

Aggressive Girls

Sugar and Spice, No More

http://www.huffingtonpost.com/2014/05/06/girl-fight-shovel-video_n_5267723.html

Chicago, IL

Dyett Academic Center in Chicago, after violence that included a group of girls who allegedly walked into a classroom and choked a student, pushed her to the floor, and stomped on her face. Some parents at a south side Chicago public high school are refusing to send their daughters back to classes unless Chicago Public School officials address violent behavior by an alleged girl gang.

Allentown, PA

A 14-year-old girl was standing in front of Allentown's South Mountain Middle School in Pennsylvania one morning last spring when another girl came up behind her, grabbed her ponytail and yanked her to her knees. After dragging her backward across the asphalt and tearing her jeans, the attacker then punched the 14-year-old six times in the face, bloodying her nose and lips. "She didn't know my daughter," said the girl's mother. "It was a problem she was having with one of my daughter's friends. She said she grabbed her because she was the closest one." Allentown saw aggravated assault arrests of girls nearly double last year.

Baltimore, MD

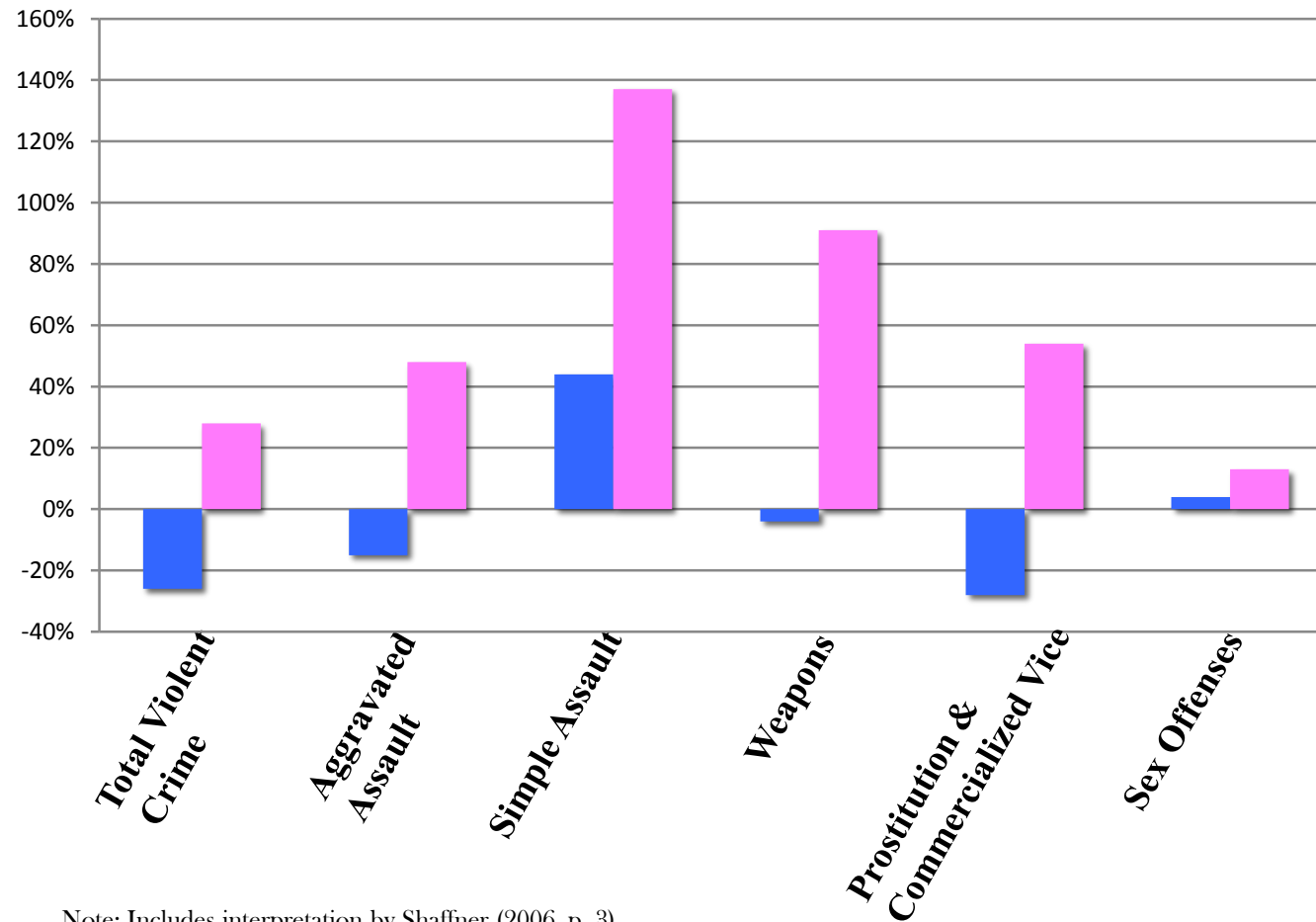
At a birthday party in Baltimore, Nicole kissed a boy on the cheek as a dare. At least 6 other girls ages 12-15 and possibly 2 adult women then savagely attacked the 12 year-old and put her in the hospital in a coma. "This is vicious, 'I-want-to-hurt-you' fighting. It's a nationwide phenomenon and it's catching us all off guard." Jansen Robinson, Former Baltimore School Police Chief.

