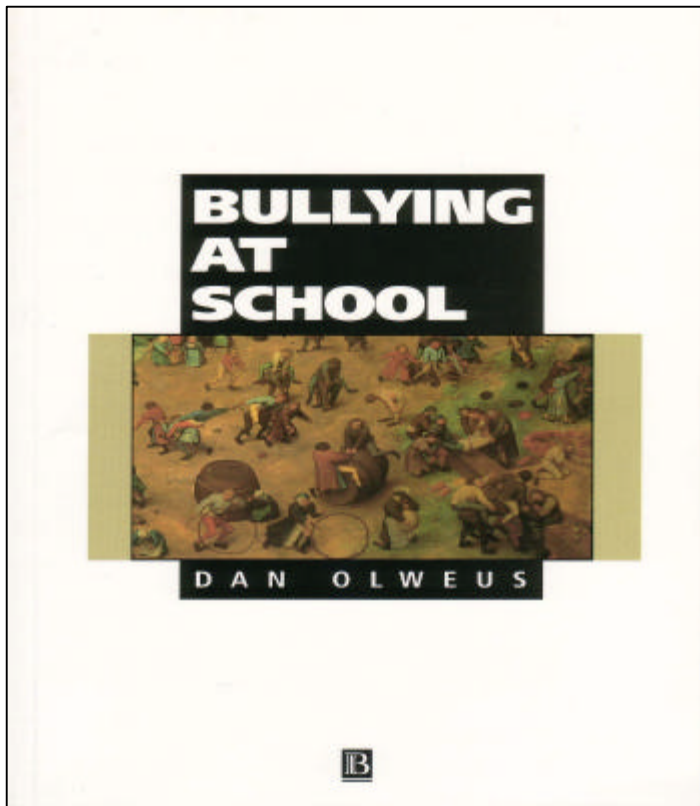




Joanna Cole, MS, Dewey Cornell, Ph. D., & Peter Sheras, Ph. D

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Dan Olweus, founding father of bullying programs. Professor of Psychology, University of Bergen, Norway. Implemented nationwide program in Norway in early 1980's in response to national outcry in 1982 over three middle school students who committed suicide because of bullying.

Olweus, D (1993). Bullying at school. Cambridge, MA: Blackwell Publishers.



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How can we measure bullying?

- Teachers and parents often do not know about bullying.
- Only students know the full extent of bullying.
- Face-to-face interviews provide valuable information, but are time-consuming and not anonymous. They can be used in some situations.
- Confidential written surveys are most efficient, and are widely regarded as the standard approach. They yield quantitative results to document program effects.

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School Climate Survey Analysis

- School Climate Survey (Brockenbrough & Cornell, 2001) with 56 items for middle school students
- Administered in September
- Peer nominations collected two weeks after first survey
- Collected year-end data on student discipline referrals
- Compared two types of bullies
 - Self-reported bullies
 - Peer-nominated bullies
- Compared groups by gender, grade level, types of bullying, attitudes toward aggression, disciplinary infractions, and self-concept

Definition of Bullying We say someone is bullying when he or she hits, kicks, grabs, or shoves you on purpose. It is also bullying when a student threatens or teases you in a hurtful way. It is also bullying when a student tries to keep others from being your friend or from letting you join in what they are doing. It is not bullying when two students of about the same strength argue or fight.

During the <u>past month</u> (30 days) at school:	Never	Once or twice	About once per week	Several times per week
By this definition, I have <u>been bullied</u> in the past month.	1	2	3	4
By this definition, I have <u>bullied others</u> in the past month.	1	2	3	4

Are there any students at school whom you know are victims of repeated bullying? Write their names here:

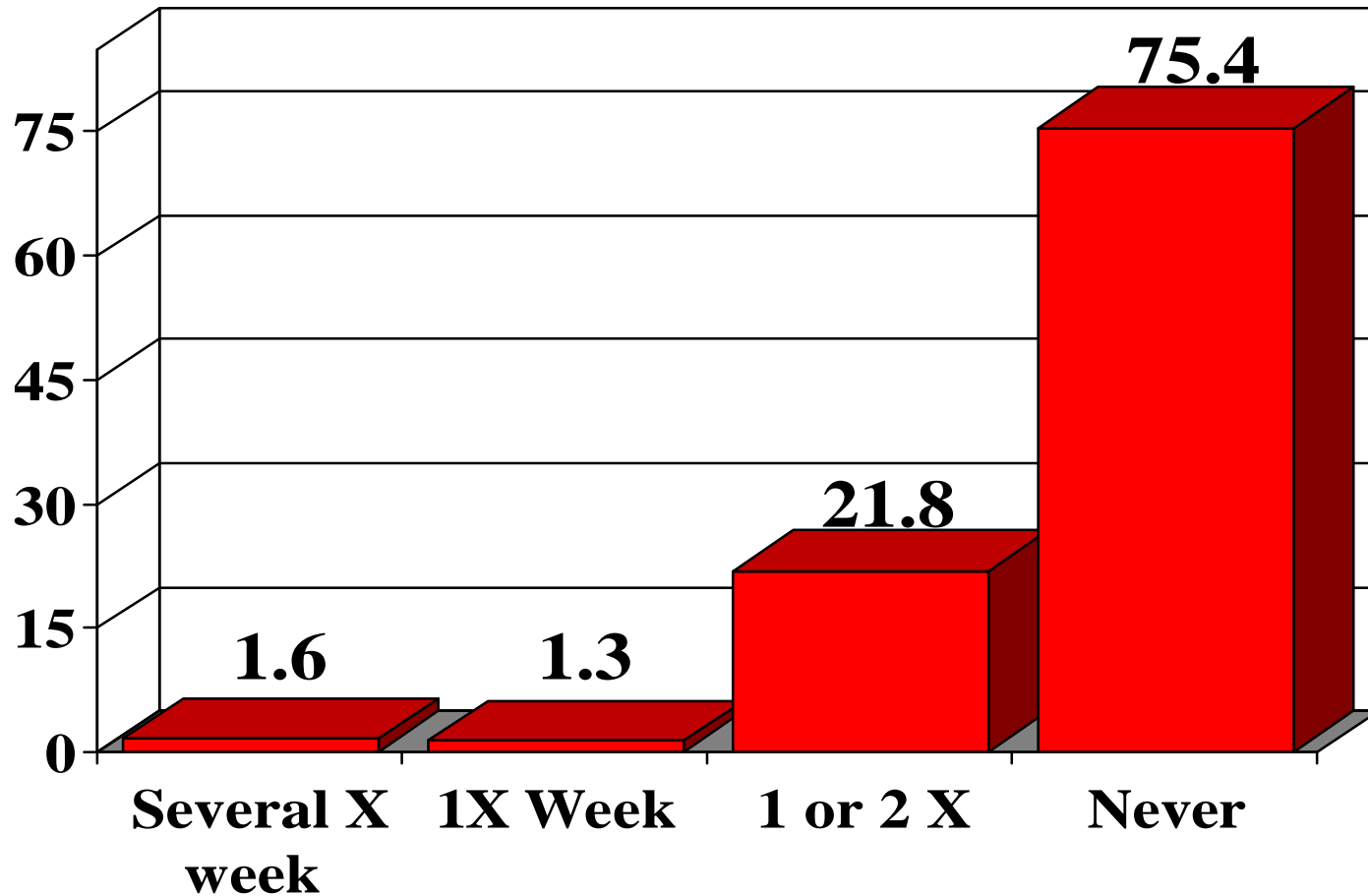
School Climate Survey Brockenbrough & Cornell, 2001

Self-Reported Bullies defined as those who agreed to bullying others “About Once a Week” or more (N = 9)



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“I have bullied others in the past month.”



416 middle school students (Cole, Cornell, & Sheras, 2003)



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Peer Nomination Method

- Used to identify bullies and victims
- Do not have to rely on any single student, so you minimize the problem of over- and under-reporting.
- Well-respected approach in research on children's social status and emotional adjustment

