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Psychosocial support for ostracizers in educational environment

VICTORIA NAZAREVICH. **Psychosocial support for ostracizers in educational environment.** *The present article aims to analyze materials and researches concerning ostracism in the educational environment. It was stated that the prevention of ostracism in the educational environment is one of the biggest challenges of the 21st century. Introducing the psychosocial support program of ostracizers to educational environments may be a long-term solution to the problem. The program aims to provide qualified support to children who tend to ostracize and display deviant behavior; assist them in developing constructive communication skills, self-reflection, self-awareness, and self-regulation skills; establish friendly and respectful relationships with each other; develop partnership and cooperation skills and competencies. The main factor in the program's effectiveness is the involvement of a multidisciplinary team (psychologists, teachers, social workers, and speech-language pathologists (SLP). Collaboration between psychologists, teachers, parents, and children is also necessary.*
Keywords: ostracism, ostracizer, educational environment, psychosocial support, deviant behavior, psychological support.

The psychosocial support of the ostracizers in the educational environment is one of the most significant challenges of the 21st century. Researchers state that ostracizers are at a high risk of developing deviant behavior. While many types of research mainly focus on correcting deviant behaviors in ostracizers, there is a lack of data about the effective methods of preventing deviant behavior.

Ostracizers may struggle with studying, as they lack self-regulation skills and may demonstrate inefficiency in voluntary regulation of cognitive activities. Those characteristics may result in maladaptation and some abnormal behavior patterns. The reasons for ostracizing behavior of an individual are determined by multiple factors, including upbringing, social environment, and cognitive, physical, and social-emotional development.

Deviant behavior includes rudeness, aggressiveness, irascibility, acts of violence, assault, theft, and lying, regular fights with teachers and peers, unauthorized and systematic deviation from the study, and involvement in antisocial peer groups. For ostracizers, such behavior is a typical reaction to any stressor.

Consequently, it is essential to provide ostracizers with pedagogical and psychosocial support in order to prevent them from committing more severe violations of mores or laws, as well as prevent them from exhibiting ostracizing behavior towards peers in an educational environment. The main aim of psychological support is to help ostracizers develop social skills and constructive communication skills. It is necessary to consider the individual characteristics of the ostracizer to improve the system of providing psychosocial support to ostracizers. Moreover, it is also essential to establish an educational environment that focuses on developing the strong sides of each pupil, including ostracizers.

Therefore, the present article aims to approach three main tasks: discover the main aspects of organizing psychological support for ostracizers in the educational environment; determine significant priorities in the psychosocial support system for children who demonstrate deviant behavior; determine factors contributing to an efficient system of psychosocial support.

After analyzing previously published researches (Atkinson & Adolphs, 2011), the fundamental principles of efficient psychosocial support for ostracizers were formulated:

- The principle of integration underpins the importance of collaboration between psychologists, parents, teachers, and school

administration when providing support for the ostracizer. The common rules, values, and strategies that all caregivers share are crucial.

- The principle of consistency is one of the most crucial ones when providing psychosocial support. As psychosocial support is a continuous and long-term process.
- The principle of cooperation underlies the significance of a multidisciplinary team (psychologists, teachers, social workers, and speech-language pathologists (SLP)) in providing the ostracizer with psychosocial support.
- The principle of humanism stresses the significance of viewing the ostracizer as a unique human being, respected as an equal in relationships with adults.
- The principle of "being on the child's side" underpins the importance of putting the child's interests first in organizing a psychosocial support program
- When organizing the psychosocial support program, the following aspects should be taken into consideration (Dallman et al., 2003):
- Parents must be actively involved in the psychosocial support program for ostracizers. Such involvement will help parents and custodians achieve greater parental competence.
- The psychological support program must be based on evident-based knowledge of developmental psychology, including the child development stages and children's group dynamics.
- An unconditional positive attitude towards all children, including ostracizer, must be adopted. A child must be treated as a unique person who can be neither criticized nor condemned. Excellent tolerance and patience towards a child should be shown.
- Psychological predictors of the deviant behavior of ostracizers must be considered.

