

**Bullying, Victim, and Aggressor:
Past Experience versus Current Behavior**

Fushu Tan

University of Oregon
Acknowledgements

I would like to thank my research advisor, Holly Arrow, for all her extraordinary guidance through this entire process. Thanks to Jordan Pennefather for assisting with data analysis and Mary Hetrick for the use of her data set (Hetrick, 2012). A special thanks to all members of the Groups and War Lab for their assistance in the completion of this research.

Contact Information: Fushu Tan, 541-515-2019, ftanusa@gmail.com

BULLYING, VICTIM, AND AGGRESSOR

Abstract

Bullying is the most common type of violence in American schools (Swearer & Doll, 2001), and the consequences can persist into adulthood, affecting school achievement, prosocial skills, and psychological well-being for both the victims and the bullies. The current study examined whether past experience with bullying can affect how likely college students are to intervene when someone they know is being bullied. 120 college students (50 males, 70 females) completed a questionnaire that assessed their past experience with physical and relational aggression. They then read a scenario that asked them to imagine someone was spreading vicious rumors about a member of their current campus group. Next, they decided whether they would intervene by contacting the aggressor, the victim, or both. Over 95% of participants reported some past experience as both aggressor and victim. Unexpectedly, males reported significantly more past experience as relational aggressors than females. Over half the participants said they would intervene by contacting both the victim and bully. However, contrary to the hypothesis, past victimization experience did not increase the likelihood of intervening. In fact, past experience scores tended to be somewhat lower for those who intervened. The only significant past experience predictor was that those who chose not to intervene at all tended to have more experience as a bully and less as a victim.

Introduction

Bullying is not only the most common type of school violence in the United States (Swearer & Doll, 2001) but also a common issue in other countries, such as England, Canada, Japan, Austria, New Zealand, France, and Finland (Smith, et al., 1999; Swearer & Doll, 2001; Ross, 2002). A representative survey conducted for the National Institute of Child Health and Human Development (NICHD) in the United States found that 29.9% American children in grades six

BULLYING, VICTIM, AND AGGRESSOR

through ten had been directly involved in severe and frequent bullying (e.g. physical attack, threat, and emotional violence) in the past 2 months, which included 13% as bullies, 10.6% as victims, and 6.3% as both (Nansel et al., 2001). These numbers do not provide a complete picture of exposure to bullying because a majority of schoolchildren have experience as “bystanders” who have witnessed aggression among peers without intervening to help their peers (Garbarino & DeLara, 2003). The research reported here investigated whether a person’s past experience as a bully, a victim of bullying, or both affects how likely they are to intervene in a hypothetical bullying incident in the present.

Bullying Behaviors and Roles

Bullying is a specific form of asymmetrical aggression in which one or more powerful individuals repeatedly and intentionally cause pain, psychological stress, and harm to a weaker individual (Olweus, 1993). Bullying is a subtype of aggressive behavior, which Salmivalli (2010) classifies into three categories: physical bullying, which includes hitting, pushing, and kicking; verbal bullying, which includes name-calling and teasing; and relational bullying (also called indirect bullying), which includes spreading rumors, ignoring peers, and withdrawing friendship (Crick & Grotpeter, 1995; Duffy & Nesdale, 2009; Olweus, 1993).

Bullying is also described as violence in a group context (Sutton and Smith, 1999). Salmivalli and colleagues (1996) identified six roles that children take on during a bullying incident: bully (or ringleader bully), assistant of the bully, reinforcer of the bully, victim, defender of the victim, and outsider. The ringleader bully initiates the bullying. The assistant bully is also active in the bullying process as a follower of the ringleader. The reinforcer supports bullying by laughing, cheering, and providing an appreciative “audience” for the bully. A defender supports, comforts and may protect the victim to discourage the bully from

BULLYING, VICTIM, AND AGGRESSOR

continuing. The outsider does nothing. However, the mere presence of outsiders during a bullying episode plays a distinct role (Salmivalli, 2010) because outsiders may enable bullying situations to continue by not taking action during the event.

