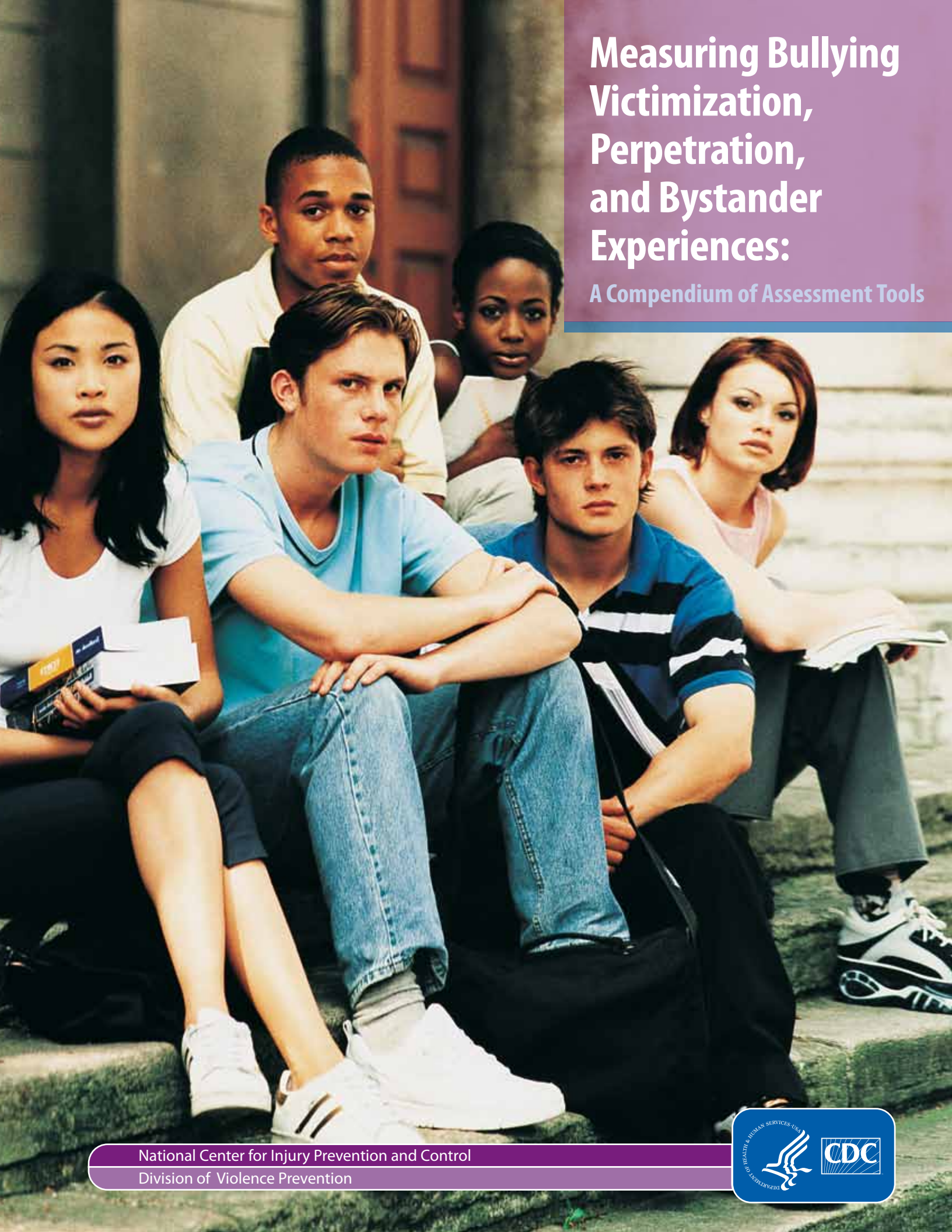


Measuring Bullying Victimization, Perpetration, and Bystander Experiences:

A Compendium of Assessment Tools

National Center for Injury Prevention and Control
Division of Violence Prevention



Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools is a publication of the National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention.

Centers for Disease Control and Prevention
Thomas R. Frieden, MD, MPH, Director

National Center for Injury Prevention and Control
Linda C. Degutis, DrPH, MSN, Director

Division of Violence Prevention
W. Rodney Hammond, PhD, Director

Suggested Citation: Hamburger ME, Basile KC, Vivolo AM. *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools.* Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2011.

Measuring Bullying Victimization, Perpetration, and Bystander Experiences:

A Compendium of Assessment Tools

Compiled and Edited by
Merle E. Hamburger, PhD
Kathleen C. Basile, PhD
Alana M. Vivolo, MPH, CHES

Atlanta, Georgia 2011

Centers for Disease Control and Prevention
National Center for Injury Prevention and Control
Division of Violence Prevention

4770 Buford Highway NE, MS-F64
Atlanta, Georgia 30341-3742
www.cdc.gov/violenceprevention

Acknowledgments

We would like to acknowledge several colleagues who contributed to this document: Renee Wilson-Simmons, DrPH, and Anna Wang, PhD, conducted much of the initial research that led to the creation of this compendium; Elizabeth Gaylor assisted with editing; and the following CDC colleagues provided valuable feedback:

E. Lynn Jenkins, PhD

Linda Dahlberg, PhD

Mikel Walters, PhD

We also want to thank Alida Knuth and Peggy Dana for editing, layout, and design assistance.

Contents

Introduction 1

Section A

Bully - Only Scales 7

Section B

Victim - Only Scales 15

Section C

Bully and Victim Scales 37

Section D

Bystander, Bully, and/or Victim Scales 67

References 111

Appendix 117

Scale Index 119

Introduction and Definition of the Problem

Bullying, particularly among school-age children, is a major public health problem both domestically and internationally (Nansel, Craig, Overpeck, Saluja, & Ruan, 2004). Current estimates suggest that nearly 30% of American adolescents reported at least moderate bullying experiences as the bully, the victim, or both. Specifically, of a nationally representative sample of adolescents, 13% reported being a bully, 11% reported being a victim of bullying, and 6% reported being both a bully and a victim (Nansel et al., 2001).

How bullying experiences are defined and measured, however, varies greatly. Much of the work on bullying has adopted the definition of Daniel Olweus, whose work in the 1990s increased attention on bullying as a research topic. According to Olweus, a person is bullied when he or she is exposed repeatedly over time to negative actions by one or more others, excluding cases where two children of similar physical and psychological strength are fighting (Olweus, 1994). Olweus added that bullying can be direct (open attacks that are physical or verbal in nature) and indirect (exclusion). Since the 1990s, researchers have modified Olweus' definition of bullying, for example, to assess the difference in power between bullies and victims (e.g., Vaillancourt, Hymel, & McDougall, 2003). Regarding measurement, some scholars provide respondents with a definition of bullying similar to Olweus' definition (e.g., Nansel, Overpeck, Haynie, Ruan, & Schiedt, 2003) before inquiring about their experiences with bullying, while others measure bullying by providing behaviorally specific questions, such as the frequency of name-calling or hitting (e.g., Bosworth, Espelage, & Simon, 1999).

Despite the variability in the literature, scholars agree that bullying experiences include not only physical aggression, but also verbal aggression, including verbal harassment, spreading rumors, or social rejection and isolation. Moreover, research suggests that boys are more likely to engage in physical aggression, while verbal aggression, often called relational aggression, is more common among girls (e.g., Baldry & Farrington, 2000; Nansel et al., 2001; Rivers & Smith, 1994).

Studies indicate that bullying experiences are associated with a number of behavioral, emotional, and physical adjustment problems. Adolescents who bully others tend to exhibit other defiant and delinquent behaviors, have poor school performance, be more likely to drop-out of school, and be more likely to bring weapons to school (e.g., Berthold & Hoover, 2000; Nansel et al., 2003; Nansel et al., 2004; Sourander, Helstela, Helenius, & Piha, 2000). Victims of bullying tend to report feelings of depression, anxiety, low self-esteem, and isolation; poor school performance; suicidal ideation; and suicide attempts (e.g., Bond, Carlin, Thomas, Ruin, & Patton, 2001; Eisenberg, Neumark-Sztainer, & Perry, 2003; Gladstone, Parker, & Malhi, 2006; Hawker & Boulton, 2000; Klomeck, Marrocco, Kleinman, Schonfeld, & Gould, 2007; Nansel et al., 2004; Sourander et al., 2000). Evidence further suggests that people who are the victims of bullying and who also perpetrate bullying (i.e., bully-victims) may exhibit the poorest functioning, in comparison with either victims or bullies (e.g., Nansel et al., 2004). Emotional and behavioral problems experienced by victims, bullies, and bully-victims may continue into adulthood and produce long-term negative outcomes, including low self-esteem and self-worth, depression, antisocial behavior, vandalism, drug use and abuse, criminal behavior, gang membership, and suicidal ideation (e.g., Nansel et al., 2001; Gladstone et al., 2006; Hugh-Jones & Smith, 1999; Olweus, 1994).

In the bullying literature, the experiences of bystanders—that is, individuals who watch bullying happen or hear about it—have largely been overlooked (Twemlow, Fonagy, & Sacco, 2004). What is known is that youth who witness bullying often report increased feelings of guilt or helplessness for not confronting the bully and/or supporting the victim (Hoover, Oliver, & Hazler, 1992; O'Connell, Pepler, & Craig, 1999). Additionally, adolescent bystanders may separate themselves from a bullied peer to avoid being bullied (Salmivalli, 2001).



Purpose of the Compendium

This compendium provides researchers, prevention specialists, and health educators with tools to measure a range of bullying experiences: bully perpetration, bully victimization, bully-victim experiences, and bystander experiences. Some researchers continue to examine the risk and protective factors associated with bullying experiences. Others are working to design, implement, and evaluate bully prevention interventions aimed at reducing bully victimization and perpetration, as well as increasing prosocial bystander involvement in bullying situations. The ability to measure bullying experiences broadly and completely is crucial to the success of these activities.

Given that numerous measures of bullying experiences exist, researchers and practitioners—particularly those new to the field—may find it challenging to identify which of the available measures is appropriate for assessing a particular bullying experience. This compendium represents a starting point from which researchers can consider a set of psychometrically sound measures for assessing self-reported incidence and prevalence of a variety of bullying experiences.

What the Compendium Includes

This compendium contains 33 measures, which were selected using specific procedures. Bullying search terms were drawn from a review of the most salient literature on bullying victimization and perpetration as well as bystander experiences among adolescents and young adults. These terms were used to conduct searches of multiple electronic databases, which yielded a variety of different measures and scales.

We used the following inclusion criteria:

- To maximize inclusiveness of our review of measures, we included a measure if the article in which it was published referred to the construct "bullying," even if the authors did not assess the power differential and chronicity of the target behavior or did not label the behavior as bullying for the research participants.
- The measure had to assess constructs related to bullying, such as physical aggression, relational aggression, sexualized and homophobic bullying, and bystander experiences.
- The measure had to have been administered to respondents between 12 and 20 years of age.
- Since the bulk of work on bullying began in the 1990s, the measures had to be developed or revised between 1990 and 2007 (when the review of literature was concluded).
- Measures had to be self-administered in English.
- The measure had to be published in a peer-reviewed journal or book, including psychometric information about the measure, when available.

If the authors modified a measure, and the psychometric properties of the modified version had been published, we included only the modified version of the measure in the compendium. The current compendium contains more bullying and

victimization measures than it does bully-victim or bystander measures. This likely reflects the historical focus of the field on either bully perpetration or victimization. As more research identifies the importance of having experiences as both a bully and a victim of bullying, as well as the experiences of bystanders, it is likely more scales will be developed to assess these constructs.

The measures in the compendium are presented to help researchers and practitioners make informed decisions when choosing measures to use in their work. CDC does not endorse any particular scale presented in this compendium. Additionally, it is not an exhaustive listing of available measures. Other measures were identified but could not be included because we were unable to obtain copyright permission. The appendix provides the scale name and the citation of measures for which we did not receive copyright permission to publish.

It should be noted that some of the behaviors assessed by scales included in this compendium are considered crimes (e.g., sexual harassment and physical assault). The inclusion of these scales in this compendium does not diminish the seriousness of such illegal behaviors.

How the Compendium Is Organized

This compendium includes measures of bully perpetration only (Section A: Bully Only); bully victimization only (Section B: Victim Only); being both a bully and a victim (Section C: Bully and Victim); and being a bully, a bystander (observer), and/or a victim of bullying situations (Section D: Bystander, Bully, and/or Victim). Each section begins with a table summarizing important information about each of the measures in the section: the name of the measure, developer(s), year of publication, characteristics of the measure, target groups with whom the measure has been tested, and reliability and validity information when known.

For each measure, the compendium provides measure items, response categories, scoring instructions, and the information provided to respondents at the beginning of the measure, when available. Because the majority of the measures in this compendium have been published previously, CDC obtained permission to reprint the measure, either in full or in part, from the author of the measure and the journal in which it was published as necessary. In some cases, the author or publishing company required CDC to include a statement about a scale's copyright status. In those cases, a scale's copyright status is referenced in the summary table at the beginning of each section, and specific copyright information is provided at the end of the scale.

How to Use the Compendium

When selecting bullying measures for use, researchers, prevention specialists, and health scientists should consider measurement issues such as: what specific bullying experiences he or she is interested in measuring, how bullying is defined by the specific measure, and what reporting time frame is used. Moreover, developing measures that are psychometrically sound and free of bias may not be possible. Thus, the following criteria may be helpful when choosing among measures in this compendium.

General Rating Criteria for Evaluating Measures

Criterion Rating	*Exemplary*	*Extensive*	*Moderate*	*Minimal*
Inter-Item Correlation	Average of 0.30 or better	Average of 0.20 to 0.29	Average of 0.10 to 0.19	Average below 0.10
Alpha-Coefficient	0.80 or better	0.70 to 0.79	0.60 to 0.69	Less than 0.60
Test-Retest Reliability	Scores correlate more than 0.50 across a period of at least 1 year.	Scores correlate more than 0.40 across a period of 3–12 months.	Scores correlated more than 0.30 across a period of 1–3 months.	Scores correlated more than 0.20 across less than a 1 month period.
Convergent Validity	Highly significant correlations with more than two related measures.	Significant correlations with more than two related measures.	Significant correlations with two related measures.	Significant correlations with one related measure.
Discriminant Validity	Significantly different from four or more unrelated measures.	Significantly different from two or three unrelated measures.	Significantly different from one unrelated measure.	Different from one correlated measure.

Source: Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (1991). Measures of personality and social psychological attitudes. San Diego, CA: Academic Press.



Future Considerations

Since the 1980s, researchers investigating bullying have made a great deal of progress. The three hallmarks of bullying are (a) aggressive behavior (either physical or relational/verbal) that is (b) repeated over time and (c) involves a real or perceived imbalance of power or strength. All of the bullying measures included in this compendium assess the aggressive nature of the bullying behavior. Many of the measures assess the frequency with which these aggressive behaviors occur. Almost none of the measures, however, address the power differential in the relationship between a bully and his or her victim. With the exception of those measures that specifically define or reference bullying, most of the measures in this compendium could as likely be classified as assessing youth violence and/or aggression as they are classified as assessing bullying. Future measures of bullying need to better assess the power differential between the bully perpetrator and his or her victim.

Future measures also need to better assess bullying of a sexual nature and bullying that occurs electronically. Bullying has been defined as physical or nonphysical bullying behavior that is based on a person's sexual life or gender. Homophobic bullying, teasing, threats, harassment, and assault based on negative beliefs, attitudes, and stereotypes about gays and lesbians, is an example of sexualized bullying that is prevalent among adolescents but remains largely unstudied. Much of the research on homophobic bullying focuses on homosexual respondents (e.g., Rivers, 2001); less research investigates its use among heterosexual respondents, who are also likely victims of homophobic bullying (e.g., Kimmel & Mahler, 2003). Only one measure was identified for inclusion in the compendium that assesses homophobic bullying.

It is estimated that more than 9 in 10 adolescents use some form of online communication (Center for the Digital Future, 2009), leading to increased opportunities for youth to use and be exposed to bullying online. This electronic aggression, or cyberbullying, is typically defined as intentional and repeated harm inflicted through the use of computers, cell phones, and other electronic devices (Hinduja & Patchin, 2009). Although research indicates that adolescents are more likely to be bullied in person rather than online (e.g., Li, 2007), the effects of these online bullying experiences are not trivial and are often similar to those associated with in-person bullying (Hinduja & Patchin, 2009). Only two measures of electronic aggression were identified for inclusion in this compendium. Future work is needed to expand our knowledge and measurement of electronic aggression.

It is our hope that this document will provide a starting point for researchers and others who are interested in studying bullying behavior and serve as a guide for developing future measures that can assess all types of bullying behavior as well as the interpersonal dynamics (e.g., power differentials) that are so important when assessing bullying.



Section A:

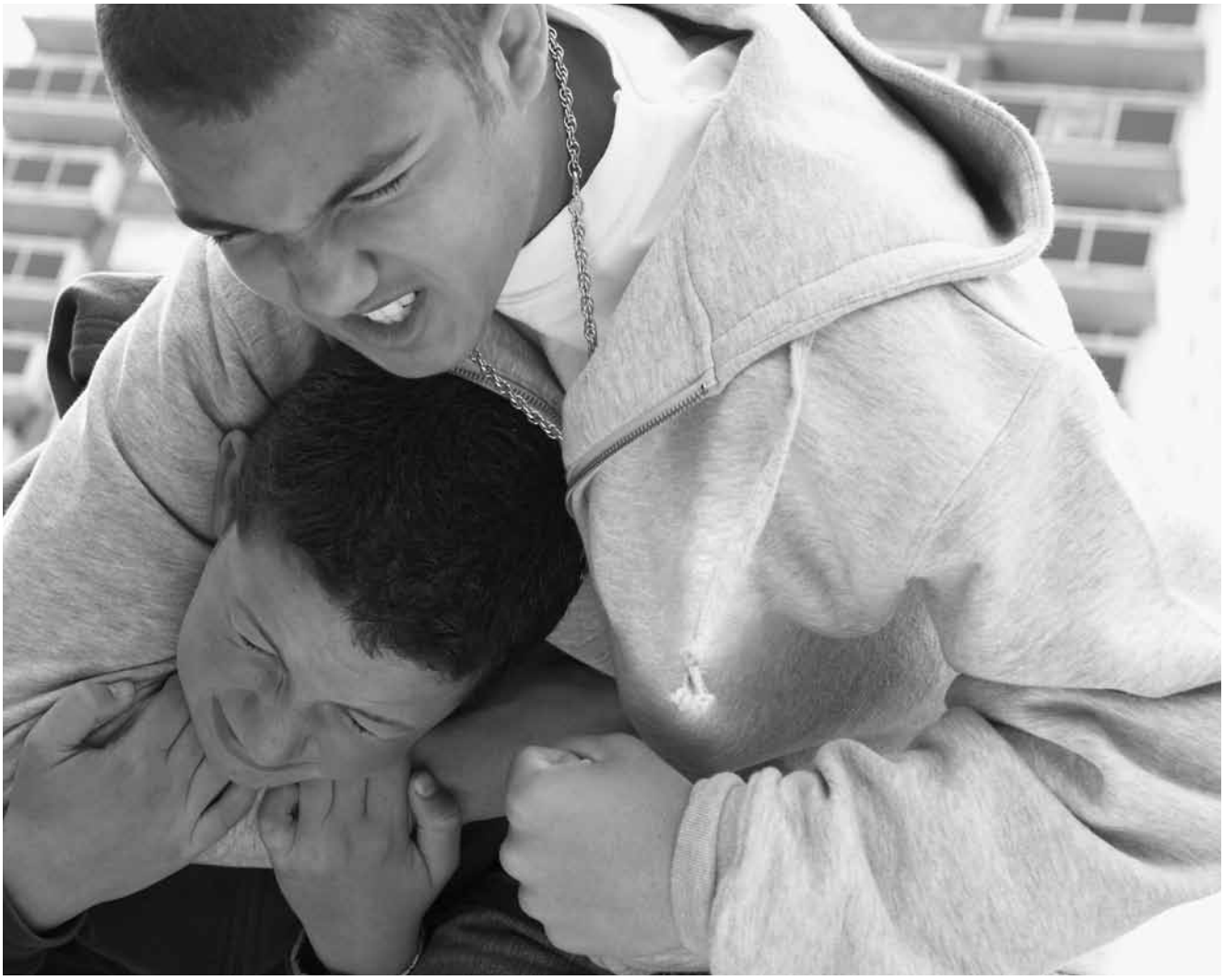
Bully-Only Scales

A1. Aggression Scale

A2. Bullying-Behavior Scale

A3. Children's Social Behavior Scale – Self Report

A4. Modified Aggression Scale



Description of Measures

Scale/ Assessment	Characteristics	Target Groups	Psychometrics	Developer
A1. Aggression Scale	11-item measure assessing frequency of self-reported perpetration of teasing, pushing, or threatening others.	Youth 10–15 years old	Cronbach's alpha: 0.88 to 0.90	Orpinas & Frankowski, 2001; Orpinas, Horne, & Staniszewski, 2003 © 2001 Sage Publications
A2. Bullying-Behavior Scale	6-item measure to assess bullying behavior at schools.	Youth 8–11 years old	Cronbach's alpha: 0.82	Austin & Joseph, 1996 © 1996 The British Psychological Society
A3. Children's Social Behavior Scale – Self Report	15-item measure with 6 subscales assessing the relative frequency of various types of aggressive and prosocial behaviors and loneliness.	Youth 8–14 years old	Cronbach's alpha: Overt aggression = 0.94 Relational aggression = 0.83 Prosocial behavior = 0.91 Loneliness = 0.92	Crick & Grotpeter, 1995 © 1995 Wiley-Blackwell Publishing
A4. Modified Aggression Scale	9-item measure with 2 subscales assessing bullying behavior and anger. Modified version of the Aggression Scale (A1).	Youth 10–15 years old	Cronbach's alpha: Bullying = 0.83 Anger = 0.70	Bosworth et al., 1999 © 1999 Sage Publications

A1. Aggression Scale

Think about what happened DURING THE LAST 7 DAYS, when you answer these questions.

During the last 7 days:	0 times	1 time	2 times	3 times	4 times	5 times	6+ times
1. I teased students to make them angry.	0	1	2	3	4	5	6+
2. I got angry very easily with someone.	0	1	2	3	4	5	6+
3. I fought back when someone hit me first.	0	1	2	3	4	5	6+
4. I said things about other kids to make other students laugh.	0	1	2	3	4	5	6+
5. I encouraged other students to fight.	0	1	2	3	4	5	6+
6. I pushed or shoved other students.	0	1	2	3	4	5	6+
7. I was angry most of the day.	0	1	2	3	4	5	6+
8. I got into a physical fight because I was angry.	0	1	2	3	4	5	6+
9. I slapped or kicked someone.	0	1	2	3	4	5	6+
10. I called other students bad names.	0	1	2	3	4	5	6+
11. I threatened to hurt or to hit someone.	0	1	2	3	4	5	6+

Copyright © 2001 Sage Publications. Reproduced by special permission of the publisher; Sage Publications from: The Aggression Scale: A self-report measure of aggressive behavior for young adolescents. *Journal of Early Adolescence,* 21, 50–67 by Pamela Orpinas & Ralph Frankowski.

Scoring Instructions

Point values are assigned as indicated above. This scale is scored by adding responses to all items. Possible score range is 0 to 66 points. Higher scores indicate a greater frequency of engaging in overt and relational aggression.

If four or more items are missing, the score cannot be computed. If three or fewer items are missing, these values are replaced by the respondent's average.

References

Orpinas, P., & Frankowski, R. (2001). The Aggression Scale: A self-report measure of aggressive behavior for young adolescents. *Journal of Early Adolescence, 21*, 50–67.

Orpinas, P., Horne, A. M., & Staniszewski, D. (2003). School bullying: Changing the problem by changing the school. *School Psychology Review, 32*, 431–444.

Developer's Contact Information

Pamela K. Orpinas, PhD
University of Georgia, School of Health Promotion and Behavior
319 Ramsey Center
Athens, GA 30602
Tel: 706-542-4370
porpinas@uga.edu

A2. Bullying-Behavior Scale

	Really true for me	Sort of true for me				Sort of true for me	Really true for me
7	☐	☐	Some children do not hit and push other children about	**BUT**	Other children do hit and push other children about	☐	☐
15	☐	☐	Some children often bully other children	**BUT**	Other children do not bully other children	☐	☐
23	☐	☐	Some children do not laugh at other children	**BUT**	Other children often laugh at other children	☐	☐
31	☐	☐	Some children often pick on other children	**BUT**	Other children do not pick on other children	☐	☐
39	☐	☐	Some children often tease other children	**BUT**	Other children do not tease other children	☐	☐
47	☐	☐	Some children do not call other children horrible names	**BUT**	Other children often call other children horrible names	☐	☐

Copyright © 1996, The British Psychological Society. Reproduced with special permission from the *British Journal of Educational Psychology* and the British Psychological Society, St. Andrews House, 48 Princess Road East, Leicester, LE1 7DR, United Kingdom from: Assessment of bully/victim problems in 8–11 year olds by Sharon Austin and Stephen Joseph. Further reproduction is prohibited without permission from the British Psychological Society.

Scoring Instructions

Item numbers refer to position inserted on the Self-Perception Profile for Children (SPPC; Harter, 1985). For each question, respondents indicate which of two discordant statements is most like him or her. Then, respondents indicate how true ("really" or "sort of") the statement is for him or her.

Each item is scored 1 (*Really True for Me* on the left side) to 4 (*Really True for Me* on the right side). Items 15, 31, and 39 are reverse-scored. The scale is scored by computing the mean item score (i.e., sum of the items / 6). The scale has a range of 1 to 4. Higher scores indicate greater bullying behavior.

References

Austin, S., & Joseph, S. (1996). Assessment of bully/victim problems in 8–11 year-olds. *British Journal of Educational Psychology, 66*, 447–456.

Developer's Contact Information

Stephen Joseph, PhD
Centre for Trauma, Resilience, and Growth
University of Nottingham
Nottingham NG7 2RD, UK
Tel: +44 115 951 5410
stephen.joseph@nottingham.ac.uk





A3. Children's Social Behavior Scale – Self Report

Instruction to Respondents

We are interested in how kids get along with one another. Please think about your relationship with other kids and how often you do these things while you're with them.

Sample Items

Relational Aggression

1. Some kids tell lies about classmates so that the other kids won't like the classmates anymore. How often do you do this?