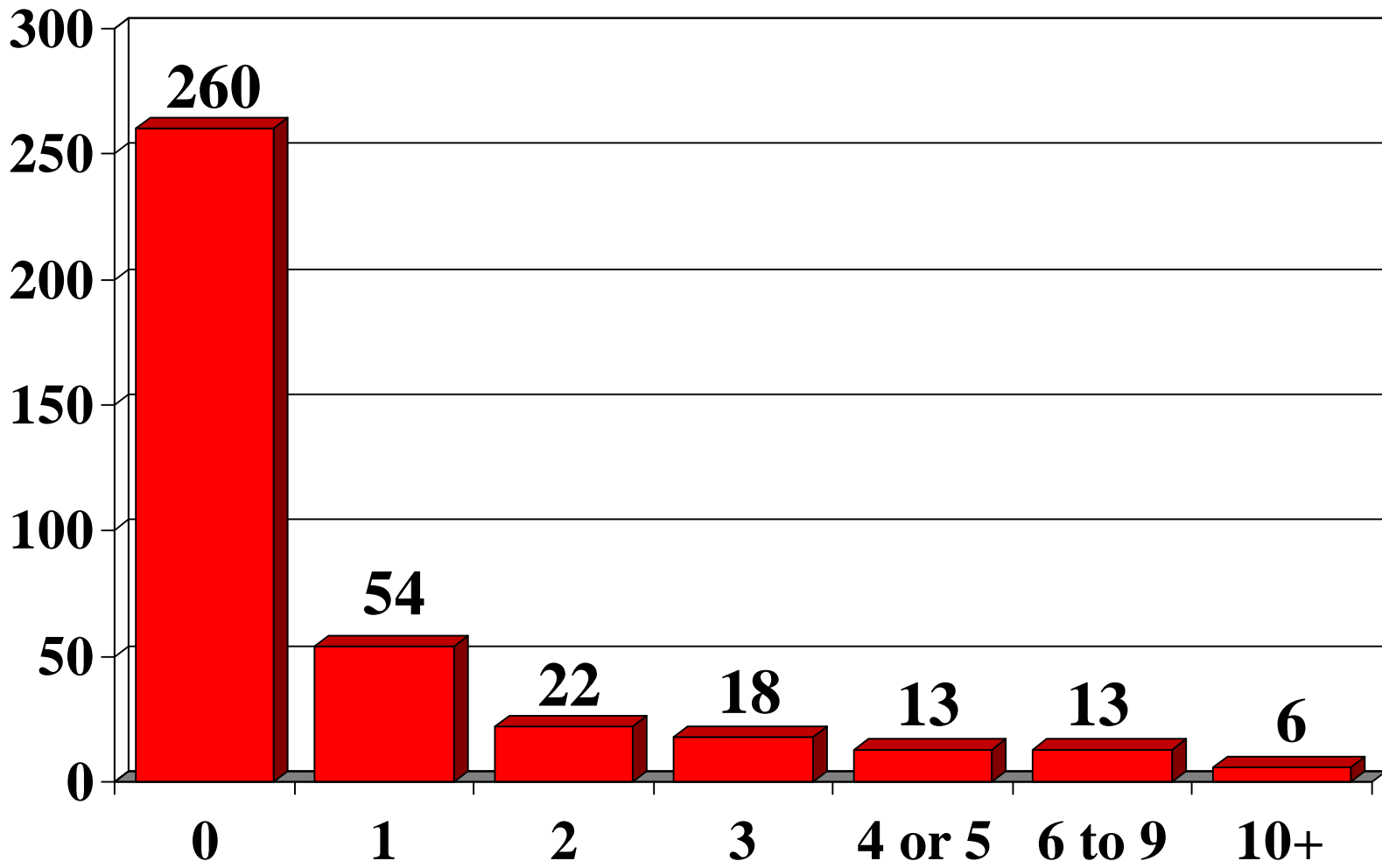
“List up to three students who often bully others.”

Peer Nominated Bullies defined as those that denied the “I bully others” measure, but received 2 or more nominations from peers (N = 70)

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Students identified as bullies by their classmates



Cole, Cornell, & Sheras, 2003



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Can teachers identify bullies?

- Bullying is a **covert** activity, often brief and undetectable
- Ziegler and Pepler (1993) study found only 47% of victimized primary school students reported telling a teacher
- Boulton (1997) found that 1 in 4 teachers did not identify name calling, spreading rumors, intimidating by staring, taking another's things, or leaving people out as bullying.

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Do students and teachers identify the same students as bullies?		3 or more student nominations as bully	
		Not a bully	Bully
Teacher nomination as bully	Not a bully	480	56
	Bully	20	25

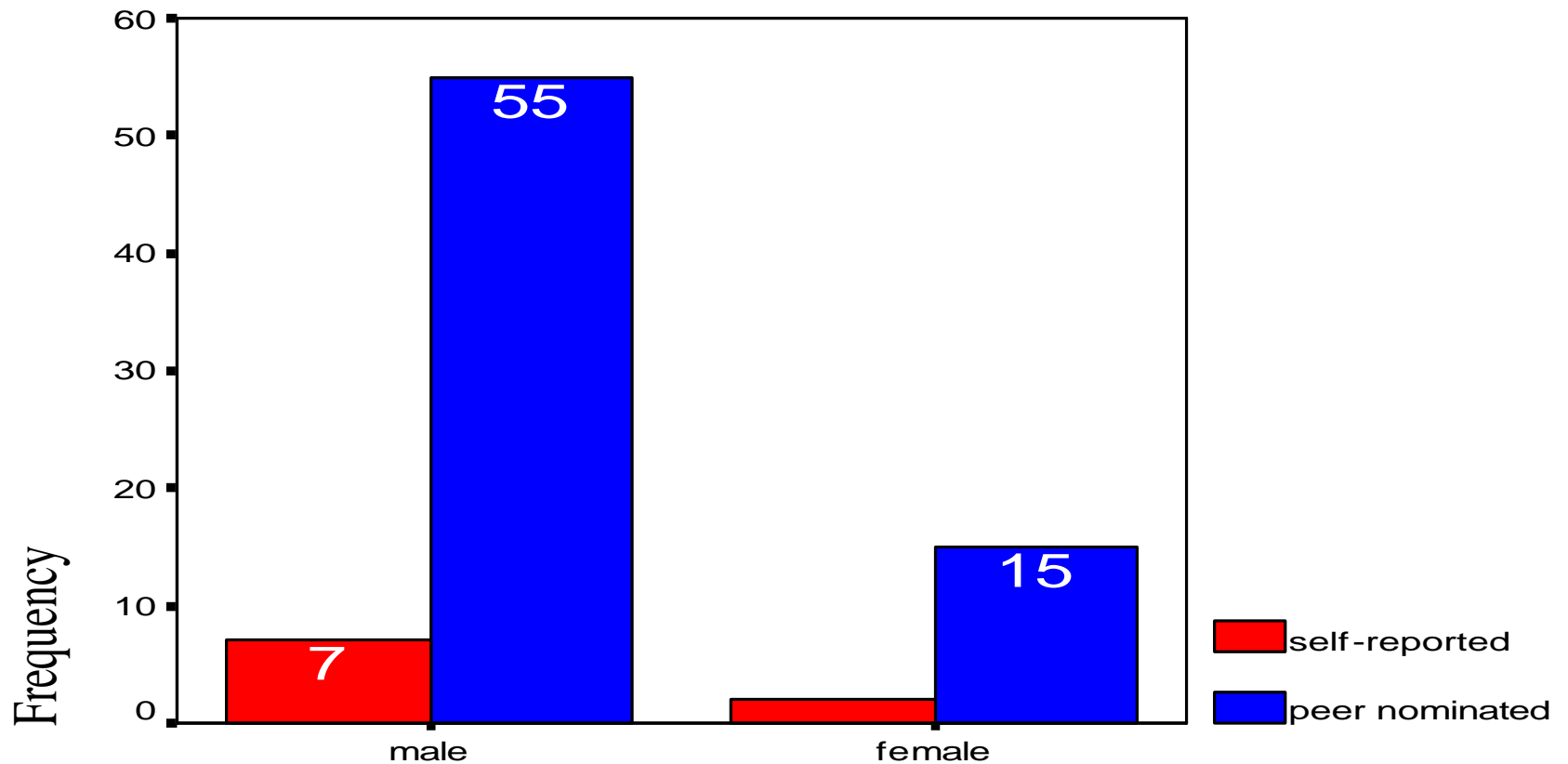
Students identified more bullies than teachers. Most students identified as bullies were NOT identified by teachers.

