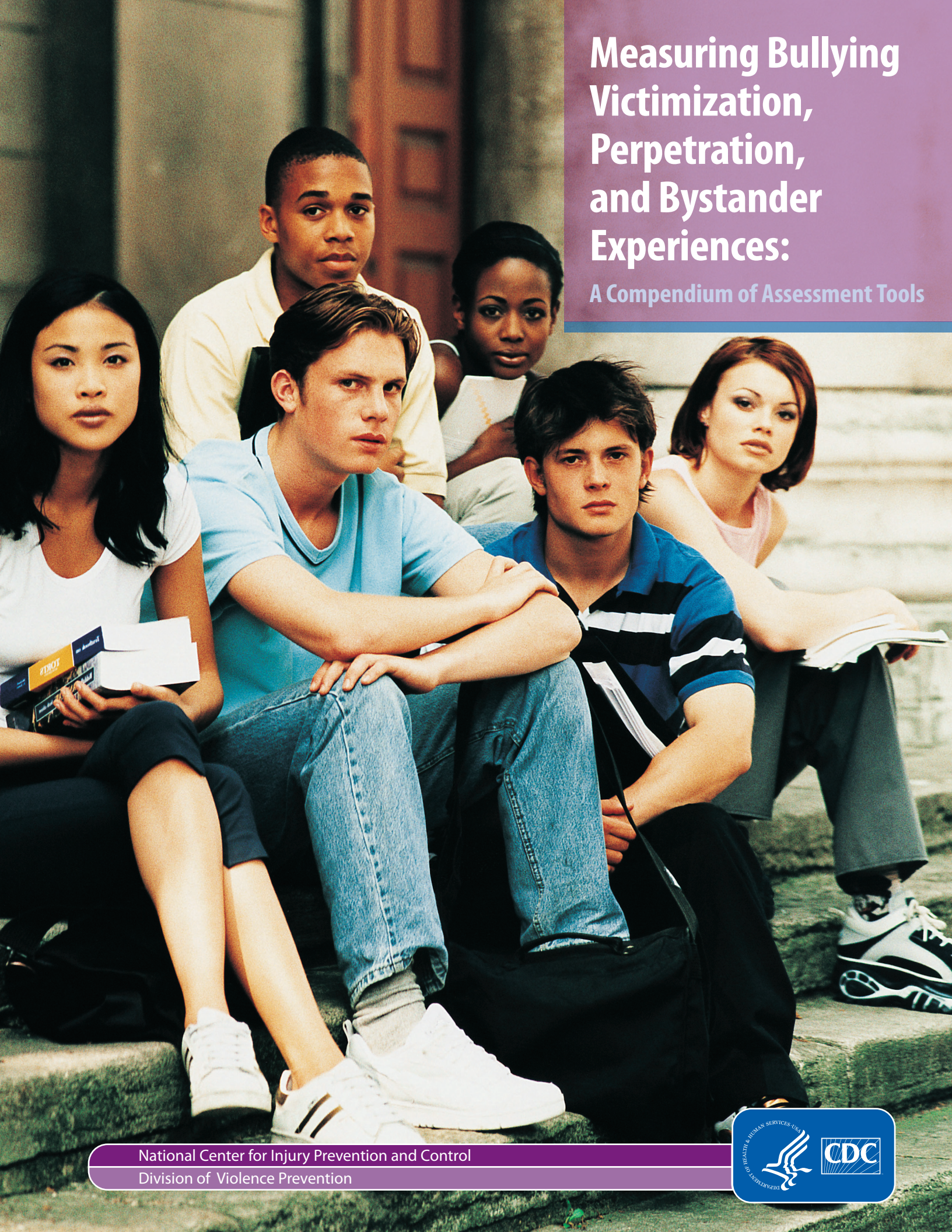


Measuring Bullying Victimization, Perpetration, and Bystander Experiences:

A Compendium of Assessment Tools



National Center for Injury Prevention and Control
Division of Violence Prevention



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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Makes the others join in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Always finds new ways of harassing the victim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Assistant Scale	Never	Sometimes	Often
1. Joins in the bullying, when someone else has started it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assists the bully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Helps the bully, maybe by catching the victim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Reinforcer Scale	Never	Sometimes	Often
1. Comes around to see the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Laughs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Incites the bully by shouting or saying: “Show him/her!”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Defender Scale	Never	Sometimes	Often
1. Comforts the victim or encourages him/her to tell the teacher about the bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tells the others to stop bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Tries to make the others stop bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Outsider Scale	Never	Sometimes	Often
1. Is not usually present in bullying situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stays outside the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Doesn't take sides with anyone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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.

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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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

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