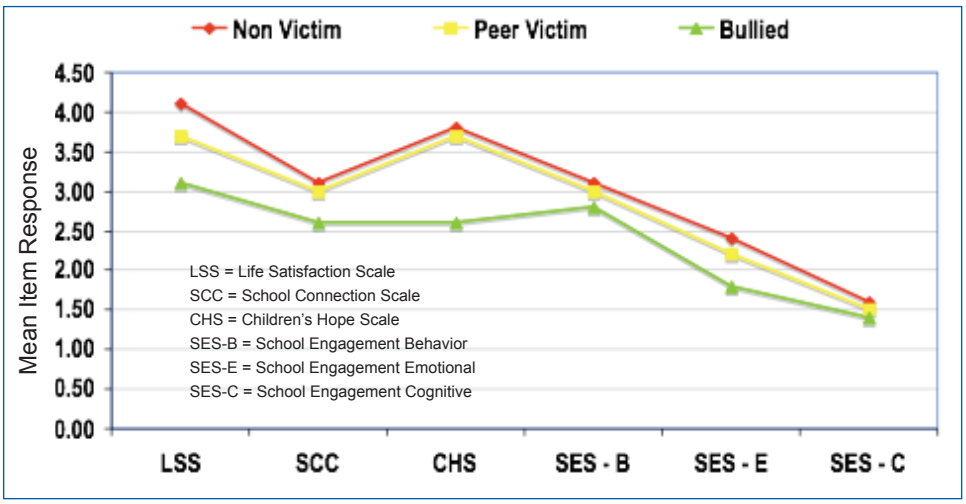
CBVS G1 & G2



Example Item Content

Been teased or called names
Had rumors or gossip spread
Been left out of a group or ignored
Been hit/pushed/physically hurt
Been threatened sexual comments, jokes, or gestures [junior high only]
Had things stolen or damaged

Technical Report, PowerPoint Overview, Links to online samples available from the CSBYD web site.

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California Bully Victimization Scale

Although accurate assessment of bullying is essential to intervention planning and the evaluation of bullying prevention programs, assessment has been called the "Achilles' heel" of bullying research (Cornell, Sheras, & Cole, 2006). Problems have been cited about variations in definitions and time frames used, whether or not to provide an a priori definition of bullying to respondents (Espelage & Swearer, 2003; Solberg & Olweus, 2003), whether to use self-report, peer nominations, or teacher report methods (Cornell et al. 2006; Solberg & Olweus, 2003), and whether currently used measures are actually assessing the subset of peer victimization that is bullying (Greif & Furlong, 2006). Cornell and colleagues (2006) concluded that bullying assessment has not been studied adequately, and this has resulted in a lack of reliable and valid measures of many aspects of bullying and associated constructs. Consequently, there is a need for assessment measures of bullying that provide a screening for prevalence as well as a follow-up method to identify the specific experiences of chronic bully victims. The CBS was designed to address this shortcoming of current bullying measures.

CONTENT:

- Observed victimization occurring (for each victimization item—bystander)
- Where victimization occurs (e.g., hallways, lunch areas)
- When victimization occurs (e.g., during class, during breaks)
- Who students tell (e.g., friend)
- Questions about the main person who victimized them (e.g., power, relationship)
- Recently added perpetration questions

COST: We do not charge for the use of the CBVS. We seek university-school partnerships to help bridge the science-to-practice gap. Please contact Michael Furlong if you would like to discuss the use of the CBVS.

Essential Elements of Bullying

- Repeated over time
- Intentional
- Power Disadvantage
- Problem: Bullying encompasses a range of direct & indirect, physical, verbal, and social aggression that need to be assessed.
- Our Strategy: In the CBVS: Gate 1 (and Gate 2) we include items assessing multiple forms of bullying victimization.
- Problem: The use of the term "bully" is emotionally-laden and affected by social desirability.
- Our Strategy: Survey assesses bullying victimization without a definition or use of the label bully and instead asks about specific bullying behaviors in behavioral terms.
- Problem: How do you distinguish bullying from horseplay and teasing among friends?
- Our Strategy: List different forms of victimization and include a context descriptor of "on purpose in a mean or hurtful way."
- Problem: How do you assess the power imbalance that distinguishes bullying from other forms of peer aggression and victimization?
- Our Strategy: In the CBVS: Gate 1, victims report their perception of a power imbalance between them and their perpetrators in the form of physical strength, popularity and intelligence.

Funded by a grant from the Hamilton Fish Institute

2007 Michael Goodman Research Award, California Association of School Psychologists

Development of a Multi-Gating School Bullying Victimization Assessment: Technical Report and Study Results

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Project Funded by Hamilton Fish Institute Field Initiated Studies Program:
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GETTING PRECISE AND PRAGMATIC ABOUT BULLYING ASSESSMENT

Although accurate assessment of bullying is essential to intervention planning and the evaluation of bullying prevention programs, assessment has been called the "Achilles' heel" of bullying research (Cornell, Sheras, & Cole, 2006). Problems have been cited about variations in definitions and time frames used, whether or not to provide an a priori definition of bullying to respondents (Espelage & Swearer, 2003; Solberg & Olweus, 2003), whether to use self-report, peer nominations, or teacher report methods (Cornell et al. 2006; Solberg & Olweus, 2003), and whether currently used measures are actually assessing the subset of peer victimization that is bullying (Greif & Furlong, in press). Cornell and colleagues (2006) concluded that bullying assessment has not been studied adequately, and this has resulted in a lack of reliable and valid measures of many aspects of bullying and associated constructs. In addition, many self-report measures are designed to assess prevalence in schools and communities, and not gathering information for intervention planning purposes with individual students who have been bullied and need assistance (Greif & Furlong, in press). Consequently, there is a need for assessment measures of bullying that provide a screening for prevalence as well as a follow-up method to identify the specific experiences of chronic bully victims. In this manual, we summarize the current methodological and psychometric issues that have led to the need for the development of our proposed multi-gating bullying assessment procedures.

Definitional Issues in the Measurement of Bullying

How researchers and practitioners define, and consequently measure, bullying has varied across studies (Espelage & Swearer, 2004). The most commonly used definition is the one provided by Dan Olweus (Solberg & Olweus, 2003, p. 246):

> *We say a student is being bullied when another student, or several students (1) say mean or hurtful things, make fun of him or her, or call him or her names; (2) completely ignore or exclude him or her from their group of friends, or leave him or her out of things on purpose; (3) hit, kick, push, shove around, or lock him or her inside a room; (4) tell lies or spread false rumors about him or her, or send mean notes and try to make other students dislike him or her; (5) other hurtful things like that. These things take place frequently, and it is difficult for the student being bullied to defend himself or herself…But we do not call it bullying when students tease each other in a friendly, playful way. Also, it is not bullying when two students about the same strength or power argue or fight.*

The main components of the definition of bullying are: (a) repetition, (b) intentionality, and (c) power imbalance.

Researchers have debated about the merits of defining bullying in advance; that is, using a definitional approach to assessment. Solberg and Olweus (2003) argue that providing a definition helps to separate acts of bullying from other forms of peer victimization. For example, it is

unlikely that measures that rely solely on behavioral descriptions of acts of direct and indirect aggression assess the intentionality and power imbalance characteristic of bullying. Others argue that providing a definition and using the term bullying may elicit socially desirable responses (Espelage & Swearer, 2003), such that youth would not report bullying because of the stigma associated with either victimization or perpetration. However, the social desirability hypothesis has not yet been examined empirically. Available data suggests that students responding to the Revised Olweus Bully/Victim Questionnaire have reported bullying others and that this was correlated to rates of externalizing behavior, which is a related construct (Felix & McMahon, 2006; Solberg & Olweus, 2003).

Others have argued that labeling oneself as a victim or a bully based on a definition may be emotionally laden (Greif & Furlong, in press; Hamby & Finkelhor, 2000) and may underestimate the true level of victimization. Greif and Furlong (in press) argue that admitting to experiencing a behavior may feel like it reflects the inappropriate aggression of a peer, versus admitting to being a "victim," which the student may perceive as weakness. In essence, admitting to being a "bully" victim involves more than the mere recognition of specific victim events, but also implies a repeated pattern that may reflect negatively on the youth's identity. Research on adult victims of sexual harassment reveals that many participants endorsed experiencing all the behaviors and criteria associated with the legal definition of sexual harassment, but did not endorse the item at the end of the questionnaire asking whether they have experienced sexual harassment (Schneider, Swan, & Fitzgerald, 1997). A Danish study of workplace bullying among adults found similar results; when using a definition the prevalence estimates were lower than using a series of behavioral descriptions (Mikkelsen & Einarsen, 2001). This suggests that using a label affects prevalence estimates because not all bully victims have yet internalized a self-image as being a "bully" victim. Others argue that using the definitional strategy that includes multiple forms of aggression (e.g., presenting a definition listing various types of aggression and then asking the youth if he or she has been bullied) may produce heterogeneous data that masks trends and correlations among subtypes of bullying experiences (Cornell et al., 2006). Finally, researchers have questioned whether children can remember lengthy definitions when responding to multiple questions about bullying experiences (Greif & Furlong, in press).

Another variation across bullying studies is deciding the specific criteria for who is bullied or not. Solberg and Olweus (2003) argue that using a definition of bullying and the empirically derived frequency criteria of "2-3 times per month" or more derives the best estimate of bullying victimization based on its relationship with negative conditions such as depression. Studies that have not used a definitional approach, but rather assessed more specific behaviors, have used the extreme responders to classify "bullies" or "victims" (Espelage & Swearer, 2003). Some problems associated with this approach are that: (a) the criteria for what is an extreme responder (e.g., one standard deviation above the mean, less, more, etc.) vary across studies (Solberg & Olweus, 2003); (b) schools are unlikely to do the computations to classify students this way,

hence it is difficult to apply in direct educational practice; and (c) it assesses only one aspect of the definition of bullying at most, which is the repetitive nature of the experience.

Self-Report Versus Other Measurement Approaches

Researchers have debated the benefits of self-report versus other methods, such as reports from collateral informants or observations. Self-report assessments are the most commonly used method to measure bullying victimization. Solberg and Olweus (2003) argue that it is the best method for ascertaining prevalence estimation, which is what schools usually need. Self-report measures with good psychometric properties have been developed (Austin & Joseph, 1996). However, self-report is not without its problems. Cornell and colleagues (2006) point out that most available measures do not report adequate reliability and validity information. Also, they state that self-report is rooted solely in the perception of the student—youth may inflate their experiences whereas others may minimize them. However, a counter-argument is that it is the self-perception that is important to assess. Another problem is that careless and dishonest reporting can inflate prevalence estimates (Cornell et al., 2006) and the time frame used may influence student responses in unexpected ways (Morrison & Furlong, 2002).

In response to these limitations, many have advocated for the use of other assessment instruments, like peer nominations and observations (e.g., Cornell & Brockenbrough, 2004). Studies using these methodologies have provided valuable data that answered questions that could not be addressed by self-report data alone. However, these methods are not without their drawbacks that may make them impractical to use for many researchers, as well as schools. As Espelage and Swearer (2003) point out, there are ethical and/or logistical problems with peer nominations and behavioral observations that make it difficult to obtain IRB approval and active parental consent. Given that passive consent procedures are no longer being allowed at most institutions, it appears it would be difficult to obtain parental consent for all students within a classroom. This limits the ability of peer nomination instruments because if a parent does not allow their child to participate in a study or school-coordinated screening, it seems unlikely that the researcher or educators can collect useful sociometric data in the form of peer nominations.

For direct behavioral observations, there are questions about the type of aggression being observed and whether it is bullying. First, most bullying occurs in the absence of adult observers, obviously because then students can get away with it. Nevertheless, researchers have documented high rates of aggression through observational studies (e.g., Craig, Peplar, & Atlas, 2000). However, some forms of aggression, such as direct and physical, lend themselves better to observational studies than other bullying forms, such as indirect and relational aggression (Cornell et al., 2006). Thus, observational studies alone are not sufficient for prevalence estimation or the identification of chronic victims, but rather other research questions. Also, it is unlikely that observational studies can adequately assess the power imbalance and intentionality associated with bullying, as opposed to aggression or peer victimization in general.

Cornell and Brockenbrough (2004) compared self, peer, and teacher ratings of bullying victimization and bullying others using a definition and one-item question similar to the methods used by Olweus. They found very little agreement between self-report and peer nominations and self-report and teacher-ratings of bullying victimization or bullying others. Using several different analytic approaches, they found that the correspondence between self-report and the other methods was little better than chance. On the converse, peer and teacher ratings were more consistent. They acknowledge this may be due to shared method variance. Given the consistency between peer and teacher ratings, the lack of consistency with self-report ratings, and the possible effects of social desirability on self-report, the accuracy of self-report was questioned. But, as Cornell and Brockenbrough (2004) point out, without an external indicator to compare these methods to, it is unknown which is more accurate.

Discrepancies between self, parent, and teacher ratings are not exclusive to bullying research. As De Los Reyes and Kazdin (2005) state, "Informant discrepancies have been found in virtually every method of clinical assessment that researchers and practitioner use to assess abnormal behavior in youth" (p. 483). They offer a theoretical framework for understanding informant discrepancies called the Attribution Bias Context (ABC) Model. This model is partially based on research and theory on the actor-observer phenomenon (Jones & Nisbett, 1972), which states that observers of another person's behavior attribute the causes of the person's behavior to dispositional qualities and downplay the role of the context or environment. On the other hand, people attribute the causes of their own behavior to the context, and downplay the influence of dispositional traits. Hence, this bias can account for some of the discrepancy between self-report and reports from collateral informants. This can also explain why parent, teacher, and peer ratings may be more highly correlated with one another than with self-report ratings. De Los Reyes and Kazdin (2005) also posit that an individual's perspective taking influences memory recall, because people may selectively remember events that support their particular view. Globally speaking, a person with a negative view may more likely recall negative information. In sum, the ABC Model attributes informant discrepancies to informant attributions, informant perspectives, the clinical assessment process, and the interaction of these influences.

Hence, it is arguable whether self-report or reports from collateral informants are more accurate. Consequently, the focus should be on making each method standardized and as psychometrically rigorous as possible. For example, some researchers state they are measuring bullying when they classify students with extreme aggressive behavior as bullies; however, this does not assess the power imbalance that is an integral component of many definitions of bullying. Other researchers use definitions to get at the power imbalance. Likewise, most scales composed of a list of behaviors only do not tap into the power imbalance (e.g., Espelage et al., 2001).

The Need to Enhance Self-Report Procedures

Cornell and associates (2006) clarify the need for better assessment tools in bullying research, and highlight areas for improvement. One of the difficulties they note in assessing bullying is that it is a broad category encompassing a range of direct and indirect, verbal and physical behaviors. Physical behaviors and overt threats are readily observable, and can be detected by peer and teacher nominations, but more subtle behaviors may only be noted in self-reports of victimization. Likewise, Cornell and colleagues question whether the different forms of bullying are psychologically equivalent. As many measures of bullying rely on a definition, which lists a range of behaviors, and ask a global question about bullying, this does not allow for assessing the relative contribution of each form of bullying victimization to psychosocial adjustment. One study indicates that physical victimization and sexual harassment are more strongly related to psychosocial adjustment than relational victimization (Felix & McMahon, 2006). Due to the benefit of identifying victims of different forms of bullying, the *California Bullying Survey: Gate 1 (CBS-G1)* was developed as a self-report measure of multiple forms of victimization, without the use of a definition. The *CBS-G1* also avoids using the label "bully" in its items, which may be emotionally laden, and influence victims or bullies to not endorse the label (Cornell & Brockenbrough, 2006; Greif & Furlong, in press).