Defenders or Outsiders

Challenging the bully's power by siding with the victim can alter both the severity of bullying and lessen its impact on victims. Research conducted among 573 sixth-grade children indicated that when defenders acted on behalf of the victim, the bullying situation was diffused quickly in comparison to situations with no defenders (Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996). Standing up for a victim may also have positive effects on the victim's adjustment, which improves when the victim has defenders. For example, victims with support exhibited less internalizing disorders than victims without. In a study of children in grades 3 to 5 (Sainio, Veenstra, Huitsing, & Salmivalli, 2011), victims whose classmates defended them were less anxious, less depressed, and more confident than victims without defenders.

Unfortunately, children witnessing bullying rarely take action during a bullying episode (Whitney & Smith, 1993; Salmivalli, Lappalainen, & Lagerspetz, 1998). Salmivalli's (2010) review mentions how students often report intentions to defend a victim in a hypothetical situation but fail to defend the victim in real incidents. In one study with Australian middle school-aged children, a video depicting bullying in the presence of bystanders was viewed by 200 late primary (mean age 11.5) and early secondary (mean age 13.5) school students. Questionnaires were employed to assess student attitudes towards victims. Over 43% of students indicated that they would certainly or probably intervene and approximately 23% indicated that they certainly or probably would not. A significant but small correlation of 0.1 ($p < 0.05$)

BULLYING, VICTIM, AND AGGRESSOR

between the social desirability measure and reported intention to support the victim suggests a minor influence on the tendency to report good intentions. The authors propose that in a real bullying situation, unanticipated contingencies might discourage children with good intentions from intervening.

Outsiders and Bystander Inaction

Why don't outsiders intervene more often? Salmivalli (2010) suggests that this inaction is due to outsiders perceiving other children's reactions during a bullying episode and following along. As bullying incidents tend to have multiple witnesses, the likelihood of intervening might be reduced by the classical "bystander effect" (Latané & Darley, 1969): helping is less likely when many individuals are witnessing a potentially dangerous or harmful situation. This might be due to the diffusion of responsibility, which occurs when people do not feel personally responsible and fail to act, perhaps hoping someone else will intervene instead. In such situations, bystanders must take four steps before intervening: (1) the bystander must notice something is going on; (2) the bystander must interpret the event as problematic; (3) the bystander must accept responsibility to assist the person in need (rather than waiting for someone else to do so); and (4) the bystander must decide how he or she is going to help (Latané & Darley, 1969).

The bystander can fail to act because of problems at each of the four listed steps. We analyzed data from a study (Hetrick, 2012) in which group members were informed of a vicious rumor being spread about one of their group members. This ensured that participants noticed that something clearly problematic was happening (steps one and two of the four identified by Latané and Darley). The study focused attention instead on steps three and four: accepting responsibility and deciding what action to take.

BULLYING, VICTIM, AND AGGRESSOR

Current Research and Hypothesis

For the purpose of this study, we define an outsider as someone who witnesses bullying without taking action. If a group member decides to take action and defend their fellow group member, they shift to a defender role. Group members who fail to act remain outsiders and leave their fellow group member to fend for himself/herself. Fear of becoming the next victim may discourage outsiders from intervening, especially if they have past experience as victims and are traumatized. However, counter-forces such as sympathy for the victim and social norms regarding people's obligation to help each other may encourage outsiders to act (Latané & Darley, 1969). The current research study examines whether the past experience of individuals as a bully, a victim of bullying, or both influences their reaction to a bullying incident in the present. We hypothesized that people who were victims of bullying in the past would be more likely to intervene than those who had not been victimized.