Hymel and Swearer (2015) also state that when introducing the psychosocial support program for ostracizers in an educational environment, the following aspects should be considered:

- The program aims to offer qualified support and the best conditions for children's development.
- Implementing modern interactive methods and techniques to the program (training, workshops, open discussions, brainstorming sessions, and individual counseling sessions) is vital to ensure collaboration between psychologists, teachers, parents, and children.

- Efforts and accomplishments of children must be praised, and all activities for children must be at the right level, not too hard yet not too easy for a child to undertake. The child must feel the constant belief of psychologists, teachers, and parents in their capabilities.
- Teachers should regularly improve their professional skills and expand their knowledge.
- Art therapy sessions should be one of the essential elements of the program, as they positively affect children's self-expression, self-reflection, and self-knowledge skills.
- The program should also involve activities that will assist parents and custodians in achieving greater parental competence.

Therefore, the psychosocial support program for ostracizers should involve children, parents, custodians, and teachers (Kidger et al., 2015).

When providing psychosocial support for ostracizers, the following tasks should be fulfilled:

- It is essential to recreate situations that provoke ostracizing behavior in ostracizers (Corrigan, 2000).
- Creating a safe environment where ostracizers can become aware of their ostracizing behavior, and its adverse effects is vital (Corrigan, 2000).
- It is essential to help ostracizers develop constructive communication skills (Corrigan, 2000).
- It is essential to assist ostracizers in acquiring and practicing self-regulation and self-reflection skills (Danese & Tan, 2013).
- It is vital to provide ostracizers with the opportunity to observe other people, and adult role models, demonstrating constructive behavior when faced with stressful situations and conflicts (Danese & Tan, 2013).
- Creating an environment where ostracizers can practice constructive communication skills is vital (Danese & Tan, 2013).

Ultimately, the program focuses on such behavior patterns and characteristics of ostracizers as rudeness, aggressiveness, irascibility, xenophobia, violence, assault, theft, lying, regular fights with teachers, peers, and family members, and refusal to follow the rules.

Children and teenagers tend to be highly emotional and frequently rely solemnly on emotions when making decisions. Hence, all activities within the program should help ostracizers develop emotional intelligence skills and constructive behavior patterns (Duncan et al., 2014). It is suggested that exploring own emotions and feelings, as well as understanding the

emotions of others, will benefit ostracizers and reduce the frequency of ostracizing behavior toward others. It is also vital for ostracizers to build awareness of behavioral patterns they follow that negatively influence their relationships with others. Therefore, ostracizers need the wholehearted emotional support of their parents or custodians, teachers, and adult role models. Such support is a predictor of positive changes in the frequency of ostracizing and destructive behavior of ostracizers.

Ford and Elhai (2010) state that to minimize ostracism between pupils or students in an educational environment, they should be able to have a positive social experience with their classmates, as well as their parents, teachers, or professors. Pupils and students need to experience academic success as frequently as possible (Hunter et al., 2014). Such experience helps children, especially ostracizers, to overcome social anxiety and fear that may lead to ostracizing behavior in the future, enjoy the intrinsic reward, and stimulate their creativity.

De Bruyn, Cillessen, and Wissink (2009) discovered that the following activities are beneficial for creating a safe, tolerant, and accepting educational environment in class: doing unusual warm-up activities, developing alternative ways to start classes, implementing a chaining strategy, doing communication exercises, setting individual tasks for every pupil or student, organizing active breaks and so on.

It is beneficial for ostracizers to be engaged in various social activities, as it helps them practice constructive communication skills, improve self-regulation and self-reflection skills, develop empathy for others, and develop the habit of managing and accessing their behavior.

