

# Development of a Multi-Gating School Bullying Victimization Assessment

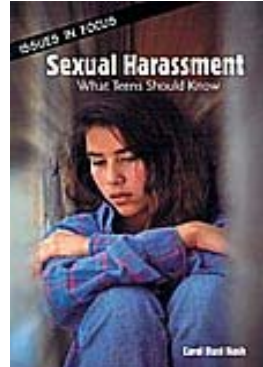
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Office of Juvenile Justice & Delinquency Prevention



# Student's Voice



“Well there is one guy who sexually harasses/ harasses students. He comes up to people in the hallways and pushes and grabs people. He’s weird and scary and is not controlled... this is a problem!!! Also there is a lot of teasing/ rudeness in bathrooms.”

# Student's Voice



Sticks and stones can  
break your bones, but  
words can break your  
heart.

“Teasing/ harassment is different from females to males, I think. Females are like vipers; they strike quickly and only the strongest can hold them off. Females exclude, tease and drop snide comments easily. Males, however... are like bears, using muscle and brawn over brain.”

# Student's Voice



“There are not so many major bullies who pick on a lot of people, but certain kids who are picked on by a lot of different people for the same reason.”

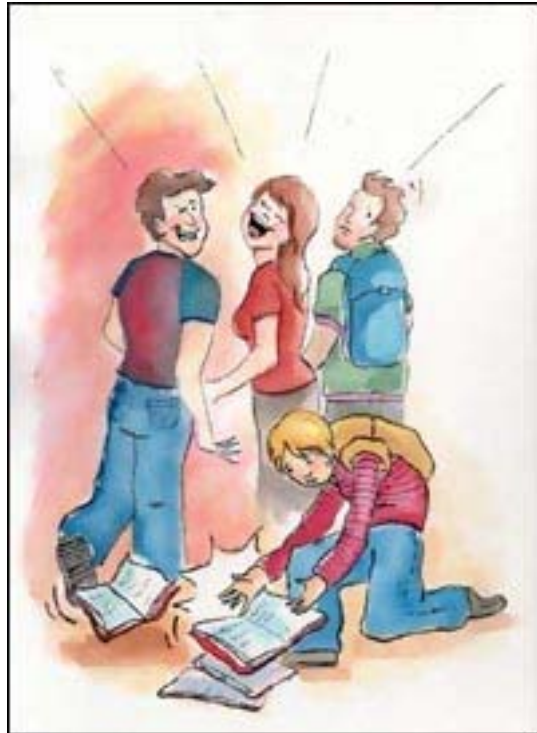
# Overview of UCSB Study

- 1. Need for and development of the California Bullying Survey: Gate 1 (CBS:G1),
  - school-wide screening instrument
- 2. Gate 2 (CBS: G2)
  - Follow-up interview for victims.
- 3. Initial results from use of CBS: G1 in three schools
- 4. Psychometric properties of CBS: G1

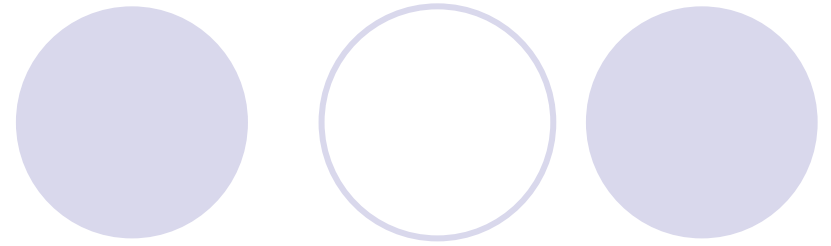
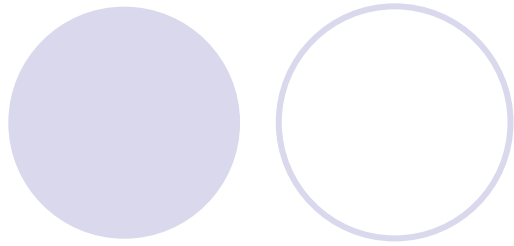
# Multiple Gates



# Issues in Bullying Assessment



- “Achilles' Heel” of bullying research (Cornell, Sheras, & Cole, 2006)
- Definitions & time frames vary
- Provide an a priori definition or not?
- Self-report vs. other methodologies
- Do current measures actually assess the subset of peer victimization that is bullying?



# The Essential Elements of Bullying

- Repeated over time
- Intentional
- Power difference



# Definitional Approach...example

- *“Bullying is the willful, conscious desire to hurt or frighten someone else. This might take the form of physical, verbal, or psychological bullying. There are many examples of bullying behavior. They all have as a common feature; the illegitimate use of power by one person over another. For example, bullying might comprise threats of violence or actual physical intimidation. It might comprise verbal malice or social ostracism” (Mynard & Joseph, 2000, pp. 170-171).*

# To Define or Not to Define?

## ● Pros:

- Helps separate acts of bullying from other forms of peer victimization (e.g., includes power imbalance in definition).
- Better for prevalence estimation
  - (Solberg & Olweus, 2003)

## ● Cons:

- May elicit a socially desirable response
- Students may not identify with labels of “bully” or “victim”
- May mask trends and correlations among subtypes of victimization experiences
  - (Espelage & Swearer, 2003; Greif & Furlong, in press; Cornell et al., 2006).

# When is it “bullying?”

- Definition and frequency of “2-3 times per month or more” (Solberg & Olweus, 2003)
- No definition and classify extreme responders (e.g., 1 SD above mean, 1.5 SD, etc.).
  - Impractical for schools in a multi-gating process.

# Self-Report vs. Other Measurement Approaches

## ● Pros of Self-Report:

- Most commonly used method.
- Measures with good psychometric properties have been developed.
- Good method for ascertaining prevalence.
- Good method for assessing types of victimization that are not readily observable.

## ● Cons of Self-Report:

- Many available measures do not report adequate reliability and validity information.
- Prone to the perception of the student.
- Careless and dishonest reporting can inflate prevalence estimates (Cornell et al.)
- Time frame may influence student responses in unexpected ways (Morrison & Furlong, 2002).

# What's available?

Focus on self-reports

- Olweus (the original)
- Reynolds
- Swearer
- Canadian Public Health Toolkit
- Austin & Joseph
- Espelage & Holt
- Gottheil & Dubow
- Dameray & Malecki.



# Other Measurement Methods

- Teacher Report
- Peer Nominations
- School Observations



# Pros and Cons of Other Measurement Methods

## ● Pros:

- Can answer questions that cannot be addressed by self-report alone.
- For peer nominations, scores are derived from a number of different observers.
- Social ecology of bullying.

## ● Cons:

- Difficulty to obtain IRB, school, and parental approval.
- With peer nominations, can you collect sociometric data on kids for whom their parents' did not give permission?
- For observations, how do they assess power imbalance?
- Some forms of victimization are not readily observable.

# The Need for a Different Approach

- **Problem:**

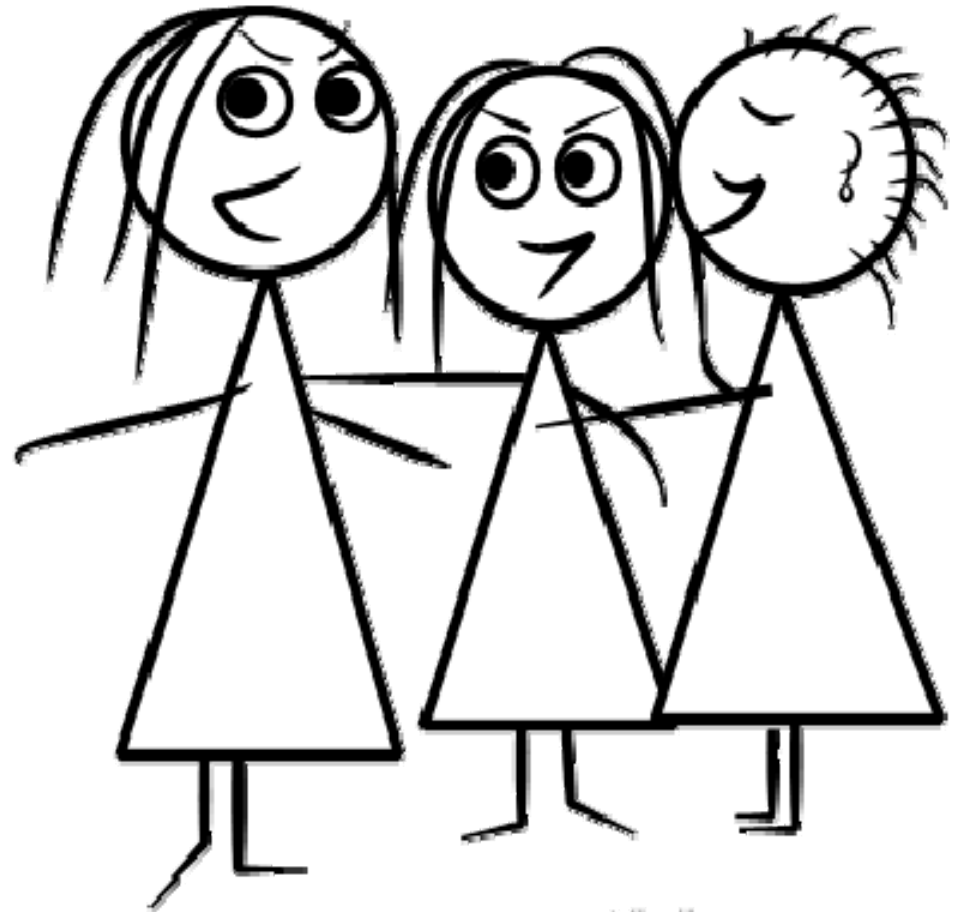
1. Bullying encompasses a range of direct & indirect, physical & verbal behaviors that need to be assessed.
2. Are the different forms psychologically equivalent?  
(Cornell et al., 2006).