Another challenge of current bullying assessment methods is distinguishing bullying from playful behavior (Cornell et al., 2006). As many have noted, friends or acquaintances can engage in teasing and horseplay that may look like bullying to an outside observer (Cornell et al., 2006). Consequently, in the *CBS-G1* we specify in each question that the behavior be done on purpose in a mean and hurtful way. Anecdotally, we observed in our interviews with students, that some children who initially endorsed a behavioral description stated that it was not done on purpose in a mean or hurtful way. Thus, without this specifier, prevalence rates may be overestimated. In addition, our measure lets the person experiencing the behavior decides if it was done on purpose in a mean and hurtful way. There may be a divergence of opinions here, where the aggressor may deny that he or she intended to hurt the other person or may minimize the harm done. We take the perspective of the victim, because ultimately it is their appraisal of the situation that will likely affect their well being. Likewise, research on sexual harassment notes a significant difference in opinion between the perpetrator and victim on whether a behavior constituted harassment. Legally, courts uphold the view that it is not the intent of the perpetrator that matters, but rather the effect on the victim (Paludi, 1997).

Similarly, bullying assessment has been challenged as to how to distinguish bullying from other forms of peer aggression and victimization. Bullying is a subset of peer aggression and victimization where there is a power imbalance between the aggressor and victim (Solberg & Olweus, 2003). Self-report methods using definitions attempt to address the power imbalance, but students may not remember or comprehend a lengthy definition (Greif & Furlong, in press).

Behavior checklists often only list behavioral descriptions and do not include information about context (De Los Reyes & Kazdin, 2005) nor explicitly assess power imbalance. The *CBS-G1* was designed to assess whether the reporter perceives a power imbalance between him or herself and the aggressor, thus rates of bullying victimization can be differentiated from rates of peer victimization. We assess power imbalance in terms of physical strength, popularity, and intelligence (doing well in school).

Another strength of the *CBS–G1* is the measurement time frame and frequency scale used. Research reveals that the time frame for recalling events can influence student report. Morrison and Furlong (2002) compared two version of the same school safety survey, with one using a time frame of one year and the other the past 30 days. Prevalence rates were actually higher with the 30-day version. Given that the accuracy of recall diminishes with time, the *CBS–G1* uses a past 30-day time frame. We also use the concrete frequency time frame used in the Olweus Questionnaire, which allows comparison across studies using his measure. His frequency scale is also easy for schools to use and understand when identifying victims because it has the classification criteria of 2-3 times a month or more. Other questionnaires use means and standard deviations to classify bullies and victims, which are impractical for schools.

Finally, Cornell and associates (2006) note the many researchers who have commented on the lack of attention to psychometric issues in self-report bullying assessment methods. There is a lack of reliability and validity information on many measures, including the widely used Olweus questionnaire. Psychometric analyses, including both reliability and validity, have been conducted on the *CBS–G1*, and are reported in this manual. Also, validity screenings are important in determining accurate prevalence rates (Cornell et al., 2006). We describe in this manual the validity checks we conducted prior to including the survey response in our database. This may be too cumbersome for schools to conduct; hence we are developing validity screening items to include in future versions of the *CBS–G1*.

We also developed a follow-up interview, the *CBS-G2,* for school staff to use with students they suspect of being victimized by a bully. We are continuing to collect data on this measure and will include information on it in an addendum to the manual in December, 2006.

Methods

In this section, we describe the procedures for developing the CBS–G1 version of the California Bullying Survey and its pilot-testing.

Preliminary Development of Measures

In response to the need for improved self-report assessments, as well as a request for help with a school-wide screening by a local junior high school, we originally created a bullying

victimization survey that served as the basis for the *CBS-G1*. This survey was given to 463 seventh (71.1%) and eighth graders (28.9%) in June 2005. The sample was 54.5% White, 26.5% Latino/a, and 19.0% representing other ethnic groups, and was evenly divided on gender (51.6% female). We analyzed student responses to items for any inconsistent responding and qualitative feedback on item content. We then revised the items to increase clarity and added an item on sexual harassment for students in Grade 7 or higher, in recognition that it is a common form of peer victimization starting around puberty (Felix & McMahon, in press). Our research team then thoroughly reviewed several drafts of the *CBS-G1* and *G2* measures for consensus on item content, wording, and layout.

Focus groups were then conducted with junior high school students (two groups, seventh and eighth grade) and elementary school students (one group, fifth and sixth grade) in their classroom. More females than males participated, and the group were roughly evenly divided between grades, with the exception of a lower number of sixth graders. One of the principal investigators and a graduate student research assistant conducted each focus group. Students were led on an item-by-item review of the *CBS-G1* survey and asked if the instructions and item wording were understandable. Feedback on each item was obtained and notes on each focus group were reviewed by the research team and common themes identified. The research team changed survey wording where there was consistent feedback (e.g., change "washrooms" as a location to where bullying may occur to "bathrooms") and then worked on reaching a consensus when some feedback was inconsistent. Both the *G1* and *G2* measures were modified based on the focus group feedback prior to pilot testing.

Participants

Time 1 Sample

Three schools in the central coast region of California participated in the *G1* survey. One school was a junior high school, one was a K-8 school, and one was an elementary school (K-6). At the junior high school, two social studies teachers seventh grade and one eighth grade) agreed to give the survey to their students, thus not all students were invited to participate. A total of 366 students participated in the study of *CBS–G1*: 168 (46%) boys, 196 (54%) girls, and 2 students who did not indicate their gender. There were 54 (15%) fifth graders, 46 (13%) sixth graders, 143 (39%) seventh graders, and 122 (33%) eighth graders. One student did not indicate grade level. Students were asked to indicate their ethnicity by checking all the options that applied to them. The ethnic composition of the students was: 170 (46%) Caucasian/White, 119 (33%) Hispanic/Latino(a)/ Mexican, and 73 (20%) Other or Mixed Ethnicity. Four (1%) students did not check any of the ethnicity options.

Time 2: Retest Subsample

At Time 2 we re-administered the survey to a sub-sample (n = 146) of the original 366 students: 65 (45%) boys and 81 (55%) girls. At Time 2, there were 50 (35%) fifth graders, 42 (29%) sixth

graders, 27 (18%) seventh graders, and 27 (18%) eighth graders. The ethnic composition of the students from Time 2 was: 62 Caucasian/White (42%), 63 (44%) Hispanic/ Latino(a)/Mexican, and 21 (13%) Other or Mixed ethnicity.

Validity Measures

Students' Life Satisfaction Scale (SLSS)

This seven-item measure used a six-point Likert scale (1 = strongly disagree to 6 = strongly agree) to assess overall well-being (e.g., "My life is going well" and "My life is just right") in students ages 8- to 18-years-old. Internal consistency alpha ranged between .73 – .86 (Huebner, Suldo, & Valois, 2005) and test-retest reliability was found to be .76 across 1 to 2 weeks (Terry & Huebner, 1995). Correlations of the SLSS with other life satisfaction scales are appropriate (Huebner, 1991), and studies support its construct, discriminant, and predictive validity (Huebner, Suldo, & Valois, 2005). For the present sample, the alpha coefficient was .88.

School Connectedness Scale

The School Connectedness Scale (SCS) measured the bond felt by the student towards the school and the quality of the relationship between the student and the teacher (McNeely, 2005). Items were measured using a five-point Likert scale (Strongly Disagree to Strongly Agree). This scale was constructed out of items that were originally included in the National Longitudinal Study of Adolescent Health (NLSAH). One hallmark study was reported by Resnick and associates (1997) and has been widely cited as showing that positive school connections, as measured by this scale, are associated with reduced incidence of mental health and substance use problems. McNeely (2005) notes that three versions of this construct have been used out of the NLSAH Study. The version used in this study is the one previously employed by McNeely, Nonnemaker, and Blum (2002), and is the version that has been used in the Resilience Youth Development Module of the California Healthy Kids Survey (see WestEd; www.wested.org/hks). The five item version used in this study has a reported alpha of .79, which is comparable to the alpha of .81 ($N = 356$) derived for the sample used in this study.

Children's Hope Scale

The Children's Hope Scale (CHS) is designed for children between the ages of 7 and 15. The scale consists of a total of six items that measure two aspects of hope—the cognitive capacity to formulate plans to achieve set goals (3 items; e.g., "I can think of many ways to get the things in life that are most important to me"), and self-efficacy (called Agency), the belief that one can achieve set goals through effort (3 items; e.g., "I think I am doing well"). Children respond to the items using a 6-point Likert scale (ranging from 1 = None of the time to 6 = All of the time). Both the internal consistency alpha and the test-retest reliability are greater than .70 (Snyder,

2005). The CHS possesses strong concurrent validity and adequate predictive and discriminant validity (Snyder, 2005). The alpha for the sample in this study was .88.

School Engagement Scales

The School Engagement Scales (SES) consisted of three subscales that measure school engagement at the Behavioral, Emotional, and Cognitive level (Fredricks, Blumenfeld, Friedel, & Paris, 2005). The SES was designed for elementary students and contains a total of 19 items. Students respond to each item using a 5-point Likert scale, ranging from 1 (never) to 5 (all of the time). The Behavioral subscale measured the degree of appropriate conduct and effort in learning in school (e.g., "I follow the rules at school" and "I pay attention in class"). Reliability for the Behavioral engagement subscale was found to be .77 (Fredricks et al., 2005). The Emotional subscale measured interest and satisfaction with school (e.g., "I like being at school" and "I feel excited by my work at school"). Reliability for the Emotional engagement subscale was found to be .86. The Cognitive subscale measured the extra effort taken to learn and understand the material taught in school (e.g., "I check my schoolwork for mistakes" and "I study at home even when I don't have a test"). Reliability for the Cognitive engagement subscale was found to be .82. An analysis of the SES concurrent validity found significant results in the expected direction. For this study, the alpha coefficients were .69 (Behavioral Engagement), .91 (Emotional Engagement), and .85 (Cognitive Engagement).

Procedures

CBS–G1 Survey Procedures

Schools participated in the survey in May and June of 2006. Teachers were provided with detailed written instructions for administering the survey by the research team. Teachers administered the survey in their classrooms to students with parental consent and student assent. Approximately 1 to 2 weeks later, teachers re-administered the survey (Time 2). For the K-8 school and the elementary school, all students who initially participated and who were present at school on the day of the second administration, retook the questionnaire. For the junior high, one class period was randomly selected for each teacher to offer the Time 2 questionnaire. As can be seen in the description of the participants, the subsample at Time 2 differed in proportions related to ethnicity and grade level from the original sample.

Criteria for retention in the study. Data were entered into a SPSS database and each case was cross-checked for data entry errors. After data were entered, the first task was to determine whether the surveys administered were completed consistently by the participants. For a survey to be accurate, a majority of the population targeted should be able to complete the survey to the anticipated criterion in the time allotted. We reviewed the data to find any cases that had such high levels of missing data that it was not acceptable to retain them in the study. Given the

purpose to assess victimization experiences and relate them to positive psychology experiences, our criteria to retain a participant was (a) no more than five items missing from the validity scales and (b) at least one victimization item completed. Note the complete analysis required that the youth complete all of the victimization items. However, we retained cases with incomplete victimization responses so that they could be used for the item-by-item test-retest analysis. For this reason, the number of cases varies in the analyses shown in the following sections.

We created a tally of bully victimization items and positive scale items to determine how many missing items existed for each participant. The total number of participants who turned in a survey was 376. Five participants were dropped because they did not complete the positive psychology scales for a total score of 371. Three additional participants were dropped because they failed to complete a significant number of items on the positive psychology scales (5, 7, and 12 items). Two additional participants were dropped because they failed to complete several positive psychology and victimization items. There was no relationship between failures to complete the survey and gender or ethnicity status. Cases were also checked for inconsistent responding or large amounts of missing data, and 10 cases were deleted due to these reasons. Our retained sample was 366. Thus, 97% of participants met criteria for retention in the study.

CBS–G2 Interview

Four local schools, different from the ones identified above, participated in the G2 interview. The schools consisted of three elementary schools and one junior high school. Children who were on the case load of the local school psychologist and/or school counselor were invited to participate in the interviews. Parental consent and student assent were obtained. Interviews were conducted by either the local school psychologist or counselor, school psychology intern, or a member of the research team (who are trained in either clinical or school psychology). Participants were assured of their confidentiality, but if they reported victimization, the interviewer asked the child if they would like to share this with the school psychologist (if the interview was conducted by a research team member). We completed interviews on 29 students, but needed more interviews from elementary school students. We are now in the process of collecting more CBS–G2 interviews in collaboration with school counselors and psychologist who pare providing services to high-risk students. We will develop a supplement to this report by December 2006.

Results

Creation of Total and Summary Variables

Creating Victimization Variables. The following scales were created to summarize victimization experience. If any items were missing for a participant, the scales were assigned a missing value. A total of 346 participants have complete victimization data (92% of original sample).

- *Core Victim Items* (without the sexual harassment variable; range 0-24) represents the sum of the individual victimization experiences, excluding sexual harassment as it was asked of junior high school students only.
- *Total of All Victim Items* (with the sexual victimization variable; range 0-28) represents the sum of all victimization experiences.
- *Count Core Victim Items* (without sexual harassment; range 0-6) represents the count of the number of victimization items experienced, excluding sexual harassment, which was only asked of junior high school students.
- *Count All Victim Items* (with sexual harassment; range 0-7) represents the count of the number of all victimization items experienced.

Creating Positive Scale Scores

Total scores for the Student Life Satisfaction Survey (SLSS), Children's Hope Scale (CHS), School Connections Scale (SCS), and the School Engagement Scale (SES Behavioral, SES Emotional, and SES Cognitive) were created based on the recommendations from the developers of the measure. Cases with no more than one item missing were assigned a total score that was based on the average of the other items. Cases with two or more missing items were assigned a missing value for the total score. The number of cases assigned a missing value for each scale is: SLSS (3), CHS (1), SCS (0), SES Behavior (1), SES Emotional (2), SES Cognitive (2).

Descriptive Summary of Responses

In the following sections we describe the frequency of victimization for each victimization type as well as when and where victimization occurs, whom students tell, and other descriptive information. Table 1 shows the overall frequency rates for the different victimization experiences.

Table 1. ***Percentage of Students Reporting Victimization at Least Once in the Past Month***

Type of Victimization	*n*	%	Range Across Schools	Once in the Past Month	2 + Times in the Past Month
Teased	170	48%	42% - 74%	20%	28%
Rumors	131	36%	33% - 46%	20%	16%
Ignored	98	27%	23% - 43%	12%	15%
Hit	84	23%	21% - 35%	12%	11%
Threatened	78	22%	19% - 33%	10%	12%
Sexual Comments*	81	31%	27% - 62%	11%	20%
Property Stolen	98	28%	22% - 30%	19%	9%

* Indicates for junior high students only

Although a total of 366 students completed the Gate 1 survey, missing data on one or more of the victimization items from 24 students (6.6% of the sample) prevented information from all students to be used to assess the number of students who experienced all types of victimization. Of the available data from 342 students, 88 were elementary students and 254 were junior high students (who completed the sexual harassment item). As indicated in Table 2, about two-thirds of the elementary students and about three-fourths of the junior high students in the study reported experiencing at least one type of victimization.

Table 2. Total Number of Types of Victimization in Past Month

Number	Elementary (Grades 5–6)	Junior High (Grades 7–8)
0 types of victimization	30 students or 34.1%	69 students or 27.2%
1 type of victimization	14 students or 15.9%	48 students or 18.9%
2 types of victimization	15 students or 17.0%	42 students or 16.5%
3 types of victimization	11 students or 12.5%	43 students or 16.9%
4 types of victimization	6 students or 6.8%	22 students or 8.7%
5 types of victimization	8 students or 9.1%	12 students or 4.7%
6 types of victimization	4 students or 4.5%	4 students or 1.6%
7 types of victimization (including sexual harassment)	N/A	14 students or 5.5%

When asked how often in the past month they have been **teased or called names** in a mean or hurtful way by another student at school, 185 students said they were not teased or called names, 71 students said they were once, 43 were 2 or 3 times in the past month, 21 students were about once a week, and 35 said several times a week. Eleven students did not indicate one of the five choices. See Figure 1 for a summary of the percentage of students who reported being teased.