Statistics

The Center for the Study of Prevention of Violence in Boulder, Colo., reports that in the last decade, the number of female juveniles arrested for violent crimes (murder, robbery and aggravated assault) increased 25 percent, with no percentage increase in arrests of male juveniles during that same time frame. (Heidel, et al)

1 in 4 violent acts perpetrated by girls as opposed to 1 in 10 a generation ago

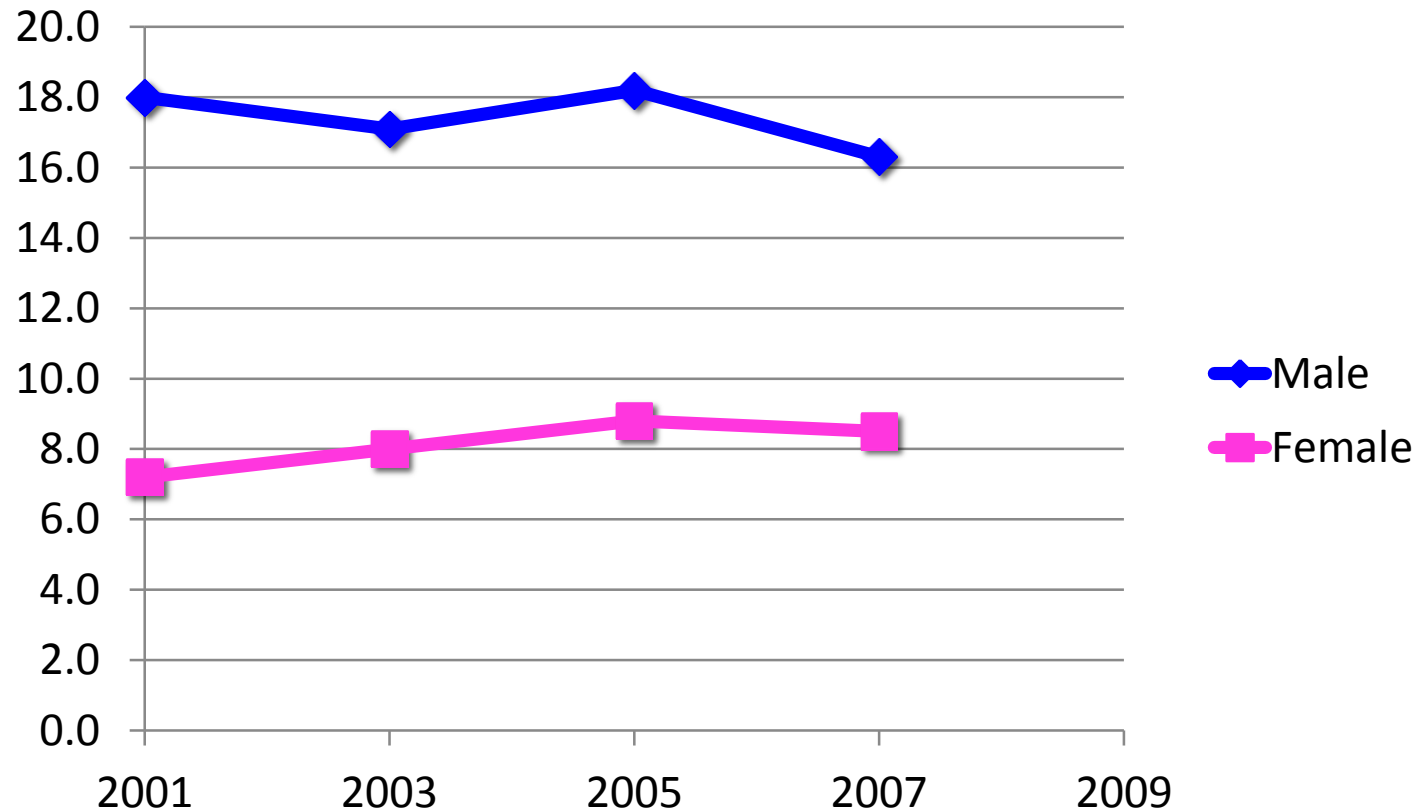
FBI Reported Crimes: Percent Change between 1999-2004



