Using Adlerian Art Therapy to Prevent Social Aggression among Middle School Students

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Abstract

Social aggression is a nonphysical form of bullying leading to consequences for both perpetrators and victims. Adlerian techniques are invaluable tools when confronting adolescents' feelings of inferiority and objectives of superiority and belonging (Thompson, Rudolph, & Henderson, 2004). Such feelings may lead to social aggression and consequently, social, psychological, and academic problems for involved students (Crick & Nelson, 2002). School counselors are in a position to help students substitute realistic for mistaken goals, thus improving a school's social climate, safety, and cohesion. This article offers details to help school mental health professionals recognize social aggression, discusses gender and age considerations along with costs associated with the behavior, and outlines a specific counseling program (Adlerian Art Therapy) based on Adlerian techniques to improve the school climate.

Adler (1964) described the human experience as that of moving toward self-selected goals that provide security, preserve self-esteem, and help the individual fit into society. This need to form relationships is particularly evident among middle school students who use socially aggressive tactics to bolster self-esteem and mask feelings of inferiority (Froeschle, Mayorga, Castillo, & Hargrave, 2008). This unhealthy method of attaining status affects mental health and adjustment later in life (Young, Boye, & Nelson, 2006) and can create a hostile school environment (Johnson & Brooke, 1999).

This unhealthy behavior, referred to as social aggression, is demon-strated through acts such as bullying, gossip, and social exclusion. These acts are particularly prevalent and devastating to youth. For example, over 70% of girls and 21% of boys who are bullied experience aggression and victimization through nonphysical means (Crick & Nelson, 2002). Furthermore, the costs associated with this form of subtle aggression are as great as those experienced through physical bullying (Young et al., 2006). Both perpetrators and victims of these deliberate, manipulative acts may experience social isolation in the short term and relationship problems as adults (Young et al.). Schools must be especially attuned to social aggression and safe environments because peer ostracism has been identified as a factor in physically harmful events, such as the 1999 shootings at Columbine High School (Johnson & Brooke, 1999).

School counselors who use a combination of art therapy and Individual Psychology can curtail social aggression and ostracism, improve peer relationships, and decrease physically harmful events. The Adlerian Art Therapy Program instills social cooperation and social interest and frees socially aggressive students from self-doubt and fear of failure (Dreikurs, 1986) by using targeted techniques. In this article, we incorporate these targeted strategies into a program designed to combat social aggression and to move individual students and school populations toward social interest. The desired result is a more collaborative and harmonious school environment.

Overview of Social Aggression

Creating a safe, harmonious environment within schools requires an awareness and recognition of social aggression and its accompanying behaviors. To this end, we present definitions and types of social aggression, demographic and developmental aspects associated with such behaviors (gender issues and age differences), costs associated with social aggression, and an Individual Psychology–based interpretation of these types of behaviors in youths.

Definitions and types of nonphysical aggression. Various terms have been used to describe intentionally harmful behaviors (e.g., spreading rumors, gossiping, group exclusion), namely indirect aggression, relational aggression, and social aggression (Archer & Coyne, 2005; Young et al., 2006). All three terms indicate acts intended to destroy others' reputations and/or inflict exclusion through subtle, indirect, or covert methods (Archer & Coyne). Social aggression encompasses the behaviors discussed in indirect and relational aggression and incorporates nonverbal measures such as eye rolling or glaring (Archer & Coyne; Underwood, 2003). Consequently, in this article we use the term "social aggression" in an attempt to include all nonphysical forms of aggression (including the nonverbal) inflicted to demean socially another individual. In addition, the term social aggression is used in this article in lieu of the terms relational or indirect aggression when referring to studies that use those terms.

Social aggression has been described as a form of aggression intended to "manipulate group acceptance and damage another's social standing" (Archer & Coyne, 2005, p. 212). Galen and Underwood (1997) stated that social aggression "may take such forms as verbal rejection, negative facial expression or body movement, or more indirect forms such as slanderous rumors or social exclusion" (p. 589). It distinguishes itself from direct aggression by inflicting harm through means that damage another's reputation rather than through physical injury (Archer & Coyne).