Figure 2 displays results for students experiencing **rumors or** gossip. When asked how often in the past month this occurred, 229 students said it did not happen, 73 students reported it happened once, 33 said 2 or 3 times, 11 reported about once a week, and 14 students said several times a week. Six students did not indicate one of the five choices.

Figure 1. Been Teased/Called Names (N = 366)

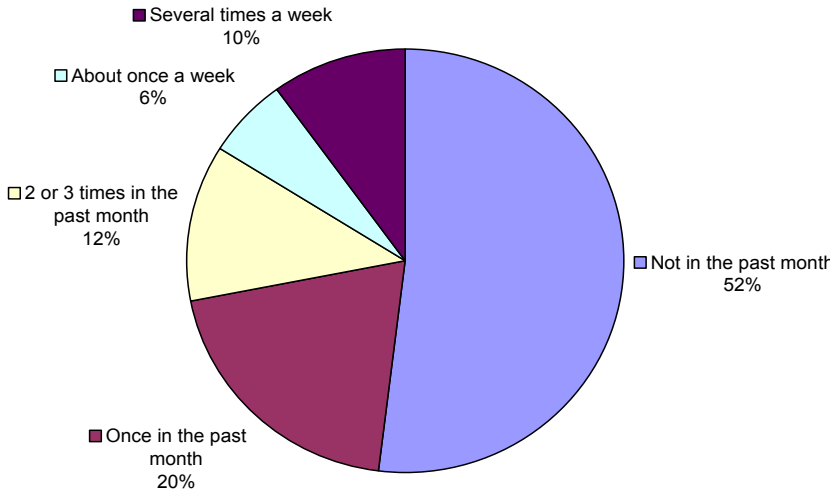


Figure 2. Had Rumors or Gossip Spread (N = 366)

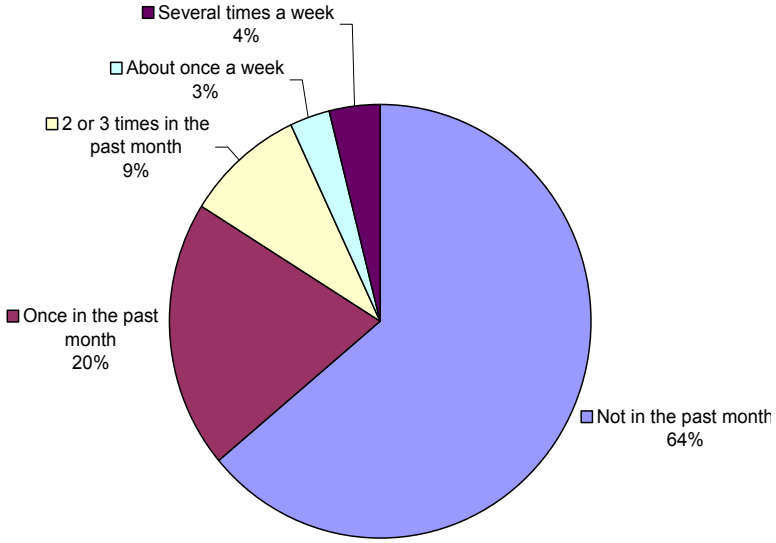


Figure 3. Been Left Out of a Group or Ignored (N = 366)

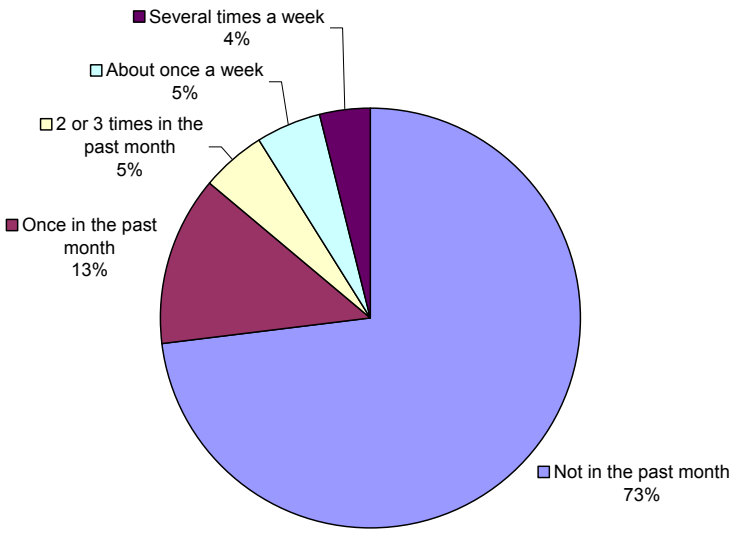
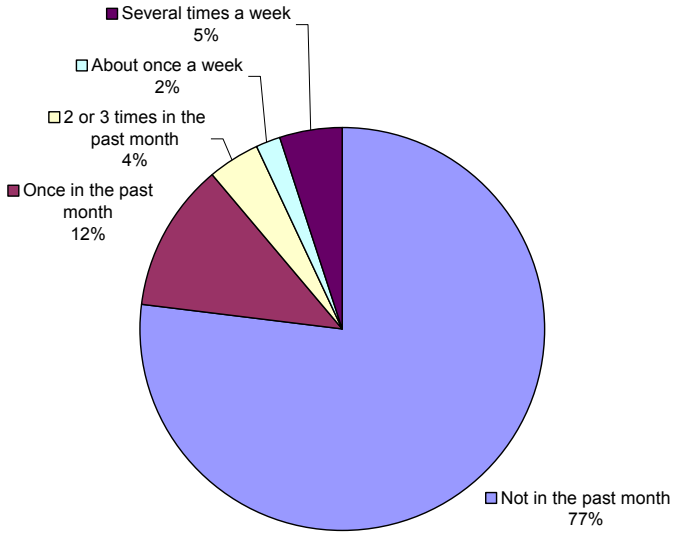


Figure 3 shows that the majority of students ($N = 262$) said they had not been **left out of a group or ignored on purpose** in a mean or hurtful way by another student in the past month at school. Of those that did experience this in the previous month, 45 students said it occurred once, 19 reported 2 or 3 times in the past month, 18 students indicated about once a week, and 16 students said several times a week. Six students did not indicate one of the five choices.

Again, in Figure 4, most students ($N = 274$) were not **hit, pushed, or physically hurt** in a mean or hurtful way by another student at school in the past month. Of those that were, 44 students said once in the past month, 16 students reported 2 or 3 times, 7 said once a week, and 17 students experienced this several times a week. Eight youth did not respond.

Figure 4. Been Hit/Pushed/Physically Hurt (N = 366)



When asked how often in the past month they have been **threatened** in a mean or hurtful way by another student at school, 277 students said they were not threatened, 37 students reported it occurred once, 17 students said 2 or 3 times, 11 reported about once a week, and 13 students said they were threatened several times a week. Eleven students did not indicate one of the five choices. Refer to Figure 5.

Figure 5. Been Threatened (N = 366)

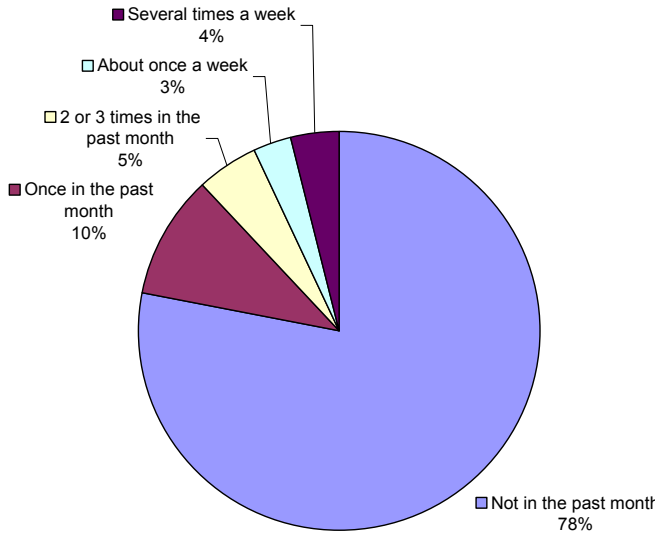
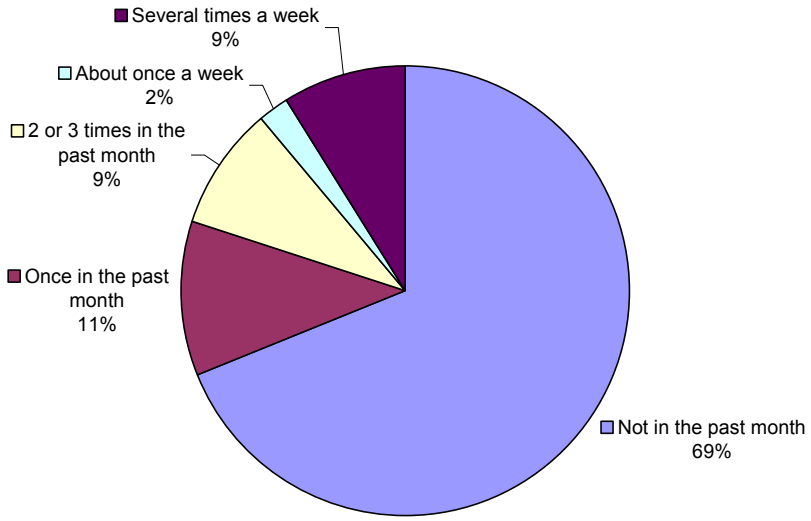


Figure 6 shows the results for **sexual comments, jokes, or gestures**. Only the students in Grades 7 and 8 were asked how often they had made to them in a mean or hurtful way by another student at school. Most (n = 183) students did not receive sexual comments, jokes, or gestures in the past month. Of those that did, 29 students had it occur once in the past month, 24 students

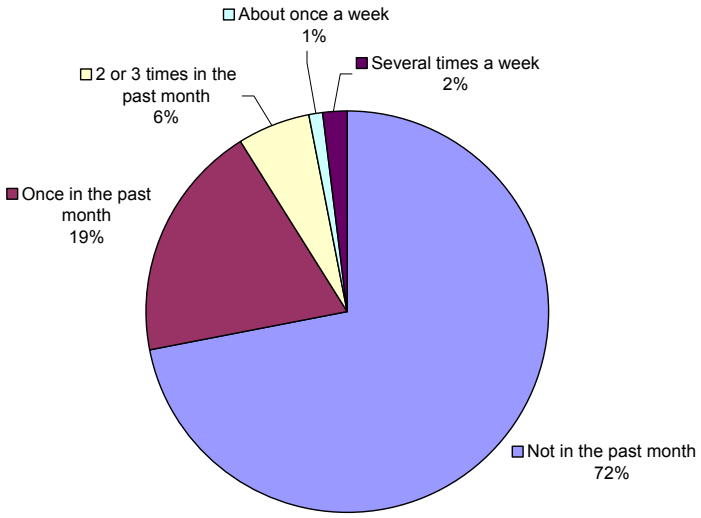
said 2 or 3 times, 5 students reported once a week, and 23 experienced this several times a week. Two students did not indicate one of the five choices.

Figure 6. Had Sexual Comments, Jokes, or Gestures Made (N = 266)



When asked how often in the past month they had their **things stolen or damaged** in a mean or hurtful way by another student at school (see Figure 7), 256 students reported this did not happen. For the students who did have property stolen or damaged, 66 said this occurred once in the past month, 23 said 2 or 3 times, 3 reported once a week, and 6 indicated several times a week. Twelve students did not indicate one of the five choices.

Figure 7. Had Things Stolen or Damaged (N = 366)



Descriptive Information About Victimization Experiences

We also asked students about where and when victimization occurs, as well as other detailed information about their victimization experience. Figure 8 shows the frequency for location by elementary and junior high levels, whereas Figure 9 shows the range across schools. Overall, victimization occurred most often in lunch or eating areas and least often on the bus.

Figure 8. Percentage of Students Reporting Victimization by Location

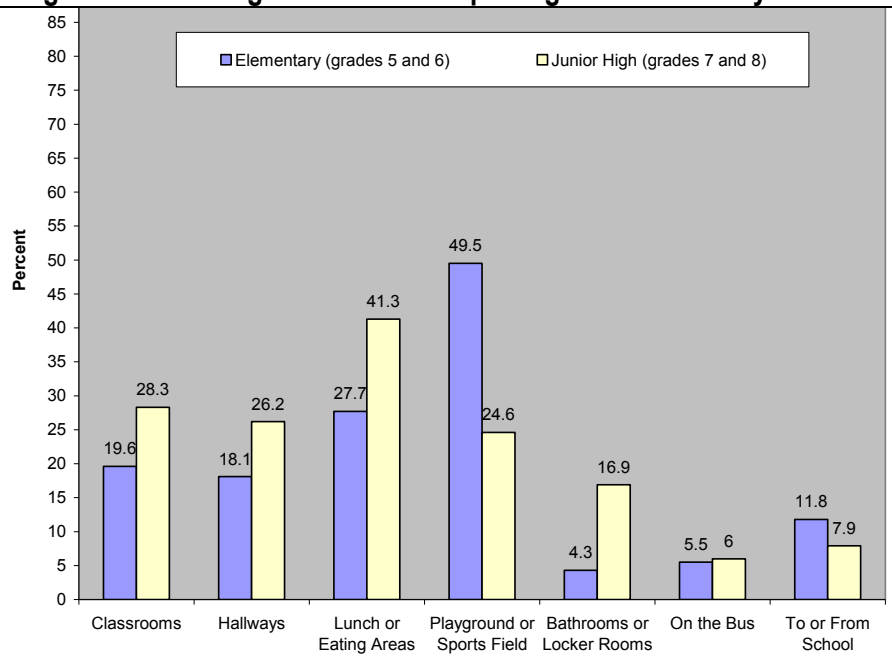
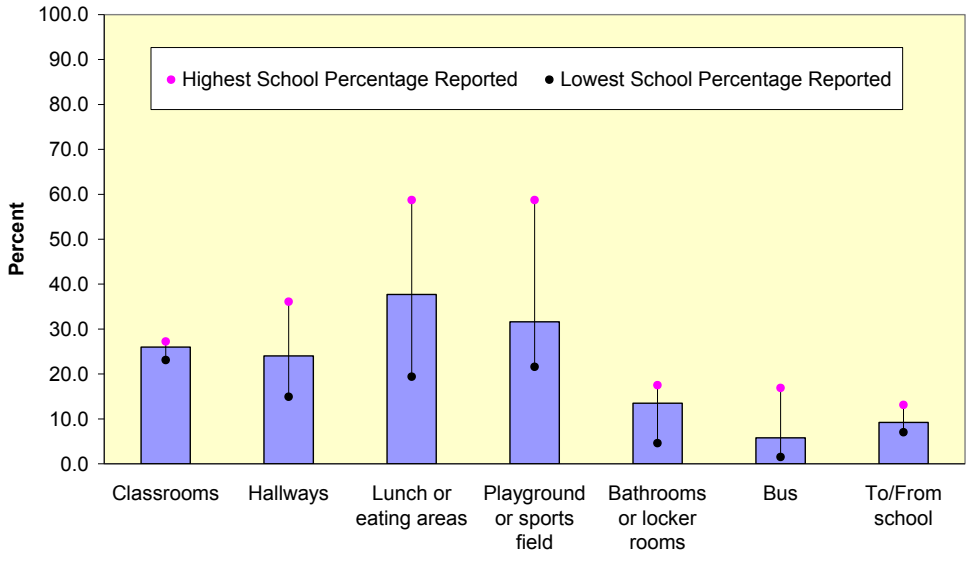


Figure 9. Location of Victimization—Range Across Schools



As can be seen in Figures 10 and 11, victimization most often occurred during breaks and least often before school.