10. Some kids tell their friends that they will stop liking them unless the friends do what they say. How often do you tell friends this?

Overt Aggression

5. Some kids hit other kids at school. How often do you do this?

8. Some kids yell at others and call them mean names. How often do you do this?

Prosocial Behavior

3. Some kids try to cheer up other kids who feel upset or sad. How often do you do this?

7. Some kids help out other kids when they need it. How often do you do this?

Loneliness

5. Some kids wish that they had more friends at school. How often do you feel this way?

Response Alternatives

Never, Almost Never, Sometimes, Almost All of the Time, All of the Time

Scoring Instructions

Item numbers refer to position inserted on the Children's Social Behavior Scale – Self Report (CSBS-S). Scores on individual items on each subscale are summed and then compared across the sample.

References

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social psychological adjustment. *Child Development, 66*, 710–722.

Developer's Contact Information

Nicki Crick, PhD
Institute of Child Development
University of Minnesota – Twin Cities
51 East River Rd.
Minneapolis, MN 55455
Tel: 612-625-8879
Crick001@umn.edu

Copyright © 2005 Wiley-Blackwell Publishing. Reproduced by special permission of the publisher, Wiley-Blackwell Publishing, PO Box 805, 9600 Garsington Road, Oxford OX4 2ZG, UK, from: Relational Aggression, Gender, and Social-Psychological Adjustment by Nicki R. Crick & Jennifer K. Grotpeter. Further reproduction is prohibited without permission from Wiley-Blackwell Publishing. Visit www.wiley.com/bw/journal.asp?ref=0009-3920 for additional information.

A4. Modified Aggression Scale

Choose how many times you did this activity or task in the last 30 days. In the last 30 days...

	Never	1 or 2 times	3 or 4 times	5 or more times
Bullying				
1. I pushed, shoved, slapped, or kicked other students.				
2. I called other students names.				
3. I said things about other students to make other students laugh.				
4. I teased other students.				
5. I threatened to hit or hurt another student.				
Anger				
6. I was angry most of the day.				
7. I was grouchy or irritable, or in a bad mood, so even little things made me mad.				

	Never	Seldom	Sometimes	Often	Always
8. I frequently got angry.					
9. I took my anger out on an innocent person.					

Copyright © 1999 Sage Publications. Reproduced by special permission of the publisher, Sage Publications from: Factors associated with bullying behavior in middle school students. *Journal of Early Adolescence, 19*, 341–362 by Kris Bosworth, Dorothy L. Espelage, & Thomas R. Simon.

Scoring Instructions

Point values are assigned as follows:

Never = 0
1 or 2 times = 1
3 or 4 times = 2
5 or more times = 3

Never = 0
Seldom = 1
Sometimes = 2
Often = 3
Always = 4

Scores on the *Bullying* subscale are computed by summing across subscale items. This subscale has a possible range of 0 to 15. Because the response options for the *Anger* subscale are dissimilar across items, individual item scores are converted to *z* scores and summing across *z* scores. High scores indicate more bullying behavior and anger.

References

Bosworth, K., Espelage, D. L., & Simon, T. R. (1999). Factors associated with bullying behavior in middle school students. *Journal of Early Adolescence, 19*, 341–362.

Developer's Contact Information

Kris Bosworth, PhD
College of Education
The University of Arizona
PO Box 210069
Tucson, AZ 85721
Tel: 520-626-4350
boswortk@email.arizona.edu



Section B:

Victim-Only Scales

B1. Gatehouse Bullying Scale

B2. Multidimensional Peer-Victimization Scale

B3. "My Life in School" Checklist

B4. Perception of Teasing Scale (POTS)

B5. Peer Victimization Scale

B6. Retrospective Bullying Questionnaire

B7. Victimization Scale

B8. Weight-Based Teasing Scale

Description of Measures

Scale/ Assessment	Characteristics	Target Groups	Psychometrics	Developer
B1. Gatehouse Bullying Scale	12-item measure assessing overt and covert victimization.	Youth 10–15 years old	3-week item test-retest reliability (kappa) ranged from 0.36 to 0.63 (across items)	Bond, Wolfe, Tollit, Butler, & Patton, 2007 © 2007 Blackwell Publishing
B2. Multidimensional Peer-Victimization Scale	16-item measure with 4 subscales assessing physical and verbal victimization, social manipulation, and property attacks.	Youth 11–16 years old	Internal consistency: Physical victimization = 0.85 Verbal victimization = 0.75 Social manipulation = 0.77 Property attacks = 0.73	Mynard & Joseph, 2000 © 2000 John Wiley & Sons Inc.
B3. "My Life in School" Checklist	40-item measure assessing events (including acts of bullying) that might happen in school. 6 items are used to assess bully victimization.	Youth 8–17 years old	Split-half reliabilities for two samples were 0.80 and 0.93	Arora & Thompson, 1987
B4. Perception of Teasing Scale (POTS)	22-item measure assessing the frequency and effect of teasing and bullying.	Youth 17–24 years old	Cronbach's alpha: Weight Teasing = 0.90 Competency Teasing = 0.85	Thompson, Cattarin, Fowler, & Fisher, 1995 © Taylor & Francis, LTD.
B5. Peer Victimization Scale	6-item measure assessing bully victimization problems at school.	Youth 8–11 years old	Cronbach's alpha: 0.83	Austin & Joseph, 1996 © 1996 The British Psychological Society
B6. Retrospective Bulling Questionnaire	44-item measure assessing the frequency, seriousness, and duration of bully victimization in primary and secondary school; bully-related psychological trauma, suicidal ideation if bullied, and bullying in college and the workplace.	Young adults/Adults 18–40 years old	2-month test- retest: Primary school r = 0.88 Secondary school r = 0.87 Trauma r = 0.77	Shäfer et al., 2004
B7. Victimization Scale	10-item measure assessing the frequency of being teased, pushed, or threatened.	Youth 10–15 years old	Cronbach's alpha: 0.85	Orpinas, 1993
B8. Weight-Based Teasing Scale	5-item measure assessing the frequency of weight-based teasing.	Youth 10–18 years old	Cronbach's alpha: 0.84	Eisenberg et al., 2003

B1. Gatehouse Bullying Scale

1a. Has anyone TEASED YOU or CALLED YOU NAMES recently?
- 0 No (skip to 2a)
- 1 YES

1b. How often?
- 1 Most days
- 2 About once a week
- 3 Less than once a week

1c. How upsetting was it when you were teased?
- 1 Not at all
- 2 A bit
- 3 I was quite upset

2a. Has anyone spread RUMOURS ABOUT YOU recently?
- 0 No (skip to 3a)
- 1 YES

2b. How often?
- 1 Most days
- 2 About once a week
- 3 Less than once a week

2c. How upsetting were the rumours?
- 1 Not at all
- 2 A bit
- 3 I was quite upset

3a. Have you been DELIBERATELY LEFT OUT OF THINGS recently?
- 0 No (skip to 3a)
- 1 YES

3b. How often?
- 1 Most days
- 2 About once a week
- 3 Less than once a week

3c. How upsetting was it being left out of things?
- 1 Not at all
- 2 A bit
- 3 I was quite upset

4a. Have you been THREATENED PHYSICALLY OR ACTUALLY HURT by another student recently?
- 0 No (skip to 3a)
- 1 YES

4b. How often?
- 1 Most days
- 2 About once a week
- 3 Less than once a week

4c. How upsetting was it being threatened or hurt?
- 1 Not at all
- 2 A bit
- 3 I was quite upset

Copyright © 2007 Blackwell Publishing. Reproduced by special permission of the publisher, Blackwell Publishing, 9600 Garsington Road, Oxford OX4 2DQ, UK, from: A comparison of the Gatehouse Bullying Scale and the Peer Relations Questionnaire for students in secondary schools by Lyndal Bond, Sarah Wolfe, Michelle Tollit, Helen Butler, and George Patton. Further reproduction is prohibited without permission from Blackwell Publishing.

Scoring Instructions

A score for peer victimization is computed for each of the four types of bullying (teasing, rumors, deliberate exclusion/social isolation, and physical threats/violence). This scale was devised with the objective of rating the severity of peer victimization to which an individual was subjected. Being bullied frequently and being upset by bullying were considered to have equal value; the presence of both factors was considered to be worse than either factor on its own. Thus, the following scale is used to score each of the four types of bullying:

0 = Not bullied
1 = Bullied but not frequently and not upset
2 = Bullied, either frequently or upset, but not both
3 = Bullied frequently and upset

Item scores can be used individually or a scale score can be computed by taking the mean item score across the four types of bullying

References

Bond, L., Wolfe, S., Tollit, M., Butler, H., & Patton, G. (2007). A comparison of the Gatehouse Bullying Scale and the Peer Relations Questionnaire for students in secondary school. *Journal of School Health, 77,* 75–79.

Developer's Contact Information

Lyndal Bond, PhD
MRC Social and Public Health Sciences Unit
4 Lilybank Gardens
Glasgow G12 8RZ, UK
Tel: +44 141 357 3949
l.bond@sphsu.mrc.ac.uk
Gatehouse Project: http://wch.org.au/gatehouseproject/resources/index.cfm?doc_id=175

B2. Multidimensional Peer-Victimization Scale

Below is a list of things that some children do to other children. How often during the last school year has another pupil done these things to you? Please answer by putting a tick in one of the three columns for each of the 16 questions.

	Not at all	Once	More than once
1. Called me names	☐	☐	☐
2. Tried to get me into trouble with my friends	☐	☐	☐
3. Took something of mine without permission	☐	☐	☐
4. Made fun of me because of my appearance	☐	☐	☐
5. Made fun of me for some reason	☐	☐	☐
6. Punched me	☐	☐	☐
7. Kicked me	☐	☐	☐
8. Hurt me physically in some way	☐	☐	☐
9. Beat me up	☐	☐	☐
10. Tried to break something of mine	☐	☐	☐
11. Tried to make my friends turn against me	☐	☐	☐
12. Stole something from me	☐	☐	☐
13. Refused to talk to me	☐	☐	☐
14. Made other people not talk to me	☐	☐	☐
15. Deliberately damaged some property of mine	☐	☐	☐
16. Swore at me	☐	☐	☐

Copyright © 2000 John Wiley & Sons, Inc. Reproduced by special permission of the publisher, John Wiley & Sons Inc., 111 River Street, Mail Stop 8-02, Hoboken, NJ 07030 from: Development of the Multidimensional Peer-Victimization Scale by Helen Mynard and Stephen Joseph. Further reproduction is prohibited without permission from John Wiley & Sons Inc. Reprinted with permission of Wiley-Liss, Inc., a subsidiary of John Wiley & Sons, Inc.

Scoring Instructions

Point values are assigned as follows:
Not at all = 0
Once = 1
More than once = 2

Physical victimization scale: Items 6, 7, 8, and 9
Verbal victimization scale: Items 1, 4, 5, and 16
Social manipulation scale: Items 2, 11, 13, and 14
Attacks on property scale: Items 3, 10, 12, 15

Scale scores are computed by summing item responses. Scores on the total scale have a possible range of 0 to 32; scores on each of the four subscales have a possible range of 0 to 8. Higher scores reflect more victimization.

References

Mynard, H., & Joseph, S. (2000). Development of the Multidimensional Peer-Victimization Scale. *Aggressive Behavior, 26*, 169–178.

Developer's Contact Information

Stephen Joseph, PhD
Centre for Trauma, Resilience, and Growth
University of Nottingham
Nottingham NG7 2RD, UK
Tel: +44 115 951 5410
stephen.joseph@nottingham.ac.uk

B3. "My Life in School" Checklist

Introducing the Checklist
Pupils should be given some explanation about why they are being presented with the questionnaire, for example, "We would like to know what happens to people in school. In this booklet are various things that might have happened to you during the last week." At least the first item should be read out loud to the pupils. They should be shown how to complete the questions. Each item can be read out loud, and if there are children with a reading age below 8 years, they may need individual assistance.

Achieving the Right Atmosphere
Pupils should work individually. Each pupil should have as much privacy as possible. There should be no discussion between pupils whilst the checklist is being completed.

I) SCHOOL LIFE (Enter Year)

I am: a girl ☐ a boy ☐

Age_____ Year_____

II) MY LIFE IN SCHOOL CHECKLIST

Tick the boxes that are right for you.

This week another child:	Never	Once	More than once
1. Called me names	☐	☐	☐
2. Said something nice to me	☐	☐	☐
3. Was nasty about my family	☐	☐	☐
4. Kicked me/hit me	☐	☐	☐
5. Was very nice to me	☐	☐	☐
6. Was unkind to me	☐	☐	☐
7. Shared something with me	☐	☐	☐
8. Said they'd beat me up	☐	☐	☐
9. Asked me for lunch/sweets	☐	☐	☐
10. Tried to make me give them money	☐	☐	☐
11. Frightened me	☐	☐	☐
12. Played with me	☐	☐	☐
13. Stopped me playing a game	☐	☐	☐
14. Laughed at me	☐	☐	☐
15. Got a gang on me	☐	☐	☐
16. Made me fight	☐	☐	☐
17. Smiled at me	☐	☐	☐
18. Tried to get me into trouble	☐	☐	☐
19. Helped me	☐	☐	☐
20. Walked with me to school	☐	☐	☐
21. Told me a joke	☐	☐	☐
22. Played a nice game with me	☐	☐	☐
23. Visited me at home	☐	☐	☐
25. Hurt me/tried to hurt me	☐	☐	☐
26. Chatted to me	☐	☐	☐
27. Took something off me	☐	☐	☐
28. Was rude about the way I looked	☐	☐	☐
29. Shouted at me	☐	☐	☐

30. Tripped me up	☐	☐	☐
31. Said they would tell on me	☐	☐	☐
32. Spoiled my work	☐	☐	☐
33. Hid something of mine	☐	☐	☐
34. Told a lie about me	☐	☐	☐
35. Helped me with my work	☐	☐	☐
36. Laughed at me horribly	☐	☐	☐
37 Made me laugh	☐	☐	☐
38. Tried to break something of mine	☐	☐	☐
39. Gave me something nice	☐	☐	☐
40. Tried to hit me	☐	☐	☐
41. Said they liked me	☐	☐	☐

Think of the unfriendly incident that upset you most.

1. Was the person that did this:
☐ Your age ☐ Older ☐ Younger

2. Where did it happen?
☐ Class Room ☐ Toilets ☐ Corridor ☐ Play Ground ☐ Outside School ☐ Elsewhere

3. Did you tell a member of staff?
☐ Yes ☐ No

4. Did you tell your parents?
☐ Yes ☐ No

5. If you did tell someone, did it help?
☐ Yes ☐ No

6. Should the school do more to stop this sort of thing?
☐ Yes ☐ No

III) HOW I FEEL IN SCHOOL CHECKLIST

Tick the face that shows how you feel

I feel	Happy	Sad	
On my way to school	☺	☹	Is there anywhere in school you feel unhappy?
When I'm waiting in the playground	☺	☹	
When I'm in the classroom	☺	☹	
Playtime in the playground	☺	☹	Do you tell the teacher if you are unhappy?
Wet playtimes	☺	☹	How can we make you feel safer?
Dinner time in the playground	☺	☹	
Wet dinner time	☺	☹	

Scoring Instructions

Bully Victimization Index: Items 4, 8, 10, 24, 37, and 39

The Index should be used with groups of forty pupils or more (i.e., a whole year group) to establish levels of bully victimization in a school. For groups smaller than forty, the Index will not be sufficiently reliable to allow valid comparisons. For schools with small classes, the Bully Victimization Index can be calculated for the whole school.

Steps for scoring the bully victimization index:

Step One:
For each of the six items above, count the number of times that a tick was placed under the category "more than once." Do this separately for each of the six key items (items 4, 8, 10, 24, 37, 39).

Step Two:
Divide the scores for each separate item by the number of checklists completed. This will give you the percentage of pupil responses for each item.

Step Three:
Add all the six percentages.

Step Four:
Divide this number by six. Use two decimal points e.g., 7.12 or 8.03. This figure is the "Bully Victimization Index" for your school.

Interpreting the Results: Gender Differences
Boys' responses are normally around two or three times as high as girls' responses. This does not necessarily mean that boys are bullied more often than girls. Girls are more likely to engage in subtler, indirect forms of bullying and these behaviors are not referred to in the checklist. The six items used to score the bullying index have a bias towards more physical bullying. Consequently, bullying by boys may be detected more easily with the Index than bullying by girls. However, physical and verbal bullying usually co-exist, so a high Bullying Index can be interpreted as indicating the likelihood of a high level of bullying all round, and vice versa.

For the same reasons, girls who are bullied may not be as readily identified with the six items alone. Other items e.g., Item 35, "Laughed at me horribly," or item 38, "Told a lie about me," may be useful in identifying girls' bullying. Alternatively, additional items that refer to more indirect forms of bullying can be included.

References
Arora, C. M. J., & Thompson, D. A. (1987). My Life in School Checklist. Cited in Sharp, S. (1999). *Bullying behaviour in schools.* Windsor, Berkshire: NFER-NELSON. Updated by Woverhampton LEA (1992).

Developer's Contact Information
Tiny Arora, PhD
School of Education, University of Sheffield
388 Glossop Road
Sheffield S10 2JA, UK
Tel: +44 114 222 8108
c.m.arora@sheffield.ac.uk



B4. Perception of Teasing Scale (POTS)

The following questions should be answered with respect to the period of time when you were growing up (ages 5–16). First, rate how often you think you have been the object of such behavior (using the scale provided, **never** to **very often**). Second, unless you responded never to a particular question, rate how upset you were by the teasing (**not upset** to **very upset**).

1.	People made fun of you because you were heavy.	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
1a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5
2.	People made jokes about you being too heavy.	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
2a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5
3.	People laughed at you for trying out for sports because you were heavy.	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
3a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5
4.	People called you names like "fatso."	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
4a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5
5.	People pointed at you because you were overweight.	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
5a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5
6.	People snickered about your heaviness when you walked into a room alone.	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
6a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5
7.	People made fun of you by repeating something that you said because they thought it was dumb.	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
7a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5
8.	People made fun of you because you were afraid to do something.	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
8a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5
9.	People said you acted dumb.	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
9a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5
10.	People laughed at you because you didn't understand something.	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
10a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5
11.	People teased you because you didn't get a joke.	**Never**		**Sometimes**		**Very Often**
		1	2	3	4	5
11a.	How upset were you?	**Not Upset**		**Somewhat Upset**		**Very Upset**
		1	2	3	4	5

Copyright © 1995 Taylor & Francis, Ltd. Reproduced by special permission of the publisher, Taylor & Francis, Ltd., 325 Chestnut St., Suite 800, Philadelphia, PA 19106 (http://www.informaworld.com) from: The Perceptions of Teasing Scales (POTS): A revision and extension of the Physical Appearance Related Teasing Scale (PARTS). *Journal of Personality Assessment, 65*, 146-157 by J. Kevin Thompson, Jill Cattarin, Barbara Fowler, & Eric Fisher.

Scoring Instructions

Point values are assessed as indicated above. This tool contains a Weight-Related Teasing (Items 1–6) and a Competency-Related Teasing (Items 7–11) subscale. The subscales are summed and scored separately. The range of scores on the Weight-Related Teasing subscale is 6–30, and the range for the Competency-Related Teasing subscale is 5–25. Higher scores denote higher bullying/teasing victimization frequency.

The tool also assesses the teasing effect for each subscale: Weight Teasing Effect is assessed by items 1a–6a; Competency Teasing Effect is assessed by items 7a–11a. Per the instructions, respondents were only to provide an effect score if they indicated something other than "Never" for the teasing behavior. Effect scores for each subscale are computed by taking the sum of all non-"Never" teasing behaviors in that subscale and dividing by the number of non-"Never" teasing behaviors. For example, if a respondent reported three teasing behaviors on the Weight-Related Teasing subscale, they should also provide an effect rating for each of those behaviors. The summed effect score would be divided by 3, yielding a mean effect score for the subscale. The range of scores on both effect measures is 1–5, and higher scores indicate more teasing-based distress.

References

Thompson, J. K., Cattarin, J., Fowler, B., & Fisher, E. (1995). The Perception of Teasing Scale (POTS): A revision and extension of the Physical Appearance Related Teasing Scale (PARTS). *Journal of Personality Assessment, 65,* 146–157.

Developer's Contact Information

J. Kevin Thompson, PhD
Dept. of Psychology, PCD 4118G
University of South Florida
4202 E. Fowler Ave.
Tampa, FL 33620-8200
Tel: 813-974-0367
Thompson@cas.usf.edu



B5. Peer Victimization Scale

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

Copyright © 1996 The British Psychological Society. Reproduced by special permission of the publisher, British Journal of Educational Psychology, and The British Psychological Society, St. Andrews House, 48 Princess Road East, Leicester, LE1 7DR, United Kingdom, from: Assessment of bully/victim problems in 8–11 year-olds by Sharon Austin and Stephen Joseph. Further reproduction is prohibited without permission from The British Psychological Society.

Scoring Instructions

Item numbers refer to position inserted on the Self-Perception Profile for Children (SPPC; Harter, 1985). For each question, respondents indicate which of two discordant statements is most like him or her. Then, respondents indicate how true ("really" or "sort of") the statement is for him or her.

Each item is scored 1 (*Really True for Me* on the left side) to 4 (*Really True for Me* on the right side). Items 3, 11 and 27 are reverse scored so that higher scores indicate greater experience of victimization. The scale is scored by computing the mean item score (i.e., sum of the items / 6). The scale has a range of 1 to 4. Higher scores indicate greater bully victimization.

References

Austin, S., & Joseph, S. (1996). Assessment of bully/victim problems in 8–11 year-olds. *British Journal of Educational Psychology, 66*, 447–456.

Developer's Contact Information

Stephen Joseph, PhD
Centre for Trauma, Resilience, and Growth
University of Nottingham
Nottingham NG7 2RD, UK
Tel: +44 115 951 5410
stephen.joseph@nottingham.ac.uk



B6. Retrospective Bullying Questionnaire

The following questions are about bullying. **Bullying is intentional hurtful behavior. It can be physical or psychological. It is often repeated and characterized by an inequality of power so that it is difficult for the victim to defend him/her self.**

All answers will be treated confidentially.

Are You Male ☐ Female ☐

Age:_____

Please think back to your school days. You may have seen some bullying at school, and you may have been involved in some way. (Tick the choice which best describes your own experiences at school)

I was not involved at all, and I never saw it happen ☐

I was not involved at all, but I saw it happen sometimes ☐

I would sometimes join in bullying others ☐

I would sometimes get bullied by others ☐

At various times, I was both a bully and a victim ☐

Can you briefly describe an incident in which you observed someone else being bullied or an incident in which you felt you were bullied?

PART I: PRIMARY SCHOOL

This part deals with your experiences at primary school (4–11 years).

Tick the boxes that are right for you.

1. Did you have a happy time at primary school?

☐	☐	☐	☐	☐
detested	disliked	neutral	liked a bit	liked a lot

2. Did you have a happy time at home with your family while in primary school?

☐	☐	☐	☐	☐
detested	disliked	neutral	liked a bit	liked a lot

The next questions are about physical forms of bullying – hitting and kicking, and having things stolen from you.

3. Were you physically bullied at primary school?

hit/punched	yes ☐	no ☐
stolen from	yes ☐	no ☐

4. Did this happen?

☐	☐	☐	☐	☐
never	rarely	sometimes	frequently	constantly

5. How serious did you consider these bullying-attacks to be?

☐	☐	☐	☐	☐
I wasn't bullied	not at all	only a bit	quite serious	extremely serious

The next questions are about verbal forms of bullying – being called nasty names, and being threatened.

6. Were you verbally bullied at primary school?

called names	yes ☐	no ☐
threatened	yes ☐	no ☐

7. Did this happen?

☐	☐	☐	☐	☐
never	rarely	sometimes	frequently	constantly

8. How serious did you consider these bullying-attacks to be?

☐	☐	☐	☐	☐
I wasn't bullied	not at all	only a bit	quite serious	extremely serious

The next questions are about indirect forms of bullying – having lies or nasty rumours told about you behind your back, or being deliberately excluded from social groups.

9. Were you indirectly bullied at primary school?

had lies told about you	yes ☐	no ☐
excluded	yes ☐	no ☐

10. Did this happen?

☐ never	☐ rarely	☐ sometimes	☐ frequently	☐ constantly

11. How serious did you consider these bullying-attacks to be?

☐ I wasn't bullied	☐ not at all	☐ only a bit	☐ quite serious	☐ extremely serious

The next questions are about bullying in general.

12. How long did the bullying attacks usually last?

☐ I wasn't bullied	☐ just a few days	☐ weeks	☐ months	☐ a year or more

13. How many pupils bullied you in primary school?

- I wasn't bullied ☐
- Mainly by one boy ☐
- By several boys ☐
- Mainly by one girl ☐
- By several girls ☐
- By both boys and girls ☐

14. If you were bullied, why do you think this happened?

PART II: SECONDARY SCHOOL

This part deals with your experiences at secondary school (11–18 years).

15. Did you have a happy time at secondary school?

☐	☐	☐	☐	☐
detested	disliked	neutral	liked a bit	liked a lot

16. Did you have a happy time at home with your family while in secondary school?

☐	☐	☐	☐	☐
detested	disliked	neutral	liked a bit	liked a lot

The next questions are about physical forms of bullying – hitting and kicking, and having things stolen from you.

17. Were you physically bullied at secondary school?

hit/punched	yes ☐	no ☐
stolen from	yes ☐	no ☐

18. Did this happen?

☐	☐	☐	☐	☐
never	rarely	sometimes	frequently	constantly

19. How serious did you consider these bullying-attacks to be?

☐	☐	☐	☐	☐
I wasn't bullied	not at all	only a bit	quite serious	extremely serious

The next questions are about verbal forms of bullying – being called nasty names and being threatened.

20. Were you verbally bullied at secondary school school?

called names	yes ☐	no ☐
threatened	yes ☐	no ☐

21. Did this happen?

☐	☐	☐	☐	☐
never	rarely	sometimes	frequently	constantly

22. How serious did you consider these bullying-attacks to be?

☐	☐	☐	☐	☐
I wasn't bullied	not at all	only a bit	quite serious	extremely serious

The next questions are about indirect forms of bullying – having lies or nasty rumours told about you behind your back, or being deliberately excluded from social groups.