Note: Includes interpretation by Shaffner (2006, p. 3)

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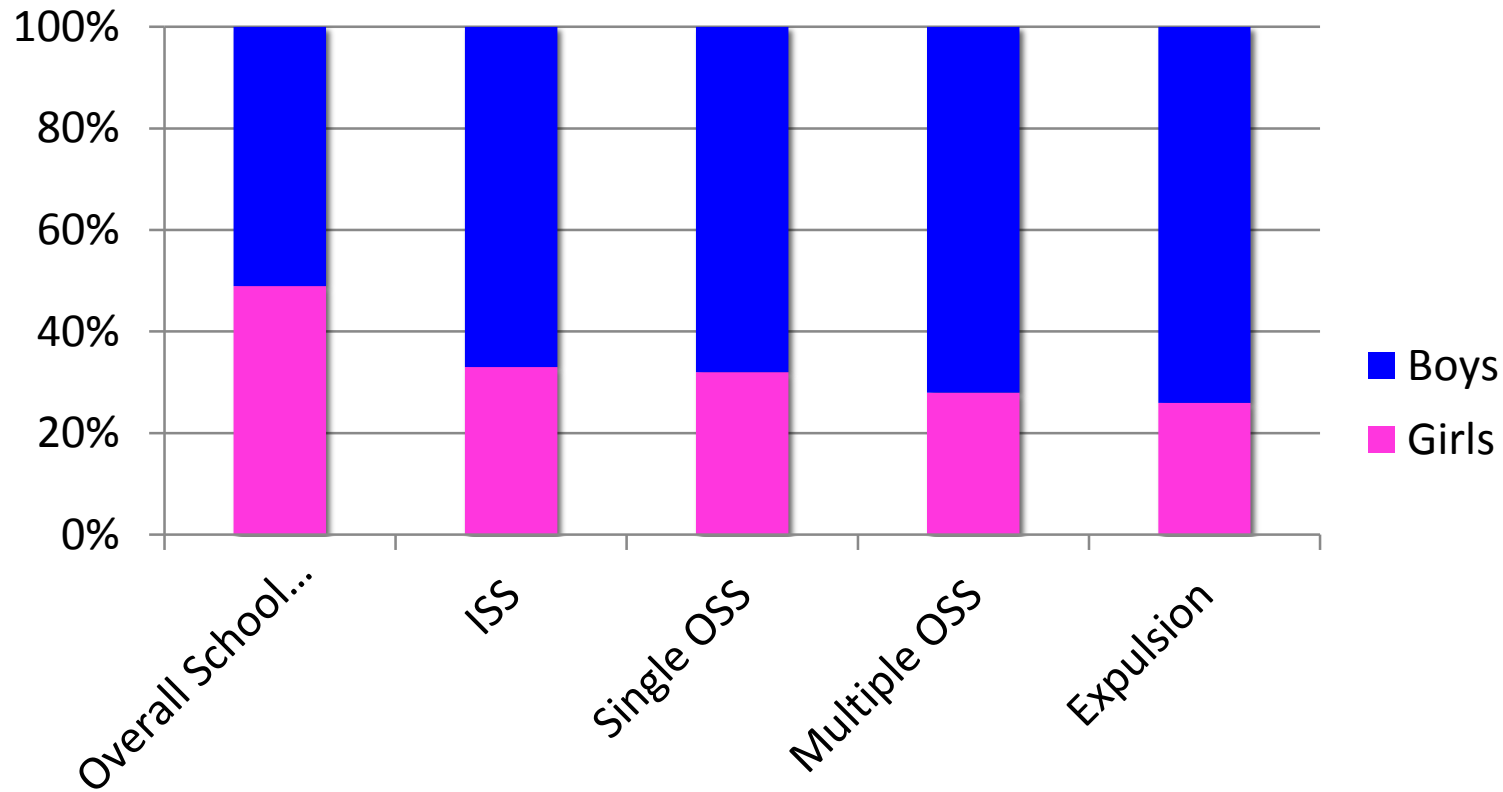
NCES 2009 Data: 9-12 graders in a physical fight in previous 12 months on school property