Figure 10. Percentage of Students Reporting Victimization by Time of Day

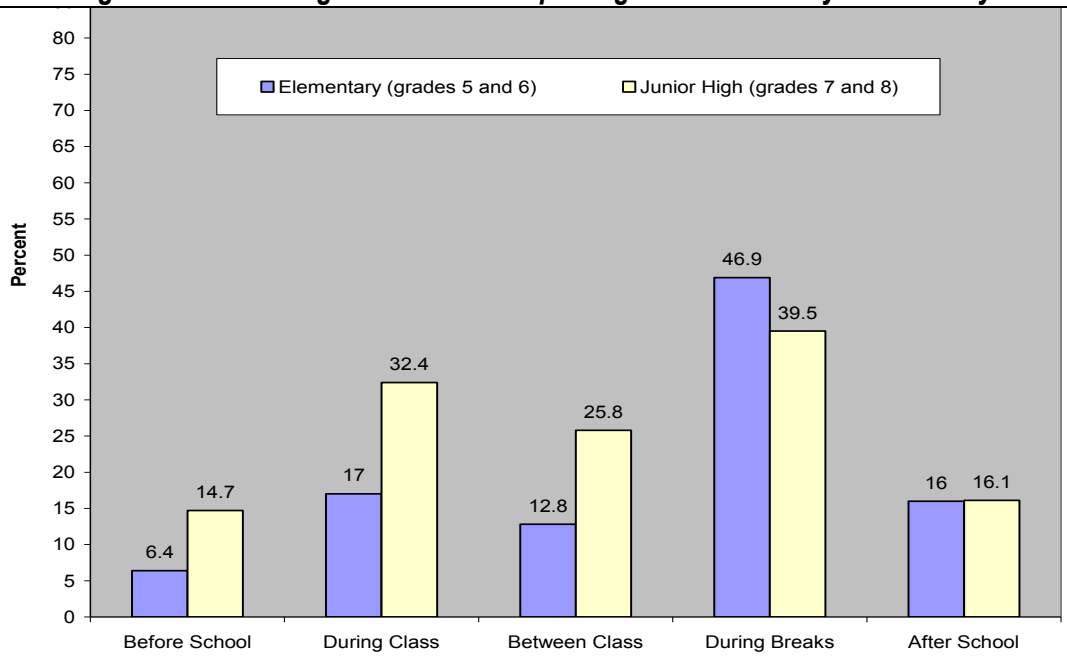
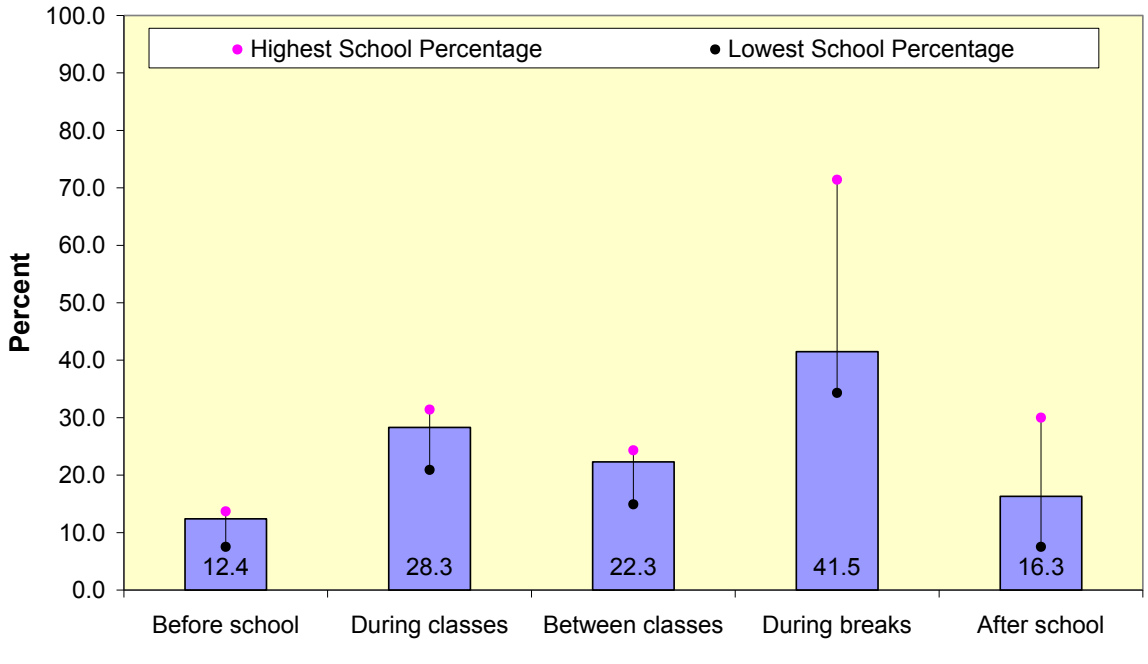


Figure 11. Time of Victimization—Range Across Schools



We also asked students about whom they told about their victimization experiences. For both elementary and junior high students, students most often talk to their friends about this (see Figures 12 and 13). Unfortunately, about 9% do not talk to anyone about their victimization experiences.

Figure 12. Percentage of Students Reporting Victimization by Who Victims Told

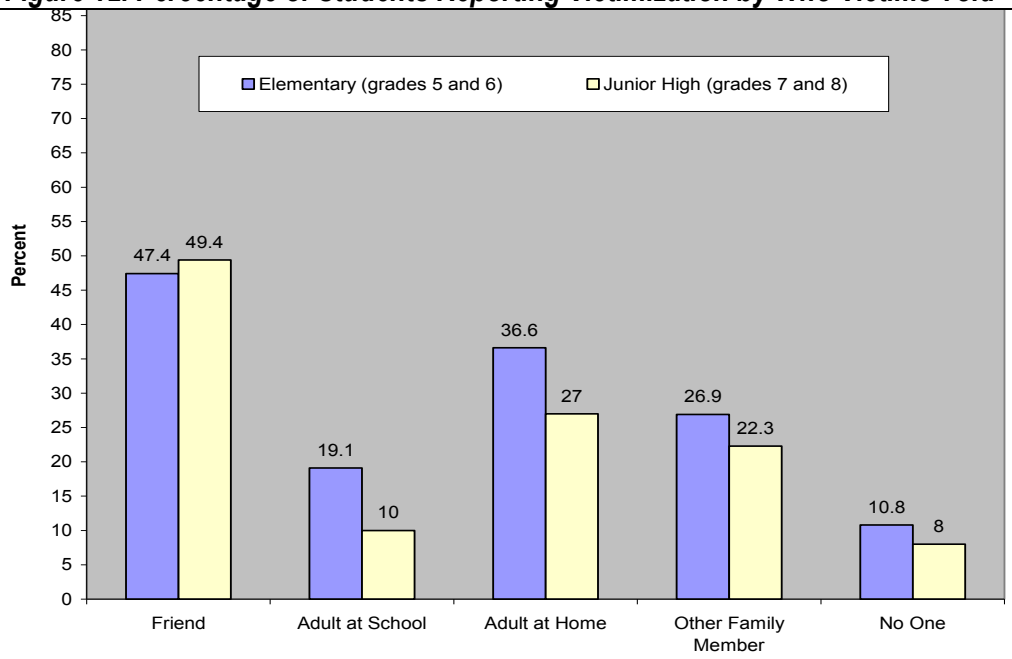
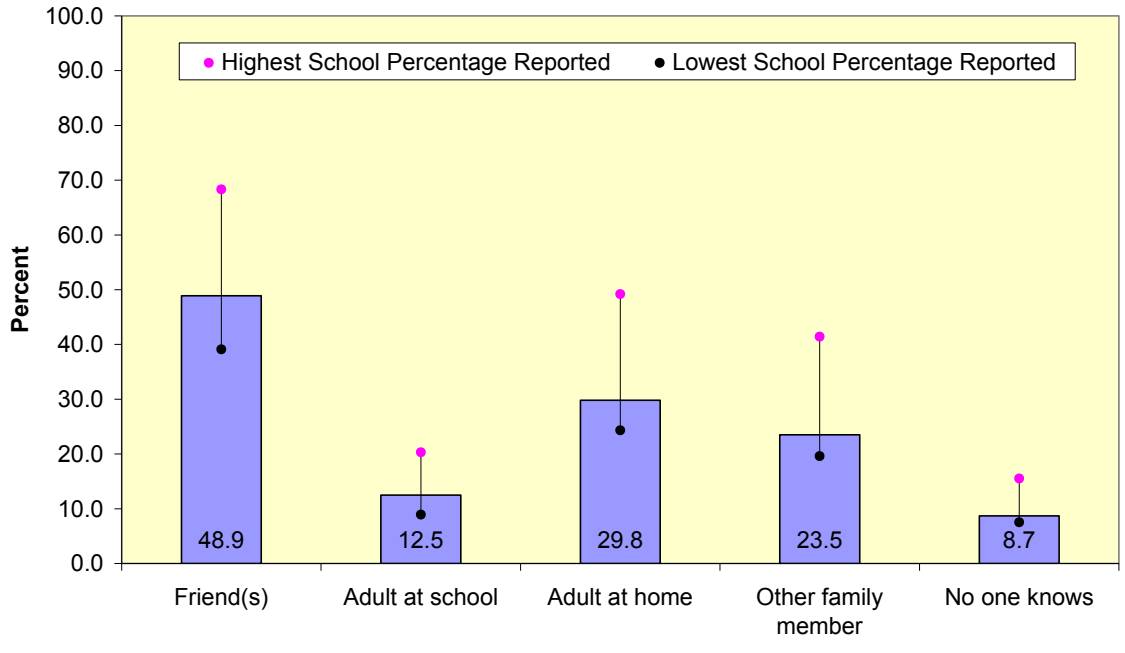


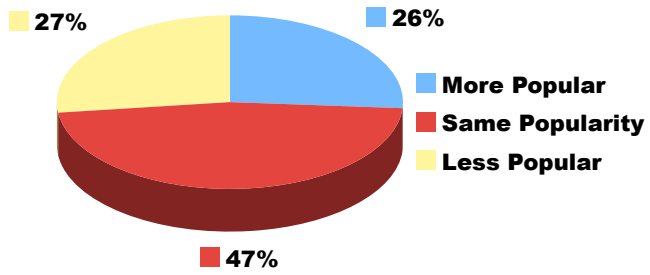
Figure 13. Who Victims Told—Range Across Schools



Description of Main Person or Leader Who Victimized the Respondent in the Past Month

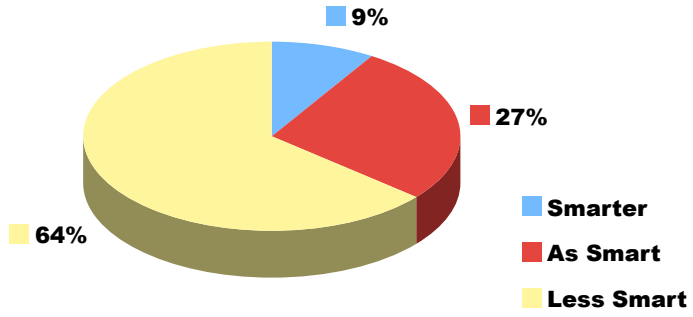
We next questioned students about the main person that victimized them. Of those students who reported the gender of the main person or leader, a majority (65%) said the person was a boy. To assess for the power imbalance that is inherent in bullying, we asked about whether the main person or leader was more popular, intelligent, or physically strong than them. Figure 14 shows that approximately half said the person was just as popular as them, a quarter said the person was more popular, and another quarter said the person was less popular than them. [Please note that 244 of the 366 students reported that they had at least one victimization incident in the previous month. Of these, however, 49 of these students responded that "these things did not happen to me when we asked a bout the gender of the person (or leader) who perpetrated one of the six (or seven with sexual harassment) victimization items. This is a source of inconsistency in the students' responses and points towards the challenge of assessing the perception of power difference when peer victimization occurs that will need to be tackled in future research.]

Figure 14. ***Percentage of Students Reporting the Main Victimizer Was More Popular (n =193)***



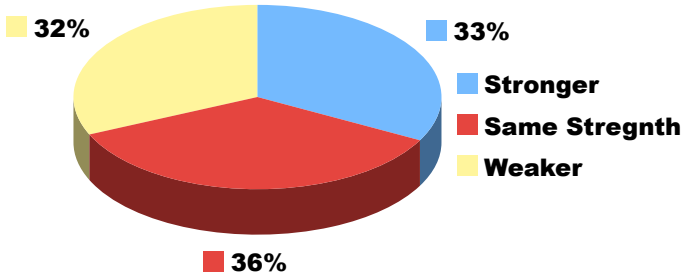
As seen in Figure 15, a majority of the respondents indicated that the person victimizing them was not as smart as them in schoolwork

Figure 15. Percentage of Students Reporting the Main Victimizer Was Smarter (n =198)



Respondents were equally divided on the physical strength of the main person or leader that harassed or victimized them (see Figure 16).

Figure 16. Percentage of Students Reporting the Main Victimizer Was Stronger (n =191)



Assessment of Gender and Power Differential

We then explored the relationship of gender to the power differential between victim and victimizer (see Table 3). As expected, a significant minority reported there was a power difference, which is consistent with the view that bullying is a subset of peer victimization. Of note, when examining the cross-sex victimization experiences, more girl victims were likely to report a power difference than boy victims. The difference appears to be most pronounced for intelligence and physical strength.

Table 3. ***The Relationship of Gender to Power Differential***

	Less than Me	Same as Me	More than Me
Girl Victimized by Boy			
Popularity	24% (n = 11)	51% (n = 23)	24% (n = 11)
Smart in School	60% (n = 28)	30% (*n* = 14	10% (n = 5)
Physical Strength	22% (n = 10)	33% (n = 15)	45% (n = 21)
Girl Victimized by Girl			
Popularity	27% (n = 16)	43% (n = 26)	30% (n = 18)
Smart in School	65% (n = 39)	17% (n = 16)	8% (n = 5)
Physical Strength	40% (n = 23)	29% (n = 17)	31% (n = 18)
Boy Victimized by Girl			
Popularity	40% (n = 2)	20% (n = 1)	40% (n = 2)
Smart in School	67% (n = 4)	33% (n = 2)	0% (n = 0)
Physical Strength	83% (n = 5)	17% (n = 1)	0% (n = 0)

Boy Victimized by Boy			
Popularity	29% (n = 21)	49% (n = 36)	21% (n = 15)
Smart in School	64% (n = 47)	27% (n = 20)	10% (n = 7)
Physical Strength	27% (n = 20)	44% (n = 32)	26% (n = 19)

CBS–G1 Bully Classification

One of our primary assessment goals was to evaluate the utility of an alternative behavioral classification strategy to differentiate between youths who reported some peer victimization and those whose victimization experiences could be considered to be bullying. Based on common definitions of bullying (e.g., Solberg & Olweus, 2003), we made the following criteria for classification of bullying based on the CBS-G1 survey:

1. The student reported that at least one type of victimization (out of the six core) occurred 2-3 times per month; and
2. The student reported at least one type of power imbalance (not favoring the respondent).