23. Were you indirectly bullied at secondary school?

had lies told about you	yes ☐	no ☐
excluded	yes ☐	no ☐

24. Did this happen?

☐ never	☐ rarely	☐ sometimes	☐ frequently	☐ constantly

25. How serious did you consider these bullying-attacks to be?

☐ I wasn't bullied	☐ not at all	☐ only a bit	☐ quite serious	☐ extremely serious

The next questions are about bullying in general.

26. How long did the bullying-attacks usually last?

☐ I wasn't bullied	☐ just a few days	☐ weeks	☐ months	☐ a year or more

27. How many pupils bullied you in secondary school?

I wasn't bullied	☐
Mainly by one boy	☐
By several boys	☐
Mainly by one girl	☐
By several girls	☐
By both boys and girls	☐

28. If you were bullied, why do you think this happened?

PART III: GENERAL EXPERIENCES AT SCHOOL

29. Which were the main ways you used to cope with the bullying?
(Please tick one or more options)

I wasn't bullied at school	☐	I got help from a teacher	☐
I tried to make fun of it	☐	I got help from family / parents	☐
I tried to avoid the situation	☐	I tried to handle it by myself	☐
I tried to ignore it	☐	I did not really cope	☐
I fought back	☐	Other	☐
I got help from friends	☐		

30. Did you ever take part in bullying anyone while you were at school?

hit/punched	yes ☐	no ☐
stole from	yes ☐	no ☐
called names	yes ☐	no ☐
threatened	yes ☐	no ☐
told lies about	yes ☐	no ☐
excluded	yes ☐	no ☐

31. Did this happen?

☐	☐	☐	☐	☐
never	rarely	sometimes	frequently	constantly

32. How often did you try to avoid school by pretending to be sick or by playing truant because you were being bullied?

I wasn't bullied at school	☐	Sometimes	☐
Never	☐	Maybe once a week	☐
Only once or twice	☐	Several times a week	☐

33. When you were being bullied, did you ever, even for a second, think about hurting yourself or taking your own life?

I wasn't bullied at school	☐	Yes, once	☐
No, never	☐	Yes, more than once	☐

34. Have you been bullied since leaving school?

I haven't been bullied since leaving school	☐
I have been bullied by my family	☐
I have been bullied by others (please specify):	☐

_____

Recollections of being bullied at school
(Only answer these questions, if you were bullied):

35. Do you have vivid memories of the bullying event(s) which keep coming back causing you distress?

☐	☐	☐	☐	☐
no, never	not often	sometimes	often	always

36. Do you have dreams or nightmares about the bullying event(s)?

☐ no, never ☐ not often ☐ sometimes ☐ often ☐ always

37. Do you ever feel like you are re-living the bullying event(s) again?

☐ no, never ☐ not often ☐ sometimes ☐ often ☐ always

38. Do you ever have sudden vivid recollections or "flashbacks" to the bullying event(s)?

☐ no, never ☐ not often ☐ sometimes ☐ often ☐ always

39. Do you ever feel distressed in situations which remind you of the bullying event(s)?

☐ no, never ☐ not often ☐ sometimes ☐ often ☐ always

40. If you were bullied, do you feel it had any long-term effects? If so, please describe below:

PART IV: BULLYING OR HARASSMENT IN THE WORKPLACE

41. Have you ever experienced bullying in your workplace?

I wasn't bullied in my workplace	☐	I have been bullied in my present job	☐
I was bullied in one of my previous jobs	☐	I have been bullied in all of my jobs	☐
I was bullied in more than one of my previous jobs	☐		

42. Please state whether you have been bullied at work over the last six months.

No	☐	Yes, several times per month	☐
Yes, very rarely	☐	Yes, several times per week	☐
Yes, now and then	☐	Yes, almost daily	☐

43. If yes, when did the bullying start?

Within the last 6 months	☐	Between 6 and 12 months ago	☐
Between 1 and 2 years ago	☐	More than 2 years ago	☐

44. If you have been bullied, what did you do?
(Please tick one or more options)

Tried to avoid the situation	☐	Saw my doctor (GP)	☐
Tried to ignore it	☐	I went for counseling	☐
Confronted the bully	☐	I got psychiatric help	☐
Went to the union/staff association	☐	Made use of the organisation's grievance procedure	☐
Went to personnel	☐	I left the job	☐
Discussed it with colleagues	☐	Did not really cope	☐
Went to occupational health	☐	Other	☐
Went to the welfare department	☐		

THANK YOU VERY MUCH FOR YOUR COOPERATION.

Scoring Instructions

Victims are identified from their responses about frequency and intensity of reported physical, verbal, and indirect bullying. A respondent is considered a victim if they report being bullied in one or more ways "sometimes" or more often (frequency) AND classified the experience as "*quite serious*" or "*extremely serious*" (intensity). This measure can be used to differentiate 3 types of victims: those who only experienced victimization in primary school (*primary school victims*); those who only experienced victimization in secondary school (*secondary school victims*); and those who experienced victimization in both (*stable victims*).

References

Schäfer, M., Korn, S., Smith, P. K., Hunter, S. C., Mora-Merchán, J. A., Singer, M. M., et al. (2004). Lonely in the crowd: Recollections of bullying. *British Journal of Developmental Psychology, 22,* 379–394.

Developer's Contact Information

Mechthild Schäfer, PhD
Department für Psychologie der LMU
Institut für Entwicklungspsychologie
Und Pädagogische Psychologie
Leopoldstr. 13
D-80802 München, Germany
Tel: +49 89 2180 3780
mechthild.schaefer@psy.lmu.de

B7. Victimization Scale

Think about what happened DURING THE LAST 7 DAYS, when you answer these questions.

During the last 7 days:	0 times	1 time	2 times	3 times	4 times	5 times	6+ times
1. A student teased me to make me angry.	0	1	2	3	4	5	6+
2. A student beat me up.	0	1	2	3	4	5	6+
3. A student said things about me to make other students laugh (made fun of me).	0	1	2	3	4	5	6+
4. Other students encouraged me to fight.	0	1	2	3	4	5	6+
5. A student pushed or shoved me.	0	1	2	3	4	5	6+
6. A student asked me to fight.	0	1	2	3	4	5	6+
7. A student slapped or kicked me.	0	1	2	3	4	5	6+
8. A student called me (or my family) bad names.	0	1	2	3	4	5	6+
9. A student threatened to hurt or to hit me.	0	1	2	3	4	5	6+
10. A student tried to hurt my feelings.	0	1	2	3	4	5	6+

Scoring Instructions

Point values are assigned as indicated above. This scale is scored by adding all responses. Possible range is 0 to 60 points. Higher scores indicate a greater frequency of being the victim of overt and relational aggression.

If three or more items are missing, the score cannot be computed. If two or fewer items are missing, these values are replaced by the respondent's average.

References

Orpinas, P. (1993). Skills training and social influences for violence prevention in middle schools: A curriculum evaluation. Doctoral dissertation, University of Texas-Houston, School of Public Health. Dissertation Abstracts International, *94-01778*.

Developer's Contact Information

Pamela K. Orpinas, PhD
University of Georgia, School of Health Promotion and Behavior
319 Ramsey Center
Athens, GA 30602
Tel: 706-542-4372
porpinas@uga.edu

B8. Weight-Based Teasing Scale

How often do any of the following things happen?

	Never	Less than once a year	A few times a year	A few times a month	At least once a week
1. You are treated with less respect than other people					
2. People act as if they're better than you					
3. You are called names or insulted					
4. You are teased about your appearance					
5. You are teased about your weight					

Scoring Instructions

Point values are assigned as follows:

Never = 0
Less than once a year = 1
A few times a year = 2
A few times a month = 3
At least once a week = 4

Responses can be used individually or can be summed to create a single scale score; the range for the scale score is 0 to 20. Individual item responses are examined descriptively, and the overall scale score is examined in relationship to school connectedness and academic achievement. Higher scores indicate more weight-based teasing victimization.

References

Eisenberg, M. E., Neumark-Sztainer, D., & Perry, C. L. (2003). Peer harassment, school connectedness, and academic achievement. *Journal of School Health, 73,* 311–316.

Developers' Contact Information

Marla Eisenberg, ScD
Division of Adolescent Health and Medicine
Department of Pediatrics
University of Minnesota
200 Oak St., SE, Ste. 260
Minneapolis, MN 55454
Tel: 612-626-9462
eisen012@umn.edu

Dianne Neumark-Sztainer, PhD
Division of Epidemiology and Community Health
University of Minnesota
1300 South Second St., Ste. 300
Minneapolis, MN 55454
Tel: 612-624-0880
neuma011@umn.edu





Section C:

Bully and Victim Scales

C1. AAUW Sexual Harassment Survey

C2. Adolescent Peer Relations Instrument

C3. Child Social Behavior Questionnaire

C4. Homophobic Content Agent Target Scale

C5. Illinois Bully Scale

C6. Introducing My Classmates

C7. Modified Peer Nomination Inventory

C8. Olweus Bullying Questionaire

C9. Peer Interactions in Primary School Questionnaire

C10. Reduced Aggression/Victimization Scale

C11. School Life Survey

C12. School Relationships Questionnaire

C13. Setting the Record Straight

Description of Measures

Scale/ Assessment	Characteristics	Target Groups	Psychometrics	Developer
C1. AAUW Sexual Harassment Survey	14-item measure with 2 subscales assessing the frequency of verbal/non-physical and physical sexual harassment as both the perpetrator and victim.	Youth 10–18 years old	Cronbach's alpha: Physical victimization = 0.91 Verbal victimization= 0.76	American Association of University Women, 2001
C2. Adolescent Peer Relations Instrument	36-item measure with 6 subscales assessing the frequency of physical, verbal, and social bullying as both the perpetrator and victim.	Youth 12–17 years old	Chronbach's alpha: Total bully score = 0.93 Total victim score = 0.95 Subscale scores = 0.83 to 0.92	Parada, 2000
C3. Child Social Behavior Questionnaire	24-item measure with 5 subscales assessing the frequency of prosocial, antisocial, and victimization experiences.	Youth 9–10 years old	Cronbach's alpha: Prosocial = 0.68 Antisocial = 0.63	Warden, Christie, Cheyne, & Fitzpatrick, 2000; Warden, Cheyne, Christie, Fitzpatrick, & Reid, 2003
C4. Homophobic Content Agent Target Scale	10-item scale with 2 subscales with 5 items per subscale (i.e., Agent and Target), with 5 response options. The scale assesses frequency of homosexual name-calling directed at different targets by different sources.	Youth 10–18 years old	Cronbach's alpha: Agent subscale = 0.77–0.85 Target subscale = 0.81–0.85	Poteat & Espelage, 2005 © 2005 Springer Publishing Company
C5. Illinois Bully Scale	18-item scale with 3 subscales assessing the frequency of bullying behavior, fighting, and victimization by peers.	Youth 8–18 years old	Cronbach's alpha for subscales: Bullying = 0.87 Fighting = 0.83 Victimization = 0.88	Espelage & Holt, 2001 © 2001 The Haworth Press, Inc.
C6. Introducing My Classmates	8-item peer-nomination measure in which respondents identify classmates that are similar to fictitious characters described in each item. Nominations are made from a provided list of all classmates.	Youth 8–12 years old	Evidence of convergent validity	Gotthiel & Dubow, 2001a
C7. Modified Peer Nomination Inventory	26-item peer-nomination measure used to identify same-sex classmates that have bullied others or been the victim of bullying.	Youth 10–14 years old	Cronbach's alpha: Victimization scale = 0.96 Victimization scale: 3-month test-retest reliability = 0.93	Perry, Kusel, & Perry, 1988 © 1988 American Psychological Association (APA) Original Inventory: © 1961 Southern Universities Press
C8. Olweus Bullying Questionnaire	39-item measure assessing the frequency of bully perpetration and victimization.	Youth 11–17 years old	Cronbach's alpha: Bully perpetration = 0.88 Bully victimization = 0.87	Solberg & Olweus, 2003 © Hazelden Publishing

C9. Peer Interactions in Primary School Questionnaire	22-item measure with 2 subscales assessing direct and indirect bullying and victimization.	Youth 8–12 years old	Cronbach's alpha: Overall scale = 0.90 1- to 3-day test-retest reliability: Victimization scale: ICC = 0.88 Bully scale: ICC = 0.84	Tarshis & Huffman, 2007 © 2007 Lippincott Williams & Wilkins (LWW)
C10. Reduced Aggression/ Victimization Scale	11-item measure with 2 subscales assessing experience with overt and relational aggression as both the perpetrator and victim.	Youth 8–12 years old	Cronbach's alpha: Victimization = 0.84 Aggression = 0.86	Orpinas & Horne, 2006
C11. School Life Survey	24-item, 2-part measure, assessing the frequency of physical, verbal, and relational bullying as both the perpetrator and the victim.	Youth 8–12 years old	Bully perpetration items: 1-week test-retest reliability = 0.84 Victimization items: Cronbach's alpha = 0.83 1-week test-retest reliability = 0.94	Chan, Myron, & Crawshaw, 2005 © 2005, Sage Publications, Ltd.
C12. School Relationships Questionnaire	20-item measure with 4 four subscales assessing the victimization and perpetration of direct and relational bullying/ aggression.	Youth 6–9 years old	NA	Wolke, Woods, Bloomfield, & Karstadt, 2000
C13. Setting the Record Straight	30-item measure with 2 subscales assessing bullying and victimization experiences. The measure assesses these experiences from both the respondents' point of view (self-report) and how the respondents believe they are viewed by their peers.	Youth 8–11 years old	Cronbach's alpha: Self-report subscales: Bullying = 0.72 Victimization = 0.88 Perceived peer perception subscales: Bullying = 0.69 Victimization = 0.85	Gottheil & Dubow, 2001b © 2001 The Haworth Press, Inc.



C1. AAUW Sexual Harassment Survey

1. During the last year, how often, if at all, has anyone (this includes students, teachers, other school employees, or anyone else) done the following things TO YOU during school-related times *when you did not want them to?*

   School-related times include when you are on your way to or home from school; when you are on school grounds, including before, during, or after school hours; and when you're on a school trip.

		Never	1-2 times	3-5 times	6+ times	Not Sure
a.	Made sexual comments, jokes, gestures, or looks.	a	b	c	d	e
b.	Showed, gave, or left you sexual pictures, photographs, illustrations, messages, or notes.	a	b	c	d	e
c.	Wrote sexual messages/graffiti about you on bathroom walls, in locker rooms, etc.	a	b	c	d	e
d.	Spread sexual rumors about you.	a	b	c	d	e
e.	Said you were gay or lesbian.	a	b	c	d	e
f.	Spied on you as you dressed or showered at school.	a	b	c	d	e
g.	Flashed or "mooned" you.	a	b	c	d	e
h.	Touched, grabbed, or pinched you in a sexual way.	a	b	c	d	e
i.	Pulled at your clothing in a sexual way.	a	b	c	3	e
j.	Intentionally brushed against you in a sexual way.	a	b	c	d	e
k.	Pulled your clothing off or down.	a	b	c	d	e
l.	Blocked your way or cornered you in a sexual way.	a	b	c	d	e
m.	Forced you to kiss him/her.	a	b	c	d	e
n.	Forced you to do something sexual, other than kissing.	a	b	c	d	e

If you have answered NEVER to ALL the above listed behaviors in question 1, go to QUESTION 6.

2. This question refers to the types of behaviors listed in Question 1 that you have experienced during school-related times during the last year. Were these behaviors done to you by ... (*Select all that apply*)

		YES	NO
a.	One person (a male)	a	b
b.	One person (a female)	a	b
c.	More than one person (all male)	a	b
d.	More than one person (all female)	a	b
e.	More than one person (both male and female)	a	b

3. This question refers to the types of behaviors listed in Question 1 that you have experienced during school-related times during the last year. Were these behaviors done to you by ... (*Select all that apply*)

		YES	NO
a.	A student	a	b
b.	A former student	a	b
c.	A teacher	a	b
d.	A teacher's aide	a	b
e.	A principal	a	b
f.	A counselor	a	b
g.	A coach	a	b
h.	A substitute teacher	a	b
i.	A bus driver	a	b
j.	Another school employee	a	b
k.	Someone else	a	b

4. This question refers to the types of behaviors listed in Question 1 that you have experienced during school-related times during the last year. Were these behaviors done to you ... (*Select all that apply*)

		YES	NO
a.	In a classroom	a	b
b.	In the hall	a	b
c.	In the gym or playing field	a	b
d.	In the cafeteria	a	b
e.	In the locker room area	a	b
f.	In the bathroom	a	b
g.	In the parking lot	a	b
h.	Outside the school (on school grounds) other than the parking lot	a	b
i.	On school transportation on the way to school or on the way home	a	b
j.	At a school-sponsored trip	a	b



5. This question refers to the types of behaviors listed in Question 1 that you have experienced during school-related times during the last year. Which of the following best describes how you felt right after these behaviors were committed? ... (*Select only ONE*)

a.	I was very upset	☐
b.	I was somewhat upset	☐
c.	I wasn't very upset	☐
d.	I wasn't at all upset	☐
e.	Not sure	☐

6. During the last year, how often, if at all, have YOU done the following things to someone (this includes students, teachers, other school employees, or anyone else) during school-related times *when that person did not want you to?*

Again, school-related times include when you are on your way to or home from school, when you are on school grounds, including before, during, or after school hours, and when you're on a school trip.

		Never	1-2 Times	3-5 Times	6+ Times	Not Sure
a.	Made sexual comments, jokes, gestures, or looks.	a	b	c	d	e
b.	Showed, gave, or left someone sexual pictures, photographs, illustrations, messages, or notes.	a	b	c	d	e
c.	Wrote sexual messages/graffiti about someone on bathroom walls, in locker rooms, etc.	a	b	c	d	e
d.	Spread sexual rumors about someone.	a	b	c	d	e
e.	Said someone was gay or lesbian.	a	b	c	d	e
f.	Spied on someone as they dressed or showered at school.	a	b	c	d	e
g.	Flashed or "mooned" someone.	a	b	c	d	e
h.	Touched, grabbed, or pinched someone in a sexual way.	a	b	c	d	e
i.	Pulled at someone's clothing in a sexual way.	a	b	c	d	e
j.	Intentionally brushed against someone in a sexual way.	a	b	c	d	e
k.	Pulled someone's clothing off or down.	a	b	c	d	e
l.	Blocked someone's way or cornered someone in a sexual way.	a	b	c	d	e
m.	Forced someone to kiss you.	a	b	c	d	e
n.	Forced someone to do something sexual, other than kissing.	a	b	c	d	e

7. During school-related times in the past year, have you ever directed these types of behaviors listed in Question 6 towards…

		YES	NO
a.	A student the same sex as you	a	b
b.	A student who is the other sex	a	b
c.	A teacher or other school employee the same sex as you	a	b
d.	A teacher or other school employee who is the other sex	a	b

8. A list of reasons why people say they have done the types of behaviors in Question 6 to others follows. Do the following reasons describe why you did these towards someone in the past year during school-related times?

		YES	NO
a.	It's just part of school life; a lot of people do it; it's no big deal	a	b
b.	I wanted that person to think I had some sort of power over them	a	b
c.	I wanted something from that person	a	b
d.	My friends encouraged me / "pushed" me into doing it	a	b
e.	I thought the person liked it	a	b
f.	I wanted a date with the person	a	b



Scoring Instructions

Questions 1 and 6:
a = 0 b = 1 c = 2 d = 3 e = missing value
For questions 1 and 6: Verbal/non-physical: Items a–g, Physical: Items h–n

Item responses to questions 1 and 6 can be summed to create a total score and/or verbal and physical subscale scores can be separately computed as indicated above. The range for the total scores for these questions is 0 to 72; range for the subscales is 0 to 21. Higher scores indicate more sexual harassment experiences as either a perpetrator or a victim.

Questions 2, 3, 4, 7, and 8: Yes = 1 No = 0
Item responses are summed individually and analyzed accordingly.

References

American Association of University Women (2001). *Hostile hallways: The AAUW Survey of Sexual Harassment in America's Schools.* Washington, DC.

Developer's Contact Information

AAUW Educational Foundation
American Association of University Women
1111 Sixteenth St. NW
Washington, DC 20036
Tel: 800-326-2289 or 202-785-7700
connect@aauw.org
www.aauw.org

C2. Adolescent Peer Relations Instrument

SECTION A

Since you have been at this school THIS YEAR how often HAVE YOU done any of the following things to a STUDENT (or students) at this school. CIRCLE THE NUMBER THAT IS CLOSEST TO YOUR ANSWER.

	In the past year at this school I…	Never	Sometimes	Once or twice a month	Once a week	Several times a week	Everyday
1.	Teased them by saying things to them	1	2	3	4	5	6
2.	Pushed or shoved a student	1	2	3	4	5	6
3.	Made rude remarks at a student	1	2	3	4	5	6
4.	Got my friends to turn against a student	1	2	3	4	5	6
5.	Made jokes about a student	1	2	3	4	5	6
6.	Crashed into a student on purpose as they walked by	1	2	3	4	5	6
7.	Picked on a student by swearing at them	1	2	3	4	5	6
8.	Told my friends things about a student to get them into trouble	1	2	3	4	5	6
9.	Got into a physical fight with a student because I didn't like them	1	2	3	4	5	6
10.	Said things about their looks they didn't like	1	2	3	4	5	6
11.	Got other students to start a rumor about a student	1	2	3	4	5	6
12.	I slapped or punched a student	1	2	3	4	5	6
13.	Got other students to ignore a student	1	2	3	4	5	6
14.	Made fun of a student by calling them names	1	2	3	4	5	6
15.	Threw something at a student to hit them	1	2	3	4	5	6
16.	Threatened to physically hurt or harm a student	1	2	3	4	5	6
17.	Left them out of activities or games on purpose	1	2	3	4	5	6
18.	Kept a student away from me by giving them mean looks	1	2	3	4	5	6



SECTION B

Please indicate how often a student (or students) at this school has done the following things TO YOU since you have been at this school this year. CIRCLE THE NUMBER THAT IS CLOSEST TO YOUR ANSWER.

	In the past year at this school …	Never	Sometimes	Once or twice a month	Once a week	Several times a week	Everyday
1.	I was teased by students saying things to me	1	2	3	4	5	6
2.	I was pushed or shoved	1	2	3	4	5	6
3.	A student wouldn't be friends with me because other people didn't like me	1	2	3	4	5	6
4.	A student made rude remarks at me	1	2	3	4	5	6
5.	I was hit or kicked hard	1	2	3	4	5	6
6.	A student ignored me when they were with their friends	1	2	3	4	5	6
7.	Jokes were made up about me	1	2	3	4	5	6
8.	Students crashed into me on purpose as they walked by	1	2	3	4	5	6
9.	A student got their friends to turn against me	1	2	3	4	5	6
10.	My property was damaged on purpose	1	2	3	4	5	6
11.	Things were said about my looks I didn't like	1	2	3	4	5	6
12.	I wasn't invited to a student's place because other people didn't like me	1	2	3	4	5	6
13.	I was ridiculed by students saying things to me	1	2	3	4	5	6
14.	A student got students to start a rumor about me	1	2	3	4	5	6
15.	Something was thrown at me to hit me	1	2	3	4	5	6
16.	I was threatened to be physically hurt or harmed	1	2	3	4	5	6
17.	I was left out of activities, games on purpose	1	2	3	4	5	6
18.	I was called names I didn't like	1	2	3	4	5	6

Scoring Instructions

Point values are assigned as indicated above.
Section A contains the bullying items.
Subscale scores are computed as follows:
Verbal bullying: Items 1, 3, 5, 7, 10, and 14
Social bullying: Items 4, 8, 11, 13, 17, and 18
Physical bullying: Items 2, 6, 9, 12, 15, and 16

Section B contains the victim items.
Subscale scores are computed as follows:
Verbal victimization: Items 1, 4, 7, 11, 13, and 18
Social victimization: Items 3, 6, 9, 12, 14, and 17
Physical victimization: Items 2, 5, 8, 10, 15, and 16

Scoring is achieved by adding the items up for each individual total score (bullying and victimization) or for each subscale score (verbal, social, and physical). Any student who scores 18 for either the bullying or victimization total score has never been bullied or has never bullied others. There are no cut off scores for this instrument. For the subscales, a score of 6 means the respondent has never been bullied or has never bullied others in that particular way.

References

Parada, R. H. (2000). *Adolescent Peer Relations Instrument: A theoretical and empirical basis for the measurement of participant roles in bullying and victimization of adolescence: An interim test manual and a research monograph: A test manual.* Penrith South, DC, Australia: Publication Unit, Self-concept Enhancement and Learning Facilitation (SELF) Research Centre, University of Western Sydney.

Developer's Contact Information

Roberto Parada, PhD
Centre for Educational Research
University of Western Sydney
Bankstown Campus, Building 19
Locked Bag 1797
Penrith NSW 2751, Australia
Tel: +61 2 9772 6747
r.parada@uws.edu.au

C3. Child Social Behavior Questionnaire

	How often do you think you…	Often	Sometimes	Never
1.	Help another child in your class with their work?	☐	☐	☐
2.	Work on a computer?	☐	☐	☐
3.	Are hit by another child in your class?	☐	☐	☐
4.	Hit or kick another child?	☐	☐	☐
5.	Play with another child in your class who has nobody to play with?	☐	☐	☐
6.	Are left out of a game?	☐	☐	☐
7.	Push or trip another child in your class on purpose?	☐	☐	☐
8.	Help another child if they've fallen over or hurt themselves?	☐	☐	☐
9.	Are picked on by another child in your class?	☐	☐	☐
10.	Have a school dinner?	☐	☐	☐
11.	Let another child in your class play with your game or toy?	☐	☐	☐
12.	Join in with a group of children to hurt another child?	☐	☐	☐
13.	Are upset because another child keeps being nasty to you?	☐	☐	☐
14.	Are nice to another child in your class who is sad or unhappy?	☐	☐	☐
15.	Read a comic or magazine?	☐	☐	☐
16.	Share crisps or sweets with another child during playtime or dinnertime?	☐	☐	☐
17.	Stop another child in your class from joining in a game?	☐	☐	☐
18.	Stick up for another child in your class who is in trouble?	☐	☐	☐
19.	Spread nasty stories about another child in your class?	☐	☐	☐
20.	Break another child's things because you want to upset them?	☐	☐	☐
21.	Play football?	☐	☐	☐
22.	Cheer up another child who is crying or upset?	☐	☐	☐
23.	Call another child names or make fun of them because you want to upset them?	☐	☐	☐
24.	Threaten to hurt another child in your class if they don't do something?	☐	☐	☐

Copyright © 2003 University of Stratclyde, Glascow, Scotland; Reproduced with permission from Dr. Donald Christie.

