

Abstract

This study attempted at developing a school wide intervention plan for the victims of bullying. This study was designed to be a quasi-experimental design, which was a non-equivalent control group design. Two schools, labeled as: experimental and control were enrolled for this study. A total of 12 participants aged between seven to twelve years, who were all victims of bullying were recruited to take part in this study. Six participants were recruited from each school. Illinois Bullying Scale (IBS), was used to study bullying, victimisation and fighting tendency of the participants; and Social Skills Checklist was used to study the social skills of the participants. The intervention plan constituted emotional management, self esteem building, social skills building and problem solving. The study was designed to record an improvement in the pro-social behaviour of the participants, and reduce victimisation in school. In addition to individual therapy, policy changes were also suggested to the school, where parents, teachers and the school administration was involved in the anti-bullying initiative. The policy recommendations introduced school rules against bullying, suggested forming an anti-bullying school committee, and improving supervision in schools, by implementing the principles of reinforcement and punishment effectively to encourage pro-social behaviour, and curb bullying. The experimental group showed significant improvement in their tendency for victimisation, and their social skills as well; whereas the control group scores on social skills, and victimisation were unaltered.

Keywords: victimisation, social skills, intervention plan.