Table 4. Number and Percentage of Youths in Each Bully Classification (N = 341)

Group	Not a Victim	Other Victims	Bully Victim
Total	97 (28%)	170 (50%)	73 (22%)
Boys	47 (30%)	81 (52%)	28 (18%)
Girls	50 (27%)	89 (48%)	45 (25%)
White	49 (30%)	83 (51%)	32 (20%)
Latino	28 (26%)	56 (52%)	25 (23%)
Other	19 (28%)	32 (48%)	16 (24%)
Junior High School	70 (28%)	132 (52%)	50 (20%)
Elementary School	27 (30%)	39 (44%)	23 (26%)

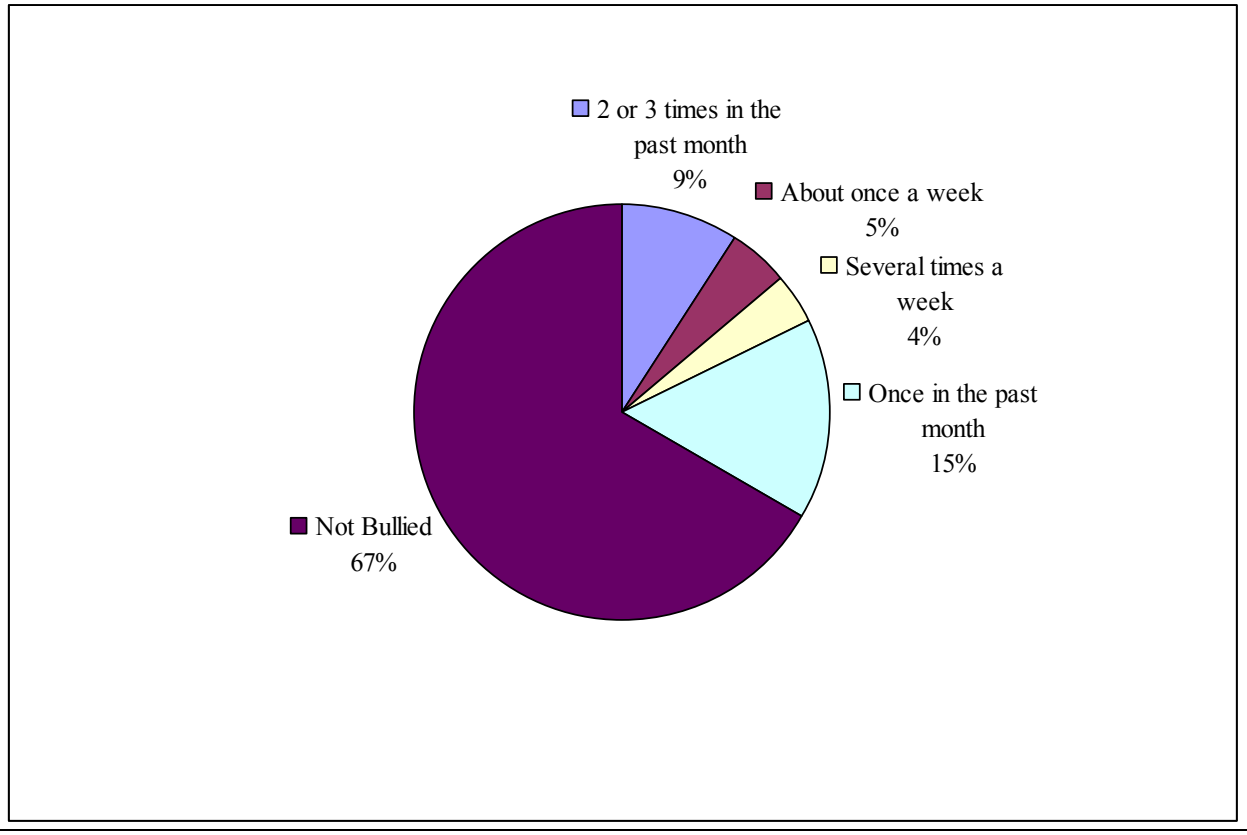
Note: Numbers of participants differed from the overall sample total due to small numbers of missing data for each item.

Tabulation using the common six core victimization indicates no significant gender differences, χ^2 (2, 340) = 2.137, p = ns; ethnicity differences, χ^2 (4, 340) = 1.105, p = ns; or school type differences, χ^2 (2, 341) = 2.219, p = ns, on bully classification. Thus, we find similar rates of bully victimization across gender and ethnicity and at elementary versus junior high school. Data on experiences with sexual harassment are only available for junior high school participants.

Comparison to Another Bullying Victimization Measure

In order to assess the concurrent validity of our measure, we co-administered an item from the Swearer (2001) survey that assesses bullying through providing a definition and then asking students how frequently they have been victimized. The definition included that "bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over." Then, the following were listed as possible examples of bullying behavior: punching, shoving and other acts that hurt people physically; spreading bad rumors about people; keeping certain people out of a "group"; teasing people in a mean way; and getting certain people to "gang up" on others. The students were asked to indicate if they were bullied this month and how often. A majority of the students (67%, n = 245) reported that they were not bullied and 33% (n = 121) reported that they were bullied. Figure 17 displays the frequency of bullying victimization as reported on the Swearer item. Please note that we will discuss the 2-3 times per month or more frequency for determining bullying as it relates to our survey later.

Figure 17. Frequency of Students Reporting Bullying on Swearer Item (N=366)



STUDY RESULTS: RELIABILITY

Test-Retest Stability

Item-by-Item Response Consistency

To determine the test-retest stability of the Gate 1 assessment, we administered the assessment to a subset of participants (n = 146) one to two weeks after the initial assessment. Four participants were eliminated from analyses due to missing or incomplete data. In the following analyses, we report the kappa statistic, which is a measure of agreement between two ratings and is appropriate for testing whether agreement exceeds chance levels for binary and nominal ratings. The use of descriptive categories regarding the strength of a kappa statistic is not recommended (**http://ourworld.compuserve.com/homepages/jsuebersax/kappa.htm**); rather, consider only whether or not kappa is significant. Percent agreements for binary coded items (i.e., experienced or not) are listed in Table 5.

Table 5. Percent Agreement for Binary Victimization Items

Items	*N*	% Agreement	Kappa
Teased	140	78.6	.57*
Rumors	141	76.6	.49*
Ignored	141	80.2	.54*
Hit	142	88.0	.65*
Threatened	138	88.4	.65*
Sexual Comments	54	79.7	.43*
Property Stolen	138	82.2	.61*

*p < .01

The victimization items demonstrate excellent stability. In particular, behaviors that are more overt and potentially more salient (e.g., hit) had the strongest consistency. Behaviors that are less clear (e.g., sexual harassment, rumors) had weaker consistency.

Stability of Combined Victimization Scale Scores

We examined the stability of the victimization items both as a continuous total score (range = 0-24) and as a count of how many victimization experiences were reported at any frequency (range = 0-6). Correlations between the Time 1 and Time 2 total scores are listed in the following table.

Table 6. Stability (Time 1—Time 2) Correlations for Six Core Victim Items

	Total Score		Total Count	
Scale	r^{12}	***n***	r^{12}	***n***
Core (6 items)	**Range = 0-24**		**Range = 0-6**	
Total	.80**	133	.77**	133
White	.88**	60	.80**	60
Latino	.78**	54	.70**	54
Other/Mixed	.79**	19	.87**	19
Male	.68**	56	.70**	56
Female	.86**	77	.81**	77
Elementary	.80**	80	.75**	80
Junior High	.83**	53	.84**	53

Table 7. Stability Correlations (Time 1—Time 2) for Six Core Victim Experiences and One Sexual Harassment Item

Scale	**Total Score**		**Total Count**	
	r^{12}	***n***	r^{12}	***n***
Victim with SH (7 items)	**Range = 0-28**		**Range = 0-7**	
Total	.86**	53	.76**	54
White	.88**	33	.72*	34
Latino	.91**	9	.72**	9
Other/Mixed	.86**	11	.84**	11
Male	.91**	23	.69**	24
Female	.87**	30	.81**	30

*p < .05, ** p < .01; Note: SH = Sexual Harassment Item.

Significant test-retest correlations for all subgroups indicate that victimization items are consistent across gender, grade, and ethnicity.

CBS-G1 Bully Classification Consistency—Time 1 to Time 2

In the literature, three criteria define bullying: victimization is purposeful, occurs regularly, and involves a power imbalance. Thus, we used multiple survey questions to identify students who were bullied. First, when assessing each victimization experience, we asked students to include experiences that were done "on purpose in a mean way." Second, we included as bullied only students who reported a victimization experience at least 2-3 times per month. Finally, we included only students who reported at least one type of unfavorable power imbalance (e.g., more popular or more intelligent than me). With these classification criteria, out of 132 total

test-retest participants, we identified 29 (22.0%) in Time 1 and 22 (16.7%) in Time 2 who had experienced bullying. The following table displays the tabulation of these two variables.

Table 8. CBS-G1 Bully Group by at Time 1 and Time 2 Administrations

		Time 2		
		Not Bullied	Bullied	Total
Time 1	Not Bullied	97	6	103
	Bullied	13	16	29
	Total	110	22	132

Overall, classification was consistent 85.6% of the time, which was significant, $\chi^2(1, 132) = 36.675$, $p < .001$. For the students who did change from Time 1 to Time 2, 13 went from bullied (Time 1) to not bullied (Time 2), and 6 went from not bullied (Time 1) to bullied (Time 2). As mentioned earlier, we included a single bully question from Swearer's Bullying Survey for purposes; test-retest stability of this item was .810 ($n = 142$), kappa = .541 ($p < .001$).

STUDY RESULTS: VALIDITY

Relationship between UCSB Bullying Classification and Swearer Single Bullying Item

We examined the relationship between the *CBS-G1* bully classification system and Swearer's single bullying item and this comparison is shown in Table 9.

Table 9. CBS-G1 Bully Classification by Swearer (Definitional) Item Classification (Time 1)

	Swearer Bully Status (Definitional Method)			
CBS-G1 Bully Status		**Not Bullied**	**Bullied**	**Total**
	Not Bullied	244	35	279
	Bullied	22	39	**61 (17.9%)**
	Total	266	**74 (21.8%)**	340

Overall, classification was 83.2% consistent (with only 26.9% agreement on bully victim classification), which is statistically significant, χ^2 (1, 340) = 77.634, $p < .001$; kappa = .474, $p < .001$. A total of 47.3% of the youth who were in the CBS-G1 bully victim group DID NOT indicate frequent bullying on the Swearer item (definitional) method and 36.1% of the youth who reported frequent bullying on the Swearer item (definitional) method DID NOT fall into the CBS-G1 bully victim group. This indicates that the *CBS-G1* classification system is moderately consistent with this previously published method to assess bullying victimization. This also suggests that although there is overlap, the different methods may also be tapping into somewhat different students.

Relationship Between Frequency of Victimization and Bully Comparison Item

To provide information regarding the relationship between the *CBS-G1* Bully Victimization Assessment and the Swearer Bully Item, the Table 10 summarizes the proportion of students reporting each number of victimization experiences who also reported they were bullied according to the Swearer item.

Table 10. Core CBS-G1 Victimization Experiences Bully Victim Status Using Swearer Item

# Victimization Experiences	*Number*	Number "Bullied"	% "Bullied"
0	103	2	1.9
1	69	16	23.2
2	66	26	39.4
3	47	18	38.3
4	26	22	84.6
5	14	14	100.0
6	18	17	94.4

The relationship between number of victimization experiences and Swearer Bully Item was statistically significant, χ^2 (6, 343) = 139.09, $p < .001$. This demonstrates that students who reported more types of victimization on the *CBS-G1* were also more likely to report being bullied when provided a definition. Students who reported four or more victimization experiences were very likely to report being bullied, whereas few students who experienced zero victimization experiences using the *CBS-G1* behavioral reported being bullied on the Swearer item.

Table 11. ***Percent Reporting Yes to Swearer Bully Item by Type of Victimization (N = 355)***

Victimization Type	*n*	%	χ^2	kappa
Teased	170	54.1	60.2*	.395
Rumors	131	59.5	65.3*	.425
Ignored	98	64.3	58.1*	.397
Hit	84	71.4	70.8*	.431
Threatened	78	71.5	60.2*	.399
Sexual Harassment	81	47.5	10.8*	.202
Stolen	98	50.0	16.9*	.217

$p < .01$

Relationships between each type of victimization and the Swearer Bully Item were statistically significant as shown in Table 11. The percentage was highest for being hit or threatened, which may be types of victimization most commonly associated with being bullied.

Relationship Between Victimization and Reporting a Power Differential

A power differential between the bully victim and the perpetrator is an essential element of the definition of bullying. Out of 343 possible participants with complete victimization data, 257 (74%) reported 1 or more victimization experiences. Of the 257, 106 (31%) reported a power differential. To examine how many of the students who reported experiencing a power difference with the person who did these things, we ran a tabulated the number of core victim experiences and the presence of any type of power disadvantage.

Table 12. Relationship Between Number of Victimization Experiences and a Power Difference

Number Victimization Experiences	Number Reporting Power Difference	Percent Reporting Power Difference
1	13	19.4%
2	27	44.3%
3	19	43.2%
4	16	61.5%
5	9	64.3%
6	11	61.1%

The relationship between the number of victimization experiences and the report of a power differential was significant, χ^2 (6, 330) = 62.99, $p < .001$, which indicates that the more types of victimization experienced, the more likely a student is to report a power disadvantage.

Table 13. Relationship Between Type of Victimization Experience and a Power Difference

Victimization	*N*	%	χ^2	kappa
Teased	161	49.7	40.8*	.330
Rumors	125	47.2	20.3*	.241
Ignored	97	53.6	26.3*	.273
Hit	81	53.1	21.0*	.241
Threatened	74	59.5	32.9*	.300
Sexual Harassment	79	47.4	15.9*	.249
Stolen	95	46.3	13.1*	.195

* $p < .01$

Table 13 shows that teasing is the most common type of victimization experienced, as half of the students reported being teased at least once. Approximately half of students who report they experienced a victimization experience also reported a power disadvantage. Table 13 does not select out students who reported multiple victimization experiences.

Validity: Positive Psychology Scales

To test the divergent validity of the CBS-G1 assessment, we co-administered four positive psychology scales at Time 1. Our rationale was to explore the relationship between levels of peer victimization and measures of general wellness, as opposed to pathology. We reason that bully victimization erodes the quality of life for students and that such impacts may precede more serious outcomes such as depression, social isolation, and anxiety. Table 14 displays the correlations between the positive psychology scales and the CBS-G1 victimization total scale scores (shaded cells).

Table 14. ***Correlations Between Victimization Total Scores and Positive Psychology Scales***

Scale	Victim Core-Total	Victim w/ SH–Total	LSS	SCC	CHS	SES–B	SES–E
LSS	-.401**	-.396**					
SCC	-.339**	-.416**	.455**				
CHS	-.284**	-.296**	.660**	.553**			
SES–B	-.267**	-.298**	.386**	.408**	.517**		
SES–E	-.191**	-.263**	.397**	.515**	.524**	.514**	
SES–C	-.020	-.088	.251**	.312**	.482**	.504**	.603**

***p*<.001; Note: SH = Sexual Harassment, LSS = Life Satisfaction Scale, SCC = School Connectedness, CHS = Hope Scale, SES=School Engagement Survey, B = Behavior, E = Emotion, C = Cognitive

Victimization was significantly negatively related to Life Satisfaction, School Connectedness, Hope, Behavioral Engagement to School, and Emotional Engagement to School. Victimization was not related to Cognitive Engagement to School. We then classified students as non-victims, peer victims (i.e., no power disadvantage), and bully victims, and compared their levels of well-being as indicated by the positive psychology measures (see Table 15).

Table 15. Victimization Subscale Scores and Positive Psychology Scales

Scale	Bully Victim Group	Mean	SD	*N*	*F*
LSS	No Victim	4.07	.89	95	22.65**
	Peer Victim	3.55	1.05	169	
	Bully Victim	3.00	1.14	73	
SCC	No Victim	3.08	.73	95	19.73**
	Peer Victim	2.95	.69	169	
	Bully Victim	2.41	.81	73	
CHS	No Victim	3.80	.86	95	13.41**
	Peer Victim	3.53	1.04	169	
	Bully Victim	3.01	1.08	73	
SES–B	No Victim	3.11	.68	95	4.06*
	Peer Victim	2.89	.68	169	
	Bully Victim	2.75	.70	73	
SES-E	No Victim	2.38	1.10	95	8.14**
	Peer Victim	2.09	.97	169	
	Bully Victim	1.74	.97	73	
SES–C	No Victim	1.55	.92	95	0.67
	Peer Victim	1.43	.79	169	
	Bully Victim	1.42	.93	73	

*p < .05; **p < .001; Note: LSS = Life Satisfaction Scale, SCC = School Connectedness, CHS = Hope Scale, SES=School Engagement Survey, B = Behavior, E = Emotion, C = Cognitive

Overall, victim status was related to differences in life satisfaction, school connectedness, hope, behavioral school engagement, and emotional school engagement. Victim status was not related to cognitive school engagement. Post hoc test results are summarized below.