- **Our Solution:** In CBS: G1 & G2, we include items assessing multiple forms of bullying victimization without the use of a definition.

Physical



# Relational



[www.sangrea.net/bully](http://www.sangrea.net/bully)

# Harassment



# Threats—Intimidation



QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

# Property Stolen Or Damaged



# The Need for a Different Approach

- **Problem:** The use of the label “bully” (i.e., social desirability, emotionally-laden).
- **Our Solution:** Survey and interview assess bullying victimization without a definition or use of the label bully, and can differentiate the subset of bullying victimization from overall peer victimization.

# The Need for a Different Approach

- **Problem:** How do you distinguish bullying from horseplay, teasing among friends?
- **Our Solution:** List different forms of victimization and include a context descriptor of “on purpose in a mean or hurtful way.”

# The Need for a Different Approach

- **Problem:** How do you assess the power imbalance that distinguishes bullying from other forms of peer victimization?
- **Our solution:** In the CBS, students respond to questions assessing if there is a power imbalance between the student and the main person involved (physical strength, popularity, intelligence [school performance]).

# The Need for a Different Approach

- **Problem:** What is the best time frame and frequency scale to use?
- **Our solution:** Use the past 30 days as a time frame to aid in memory recall and the frequency scale used by the Olweus scale because of its concrete time frame and the ability to compare across studies.

# The Need for a Different Approach

- **Problem:** Limited psychometric information on many published and widely used scales.
- **Our solution:** For the CBS: G1, we conducted test-retest reliability, compared our results to a key Swearer bullying question item, and co-administered the survey with positive psychology measures to assess the validity.

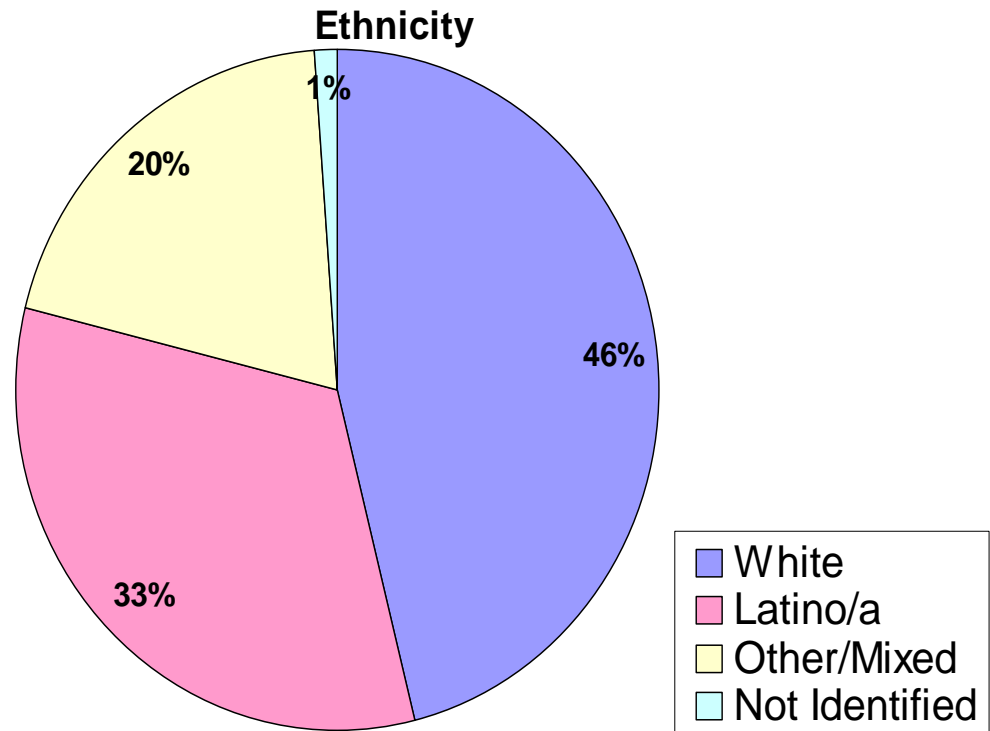


# Method

- Focus on the CBS: G1
- Preliminary Development
  - Analyzed student responses to previous draft of survey (piloted tested twice).
  - Modified items for clarity and consistency based on research team consensus.
  - Conducted focus groups with students in grades 5-8

# Participants

- 3 schools representing grades 5 (15%), 6 (13%), 7 (39%), & 8 (33%).
- 54% female



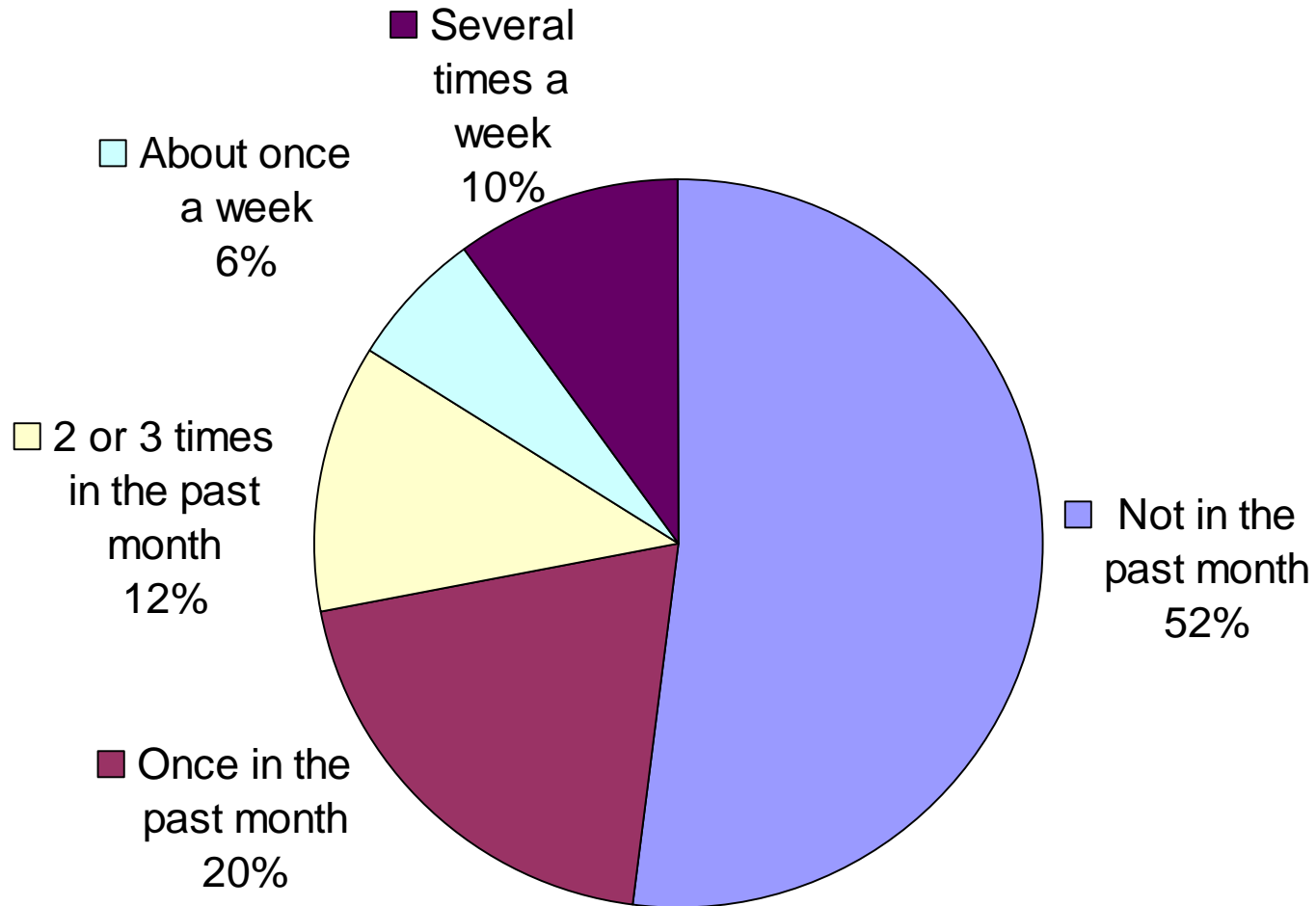


# Procedure

- Data collected May and June 2006
- Re-administered 1-2 weeks later to a sub-sample.
- Criteria for retention in the study:
  - At least one victimization item completed.
  - No more than 5 positive psychology items missing, with no more than one per scale.
  - Reviewed for inconsistent responding.
  - 10 cases deleted for a total N of 366.
  - 342 have complete victimization data (i.e., answered all victimization items).