Brockenbrough, 2001



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Identified Bullies by Gender



Identified Bullies by Gender N=79

Cole, Cornell, & Sheras, 2003

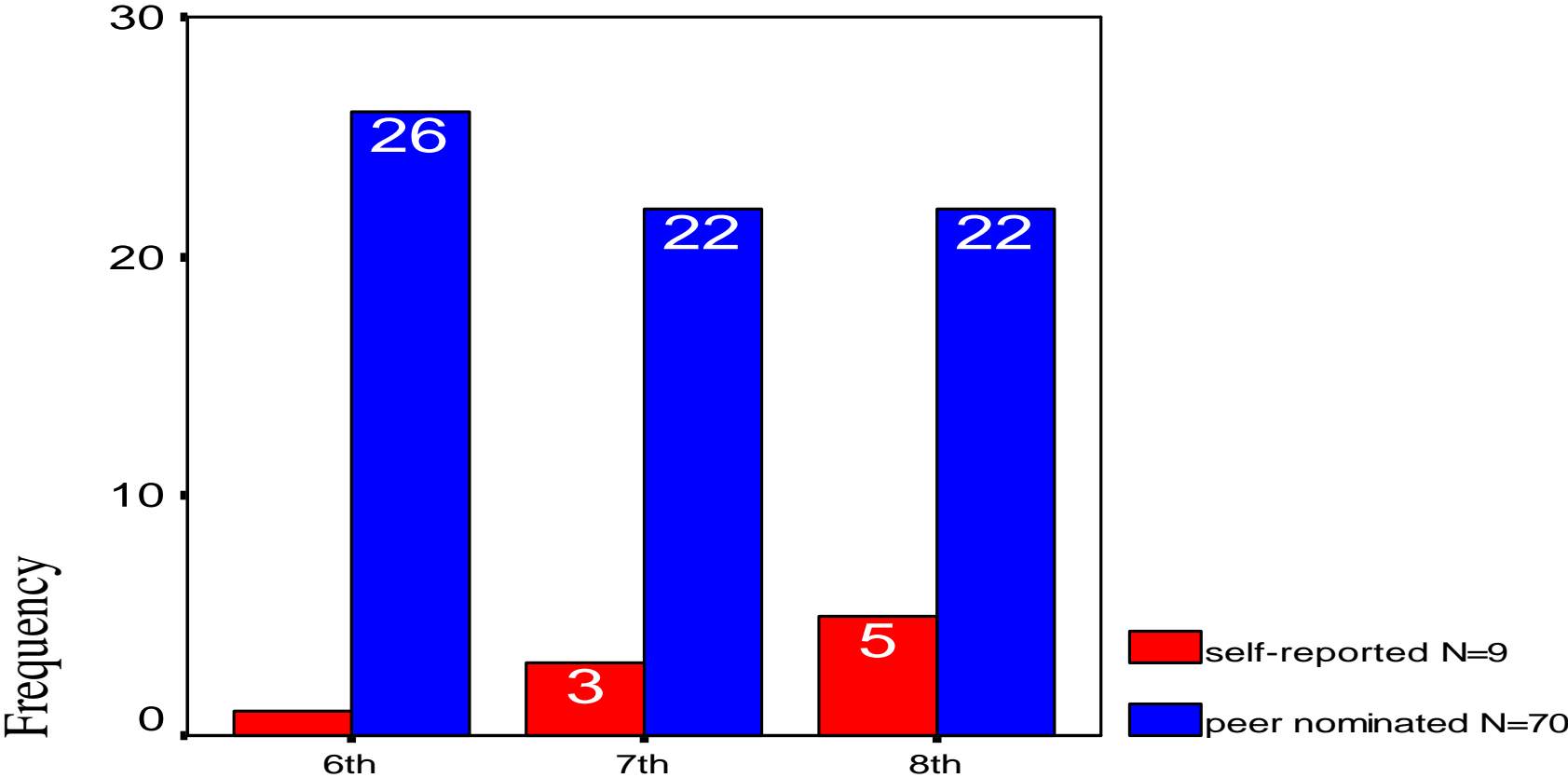


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Identified Bullies by Grade Level

Cole, Cornell & Sheras, 2003



Identified Bullies by Grade Level N=79



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During the <u>past month</u> (30 days) at school:	Never	Once or twice	About once per week	Several times per week
I hit or kicked someone on purpose.	1	2	3	4
I grabbed or shoved someone on purpose	1	2	3	4
I threatened to hurt someone or take their things.	1	2	3	4
I said mean things to someone or called someone names.	1	2	3	4
I told others not to be someone's friend.	1	2	3	4