Life Satisfaction and Victimization

All groups differed significantly from each other with bully victims having the lowest levels of life satisfaction and nonvictims the highest levels, which supports the discriminative validity of the CBS-G1.

School Connectedness, Hope, Behavioral and Emotional School Engagement and Victimization

Those bullied reported significantly lower levels of these positive constructs than those who reported no or peer victimization experiences (p < .001). Though youths reporting peer victimization experiences also reported lower levels of positive constructs than those who reported no victimization, this difference was not significant. This result indicates that the distinction between bully victims and peer victims is important as it relates to student well-being.

Victimization Subscale Scores and Positive Psychology Scales by Sample Subgroups

Gender. We computed a 3 (group) X 2 (gender) MANOVA to test the relationships between victimization group, gender, and positive psychological reports. Overall, results of the indicated significant main effects for Group, $F(12, 648) = 6.231$, $p < .001$, $eta^2 = .103$; and Gender, $F(6, 324) = 7.188$, $p < .001$, $eta^2 = .117$; but no interaction between the two, $F(12, 648) = 1.088$, $p =$ ns. Thus, the relationship between victimization status and positive psychology construct is similar for boys and girls.

School Type. We computed a 3 (group) X 2 (school type) MANOVA to test the relationship between victimization group, school type, and positive psychological reports. Overall, results of the indicated significant main effects for Group, $F(12, 650) = 4.716$, $p < .001$, $eta^2 = .080$; and School Type, $F(6, 325) = 9.985$, $p < .001$, $eta^2 = .156$; but not the interaction between the two, $F(12, 650) = 1.047$, $p =$ ns. Thus, the relationship between victimization status and positive psychology construct is similar for elementary and junior high school students.

Ethnicity. We computed a 3 (group) X 3 (ethnicity) MANOVA to test the relationships between victimization group, ethnicity, and positive psychological reports. Overall, results of the indicated significant main effects for Group, $F(12, 642) = 6.198$, $p < .001$, $eta^2 = .104$; Ethnicity, $F(12, 642) = 3.343$, $p < .001$, $eta^2 = .069$; but not the interaction between the two, $F(24, 1121) = 1.330$, $p <$ ns.

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APPENDICES

Appendix A: Review of Assessment Self-Report Methods
Appendix B: Consent Forms
Appendix C: Gate 1 Survey/Code Book
Appendix D: Gate 2 Interview/Code Book
Appendix E: Sample School Report
Appendix F: Draft Web Version of the CBS-G1 Survey
Appendix G: PowerPoint Presentation at September 2006 Hamilton Fish Conference

Appendix A: Review of Assessment Self-Report Methods

There are four popular methods to measure bullying/victimization: peer nomination, teacher report, self-report, and observations. To assess bullying/victimization via peer/teacher nominations, students and teachers are normally asked to nominate those in the class that fit the description of a bully or victim, or rate on a scale the degree of aggression displayed or victimization experienced for each student. Assessing bullying/victimization through peer/teacher nominations in conjunction with self-reports reduces measurement errors and identifies specific students that may benefit from intervention. However, some teachers fear the repercussions from having students evaluate each other on such dimensions (Cornell, Sheras, & Cole, 2006).

Direct behavioral observation in the classroom and on the playground is another method of assessing bullying/victimization. Unlike self-, peer-, and teacher-reports, direct observation is not subjected to biases and people's ability to recall incidents from memory. However, the presence of an observer likely discourages students from engaging in bullying behaviors, so this type of assessment may not accurately reflect the degree of bullying/victimization that occurs when the observer is not present. Furthermore, subtle forms of bullying such as relational aggression may not be easily detected by the observer (Cornell, Sheras, & Cole, 2006).

Finally, bullying/victimization may also be assessed through self-report. Surveys or individual interviews may be conducted to assess victimization experiences. The following are available bullying/victimization assessments via self-report.

Bully Questionnaire

Demaray and Malecki (2003) developed a bully/victim questionnaire using items from the Bully Survey (Swearer, 2001) and the National School Crime and Safety Survey – Revised Student Form 1 (Kingery, 2001). The following nine items were used in the survey:

1. Someone called me names,
2. Someone made fun of me,
3. Someone said they would do bad things to me,
4. Someone broke or stole my things,
5. Someone attacked me,
6. Someone said mean things behind my back,
7. Nobody would talk to me,
8. Someone threatened me with a weapon, and
9. Someone used a weapon to hurt me (Demaray & Malecki, 2003, p. 477).

Using a 5-point scale (0 = "never," 1 = "1 o 2 times," 2 = "3 to 5 times," 3 = "6 to 9 times," and 4 = "10+ times"), respondents were asked how often these things happened to them and how

often they did these things to other people. Scores on the two scales were the total ratings for each item. Alpha coefficients for the victim and bully scales were .82 and .87, respectively (Demaray & Malecki, 2003).

Life in School

The Life in School checklist contains 40 items and was developed for 11 to 14-year-olds (Arora & Thompson, 1987). The Life in School instrument is administered in two parts. In the first administration, respondents are asked to indicate how often they experience various forms of interactions in the past week ("Not at all," "Only once," and "Twice or more"). Then, about a week later, the respondents indicate which of the 40 items constitute some form of bullying ("No," "Sometimes," and "Yes"). At least 50% of all the students sampled in their study (N = 153) indicated that six of the 40 items were examples of bullying behavior.

1. Tried to hurt me
2. Threatened to hurt me
3. Demanded money from me
4. Tried to break something that belonged to me
5. Tried to hit me
6. Tried to kick me (Arora & Thompson, 1987, p. 112)

Using a Hellenic version of the Life in School checklist, Kalliotis (2000) reported that "All the negative indicators of the 'Life in School' questionnaire [the six items identified as bullying behaviors by Arora & Thompson (1987)] were appreciated by the pupils as incidents of bullying with an overall percentage of acceptance over 50 percent (p. 58)" and that "just over half the Hellenic pupils saw the six 'negative' items (indicators) of the 'Life in School' checklist as instances of bullying (p. 59)." While the "overall percentage" was greater than 50%, less than 50% of their sample (N = 117) reported that "Demanded money from me" and "Tried to break something of mine" constituted bullying. In addition, students from Kalliotis's (2000) study indicated that "Called me names" (one of the 40 items) is a type of bullying.

Multidimensional Peer-Victimization

The Multidimensional Peer-Victimization scale was developed by Mynard and Joseph (2000). Students between ages 11 and 16 were provided with the following definition of bullying:

> "*Bullying is the willful, conscious desire to hurt or frighten someone else. This might take the form of physical, verbal, or psychological bullying. There are many examples of bullying behavior. They all have as a common feature; the illegitimate use of power by one person over another. For example, bullying might comprise threats of violence or actual physical intimidation. It might*

> *comprise verbal malice or social ostracism."* (Mynard & Joseph, 2000, pp. 170-171)

The students then answered questions about their experience with 45 different forms of victimization during the school year using a 3-point scale (0 = "Not at all," 1 = "Once," and 2 = "More than once"). A factor analysis on the 45 items was conducted. Only factors with at least four items and with factor loadings greater than .49 were retained for further analyses, reducing the number of factors from nine to four. The four items with the highest factor loadings in each factor were used to create four victimization subscales: physical victimization, verbal victimization, social manipulation, and attacks on property.

Physical Victimization Subscale

1. Punched me
2. Kicked me
3. Hurt me physically in some way
4. Beat me up

Verbal Victimization Subscale

1. Called me names
2. Made fun of me because of my appearance
3. Made fun of me for some reason
4. Swore at me

Social Manipulation Subscale

1. Tried to get me into trouble with my friends
2. Tried to make my friends turn against me
3. Refused to talk to me
4. Made other people not talk to me

Attacks on Property Subscale

1. Took something of mine without permission
2. Tried to break something of mine
3. Stole something from me
4. Deliberately damaged some property (Mynard & Joseph, 2000, p. 174)

Another factor analysis on the remaining 16 items yielded the same four factors with factor loadings greater than .49 on the item's respective factor and less than .38 on the other factors. The alpha coefficients for the physical victimization, verbal victimization, social manipulation, and attacks on property subscales are .85, .75, .77, and .73, respectively (Mynard & Joseph, 2000).

Students were classified as "victim" or "non-victim" based on their Yes/No response to a question on whether or not they were bullied. A series of t-tests revealed that there were significant differences between the victims and the non-victims on the four subscales (t = 8.55

for physical victimization, $t = 12.33$ for verbal victimization, $t = 9.25$ for social manipulation, and $t = 8.41$ for attacks on property) (Mynard & Joseph, 2000).

Name-Calling Survey

Embry and Luzzo (1996) developed the Name-Calling Survey (NCS) using feedback from elementary students. The NCS contains 35 items, and respondents indicate whether or not they have experienced each type of name-calling in school by circling Yes/No.

1. Your weight
2. Your height
3. Your hair
4. The size of your feet
5. Your clothes or shoes
6. Your glasses
7. Your braces
8. Your looks in general
9. The way you walk
10. The way you talk
11. The color of your skin
12. Your religious beliefs
13. Where you live
14. Your way of doing things
15. Your race
16. Your personality
17. Your name or nickname
18. Your mother, father, or family
19. What you want to be
20. Your choice of friends
21. Your choice of boy/girlfriend
22. Your school work
23. Your intelligence
24. Your athletic skills
25. A physical limitation
26. Your creativity
27. You when you were afraid
28. You when you won or lost a game
29. You when you chose not to share
30. You when you tripped or fell
31. You for being a boy or girl
32. Looking like the opposite sex
33. Acting like the opposite sex
34. You for being poor
35. You with ugly words (Embry & Luzzo, 1996, p. 126)

Psychometric analyses of the survey with elementary students revealed a test-retest reliability of .87, a split-half reliability of .88, and a Kuder-Richardson (K-R 20) reliability coefficient of .88 (Embry & Luzzo, 1996). In another study with elementary students, the alpha coefficient for the scale was .89 and the item-to-total correlations ranged from .11 to .60 (Dennis & Satcher, 1999). Item-to total correlations were all significant except for one item (Dennis & Satcher, 1999).

Embry and Luzzo (1996) and Dennis and Satcher (1999) both found a significant inverse relationship (*r* ranged from -.18 to -.48) between scores on the NCS and on the Peer Beliefs Inventory (PBI; Rabiner, Keane, & MacKinnon-Lewis, 1993). The results suggest that as the number of different types of name-calling increases, students think of their peers more negatively.

Olweus Bully/Victim Questionnaire (OB/VQ)

The Olweus/Bully Victim Questionnaire (OB/VQ; Olweus, 1986), the Revised Olweus/Bully Victim Questionnaire (Olweus, 1996), and modified versions of the OB/VQ (O'Moore & Minton, 2005; Whitney & Smith, 1993) are widely used in studies in bullying assessment and bullying prevention. The OB/VQ contains 56 items and is intended for students in Grades 3-10. In the revised version, the following definition of bullying is provided for the respondents:

> *"We say a student is being bullied when another student or several other students: say mean and hurtful things or makes fun of him or her or call him or her mean and hurtful names; completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose; hit, kick, push, shove around, or threaten him or her; tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her; and do other hurtful things like that. These things may take place frequently, and it is difficult for the student being bullied to defend himself or herself. It is also bullying when a student is teased repeatedly in a mean and hurtful way. But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about the same strength or power argue or fight."* (Olweus, 1996)

The respondents are then asked to indicate the frequency of experiencing bullying (as defined above) and its various forms using a 5-point scale ("I haven't been bullied/bullied others," "only once or twice," "2 or 3 times a month," "about once a week," and "several times a week"). Respondents are instructed to report incidents that occurred at school in the last few months.

Types of Bullying/Victimization Behaviors

1. Been called names, made fun of, or teased
2. Been excluded or ignored by others
3. Been hit, kicked, shoved, or assaulted
4. Others told lies or spread false rumors
5. Had money or items taken or damaged
6. Been threatened or forced to do things
7. Heard comments or called names based on race or color
8. Received sexual comments, names, or gestures
9. Been bullied in other ways (Olweus, 1996)

Theriot and colleagues (2005) reported alpha coefficients of .84 for experiencing bullying behaviors at least a 2 or 3 times a month and .83 for experiencing bullying behaviors at least once a week. Using Olweus's (1989) Senior Questionnaire (a version of the OB/VQ for 11-16 year olds), Pellegrini, Bartini, and Brooks (1999) calculated alpha coefficients of .76 and .78 for bullying and victimization, respectively.

Solberg and Olweus (2003) suggest that the cut-off point, "2 or 3 times a month" be tentatively used to identify bullies and victims of bullying. Significant differences were found between those who were not bullied at all or only once or twice in the last few months and those who were bullied at least 2 or 3 times a month on measures on acceptance/belonging with classmates, $t = 16.36$, $p < .001$, negative self-evaluations, $t = 10.19$, $P < .001$, and depression, $t = 11.59$, $p < .001$ (Solberg & Olweus, 2003). In addition, significant differences were found between those who did not bully other students or bullied other students only once or twice in the last few months and those who bullied others at least 2 or 3 times a month on measures assessing aggression, $t = 12.02$, $p = .001$, and antisocial behavior, $t = 13.17$, $p = .001$ (Solberg & Olweus, 2003). Solberg and Olweus (2003) report that significant differences were found between the students in the four groups ("not bullied/been bullied," "only once or twice," "2 or 3 times a month," and "at least once a week") on all the measures. However, Solberg and Olweus (2003) currently opt to use "2 or 3 times a month" as the cut-off due to conceptual considerations, such as the repetitiveness aspect of the definition of bullying and reducing the number of students identified as non-victims when they are indeed victims of bullying.

In a later study on victimization, significant differences were found between students that reported they were bullied at least 2 or 3 times a month based on Olweus's (1996) definition of bullying and students that reported experiencing at least one type of victimization 2 or 3 times a month. The former group reported experiencing more types of victimization on a regular basis ($p < .001$) and more incidents of being teased ($p < .001$), property being stolen or damaged ($p < .05$), threatened or forced to do things ($p < .05$), and bullied in other ways ($p < .05$) (Theriot, Dulmus, Sowers, & Johnson, 2005).

Peer Relations Questionnaire

The Peer Relations Questionnaire (PRQ) was developed for a study with a sample of 12- to 18-year-olds from two secondary schools (Rigby & Slee, 1993). The PRQ consists of 20 items: 6 questions on bullying others (e.g., enjoy upsetting wimps), 6 questions on victimization (e.g., get picked on by other kids), 4 questions on prosocial behaviors (e.g., enjoy helping others), and 4 filler items. The students responded to each item using a 4-point scale (1 = never, 2 = once in a while, 3 = pretty often, 4= often). The four items with the highest loadings from each subscale were retained for further analyses. All the retained items had factor loadings greater than .60 on their respective dimension and less than .30 on the other dimensions. Partial correlations confirmed the three subgroups: bully, victim, and prosocial. Alpha coefficients for all the subscales were computed for each school: Bully Scale = .75 and .78, Victim Scale = .86 and .78, and Prosocial Scale = .71 and .74 (Rigby & Slee, 1993). These reliability indices were similar to the Cronbach's alpha coefficients obtained by Rigby (1993) with 11- to 16-year-olds; the alpha coefficients for each subscale were Bully Scale = .81, Victim Scale = .86, and Prosocial Scale = .71.