Method

Participants

This study used an existing data set that was collected from one hundred twenty individuals (50 Males, 70 Females) (Hetrick, 2012). The mean age was 19 years old, ($SD=1$) with a range of 18 to 29. Of the participants, 78% were Caucasian, 15% were Asian, and the remaining 7% distributed across other races. 118 were undergraduate students and 2 were graduate students. Participants were recruited from the University of Oregon's psychology subject pool, via flyers posted around the university campus. Participants received either credit for an introduction to psychology class or \$15 for their time. To be eligible for the study, participants had to be a member of a pre-existing group. Potential participants were asked to recruit two other members of their pre-existing group to participate in the study with them. The larger groups

BULLYING, VICTIM, AND AGGRESSOR

included sports teams (N=21), religious organizations (N=9), Greek societies (N=48), and miscellaneous student groups (N=42; e.g. freshman interest groups, Hong Kong student association). The average length of membership was 16 months, ($SD=17$) with a median of 12 months. Membership length was skewed due to the wide range of responses (1 to 114 months). The gender composition of the 40 three-person groups that participated was 12 all male, 17 all female, 3 majority male, and 8 majority female.

Procedures and Measures

After giving informed consent, participants read a scenario in which someone shared a vicious rumor about a member of their current campus group. Gender specific names for the aggressor and target in the scenario were matched to the gender makeup of the participating group (i.e. members of all-female or majority female groups received a female scenario, and members of all-male or majority male group received a male scenario). After reading the scenario, participants answered questions about whether they would intervene by contacting the aggressor, the victim, or both. They then completed a questionnaire that assessed their past experience with physical and relational aggression. Participants chose from five response options for each of 12 questions ranged from 0 (never happened) to 4 (happened a lot). Aggressor experience and victim experience subscales included six items each: spread rumor, ignore peers, exclude peer group, withdraw friendship, threat with violence, and physical attack. Four about relational aggression and two about physical aggression. See the Appendix for the full scenario and the past experience questionnaire.

Two types of aggression experiences were measured: experience as a victim and as an aggressor. The items for both categories were adapted to better fit the population of our study from the Social and Physical Aggression Personal Experience Interview (SPAPE), originally for

BULLYING, VICTIM, AND AGGRESSOR

children and adolescents who had been targets of aggression (Paquette & Underwood, 1999).

Participants were asked to rate how often an event (e.g., “Gossip and rumors were spread about you”) happened to them on a scale of 0 (never happened) to 4 (happened a lot); Cronbach alpha = .70 (n = 6), and how often they instigated an event on a scale of 0 (never) to 4 (frequently), for example, “You spread gossip and rumors about others”; Cronbach alpha = .60 (n = 6).

Participants’ responses about intervening in the bullying scenario were classified into four categories: contact neither, contact aggressor only, contact victim only, and contact both.

Results

Past Experience with Bullying and Victimization

Almost all the participants had some kind of bullying behavior as aggressor and victim. Overall, 118/120 (98%) students reported at least one past instance of bullying behavior, and 119/120 (99%) reported at least one instance of past victimization. The relational bullying scores are higher than the physical bullying scores and some types of behavior were reported more commonly than others. The percentages and means for individual items are shown in Table 1.

At the item level, the percentages of involvement in bullying and victimization are similar for the most common items. For the bullying behaviors, spreading rumors about others (84.2%) and ignoring peers (80%) were the most common types. Likewise, the two most common types of victimization were having rumors spread about them (89.2%) and being ignored by peers (81.7%). For other items, much more victimization than bullying perpetration was reported (see *Figure 1*).

The study also examined the relationship between gender and bullying types. We ran an ANOVA analysis looking at gender differences for the four different subscales and found that males and females reported similar rates of bullying and victimization experience, with an

BULLYING, VICTIM, AND AGGRESSOR

exception that males ($M = 1.135$, $SD = 0.592$) were significantly higher on relational aggression than females ($M = 0.832$, $SD = 0.505$), $F(1, 119) = 9.087$, $p = 0.003$ (see *Figure 2*). No significant differences were observed for the other three subscales, all $F < 1$.

Descriptive statistics and correlations for bullying and victimization experience are reported in Table 2. The internal consistency (Cronbach's alpha) of the past experience questionnaire items was moderately high ($\alpha = 0.75$; 12 items). The correlations among subscales indicated a bully/victim pattern in the sample, especially for the relational subscales, $r(118) = 0.404$, $p < 0.01$. A principal component factor analysis of the 12 raw items was conducted to investigate the bully/victim pattern. The four factors extracted were (1) general bully/victim, (2) physical bully/victim, (3) bully not victim, and (4) relational bully. Items for all four factors that loaded at 0.40 or above are shown in Table 3.