Gender issues.   Definitions of social aggression lead some to the conclusion that it is a female phenomenon (Archer & Coyne, 2005). Despite this belief, research on gender based social aggression is mixed (e.g., Crick, Casas, & Ku, 1999; Crick, Casas, & Nelson, 2002; Crick & Grotpeter, 1995; Galen & Underwood, 1997; Goldstein, Tisak, & Boxer, 2002; Hayward & Fletcher, 2003). Many studies reveal greater social aggression among girls and women (Archer & Coyne), particularly when reporting same-sex interactions (Card, Hodges, Little, & Hawley, 2005; Russell & Owens, 1999), while others state little difference among the genders (Bjorkqvist, Osterman, & Kaukiaiene, 1992). Research has shown that girls at the age of 11 display more indirect aggression than boys (Lagerspetz, Bjorkqvist, & Peltonen, 1988), yet male levels of nonphysical aggression increase and equal those of female levels when entering adulthood (Bjorkqvist et al.). Others state that while girls may equal the amount of male social aggression displayed, they tend to use social aggression more than physical aggression (Young et al., 2006). In contrast, boys tend to display physical aggression and social aggression in equal amounts (Young et al.).

Some have linked women's social aggression to romance and sexuality. Baumeister and Twenge (2002) believed that women use social aggression to exclude competitors from romantic or sexual interests. Geary (1999) believed that by lowering the social status of other females, selection of female sexual partners is reduced for available males. Adler (1964) contended that such strivings for personal gain were socially useless and possibly an indicator of mental health issues.

Popularity is also seen as an indicator when looking at social aggression. Perceived popularity (i.e., popularity obtained through intimidation and manipulation of social situations) is a strong link to social aggression and is an important measure of status for girls (Card et al., 2005; Cillessen & Mayeux, 2004; Rose, Swenson, & Waller, 2004). Students often compete for this perceived popularity through damaging gossip and rumors, cyberbullying, and intentional group exclusion (Froeschle et al., 2008). Individual Psychology attests that this concern for self superiority can be altered by helping students choose socially useful goals in lieu of the many neurotic socially aggressive behaviors school counselors must often mediate.

While both girls and boys experience social aggression, the costs for girls may be more severe. Paquette and Underwood (1999) found that girls reported feeling more injured by social aggression than did boys. Perhaps this gender difference is related to Adler's (1964) contention that female individuals have less status and therefore, feel undervalued. Nonetheless, further research is needed to understand fully if levels of self-reported emotional injury are affected by differing societal expectations among genders (Young et al., 2006). Perhaps boys suffer harm yet withhold feelings in an attempt to meet society's expectation of unemotional masculine strength.

Age differences. Peer conflicts tend to increase as children move from elementary to middle school (Durkin, 1995; Xie, 2003). Schafer, Korn, Brodbeck, Wolke, and Schulz (2005) found that social rankings became more pronounced as students entered secondary school. In their study, bully and victim rejection status reversed as students left elementary school, thus leaving victims more isolated than bullies. Crick and Rose (2000) stated that the formation of romantic interests and strong peer relationships during adolescence create an environment conducive to social aggression. Pepler et al. (2006) stated that adolescents use socially aggressive techniques to exert power through sexual harassment. This supports Dreikurs and Mosak's (1966) contention that good relationships with the opposite sex must be established if mental health is to be maintained.

This harassment and aggression may come as a result of separation and individuation issues that emerge as children enter adolescence. As children mature, they construct a lifestyle and, thereby, attempt to increase autonomy and practice nonconforming attitudes with parents. Later, this behavior emerges in contacts with peers and romantic partners (Brown & Amatea, 2000). In this way, youth control romantic partners within the sexual dimension.

Costs of social aggression. Bullies may have difficulties with future relationships. Cillessen and Rose (2005) hypothesize that perceived popular students (those who manipulate others to gain or maintain popularity) experience short-term status yet have long-term adjustment problems. This may be due to the fact that those with incompetent social skills and inadequate learning use the same mistaken goals in adulthood (Young et al., 2006). When aggression fails to bring forth popularity, bullies may also experience peer rejection (Crick, 1996; Rys & Bear, 1997). This supports Adler's (1964) contention that striving for self superiority leads to neuroticism.