I did not let someone join in what I was doing.	1	2	3	4

During the <u>past month</u> (30 days) at school:	Never	Once or twice	About once per week	Several times per week
Kids hit or kicked me on purpose.	1	2	3	4
Kids grabbed or shoved me on purpose	1	2	3	4
Kids threatened to hurt me or take my things.	1	2	3	4
Kids said mean things to me or called me names.	1	2	3	4
Kids tried to keep others from being my friend.	1	2	3	4
Kids did not let me join in what they were doing.	1	2	3	4

Is there any place where you feel not safe at school? No Yes If yes, please check all that apply:

In my classroom In the lunchroom
 On the playground Going to and from school
 In the hallways In the bathroom/locker room

School Climate Survey Brockenbrough & Cornell, 2001

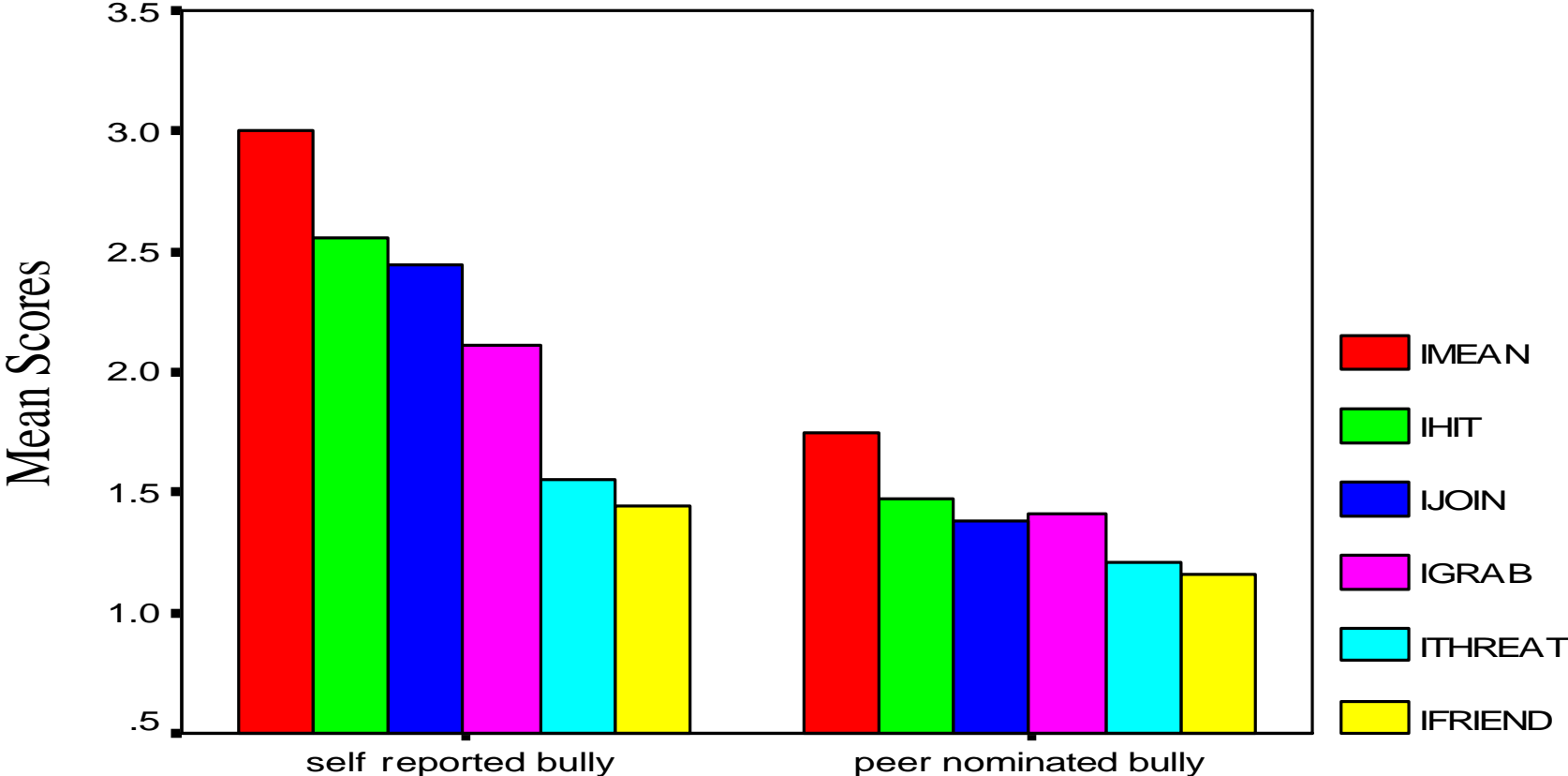
- Focus on physical, verbal, and social bullying