NOTE: This scale is the self-report version of the Child Social Behavior Questionnaire. There are also peer-nomination and teacher-rating versions of this scale reported in Warden et al. (2003).

Scoring Instructions

Point values are assigned as follows:
Never = 0
Sometimes = 1
Often = 2

Practical prosocial behavior: Items 1, 8, 11, and 16
Relational prosocial behavior: Items 5, 14, 18, and 22
Overt antisocial behavior: Items 4, 7, 12, and 20
Relational antisocial behavior: Items 17, 19, 23, and 24
Victimization: Items 3, 6, 9, and 13

Scale scores are computed by summing up the respective items scores for each subscale. Each subscale has a range of 0 to 8. High scores indicate more experience with the construct assessed by the subscale.

References

Warden, D., Christie, D., Cheyne, B., Fitzpatrick, H., & Reid, K. (2000). *The Child Social Behaviour Questionnaire.* Glascow: University of Strathclyde.

Warden, D., Cheyne, B., Christie, D., Fitzpatrick, H., & Reid, K. (2003). Assessing children's perceptions of prosocial and antisocial behaviour. *Educational Psychology, 23,* 547–567.

Developer's Contact Information

Donald Christie, PhD
Department of Childhood and Primary Studies
Faculty of Education
University of Strathclyde
Jordanhill Campus
Glasgow G13 1PP, UK
Tel: +44 141 950 3360
donald.christie@strath.ac.uk

David Warden, PhD
Department of Psychology
University of Strathclyde
40 George St.
Glascow G1 1QE, UK
Tel: +44 141 548 2576
d.warden@strath.ac.uk



C4. Homophobic Content Agent Target Scale

Agent Scale

	Some kids call each other names such as gay, lesbo, fag, etc. How many times during the last week did you say these things to:	Never	1 or 2 Times	3 or 4 Times	5 or 6 Times	7 or more Times
1.	A friend	1	2	3	4	5
2.	Someone I did not know	1	2	3	4	5
3.	Someone I did not like	1	2	3	4	5
4.	Someone I thought was gay	1	2	3	4	5
5.	Someone I did not think was gay	1	2	3	4	5

Target Scale

	Some kids call each other names such as gay, lesbo, fag, etc. How many times in the last week did the following people call you these things:	Never	1 or 2 Times	3 or 4 Times	5 or 6 Times	7 or more Times
1.	A friend	1	2	3	4	5
2.	Someone I did not know	1	2	3	4	5
3.	Someone who did not like	1	2	3	4	5
4.	Someone I thought was gay	1	2	3	4	5
5.	Someone I did not think was gay	1	2	3	4	5

Copyright © 2005 by the Springer Publishing Company LLC. Reproduced with the permission of Springer Publishing Company, LLC, New York, NY 10036. The official citation that should be used in referencing this material is Poteat, V. P. & Espelage, D.L. (2005). Exploring the relation between bullying and homophobic verbal content: The Homophobic Content Agent Target (HCAT) Scale. *Violence and Victims, 20,* 513–528.

Scoring Instructions

Point values are assigned as indicated above.

Compute separate subscale (Agent and Target) scores by summing the responses to items a–e for each subscale. The Agent subscale emerged as a distinct factor from the Victim subscale in factor analysis; thus, it is inappropriate to compute a total scale score. Scores for each subscale range from 5 to 25. Higher scores on the Agent subscale indicates greater perpetration of homophobic teasing, while higher scores on the Target subscale indicate more experience being the victim of homophobic teasing.

References

Poteat, V. P., & Espelage, D. L. (2005). Exploring the relation between bullying and homophobic verbal content: The Homophobic Content Agent Target (HCAT) Scale. *Violence and Victims, 20,* 513–528.

Developer's Contact Information

Paul Poteat, PhD
Boston College
Dept. of Counseling, Developmental, & Educational Psychology
Lynch School of Education, Campion Hall 307
140 Commonwealth Ave.
Chestnut Hill, MA 02467
Tel: 617-552-4234
poteatp@bc.edu

C5. Illinois Bully Scale

For each of the following questions, choose how many times you did this activity or how many times these things happened to you in the LAST 30 DAYS.

		Never	1 or 2 Times	3 or 4 Times	5 or 6 Times	7 or more Times
1.	I upset other students for the fun of it.	a	b	c	d	e
2.	In a group I teased other students.	a	b	c	d	e
3.	I fought students I could easily beat.	a	b	c	d	e
4.	Other students picked on me.	a	b	c	d	e
5.	Other students made fun of me.	a	b	c	d	e
6.	Other students called me names.	a	b	c	d	e
7.	I got hit and pushed by other students.	a	b	c	d	e
8.	I helped harass other students.	a	b	c	d	e
9.	I teased other students.	a	b	c	d	e
10.	I got in a physical fight.	a	b	c	d	e
11.	I threatened to hurt or hit another student.	a	b	c	d	e
12.	I got into a physical fight because I was angry.	a	b	c	d	e
13.	I hit back when someone hit me first.	a	b	c	d	e
14.	I was mean to someone when I was angry.	a	b	c	d	e
15.	I spread rumors about other students.	a	b	c	d	e
16.	I started (instigated) arguments or conflicts.	a	b	c	d	e
17.	I encouraged people to fight.	a	b	c	d	e
18.	I excluded other students from my clique of friends.	a	b	c	d	e

Copyright © 2001 The Haworth Press. Reproduced by special permission of the publisher, The Haworth Press Inc.: *Journal of Emotional Abuse,* 10 Alice Street, Binghamton, NY 13904 from: Bullying and victimization during early adolescence: Peer influences and psychosocial correlates by Dorothy Espelage and Melissa Holt.

Scoring Instructions

Point values are assigned as follows:
Never = 0
1 or 2 times = 1
3 or 4 times = 2
5 or 6 times = 3
7 or more times = 4

Victim subscale: Items 4, 5, 6, and 7
Bully subscale: Items 1, 2, 8, 9, 14, 15, 16, 17, and 18
Fight subscale: Items 3, 10, 11, 12, and 13

Subscale scores are computed by summing the respective items. The range for the victim subscale is 0 to 16, with higher scores indicating more victimization. The range for the bully subscale is 0 to 36, with higher scores indicating more bully perpetration. The range for the fight subscale is 0 to 20, with higher scores indicating more fighting.

References

Espelage, D. L., & Holt, M. (2001). Bullying and victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse, 2,* 123–142.

Developer's Contact Information

Dorothy L. Espelage, PhD
Department of Educational Pyschology
University of Illinois
220A Education Building
1310 S. 6th St.
Champaign, IL 61820
Tel: 217-333-9139
espelage@illinois.edu



C6. Introducing My Classmates

Below you will read brief descriptions of different boys and girls. After reading the descriptions, use the list of students in your class you feel are similar to the boy or girl in the description.

A.	This boy, Felix, is good at sports, has lots of friends, seems to understand his homework, and rarely gets upset.
	Write the code numbers for all the boys on your list that you feel are like Felix.
B.	This boy, Oscar, is picked on, made fun of, called names, and is hit and pushed by other kids. Kids do mean things to him and try to hurt his feelings.
	Write the code numbers for all the boys on your list that you feel are like Oscar.
C.	This boy, Alex, is funny, always telling jokes, and making the other kids laugh. He is fun to be around.
	Write the code numbers for all the boys on your list that you feel are like Alex.
D.	This boy, Johnny, makes fun of people, says he can beat everyone up, hits and pushes others around, tries to pick fights, and if someone gets in his way he is likely to shove that person out of the way
	Write the code numbers for all the boys on your list that you feel are like Johnny.
E.	This girl, Rachel, is good at sports, has lots of friends, seems to understand her homework, and rarely gets upset.
	Write the code numbers for all the girls on your list that you feel are like Rachel.
F.	This girl, Loraine, is picked on, made fun of, called names, and is hit and pushed by other kids. Kids do mean things to her, and try to hurt her feelings.
	Write the code numbers for all the girls on your list that you feel are like Loraine.
G.	This girl, Lynetta, is funny, always telling jokes, and making the other kids laugh. She is fun to be around.
	Write the code numbers for all the girls on your list that you feel are like Lynetta.
H.	This girl, Marianna, makes fun of people, says she can beat everyone up, hits and pushes others around, tries to pick fights with people, and if someone gets in her way she is likely to shove that person out of the way.
	Write the code numbers for all the girls on your list that you feel are like Marianna.

NOTE: All students must be provided with a list of names of all the students in the class; each name should be linked with a unique identification code for the respondents to record in response to the survey questions.

Scoring Instructions

Bully items = D and H; Victim items = B and F. Scores are computed separately by adding up all the nominations a given child receives from his or her classmates on the respective bully and victim items. These scores are then divided by the total number of raters and multiplied by 100 to obtain a percentage score of peer-nominated bully and victim behavior. Scores can range from 0 to 100 with higher scores reflecting a greater percentage of classmate nominations.

References

Gottheil, N. F., & Dubow, E. F. (2001a). The interrelationships of behavioral indices of bully and victim behavior. *Journal of Emotional Abuse, 2,* 75–93.

Gottheil, N. F., & Dubow, E. F. (2001b). Tripartite beliefs model of bully and victim behavior. *Journal of Emotional Abuse, 2,* 25–47.

Gottheil, N. F. (2000, August). *Tripartite beliefs models of bully and victim behavior*. Paper session presented at the108th Annual Convention of the American Psychological Association, Washington, DC.

Developer's Contact Information

Neil Gottheil, PhD
School of Psychology
Psychology Services, Children's Hospital of Eastern Ontario
401 Smyth Road
Ottawa, Ontario
Canada K1H 8L1
Tel: 613-738-3264
ngottheil@cheo.on.ca



C7. Modified Peer Nomination Inventory

1.	S/He's always losing things.	14.	S/He's a good looking kid.
2.	S/He's a fast runner.	15.	Kids do mean things to her/him.
3.	Kids make fun of her/him.	16.	S/He tries to get other people in trouble.
4.	S/He is the kind of kid I like.	17.	S/He's a good friend of mine.
5.	When s/he doesn't get her/his way s/he gets real mad.	18.	S/He hits and pushes others around.
6.	S/He gets beat up.	19.	S/He likes to help the teacher.
7.	S/He has lots of friends.	20.	S/He gets picked on by other kids
8.	S/He's just plain mean.	21.	S/He's good at sports.
9.	S/He shares her/his things with others.	22.	S/He gets hit and pushed by other kids.
10.	S/He gets called names by other kids.	23.	All the kids like her/him.
11.	S/He's a real smart kid.	24.	S/He tries to pick fights with people.
12.	S/He makes fun of people.	25.	Kids try to hurt her/his feelings.
13.	S/He says s/he can beat everybody up.	26.	S/He's a real nice kid.

Copyright © 1988 by the American Psychological Association. Reprinted with permission. The official citation that should be used in referencing this material is Perry, D. G., Kusel, S. J., & Perry, L. C. (1988). Victims of peer aggression. Developmental Psychology, 24, 807–814.

Original Peer Nomination Inventory: Copyright©1961 by Southern Universities Press. Reproduced with permission of authors and publisher from: Wiggins, J. S., & Winder, C. L. (1961). The Peer Nomination Inventory: An empirically derived sociometric measure of adjustment in preadolescent boys. Psychological Reports, 9, 643–677. (Monogr. Suppl. 5-V9).

NOTE: The names of all same -sex classmates are presented along the top of the survey form and respondents are asked to palce an X under the name of each classmate who fit the behavior described in each item. Respondents are instructed to cross their own name off the list, so they cannot nominate themselves.

Scoring Instructions

Victimization scale: Items 3, 6, 10, 15, 20, 22, and 25
Aggression scale: Items 5, 8, 12, 13, 16, 18, and 24

A victimization score for each child is computed by calculating the percentage of same-sex classmates who nominated him or her for each victimization item and then totaling these percentages. Because there are seven items on the Victimization scale, it has a range of 0 to 700, with higher values indicate more victimization. An aggression score for each child is computed for each child in an analogous way. Because there are seven items on the Aggression scale, it has a range of 0 to 700, with higher values indicating more aggressive behavior.

References

Perry, D. G., Kusel, S. J. & Perry, L. C. (1988). Victims of peer aggression. *Developmental Psychology, 24,* 807–814.

(Original inventory: Wiggins, J. S. & Winder, C. L. (1961). The Peer Nomination Inventory: An empirically derived sociometric measure of adjustment in preadolescent boys. *Psychological Reports, 9,* 643–677.)

Developer's Contact Information

David G. Perry, PhD
Department of Psychology
Florida Atlantic University
228 Behavioral Science
Boca Raton, FL 33431
Tel: 561-297-3364
perrydg@fau.edu

C8. Olweus Bullying Questionnaire

Sample Items

ABOUT BEING BULLIED BY OTHER STUDENTS

Here are some questions about being bullied by other students. First, we define or explain the word bullying. We say a student is being bullied when another student or several other students:

- say mean and hurtful things or make 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 lock him or her inside a room;
- 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 other hurtful things like that.

When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. We also call it 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 equal strength or power argue or fight.

4.	How often have you been bullied at school in the past couple of months?	I haven't been bullied at school in the past couple of months It has only happened once or twice 2 or 3 times a month About once a week Several times a week

Have you been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions.

5.	I was called mean names, was made fun of, or teased in a hurtful way.	It hasn't happened to me in the past couple months Only once or twice 2 or 3 times a month About once a week Several times a week
17.	How long has the bullying lasted?	I haven't been bullied at school in the past couple of months It lasted one or two weeks It lasted about a month It has lasted about 6 months It has lasted about a year.

ABOUT BULLYING OTHER STUDENTS

24.	How often have you taken part in bullying another student(s) at school the past couple of months?	I haven't bullied another student(s) at school in the past couple of months It has only happened once or twice 2 or 3 times a month About once a week Several times a week
27.	I hit, kicked, pushed and shoved him or her around, or locked him or her indoors.	It hasn't happened in the past couple of months It has only happened once or twice 2 or 3 times a month About once a week Several times a week
35.	Has any adult at home talked with you about your bullying other students at school in the past couple of months?	I haven't bullied other student(s) at school in the past couple of months. No, they haven't talked with me about it Yes, they have talked with me about it once Yes, they have talked with me about it several times

Copyright © 2007 by Hazelden Foundation: Reprinted by special permission of the publisher, Hazelden Foundation, 15251 Pleasant Valley Rd., Center City, MN 55012

Scoring Instructions

This scale is copyrighted. Scoring and analysis typically occurs with a special statistical program (BVQ-Stat), which presents the data in a user-friendly and efficient way. For permission to use and specific scoring information, contact Hazelden Publishing at 1-800-328-9000 (United States and Canada) or 651-213-4000 (Elsewhere).

References

Solberg, M., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior, 29,* 239–268..

Developer's Contact Information

Dan Olweus, PhD
Research Centre for Health Promotion
University of Bergen
Christiesgt. 13
N-5015 Bergen, Norway
Tel: +47 55 58 28 08, dir: +47 55 58 23 27
dan.olweus@psych.uib.no



C9. Peer Interactions in Primary School Questionnaire

Grade_____ **Date**_____ **I am a (circle one) Boy Girl**

Place an X in the box.

		A lot	Sometimes	Never
1.	Other students make me cry	☐	☐	☐
2.	I tease other students	☐	☐	☐
3.	Other students take things from me that I do not want to give them	☐	☐	☐
4.	I push or slap other students	☐	☐	☐
5.	Other students look at me in a mean way	☐	☐	☐
6.	I tell other students I will hit or hurt them	☐	☐	☐
7.	At recess, I play by myself	☐	☐	☐
8.	I say mean things about a student to make other kids laugh	☐	☐	☐
9.	Another student tells me they will hurt me	☐	☐	☐
10.	I make other students feel sad on purpose	☐	☐	☐
11.	I am hit or kicked by other students	☐	☐	☐
12.	I call other students bad names	☐	☐	☐
13.	Other students tease me	☐	☐	☐
14.	I am mean to other students	☐	☐	☐
15.	Other students ignore me on purpose	☐	☐	☐
16.	I hit or kick other students	☐	☐	☐
17.	Other students make me feel sad	☐	☐	☐
18.	I feel bad because I am mean to other students	☐	☐	☐
19.	Other students make fun of me	☐	☐	☐
20.	I want to stay home from school because students are mean to me	☐	☐	☐
21.	I give other students mean or "dirty" looks	☐	☐	☐
22.	Other students leave me out of games on purpose	☐	☐	☐

Copyright © 2007 Lippincott Williams & Wilkins (LWW). Reproduced by special permission of the publisher, LWW, 351 W Camden Street, 4 North, Baltimore, MD 21201 from: Psychometric Properties of the Peer Interactions in Primary School (PIPS) questionnaire by Thomas Tarshis and Lynne Huffman in *the Journal of Developmental and Behavioral Pediatrics, 2007,* Volume 28, pp. 125–132. Further reproduction is prohibited without permission from LWW.

Scoring Instructions

Point values are assigned as follows:
Never = 0 Sometimes = 1 A Lot = 2

Victim subscale: Items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 20, and 22
Bully subscale: Items 2, 4, 6, 8, 10, 12, 14, 16, 18, and 21

Items on each subscale are summed. The intended range for the Victim subscale is 0–24, with higher scores indicating more victimization. The intended range for the Bully subscale is 0–20, with higher scores indicating more bully perpetration.

References

Tarshis, T. P., & Huffman, L. C. (2007). Psychometric properties of the Peer Interactions in Primary School (PIPS) questionnaire. *Journal of Developmental and Behavioral Pediatrics, 28,* 125–132.

Developer's Contact Information

Thomas Tarshis, MD
Bay Area Children's Association
20380 Town Center Lane, Suite 215
Cupertino, CA 95014
Tel: 408-996-7950
ttarshis@bayareachild.org

C10. Reduced Aggression/Victimization Scale

Think about what happened DURING THE LAST 7 DAYS, when you answer these questions.

	During the last 7 days:	0 times	1 time	2 times	3 times	4 times	5 times	6+ times
1.	How many times did a kid from your school tease you?	0	1	2	3	4	5	6+
2.	How many times did a kid from your school push, shove, or hit you?	0	1	2	3	4	5	6+
3.	How many times did a kid from your school call you a bad name?	0	1	2	3	4	5	6+
4.	How many times did kids from your school say that they were going to hit you?	0	1	2	3	4	5	6+
5.	How many times did other kids leave you out on purpose?	0	1	2	3	4	5	6+
6.	How many times did a student make up something about you to make other kids not like you anymore?	0	1	2	3	4	5	6+
7.	How many times did you tease a kid from your school?	0	1	2	3	4	5	6+
8.	How many times did you push, shove, or hit a kid from you school?	0	1	2	3	4	5	6+
9.	How many times did you call a kid from your school a bad name?	0	1	2	3	4	5	6+
10.	How many times did you say that you would hit a kid from your school?	0	1	2	3	4	5	6+
11.	How many times did you leave out another kid on purpose?	0	1	2	3	4	5	6+
12.	How many times did you make up something about other students to make other kids not like them anymore?	0	1	2	3	4	5	6+

Adapted by Pamela Orpinas from the Aggression Scale: Orpinas & Frankowski, 2001.

Scoring Instructions

Point values are assigned as indicated above.

Victimization Scale:
Overt aggression: Items 1–4
Relational aggression: Items 5–6

Aggression Scale:
Overt aggression: Items 7–10
Relational aggression: Items 11–12

Each point represents one instance of victimization or aggression reported by the student during the week prior to the survey. If four or more items are missing, the score cannot be computed. If three or fewer items are missing, these values are replaced by the respondent's average. Ranges for the victimization and aggression subscales are 0 to 24 and 0 to 12 for overt and relational aggression, respectively. Higher scores indicate higher levels of victimization and aggression.

References

Orpinas, P., & Horne, A. M. (2006). *Bullying prevention: Creating a positive school climate and developing social competence.* Washington, DC: American Psychological Association.

Developer's Contact Information

Pamela K. Orpinas, PhD
University of Georgia, School of Health Promotion and Behavior
319 Ramsey Center
Athens, GA 30602
Tel: 706-542-4372
porpinas@uga.edu



C11. School Life Survey

PART I:

	These questions are about *yourself,* during the past four weeks in school:	YES	NO	*If YES,* indicate number of times in the *past four weeks*
1.	I hit or beat up other students and hurt them.	☐	☐	
2.	I teased other students and made cruel jokes about them.	☐	☐	
3.	I kept those I didn't like from joining in play time or group activities.	☐	☐	
4.	I took things from other students and did not give them back.	☐	☐	
5.	I told other students that I would hurt them.	☐	☐	
6.	I told lies and stories about other students to make them look bad.	☐	☐	
7.	I pushed other students, made them fall and get hurt.	☐	☐	
8.	I said mean things about other students and called them bad names.	☐	☐	
9.	I kept other students from being friends with people I didn't like.	☐	☐	

PART II:

Did this happen to you, during the past four weeks in school? (Leave the item blank if it did not happen to you). *Read the items below and put a check mark in the box ☐ for the ones that are true for you. For each item you have checked, write down:*

- the number of times it took place during the past four weeks
- the name of the student who did it to you – you can write a name more than once
- his/her grade

These questions are about *yourself,* during the past four weeks in school:	Number of times in the past 4 weeks	Who did this to you?	*His/her grade*
☐ 1. This student hurt me by hitting or beating me up.			
☐ 2. This student said s/he would harm me or do bad things to me.			
☐ 3. This student set me up to make others blame me.			
☐ 4. This student took my things and did not give them back to me.			
☐ 5. This student teased me and made fun of me in a mean way.			
☐ 6. This student told lies and stories about me to make others dislike me.			
☐ 7. This student broke my things on purpose.			
☐ 8. This student called me bad names or made cruel jokes about me.			
☐ 9. This student told others not to be my friend.			
☐ 10. This student pushed me on purpose, made me fall and get hurt.			
☐ 11. This student phoned me to give me a hard time.			
☐ 12. This student said s/he would not be my friend if I didn't do what s/he said.			
☐ 13. This student locked me up in a room or closed space.			
☐ 14. This student made mean jokes, noises, or faces at me when I walked by.			
☐ 15. This student made others leave me out of things.			

Copyright © 2005 Sage Publications, Ltd. Reproduced by special permission of the publisher, Sage Publications, Ltd, 1 Oliver's Yard, 55 City Rd., London, EC1Y 1SP, UK from: The efficacy of non-anonymous measures of bullying. *School Psychology International,* 26, 443–458 by John F. Chan, Rowan Myron, & Martin Crawshaw.

Scoring Instructions

PART I

Physical Bullying: Items 1, 4, and 7

Verbal Bullying: Items 2, 5, and 8

Relational Bullying: Items 3, 6, and 9

PART II

Physical Victimization: Items 1, 4, 7, 10, and 13

Verbal Victimization: Items 2, 5, 8, 11, and 14

Relational Victimization: Items 3, 6, 9, 12, and 15

Underlying the scoring rationale of the questionnaire is a frequency and dura¬tion parameter designed to operationally define persistence over time, and it is the average occurrence of at least one incident per week during the past four weeks, expressed as a frequency of $f \geq 4$.

The application of the cut-off criterion at $P + V + R \geq 4$ (P stands for physical, V for verbal, R for relational) must be considered exploratory. This criterion was chosen for its comparability to other studies in defining a magnitude of weekly occurrence.

It is also reasonable to expect that with equal weight assigned to the three types of bullying and victimization in the combined rates $P + V + R \geq 4$ cut-off, student's responses will be pushed towards reporting less severe events, which would not have been included as bullying if the global method had been used instead.

Scores on the subscales are computed by summing the reported frequency of occurrence across subscale items. A frequency of four acts during the past four weeks is selected as the cut-off level for determining whether someone has engaged in bully perpetration or experienced bully victimization (e.g., $P + V + R \geq 4$, where P stands for physical, V for verbal, and R for relational).

References

Chan, J. H. F., Myron, R. R., & Crawshaw, C. M. (2005). The efficacy of non-anonymous measures of bullying. *School Psychology International*, *26,* 443–458.

***School Life Survey* Disclaimer:**

You may use this instrument for the purpose of conducting school surveys, prevention, intervention, and other kinds of anti-bullying work, as well as for research. The usual rules of research ethics need to be observed, and the researchers are expected to explicitly cite the source in all publications.

For the advancement of knowledge, the instrument authors would also like to receive information about studies conducted using this instrument.

The *School Life Survey* (SLS) provides a new procedure for measuring school bullying and victimization, and at this stage, it remains largely experimental in nature. Its properties, administration, and limitations are detailed in Chan's (2002) unpublished doctoral dissertation (Psychology Department, University of Hull, UK). However, it was not intended for public use, and a test manual or interpretive guide has not been compiled to assist those who might be interested in using it.

Anyone choosing to use the *School Life Survey* in its current form, therefore, assumes sole responsibilities for its use and application. Users should be familiar with the Standards for Educational and Psychological Testing (APA, 1999) and are reminded of the need to adhere to the ethical standards pertaining to research with human participants (e.g., APA Ethical Principles of Psychologists and Code of Conduct, 2002), as well as compliance with local laws and regulations governing the use of the knowledge and data collected using the instrument.

The precautions and ethical issues in relation to conducting non-anonymous surveys were addressed in Chan's original unpublished doctoral dissertation:

Chan, H. F. J. (2002). The *School Life Survey – A new instrument for measuring bullying and victimization*. Unpublished doctoral dissertation, University of Hull, UK.

Some of these issues and ethical dilemmas were discussed in the following article:

Chan, H. F. J., & Rauenbusch, F. (2004). Bullies and victims now have a name and a face. The bully issue. *Orbit Magazine*, 34, 18–21.

Developer's Contact Information

John H. F. Chan, PhD
Psychological Services
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto, ON, M2N 6E8, Canada
Tel: 416-222-8282
john.chan@tcdsb.org



C12. School Relationships Questionnaire

Age: ___ ___ Gender: male / female

ID number: ___ ___ ___ School:_____

This questionnaire asks about your relationships with other pupils at school. All of the questions refer to experiences you have had **since the start of this school year** (i.e., since the end of the summer holidays in September). Please answer all of the questions as honestly as possible.

If you have any queries, please raise your hand and ask. If at any point you do not wish to continue with the questionnaire, please stop.

This questionnaire is **completely confidential and anonymous**. The information that you give will not be seen by any other pupils or teachers. You will **not** be asked for your name, or anybody else's.