Social aggression can cause psychological harm to victims (Archer & Coyne, 2005) and influence school performance (Kupersmidt & Coie, 1990). Victims experience lower self-worth, psychological distress, loneliness, school adjustment problems, anxiety, depression, social phobia, and peer rejection (Archer & Coyne; Crick & Nelson, 2002; Kochenderfer & Ladd, 1996; La Greca & Harrison, 2005; Storch, Masia-Warner, Crisp, & Klein, 2005). Further, persistent rejection has been linked to school failure (Zakriski, Jacobs, & Coie, 1997), drop-out rates, and truancy (Kupersmidt & Coie). Many victims have even committed suicide (Archer & Coyne). This is especially true for girls who report more damage from social aggression than boys (Galen & Underwood, 1997; Leadbeater, Boone, Sangster, & Mathieson, 2006). Victims may eventually become bullies because rejected students display mean, aggressive, and vindictive behaviors toward peers (Dodge et al., 2003; Hanish & Guerra, 2004; Hopmeyer, Kim, & Schimmelbusch, 2001). Individual Psychology provides an understanding of these behaviors and offers a theoretical base for assisting students.

The Individual Psychology perspective.   Individual Psychology stresses interactions between personal and social dynamics as crucial factors in the human experience (Ansbacher & Ansbacher, 1964; Dinkmeyer & Sperry, 2000). Individuals' lifestyles form as children create perceptions and responses based on a need for social status, self-esteem, and security (Adler, 1963). Adler contended that "the life of the human soul is not a being but a becoming" (p. ix). This constant struggle for perfection combined with the individual's lifestyle and social interactions creates students who avoid failure through social aggression. Adolescents may perceive perfection as synonymous with status and popularity and destroy others in an attempt to move up the social ranks.

Individual Psychology also contends that the individual may protect self-esteem by striving for personal glory, overcompensation, wearing a mask, withdrawal, and attempting only safe tasks. Adler (1964) stated that attaining personal glory (such as a student's vying for popularity) is unhealthy and may be a method of task avoidance. In addition, social aggression may be a tool used to compensate for what Adler referred to as feelings of inferiority and ego problems (Adler, 1964). Students with these problems often have difficulty fitting in with peers and have unrealistic goals attained through illogical thoughts such as "everyone must like me."

This faulty thinking along with the attempt to attain belonging, superiority, and control lead to the mistaken goals seen in social aggression (i.e., power, attention, revenge, and inadequacy; Dreikers & Soltz, 1990; Thompson, Rudolph, & Henderson, 2004). Social power has been cited as a major reason youth participate in social aggression (Archer & Coyne, 2005; Owens, Shute, & Slee, 2000). This mistaken goal (power) causes students to feel they must do whatever it takes to become popular or else they are losers. The problems accompanying this self-glorifying behavior were described by Adler (1964) as socially useless.

Adler's contention is further reinforced through attention- and revenge-seeking behaviors seen in social aggression. Attention may be sought in the attempt to be noticed and fit into the group. Socially aggressive techniques offer short-term attention for bullies as others listen to rumors, gossip, or laugh at cruelty. Once the victim has been exposed to cruel remarks, rumors, or other forms of social aggression, they often exhibit another mistaken goal, revenge. This perpetuates the problem and changes victims to bullies (Dodge et al., 2003; Hanish & Guerra, 2004; Hopmeyer et al., 2001). Adler's (1935) premise that social interest is crucial to adequate mental health becomes evident as correlations between student well being and cooperation move in opposite directions.

The aforementioned connection between mental health and social interest is reinforced by Adler's (1935) philosophical belief that self-doubt is often masked through unhealthy self-glorifying tasks. Students demonstrating an

absence of social interest also struggle with feelings of inferiority. These feelings of inferiority lead students to choose the fourth mistaken goal, inadequacy, as they begin to demonstrate a lack of empathy and compassion for others. Members of this group may believe they cannot handle life's problems. They want others to leave them alone, believe they will mess up their social relationships, and want others to feel sorry for them (Dreikurs & Soltz, 1990). They begin to experience fear of failure, task avoidance, and emotional problems that accompany the avoidance of social responsibility. The student's energy is used attempting to raise social standing rather than contributing to the greater good of society.

From the Adlerian perspective, therefore, establishing a sense of belonging through social interest is an important component in human development. This social interest can help students overcome feelings of inferiority that lead to poor behaviors and emotional problems. By correcting mistaken goals and behaviors, offering alternative solutions to overcome inferiority, giving encouragement, and promoting social interest, schools can empower students to make constructive changes in socially aggressive behaviors (Adler, 1964).