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Types of Bullying Behaviors

Cole, Cornell, & Sheras, 2003



Identified Bullies N=79



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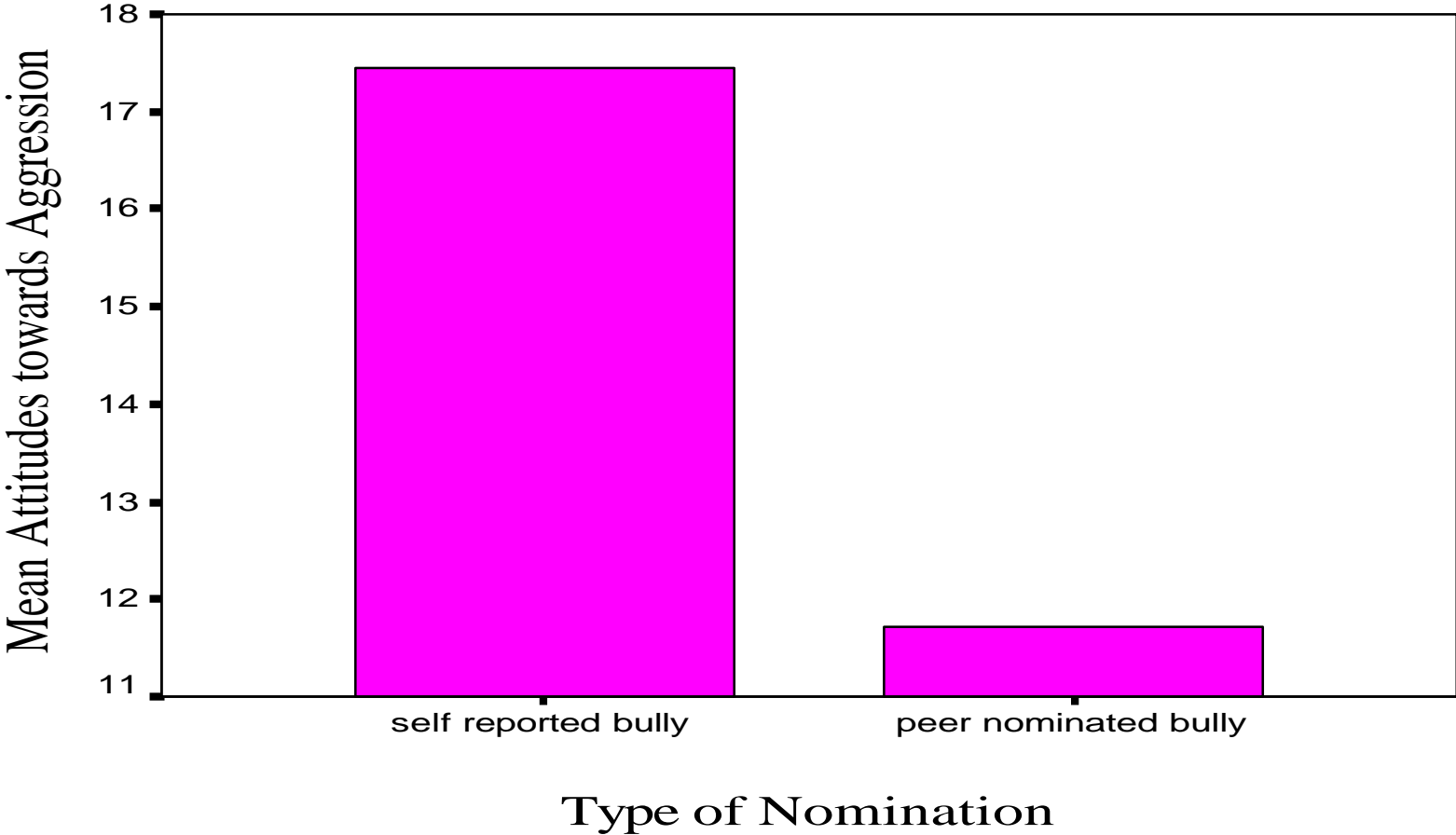
Attitudes Toward Aggression

