to integrate behavior intervention programs. The schools must be able to shape the thinking and personalities of the teens making them better humans. Bhevaioral intervention programs are necessary to teach them how to behave in schools and societies. These programs provide education on mannerism and develops a sense of recognizing good qualities and conducting appropriate behavior at schools or colleges. Such programs guide teens to present themselves as gentle and good students at schools. Under the influence of manners, the teens avoid adopting behaviors that would help them deficient in manners (Lapidot-Lefler and Dolev-Cohen). The reason for adopting behavioral intervention programs is to offer the opportunity of transformation to the adolescents.

A cognitive behavioral program is an effective tool for controlling cyber-bullying among teens at schools. Colleges or schools can build a common policy for treating teen cyber-bullies. Such programs allow them to build a good social attitude towards fellow students that prevents them from engaging in activities like bullying and disputes. The behavioral intervention provides the opportunity of replacing negative attitude with a positive one. Social skills emphasize on removing the communication gap between children that is an effective tool to handle bullying (Gökkaya). Approach-based prevention programs are more practical compared to the adoption of strict punishments. The emphasis of these programs is to help cyber-bullies to transform their behaviors.

The programs can be applied at the classroom and individual level that will promote the development of attitude against cyber-bullying. In classrooms, the schools will raise awareness and focus on the creation of a positive environment. Meetings will be conducted with bullies and victims for identifying the causes and implications of issues. The school will perform scanning for identifying cyber-bullies and provide them with regular counselling. The policy will focus on monitoring the behavior of bullies and assessing their interaction with other students. Students will be explained that the school has adopted a zero-tolerance policy for cyber-bullying that will discourage students from engaging in such behaviors.

Cyber-bullying causes mental frustrations to influencing academic performance. The clinical studies indicate the association of bullying with the mental condition of the students. Teens that undergo the experience of bullying develop depressive issues that cause other problems. Bullying affects the behaviors of the victims leading to disturbing emotions and unstable moods. People that encounter bullying exhibits aggressive behaviors and face exhibits unstable moods when they interact with others. The teens that encounter bullying often spends more time alone leading to isolation. They avoid sitting with other students or engaging in outdoor activities. The research also reveals that teens display discomfort when they are at schools (Lapidot-Lefler and Dolev-Cohen).

Adopting appropriate behavioral interventions eliminates bullying from schools. Through cognitive behavior programs, teens develop appropriate behaviors as they learn to refrain from harmful activities. Social skills promote polite behaviors and allow them to develop a friendly approach towards other students. Behavior intervention programs are useful for developing the traits of empathy, assertiveness, and problem-solving. The trait of empathy focuses on acting friendly and caring for fellow students (Anderson). Empathy helps students to realize that bullying is hurting for others and can cause adverse effects. The concept of empathy allows students to realize how harmful it can be thus motivating them to avoid bullying. The principle of assertiveness helps children to know that they can stand in a fair manner against bullying or hurting. They develop the ability to deal with a bully and avoid developing aggressive behaviors. Assertiveness is a useful tool to avoid bullying behaviors by encouraging teens to stand when they encounter it. Problem-solving develops the ability to deal with the situation of bullying through non-aggressive behaviors. The teens learn to assess the problem and use their skills for avoiding it.

Promoting interaction is also part of a behavioral intervention program that eliminates bullying. The schools can promotes a friendly environment where interaction is encouraged among students. When teens learn to interact and communicate with others, they can understand them and realize the consequences of hurting them. Interaction helps teens to learn about the feelings of others and develop respectful behavior towards them. Interaction is a useful tool used to promote the friendly relationship between teens thus removing the chances of bullying. Visuals, videotapes, and role-playing are useful tools to prevent bullying among young adults. Education and behavioral transformation are more impactful for eliminating cyber-bullying from schools.

Work Cited

Gökkaya, Füsun. "Peer Bullying in Schools: Acognitive-behaviourall Intervention Program." Child and Adolescent Mental Health (2017).

Anderson, Monica. A Majority of Teens Have Experienced Some Form of Cyberbullying. 2018. 23 06 2019 <https://www.pewinternet.org/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying/>.

Lapidot-Lefler, Noam and Michal Dolev-Cohen. "Differences in Social Skills among Cyberbullies, Cybervictims, Cyberbystanders, and those not Involved in Cyberbullying." J Child Adolesc Behav 2.149 (2014).