Intervention

Adler believed that schools offer the ideal environment in which to correct mistaken lifestyles and encourage proper adaptation into humanity (Ansbacher & Ansbacher, 1964). As such, school counselors are in an optimal position to implement programs that teach social interest as a method of overcoming social aggression. The following program is based on the philosophies of Individual Psychology and offers a unique method to help students overcome mistaken goals and practice social interest. The following describes a rationale for the Adlerian Art Therapy Program's design including justifications from the standpoint of the American School Counselor Association's (ASCA; 2003) National Model and the inclusion of art therapy, a description of the program intended for students in grades 5–8, and a description of specific Adlerian techniques.

Rationale for program with regard to the ASCA National Model and art therapy.   The ASCA (2003) National Model supports the implementation of preventative and developmentally based strategies to assist all students with academic, career, and social-emotional issues. Social aggression appears to affect two of these domains directly: academic achievement (Kupersmidt & Coie, 1990) and the social-emotional component (as indicated through depression, low self-worth, adjustment problems, and phobias; Archer & Coyne, 2005; Crick & Nelson, 2002; Kochenderfer & Ladd, 1996; La Greca & Harrison, 2005; Storch et al., 2005). Further, in an age where counselor

accountability is demanded (Dollarhide & Lemberger, 2006) and school violence is prevalent (Johnson & Brooke, 1999), strategies that show promise in decreasing negative behaviors and encourage social interest should become part of comprehensive guidance programs (Brigman & Campbell, 2003).

Because exposure to Adlerian art therapy can counter the incompetent social skills that are antecedents to social aggression (Young et al., 2006), small groups are an important part of comprehensive guidance programs based on the preventative and developmental aspects of the ASCA (2003) National Model. The incorporation of small-group counseling for normal developmental tasks is intended to help students in grades 5–8 "identify problems, causes, alternatives and possible consequences so they can take appropriate action" (ASCA, p. 42). For example, victims or bullies suffering as a result of covert aggression can be counseled individually, placed into a small group with students suffering similar problems, or both. Additionally, students can be screened for placement into preventative Adlerian art therapy groups such that social aggression is curtailed and social interest enhanced among the school's overall population. Dreikurs (1986) stated that using group art therapy in combination with Individual Psychology encourages shared responsibility that helps overcome non-engagement while revealing the personality and lifestyle. This mixture of group, art, and Adlerian philosophies results in students who maintain uniqueness and are no longer afraid to contribute to the social group (Dreikurs, 1986).

Art, therefore, offers a catalyst leading to social interest (Dreikurs, 1986) and can be beneficial when attempting to offer counseling within the school. First, art can be implemented into a school counseling program with few supplies and expertise (Nadkarni, 2007). The only materials required for this program are basic supplies already present in most school settings (i.e., crayons, markers, paper). Further, no previous art experience is necessary for students or counselors since drawings are not judged or criticized (Rosales, 2007). This premise integrates well with Adler's contention that encouragement rather than criticism nurtures a sense of belonging (Ansbacher & Ansbacher, 1964; Dreikurs, 1986). Dreikurs suggested accepting all responses without judgment and encouraging enjoyment of the activity without regard for approval. Perhaps this is the reason art therapy has been described as creating feelings of safety in sessions (Rosales).

Second, art facilitates active participation in counseling. Acharya-Baskerville (2006) found that the incorporation of art into therapy helped clients engage and verbalize emotions. Hartz and Thick (2005) and Dreikurs (1986) stated that art therapy minimizes resistance to counseling, offers methods for positive identity formation, and encourages social interest. This is particularly important when curtailing youth social aggression because adults rarely become student confidantes (Froeschle et al., 2008).

Third, art therapy allows the individual to remain unique while changing the focus from competing with others to one of contribution. Many youth choose social aggression as a method of bolstering status and therefore, mistakenly achieve a form of superiority at their own and others' expense. Art allows students to feel acceptance without conforming or victimizing others. Students must consider ideas, emotions, and consequences in relation to the social group. Sadie Dreikurs (1986) commented to a client,

> Don't stifle your rebellion. Let it blossom. No one else sees the world as you do. No one else has the ability to solve problems in the manner in which you see solutions. (p. 143)

A nonjudgmental counseling focus, as facilitated through art and Adlerian techniques, can therefore, lead to self-reflection of mistaken goals, better choices, and social interest.