Choices about Intervention

Over half the participants (56.67%) said they would intervene by contacting both victim and aggressor. About 20% chose to contact only the current victim, whereas 12.5% said they would contact only the aggressor. Only 10.83% of the participants said they would not intervene at all (see *Table 4*).

Our study tested whether individuals with past experiences as a bully, a victim of bullying, or both would be more likely to intervene when they witness bullying in the present. We ran four one-way ANOVAs examining if past experience of bullying (i.e., physical aggressor, relational aggressor, physical victim, and relational victim) was associated with current behaviors of contacting (i.e., contact neither, victim only, aggressor only, and contact both). We found that nothing was significant, $p > 0.1$ for all tests. The pattern of means was actually opposite that predicted for three of four past experience subscales (see *Table 4*). For relational victim,

BULLYING, VICTIM, AND AGGRESSOR

relational aggressor, and physical aggressor, the highest past experience scores were for contact neither. For physical victim, the highest past experience scores were for contact the victim only.

Multinomial logistic regressions were performed to investigate whether the four past experience factors from the factor analysis predicted intervention. The past experience variables were continuous and the current contacting behaviors were categorical. The logistic regression compared those who contacted neither with those who intervened in some way (victim only, aggressor only, or both) and found that only one of the four regressions was significant, indicating that participants who chose not to take any action tended to score higher on a “bully not victim” factor (with higher scores on aggression and lower scores for victimization) than those who intervened, ($M = 0.563$, $SD = 0.043$), $B = -0.770$, Wald (1) = 4.58, $p = 0.032$. This suggests that “pure” bullies are less likely to intervene than those who score low on this factor. General bully/victim experience regression was close to significant, ($M = 0.483$), $p = 0.064$, showing that participants who have experience both as a bully and a victim in the past are less likely to intervene. The other two regressions (physical bully/victim and relational bully) provided no significant evidence of association between the two past experience factors and current intervention (see *Table 5*).

Discussion

Main Findings and Alternative Explanations

The hypothesis that past victimization experience would increase the likelihood of intervening was not supported. In fact, some indications of past experience decreased the likelihood of intervening. Participants who did not intervene at all had higher past experience on three of the four subscales. This may be due to the fear of becoming the next victim. Garbarino and DeLara (2002) mentioned in their book that most students at school watch the bullying of

BULLYING, VICTIM, AND AGGRESSOR

their peers with a sense of helplessness, frozen in fear and guilt, but do nothing to help, because they do not want to be the next target. This fear and guilt may be especially acute for those who have been traumatized. In other words, victimization may encourage people to choose the outsider role instead of becoming a defender.

Furthermore, some common personality characteristics found for victims might make them less likely to intervene. Craig (1998) found that victims are usually very shy, quiet, lonely, sensitive, and have lower levels of self-esteem. These characteristics may both predispose them to victimization compared to more confident and extroverted individuals and also indicate a relative lack social skills and inclination to intervene when others are victimized. A study conducted by McClure and Shirataki (1989) identified victims as having an anxious personality pattern combined with poor social communication and problem solving skills. Compared with non-victimized peers, victims are more withdrawn, depressed, worried, and fearful of new situations (Kumpulainen et al., 1998). Unfortunately, we were unable to test personality characteristics as a separate predictor of intervention because we did not collect personality data on our participants.

Over 95% of participants reported some past experience with bullying behaviors as both aggressor and victim. This does not necessary mean that they were both bully and victim in the past. Actually, most participants scored quite low on the past experience scale. For example, spreading rumors and ignoring peers were the most common behaviors for both victim and aggressor, but these behaviors still happened only once or twice in the past for the majority of students. This falls well short of Olweus's (1993) requirement that bullies repeatedly "cause pain, stress, and harm to a weaker individual."

Limitations and Future Research

BULLYING, VICTIM, AND AGGRESSOR

One limitation already mentioned is that we failed to measure personality characteristics that might make people hesitant to intervene. For example, people who are shy and quiet may not have the skills needed for effective intervention, whether or not they were bullied in the past. Measuring personality factors in our future research would help us to investigate this alternative explanation.