Section 1. Direct Aggression Received

This section asks you about any bullying behavior that you have **received**.

We would like to find out about any bullying behavior that may have happened to you **since the start of this school year** (i.e., since the end of the summer holidays in September).

Please answer the following questions as honestly as possible.

What has happened to you since the start of this school year?

Please circle the answer that best fits your experience. For example: (yes) no

a. **Have you ever had personal belongings taken?** **yes** **no**

If yes, how often has this happened?

☐ Not very often (1-3 times) ☐ Often (more than 4 times) ☐ Very often (at least once a week)

b. **Have you been threatened / blackmailed?** **yes** **no**

If yes, how often has this happened?

☐ Not very often (1-3 times) ☐ Often (more than 4 times) ☐ Very often (at least once a week)

c. **Have you been hit or beaten up?** **yes** **no**

If yes, how often has this happened?

☐ Not very often (1-3 times) ☐ Often (more than 4 times) ☐ Very often (at least once a week)

d. **Have other things happened to you?** **yes** **no**

If yes, how often has this happened?

☐ Not very often (1-3 times) ☐ Often (more than 4 times) ☐ Very often (at least once a week)

Please describe.

_____

_____

_____

_____

Section 2. Verbal and Relational Aggression Received

a. **Have other pupils called you nasty names? yes no**

If yes, how often has this happened?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

b. **Have other pupils not wanted to hang around with you (to make you upset)? yes no**

If yes, how often has this happened?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

c. **Have other pupils said they wouldn't be friends with you anymore, or said they would tell-tale (tell other people things about you)? yes no**

If yes, how often has this happened?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

d. **Have other pupils told lies, said nasty things, or told stories about you that were not true? yes no**

If yes, how often has this happened?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

e. **Have other pupils spoilt activities (for example, sports games or class activities) on purpose (to make you upset)? yes no**

If yes, how often has this happened?

☐ ☐	☐	
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

Section 3. Direct Aggression Given

This section asks you about any bullying behavior that you have <u>taken part in</u>.

We would like to find out about any bullying behavior that you have carried out **since the start of this school year** (i.e., since the end of the summer holidays in September).

Please answer the following questions as honestly as possible.

What have you done to others since the beginning of the school year?

Please circle the answer that best fits your experience. For example: (yes) no

a. **Have you taken others personal belongings? yes no**

If yes, how often have you done this?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

b. Have you threatened / blackmailed someone? yes no

If yes, how often have you done this?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

c. Have you hit or beaten someone up? yes no

If yes, how often have you done this?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

d. Have you done any other things? yes no

If yes, how often have you done this?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

Please describe.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Section 4. Verbal and Relational Aggression Given

a. Have you called other pupils nasty names? yes no

If yes, how often have you done this?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

b. Have you not hung around with another pupil/other pupils (to make them upset)? yes no

If yes, how often have you done this?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

c. **Have you told other pupils that you did not want to be friends with them anymore, or said that you would tell-tale (tell other people things about them)? yes no**

If yes, how often have you done this?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

d. **Have you told lies, said nasty things, or told stories about other pupils that were not true? yes no**

If yes, how often have you done this?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

e. **Have you spoilt activities for other pupils (for example, sports games or class activities) on purpose (to make them upset)? yes no**

If yes, how often have you done this?

☐	☐	☐
Not very often (1-3 times)	Often (more than 4 times)	Very often (at least once a week)

Thank you very much for completing this questionnaire.

Scoring Instructions

The SRQ is subdivided into four sections: "Direct Aggression Received," "Verbal & Relational Aggression Received," "Direct Aggression Given," and "Verbal & Relational Aggression Given." The SRQ allows the classification of four roles for both direct (physical) and relational bullying: (1) "pure bully" (perpetrator of aggressive acts only), (2) "pure victim" (receiver of aggressive acts), (3) "bully/victim" (both perpetrator and receiver), and (4) "neutral" (non-involvement in bullying or victimization).

Responses are scored 0–2 depending on how frequently the individual has been involved in a victimization or bullying situation ("not very often" = 0, "often" = 1 or "very often" = 2). Scores of 1 or 2 (often or very often) in the "Direct Aggression Received" section result in categorization as a direct victim. Scores of 1 or 2 (often or very often) in the "Direct Aggression Given" section result in categorization as a direct bully. Classification as both a direct victim and a direct bully (scores of 1 or 2, often or very often, in both the "Direct Aggression Received" and "Direct Aggression Given" sections) result in categorization as a direct bully/victim. All other subjects are categorized as direct neutrals. The same principles are applied for categorization as a relational victim, bully, bully/victim, and neutral.

References

Wolke, D., Woods, S., Bloomfield, L., & Karstadt, L. (2000). The association between direct and relational bullying and behaviour problems among primary school children. *Journal of Child Psychology and Psychiatry, 41,* 989–1002.

Developer's Contact Information

Dieter Wolke, PhD
Department of Psychology and Health Sciences Research Institute
Warwick Medical School
UK-Coventry CV4 7AL
Tel: +44 (0)24 7652 3537
D.Wolke@warwick.ac.uk

Sarah Woods, PhD
School of Psychology
University of Hertfordshire
College Lane, Hatfield
Hertfordshire, AL10 9AB
UK
Tel: +44 (0)1707 285057
s.n.woods@herts.ac.uk

C13. Setting the Record Straight

		TRUE	FALSE
1.	My classmates probably think that kids make fun of me.	☐	☐
2.	Kids make fun of me.	☐	☐
3.	My classmates probably think that I get beat up.	☐	☐
4.	I get beat up.	☐	☐
5.	My classmates probably think that I get called names by other kids.	☐	☐
6.	I get called names by other kids.	☐	☐
7.	My classmates probably think that I make fun of people.	☐	☐
8.	I make fun of people.	☐	☐
9.	My classmates probably think that kids do mean things to me.	☐	☐
10.	Kids do mean things to me.	☐	☐
11.	My classmates probably think that I hit and push others around.	☐	☐
12.	I hit and push others around.	☐	☐
13.	My classmates probably think that I get picked on by other kids.	☐	☐
14.	I get picked on by other kids.	☐	☐
15.	My classmates probably think that I get hit and pushed by other kids.	☐	☐
16.	I get hit and pushed by other kids.	☐	☐
17.	My classmates probably think that kids try to hurt my feelings.	☐	☐
18.	Kids try to hurt my feelings.	☐	☐
19.	My classmates probably think that if someone gets in my way I will shove them out of the way.	☐	☐
20.	If someone gets in my way I will shove them out of the way.	☐	☐
21.	My classmates probably think that when I get picked on I don't like to fight back.	☐	☐
22.	When I get picked on I don't like to fight back.	☐	☐
23.	My classmates probably think that I get teased a lot.	☐	☐
24.	I get teased a lot.	☐	☐
25.	My classmates probably think that there are certain kids I like to bother.	☐	☐
26.	There are certain kids I like to bother.	☐	☐
27.	My classmates probably think that I can beat everyone up.	☐	☐
28.	I can beat everyone up.	☐	☐
29.	My classmates probably think that I don't defend myself.	☐	☐
30.	I don't defend myself.	☐	☐

Copyright © 2001, The Haworth Press Inc. Reproduced by special permission of the publisher, The Haworth Press Inc.: *Journal of Emotional Abuse.* 10 Alice Street, Binghamton, NY 13904, from: The interrelationships of behavioral indices of bully victim behavior by Neil F. Gottheil and Eric F Dubow. Further reproduction is prohibited without permission from The Haworth Press Inc.

Scoring Instructions

Points are assigned as follows:

True = 1 False = 0

Self-report

Victimization subscale: Items 2, 4, 6, 10, 14, 16, 18, 22, 24, and 30

Bully subscale: Items 8, 12, 20, 26, and 28

Perceived peer perception
Victimization subscale: Items 1, 3, 5, 9, 13, 15, 17, 21, 23, and 29
Bully subscale: Items 7, 11, 19, 25, and 27

The score for each of the four subscales is computed by summing item scores, dividing this sum by the total number of items for a given subscale, and multiplying the result by 100 (so that a percentage is obtained). Scores for each subscale range from 0 to 100, with higher scores reflecting more bullying and/or victimization.

References

Gottheil, N. F., & Dubow, E. F. (2001a). The interrelationships of behavioral indices of bully and victim behavior. *Journal of Emotional Abuse, 2,* 75–93.

Gottheil, N. F., & Dubow, E. F. (2001b). Tripartite beliefs model of bully and victim behavior. *Journal of Emotional Abuse, 2,* 25–47.

Developer's Contact Information

Neil Gottheil, PhD
School of Psychology
Psychology Services, Children's Hospital of Eastern Ontario
401 Smyth Road
Ottawa, Ontario
Canada, K1H 8L1
Tel: 613-737-7600, ext. 3264
ngottheil@cheo.on.ca



Section D:

Bystander, Bully, and/or Victim Scales

D1. Bully Survey

D2. Cyberbullying and Online Aggression Survey

D3. Cyber-Harassment Student Survey

D4. Exposure to Violence and Violent Behavior Checklist

D5. Gay, Lesbian, Straight, Education Network (GLSEN) National School Climate Survey

D6. Participant Role Questionnaire

D7. Peer Estimated Conflict Behavior Inventory

D8. Student School Survey

Description of Measures

Scale/ Assessment	Characteristics	Target Groups	Psychometrics	Developer
D1. Bully Survey	Multi-part measure assessing experiences with bullying victimization, perpetration, witnessing, and attitudes toward bullying.	Youth 10–18 years old	Cronbach's alpha: Physical bullying = 0.79 Verbal bullying = 0.85	Swearer & Carey, 2003; Swearer, Turner, Givens, & Pollack, 2008
D2. Cyberbullying and Online Aggression Survey	52-item measure with 2 subscales to measure cyberbullying victimization, perpetration, and bystander experiences.	Youth 12–17 years old	Cronbach's alpha: Victimization scale = 0.74 Offending scale = 0.76	Patchin & Hinduja, 2006; Hinduja & Patchin, 2009 © 2009 Sage Publications
D3. Cyber-Harassment Student Survey	15-item measure assessing the respondents' awareness of cyber-harassment and their experience with cyber-harassment as both the victim and perpetrator. The measure also assesses the emotional/ behavioral impact of being cyber-harassed.	Youth 12–15 years old	Cronbach's alpha: emotional and behavioral impact = 0.88	Beran & Li, 2005 © Baywood Publishing Co., Inc.
D4. Exposure to Violence and Violent Behavior Checklist	135-item measure assessing violence perpetration, victimization, and witnessing in one's home, school, and neighborhood	Youth 8–12 years old	Evidence of content validity	Nadel, Spellman, Alvarez-Canino, Lausell-Bryant, & Landsberg, 1996
D5. Gay, Lesbian, Straight, Education Network (GLSEN) National School Climate Survey	68-item measure assessing awareness of homophobic verbal bullying and experience with verbal and physical in-school harassment and assault.	Youth 10–18 years old	Cronbach's alpha: 0.70 to 0.90 Evidence of criterion validity	Kosciw & Diaz, 2006
D6. Participant Role Questionnaire	15-item measure with 5 subscales assessing the frequency of bullying perpetration, bullying assistance, reinforcement, defending, and bystander experiences.	Youth 7–10 years old	Cronbach's alpha: Bully scale = 0.93 Assistant scale = 0.95 Reinforcer scale = 0.90 Defender scale = 0.89 Outsider scale = 0.88	Salmivalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukiainen, 1996; Salmivalli & Voeten, 2004 © 1996 John Wiley & Sons Inc.
D7. Peer Estimated Conflict Behavior Inventory	A peer nomination–based measure assessing 7 constructs: physical aggression, verbal aggression, indirect aggression, constructive conflict resolution, third-party intervention, withdrawal, and victimization.	Youth 8–15 years old	Evidence of content validity	Österman et al., 1997
D8. Student School Survey	70-item measure assessing the frequency of bully perpetration, victimization, and bystander behavior. Other subscales include social cohesion and trust, perceived peer support, self-esteem, bully-related attitudes, and informal social control.	Youth 10–17 years old	Cronbach's alpha: Bully perpetration = 0.73 Moral approval of bullying = 0.93 Social cohesion and trust = 0.84 Perceived peer support = 0.79	Williams & Guerra, 2007 © 2007 The Colorado Trust

D1. Bully Survey

The Bully Survey – Student Version (BYS-S)

This project is being undertaken by researchers at the University of Nebraska-Lincoln and Creighton Prep. Participation in this survey is voluntary and you may stop any time you desire.

Instructions:
In this survey you will be asked to respond to questions and statements about "bullies" and "bullying."

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. Examples include the following:

- 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
- Getting certain people to "gang up" on others

There are four parts to this survey: (A) When you were bullied by others, (B) When you saw other students getting bullied, (C) When you were a bully, and (D) Your thoughts about bullying.

The Bully Survey - Part A

In this part, you will be asked about times when you were bullied.

REMEMBER: 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.

- 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
- Getting certain people to "gang up" on others

Have you been bullied this school year?

☐ Yes ☐ No

IF YES, how often have you been bullied? (Check one)

☐ one or more times a day, ☐ one or more times a week, ☐ one or more times a month.

If you have not been bullied this year, you may move on to Part B.

1a. Where have you been bullied? Check all the places:

☐ homeroom	☐ cafeteria
☐ academic class	☐ before school
☐ bus	☐ after school
☐ gym	☐ dances
☐ hallway	☐ sporting events
☐ bathroom	☐ online
☐ telephone	☐ text message

1b. From the list above, circle the ONE place you have been bullied the most.

2. How did you get bullied? (Check how often this happened)

	Never happened	Rarely happened	Sometimes happened	Often happened	Always happened
a. Called me names	☐	☐	☐	☐	☐
b. Made fun of me	☐	☐	☐	☐	☐
c. Said they will do bad things to me	☐	☐	☐	☐	☐
d. Played jokes on me	☐	☐	☐	☐	☐
e. Won't let me be a part of their group	☐	☐	☐	☐	☐
f. Broke my things	☐	☐	☐	☐	☐
g. Attacked me	☐	☐	☐	☐	☐
h. Nobody would talk to me	☐	☐	☐	☐	☐
i. Wrote bad things about me	☐	☐	☐	☐	☐
j. Said mean things behind my back	☐	☐	☐	☐	☐
k. Pushed or shoved me	☐	☐	☐	☐	☐
l. Other ways you were bullied: _____ _____					

3. Who bullied you most often (check all that are true):

☐ older boys
☐ younger boys
☐ boys in my grade
☐ someone who is strong
☐ someone who is powerful
☐ someone who has many friends
☐ other_____
☐ older girls
☐ younger girls
☐ girls in my grade
☐ someone who is an adult
☐ someone who is popular
☐ someone who is smart
☐ someone who I didn't know

4. How much of a problem was the bullying for you?

	Never a problem	Rarely a problem	Sometimes problem	Often a problem	Always a problem
a. Made me feel sick	☐	☐	☐	☐	☐
b. I couldn't make friends	☐	☐	☐	☐	☐
c. Made me feel bad or sad	☐	☐	☐	☐	☐
d. Made it difficult to learn at school	☐	☐	☐	☐	☐
e. Didn't come to school	☐	☐	☐	☐	☐
f. I had problems with my family	☐	☐	☐	☐	☐
g. Other: _____ _____					

5a. Why do you think you were bullied? Check all that are true. Because:

- ☐ 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
- ☐ the church I go to
- ☐ 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) _____

_____

5b. From the list above, circle the MAIN reason you were bullied.

6. Did the teachers and school staff know about the bullying that happened to you?

☐ Yes ☐ No ☐ I don't know

7a. How do you think your teachers and school staff took care of the bullying?

☐ Very well ☐ Okay ☐ Bad ☐ I don't know

8. Tell us what the teachers and school staff did to take care of the bully.

_____

_____

_____

9a. Did your parents know about the bullying that happened to you?

☐ Yes ☐ No ☐ I don't know

9b. Tell us what your parents did to take care of the bullying.

_____

_____

_____

10. Were you able to defend yourself from the bullying?

☐ Yes ☐ No

Explain:

_____

_____

_____

11. Does anyone bully you at home? (Check everyone who has bullied you)

☐ no one	☐ sister	☐ friend
☐ father	☐ stepfather	☐ other relative
☐ mother	☐ stepmother	☐ neighbor
☐ brother	☐ grandparent	☐ other:_____

11a. Is the bullying at home different from the bullying at school? If so, how?

_____

_____

The Bully Survey - Part B

In this part, you will be asked about <u>other</u> students who have been bullied.

REMEMBER: 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.

- 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
- Getting certain people to "gang up" on others

Did you ever see a student other than yourself who was bullied this school year?

☐ Yes ☐ No

IF YES, how often did you see this student being bullied? (Check one)

☐ one or more times a day, ☐ one or more times a week, ☐ one or more times a month.

If you do not know any students who have been bullied this year, you may move on to Part C.

1a. Where was the student bullied? Check all the places:

☐ homeroom	☐ cafeteria
☐ academic class	☐ before school
☐ bus	☐ after school
☐ gym	☐ dances
☐ hallway	☐ sporting events
☐ bathroom	☐ online
☐ telephone	☐ text message

1b. From the list above, circle the ONE place you saw the student bullied the most.



2. How did this student get bullied? (Check how often this happened)

	Never happened	Rarely happened	Sometimes happened	Often happened	Always happened
a. Called them names	☐	☐	☐	☐	☐
b. Made fun of them	☐	☐	☐	☐	☐
c. Said they will do bad things to them	☐	☐	☐	☐	☐
d. Played jokes on them	☐	☐	☐	☐	☐
e. Won't let them be a part of their group	☐	☐	☐	☐	☐
f. Broke their things	☐	☐	☐	☐	☐
g. Attacked them	☐	☐	☐	☐	☐
h. Nobody would talk to them	☐	☐	☐	☐	☐
i. Wrote bad things about them	☐	☐	☐	☐	☐
j. Said mean things behind their back	☐	☐	☐	☐	☐
k. Pushed or shoved them	☐	☐	☐	☐	☐
l. Other ways they were bullied: _____ _____					

3. Who bullied this student (check all that are true):

☐ older boys
☐ younger boys
☐ boys in my grade
☐ someone who is strong
☐ someone who is powerful
☐ somoene who has many friends
☐ other_____
☐ older girls
☐ younger girls
☐ girls in my grade
☐ someone who is an adult
☐ someone who is popular
☐ someone who is smart
☐ someone who I didn't know

4. How did seeing the bullying affect you?

	Never a problem	Rarely a problem	Sometimes problem	Often a problem	Always a problem
a. Made me feel sick	☐	☐	☐	☐	☐
b. I couldn't make friends	☐	☐	☐	☐	☐
c. Made me feel bad or sad	☐	☐	☐	☐	☐
d. Made it difficult for me to learn	☐	☐	☐	☐	☐
e. I didn't come to school	☐	☐	☐	☐	☐
f. I had problems with my family	☐	☐	☐	☐	☐
g. Other: _____ _____					

5a. Why do you think this student was bullied? (Check all that are true). Because:

- ☐ their face looks funny
- ☐ they are fat
- ☐ they are skinny
- ☐ they look too old
- ☐ they look too young
- ☐ they are a wimp
- ☐ their friends are weird
- ☐ they are sick a lot
- ☐ they are disabled
- ☐ they get good grades
- ☐ they get bad grades
- ☐ where they live
- ☐ the clothes they wear
- ☐ the color of their skin
- ☐ the country they are from
- ☐ they are different
- ☐ the church they go to
- ☐ their parents
- ☐ their brother
- ☐ their sister
- ☐ their family is poor
- ☐ their family has a lot of money
- ☐ someone in their family has a disability
- ☐ they are too tall
- ☐ they are too short
- ☐ they are in special education
- ☐ they get angry a lot
- ☐ they cry a lot
- ☐ they can't get along with other people
- ☐ they are gay
- ☐ the way they talk
- ☐ other (describe) _____

_____

5b. From the list above, circle the MAIN reason this student was bullied.

6. Did the teachers and school staff know about the bullying that you saw?

☐ Yes ☐ No ☐ I don't know

7a. How do you think your teachers and school staff took care of the bullying?

☐ Very well ☐ Okay ☐ Bad ☐ I don't know

7b. Tell us what the teachers and school staff did to take care of the bullying.

_____

_____

_____

8. Tell us what you did about the bullying.

_____

_____

_____

The Bully Survey - Part C

In this part, you will be asked about when <u>you bullied</u> other students.

REMEMBER: 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.

- 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
- Getting certain people to "gang up" on others

Did you ever bully anyone this school year?

☐ Yes ☐ No

If yes, how often did you bully this person? (Check one)

☐ one or more times a day, ☐ one or more times a week, ☐ one or more times a month.

If you never bullied other students this year, go to Part D and answer the rest of the questions.

1a. Where did you bully him or her? Check all the places:

☐ homeroom
☐ academic class
☐ bus
☐ gym
☐ hallway
☐ bathroom
☐ telephone
☐ cafeteria
☐ before school
☐ after school
☐ dances
☐ sporting events
☐ online
☐ text message

1b. From the list above, circle the ONE place you bullied the person the most.

2. How did you bully this person? (Check how often this happened)

	Never happened	Rarely happened	Sometimes happened	Often happened	Always happened
a. Called them names	☐	☐	☐	☐	☐
b. Made fun of them	☐	☐	☐	☐	☐
c. Said they will do bad things to them	☐	☐	☐	☐	☐
d. Played jokes on them	☐	☐	☐	☐	☐
e. Won't let them be a part of my group	☐	☐	☐	☐	☐
f. Broke their things	☐	☐	☐	☐	☐
g. Attacked them	☐	☐	☐	☐	☐
h. Didn't talk to them	☐	☐	☐	☐	☐
i. Wrote bad things about them	☐	☐	☐	☐	☐
j. Said mean things behind their back	☐	☐	☐	☐	☐
k. Pushed or shoved them	☐	☐	☐	☐	☐
l. Other: _____					

3. Who did you bully? (check all that are true)

☐ older boys
☐ younger boys
☐ boys in my grade
☐ someone who is weak
☐ someone who has no power
☐ somoene who has no friends
☐ other_____
☐ older girls
☐ younger girls
☐ girls in my grade
☐ someone who is an adult
☐ someone who is not popular
☐ someone who is dumb
☐ someone who I didn't know

4. How much was this a problem for you?

	Never a problem	Rarely a problem	Sometimes problem	Often a problem	Always a problem
a. Made me feel sick	☐	☐	☐	☐	☐
b. I couldn't make friends	☐	☐	☐	☐	☐
c. Made me feel bad or sad	☐	☐	☐	☐	☐
d. Made it difficult for me to learn	☐	☐	☐	☐	☐
e. I didn't come to school	☐	☐	☐	☐	☐
f. I had problems with my family	☐	☐	☐	☐	☐
g. Other: _____					

5a. Why did you bully this person? (Check all that are true) Because:

- ☐ their face looks funny
- ☐ they are fat
- ☐ they are skinny
- ☐ they look too old
- ☐ they look too young
- ☐ they are a wimp
- ☐ their friends are weird
- ☐ they are sick a lot
- ☐ they are disabled
- ☐ they get good grades
- ☐ they get bad grades
- ☐ where they live
- ☐ the clothes I wear
- ☐ the color of their skin
- ☐ the country they are from
- ☐ they are different
- ☐ the church they go to
- ☐ their parents
- ☐ their brother
- ☐ their sister
- ☐ their family is poor
- ☐ their family has a lot of money
- ☐ someone in their family has a disability
- ☐ they are too tall
- ☐ they are too short
- ☐ they are in special education
- ☐ they get angry a lot
- ☐ they cry a lot
- ☐ they can't get along with other people
- ☐ they are gay
- ☐ the way they talk
- ☐ other (describe) _____

5b. From the list above, circle the MAIN reason you bullied this person.

6. Did the teachers and school staff know about the bullying that you did?

☐ Yes ☐ No ☐ I don't know

7. How do you think your teachers and school staff took care of the bullying?

☐ Very well ☐ Okay ☐ Bad ☐ I don't know

8. Tell us what the teachers and school staff did to take care of the bullying.

_____

_____

_____

The Bully Survey - Part D

In this part, you will be asked about your thoughts about bullying.

1. How much do you agree with each sentence?

	Totally false	Sort of false	Both true and false	Sort of true	Totally true
a. Most people who get bullied ask for it.	☐	☐	☐	☐	☐
b. Bullying is a problem for kids.	☐	☐	☐	☐	☐
c. Bullies are popular.	☐	☐	☐	☐	☐
d. I don't like bullies.	☐	☐	☐	☐	☐
e. I am afraid of the bullies at my school.	☐	☐	☐	☐	☐
f. Bullying is good for wimpy kids.	☐	☐	☐	☐	☐
g. Bullies hurt kids.	☐	☐	☐	☐	☐
h. I would be friends with a bully.	☐	☐	☐	☐	☐
i. I can understand why someone would bully other kids.	☐	☐	☐	☐	☐
j. I think bullies should be punished.	☐	☐	☐	☐	☐
k. Bullies don't mean to hurt anybody.	☐	☐	☐	☐	☐
l. Bullies make kids feel bad.	☐	☐	☐	☐	☐
m. I feel sorry for kids who are bullied.	☐	☐	☐	☐	☐
n. Being bullied is no big deal.	☐	☐	☐	☐	☐

2. Is bullying a problem in your school?

☐ Yes ☐ No

3. Do you think that schools should worry about bullying?

☐ Yes ☐ No

4. Has bullying at <INSERT SCHOOL NAME> changed in the last year for you?

☐ Yes ☐ No

What do you think has caused that change?

_____

_____

_____

Please write any other ideas you have about bullying and being bullied.

_____

_____

_____

_____

_____

_____

5. What language is spoken in your home? _____

6. What country is your family from? _____

7. Gender: ☐ Male ☐ Female

8. Age:_____

9. Race:

☐ White
☐ Latino/Hispanic
☐ Native American
☐ Eastern European
☐ Biracial (Please specify)
_____
☐ Black/African American
☐ Asian American
☐ Middle Eastern
☐ Asian
☐ other _____

10. Circle only your current grade:

Grade: 4 5 6 7 8 9 10 11 12

11. How well do you do in your schoolwork? On your last report card, if you think of all of your subjects, what did you get (Check one)?