Year	Male	Female
2001	18.0	7.2
2003	17.1	8.0
2005	18.2	8.8
2007	16.3	8.5

Percent of respondents endorsing each item	During your school years (K-12) were you ever a victim of any of the following events by a female aggressor?	During your school years (K-12) were you ever the perpetrator of any of the following?	During your school years (K-12) did you ever observe any of the following by a female aggressor?
a derogatory comment based on gender or ethnicity	39	10	61
a verbal threat	37	20	76
physical aggression without bodily harm (e.g. shove, slap, trip)	54	34	83
physical aggression resulting in bodily harm	15	0	49
sexual assault	2	0	10
	Where did the event(s) occur?	Where did the event(s) occur?	Where did the event(s) occur?
neighborhood	17	5	24
at school, during school hours	61	22	78
at school, after school hours	27	7	44
at a school sponsored activity	7	2	37
at a family event	5	2	2
a social gathering (e.g. party, movies, mall)	20	2	39
camp	2	0	0
during a sporting event (as a player)	12	7	17
	What were the consequences of the event(s) for the perpetrator(s)?	What were the consequences of the event(s) for you?	What were the consequences of the event(s) for the perpetrator(s)?
in school consequence (e.g. ISS, suspension, DAEP)	7	0	56
criminal consequence (e.g. adjudication, arrest)	0	0	10
family consequence (e.g. removal of privileges, restrictions)	2	7	15
no consequence/not reported	59	27	20
	Are you aware of any school based interventions for aggressive females?		
Yes	7		
No	93		

OCR 2012 – Overall Federal Data for School Disciplinary Actions



Boys receive disproportionate multiple and out of school suspensions

At risk girls more than 1.5 times more likely for disciplinary referrals than universal population (Rusby, et al, 2007)

OCR: OSS Girl vs Boy suspensions by race

	American Indian/Alaska Native	Asian	Native Hawaiian/Other Pacific Islander	Black/African American	Hispanic/Latino of any race	Two or more races	white
Texas Girls	4%	1%	3%	10%	3%	4%	2%
Texas Boys	8%	2%	7%	18%	8%	10%	5%

Lowest percentage of Girls all races receiving out of school suspensions: 15% North Dakota

Texas Ranked #11 @ 27% of all out of school suspensions

Highest percentage of Girls of all races receiving out of school suspensions : Rhode Island at 62% of out of school suspensions

At risk girls more than 1.5 times more likely for disciplinary referrals than universal population

Are Aggressive Girls
Really that Different
from Aggressive Boys?