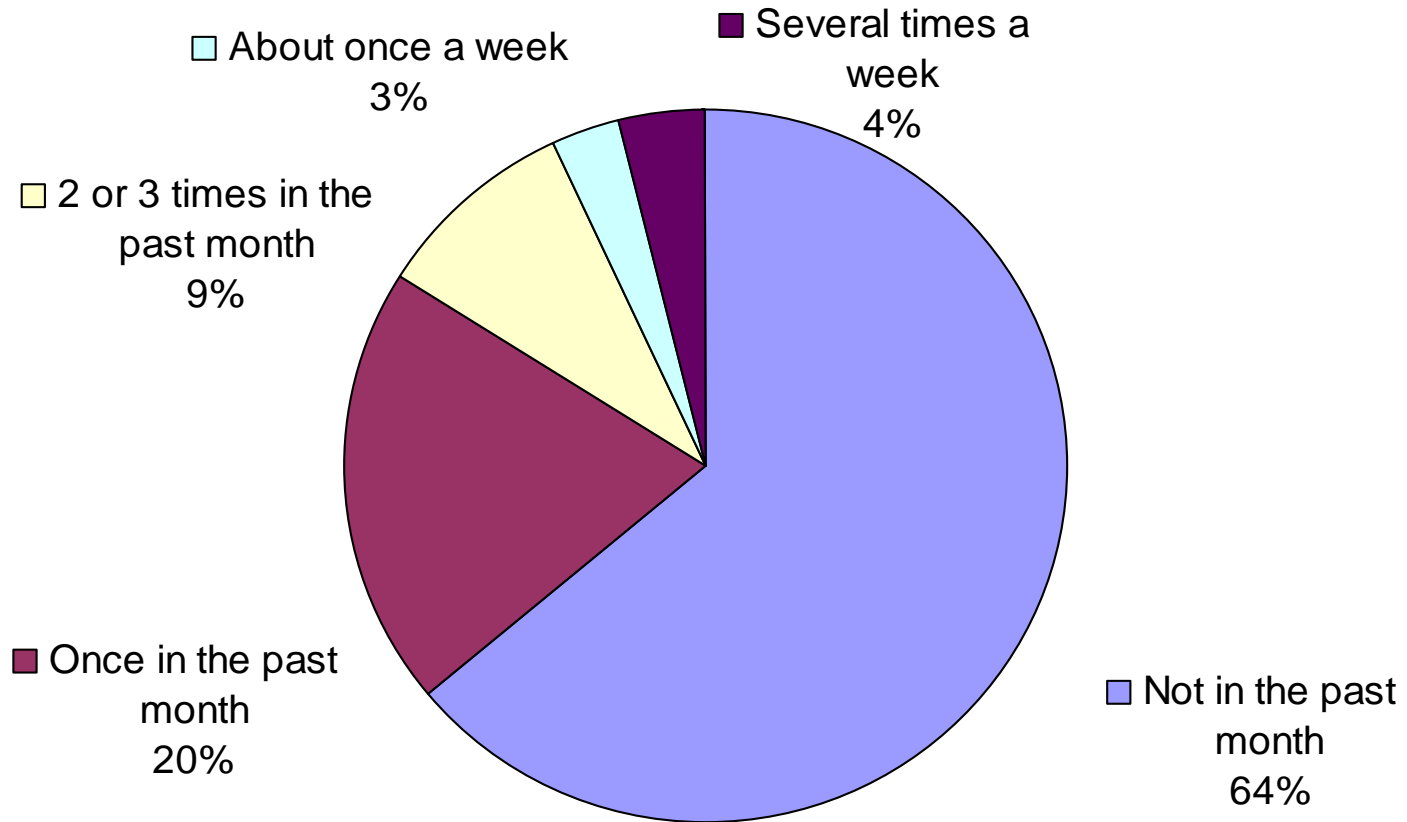
# Descriptives

## Been Teased or Called Names



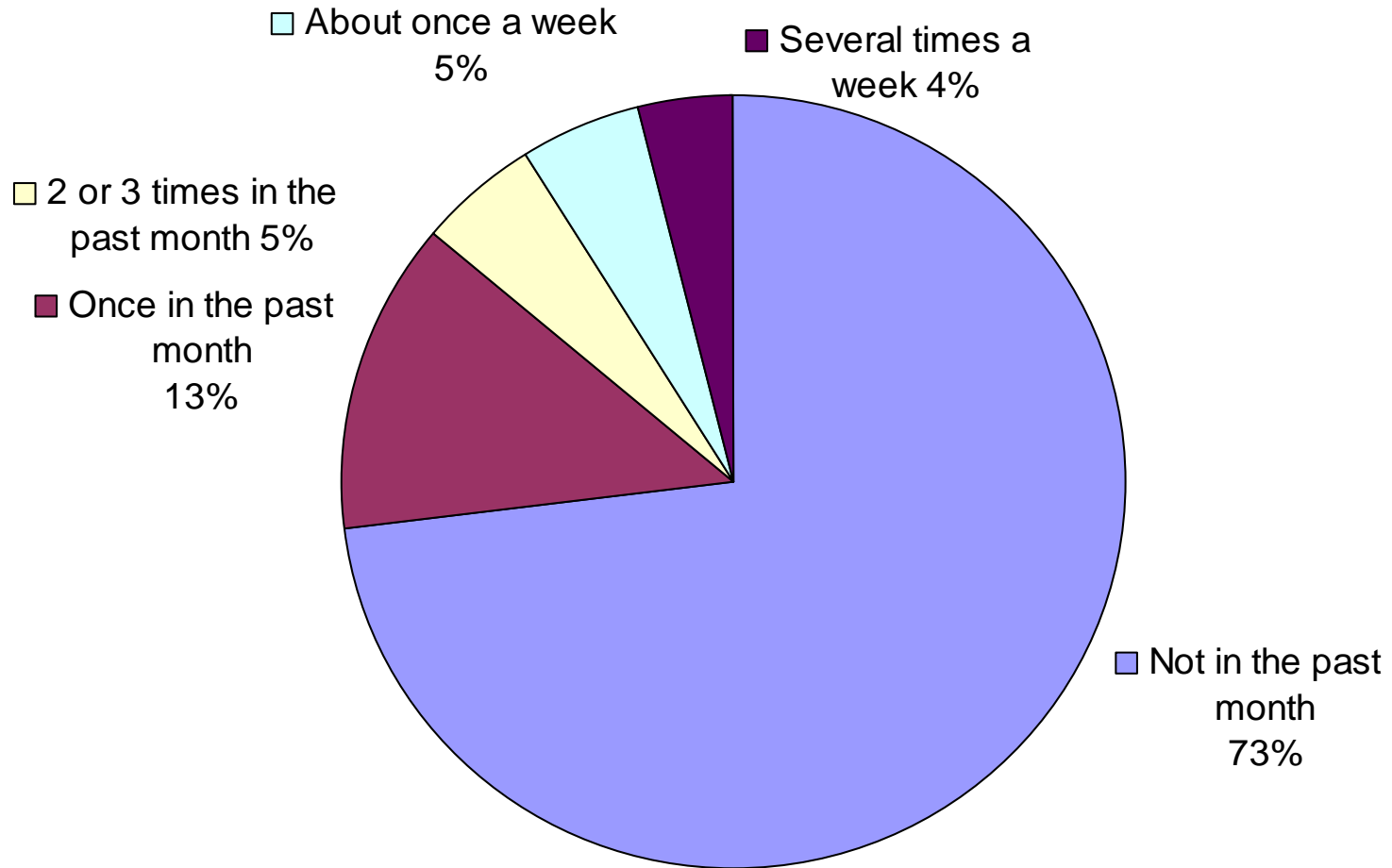
# Descriptives

## Had Rumors or Gossip Spread



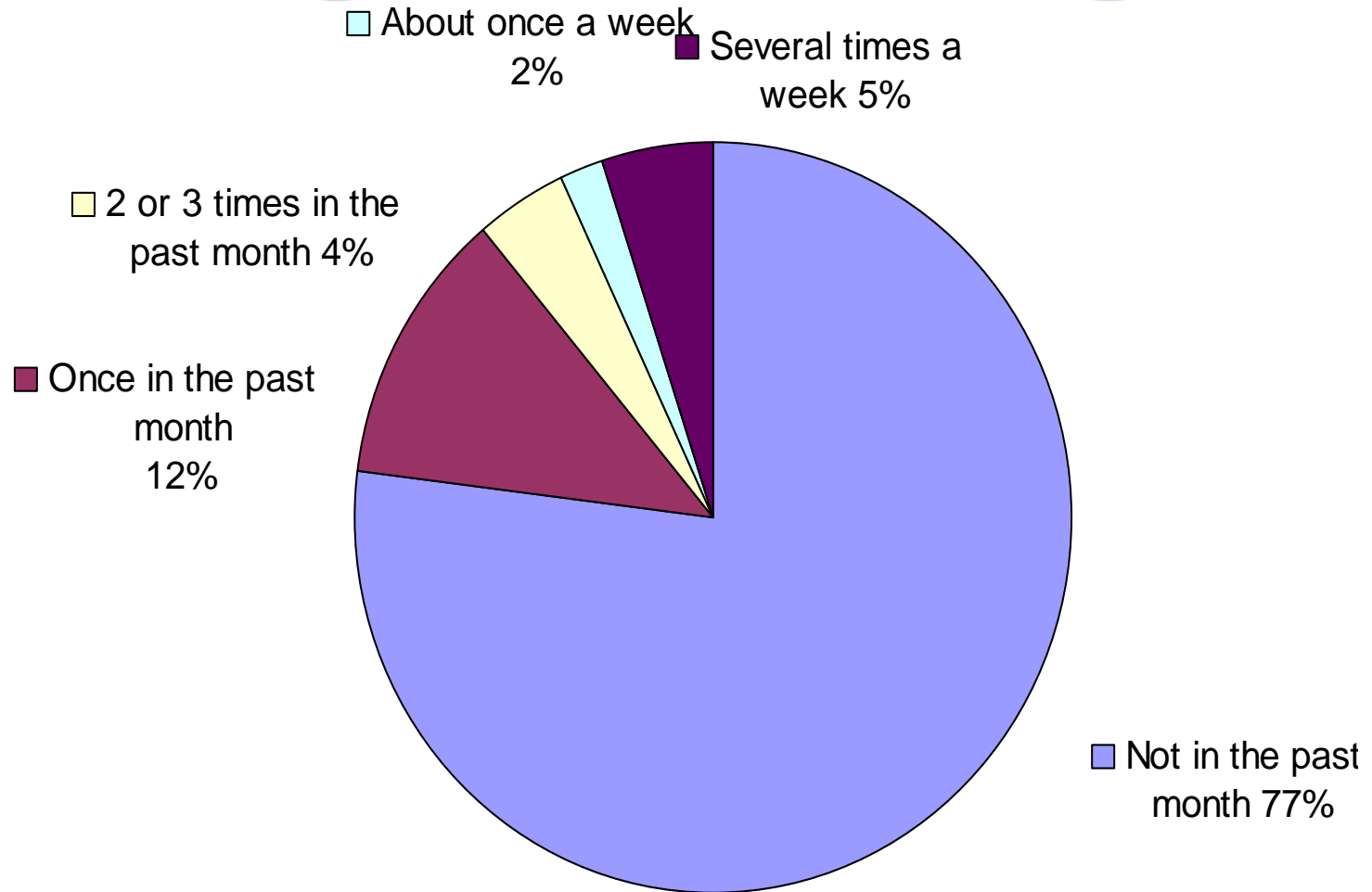
# Descriptives

## Been Left out of a Group or Ignored



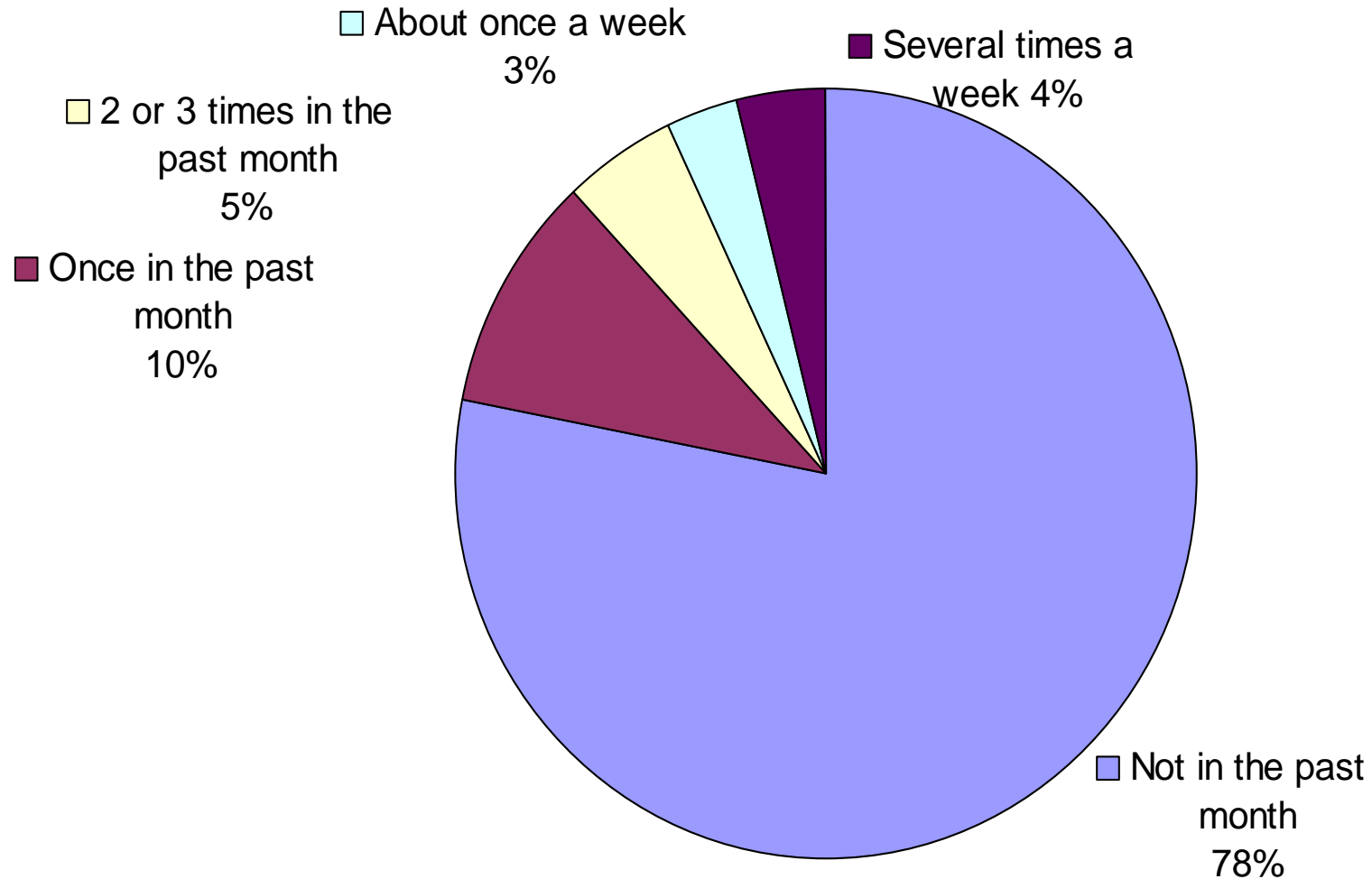