☐ Mostly As
☐ Mostly Bs
☐ Mostly Cs
☐ Mostly Ds
☐ As and Bs
☐ Bs and Cs
☐ Cs and Ds
☐ Ds and lower

Scoring Instructions

Points are assigned as follows:

Never happened = 0

Rarely happened = 1

Sometimes happened = 2

Often happened = 3

Always happened = 4

To assess being bullied, use Items 2a–k in Part A. To asses being a bystander, use items 2a–k in Part B. To assess bullying others, use items 2a–k in Part C. Seven items assess verbal bullying and four items assess physical bullying. Scale scores are created by summing item scores. The range for each scale is 0–44. Higher scores indicate more frequent bully-related experiences.

Although not behavioral in nature, Part D assesses attitudes toward bullying. Items are scored on a 5-point Likert-type scale (1 = "Totally false" to 5 = "Totally true"). In Part D, items 1b, 1e, 1g, and 1j–m are reversed scored. The range for the scale is 12–60. Higher scores denote more pro-bullying attitudes.

References

Swearer, S. M., & Cary, P. T. (2003). Perceptions and attitudes toward bullying in middle school youth: A developmental examination across the bully/victim continuum. . *Journal of Applied School Psychology, 19,* 63–79.

Swearer, S. M., Turner, R. K., Givens, J. E., & Pollack, W. S. (2008). "You're so gay!": Do different forms of bullying matter for adolescent males? *School Psychology Review, 37,* 160–173.

Developer's Contact Information

Susan Swearer, PhD
University of Nebraska at Lincoln
40 Teachers College Hall
Lincoln, NE 68588-0345
Tel: 402-472-1741
sswearer@unlserve.unl.edu

D2. Cyberbullying and Online Aggression Survey

How often in the last 30 days have you experienced the following?:	Never	Once or twice	A few times	Many times	Every day
1. In the last 30 days, have you been made fun of in a chat room?	a	b	c	d	e
2. In the last 30 days, have you received an email from someone you know that made you really mad?	a	b	c	d	e
3. In the last 30 days, have you received an email from someone you didn't know that made you really mad? This does not include "spam" mail.	a	b	c	d	e
4. In the last 30 days, has someone posted something on your My Space page that made you upset or uncomfortable?	a	b	c	d	e
5. In the last 30 days, has someone posted something on another web page that made you upset or uncomfortable?	a	b	c	d	e
6. In the last 30 days, have you received an instant message that made you upset or uncomfortable?	a	b	c	d	e
7. In the last 30 days, have your parents talked to you about being safe on the computer?	a	b	c	d	e
8. In the last 30 days, has a teacher talked to you about being safe on the computer?	a	b	c	d	e
9. In the last 30 days, have you been bullied or picked on by another person while online?	a	b	c	d	e
10. In the last 30 days, have you been afraid to go on the computer?	a	b	c	d	e
11. In the last 30 days, has anyone posted anything about you online that you didn't want others to see?	a	b	c	d	e
12. In the last 30 days, has anyone emailed or text messaged you and asked questions about sex that made you uncomfortable?	a	b	c	d	e
How often in the last 30 days have you done the following?	**Never**	**Once or twice**	**A few times**	**Many times**	**every day**
13. In the last 30 days, have you lied about your age while online?	a	b	c	d	e
14. In the last 30 days, have you posted something online about someone else to make others laugh?	a	b	c	d	e
15. In the last 30 days, have you sent someone a computer text message to make them angry or to make fun of them?	a	b	c	d	e
16. In the last 30 days, have you sent someone an email to make them angry or to make fun of them?	a	b	c	d	e
17. In the last 30 days, have you posted something on someone's MySpace, Xanga, or Friendster page to make them angry or to make fun of them?	a	b	c	d	e
18. In the last 30 days, have you taken a picture of someone and posted it online without their permission?	a	b	c	d	e



***Cyberbullying* is when someone repeatedly makes fun of another person online or repeatedly picks on another person through email or text message or when someone posts something online about another person that they don't like.**

19. *In my entire life*, I have cyberbullied others:
a. never b. seldom c. sometime d. fairly often e. often f. very often

20. *In the last 30 days,* I have cyberbullied others:
a. never b. once or twice c. a few times d. many times e. every day

21. If so, what was the most important reason for cyberbulling that person?
a. to get revenge
b. they deserved it
c. because others were doing it
d. for fun
e. because they picked on me at school
f. to vent my anger
g. to demonstrate power
h. I hate them
i. other reasons
j. I have not cyberbullied another person in the last 30 days

22. *In my entire life*, I have been cyberbullied:
a. never b. seldom c. sometime d. fairly often e. often f. very often

23. *In the last 30 days,* I have been cyberbullied:
a. never b. once or twice c. a few times d. many times e. every day

If you have ever been cyberbullied, tell us about the most recent experience.

24. Did you know who it was who did this to you?
a. friend
b. someone else from school
c. ex-friend
d. ex-boyfriend or girlfriend
e. someone I knew from a chat room
f. stranger
g. many people
h. other
i. No one has ever cyberbullied me

25. Was the bully someone you have met in real life?
a. yes b. no c. don't know d. No one has ever cyberbullied me

How often in the last 30 days have you done the following?	Never	Once	Sometimes	Often	Many Times
26. Where you ever cyberbullied by another student at your school?	a	b	c	d	e
27. Where threats made online carried out at school?	a	b	c	d	e
28. Did you tell someone about the cyberbullying experience?	a	b	c	d	e
29. Did you tell your parents about the cyberbullying experience?	a	b	c	d	e
30. Did you tell a friend about the cyberbullying experience?	a	b	c	d	e
31. Did you tell a teacher about the cyberbullying experience?	a	b	c	d	e

32. How did you respond to the cyberbullying experience?
a. logged off computer
b. blocked bully
c. changed screen name or email
d. left site
e. called the police
f. did nothing
g. did something else
h. No one has ever cyberbullied me

How did you feel about this cyberbullying experience?

NOTE: If you have not been cyberbullied, choose "f. N/A" which means not applicable.

How did you feel about this cyberbullying experience?	Never	Once	Sometimes	Often	Many Times	N/A
33. Where you sad?	a	b	c	d	e	f
34. Where you scared?	a	b	c	d	e	f
28. Where you frustrated?	a	b	c	d	e	f
29. Where you embarrassed?	a	b	c	d	e	f
30. Where you angry?	a	b	c	d	e	f
31. Where you not bothered by it?	a	b	c	d	e	f

Copyright © 2009 Sage Publications. Reproduced by special permission of the publisher, Sage Publications from: *Bullying beyond the schoolyard: Preventing and responding to cyberbullying* by Sameer Hinduja & Justin Patchin.

Scoring Instructions

Points are assigned as follows:

Never = 0

Once or twice = 1

A few times = 2

Many times=3

Every day = 4

Cyberbullying Victimization Scale: Items 1–6, 9–11

Cyberbullying Offending Scale: Items 14–18

Scale score created by summing item scores. Range of the victimization scale is 0–36; range of the offending scale is 0–20. Higher values represent more involvement with cyberbullying.

References

Patchin, J.W., & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyberbullying. *Youth Violence and Juvenile Justice, 4,* 148–169.

Hinduja, S., & Patchin, J. W. (2009). *Bullying beyond the schoolyard: Preventing and responding to cyberbullying*. Thousand Oaks, CA: Corwin Press.

Developer's Contact Information

Justin W. Patchin, PhD
Department of Political Science
University of Wisconsin - Eau Claire
105 Garfield - PO Box 4004
Eau Claire, WI 54702
Tel: 715-836-4058
patchinj@uwec.edu

Sameer Hinduja, PhD
Department of Criminology and Criminal Justice
Florida Atlantic University
5353 Parkside Drive
Jupiter, FL 33458-2906
Tel: 561-799-8227
hinduja@fau.edu



D3. Cyber-Harassment Student Survey

Thank you for participating in this survey.

School _____ Grade _____ Gender _____

Harassment occurs when a student, or several students, say mean and hurtful things or make fun of another student 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, tell lies or spread false rumors about him or her, send mean notes and try to make other students dislike him or her, and other hurtful things like that. When we talk about harassment, these things happen repeatedly, and it is difficult for the student being harassed to defend himself or herself. We also call it harassment when a student is teased repeatedly in a mean and hurtful way. But we don't call it harassment when the teasing is done in a friendly and playful way. Also, it is not harassment when two students of about equal strength or power argue or fight.

1. Have you heard of students using technology to harass other students (for example, the Internet, computers, cell phones, answering machines, video cameras)? If yes, what types of technology were used?

_____

_____

2. If yes, how was the technology used? Please describe the event.

_____

_____

_____

		Never	Once/Twice	A few times	Many times	Every day
3.	Have these types of harassing behaviors involving technology been directed toward you?	☐	☐	☐	☐	☐
4.	If yes, how have you been impacted? (Check One)	☐	☐	☐	☐	☐
	a. I felt sad and hurt.	☐	☐	☐	☐	☐
	b. I felt angry.	☐	☐	☐	☐	☐
	c. I felt embarrassed.					
	d. I felt afraid.	☐	☐	☐	☐	☐
	e. I felt anxious.	☐	☐	☐	☐	☐
	f. I missed school because of it.	☐	☐	☐	☐	☐
	g. I cried.	☐	☐	☐	☐	☐
	h. I had difficulty concentrating.	☐	☐	☐	☐	☐
	i. My marks have dropped because of it.	☐	☐	☐	☐	☐
	j. I blame myself.	☐	☐	☐	☐	☐
5.	Do the people who harrassed you by using technology also harrass you in other way (not using technology)?	☐	☐	☐	☐	☐
6.	Do you ever use technology to harass others?	☐	☐	☐	☐	☐

Copyright © 2005 Baywood Publishing Co., Inc. Reproduced by special permission of the publisher, Baywood Publishing Co., Inc., 26 Austin Ave. PO Box 337, Amityville, NY 11701, from: *Cyber-harassment: A study of a new method for an old behavior* by Tanya Beran and Qing Li. Further reproduction is prohibited without permission from Baywood Publishing Co., Inc.

Scoring Instructions

Point values are assigned as indicated above. Items 1–3, 5, and 6 are treated individually and responses are examined descriptively. Responses to Item 1 may need to be categorized. The developers used the following general categories: computer, cell phone, voicemail/answering machine, and video camera. The computer category was further subdivided based on means of cyber-harassment (e.g., via email or instant messaging, chat rooms, web pages, etc.). Higher scores indicate more awareness of or experience with cyber-bullying.

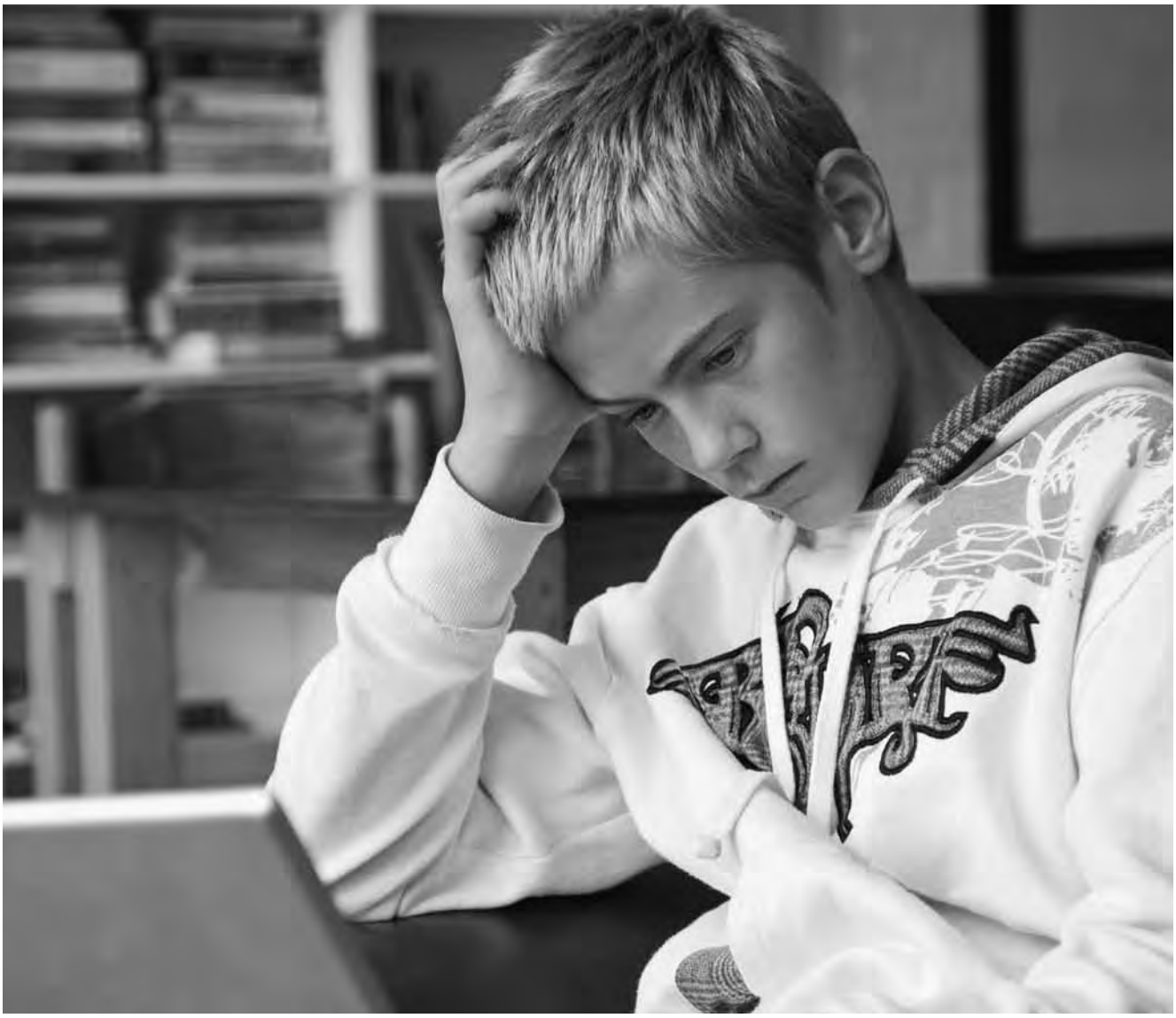
The emotional/behavioral impact items can be summed together for an overall impact scale score or by type, yielding an emotional impact score (sum of 7 emotion items) and a behavioral impact score (sum of 3 behavior items). High scores indicate greater impact as a result of cyber-bullying.

References

Beran, T., & Li, Q. (2005). Cyber-harassment: A study of a new method for an old behavior. *Journal of Educational Computing Research, 32,* 265–277.

Developer's Contact Information

Tanya Beran, PhD
Division of Applied Psychology
University of Calgary
AB, Canada T2N 1N4
Tel: 403-220-5110
tnaberan@ucalgary.ca



D4. Exposure to Violence and Violent Behavior Checklist

At school, how often have you been…	Never	Once	Sometimes	Often
1. Hit by a student.	1	2	3	4
2. Hit by school staff.	1	2	3	4
3. Kicked or pushed by a student.	1	2	3	4
4. Kicked or pushed by school staff.	1	2	3	4
5. Badly beaten up.	1	2	3	4
6. Threatened with a knife or sharp weapon.	1	2	3	4
7. Attacked with a knife or sharp weapon.	1	2	3	4
8. Threatened with a gun.	1	2	3	4
9. Verbally or emotionally abused by a student, that is, being called names or having things said to you that make you feel bad about yourself or afraid.	1	2	3	4
10. Verbally or emotionally abused by school staff.	1	2	3	4
11. Sexually harassed by a student.	1	2	3	4
12. Sexually harassed by school staff.	1	2	3	4
13. Sexually assaulted.	1	2	3	4
14. Robbed.	1	2	3	4
At school, how often have you seen others being …	**Never**	**Once**	**Sometimes**	**Often**
1. Hit by a student.	1	2	3	4
2. Hit by school staff.	1	2	3	4
3. Kicked or pushed by a student.	1	2	3	4
4. Kicked or pushed by school staff.	1	2	3	4
5. Badly beaten up.	1	2	3	4
6. Threatened with a knife or sharp weapon.	1	2	3	4
7. Attacked with a knife or sharp weapon.	1	2	3	4
8. Threatened with a gun.	1	2	3	4
9. Verbally or emotionally abused by a student.	1	2	3	4
10. Verbally or emotionally abused by school staff.	1	2	3	4
11. Sexually harassed by a student.	1	2	3	4
12. Sexually harassed by school staff.	1	2	3	4
13. Sexually assaulted.	1	2	3	4
14. Robbed.	1	2	3	4
15. In a fight after drinking or getting high.	1	2	3	4
In your neighborhood, how often have you been …	**Never**	**Once**	**Sometimes**	**Often**
1. Hit.	1	2	3	4
2. Kicked.	1	2	3	4
3. Pushed or shoved.	1	2	3	4
4. Badly beaten up.	1	2	3	4
5. Threatened with a knife or sharp weapon.	1	2	3	4
6. Attacked with a knife or sharp weapon.	1	2	3	4
7. Threatened with a gun.	1	2	3	4
8. Shot at.	1	2	3	4
9. Verbally or emotionally abused, that is, being called names or having things said to you that make you feel bad about yourself or afraid.	1	2	3	4
10. Sexually harassed.	1	2	3	4
11. Sexually assaulted.	1	2	3	4
12. Robbed.	1	2	3	4

In your neighborhood, how often have you seen others being …	Never	Once	Sometimes	Often
1. Hit.	1	2	3	4
2. Kicked.	1	2	3	4
3. Pushed or shoved.	1	2	3	4
4. Badly beaten up.	1	2	3	4
5. Threatened with a knife or sharp weapon.	1	2	3	4
6. Attacked with a knife or sharp weapon.	1	2	3	4
7. Threatened with a gun.	1	2	3	4
8. Shot at.	1	2	3	4
9. Verbally or emotionally abused.	1	2	3	4
10. Sexually harassed.	1	2	3	4
11. Sexually assaulted.	1	2	3	4
12. Robbed.	1	2	3	4
13. In a fight after drinking or getting high.	1	2	3	4
At school, how often have you heard of other students being …	**Never**	**Once**	**Sometimes**	**Often**
1. Hit by a student.	1	2	3	4
2. Hit by a school staff.	1	2	3	4
3. Kicked or pushed by a student.	1	2	3	4
4. Kicked or pushed by school staff.	1	2	3	4
5. Badly beaten up.	1	2	3	4
6. Threatened with a knife or sharp weapon.	1	2	3	4
7. Attacked with a knife or sharp weapon.	1	2	3	4
8. Threatened with a gun.	1	2	3	4
9. Shot at.	1	2	3	4
10. Verbally or emotionally abused by a student, that is, they were called names or had things said to them that made them feel bad about themselves or afraid.	1	2	3	4
11. Verbally or emotionally abused by school staff.	1	2	3	4
12. Sexually harassed by a student.	1	2	3	4
13. Sexually harassed by school staff.	1	2	3	4
14. Sexually assaulted.	1	2	3	4
15. Robbed.	1	2	3	4
16. In a fight after drinking or getting high.	1	2	3	4
In your neighborhood, how often have you heard of others being …	**Never**	**Once**	**Sometimes**	**Often**
1. Hit.	1	2	3	4
2. Kicked.	1	2	3	4
3. Pushed or shoved.	1	2	3	4
4. Badly beaten up.	1	2	3	4
5. Threatened with a knife or sharp weapon.	1	2	3	4
6. Attacked with a knife or sharp weapon.	1	2	3	4
7. Threatened with a gun.	1	2	3	4
8. Shot at.	1	2	3	4
9. Verbally or emotionally abused.	1	2	3	4
10. Sexually harassed.	1	2	3	4
11. Sexually assaulted	1	2	3	4
12. Robbed.	1	2	3	4
13. In a fight after drinking or getting high.	1	2	3	4



At home, in the past, how often have you been …	Never	Once	Sometimes	Often
1. Hit.	1	2	3	4
2. Kicked.	1	2	3	4
3. Pushed or shoved.	1	2	3	4
4. Badly beaten up.	1	2	3	4
5. Threatened with a knife or sharp weapon.	1	2	3	4
6. Attacked with a knife or sharp weapon.	1	2	3	4
7. Threatened with a gun.	1	2	3	4
8. Shot at.	1	2	3	4
9. Verbally or emotionally abused.	1	2	3	4
10. Sexually harassed.	1	2	3	4
11. Sexually assaulted	1	2	3	4
12. Robbed.	1	2	3	4
At home, in the past, how often have you seen other family members being …	**Never**	**Once**	**Sometimes**	**Often**
1. Hit.	1	2	3	4
2. Kicked.	1	2	3	4
3. Pushed or shoved.	1	2	3	4
4. Badly beaten up.	1	2	3	4
5. Threatened with a knife or sharp weapon.	1	2	3	4
6. Attacked with a knife or sharp weapon.	1	2	3	4
7. Threatened with a gun.	1	2	3	4
8. Shot at.	1	2	3	4
9. Verbally or emotionally abused.	1	2	3	4
10. Sexually harassed.	1	2	3	4
11. Sexually assaulted	1	2	3	4
12. Robbed.	1	2	3	4

At school, how often have you done these things?	Never	Once	Sometimes	Often
1. Hit or kicked someone.	1	2	3	4
2. Pushed or shoved someone when you were angry.	1	2	3	4
3. Badly beaten somebody up.	1	2	3	4
4. Carried a knife or sharp weapon or other blade.	1	2	3	4
5. Threatened someone with a knife or sharp weapon.	1	2	3	4
6. Attacked someone with a knife or sharp weapon.	1	2	3	4
7. Carried a weapon.	1	2	3	4
8. Threatened someone with a gun.	1	2	3	4
9. Verbally or emotionally abused someone, that is, said something that made them feel bad about themselves or afraid.	1	2	3	4
10. Sexually harassed someone.	1	2	3	4
11. Sexually assaulted someone.	1	2	3	4
12. Robbed someone.	1	2	3	4
13. Been suspended.	1	2	3	4
14. Gotten into a fight after drinking or getting high.	1	2	3	4
Outside of school, how often have you done these things?	**Never**	**Once**	**Sometimes**	**Often**
1. Hit or kicked someone.	1	2	3	4
2. Pushed or shoved someone when you were angry.	1	2	3	4
3. Badly beaten somebody up.	1	2	3	4
4. Carried a knife or sharp weapon or other blade.	1	2	3	4
5. Threatened someone with a knife or sharp weapon.	1	2	3	4
6. Attacked someone with a knife or sharp weapon.	1	2	3	4
7. Carried a weapon.	1	2	3	4
8. Threatened someone with a gun.	1	2	3	4
9. Verbally or emotionally abused someone, that is, said something that made them feel bad about themselves or afraid.	1	2	3	4
10. Sexually harassed someone.	1	2	3	4
11. Sexually assaulted someone.	1	2	3	4
12. Robbed someone.	1	2	3	4
13. Been suspended.	1	2	3	4
14. Gotten into a fight after drinking or getting high.	1	2	3	4

Scoring Instructions

Point values are assigned as indicated above. Items are scored by domain (school, community, family) and by whether violence is direct or vicarious. More specific timeframes can be used with this measure (e.g., past 30 days, past 3 months, past 6 months). Higher scores reflect more bullying experiences.

References

Nadel, H., Spellmann, M., Alvarez-Canino, T., Lausell-Bryant, L., & Landsberg, G. (1996). The cycle of violence and victimization: A study of the school-based intervention of a multidisciplinary youth violence-prevention program. *American Journal of Preventive Medicine, 12,* 109–119.

Dahlberg, L. L., Toal, S. B., Swahn, M., & Behrens, C. B. (2005). *Measuring violence-related attitudes, behaviors, and influences among youths: A compendium of assessment tools.,* (2nd ed.) Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

Developer's Contact Information

Gerald Landsberg, MSW, MPA, DSW
New York University
Silver School of Social Work
1 Washington Square North
New York, NY 10003
Tel: 212-998-5965
gl1@.nyu.edu

D5. Gay, Lesbian, Straight, Education Network (GLSEN) National School Climate Survey

SECTION A

This first set of questions is about homophobic remarks you may have heard at your school. Please circle the answer that best describes your experience at your school.

1. How often do you hear the expression "That's so gay," or "You're so gay" in school?
Frequently Often Sometimes Rarely Never

2. How often have you heard other homophobic remarks used in school (such as "faggot," "dyke," and "queer" used in a derogatory manner)?
Frequently Often Sometimes Rarely Never

3. How often do you hear these homophobic remarks from other students?
Frequently Often Sometimes Rarely Never

4. Would you say that homophobic remarks are made by:
Most of the students Some of the students Some of the students

5. How often do you hear these homophobic remarks from teachers or school staff?
Frequently Often Sometimes Rarely Never

6. In general, how much has it bothered or distressed you when you've heard words like "gay" or "queer" used to describe something in a derogatory way, like "That class was so gay"?
Not at all A little Pretty much Extremely

7. When you hear homophobic remarks, how often has a teacher or other school staff person been present?
Always *(Go to 8)* Most of the time *(Go to 8)* Some of the time *(Go to 8)* Never *(Go to 9)*

8. When homophobic remarks are made and a teacher or other school staff person is present, how often does the teacher or staff person intervene?
Always Most of the time Some of the time Never

9. When you hear homophobic remarks, how often does another student intervene?
Always Most of the time Some of the time Never



SECTION B

This next set of questions is about racist remarks you may have heard at your school. Please circle the answer that best describes your experience at your school.

1. How often have you heard racist remarks used in school (such as "nigger," "kike," "spic," "gook," used in a derogatory manner)?

Frequently Often Sometimes Rarely Never

2. How often do you hear racist remarks from other students?

Frequently Often Sometimes Rarely Never

3. Would you say that racist remarks are made by:

Most of the students Some of the students A few of the students

4. How often do you hear racist remarks from teachers or school staff?

Frequently Often Sometimes Rarely Never

5. When you hear racist remarks, how often has a teacher or other school staff person been present?

Always *(Go to 6)* Most of the time *(Go to 6)* Some of the time *(Go to 6)* Never *(Go to 7)*

6. When racist remarks are made and a teacher or other school staff person is present, how often does the teacher or staff person intervene?

Always Most of the time Some of the time Never

7. When you hear racist remarks, how often does another student intervene?

Always Most of the time Some of the time Never

SECTION C

This set of questions is about sexist remarks you may have heard at your school. Please circle the answer that best describes your experience at your school.