Females	Males
Aggressive peers	Aggressive peers
Suicide of peer	
Peer groups focus on social/ relationships	Peer groups focus on rules/games
females learn early on via social learning that aggressive behavior is punished with social derogation	such behaviors often are accepted (or rewarded) among males
Physical abuse (evidence indicates more salient for females than males)	Physical abuse
Sexual abuse	
Dx of PTSD	
Impulsivity/hyperactivity/disinhibition	Impulsivity/hyperactivity/disinhibition
ADHD + CD (higher prevalence than males)	
Low SES	Low SES
Single parent households (97% of incarcerated)	Single parent households (42% of incarcerated)
Maternal hostility	
Low cognitive executive functioning	
Difficult temperament	
Impaired neuropsychological functioning	Impaired neuropsychological functioning
	Victimization coupled with victimization of close friends
Exposure to violence leads to more aggressive behavior in the home	Exposure to violence leads to more aggressive behavior in school and community
Aggressive acts result of negative interpersonal interactions rather than the cause of negative interactions	
Disliked by peers	

Developmental Perspective

Across lifespan, aggression rates highest when children are 2 or 3; as children acquire language and social skills, aggression decreases.

Girls' aggression decreases at a faster rate than boys' aggression.

Aggression less normative for girls than boys: may have a higher social cost.

Girls and boys have similar capacities for the full range of aggression: physical, verbal, social.

Higher proportion of girls' aggression is social, rather than physical, compared to boys.

Bandura: Social Learning Theory

Key Factors

- Learning is not strictly behavioral, has cognitive development in environment
- Learning is achieved with reinforcement
- Reciprocal Determinism: learner is active in the process

Use of SLT:

- Impact on how we understand the prevalence of violence
- Understand how violence is systemic and broader than the school
- Reduced exposure to prosocial behaviors--limited positive role models

Why is this happening?

Changing attitudes toward females

Increased culture of physicality of females

Increased pop culture celebration of female aggression

From the Wizard of Oz to G.I. Jane, Changing Attitudes Toward Females

Firsts for Women:

- 1973: U.S. Navy allows women to enter pilot training
- 1987: Aretha Franklin, inducted in to Rock and Roll Hall of Fame
- 1993: Janet Reno, served as U.S. Attorney General
- 1999: Carly Fiorina: led fortune 50 Company (Hewlett-Packard)
- 2008: Ann Dunwoody: four-star General in U.S. Army
- 2014: Becky Hammon: fulltime female coach in NBA (San Antonio Spurs!)
- 2014: Katy Higgins: joined U.S. Navy Blue Angels

From June Cleaver to Hillary Clinton: Increased Opportunities

West Point, 1976: women joined Service Academy

WNBA, 1996 established

Compare: “The Economist”

- 1963: 62% of college educated women worked, 46% of high school diplomas worked
- 2009: 80% of college educated women worked, & 67% of high school diplomas worked

Digest of Economic Statistics:

- Women earn 60% of university degrees in U.S. & Europe

From Babe to Hope Solo: Expectations of Physicality

1932 - Babe Didrikson wins team championship at AAU national track & field meet

1943 - All American Girls' Baseball League was formed

1974 - The National Women's Football League is formed

1991 - The U.S. Women's soccer team wins the first Women's World Cup

2013 - First Women's MMA fight occurs in UFC

From Femme Fatale to Warrior: Female Aggression in Film

1941 - Double Indemnity

1979 - Alien

1991 - Thelma and Louise

2003/4 - Kill Bill, Vols 1 & 2

2012 - The Hunger Games

Cute to Criminal: Aggressive Females on the Small Screen

1976 Charlie's Angels

1998 Power Puff Girls

1997 Buffy the Vampire Slayer

2001 Alias

2010 The Walking Dead

2013 Orange is the New Black

What to do about it

Universal positive behavior supports

Targeted intervention for those with identified risk factors

Intensive intervention for those who have engaged in aggressive behavior

The Treating Aggressive Girls (TAG) System for Evaluating Interventions

This system provides practitioners a frame work for evaluating the appropriateness of interventions for use with females who have been identifies as aggressive or as at risk for exhibiting aggression.

Directions: Utilizing the Manual and Activities for an intervention, determine which Risk Factors, Areas of Need and Protective Factors are addressed and/or included in the program.