Art therapy sessions should also be provided for ostracizers (Kidger et al., 2015). Art therapy allows them to constructively express their emotions and feelings, for example, anger, frustration, fear, resentment, and disgust. Those negative emotions and feelings may lead to ostracizing behavior when they are not expressed constructively. Painting and drawing, sculpting, embroidering, making appliques, creating fairy tales, and making music are the art therapy activities that are recommended for ostracizers. Those activities will assist ostracizers in developing awareness of their own emotions, feelings, thoughts, and needs. It was also discovered that art therapy sessions help ostracizers develop new coping strategies, acquire decision-making skills and build tolerance for others (Juvonen et al., 2010). Therefore, art therapy sessions effectively create a friendly, tolerant educational environment.

The findings of recent studies demonstrate that family situations may be one of the reasons for a child's deviant and ostracizing behavior in the educational environment (Dallman et al., 2003). Most ostracizers were raised by unstable parents, who frequently ignored or failed to meet their child's needs, kept inconsistent discipline, or failed to set any limitations for a child. Consequently, it is vital to organize parent-child sessions within the psychosocial support program for ostracizers. Atkinson and Adolphs (2011) point out that the parent-child sessions contribute to building a more intimate relationship between parents and children and developing empathy, mutual respect, and acceptance within a relationship.

To provide effective psychological support to ostracizers, the psychologist should follow some pieces of advice (Barnes & Wilson, 2014):

- It is vital to focus equally on the emotions, thoughts, and behaviors of an ostracizer
- It is essential to focus on cultivating the positive aspect of an ostracizer
- It is essential to record all changes in the behavior of a child
- It is essential to gradually increase the difficulty of tasks and exercises children have to fulfill.
- Every activity needs to be age-appropriate
- Cognitive performance needs to be followed by physical activity. Moreover, it is essential to plan breaks from cognitive activities. The length of the breaks should depend on a child's cognitive task difficulty, tiredness, and motivation.
- It is essential to plan all tasks and activities according to the zone proximal development (ZPD) of a child, an ostracizer
- A safe environment should be created during all sessions of an ostracizer with a psychologist. A child must not feel ashamed of any difficulties, mistakes, or problems.

Anderson (2009) states that following a particular lesson plan will positively affect the program of psychosocial support overall:

- The class beginning. Every class should start with a greeting that was previously discussed and chosen by pupils. In such a way, every class starts with positivity. Also, the class rules should be refreshed in children's memory (Comber, 2016). The basic rules of the class are "remain silent while other pupils speak," "put the hand up if you want to say something," "speak calmly," "do not interrupt other pupils," and "refer to everyone by their names,"

"respect everyone" and "follow the class rules." It is also beneficial to plan some physical activity at the beginning of every class.

- The main phase of the class. During this phase, all tasks and assignments should be performed.
- The end of the class. During this phase, it is recommended to have an open discussion about the class and let children share their thoughts, ideas, and emotions. The class ends with relaxation techniques to minimize any emotional or physical tension.

Comber (2016) finds games to significantly positively affect one's confidence, self-reflection, and self-regulation skills. Games also help children, ostracizers in particular, to reduce emotional tension. Through games, ostracizers usually demonstrate the ostracizing behavior they exhibit towards children in normal circumstances.

After analyzing the results of previously conducted researches, we were able to develop recommendations for everyone who takes part in the program of psychosocial support for ostracizers:

- It is vital to conduct constant monitoring of ostracizing behavior in an educational environment (Danese et al., 2007).
- It is vital to ensure collaboration between the school staff and parents. Such collaboration may positively affect the ability of ostracizers to adapt to the educational environment (Espelage et al., 2013).
- Promoting cooperation between a school and cultural institutions is essential to ensure children's cultural development.
- It is essential to help children develop partnership and cooperation skills and competencies (Fisher et al., 2018).
- It is vital to focus on helping children establish friendly and respectful relationships with each other.
- It is vital to help children acquire self-reflection skills and improve self-awareness and self-regulation skills.
- It is essential to provide qualified support to children who tend to ostracize and display deviant behavior. It is vital to assist them in developing constructive communication skills.