- If someone threatens you, it is okay to hit that person.
- It feels good when I hit someone.
- If you fight a lot, everyone will look up to you.
- Sometimes you have only two choices -- get punched or punch the other kid first.
- If you are afraid to fight, you won't have any friends.

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Attitudes Toward Aggression for Identified Bullies

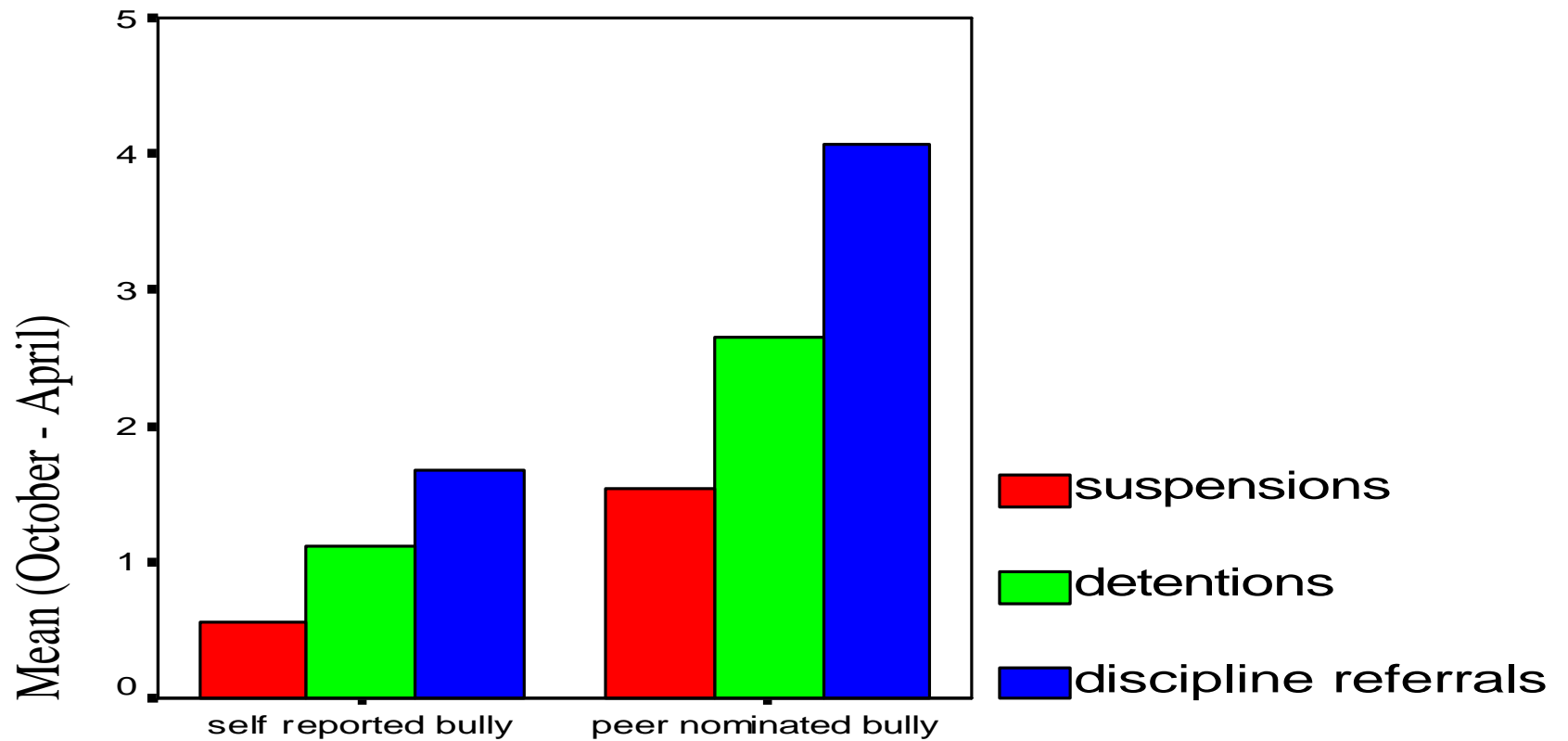
Cole, Cornell, & Sheras, 2003



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Types of Disciplinary Infractions