# Descriptives

## Been Hit/Pushed/Physically Hurt



# Descriptives

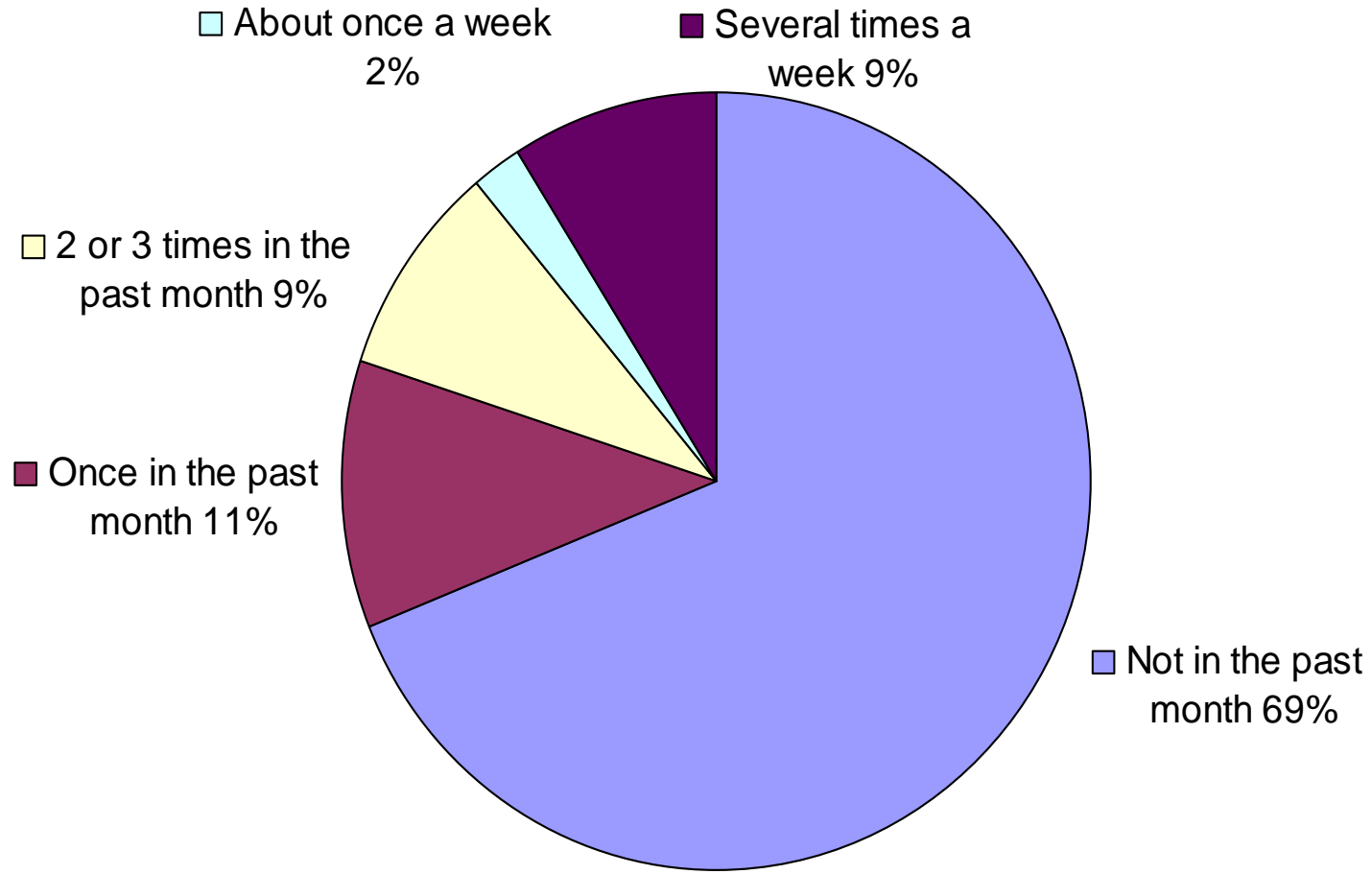
## Been Threatened



# Descriptives

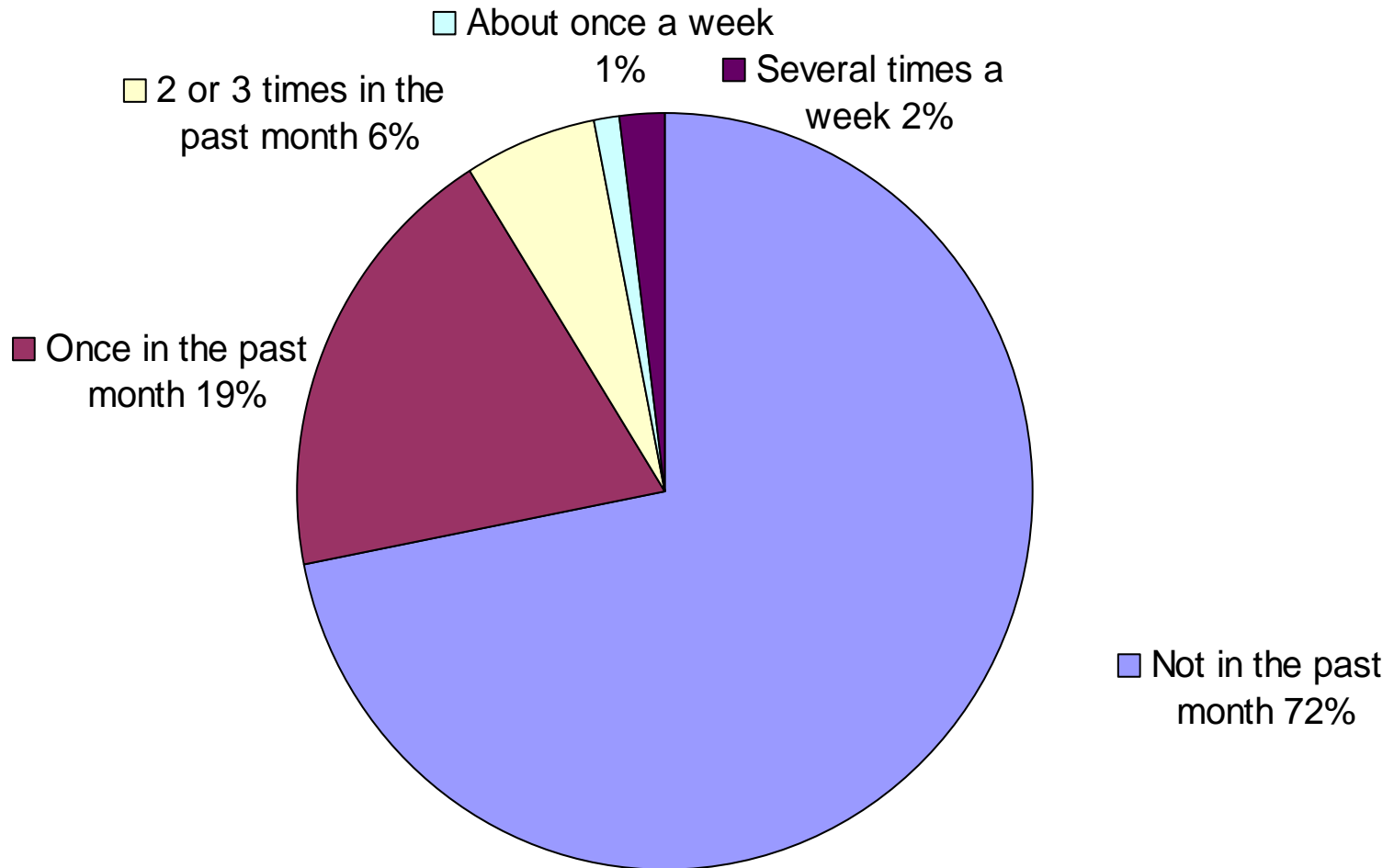
## Sexual Comments, Jokes, or Gestures

\*Junior High Only\*