This self-reflective focus links cohesively with Adlerian techniques in the program requiring a connection between personal thoughts and goals. Siegel (1999) contended that emotion is the central organizing process within the brain. He further stated that the integration of experience with emotion can help individuals manage stressors. Dreikurs's (1986) art therapy techniques helped individuals uncover uniqueness and highlighted the importance of expressing these abilities as social interest. This combination of art with Adlerian techniques allows the individual to feel special and accepted by contributing to the social group and, consequently, alters faulty goals and experiences that lead to socially aggressive behaviors. Hence, the Adlerian Art Therapy Program, as described in the following section, helps students release emotions that lead to the discovery of mistaken goals and helps individuals contribute to social interest in lieu of social aggression.

Adlerian Art Therapy Program description. The Adlerian Art Therapy Program combines Adlerian principles and techniques with art therapy, offers a unique approach based on the ASCA (2003) National Model, and promotes social interest. Program implementation requires an individual or small-group approach drawn from the responsive services and guidance curriculum delivery system components within the ASCA National Model. Each step in the program is detailed as follows:

First, school counselors determine the needs of the campus or specific individual student. Students requiring immediate intervention or responsive services can be counseled individually or referred for small-group counseling by self, faculty, or parents. Several small groups consisting of seven or eight students can also be formed to prevent future socially aggressive behaviors as part of guidance curriculum. Next, weekly 1-hour group or individual sessions are implemented as follows for 7 weeks.

The first 3 weeks are intended to assess social adjustments and uncover feelings of inferiority or achieved superiority (Thompson et al., 2004). During these sessions, Adlerian art therapy allows freedom of expression while revealing the defensive mechanisms used by the student. Session one begins as students are asked to choose a color representing each of the following dimensions: attention, power, revenge, and inadequacy. A crayon or marker representing the chosen color is displayed by the student as he or she explains the connection between each color and mistaken goal (attention, power, revenge, inadequacy). This session concludes with students' telling two stories. First, a story describing a time "someone" inappropriately used this dimension and exhibited social aggression is shared. Next, students describe a time when they could have exhibited these dimensions through social aggression but chose a different response.

During the next 2 weeks, students create and discuss two drawings (one per week). Each drawing is created using the colors chosen during the first session. The first design depicts family interactions and the second details school relationships. For example, students can draw a picture describing the last argument they had with their parents or siblings. Each family member is drawn. Students are asked to describe how each dimension (attention, power, revenge, inadequacy) fits in with the art work and how they personally use each dimension when relating to others in the family, school, or peer system. Discussions delve into family and peer relationships that capture the earliest memories of students.

At the end of sessions two and three, students are asked to select a community project for which the group will contribute. Students bring in ideas for group discussion and selection. Examples of projects might include helping the elderly, cleaning up graffiti, participating in Habitat for Humanity activities, and tutoring younger students. Once several ideas are chosen, the school counselor investigates each idea for inclusion in session seven.

The next three sessions are intended to educate the student about mistaken ideas and consequences of those behaviors. During this process, students are treated as equal partners who are capable of learning new methods (Adler, 1964). Weeks four and five consist of students sharing the positive and negative consequences of each behavior displayed in the previous art work (one drawing per week). Methods are devised describing ways they and others could substitute less costly behaviors for those mentioned. Specific Adlerian techniques, as mentioned below, are used to enhance student learning, establish better relationships, and enhance social interest during these sessions.

During sessions four and five, some of the most effective techniques for instilling cooperation and releasing social interest are implemented. These techniques include "can it be" questions, "spitting in the client's soup," and

setting tasks. "Can it be" questions may help students view behaviors in the appropriate context. For example, if a child says, "I think that behavior was ok," the counselor might say, "Can it be that you want to fit in better with your peers?" This question helps students discover and reflect upon mistaken goals and defensive mechanisms and challenges adolescents to go beyond superficial behavioral perceptions to recognize mistaken goals.