Identified Bullies N = 79

Cole, Cornell, & Sheras, 2003



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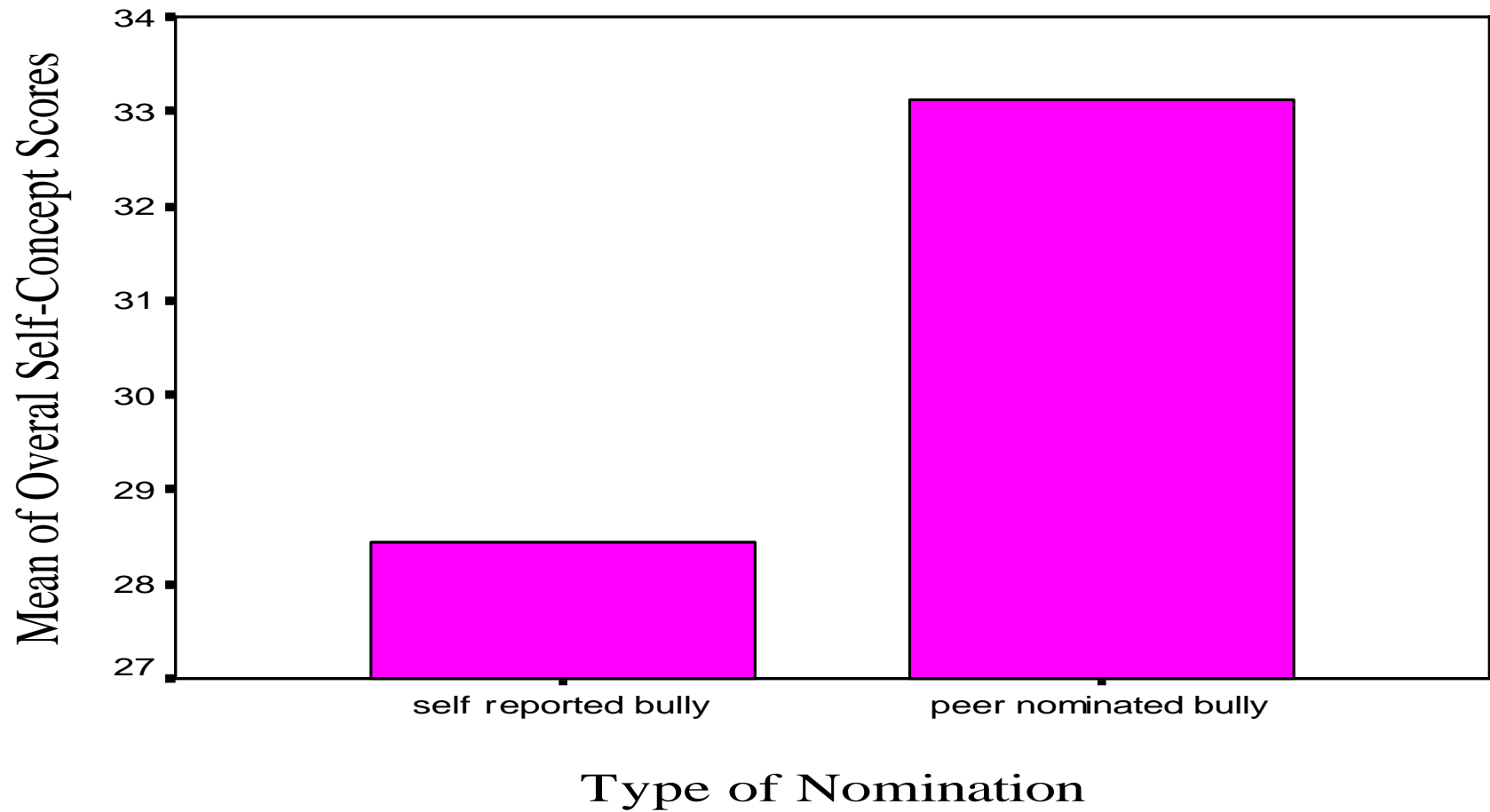
Levels of General Self Concept

- I do lots of important things.
- In general, I like being the way I am.
- Overall, I have a lot to be proud of.
- I can do things as well as most other people.
- Other people think I am a good person.
- A lot of things about me are good.
- I am as good as most other people.
- When I do something, I do it well.

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General Self Concept for Identified Bullies

Cole, Cornell, & Sheras, 2003



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Pitfalls of Student Surveys

- Students can under-report or over-report bullying.
- Bullying must be defined clearly.
- Survey questions must be worded carefully.
- Samples can be biased by low response rates.
- Survey administration must be standard.

Therefore, schools should use established surveys, not homegrown surveys. Surveys should be administered in a standard manner to the entire student body. Raw data should be screened for validity before results are tabulated.

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Concluding Comments

The best way to identify bullies is to utilize a **Multimethod Approach:**

Self Report Surveys
Teacher Nomination
Peer Nomination
Student Interviews with Victims
School-Wide Awareness



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Contact Us

For more information regarding bullying in schools:

Virginia Youth Violence Project
Curry School of Education
University of Virginia
434-924-8929

youthvio@virginia.edu

Website: youthviolence.edschool.virginia.edu