Moreover, college students may not be an ideal group to investigate past bullying experience in our study, because children with lots of experience as victims and/or bullies may be less likely to go to college. Reid (1983) mentioned that both victims and bullies may have problems related to school, such as poor attendance, running away from home, and even committing suicide (Prewitt, 1988). Since our study has limited variance in bullying experience and scores were very low for almost all participants, we may consider including data from other populations in our future research, such as high school students.

Conclusions

In talking informally to high school teachers, educational researchers, and parents of middle school kids, I discovered that they were not surprised by the results because they did not think the hypothesis would be supported. Some of them believed that school intervention programs were making the situation much better than before. Several people even thought that the lower physical bullying scores in the study were due to the efficacy of school prevention programs.

School bullying is not only a problem in the United States but also a common issue in the world. The prevalence of bullying tends to peak in early adolescence, and it is during that period children are especially vulnerable to the psychological harm of bullying (Rigby, 1999). Researchers in previous studies have discussed much about the negative consequences of school bullying. Few have studied how the past bullying experiences of students might affect their

BULLYING, VICTIM, AND AGGRESSOR

responses to a bullying incident when they are older. The results of this research indicate that straightforward predictions about the impact of past experience as a victim are complicated by the fact that many victims also have experience acting as bullies.

References

- Alsaker, F. D., & Vakanover, S. (2001). Early diagnosis and prevention of victimization in kindergarten, In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized* (pp. 175-195). New York: The Guilford Press.
- Beaty, L. A., & Alexeyev, E. B. (2008). Bullying in kindergarten and prevention. In D. Pepler & W. Craig (Eds.), *Understanding and addressing bullying: An international perspective. PrevNet publication series, Vol. 1* (pp. 230-248).
- Bjorkqvist, K., Ekman, K., & Lagerspetz, K. (1982). Bullies and victims: Their ego picture, ideal ego picture and normative ego picture. *Scandinavian Journal of Psychology, 23*, 307-313.
- Boulton, M. J., & Smith, P. K. (1994). Bully/victim problems in middle-school children: Stability, self-perceived competence, peer perceptions, and peer acceptance. *British Journal of Developmental Psychology, 12*, 315–329.
- Boulton, M. J., & Underwood, K. (1992). Bully/victim problems among middle school children. *British Journal of Educational Psychology, 62*, 73-87.
- Card, N. A., Stucky, B. D., Sawalani, G. M., & Little, T. D. (2008). Direct and indirect aggression during childhood and adolescence: A meta-analytic review of gender differences, intercorrelations, and relations to maladjustment. *Child Development, 79*, 1185-1229.
- Craig, W. M. (1998). The relationship among bullying, victimization, depression, anxiety, and aggression in elementary school children. *Personality and Individual Differences, 24*, 123-130.

BULLYING, VICTIM, AND AGGRESSOR

Crick, N. R., Bigbee, M. A., & Howes, C. (1996). Gender differences in children's normative beliefs about aggression: How do I hurt thee? Let me count the ways. *Child Development, 67*, 1003-1014.

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and socialpsychological adjustment. *Child Development, 66*, 710–22.

Crick, N. R., Grotpeter, J. K., & Bigbee, M. A. (2002). Relationally and physically aggressive children's intent attributions and feelings of distress for relational and instrumental peer provocations. *Child Development, 73*, 1134 – 1142.

Duffy, A. L., & Nesdale, D. (2009). Peer groups, social identity, and children's bullying behavior. *Social Development 18*, 121-139.

Elsaesser, C., Gorman-Smith, D., & Henry, D. (2013). The role of the school environment in relational aggression and victimization. *Journal of Youth & Adolescence, 42*, 235-249.

Garbarino, J. & DeLara, E. (2002). Emotional violence can kill. *And words can hurt forever* (pp. 1-15). New York, NY: Free Press.

Gilmartin, B. G. (1987). Peer group antecedents of severe love-shyness in males. *Journal of Personality, 55*, 467–489.