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Abstracts

В.В. НАЗАРЕВИЧ Соціально-психологічний супровід остракізаторів у навчальному просторі. *Стаття присвячена визначенню системи психологічного супроводу остракізаторів в навчальному просторі, та особливостям організації процесу. Проаналізовано наукову літературу, із зазначеної теми, що дозволило виокремити психолого-педагогічні принципи, що забезпечують ефективний психологічний супровід особи-остракізатора під час навчального процесу. Також, вказано на підходи, що мають впроваджуватися, у ситуації психологічної підтримки остракізаторів. І умови, за Нутел S. та Swearer S., що передбачають дотримання наступних складових: 1) корекційно-розвивальна спрямованість програми супроводу; 2) використання у взаємодії з суб'єктами (педагогами, батьками, дітьми) психологічного супроводу сучасних інтерактивних методів і форм роботи (тренінгів, майстер-класів, круглих столів, ігрових мето-*

дів, індивідуального психологічного консультування, моделювання ситуацій, дискусій, мозкових штурмів тощо); 3) створення ситуації успіху в роботі з остракізаторами в навчальному просторі; 4) постійне підвищення кваліфікації педагогічних працівників у сфері професійної діяльності з дітьми, що мають девіантну поведінку та схильність до остракізаторських проявів та інші. Проаналізовано особливості методу «Кімната терапії іграшкою» як способу швидкої допомоги в ситуації травматизації, а також депресивних проявах, тривожних розладах, посттравматичних стресових розладах і фізичній чи емоційній травмі дитини. Визначено, що психологічний ефект спостерігається у осіб, оскільки терапевтична іграшка – це структурована форма сприйняття навколишньої дійсності, спрямована на зняття напруги та тривоги, що виникають внаслідок травматичних подій дитинства. А також, що ігрова взаємодія, дає можливість, висловили свої почуття та страхи щодо ситуації воєнної агресії. Вказано на основні напрямки роботи, та розкрито систему завдань корекційно-розвиваючого спрямування. Відмічено, що корекційно-розвивальні заняття з особами, схильними до проявів остракізму, мають бути переважно орієнтовані на такі форми: грубість, жорстокість, запальність, ворожість, мстивість, конфліктність, негативізм, агресивність, лихослів'я з однолітками, батьками, педагогами, демонстративність, недисциплінованість, інтолерантність, виключення однолітків з соціальної взаємодії, ксенофобічні прояви. Представлено систему побудови роботи з дітьми, із девіантними проявами поведінки, через взаємодію з батьками та референтними дорослими, адже Dallman M. відмічає, що поведінка дітей набуває стійкого девіантного характеру внаслідок несприятливих стосунків у сім'ї, а саме зі значущими дорослими (батьками). Практика роботи з сім'ями показала, що більшість дітей, що мають прояви остракізаторської поведінки, виховується в сім'ях з нестійким типом виховання. Таким сім'ям властива певна байдужість до внутрішнього світу дитини, до її інтересів, потреб, суперечливе бачення вимог і заборон щодо дитини, а іноді повна відсутність обмежень з боку батьків. Подальший розгляд цієї проблеми вбачаємо у вивченні поведінкових стратегій поведінки дитини, в при постійному психолого-педагогічному супроводі, та здійснення лонгітюдного спостереження за особистісними змінами дитини-остракізатора.

Ключові слова: остракізм, соціальна ізоляція, психологічний супровід, умови супроводу остракізаторів, остракізатори, деструктивна поведінка, навчальний простір, профілактика остракізму.