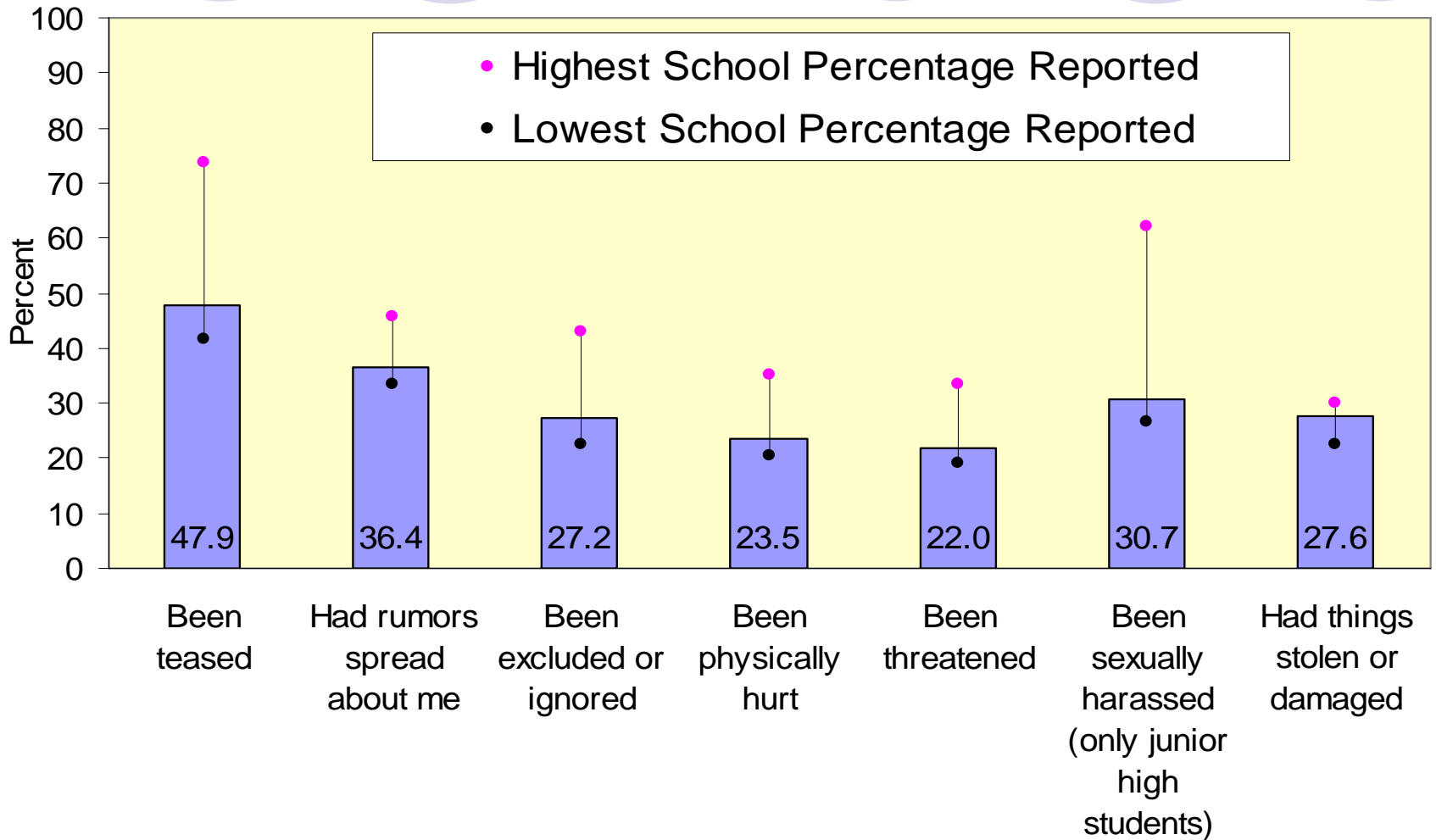


# Descriptives

## Had Things Stolen or Damaged



# Variations Across Schools



# Additional Sections of CBS: G1

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

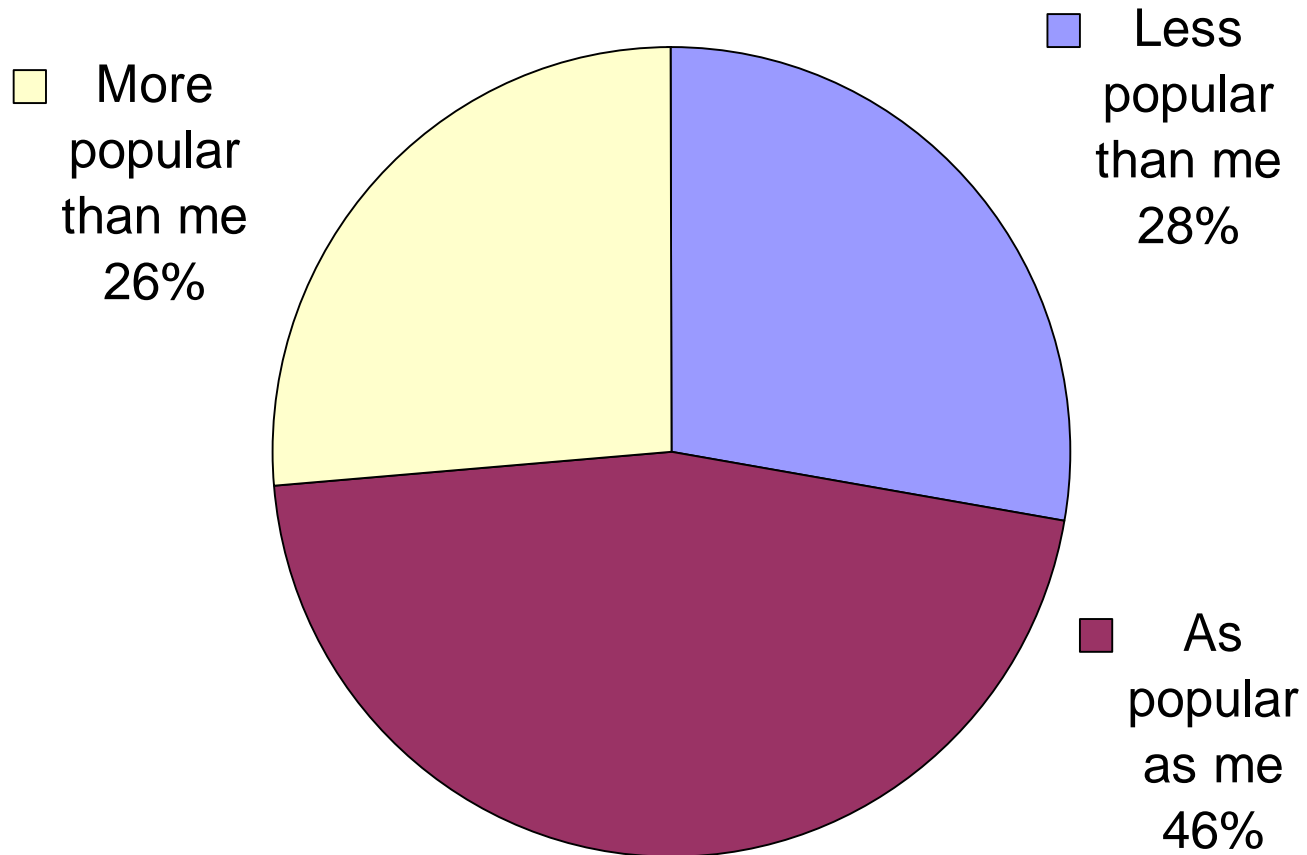
# Self-serving bias



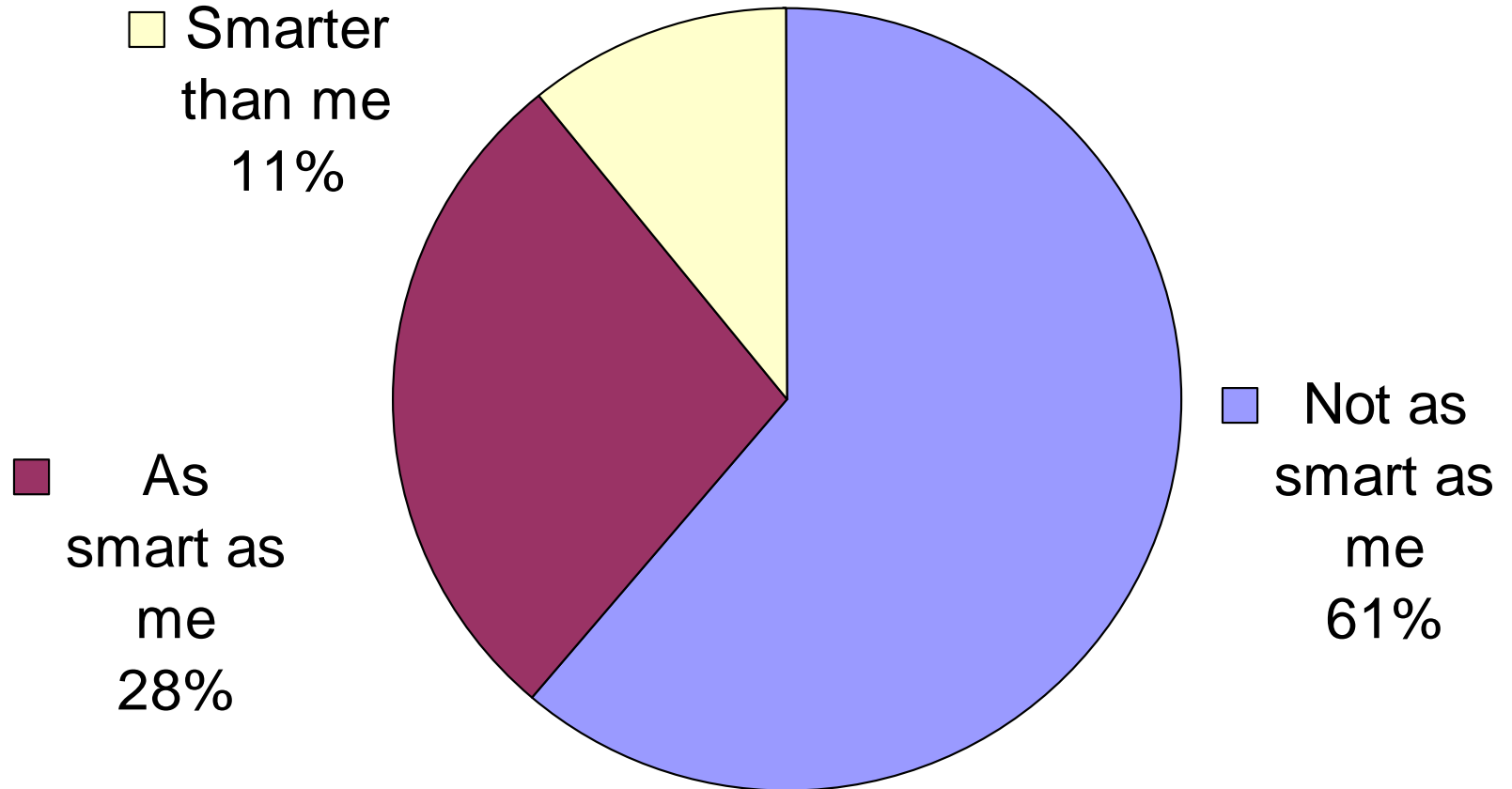
- Results of a statistical bias
- People thinking that they perform better than average in areas important to their self esteem.
- We are all better than average drivers, right?
- Internalizing of victimization attributions and constriction of coping skills due to low hope aspirations