"Spitting in the client's soup," another technique used in sessions four and five, helps students analyze mistaken goals that inhibit social interest. When a student describes methods of behavior that sabotage productive goals, the counselor makes a comment that illustrates the counterproductive nature of the behavior. For example, a student who spreads harmful rumors may face rejection from others. The counselor might say, "I can see how spreading rumors is helping you reach your goal of peer- and self-accep-tance." "Spitting in the client's soup" is a technique embedded into sessions not only to determine payoff behaviors exhibited through social aggression but also to change the perception concerning usefulness of the behavior. As children mature, they attempt to increase autonomy, leading to nonconform-ing attitudes toward adults (Brown & Amatea, 2000). As such, adolescents may not be receptive to confrontations posed by adult counselors. "Spit-ting in the client's soup" confronts student behavior in such a manner that realization of payoff behaviors (i.e., social aggression) becomes clear and unpalatable.

Next, students are asked to set tasks they wish to implement by the following week. Task setting becomes possible as students attain new be-havioral perceptions and experience encouragement. This encouragement is given to accentuate the acceptability of the person without regard for ac-complishment. Adler believed encouragement meant accepting the student regardless of accomplishment (Adler, 1964). As a result, students in this pro-gram experience encouragement from both counselors and friends.

For example, encouragement can come from the counselor who says, "You have what it takes to figure this out," or "I'm proud of you." Encour-agement is given to accentuate the acceptability of the student regardless of the accomplishment or new strategy. Students begin to exhibit greater self-confidence as a result of this acceptance and are more willing to con-front other students with compassion and empathy and to exhibit social cooperation.

The program also facilitates the encouragement and social interest that comes through friendships formed via group membership. The formation of supportive friendships has been cited as helpful to victims of aggression (Buhrmester, 1990; Furman & Buhrmester, 1992; La Greca & Harrison, 2005; Sullivan, 1953). During each session, counselors can teach mutual friends supportive techniques so they offer encouragement to one another.

For example, students can be taught to give encouraging statements to one another during group sessions such as, "I believe in you." Friendships can also be established for individuals and group members as relationships are formed via the social interest projects chosen in sessions two and three.

During week six, an activity is used to help students understand the connection between social cooperation and positive emotional health. Students are asked to describe new ways to handle behaviors exhibited in previous drawings, name the new method (e.g., the "Help My Neighbor Strategy"), and select a color (as demonstrated by holding up a crayon or marker) representing the strategy. Students recreate the original picture using the new strategy and new color. A discussion ensues regarding the specific feelings associated with each drawing, the connections between the drawings, and accomplishments of personal tasks established the preceding week. This method simulates Adler's "pushbutton technique" and illustrates to youth that they can be creators rather than victims of their emotions (Adler, 1964; Corsini & Wedding, 2005). This technique is particularly important because many victims of social aggression feel a need for power (Archer & Coyne, 2005) and often turn to retaliation in an attempt to overcome peer rejection and emotional pain (Dodge et al., 2003; Hanish & Guerra, 2004). The "pushbutton technique" in this session empowers students to choose social interest in response to newly formed self-acceptance and decreases the compulsion to use social aggression to overcome inferiority.

Counseling sessions are culminated in week seven with the implementation of the community project selected during sessions two and three. Social interest projects are an important component in this program because they develop personal satisfaction, fill a need for positive attention (Parsons, 2006), and offer a catalyst for the application and reinforcement of new behaviors. Students' striving for superiority can be channeled into great accomplishments through social interest (Adler, 1964). Students who reflect on personal attitudes in dealing with society, including striving for a better future for humanity, arrive at the realization that the desired feeling of importance previously attained through social aggression and perceived popularity can be experienced by helping rather than hurting others (Thompson et al., 2004). In short, the Adlerian Art Therapy Program includes methods to help students discover mistaken goals and offers encouragement students need to set tasks while offering social interest activities that help students gain new perspectives.

Conclusion

Social aggression has negative consequences on bullies, victims, and the school environment (Crick & Nelson, 2002; Johnson & Brooke, 1999).

It is clear that psychological issues and violence become predominant when social aggression remains prevalent in the school setting. As part of the educational team, school counselors must incorporate approaches into comprehensive guidance and counseling programs that improve the school's social climate, enhance student academic performance, and assist with social-emotional concerns. Implementation of the Adlerian Art Therapy Program can provide concrete evidence of the value of school counseling by combating social aggression that has been linked to incidents such as the Columbine shootings (Johnson & Brooke). If school counselors uniformly use the techniques outlined in the Adlerian Art Therapy Program, it could have a profound impact on social aggression, the probability for school violence, and academic performance.

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