W.W. NAZAREVYCH Wsparcie społeczno-psychologiczne osób ostracyzujących w przestrzeni edukacyjnej. Artykuł poświęcony jest definicji systemu wsparcia psychologicznego osób ostracyzujących w przestrzeni edukacyjnej oraz osobliwościom organizacji tego procesu. Przeanalizowano literaturę naukową na dany temat, co pozwoliło na wyodrębnienie zasad psychologiczno-pedagogicznych zapewniających skuteczne wsparcie psychologiczne osoby ostracyzującej w procesie edukacyjnym. Wymieniono również sposoby postępowania w sytuacji wsparcia psychologicznego osób ostracyzujących. Oraz warunki, według Hymela S. i Swearera S., które zakładają przestrzeganie następujących elementów składowych: 1) ukierunkowanie korygująco-rozwojowe programu wsparcia; 2) stosowanie w interakcji z podmiotami (pedagogami, rodzicami, dziećmi) wsparcia psychologicznego nowoczesnych interaktywnych metod i form pracy (szkolenia, warsztaty, okrągłe stoły, metody gier, indywidualne poradnictwo psychologiczne, modelowanie sytuacji, dyskusje, burze mózgów, itp.); 3) stworzenie sytuacji sukcesu w pracy z osobami ostracyzującymi w przestrzeni edukacyjnej; 4) stałe podnoszenie kwalifikacji pracowników pedagogicznych w zakresie pracy zawodowej z dziećmi wykazującymi zachowania dewiacyjne i tendencje do przejawów ostracyzmu i inne. Przeanalizowano specyfikę metody „Terapia zabawą” jako metody szybkiej pomocy w sytuacji traumatyzacji, a także objawów depresyjnych, zaburzeń lękowych, zespołu stresu pourazowego oraz traumy fizycznej lub emocjonalnej dziecka. Ustalono, że efekt psychologiczny obserwuje się u poszczególnych osób, gdyż zabawka terapeutyczna jest ustrukturyzowaną formą postrzegania otaczającej rzeczywistości, mającą na celu rozładowanie napięcia i niepokoju wynikającego z traumatycznych wydarzeń z dzieciństwa. A także, że interakcja poprzez zabawę daje możliwość wyrażenia swoich uczuć i obaw związanych z sytuacją agresji militarnej. Wskazano główne kierunki pracy, ujawniono system zadań kierunku korekcyjno-rozwojowego. Zwrócono uwagę, że zajęcia korekcyjno-rozwojowe z osobami skłonnyymi do przejawów ostracyzmu powinny koncentrować się głównie na następujących formach: brutalność, okrucieństwa, porywczność, wrogość, mściwość, konfliktowość, negatywizm, agresja, oszczerstwo wobec rówieśników, rodziców, nauczycieli, demonstracyjność, niezdyscyplinowanie, nietolerancja, wykluczenie rówieśników z interakcji społecznych, przejawy ksenofobii. Przedstawiono system pracy z dziećmi z dewiacyjnymi przejawami zachowań poprzez interakcje z rodzicami i bliskimi dorosłymi, ponieważ Dallman M. zauważa, że zachowanie dzieci nabiera trwałego charakteru

dewiacyjnego w wyniku niekorzystnych relacji w rodzinie, a mianowicie ze znaczącymi osobami dorosłymi (rodzicami). Praktyka pracy z rodzinami pokazała, że większość dzieci przejawiających zachowania ostracyzujące wychowuje się w rodzinach o niestabilnym typie wychowania. Rodziny takie charakteryzują się pewną obojętnością wobec wewnętrznego świata dziecka, jego zainteresowań i potrzeb, sprzeczną wizją wymagań i zakazów wobec dziecka, a niekiedy całkowitym brakiem ograniczeń ze strony rodziców. Dalsze rozważania tego problemu można dostrzec w badaniu behawioralnych strategii zachowania dziecka, przy stałym wsparciu psychologicznym i pedagogicznym oraz w realizacji obserwacji podłużnej zmian osobistych dziecka o zachowaniu ostracyzującym.

Słowa kluczowe: ostracyzm, izolacja społeczna, wsparcie psychologiczne, warunki wsparcia osoby ostracyzującej, zachowania destrukcyjne, przestrzeń edukacyjna, przeciwdziałanie ostracyzmowi.