# Assessment of Power Differential

## Popularity



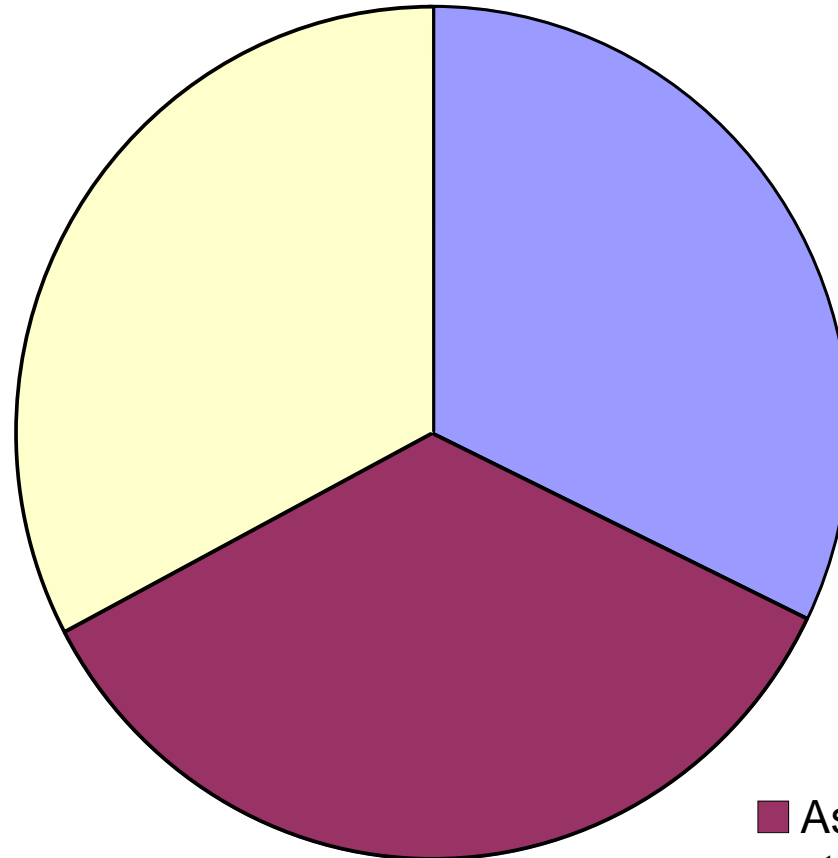
# Assessment of Power Differential Intelligence



# Assessment of Power Differential

## Physical Strength

Physically stronger than me  
33%



Not as physically strong as me

As physically strong as me  
35%

# Relationship of Victimization Experience to Power Difference

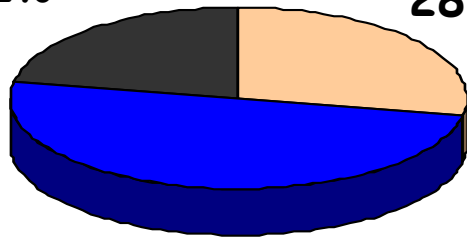
| <b>Number of Victimization Experiences</b> | <b>Percent Reporting a Power Difference</b> |
|--|---|
| 1  | 19.4  |
| 2  | 44.3  |
| 3  | 43.2  |
| 4  | 61.5  |
| 5  | 64.3  |
| 6  | 61.1  |

# Percent of Youth Bullied

## CBS—Gate 1 Bully Types

22%

28%



50%

- Not a Victim
- Peer Victim
- Bully Victim

## ● CBS-G1 Criteria:

- Bully Victim = At least one victimization experience at 2-3x/month or more and power imbalance
- Peer Victim = any reported peer victimization 78% with some victimization

# Psychometric Analyses: First Steps

- Test-Retest Stability
- Concurrent Validity with Swearer Bullying Item
- Divergent and Predictive Validity

# Test Retest Stability: By Item

| Item s           | N   | % Agree | Kappa |
|------------------|-----|---------|-------|
| Tease d          | 140 | 78.6    | .57*  |
| Rumo rs          | 141 | 76.6    | .49*  |
| Igno red         | 141 | 80.2    | .54*  |
| Hit              | 142 | 88.0    | .65*  |
| Threatened       | 138 | 88.4    | .65*  |
| Sexual Comments  | 54  | 79.7    | .43*  |
| Prope rty Stolen | 138 | 82.2    | .61*  |

# Test-Retest Stability-Summary Scores

| Scale         | Victim Total Score  |          | Victim Total Count |          |
|---------------|---------------------|----------|--------------------|----------|
|               | <i>r</i>            | <i>n</i> | <i>r</i>           | <i>n</i> |
| <b>Groups</b> | <b>Range = 0-24</b> |          | <b>Range = 0-6</b> |          |
| Total         | .80**               | 133      | .77**              | 133      |
| White         | .88**               | 60       | .80**              | 60       |
| Latino        | .78**               | 54       | .70**              | 54       |
| Other/Mixed   | .79**               | 19       | .87**              | 19       |
| Male          | .68**               | 56       | .70**              | 56       |
| Female        | .86**               | 77       | .81**              | 77       |
| Elementary    | .80**               | 80       | .75**              | 80       |
| Junior High   | .83**               | 53       | .84**              | 53       |

# Bully Classification Consistency: CBS-G1 Reliability

*Bully Group Status at Time 1 and Two Weeks Later*

| Time 2 (two weeks later) |             |             |         |       |
|--------------------------|-------------|-------------|---------|-------|
|                          |             | Not Bullied | Bullied | Total |
| Time 1                   | Not Bullied | 97          | 6       | 103   |
|                          | Bullied     | 13          | 16      | 29    |
|                          | Total       | 110         | 22      | 132   |

# Convergent Validity: Comparison to Swearer Bullying Item Using the Time 1 Responses

Swearer Item Method = 2-3+ a month

CBS-G1 Method = 2-3+ times a month on any 1 of 6 victim items  
AND at least one type of reported power difference

|  |             | CBS-G1 Bully Status (T1) |                 |             |
|--|-------------|--------------------------|-----------------|-------------|
| Swearer<br>Item<br>Bully<br>Status<br>T1 |             | Not Bullied              | Bullied         | Total       |
|  | Not Bullied | 244                      | 35 <sup>1</sup> | 279         |
|  | Bullied     | 22 <sup>2</sup>          | 39 <sup>3</sup> | 61<br>17.9% |
|  | Total       | 266                      | 74<br>21.8%     | 340         |

<sup>1</sup> 47.3% of the youth who were in the CBS-G1 bully victim group DID NOT indicate frequent bullying on the Swearer item (definitional) method.

<sup>2</sup> 36.1% of the youth who reported frequent bullying on the Swearer item (definitional) method DID NOT fall into the CBS-G1 bully victim group.

<sup>3</sup> Of the 145 youth who indicated bullying victimization using the CBS-G1 or Swearer item methods, there was only 26.9% agreement on bullying classification. (Kappa = .474, 83.2% overall agreement [high because of agreement on non-victim status]).