1. **How often have you heard sexist remarks used in school (such as someone being called a "bitch" in a derogatory way or comments about girls' bodies or talk of girls being inferior to boys)?**
   Frequently Often Sometimes Rarely Never

2. **How often do you hear sexist remarks from other students?**
   Frequently Often Sometimes Rarely Never

3. **Would you say that sexist remarks are made by:**
   Most of the students Some of the students A few of the students

4. **How often do you hear sexist remarks from teachers or school staff?**
   Frequently Often Sometimes Rarely Never

5. **When you hear sexist remarks, how often has a teacher or other school staff person been present?**
   Always *(Go to 6)* Most of the time *(Go to 6)* Some of the time *(Go to 6)* Never *(Go to 7)*

6. **When sexist remarks are made and a teacher or other school staff person is present, how often does the teacher or staff person intervene?**
   Always Most of the time Some of the time Never

7. **When you hear sexist remarks, how often does another student intervene?**
   Always Most of the time Some of the time Never

SECTION D

This set of questions is about remarks you may have heard at your school related to people's gender expression. Please circle the answer that best describes your experience at your school.

1. **How often have you heard comments about students not acting "masculine" enough?**
   Frequently Often Sometimes Rarely Never

2. **How often have you heard comments about students not acting "feminine" enough?**
   Frequently Often Sometimes Rarely Never

3. **How often do you hear these remarks from other students?**
   Frequently Often Sometimes Rarely Never

4. **Would you say that these remarks are made by:**
   Most of the students Some of the students A few of the students

5. **How often do you hear these remarks from teachers or school staff?**
   Frequently Often Sometimes Rarely Never

6. When you hear sexist remarks, how often has a teacher or other school staff person been present?

Always *(Go to 7)* | Most of the time *(Go to 7)* | Some of the time *(Go to 7)* | Never *(Go to 8)*

7. When these remarks are made and a teacher or other school staff person is present, how often does the teacher or staff person intervene?

Always | Most of the time | Some of the time | Never

8. When you hear these remarks, how often does another student intervene?

Always | Most of the time | Some of the time | Never

SECTION E

This set of questions is about harassment or fights that you may have encountered at your school. For each question, please circle or check the answer that best describes your experience at your school.

1. In the last month of school, how many times did you skip a class because you felt uncomfortable or unsafe in that class?

0 times | 1 time | 2 or 3 times | 4 or 5 times | 6 or more times

2. In the last month of school, how many days did you not go to school because you felt uncomfortable or unsafe at school or on your way to or from school?

0 times | 1 time | 2 or 3 times | 4 or 5 times | 6 or more times

3. Do you feel unsafe at your school because of… (check all that apply)

- ☐ your sexual orientation
- ☐ your gender
- ☐ your race or ethnicity
- ☐ how you express your gender (how traditionally"masculine" or "feminine" you are in your appearance or in how you act)
- ☐ your disability or because people think you have a disability
- ☐ your religion or because people think you are of a certain religion

4. In the past year, how often have you been verbally harassed (name calling, threats, etc.) at your school because of...

a. your sexual orientation?	Frequently	Often	Sometimes	Rarely	Never
b. your gender?	Frequently	Often	Sometimes	Rarely	Never
c. how you express your gender?	Frequently	Often	Sometimes	Rarely	Never
d. your race or ethnicity?	Frequently	Often	Sometimes	Rarely	Never
e. your disability or because people think you have a disability?	Frequently	Often	Sometimes	Rarely	Never
f. your religion or because people think you are of a certain religion?	Frequently	Often	Sometimes	Rarely	Never

5. In the past year, how often have you been physically harassed (shoved, pushed, etc.) at your school because of…

a. your sexual orientation?	Frequently	Often	Sometimes	Rarely	Never
b. your gender?	Frequently	Often	Sometimes	Rarely	Never
c. how you express your gender?	Frequently	Often	Sometimes	Rarely	Never
d. your race or ethnicity?	Frequently	Often	Sometimes	Rarely	Never
e. your disability or because people think you have a disability?	Frequently	Often	Sometimes	Rarely	Never
f. your religion or because people think you are of a certain religion?	Frequently	Often	Sometimes	Rarely	Never

6. In the past year, how often have you been physically assaulted (punched, kicked, injured with a weapon) at your school because of…

a. your sexual orientation?	Frequently	Often	Sometimes	Rarely	Never
b. your gender?	Frequently	Often	Sometimes	Rarely	Never
c. how you express your gender?	Frequently	Often	Sometimes	Rarely	Never
d. your race or ethnicity?	Frequently	Often	Sometimes	Rarely	Never
e. your disability or because people think you have a disability?	Frequently	Often	Sometimes	Rarely	Never
f. your religion or because people think you are of a certain religion?	Frequently	Often	Sometimes	Rarely	Never

7. How often have you been sexually harassed at your school, such as sexual remarks made toward you or someone touching your body inappropriately?

Frequently Often Sometimes Rarely Never

8. In the past year, how often have you had mean rumors or lies spread about you in school?

Frequently Often Sometimes Rarely Never

9. In the past year, how often have you had your property stolen or deliberately damaged, such as your car, clothing, or books in school?

Frequently Often Sometimes Rarely Never

10. In the past year, how often have you received harassing or threatening emails, instant messages (IMs), or text messages from students at your school?

Frequently Often Sometimes Rarely Never

SECTION F

These next questions ask about who you talk to when you have experienced harassment or assault in your school, regardless of whether it was related to your sexual orientation, race/ethnicity, gender, or gender expression. *If you have not experienced any incidents of harassment in school this past year, please skip to Section G.*

1. How often did you report when you were harassed or assaulted in school to a teacher, the principal, or other school staff person?

Always Most of the time Some of the time Never *(Go to 1c)*

1a. How often did you report when you were harassed or assaulted in school to a teacher, the principal, or other school staff person? *(Please answer in the space below):*

_____

_____

1b. Overall, how effective were the teachers or school staff in addressing the problems?

Very effective Somewhat effective Somewhat ineffective Not at all effective

1c. Why did you <u>NOT</u> report being harassed or assaulted to a teacher or staff person? *(Please answer in the space below):*

_____

_____

2. How often did you tell a parent or guardian when you were harassed or assaulted in school?

Always Most of the time Some of the time Never *(Go to 4)*

3. How often did your parent or guardian talk to your teacher, principal, or other school staff because you had been harassed or assaulted in school?

Always Most of the time Some of the time Never

4. How often did you tell another family member, other than your parent or guardian, when you were harassed or assaulted in school?

Always Most of the time Some of the time Never *(Go to Section G)*

5. How often did another family member (besides your parent or guardian) talk to your teacher, principal, or other school staff because you had been harassed or assaulted in school?

Always Most of the time Some of the time Never

SECTION G

This next set of questions is about some characteristics of your school. If you no longer attend school (for instance, if you have graduated or have stopped going to school), please answer the questions about the last school you attended in this school year.

1. Is your school… ***(check the box next to the best answer)***

☐ a public school

If it is a public school → Is it a charter school? ☐ Yes ☐ No ☐ Not Sure

Is it a magnet school? ☐ Yes ☐ No ☐ Not Sure

☐ a religious-affiliated school

If it is a religious-affiliated school, please check which religion →

☐ Catholic ☐ Episcopal ☐ Friends ☐ Christian Non-denominational ☐ Jewish ☐ Lutheran ☐ Muslim ☐ Other religion _____

☐ another kind of non-public, private, or independent school

2. Where is your school? State_____ School District_____
(If you attended a non-public school, please list the name of the school district you live in.)

3. Is your school in a:
- ☐ Large city (pop'n over 250,000)
- ☐ Mid-size city (pop'n under 250,000)
- ☐ Suburb of a large city
- ☐ Suburb of a mid-size city
- ☐ Town (not a major metropolitan area)
- ☐ Rural area

4. Is your school a:
- ☐ K through 12 school
- ☐ Lower school (elementary and middle school grades)
- ☐ Upper school (middle and high school grades)
- ☐ Elementary school
- ☐ Middle school
- ☐ High school

5. Does your school have a policy or a procedure for reporting incidents of harassment or assault in school?
☐ Yes ☐ No ☐ Don't know

5a. Does this policy specifically mention sexual orientation?
☐ Yes ☐ No ☐ Not Sure

5b. Does this policy specifically mention gender identity/expression?
☐ Yes ☐ No ☐ Not Sure

6. In the current school year, were you taught about lesbian, gay, bisexual, or transgender (LGBT) people, history, or events in any of your classes?
- ☐ No *(Go to 7)*
- ☐ Yes *If yes, please check which classes (check as many as apply)*
  - ☐ History/Social Studies
  - ☐ Science
  - ☐ Health
  - ☐ Gym/Physical Education
  - ☐ English
  - ☐ Foreign Language
  - ☐ Music
  - ☐ Math
  - ☐ Art
  - ☐ Other _____

6a. Overall, in those classes where LGBT topics were taught, do you think the representations of LGBT people, history, or events were:
☐ Very positive ☐ Somewhat positive ☐ Somewhat negative ☐ Very negative

7. In your school health classes, was discussion about sexual orientation ever included, such as in discussions of dating, sexuality/sex education, or family relationships?
☐ Yes ☐ No ☐ Don't know ☐ Not applicable

7a. How positive or negative were representations of LGBT people?
☐ Very positive ☐ Somewhat positive ☐ Somewhat negative ☐ Very negative

7b. In your school health classes, does your school follow an "abstinence-only" curriculum when teaching sexuality/sex education? For example, were you taught that you are expected to wait until marriage to engage in sexual activity, or that sexual activity outside of marriage is likely to have harmful effects on you?
☐ Yes ☐ No ☐ Don't know ☐ Not applicable

8. Do any of your textbooks contain information about LGBT people, history, or events?
☐ Yes ☐ No ☐ Don't know

9. Are there books or other resources in your school library that contain information about LGBT people, history, or events?

☐ Yes ☐ No ☐ Don't know

10. Are you able to use school computers to access websites about LGBT people, history, or events?

☐ Yes ☐ No ☐ Don't know ☐ Don't have internet access at my school

11. Does your school have a Gay/Straight Alliance (GSA) or another type of club that addresses LGBT student issues?

☐ Yes ☐ No *(Go to 13)*

12. How often do you attend GSA meetings?

☐ Frequently ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

12a. Have you participated as a leader or officer of your GSA?

☐ Yes ☐ No ☐ Not applicable

12b. How supportive is your principal or other head school official of your school's GSA?

☐ Very Supportive ☐ Somewhat Supportive ☐ Neutral ☐ Somewhat Unsupportive ☐ Very Unsupportive

12c. What activities has your GSA done during this school year?
(Please check all that apply)

☐ Organized social activities for its members.

☐ Created a supportive environment where members could talk about unique challenges some LGBT people face.

☐ Worked with teachers or school officials to reduce anti-LGBT bullying and harassment, including conducting teacher-trainings.

☐ Gave members the opportunity to make friends with LGBT students and allies.

☐ Helped members cope with anti-LGBT name calling, bullying, and harassment.

☐ Worked with teachers or school officials to increase representation of important LGBT people, events, or history in classes.

☐ Advocated with a teacher or school administrator on behalf of an LGBT student who was being bullied or harassed in school.

☐ Combated other types of social injustices, such as racism and sexism.

☐ Helped members to develop leadership skills for creating safer skills.

☐ Raised awareness of anti-LGBT harassment in your school and in society.

☐ Organized a school-wide event to raise awareness about LGBT issues, such as an assembly.

☐ Organized other types of awareness activities such as writing a school newspaper article, distributing educational materials, or raising money for an LGBT charity or cause.

☐ Other (please specify in the space below):

_____

_____

13. How often do you attend a program or group for LGBT youth outside of your school?

☐ Frequently ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

14. How many teachers or other school staff persons are supportive of LGBT students at your school?

☐ None ☐ One ☐ Between 2 and 5 ☐ Between 6 and 10 ☐ More than 10

15. How many teachers or other school staff at your school are open about being lesbian, gay, bisexual, or transgender?

☐ None ☐ One ☐ Between 2 and 5 ☐ Between 6 and 10 ☐ More than 10

16. Besides yourself, how many other LGBT students are there in your school that you know of?

☐ None ☐ One ☐ Between 2 and 5 ☐ Between 6 and 10 ☐ More than 10

17. In general, how supportive do you think people in your community are of LGBT people?

☐ Very Supportive ☐ Somewhat Supportive ☐ Neutral ☐ Somewhat Unsupportive ☐ Very Unsupportive

18. For each of the following types of school staff, please indicate how many times you have talked with each one about LGBT issues in this school year. Then, for each person you have talked to, please indicate how positive or negative the interaction was. *(If there is more than one of a certain category you have talked to about LGBT issues, such as more than one teacher, answer for the one with whom you have had the most contact.)*

18a. Teacher

☐ None *(Go to b)* ☐ One time ☐ Between 2 and 5 ☐ Between 6 and 10 ☐ More than 10

Overall, how positive were these interactions?

☐ Very Positive ☐ Somewhat Positive ☐ Somewhat Negative ☐ Very Negative ☐ Had no interaction about LGBT issues

18b. Principal

☐ None *(Go to c)* ☐ One time ☐ Between 2 and 5 ☐ Between 6 and 10 ☐ More than 10

Overall, how positive were these interactions?

☐ Very Positive ☐ Somewhat Positive ☐ Somewhat Negative ☐ Very Negative ☐ Had no interaction about LGBT issues

18c. School counselor or psychologist

☐ None *(Go to d)* ☐ One time ☐ Between 2 and 5 ☐ Between 6 and 10 ☐ More than 10

Overall, how positive were these interactions?

☐ Very Positive ☐ Somewhat Positive ☐ Somewhat Negative ☐ Very Negative ☐ Had no interaction about LGBT issues

18d. Coach (or other sports person) at school

☐ None *(Go to e)* ☐ One time ☐ Between 2 and 5 ☐ Between 6 and 10 ☐ More than 10

Overall, how positive were these interactions?

☐ Very Positive ☐ Somewhat Positive ☐ Somewhat Negative ☐ Very Negative ☐ Had no interaction about LGBT issues

18e. Nurse

☐ None *(Go to e)* ☐ One time ☐ Between 2 and 5 ☐ Between 6 and 10 ☐ More than 10

Overall, how positive were these interactions?

☐ Very Positive ☐ Somewhat Positive ☐ Somewhat Negative ☐ Very Negative ☐ Had no interaction about LGBT issues

18f. Librarian or other resource staff person

☐ None *(Go to e)* ☐ One time ☐ Between 2 and 5 ☐ Between 6 and 10 ☐ More than 10

Overall, how positive were these interactions?

☐ Very Positive ☐ Somewhat Positive ☐ Somewhat Negative ☐ Very Negative ☐ Had no interaction about LGBT issues

SECTION H

The following section asks questions about your academic experiences and goals.

1. During the current school year how would you describe the grades you received in school?

☐ Mostly A's ☐ A's and B's ☐ Mostly B's ☐ B's and C's

☐ Mostly C's ☐ C's and D's ☐ Mostly D's ☐ Mostly F's

2. What is the highest level of education you ever expect to complete?

☐ Less Than High School Graduation

☐ High School Graduation Only

Vocational, Trade, Or Technical School After High School

☐ Less than two years

☐ Two years or more

College Program

☐ Less than two years of college

☐ Two or more years of college (including two-year degree)

☐ Finish college (four- or five-year degree)

☐ Master's degree or equivalent

☐ PhD, MD, or other advanced professional degree

Do you plan to go to college or university right after high school?

☐ Yes ☐ No ☐ Don't know

Write in here the name of the job or occupation that you expect or plan to have when you are 30 years old. Even if you are not at all sure, write in your best guess.

_____

_____

_____

_____

SECTION I

The next set of questions is about how comfortable you are at your school as an LGBT student.

1. In general, how comfortable would you be talking to your teachers, one-on-one, about LGBT issues?

☐ Very Comfortable ☐ Somewhat Comfortable ☐ Somewhat Uncomfortable ☐ Very Uncomfortable

2. How comfortable would you be talking to your school principal about LGBT issues?

☐ Very Comfortable ☐ Somewhat Comfortable ☐ Somewhat Uncomfortable ☐ Very Uncomfortable

3. How comfortable would you be talking to your school counselor or school psychologist about LGBT issues?

☐ Very Comfortable ☐ Somewhat Comfortable ☐ Somewhat Uncomfortable ☐ Very Uncomfortable

4. How comfortable would you be talking to your school nurse about LGBT issues?

☐ Very Comfortable ☐ Somewhat Comfortable ☐ Somewhat Uncomfortable ☐ Very Uncomfortable

5. How comfortable would you be talking to your school coach about LGBT issues?

☐ Very Comfortable ☐ Somewhat Comfortable ☐ Somewhat Uncomfortable ☐ Very Uncomfortable



6. How comfortable would you be talking to your school librarian about LGBT issues?

☐ Very Comfortable ☐ Somewhat Comfortable ☐ Somewhat Uncomfortable ☐ Very Uncomfortable

7. How many times have you raised LGBT issues in your classes?

☐ Never ☐ Once ☐ Between 2 and 5 ☐ More than 5 times

8. How comfortable would you be raising LGBT issues in your classes?

☐ Very Comfortable ☐ Somewhat Comfortable ☐ Somewhat Uncomfortable ☐ Very Uncomfortable

SECTION J

This last section is about some of your personal characteristics.

1. Below is a list of terms that people often use to describe their sexuality or sexual orientation. *Please check all those terms that apply to you.*

☐ Gay ☐ Lesbian ☐ Bisexual ☐ Straight ☐ Questioning

If none of these terms apply to you, please tell us how you describe your sexuality or sexual orientation:

_____

2. Below is a list of terms that people often use to describe their gender. *Please check all those terms that apply to you.*

☐ Male ☐ Female ☐ Transgender

☐ Transgender Male-to-Female ☐ Transgender Female-to-Male

If none of these terms apply to you, please tell us how you describe your sexuality or sexual orientation:

_____

_____

3. Which of the following best describes how "out" you are at school about your being gay, lesbian, bisexual, transgender, or questioning?

☐ I am "out" to everybody at school ☐ I am "out" to most people at school ☐ I am "out" only to a few people at school ☐ I am not "out" to anyone at school

4. What is your race or ethnicity? Please check all those terms that apply to you. *Please check all those terms that apply to you.*

☐ White or European-American ☐ African American or Black ☐ Hispanic or Latino/Latina ☐ Asian or Pacific Islander ☐ Native American

☐ Other *(please specify)*_____

5. What percentage of the students in your school are the same race/ethnicity as you: _____%

6. Which of the following do you most closely identify as your religious affiliation or preference?

☐ Baptist	☐ Buddhist	☐ Catholic	☐ Christian-Nondenominational
☐ Eastern Orthodox	☐ Episcopalian/Anglican	☐ Hindu	☐ Jehovah's Witness
☐ Jewish	☐ Lutheran	☐ Methodist	☐ Mormon
☐ Muslim	☐ Pentecostal/Charismatic	☐ Presbyterian	☐ Seventh-Day Adventist
☐ Unitarian/Universalist	☐ None	☐ Other_____	

7. How old are you?_____

8. Did you attend school during this school year?

☐ Yes → **8a. What grade are you currently?**_____

☐ No → **8b. When was the last time you attended school?** _____ _____
(Month) (Year)

9. What is your zip code? _____ *(format: 99999)*

10. Did you participate in GLSEN's 2003 National School Climate Survey?

☐ Yes ☐ No ☐ Not sure

Scoring Instructions

Primarily, data have been reported at the individual item level. Mean scale scores can be used for various subsections (simple arithmetic mean).

References

Kosciw, J. G., & Diaz, E. M. (2006). *The 2005 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*. New York: GLSEN.

Developer's Contact Information

Joseph G. Kosciw, PhD
Gay, Lesbian, Straight Education Network
90 Broad Street, 2nd Floor
New York, NY 10004
Tel: 212-727-0135
jkosciw@glsen.org



D6. Participant Role Questionnaire

Students were told to fill out the questionnaire based on their evaluations of other student's behavior (this is a peer-nomination instrument). Students were provided with the following definition of bullying:

> *"One child being exposed repeatedly to harassment and attacks from one or several other children; harassment and attacks may be, for example, shoving or hitting the other one, calling names or making jokes of him/her, leaving him/her outside the group, taking his/her things, or any other behavior meant to hurt the other one."*

The name of each student in the class is printed on the questionnaire. Respondents are asked to determine, on a 3-point scale (never, sometimes, often), how often each of their classmates behaves in the ways described.

The Bully Scale	Never	Sometimes	Often
1. Starts bullying	☐	☐	☐
2. Makes the others join in.	☐	☐	☐
3. Always finds new ways of harassing the victim	☐	☐	☐

The Assistant Scale	Never	Sometimes	Often
1. Joins in the bullying, when someone else has started it	☐	☐	☐
2. Assists the bully.	☐	☐	☐
3. Helps the bully, maybe by catching the victim	☐	☐	☐

The Reinforcer Scale	Never	Sometimes	Often
1. Comes around to see the situation.	☐	☐	☐
2. Laughs	☐	☐	☐
3. Incites the bully by shouting or saying: "Show him/her!"	☐	☐	☐

The Defender Scale	Never	Sometimes	Often
1. Comforts the victim or encourages him/her to tell the teacher about the bullying	☐	☐	☐
2. Tells the others to stop bullying	☐	☐	☐
3. Tries to make the others stop bullying	☐	☐	☐

The Outsider Scale	Never	Sometimes	Often
1. Is not usually present in bullying situations	☐	☐	☐
2. Stays outside the situation	☐	☐	☐
3. Doesn't take sides with anyone	☐	☐	☐

Copyright © 1996 John Wiley & Sons, Inc. Reproduced by special permission of the publisher, John Wiley & Sons Inc., 111 River Street, Mail Stop 8-02, Hoboken, NJ 07030, from: Bullying as a group process: Participant roles and their relations to social status within the group by Christina Salmivalli et al. Further reproduction is prohibited without permission from John Wiley & Sons Inc.

Scoring Instructions

Points are assigned as follows:
Never = 0, Sometimes = 1, Often = 2

Scale scores are computed by summing items ratings on each scale and dividing by the number of evaluators (i.e., the number of classmates present), producing a continuous score from 0.00 to 2.00 for each student on each scale.

References

Salmivalli, C., & Voeten, M. (2004). Connections between attitudes, group norms, and behaviors associated with bullying in schools. *International Journal of Behavioral Development, 28,* 246-258.

For a longer version: Salmivalli, C., Lagerspetz, K., Bjorkqvist, K., Osterman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior, 22,* 1–15.

Developer's Contact Information

Christina Salmivalli, PhD
Department of Psychology,
University of Turku,
FIN-20014
Turku, Finland
Tel: +358 2 333 5426
tiina.salmivalli@utu.fi

D7. Peer Estimated Conflict Behavior Inventory

AN INVENTORY FOR THE MEASUREMENT OF CONFLICT BEHAVIOR IN SCHOOL CHILDREN

The purpose of this inventory is to find out what children do when they have problems with or get angry with other pupils in their class. We hope that you will, as honestly as possible, tell exactly how you and your friends act in such situations.

There are no right or wrong answers to these questions. You should only answer what you think is right.

The answers are secret. Nobody except for the researchers (no teachers or anybody else!) will ever know how you answered these questions.

Please answer all the questions carefully, still quickly. Use the first choice that comes to your mind; do not think too long.

Thank you for helping us

Country _____ School_____

City _____ Class and grade _____

Your first name _____

(if there is somebody else in your class with the same first name, write the first letter of your last name, too)

Mark the right alternative.

1. Are you:

- ☐ a girl
- ☐ a boy

2. How old are you? _____ years old.

3. How tall are you? _____ cm/ft. in.

4. How much do you weigh? _____ kg/lbs.

5. Do you like going to school?

- ☐ very much
- ☐ fairly much
- ☐ sometimes
- ☐ I don't really like it
- ☐ I really hate school

On the following pages, tell us how each of your classmates act when he/she has problems with or gets angry with another classmate.

Answer the questions on the following pages by marking the alternative which seems to tell about how each boy or girl in the class behaves in the closest way.

Please remember to mark for each one of your classmates, even those who may be away today.



Physical Aggression: *Who is physically aggressive, that is, who hits, kicks, trips, shoves, or pushes others?*

Names of the pupils in the class:	Never	Seldom	Sometimes	Quite Often	Very Often
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐

Verbal Aggression: *Who is verbally aggressive, that is, who yells, insults, calls names, or teases others?*

Names of the pupils in the class:	Never	Seldom	Sometimes	Quite Often	Very Often
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐

Indirect Aggression: *Who is indirectly aggressive, that is, who gossips, tells bad or false stories, says bad things behind the other's back, or tries to get others to dislike the person?*

Names of the pupils in the class:	Never	Seldom	Sometimes	Quite Often	Very Often
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐

Constructive Conflict Resolution: *Who tries to solve his/her problems with others so that nobody will get hurt or sad, for instance by calming down the situation and talking the problems over?*

Names of the pupils in the class:	Never	Seldom	Sometimes	Quite Often	Very Often
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐

Third-Party Intervention: *When others have problems, who goes between and tries to solve them, who stops fights between others?*

Names of the pupils in the class:	Never	Seldom	Sometimes	Quite Often	Very Often
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐

Withdrawal: *Who withdraws from conflict, who goes away or gives in?*

Names of the pupils in the class:	Never	Seldom	Sometimes	Quite Often	Very Often
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐

Victimization: *Who is the victim of others' aggression, who is for instance hit, teased, yelled at, or gossiped about?*

Names of the pupils in the class:	Never	Seldom	Sometimes	Quite Often	Very Often
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐

Scoring Instructions

Points are assigned as follows:
Never = 0 Seldom = 1
Sometimes = 2 Quite Often = 3
Very Often = 4

As a peer-nomination measure, the names of **all** students in the class should be listed in the first column on each table. Respondent data for fellow classmates are considered peer-estimated data, while data about him/herself are considered self-estimations.

Peer-estimated scores are computed by calculating the mean rating for each student: the sum of the *peer-nomination* ratings for each respondent (a respondent's self-estimation should be excluded when computing these scores) divided by the total number of respondents present, minus one (the child him/herself). Higher scores in each section indicate more experience with construct being assessed in that section.

References

Österman, K., Björkqvist, K., Lagerspetz, K. M. J., Landau, S. F., Fraczek, A., & Pastorelli, C. (1997). Sex differences in styles of conflict resolution: A developmental and cross-cultural study with data from Finland, Israel, Italy, and Poland. In D. P. Fry, & K. Bjorkqvist (Eds.), *Cultural variation in conflict resolution: Alternatives to violence* (pp. 185–197). Mahwah, NJ: Lawrence Erlbaum Associates.