Risk Factors	Areas of Need	Protective Factors
<ul style="list-style-type: none"><input type="checkbox"/> Female specific<input type="checkbox"/> Physical abuse survivor<input type="checkbox"/> Sexual abuse survivor<input type="checkbox"/> Cognitive delays<input type="checkbox"/> Neurological impairment<input type="checkbox"/> Single parent family<input type="checkbox"/> Difficult temperament<input type="checkbox"/> Aggressive peers<input type="checkbox"/> Impulsivity<input type="checkbox"/> Hyperactivity<input type="checkbox"/> Disinhibition<input type="checkbox"/> Exposure to violence	<ul style="list-style-type: none"><input type="checkbox"/> Peer relationships<input type="checkbox"/> Adult relationships<input type="checkbox"/> Sexual behavior<input type="checkbox"/> Social skills	<ul style="list-style-type: none"><input type="checkbox"/> Positive Peer Relationship building<input type="checkbox"/> Positive Adult Relationship building<input type="checkbox"/> Feminist Perspective<input type="checkbox"/> Social Learning<input type="checkbox"/> Social Competence<input type="checkbox"/> Flexibility

Interpretation: Checks should appear in each of the columns. Those interventions that have more checks in all three columns are better suited for intervention with aggressive females. Those interventions that do not have checks in all columns are less well suited for intervention with aggressive females.

For those interventions that contain elements from all three columns, the following considerations may also be helpful in determining appropriateness of intervention.

Time for Implementation	Level	Empirical Support	Format	Leader	Age Range	Cost	Other
<ul style="list-style-type: none"> <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Duration <hr style="width: 10%; margin-left: 0;"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Universal <input type="checkbox"/> Targeted <input type="checkbox"/> Intensive 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence-based <input type="checkbox"/> Research-based 	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input type="checkbox"/> Large group <input type="checkbox"/> Small group <input type="checkbox"/> Individual 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher <input type="checkbox"/> School Psychologist <input type="checkbox"/> School Counselor <input type="checkbox"/> Paraprofessional 			

Universal intervention using the TAG system

Too Good For Violence: Impacts children’s behaviors and skill development in protective factors associated with resisting violence

Develops Skills: Two-Fold

Goal-Setting, Decision-Making, and Effective Communication

Peer Pressure Refusal, Prosocial Bonding, Conflict Resolution, Media Literacy

Risk Factors	Areas of Need	Protective Factors
<ul style="list-style-type: none"> <input type="checkbox"/> Female specific <input type="checkbox"/> Physical abuse survivor <input type="checkbox"/> Sexual abuse survivor <input type="checkbox"/> Cognitive delays <input type="checkbox"/> Neurological impairment <input type="checkbox"/> Single parent family <input type="checkbox"/> Difficult temperament <input checked="" type="checkbox"/> Aggressive peers <input type="checkbox"/> Impulsivity <input type="checkbox"/> Hyperactivity <input type="checkbox"/> Disinhibition <input checked="" type="checkbox"/> Exposure to violence 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer relationships <input checked="" type="checkbox"/> Adult relationships <input type="checkbox"/> Sexual behavior <input checked="" type="checkbox"/> Social skills 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Positive Peer Relationship building <input checked="" type="checkbox"/> Positive Adult Relationship building <input type="checkbox"/> Feminist Perspective <input type="checkbox"/> Social Learning <input checked="" type="checkbox"/> Social Competence <input type="checkbox"/> Flexibility

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Too Good For Violence

For those interventions that contain elements from all three columns, the following considerations may also be helpful in determining appropriateness of intervention.

Time for Implementation	Level	Empirical Support	Format	Leader	Age Range	Cost	Other
<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Duration <u>7-9 Lessons, no specified time period</u>	<input checked="" type="checkbox"/> Universal <input type="checkbox"/> Targeted <input type="checkbox"/> Intensive	<input checked="" type="checkbox"/> Evidence-based <u>Independent empirical confirmation of positive outcomes</u> <input type="checkbox"/> Research-based	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Large group <input type="checkbox"/> Small group <input type="checkbox"/> Individual	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> School Psychologist <input type="checkbox"/> School Counselor <input type="checkbox"/> Paraprofessional	K-12	\$300*	Too Good Programs, Mendez Foundation * Training for leader must be conducted by official Mendez Foundation trainers.