Significant partial correlations between the three subscales and self-report single-item measures taken from Smith's (1991) adaptation of the Olweus Bully/Victim Questionnaire (Olweus, 1984) were also found (Rigby, 1993). Partial correlations between the Bully Scale and items measuring the frequency of bullying others in a year (Bully A) and on the degree to which one believes they would join others in bullying (Bully B) were .47 and .41, respectively, for boys and .50 and .48, respectively, for girls. The partial correlation between the Victim Scale and the self-report item on experiencing victimization was .61 for boys and .62 for girls. Finally, the partial correlation between the Prosocial Scale and the item assessing the degree a person would think or offer to help was .42 for boys and .43 for girls (Rigby, 1993).

The partial correlations between the Bully Scale and the prosocial single-item for boys and girls were significant and negative (r = -.11 and -.22, respectively). In addition, except in one case, the Prosocial Scale and the single-items on bullying were also significant and negative (r = -.19 for girls on Bully A and for boys on Bully B and r = -.35 for girls on Bully B). Unlike girls, the partial correlation between the Prosocial Scale and the self-report item on the frequency of bullying others was .12 (p = .05) for boys (Rigby, 1993).

Scores on the three subscales are associated with self-esteem, happiness, liking for school, and family functioning. Significant beta coefficients ranging from .20 to .29 were found between the Prosocial Scale and scores on measures on self-esteem, happiness, and liking for school (Rigby & Slee, 1993). Also, significant and negative beta coefficients were found between scores on the Victim scale and measures on self-esteem and happiness (*Beta coefficient* = -.24 and -.09, respectively), and between scores on the Bully scale and measures on happiness and "liking for

school" (*Beta coefficient* = -.16 and -.20, respectively) (Rigby & Slee, 1993). Beta coefficients between the Family Functioning in Adolescence Questionnaire (FFAQ; Roelefse & Middleton, 1985) and the Prosocial and Bully Scales were .25 (p = .001) and -.18 (p =.001), respectively (Rigby, 1993). The beta coefficient for the Victim Scale and family functioning was only significant for girls (*Beta coefficient* = -.11)

Peer Victimization Scale (Subscale from the Self-Perception Profile for Children)

The Peer Victimization Scale (PVS) was developed by Neary and Joseph (1994) to be a part of Harter's (1985) Self-Perception Profile for Children (SPPC), a scale that measures perceptions of scholastic competence, social acceptance, athletic competence, physical appearance, behavioral conduct, and global self-worth. Using a forced choice format, respondents answer 6-items as "Really true for me" or "Sort of true for me." The PVS is intended for children 8 years and older (Neary & Joseph, 1994, p. 186).

Really true for me	Sort of true for me				Sort of true for me	Really true for me
		Some children are *often* teased by other children	BUT	Other children are *not* teased by other children		
		Some children are *often* bullied by other children	BUT	Other children are *not* bullied by other children		
		Some children are *not* called horrible names by other children	BUT	Other children are *often* called horrible names by other children		
		Some children are *often* picked on by other children	BUT	Other children are *not* picked on by other children		
		Some children are *not* hit and pushed about by other children	BUT	Other children are *often* hit and pushed by other children		
		Some children are *not* laughed at by other children	BUT	Other children are *often* laughed at by other children		

Internal reliability for the PVS range from .82 - .83 (Austin & Joseph, 1996; Callaghan & Joseph, 1995; Neary & Joseph, 1994). Students who self-reported that they were "being bullied in this classroom" scored significantly higher on the PVS in comparison to those who did not report that they were being bullied, t = 5.04 - 5.29, $p < .001$ (Callaghan & Joseph, 1995; Neary & Joseph, 1994). Furthermore, significant correlations were found between scores on the PVS and

the Birleson Depression Questionnaire (BDQ; Birleson, 1981) and the other subscales of the SPPC. Correlations between the PVS and the BDQ ranged from .47 to .60, indicating that the higher the level of victimization the more intense the experience of depression (Callaghan & Joseph, 1995; Neary & Joseph, 1994). Correlations between the PVS and the subscales on scholastic competence, social acceptance, physical appearance, behavioral conduct, and global self-worth were: between -.24 to -.48 for scholastic competence, between -.49 to -.55 for social acceptance, between -.32 to -.47 for physical appearance, between -.29 to -.43 for behavioral conduct, and between -.53 to -.55 for global self-worth (Callaghan & Joseph, 1995; Neary & Joseph, 1994). More research is needed to determine if there is a relatively consistent relationship between the PVS and the SPPC subscale on athletic competence.

Bully-Behavior Scale

The Bully-Behavior Scale (BBS) is modeled after the PVS and incorporated into Harter's (1985) SSPC (Austin & Joseph, 1996). The BBS is developed for children 8 years and older (Austin & Joseph, 1996, p. 451).

Really true for me	Sort of true for me				Sort of true for me	Really true for me
		Some children do *not* hit and push other children about	but	Other children do hit and push other children about		
		Some children are *often* bully other children	but	Other children do *not* bully other children		
		Some children do *not* laugh at other children	but	Other children *often* laugh at other children		
		Some children *often* pick on other children	but	Other children do *not* pick on other children		
		Some children *often* tease other children	but	Other children do *not* tease other children		
		Some children do *not* call other children horrible names	BUT	Other children *often* call other children horrible names		

Cronbach's alpha for the BBS was reported as .82 (Austin & Joseph, 1996). The correlation between the BBS and the BDQ was significant only for boys (r = .27, p < .01), suggesting that boys who engage in bullying behaviors may also be experiencing depression (Austin & Joseph, 1996). Correlations between the BBS and the SPPC subscales on scholastic competence, social acceptance, behavioral conduct, and global self-worth for boys and girls, respectively were: -.26 and -.23 for scholastic competence, -.27 and -.14 for social acceptance, -.59 and -.45 for behavioral conduct, and -.29 and -.17 for global self-worth (Austin & Joseph, 1996). No significant relationships were found between the BBS and the athletic competence and physical appearance subscales.

The use of the BBS in conjunction with the PVS allows researchers to categorize students as non-bully/victim, victim only, bully only, and victim and bully. Austin and Joseph (1996) used a cut score of 2.50 to group the students into the four categories. Significant differences were found between the students in the four groups on the SPPC subscales and the BDQ. Students in the non-bully/victim group had scores similar to the scores of the students in the bully-only group except on the behavior conduct subscale. Non-bullies/victims scored significantly higher on the behavior conduct subscale ($p < .05$), suggesting they exhibit more prosocial behavior than their counterparts (Austin & Joseph, 1996). More differences were found between the non-bully/victim group and the victim-only and bully and victim groups. The non-bullies/victims were significantly different ($p < .05$) in all areas, including the BDQ, from the students in the victim-only group. In addition, the non-bullies/victims were significantly different from the bully and victim group in their scores except in athletic competence and physical appearance.

Students in the victim-only group reported scores similar to the students in the bully and victim group except on the athletic competence and behavior conduct subscales. Students in the victim-only group scored significantly higher on the behavior conduct (prosocial behavior) subscale ($p < .05$) than the students in the bully and victim group, and significantly lower on the athletic competence subscale ($p < .05$) than the students in the bully and victim group (Austin & Joseph, 1996). Victims-only were also significantly different from the bullies-only on all the measures except in scholastic competence.

Finally, students in the bully-only group scored significantly different ($p < .05$) from the students in the bully and victim group in all areas except in athletic competence and physical appearance (Austin & Joseph, 1995).

Reynolds Bully-Victimization Scale

The Bully-Victimization Scale is designed for students in Grades 3-12. The scale measures aggression and victimization, but not bullying per se. Since the scale does not assess the power differential between the respondent and the other party involved in the conflict, it is difficult to determine whether or not bullying occurred (Cornell, Sheras, & Cole, 2006). The scale exhibits

good test-retest reliability and is moderately correlated with teacher ratings (.46) and disciplinary violations (.47) (Reynolds, 2003).

Social Experience Questionnaire—Self Report

The Social Experience Questionnaire (SEQ) Self-Report developed by Crick and Grotpeter (1996) contains three subscales measuring: Relational Victimization, Overt Victimization, and Receipt of Prosocial Acts. Respondents use a 5-point Likert scale to indicate how often they have experienced each type of victimization or positive interaction with peers.

> Factor analyses on the SEQ items consistently yield three factors (Crick & Bigbee, 1998; Crick & Grotpeter, 1996; Storch, Crisp, Roberti, Bagner, & Masia-Warner, 2005). Factor loadings for all the items except for one were all greater than .68 in their respective factor (Crick & Bigbee, 1998) and a confirmatory factor analysis indicated that the three-factor model was a good fit at the $p < .001$ level. (Storch, Crisp, Roberti, Bagner & Masia-Warner, 2005)

Correlations between self-report scores from the total sample on the Relational and Overt Victimization subscales range from .30 (Storch, Crisp, Roberti, Bagner, & Masia-Warner, 2005) and .69 (Crick & Bigbee, 1998). These subscales also are negatively correlated with the Receipt of Prosocial Acts subscale. Storch et al. (2005) report r = -.32 and -.25, respectively, and Crick and Bigbee (1998) report r = -.35 and -.34, respectively. In addition, self-report scores on the Relational and Overt Victimization subscales were moderately correlated (between .31 and .39) with peer-reports (Crick & Bigbee, 1998) and mildly correlated (r = .29 and .22, respectively) with teacher-reports (Cullerton-Sen & Crick, 2005).

The SEQ appears to have adequate reliability. Alpha coefficients for the subscales range from .78 – .91 for Relational Victimization, .60 – .89 for Overt Victimization, and .77 – .90 for Receipt of Prosocial Acts subscales (Crick & Bigbee, 1998; Crick & Grotpeter, 1996; Cullerton-Sen & Crick, 2005; Storch et al., 2005; Storch & Masia-Warner, 2004). However, intraclass correlation coefficients (ICC) calculated after a 12-month interval and *t-tests* at Time 1 and Time 2 suggests considerable variability in reports on the frequency of victimization (ICC for Relational and Overt Victimization = .53 and .57, respectively, and *t-tests* were both significant at the $p < .001$ level. No significant variability was found in reports on receiving acts of social support and kindness (ICC for Receipts of Prosocial Acts = .73).

Multiple studies using the SEQ have found significant relationships between self-identified victims of overt and/or relational victimization and social-psychological health, including loneliness, emotional distress, self-restraint, fear of negative evaluation, social avoidance (Crick & Bigbee, 1998; Storch & Masia-Warner, 2004) and externalizing behaviors such as alcohol and drug use, delinquency, and aggression (Sullivan, Farrell, & Kliewer, 2006).

ID #_____

My Experiences with Schoolmates—CBS-G1 –Grades 5-12

Please answer the following questions honestly. You may choose to leave any questions blank that you do not wish to answer. Your responses are private and cannot be identified by anyone at your school. Please do not write your name or any other personal information on these pages.

1. I am a (check 1)
❒ Male
❒ Female

My grade is (check 1)
❒ 5th ❒ 6th
❒ 7th ❒ 8th
❒ 9th ❒ 10th
❒ 11th ❒ 12th

I am (check all that are true for you)
❒ Caucasian/ White
❒ Hispanic/ Latino(a)/ Mexican
❒ Black
❒ Asian (write in) _____
❒ Other (write in)

_____

The following are some things that can happen at school. Please answer how often each of these things has happened to you **at [Insert Name of School] during school hours.** **How often have you….**	**Not in the past month**	**Once in the past month**	**2 or 3 times in the past month**	**About once a week**	**Several times a week**
2. Been teased or called names in a mean or hurtful way?	A	B	C	D	E
3. Had rumors or gossip spread in a mean or hurtful way behind your back?	A	B	C	D	E
4. Been left out of a group or ignored on purpose in a mean or hurtful way?	A	B	C	D	E
5. Been hit, pushed, or physically hurt in a mean or hurtful way?	A	B	C	D	E
6. Been threatened in a mean or hurtful way?	A	B	C	D	E
*7. Had sexual comments, jokes, or gestures made to me in a mean or hurtful way?	A	B	C	D	E
8. Had your things stolen or damaged in a mean or hurtful way?	A	B	C	D	E
9. Been teased, had rumors spread, or threatened through the Internet (like on a social network site or e-mail) or text messaging in a mean or hurtful way by a student at your school? **	A	B	C	D	E

*** Users may choose to use this item for Grades 7-12 only **Newly piloted item**

10. I am taking this survey seriously. ❒ No ❒ Yes

ID #_____

Please think about the <u>MAIN</u> person or leader who did these things to you in the past month. If you responded "not in the past month" for all of questions 2-9, then circle "I circled all "<u>A</u>'s" for items 2-9.

11. How does this person you are thinking about compare with you?				
a. How popular is this other student?	Less than me	Same as me	More than me	I circled all "<u>A</u>'s" for items 2-9
b. How smart is this student in schoolwork?	Less than me	Same as me	More than me	
c. How physically strong is this student?	Less than me	Same as me	More than me	

12. WHERE on school campus did these things happen to you?			
a. Classrooms	No	Yes	I circled all "<u>A</u>'s" for items 2-9.
b. Hallways	No	Yes	
c. Lunch or eating areas	No	Yes	
d. On the school grounds or sports field	No	Yes	
e. Bathrooms or locker rooms	No	Yes	
f. On the bus (school bus or public transportation)	No	Yes	
g. On the way to or from school	No	Yes	
h. Somewhere else (write in):	No	Yes	

13. WHEN do these things happen to you?			
a. Before school	No	Yes	I circled all "<u>A</u>'s" for items 2-9.
b. During classes	No	Yes	
c. Between classes (passing periods)	No	Yes	
d. During breaks (e.g., like lunch)	No	Yes	
e. After school	No	Yes	
f. Some other time (write in):	No	Yes	

14. Who have you talked to about these things?			
a. A friend or friends	No	Yes	I circled all "<u>A</u>'s" for items 2-9.
b. Adult at school	No	Yes	
c. Adult at home	No	Yes	
d. Other family member (like brother, sister, cousin)	No	Yes	
e. No one knows about these things. I keep it to myself	No	Yes	
f. Someone else (write in:	No	Yes	

ID #_____

This Bullying Others Section is being piloted

Now, please answer some questions about how you treat others at school during the school day. **How often have YOU…**	**Not in the past month**	**Once in the past month**	**2 or 3 times in the past month**	**About once a week**	**Several times a week**
15. Teased or called another student names in a mean or hurtful way?	A	B	C	D	E
16. Spread rumors of gossip behind another student's back in a mean or hurtful way?	A	B	C	D	E
17. Left another student out of a group or ignored another student on purpose in a mean or hurtful way?	A	B	C	D	E
18. Hit, pushed, or physically hurt another student in a mean or hurtful way?	A	B	C	D	E
19. Threatened another student in a mean or hurtful way?	A	B	C	D	E
20. Made sexual comments, jokes, or gestures to another student in a mean or hurtful way? *	A	B	C	D	E
21. Stole or damaged another student's things in a mean or hurtful way?	A	B	C	D	E
22. Teased, spread rumors, or threatened others through the internet (like on a social network site or email) or text messaging in a mean or hurtful way?**	A	B	C	D	E

*** Users may choose to use this item for Grades 7-12 only **Newly piloted item**

Please think about the <u>MAIN</u> person you did these things to in the past month. If you responded "not in the past month" for all of questions 15-22, then circle "I circled all "<u>A</u>'s" for items 15-22.

23. How does this person you are thinking about compare with you?				
a. How popular is this other student?	Less than me	Same as me	More than me	I circled all "<u>A</u>'s" for items 15-22
b. How smart is this student in schoolwork?	Less than me	Same as me	More than me	
c. How physically strong is this student?	Less than me	Same as me	More than me	

Thank you! Please turn the page over to keep your answers private and they will be collected.

CBS-Interview Form- Elementary School Version

Peer-Victimization Assessment
UCSB Center for School-Based Youth Development
(Greif & Furlong)

MY EXPERIENCES WITH CLASSMATES AT SCHOOL

PURPOSE: To assess the prevalence, experiences, and reactions of early adolescents who have been victims of peer-victimization and bullying at school.