# Divergent and Predictive Validity

- Co-Administered with:

- LSS = Life Satisfaction Scale

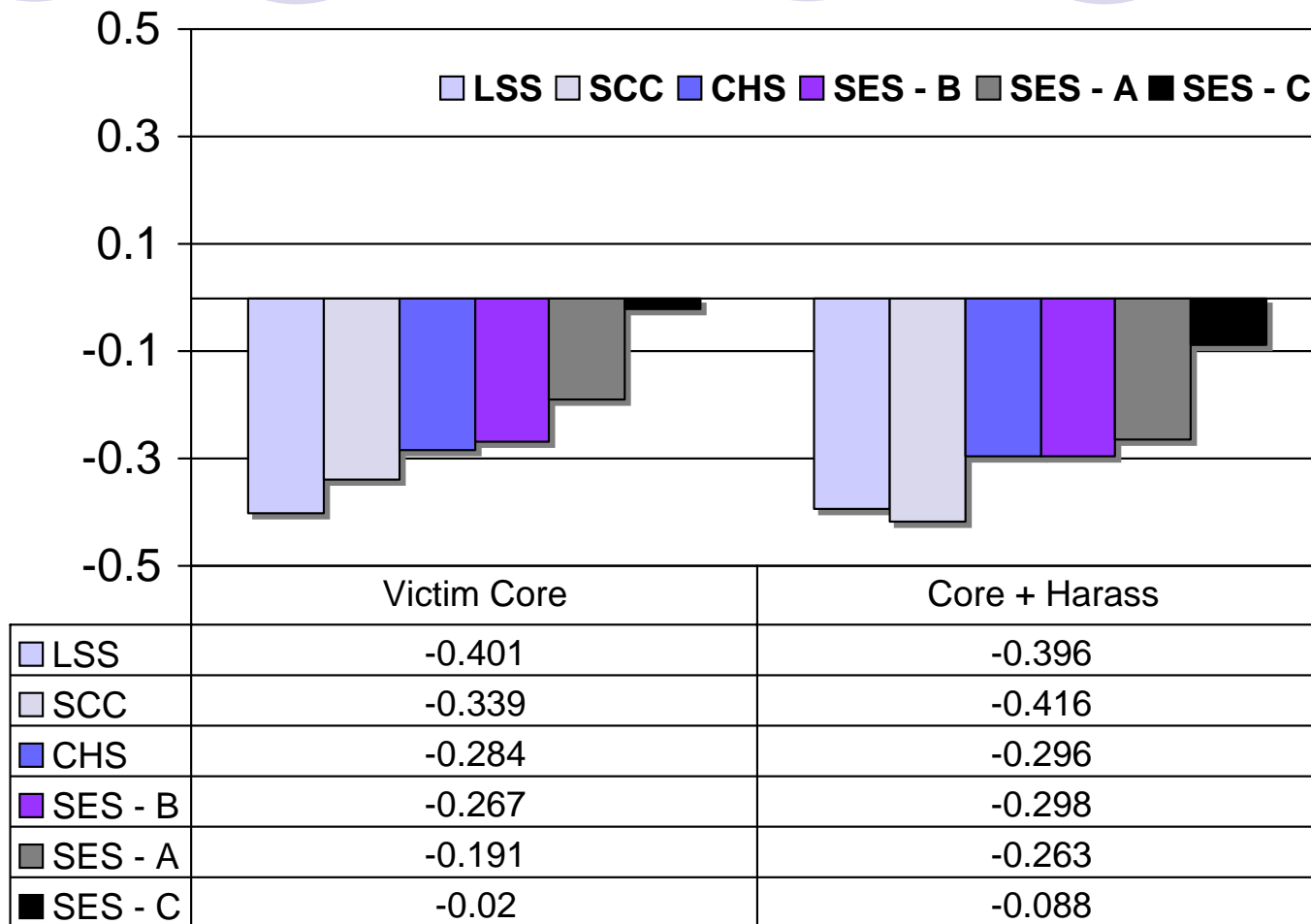
- SCC = School Connectedness

- CHS = Children's Hope Scale

- SES = School Engagement Survey,

- B = Behavior, E = Emotion, C = Cognitive

# Correlations Between Victimization & Positive Psychology Scales

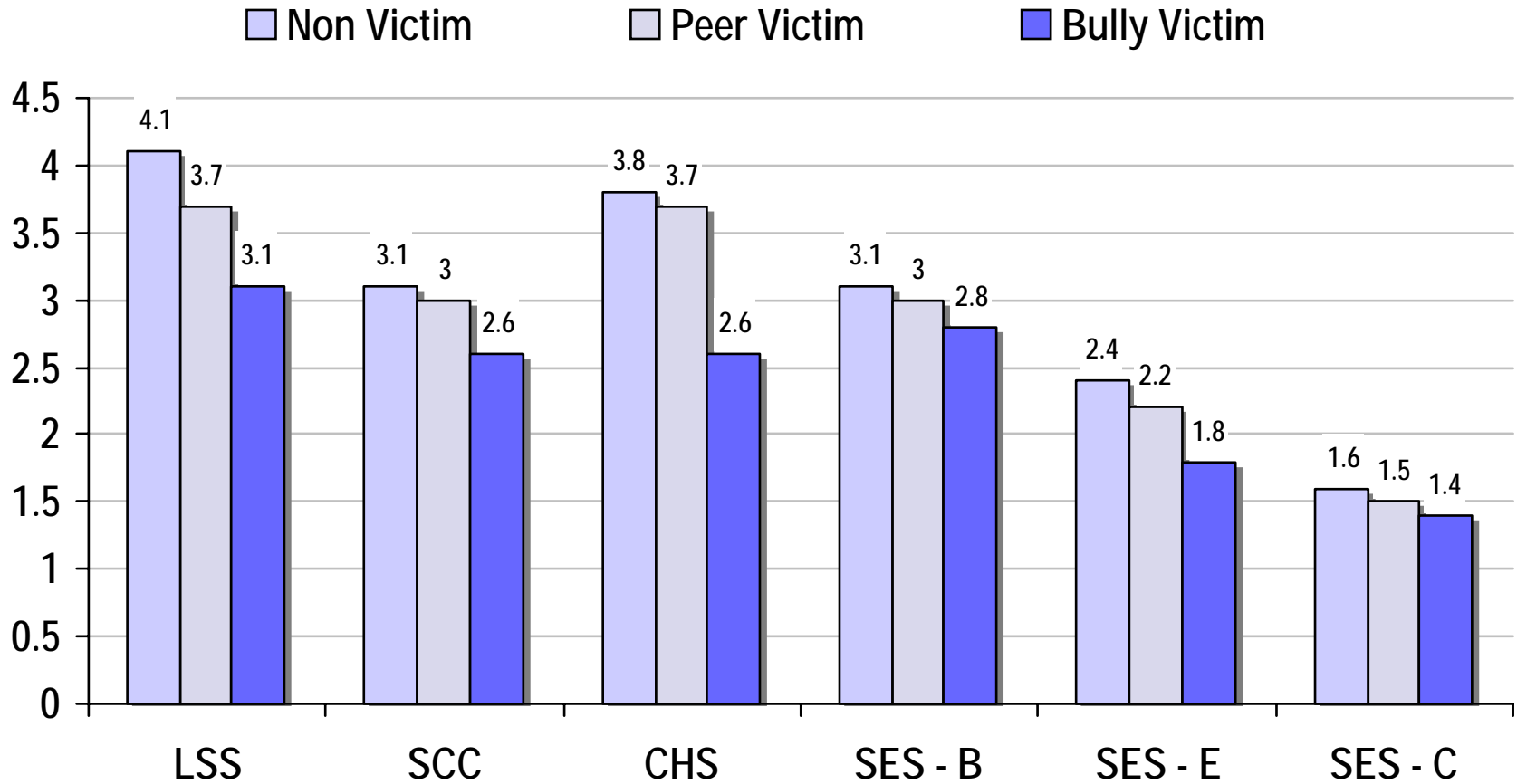


# Victimization Subscale Scores and Positive Psychology Scales

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

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

# Validity Scale Means by Victim Group



# Next Steps



- Complete Gate 2 Interview.
- Complete SEM analysis examining the buffering effects of Hope on Life Satisfaction for bully victims.
- Further examine sensitivity and specificity schemes.
- Complete web-based version.
- Further examine influence of both types of social desirability.
- Incorporate with Tier-2 victim targeted intervention.



# Items available on web

- Now: Surveys, Slides
- October 16: Draft Report of Project
- [www.education.ucsb.edu/csbyd](http://www.education.ucsb.edu/csbyd)