Targeted intervention using the TAG system

Friend to Friend:

Risk Factors	Areas of Need	Protective Factors
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Female specific<input type="checkbox"/> Physical abuse survivor<input type="checkbox"/> Sexual abuse survivor<input type="checkbox"/> Cognitive delays<input type="checkbox"/> Neurological impairment<input type="checkbox"/> Single parent family<input type="checkbox"/> Difficult temperament<input checked="" type="checkbox"/> Aggressive peers<input type="checkbox"/> Impulsivity<input type="checkbox"/> Hyperactivity<input type="checkbox"/> Disinhibition<input checked="" type="checkbox"/> Exposure to violence	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Peer relationships<input type="checkbox"/> Adult relationships<input type="checkbox"/> Sexual behavior<input checked="" type="checkbox"/> Social skills	<ul style="list-style-type: none"><input type="checkbox"/> Positive Peer Relationship building<input type="checkbox"/> Positive Adult Relationship building<input type="checkbox"/> Feminist Perspective<input type="checkbox"/> Social Learning<input type="checkbox"/> Social Competence<input type="checkbox"/> Flexibility

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Time for Implementation	Level	Empirical Support	Format	Leader	Age Range	Cost	Other
<ul style="list-style-type: none"> <input type="checkbox"/> Daily <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Duration <li style="padding-left: 20px;">20 sessions (2x/week) and 10 accompanying classroom sessions 	<ul style="list-style-type: none"> <input type="checkbox"/> Universal <input checked="" type="checkbox"/> Targeted <input type="checkbox"/> Intensive 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence-based <input checked="" type="checkbox"/> Research-based 	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input type="checkbox"/> Large group <input checked="" type="checkbox"/> Small group <input type="checkbox"/> Individual 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher <input type="checkbox"/> School Psychologist <input type="checkbox"/> School Counselor <input type="checkbox"/> Paraprofessional 			

Intensive intervention using the TAG system

Dealing with Anger: A Violence Prevention Program for African American Youth

Video scenarios depicting social situations and scripted discussion guides to encourage problem solving and non-aggressive responses and interactions

Risk Factors	Areas of Need	Protective Factors
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Female specific<input type="checkbox"/> Physical abuse survivor<input type="checkbox"/> Sexual abuse survivor<input type="checkbox"/> Cognitive delays<input type="checkbox"/> Neurological impairment<input type="checkbox"/> Single parent family<input type="checkbox"/> Difficult temperament<input checked="" type="checkbox"/> Aggressive peers<input type="checkbox"/> Impulsivity<input type="checkbox"/> Hyperactivity<input type="checkbox"/> Disinhibition<input checked="" type="checkbox"/> Exposure to violence	<ul style="list-style-type: none"><input type="checkbox"/> Peer relationships<input type="checkbox"/> Adult relationships<input type="checkbox"/> Sexual behavior<input checked="" type="checkbox"/> Social skills	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Positive Peer Relationship building<input type="checkbox"/> Positive Adult Relationship building<input type="checkbox"/> Feminist Perspective<input type="checkbox"/> Social Learning<input checked="" type="checkbox"/> Social Competence<input checked="" type="checkbox"/> Flexibility

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Dealing with Anger

For those interventions that contain elements from all three columns, the following considerations may also be helpful in determining appropriateness of intervention.

Time for Implementation	Level	Empirical Support	Format	Leader	Age Range	Cost	Other
<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Duration	<input type="checkbox"/> Universal <input type="checkbox"/> Targeted <input checked="" type="checkbox"/> Intensive	<input type="checkbox"/> Evidence-based <input checked="" type="checkbox"/> Research-based Based on research related to anger management interventions and cultural considerations in working with African American youth	<input type="checkbox"/> Whole class <input type="checkbox"/> Large group <input type="checkbox"/> Small group <input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> School Psychologist <input checked="" type="checkbox"/> School Counselor <input type="checkbox"/> Paraprofessional	12-18	\$250	

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