This survey assesses the prevalence of three forms of peer-victimization in school (verbal, social manipulation, and physical), based on self-report. Students who indicate that they have experienced peer-victimization respond to questions about the frequency, duration, and location of their experiences, as well as their perceptions of the "main person who did these things." In addition, students respond to a series of items about their reactions to their experiences of victimization.

Age Range: Designed for 5th-6th graders

Flesch-kincaid grade reading level: 5.1

MY EXPERIENCES WITH CLASSMATES AT SCHOOL

Name:_____

Grade: _____ Teacher:_____

School:_____

As you answer these questions, please think about your experience AT SCHOOL…

1. In the past month, how often have you been teased or called names by another student?

Never	Only once or twice	2 or 3 times a month	About once a week	Several times a week

1a. If so, was this done in a mean way?
Yes No

1b. Tell me about when you were teased (e.g., What were you teased about? What kind of things did the other person say to you?).

2. In the past month, how often has another student spread rumors about you or left you out from activities on purpose?

Never	Only once or twice	2 or 3 times a month	About once a week	Several times a week

2a. If so, was this done on purpose in a mean way?
Yes No

2b. Tell me about when rumors were spread about you.

2c. Tell me about when you were left out of activities on purpose.

3. In the past month, how often have you been hit, punched, or pushed by another student?

Never	Only once or twice	2 or 3 times a month	About once a week	Several times a week

3a. If so, was this done on purpose in a mean way?
Yes No

3b. Tell me about when you were hit, punched, or pushed by another student.

4. How long have these things go on for you?

They lasted less than a week	They lasted about a month	They lasted all term	They have lasted about a year	They have been going on for several years

5. How many different people did these things to you?

Just one person	A small group	A big group	Most people

6. Is there someone who did these things to you more than once?

Yes No

Please think about the MAIN person who did these things.

7. Is this person a boy or a girl?

Boy	Girl

8. How does this person compare with you?

a. popular	Less than me	The same as me	More than me
b. good looking	Less than me	The same as me	More than me
c. physically weak	Less than me	The same as me	More than me
d. smart	Less than me	The same as me	More than me
e. funny	Less than me	The same as me	More than me
f. has trouble with schoolwork	Less than me	The same as me	More than me
g. good at sports	Less than me	The same as me	More than me
h. physically strong	Less than me	The same as me	More than me

9. How would you describe this person?

a. this person is older than me	No	Yes
b. this person is in my class	No	Yes
c. this person is my friend	No	Yes
d. I date or go out with this person	No	Yes

10. Who knows that these things happened?

a. no one	No	Yes
b. my friend	No	Yes
c. my classmate	No	Yes
d. my teacher	No	Yes
e. another adult at school	No	Yes
f. my parents	No	Yes
g. another adult in my family	No	Yes
h. another child in my family	No	Yes
i. my boyfriend or girlfriend	No	Yes
j. someone else: (please fill in the blank) _____	No	Yes

11. Where did these things usually happen?

a. in my classroom	No	Yes
b. on the playground	No	Yes
c. in the cafeteria	No	Yes
d. in the hallway	No	Yes
e. in the restroom	No	Yes
f. on my way to or from school	No	Yes
g. somewhere else: _____	No	Yes

12. Please think about a time when these things happened and pick an answer for each of the following questions:

a. I was physically hurt	Not at all	A little bit	Somewhat	Very much
b. I was embarrassed	Not at all	A little bit	Somewhat	Very much
c. My feelings were hurt	Not at all	A little bit	Somewhat	Very much
d. I was angry	Not at all	A little bit	Somewhat	Very Much
e. I cried	Not at all	A little bit	Somewhat	Very Much
f. I was scared	Not at all	A little bit	Somewhat	Very Much
g. My grades went down	Not at all	A little bit	Somewhat	Very Much
h. I had trouble concentrating in class	Not at all	A little bit	Somewhat	Very Much
i. I was sad	Not at all	A little bit	Somewhat	Very Much

13. Please think about a time when these things happened and pick an answer for each of the following questions:					
a. I avoided the person or people who did it because these things happened	Never	Once or twice	2 or 3 times a month	About once a week	Several times a week
b. I skipped school or a class because these things happened	Never	Once or twice	2 or 3 times a month	About once a week	Several times a week
c. I got to school late or left early because these things happened	Never	Once or twice	2 or 3 times a month	About once a week	Several times a week
d. I avoided being by myself at school because these things happened	Never	Once or twice	2 or 3 times a month	About once a week	Several times a week
e. I changed where or when I went to the restroom because these things happened	Never	Once or twice	2 or 3 times a month	About once a week	Several times a week
f. I changed what I did during recess or lunch because these things happened	Never	Once or twice	2 or 3 times a month	About once a week	Several times a week
g. I thought about getting even.	Never	Once or twice	2 or 3 times a month	About once a week	Several times a week

14. What is the event that you're thinking about? (please describe it)

15. How long ago did this event happen?

16. Why do you think someone did this to you? (Check all that are true)

_____ they think my face looks funny
_____ they think I'm fat
_____ they think I'm skinny
_____ they think I look too old
_____ they think I look too young
_____ they think I am a wimp
_____ they think my friends are weird
_____ I'm sick a lot
_____ I'm disabled
_____ I get good grades
_____ I get bad grades
_____ where I live
_____ the clothes I wear
_____ the color of my skin
_____ the country I'm from
_____ I am different

_____ what I wear
_____ my parents
_____ my brother
_____ my sister
_____ my family is poor
_____ my family has a lot of money
_____ someone in my family has a disability
_____ I am too tall
_____ I am too short
_____ I am in special education
_____ I get angry a lot
_____ I cry a lot
_____ I can't get along with other people
_____ they say I'm gay
_____ the way I talk
_____ other (describe): _____

The following questions ask about how you treat others at school.

17. In the past month, how often have you teased or called another student names?

Never	Only once or twice	2 or 3 times a month	About once a week	Several times a week

17a. If so, was this done in a mean way?
Yes No

18. In the past month, how often you spread rumors or excluded another student from activities?

Never	Only once or twice	2 or 3 times a month	About once a week	Several times a week

18a. If so, was this done on purpose in a mean way?

Yes No

19. In the past month, how often have you hit, punched, or pushed another student?

Never	Only once or twice	2 or 3 times a month	About once a week	Several times a week

19a. If so, was this done on purpose in a mean way?

Yes No

20. Did you do this to the same person who did it to you?

Yes No

CBS-Interview Form—Junior High School Version

Peer-Victimization Assessment
UCSB Center for School-Based Youth Development

YOUR EXPERIENCES WITH CLASSMATES AT SCHOOL

PURPOSE: To assess the prevalence, experiences, and reactions of early adolescents who have been victims of peer-victimization and bullying at school.

This survey assesses the prevalence of four forms of peer-victimization in school (verbal, social manipulation, physical, and harassment), based on self-report. Students who indicated that they have experienced peer-victimization in a prior screening or through a report to school personnel respond to questions about the frequency, duration, and location of their experiences, as well as their perceptions of the "main person who did these things." In addition, students respond to a series of items about their reactions to their experiences of victimization.

Age Range: Designed for 7th and 8th graders

Flesch-kincaid grade reading level:

Introduction: *Today I'm going to be asking you some questions about your experiences with other students here at [name of school]. If I ask you anything that you would rather not answer, please tell me and we can skip to the next question. If you start to feel upset while we're talking today, please let me know. Feel free to ask me questions along the way if any questions come up for you or if anything I say is confusing. Do you have any questions right now before we start?*

YOUR EXPERIENCES WITH CLASSMATES AT SCHOOL (Junior High)

Grade: _____ Teacher:_____

School:_____ Date:_____

AS YOU ANSWER THESE QUESTIONS, PLEASE THINK ABOUT YOUR EXPERIENCES AT THIS SCHOOL…

1. In the past month, how often have you been teased or called names by another student at school?

Never | Only once or twice | 2–3 times a month | About once a week | Several times a week

1a. Tell me about when you were teased (e.g., what were you teased about? What kind of things did the other person say to you?).

1b. Was this done on purpose in a mean way? Yes No

1c. Interviewer Opinion—Was this done in a mean way? Yes No

2. In the past month, how often has another student spread rumors or told lies about you at school?

Never | Only once or twice | 2–3 times a month | About once a week | Several times a week

2a. Tell me about when rumors were spread about you.

2b. Was this done on purpose in a mean way? Yes No

2c. Interviewer Opinion—Was this done in a mean way? Yes No

3. In the past month, how often has another student left you out of a group or ignored you on purpose at school?

Never | Only once or twice | 2–3 times a month | About once a week | Several times a week

3a. Tell me about when you were left out of activities on purpose.

3b. Was this done on purpose in a mean way? Yes No

3c. Interviewer Opinion—Was this done in a mean way? Yes No

4. In the past month, how often have you been hit, punched, or pushed by another student at school?

Never | Only once or twice | 2–3 times a month | About once a week | Several times a week

4a. Tell me about when you were hit, punched, or pushed by another student.

4b. Was this done on purpose in a mean way? Yes No

4c. Interviewer Opinion—Was this done in a mean way? *Yes* *No*

5. In the past month, how often have you had sexual comments, jokes, or gestures made to you by another student at school?

Never	Only once or twice	2–3 times a month	About once a week	Several times a week

5a. Tell me about when you had sexual comments, jokes, or gestures made to you by another student.

5b. Was this done on purpose in a mean way? Yes No

5c. Interviewer Opinion—Was this done in a mean way? *Yes* *No*

******IF THE STUDENT ANSWERED "NEVER" TO ALL OF THE ABOVE, PLEASE SKIP TO QUESTION 18.******

6. Now, thinking back about the experiences you told me about, such as *(interviewer insert example experience the student reported),* please tell me how long in general these have been going on for you?

They lasted less than a week	They lasted about a month	They lasted all school term	They have lasted about a school year	They have been going on for several years

7. How many different people did these things to you?

Just one person	A small group	A big group	Most people

PLEASE THINK ABOUT THE MAIN PERSON WHO DID THESE THINGS TO YOU.

8. Is this person a boy or a girl?

Boy	Girl

9. How does this person compare with you?

a. How popular is this other student?	Less than me	Same as me	More than me
b. How good looking is this student?	Less than me	Same as me	More than me
c. How physically weak is this student?	Less than me	Same as me	More than me
d. How smart is this student in schoolwork?	Less than me	Same as me	More than me
e. How funny is this student?	Less than me	Same as me	More than me
f. How good is this student in sports?	Less than me	Same as me	More than me
g. How physically strong is this student?	Less than me	Same as me	More than me

10. How would you describe this person?

a. How old is this student?	Younger	Same Age as Me	Older
b. Is this person is in your class?	No	Yes	
c. Is this person your friend now?	No	Yes	
d. Did this person **used** to be your friend?	No	Yes	
e. Do you date or go out with this person?	No	Yes	

11. Who knows that these things happened to you?		
a. A friend	No	Yes
b. A classmate	No	Yes
c. A teacher	No	Yes
d. Another adult at school; Who?	No	Yes
e. Your parents	No	Yes
f. Another adult in your family	No	Yes
g. Another child in your family (e.g., sibling, cousin)	No	Yes
h. Your boyfriend or girlfriend	No	Yes
i. Someone else: Who?	No	Yes
j. No one knows about this. You keep it to yourself	No	Yes

[Interviewer: Ask for clarification if any of a-h are yes and j is yes]

12. Where on school campus did these things happen to you?		
a. In a class	No	Yes
b. Between classes (e.g., in hallways)	No	Yes
c. In the lunch area	No	Yes
d. In the locker room	No	Yes
e. In a school restroom	No	Yes
f. going to or from school	No	Yes
g. on the bus (school bus or public transportation)	No	Yes
h. Somewhere else (specify):	No	Yes

13. Please think about when these things happened and pick an answer for each of the following questions:				
a. Were you physically hurt?	Not at all	A little bit	Somewhat	Very much
b. Were you embarrassed?	Not at all	A little bit	Somewhat	Very much
c. Were your feelings hurt?	Not at all	A little bit	Somewhat	Very much
d. Were you angry?	Not at all	A little bit	Somewhat	Very Much
f. Were you scared?	Not at all	A little bit	Somewhat	Very Much
g. Did your grades go down?	Not at all	A little bit	Somewhat	Very Much
h. Did you have trouble concentrating in class?	Not at all	A little bit	Somewhat	Very Much
i. Were you sad for 2 or more weeks?	Not at all	A little bit	Somewhat	Very Much

14. Please think when these things happened and pick an answer for each of the following questions:

[if student answers no mark go to next item. If the answer is yes, ask for how long?]					
a. Did you avoid the person who did it? How often?	No	Once or twice	2 or 3 times a month	About once a week	Several times a week
b. Did you skip school or a class? How often?	No	Once or twice	2 or 3 times a month	About once a week	Several times a week
c. Did you go to school late or leave early? How often?	No	Once or twice	2 or 3 times a month	About once a week	Several times a week
d. Did you avoid being by yourself at school? How often?	No	Once or twice	2 or 3 times a month	About once a week	Several times a week
e. Did you change where or when you went to the restroom? How often?	No	Once or twice	2 or 3 times a month	About once a week	Several times a week
f. Did you change what you did during recess or lunch? How often?	No	Once or twice	2 or 3 times a month	About once a week	Several times a week
g. Did you think about getting even? How often?	No	Once or twice	2 or 3 times a month	About once a week	Several times a week

15. When answering these questions, what is the MAIN experience that you were thinking about? (Please describe it)

16. What grade were you in when these types of things started to happen to you? Grade: _____

17. These are things that other kids have told us why these things happened to them (such as bring teased or hit). Why did these things happen to you? (Check all that are true)

The person did these things to you because…

- ❒ of where you live
- ❒ this person thinks you are fat
- ❒ this person thinks you are skinny
- ❒ this person thinks you are a wimp
- ❒ this person thinks your friends are weird
- ❒ you have a disability
- ❒ you get good grades
- ❒ you get angry a lot
- ❒ this person thinks your face looks funny
- ❒ of the clothes you wear
- ❒ of the color of your skin
- ❒ of the country you are from
- ❒ this person is jealous of you
- ❒ of who you hang out with
- ❒ other (describe): _____
- ❒ of what you wear
- ❒ of your parents
- ❒ your family is poor
- ❒ your family has a lot of money
- ❒ you are tall
- ❒ you are short
- ❒ you are in special education
- ❒ you are different
- ❒ you cry a lot
- ❒ you can't get along with other people
- ❒ this person says you are gay
- ❒ of the way you talk
- ❒ this person were just kidding

THE FOLLOWING QUESTIONS ASK ABOUT HOW <u>YOU</u> TREAT OTHERS AT SCHOOL.

18. In the past month, how often have you teased or called another student names?

Never	Only once or twice	2–3 times a month	About once a week	Several times a week

19. In the past month, how often you spread rumors or gossiped behind someone's back**?**

Never	Only once or twice	2–3 times a month	About once a week	Several times a week

20. In the past month, how often have you left someone out of a group or ignored someone on purpose at school.

Never	Only once or twice	2–3 times a month	About once a week	Several times a week

21. In the past month, how often have you hit, punched, or pushed another student?

Never	Only once or twice	2–3 times a month	About once a week	Several times a week

22. In the past month, how often have you made sexual comments, jokes, or gestures to another student?

Never	Only once or twice	2–3 times a month	About once a week	Several times a week

23. Did you do this to the same person who did the things we talked about to you? Yes No

Thank you for helping out. Is there anything else you'd like to tell me?

Please remember that if at any time you would like to talk to someone about how things are going at school you can talk with a trusted teacher, your parents, or _____ (name of school psychologist). All you need to do is to go to the office and ask for them or leave a message that will be put into his/her mailbox.