Björkqvist, K., & Österman, K. (1995). *PECOBE Peer Estimated Conflict Behavior: An inventory for the measurement of conflict behaviour in school children*. Vasa, Finland: Åbo Akademi University.

Developer's Contact Information

Kaj Björkqvist, PhD
Åbo Akademi University, Finland
Developmental Psychology
Vasa, Finland
P.B. 311, FIN-65101
Tel: +358 6 3247 469
kaj.bjorkqvist@abo.fi



D8. Student School Survey

WELCOME TO THE SURVEY!

We really appreciate your help. This survey is a series of statements allowing you to tell us how you think and feel about things in your school. Remember: we are only asking for what you think, not what other people think. There are no right and wrong answers, so please choose the answer that best tells us how you think or feel about each statement. If you do not wish to respond to the question, please choose the "pass" option.

MY SCHOOL *Think about how strongly you disagree or agree with the following statements about your school. Mark the answer that best shows us what you feel based on your experience since this past year.*

	Really Disagree	Disagree	Agree	Really Agree	Pass
1. Students in my school can be trusted.	☐	☐	☐	☐	☐
2. Students in my school generally get along with each other.	☐	☐	☐	☐	☐
3. Students in my school generally feel the same way about things.	☐	☐	☐	☐	☐
4. Teachers and staff in my school can be trusted.	☐	☐	☐	☐	☐
5. Teachers and staff in my school usually get along with students.	☐	☐	☐	☐	☐
6. Teachers and staff in my school generally feel the same way about things.	☐	☐	☐	☐	☐
7. This is a pretty close-knit school where everyone looks out for each other.	☐	☐	☐	☐	☐
8. My teachers respect me.	☐	☐	☐	☐	☐
9. My teachers are fair.	☐	☐	☐	☐	☐
10. Teachers in my school are nice people.	☐	☐	☐	☐	☐
11. When students break rules at my school, they are treated fairly.	☐	☐	☐	☐	☐
12. The principal asks students about their ideas at my school.	☐	☐	☐	☐	☐
13. My school is a good place to be.	☐	☐	☐	☐	☐
14. I feel like I belong at my school.	☐	☐	☐	☐	☐
15. My school is important to me.	☐	☐	☐	☐	☐
16. Teachers and staff at my school are doing the right things to prevent bullying.	☐	☐	☐	☐	☐

HOW BIG A PROBLEM *Think about whether the following things are problems at your school. Mark the answer that shows how big of a problem you think they have been since this past year.*

How much of a problem is:	A Huge Problem	A Pretty Big Problem	Sort of a Problem	Not at All	Pass
17. Students picking fights with other students.	☐	☐	☐	☐	☐
18. Students who push, shove, or trip weaker students.	☐	☐	☐	☐	☐
19. Students who hurt or threaten to hurt teachers or adults at school.	☐	☐	☐	☐	☐
20. Students teasing, spreading rumors and lies, or saying mean things to other students.	☐	☐	☐	☐	☐
21. Students saying mean things about teachers to make them feel bad.	☐	☐	☐	☐	☐
22. Students telling lies or making fun of other students using the Internet (email, instant messaging, cell phone text messaging, or websites).	☐	☐	☐	☐	☐

GETTING ALONG WITH OTHERS *Think about how many times each of the following things has happened in over the past year. Mark how often these things have happened since this past year.*

First, think about things you might have done.	A Lot	Several Times	Once or Twice	Never	Pass
23. I pushed, shoved, tripped, or picked fights with students who I know are weaker than me.	☐	☐	☐	☐	☐
24. I teased or said mean things to certain students.	☐	☐	☐	☐	☐
25. I spread rumors about some students.	☐	☐	☐	☐	☐
26. I told lies or made fun of some students using the Internet (email, instant messaging, cell phone text messaging, or websites).	☐	☐	☐	☐	☐
27. I encouraged students to push, shove, or trip weaker students.	☐	☐	☐	☐	☐
28. I cheered when someone was beating up another student.	☐	☐	☐	☐	☐
29. I joined in when students were teasing and being mean to certain students.	☐	☐	☐	☐	☐
30. I joined in when students told lies about other students.	☐	☐	☐	☐	☐
31. I stood by and watched other students getting hit, pushed, shoved, or tripped.	☐	☐	☐	☐	☐
32. I ignored rumors or lies that I heard about other students.	☐	☐	☐	☐	☐
33. I tried to defend the students who always get pushed or shoved around.	☐	☐	☐	☐	☐
34. I asked an adult to help someone who was getting teased, pushed, or shoved around by other students.	☐	☐	☐	☐	☐
Now, think about things that might have happened to you.	**A Lot**	**Several Times**	**Once or Twice**	**Never**	**Pass**
35. A particular student or group of students pushed, shoved, tripped, or picked fights with me.	☐	☐	☐	☐	☐
36. A particular student or group of students teased and said mean things to me.	☐	☐	☐	☐	☐
37. A particular student or group of students spread rumors or made fun of me.	☐	☐	☐	☐	☐
38. A student or group of students told lies or made fun of me using the Internet (email, instant messaging, cell phone text messaging, or websites).	☐	☐	☐	☐	☐

ABOUT ME AND OTHERS *Now, think about students your age (not just your closest friends) since this past year. Mark how true each of the following statements are for you.*

Students my age:	No, Not at All	A Little	Pretty Much	Yes, Completely	Pass
39. Really care about what happens to me.	☐	☐	☐	☐	☐
40. Are there for me whenever I need help.	☐	☐	☐	☐	☐
41. Can be trusted a lot.	☐	☐	☐	☐	☐
42. Care about my feelings.	☐	☐	☐	☐	☐
43. Only think about themselves.	☐	☐	☐	☐	☐
44. Think bad things about me.	☐	☐	☐	☐	☐

ABOUT ME AND OTHERS *Now, think about your opinion of yourself since this past year. Mark whether or not you agree or disagree with each of the statements below.*

	Really Disagree	Disagree	Agree	Really Agree	Pass
45. I feel I am just as good as other students.	☐	☐	☐	☐	☐
46. I feel there are lots of good things about me.	☐	☐	☐	☐	☐
47. All in all, I feel like a failure.	☐	☐	☐	☐	☐
48. I am able to do things as well as most other people.	☐	☐	☐	☐	☐
49. I feel I do not have much to be proud of.	☐	☐	☐	☐	☐
50. I take a positive attitude toward myself.	☐	☐	☐	☐	☐
51. I wish I could have more respect for myself.	☐	☐	☐	☐	☐
52. I certainly feel useless at times.	☐	☐	☐	☐	☐

WRONG AND RIGHT *Now think about whether the following actions are WRONG or OK for students your age based on your experience since this past year. Mark whether you think the actions are really wrong, sort of wrong, sort of OK, or perfectly OK.*

Is it Wrong or OK when …	Really Wrong	Sort of Wrong	Sort of OK	Perfectly OK	Pass
53. Students tease weaker students in front of others.	☐	☐	☐	☐	☐
54. Students spread rumors and lies about other students behind their back.	☐	☐	☐	☐	☐
55. Students tell lies or make fun of less popular students using the Internet (email, instant messaging, cell phone text messaging, or websites).	☐	☐	☐	☐	☐
56. Students push, shove, or pick fights with weaker students.	☐	☐	☐	☐	☐
57. Students encourage others to fight weaker students and cheer them on.	☐	☐	☐	☐	☐
58. Students encourage others to be mean and spread lies about less popular students.	☐	☐	☐	☐	☐
59. Students ignore it when someone weaker is being pushed around.	☐	☐	☐	☐	☐
60. Students defend others who are being shoved around by stronger students.	☐	☐	☐	☐	☐
61. Students go to the teacher or an adult for help when someone is getting beaten up.	☐	☐	☐	☐	☐
62. Students go to the teacher or an adult for help when others are spreading rumors and lies about someone.	☐	☐	☐	☐	☐

SITUATIONS *Think about what most STUDENTS in your SCHOOL would do in the following situations since this past year. Could MOST STUDENTS IN YOUR SCHOOL be counted on to stop what is happening?*

STUDENTS in your school would help out if:	Never	Sometimes	Most of the Time	Always	Pass
63. A student is making fun of and teasing another student who is obviously weaker.	☐	☐	☐	☐	☐
64. A student is spreading rumors and lies about another student behind their back.	☐	☐	☐	☐	☐
65. A student in my school is telling lies or making fun of another student who gets picked on a lot using the Internet (email, instant messaging, cell phone text messaging, or websites).	☐	☐	☐	☐	☐
66. A student or group of students is pushing, shoving, or trying to pick a fight with a weaker student.	☐	☐	☐	☐	☐

SITUATIONS *Now think about what TEACHERS and STAFF at school would do in the following situations since this past year. Could TEACHERS AND STAFF AT YOUR SCHOOL be counted on to stop what is happening?*

TEACHERS and STAFF in your school would help out if:	Never	Sometimes	Most of the Time	Always	Pass
67. A student is making fun of and teasing another student who is obviously weaker.	☐	☐	☐	☐	☐
68. A student is spreading rumors and lies about another student behind their back.	☐	☐	☐	☐	☐
69. A student in your school is telling lies or making fun of another student who gets picked on a lot using the Internet (email, instant messaging, cell phone text messaging, or websites).	☐	☐	☐	☐	☐
70. A student or group of students is pushing, shoving, or trying to pick a fight with a weaker student.	☐	☐	☐	☐	☐

First Name_____ Last Name_____

School Name_____

How old are you? ☐ 10-12 ☐ 13-15 ☐ 16-18 ☐ 19 or older

Which of the following do you most closely identify as your religious affiliation or preference?

☐ White ☐ Hispanic/Latino ☐ African American

☐ Native American ☐ Asian/Pacific Islander ☐ Other_____

☐ Bi-racial ☐ Multi-racial

What grade are you in? ☐ 5th ☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th

Are you a …? ☐ Male ☐ Female

How many BROTHERS do you have? ☐ None(0) ☐ One(1) ☐ Two(2) ☐ More than two

How many SISTERS do you have? ☐ None(0) ☐ One(1) ☐ Two(2) ☐ More than two

Where are you in the birth order? ☐ Only Child ☐ Oldest ☐ Second Oldest ☐ Third or younger

Were you born in the United States? ☐ Yes ☐ No

Scoring Instructions

The Student School Survey employs several response alternatives. Researchers are encouraged to assign item scores as appropriate. Scale scores (see scale items below) can be computed either additively or as mean scores. They can also be treated as weighted factor scores.

Individual Scales
Social cohesion and trust: Items 1–7
School climate: Items 8–16
Perceived problem of bullying at school: Items 17–22
Bully perpetration: Items 23–26
Bully bystander behavior: Items 27–34
Bully victimization: Items 35–38
Perceived peer support: Items 39–44
Self-esteem: Items 45–52
Moral approval of bullying: Items 53–62
Informal social control: Items 63–70

References

Williams, K. R., & Guerra, N. G. (2007). Prevalence and predictors of internet bullying. *Journal of Adolescent Health, 41,* s14–s21.

Developer's Contact Information

Kirk R. Williams and Nancy G. Guerra in collaboration with The Colorado Trust
The Colorado Trust
1600 Sherman Street
Denver, CO 80203
Tel: 303-837-1200 or 888-847-9140 (toll-free)
www.coloradotrust.org

References

American Association of University Women (2001). *Hostile hallways: The AAUW survey of sexual harassment in America's schools.* Washington, DC.

American Psychological Association (2002). *Ethical principles and code of conduct.* Washington, DC.

American Psychological Association (1999). *The standards for educational and psychological testing.* Washington, DC.

Arora, C. M. J., & Thompson, D. A. (1987). My Life in School Checklist. Cited in Sharp, S. (1999). *Bullying behaviour in schools.* Windsor, Berkshire: NFER-NELSON. Updated by Woverhampton LEA (1992).

Austin, S., & Joseph, S. (1996). Assessment of bully/victim problems in 8–11 year-olds. *British Journal of Educational Psychology, 66,* 447–456.

Baldry, A. C., & Farrington, D. P. (2000). Bullies and delinquents: Personal characteristics and parental styles. *Journal of Community Applied Sociology, 10,* 17–31.

Beran, T., & Li, Q. (2005). Cyber-harassment: A study of a new method for an old behavior. *Journal of Educational Computing Research, 32,* 265–277.

Berthold, K. A., & Hoover, J. H. (2000). Correlates of bullying and victimization among intermediate students in the midwestern USA. *School Psychology International, 21,* 65–78.

Björkqvist, K., & Österman, K. (1995). *PECOBE Peer Estimated Conflict Behaviour: An inventory for the measurement of conflict behaviour in school children.* Vasa, Finland: Åbo Akademi University.

Bond, L., Carlin, J. B., Thomas, L., Ruin, K., & Patton, G. (2001). Does bullying cause emotional problems? A prospective study of young teenagers. *British Journal of Medicine, 323,* 480–484.

Bond, L., Wolfe, S., Tollit, M., Butler, H., & Patton, G. (2007). A comparison of the Gatehouse Bullying Scale and the Peer Relations Questionnaire for students in secondary school. *Journal of School Health, 77,* 75–79.

Bosworth, K., Espelage, D. L., & Simon, T. R. (1999). Factors associated with bullying behavior in middle school students. *Journal of Early Adolescence, 19,* 341–362.

Center for the Digital Future (2009, April). *The 2009 digital future report: Surveying the digital future - year eight.* Los Angeles, CA: Center for the Digital Future. Retrieved from: http://www.digitalcenter.org/. Last accessed April 15, 2010.

Chan, J. H. F. (2002). *The School Life Survey – A new instrument for measuring bullying and victimization.* Unpublished doctoral dissertation, University of Hull, UK.

Chan, J. H. F., & Rauenbusch, F. (2004). Bullies and victims now have a name and a face. The Bully Issue. *Orbit Magazine, 34,* 18–21.

Chan, J. H. F., Myron, R. R., & Crawshaw, C. M. (2005). The efficacy of non-anonymous measures of bullying. *School Psychology International, 26,* 443–458.

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social psychological adjustment. *Child Development, 66,* 710–722.

Dahlberg, L. L., Toal, S. B., Swahn, M., & Behrens, C. B. (2005). *Measuring violence-related attitudes, behaviors, and influences among youths: A compendium of assessment tools* (2nd ed.) Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

Eisenberg, M. E., Neumark-Sztainer, D., & Perry, C. L. (2003). Peer harassment, school connectedness, and academic achievement. *Journal of School Health, 73,* 311–316.

Espelage, D. L., & Holt, M. K. (2001). Bullying and victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse, 2,* 123–142.

Gladstone, G. L., Parker, G. B., & Malhi, G. S. (2006). Do bullied children become anxious and depressed adults? A cross-sectional investigation of the correlates of bullying and anxious depression. *The Journal of Nervous and Mental Disease, 194,* 201–208.

Gottheil, N. F. (2000, August). *Tripartite beliefs models of bully and victim behavior.* Paper session presented at the 108th Annual Convention of the American Psychological Association, Washington, DC.

Gottheil, N. F., & Dubow, E. F. (2001a). The interrelationships of behavioral indices of bully and victim behavior. *Journal of Emotional Abuse, 2,* 75–93.

Gottheil, N. F., & Dubow, E. F. (2001b). Tripartite beliefs model of bully and victim behavior. *Journal of Emotional Abuse, 2,* 25–47.

Harter, S. (1985). *Manual for the Self-Perception Profile for Children (revision of the Perceived Competence Scale for Children).* Denver, CO: University of Denver.

Hawker, D. S. J., & Boulton, M. J. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry and Allied Disciplines, 41,* 441–455.

Hinduja, S., & Patchin, J. W. (2009). *Bullying beyond the schoolyard: Preventing and responding to cyberbullying.* Thousand Oaks, CA: Corwin Press.

Hoover, J. H., Oliver, R., & Hazler, R. J. (1992). Bullying: Perceptions of adolescent victims in Midwestern USA. *School Psychology International, 13,* 5–16.

Hugh-Jones, S., & Smith K. (1999). Self-reports of short- and long-term effects of bullying on children who stammer. *British Journal of Educational Psychology, 69*, 141–158.

Kimmel, M. S., & Mahler, M. (2003). Adolescent masculinity, homophobia, and violence. *American Behavioral Scientist, 465,* 1439–1458.

Klomek, A. B., Marrocco, F., Kleinman, M., Schonfeld, I. S., & Gould, M. S. (2007). Bullying, depression, and suicidality in adolescents. *Journal of the American Academy of Child Psychology, 46,* 40–49.

Kosciw, J. G., & Diaz, E. M. (2006). *The 2005 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools.* New York: GLSEN.

Li, Q. (2007). New bottle but old wine: A research of cyberbullying in schools. *Computers in Human Behavior, 23,* 1777–1791.

Mynard, H., & Joseph, S. (2000). Development of the Multidimensional Peer-Victimization Scale. *Aggressive Behavior, 26,* 169–178.

Nadel, H., Spellmann, M., Alvarez-Canino, T., Lausell-Bryant, L., & Landsberg, G. (1996). The cycle of violence and victimization: A study of the school-based intervention of a multidisciplinary youth violence-prevention program. *American Journal of Preventive Medicine, 12,* 109–119.

Nansel, T. R., Craig, W., Overpeck, M. D., Saluja, G., & Ruan, W. J. (2004). Cross-national consistency in the relationship between bullying behaviors and psychosocial adjustment. *Archives of Pediatric and Adolescent Medicine, 158,* 730–736.

Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, J., & Scheidt, P. C. (2003). Relationships between bullying and violence among US youth. *Archives of Pediatric and Adolescent Medicine, 157,* 348–353.

Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association, 285,* 2094–2100.

O'Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in bullying: Insights and challenges for intervention. *Journal of Adolescence, 22,* 437–452.

Olweus, D. (1994). Bullying at school: Long-term outcomes for the victims and an effective school-based intervention program. In: L. R. Huesmann (Ed.), *Aggressive behavior: Current perspectives* (pp. 97–130). New York: Plenum Press.

Orpinas, P. (1993). Skills training and social influences for violence prevention in middle schools: A curriculum evaluation (Doctoral dissertation, University of Texas-Houston, School of Public Health, 1993). *Dissertation Abstracts International, 94-01778.*

Orpinas, P., & Frankowski, R. (2001). The Aggression Scale: A self-report measure of aggressive behavior for young adolescents. *Journal of Early Adolescence, 21,* 50–67.

Orpinas, P., Horne, A. M., & Staniszewski, D. (2003). School bullying: Changing the problem by changing the school. *School Psychology Review, 32,* 431–444.

Orpinas, P., & Horne, A. M. (2006). Bullying prevention: Creating a positive school climate and developing social competence. Washington, DC: American Psychological Association.

Österman, K., Björkqvist, K., Lagerspetz, K. M. J., Landau, S. F., Fraczek, A., & Pastorelli, C. (1997). Sex differences in styles of conflict resolution: A developmental and cross-cultural study with data from Finland, Israel, Italy, and Poland. In D. P. Fry, & K. Björkqvist (Eds.), *Cultural variation in conflict resolution: Alternatives to violence* (pp. 185–197). Mahwah, NJ: Lawrence Erlbaum Associates.

Parada, R. H. (2000). *Adolescent Peer Relations Instrument: A theoretical and empirical basis for the measurement of participant roles in bullying and victimization of adolescence: An interim test manual and a research monograph: A test manual.* Penright South, DC, Autstralia: Publication Unit, Self-concept Enhancement and Learning Facilitation (SELF) Research Centre, University of Western Sydney.

Patchin, J. W., & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyberbullying. *Youth Violence and Juvenile Justice, 4,* 148–169.

Perry, D. G., Kusel, S. J., & Perry, L. C. (1988). Victims of peer aggression. *Developmental Psychology, 24,* 807–814.

Poteat, V. P., & Espelage, D. L. (2005). Exploring the relation between bullying and homophobic verbal content: The Homophobic Content Agent Target (HCAT) Scale. *Violence and Victims, 20,* 513–528.

Rivers, I. (2001). The bullying of sexual minorities at school: Its nature and long-term correlates. *Educational and Child Psychology, 18,* 32–46.

Rivers, I., & Smith, P. K. (1994). Types of bullying behaviour and their correlates. *Aggressive Behavior, 20,* 359–368.

Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (1991). *Measures of personality and social psychological attitudes.* San Diego, CA: Academic Press.

Salmivalli, C. (2001). Group view on victimization: Empirical findings and their implications. In J. Juvonen, & S. Graham (Eds.). *Peer harassment in school: The plight of the vulnerable and victimized* (pp. 398–419). New York, NY: Guilford Press.

Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior, 22*, 1–15.

Salmivalli, C., & Voeten, M. (2004). Connections between attitudes, group norms, and behaviors associated with bullying in schools. *International Journal of Behavioral Development, 28,* 246–258.

Schäfer, M., Korn, S., Smith, P. K., Hunter, S. C., Mora-Merchán, J. A., Singer, M. M., et al. (2004). Lonely in the crowd: Recollections of bullying. *British Journal of Developmental Psychology, 22,* 379–394.

Solberg, M. E., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior, 29,* 239–268.

Sourander, A., Helstela, L., Helenius, H., & Piha, J. (2000). Persistence of bullying from childhood to adolescence: A longitudinal 8-year follow-up study. *Child Abuse and Neglect, 24,* 873–881.

Swearer, S. M., & Cary, P. T. (2003). Perceptions and attitudes toward bullying in middle school youth: A developmental examination across the bully/victim continuum. *Journal of Applied School Psychology, 19,* 63–79.

Swearer, S. M., Turner, R. K., Givens, J. E., & Pollack, W. S. (2008). "You're so gay!": Do different forms of bullying matter for adolescent males? *School Psychology Review, 37,* 160–173.

Tarshis, T. P., & Huffman, L. C. (2007). Psychometric properties of the Peer Interactions in Primary School (PIPS) questionnaire. *Journal of Developmental and Behavioral Pediatrics, 28,* 125–132.

Thompson, J. K., Cattarin, J., Fowler, B., & Fisher, E. (1995). The Perception of Teasing Scale (POTS): A revision and extension of the Physical Appearance Related Teasing Scale (PARTS). *Journal of Personality Assessment, 65,* 146–157.

Twemlow, S. W., Fonagy, P., & Sacco, F. C. (2004). The role of the bystander in the social architecture of bullying and violence in schools and communities. *Annals of the New York Academy of Sciences, 1036,* 215–232.

Vaillancourt, T., Hymel, S., & McDougall, P. (2003). Bullying is power: Implications for school-based intervention strategies. *Journal of Applied School Psychology, 19,* 157–176.

Warden, D., Cheyne, B., Christie, D., Fitzpatrick, H., & Reid, K. (2003). Assessing children's perceptions of prosocial and antisocial behaviour. *Educational Psychology, 23,* 547–567.

Warden, D., Christie, D., Cheyne, B., Fitzpatrick, H., & Reid, K. (2000). *The Child Social Behaviour Questionnaire.* Glascow: University of Strathclyde.

Wiggins, J. S., & Winder, C. L. (1961). The Peer Nomination Inventory: An empirically derived sociometric measure of adjustment in preadolescent boys. *Psychological Reports, 9,* 643–677.

Williams, K. R., & Guerra, N. G. (2007). Prevalence and predictors of internet bullying. *Journal of Adolescent Health, 41,* s14–s21.

Wolke, D., Woods, S., Bloomfield, L., & Karstadt, L. (2000). The association between direct and relational bullying and behaviour problems among primary school children. *Journal of Child Psychology and Psychiatry, 41,* 989–1002.

Appendix: Additional Measures

Following is a table of scales identified during the literature review process for which CDC was unable to obtain copyright permission for their inclusion in this compendium.

Section/Scale	Citation
B. Victim-Only	
Coping with Sexual Harassment Questionnaire	Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology, 17,* 425–445.
C. Bully and Victim	
Bull-S Questionnaire	Cerezo, F., & Ato, M. (2005). Bullying in Spanish and English pupils: A sociometric perspective using the BULL-S questionnaire. *Educational Psychology, 25,* 353–367. .
Direct and Indirect Prisoner Behavior Checklist (DIPC)	Ireland, J. L. (1999). Bullying behaviors among male and female prisoners: A study of adults and young offenders. *Aggressive Behavior, 25,* 161–178. .
Peer Relations Questionnaire (PRQ)	Rigby, K., & Slee, P. T. (1993). Dimensions of interpersonal relating among Australian school children and their implications for psychological well-being. *Journal of Social Psychology, 133,* 33–42. .
D. Bystander, Bully, and/or Victim	
Overt-Covert Aggression Scale	Kaukianen, A., Salmivalli, C., Björkqvist, K., Österman, K., Lahtinen, A., Kostamo, A., et al. (2001). Overt and covert aggression in work settings in relation to the subjective well-being of employees. *Aggressive Behavior, 27,* 360–371.

Scale Index

AAUW Sexual Harassment Survey, 40

Adolescent Peer Relations Instrument, 44

Aggression Scale, 9

Bully Survey, 69

Bullying-Behavior Scale, 10

Child Social Behavior Questionnaire, 46

Children's Social Behavior Scale – Self Report, 11

Cyberbullying and Online Aggression Survey, 79

Cyber-Harassment Student Survey, 82

Exposure to Violence and Violent Behavior Checklist, 84

Gatehouse Bullying Scale, 17

GLSEN National School Climate Survey, 88

Homophobic Content Agent Target Scale, 48

Illinois Bully Scale, 49

Introducing My Classmates, 50

Modified Aggression Scale, 12

Modified Peer Nomination Inventory, 52

Multidimensional Peer-Victimization Scale, 18

My Life in School Checklist, 19

Olweus Bullying Questionnaire, 53

Participant Role Questionnaire, 101

Peer Estimated Conflict Behavior Inventory, 102

Peer Interactions in Primary School Questionnaire, 55

Peer Victimization Scale, 24

Perception of Teasing Scale, 22

Reduced Aggression/Victimization Scale, 56

Retrospective Bullying Questionnaire, 25

School Life Survey, 57

School Relationships Questionnaire, 60

Setting the Record Straight, 64

Student School Survey, 106

Victimization Scale, 33

Weight-Based Teasing Scale, 34





Centers for Disease Control and Prevention
National Center for Injury Prevention and Control
Division of Violence Prevention

4770 Buford Highway NE, MS-F64
Atlanta, Georgia 30341-3742
www.cdc.gov/violenceprevention

National Center for Injury Prevention and Control
Division of Violence Prevention

CS219815-C