Goldbaum S., Craig W. M., Pepler D., Connolly J. (2007). Developmental trajectories of victimization: Identifying risk and protective factors. In J. Zins, M. Elias, C. Maher (Eds), *Bullying, victimization, and peer harassment: A handbook of prevention and intervention* (pp.143–60). New York, NY: Haworth Press.

BULLYING, VICTIM, AND AGGRESSOR

Gropper, N., & Froschl, M. (2000). The role of gender in young children's teasing and bullying behavior. *Equity & Excellence in Education, 33*, 48-56.

Hetrick, M. (2012) Groups and relational aggression: The role of group membership in Defending the Victim. University of Oregon.

Hugh-Jones, S., & Smith, P. K. (1999). Self-reports of short- and long-term effects of bullying on children who stammer. *British Journal of Educational Psychology, 69*, 141–158.

Karatzias, A., Power, K. G., & Swanson, V. (2002). Bullying and victimisation in scottish secondary schools: Same or separate entities?. *Aggressive Behavior, 28*, 45-61.

Kumpulainen, K., Ra'sa"nen, E., Henttonen, I., Almqvist, F., Kresanov, K., Linna, S. L., Moilanen, I., Piha, J., Puura, K., & Tamminen, T. (1998). Bullying and psychiatric symptoms among elementary school-age children. *Child Abuse & Neglect, 22*, 705–717.

Lagerspetz, K., & Bjo"rkqvist, K. (1994). Indirect aggression in boys and girls. In L. R. Huesmann (Ed.), *1212 Card, Stucky, Sawalani, and Little Aggressive behavior: Current perspectives* (pp. 131 – 150). New York: Plenum Press.

Lagerspetz, K., Bjo"rkqvist, K., Berts, M., & King, E. (1982). Group aggression among school children in three schools. *Scandinavian Journal of Psychology, 23*, 45–52.

Latané, B., & Darley, J. M. (1969). Bystander apathy. *American Scientist, 57*(2), 244-268.

Loeber, R., & Dishion, T. (1983). Early predictors of male delinquency: A review. *Psychological Bulletin, 94*, 68-99.

Macklem, G. (2003). Age and gender variables in bullying. *Bullying and teasing: Social power in children's groups* (pp. 49-74). New York, NY: Kluwer Academic/Plenum.

McClure, M., & Shirataki, S. (1989). Child psychiatry in Japan. *Journal of the American Academy of Child and Adolescent Psychiatry, 28*, 488–492.

BULLYING, VICTIM, AND AGGRESSOR

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. *JAMA*, 285, 2094–100.

Olweus, D. (1991). Bully/victim problems among schoolchildren: Basic facts and effects of a school based intervention program. In D. J. Pepler & E. H. Rubin (Eds.), *The development and treatment of childhood aggression* (pp.411-449). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Olweus D. (1993). *Bullying at school what we know and what we can do*. Cambridge, MA: Blackwell, 1993.

Olweus, D. (1995). Bullying or peer abuse at school: Facts and interventions. *Current Directions in Psychological Science*, 4, 196-200.

Olweus, D. (1997). Bully/victim problems at school: Knowledge base and an effective intervention program. *The Irish Journal of Psychology*, 18, 170-190.

Owens, L., Shute, R., & Slee, P. (2000). “Guesswhat I just heard!”: Indirect aggression among teenage girls in Australia. *Aggressive Behavior*, 26, 67–83.

Paquette, J. A., & Underwood, M. K. (1999). Gender differences in young adolescents’ experiences of peer victimization: Social and physical aggression. *Merrill-Palmer Quarterly*, 45(2), 242-266.

Peeters. M., Cillessen, A. H. N., & Scholte, R. H. J. (2010). Clueless or powerful? Identifying subtypes of bullies in adolescence. *Journal of Youth and Adolescence*, 39, 1041-1052.

Pepler, D. J., & Sedighdeilami, F. (1998). Aggressive girls in Canada: Should we worry about them? Presented at Investing in children: A National Research Conference.

BULLYING, VICTIM, AND AGGRESSOR

- Prewitt, P. W. (1988). Dealing with Ijime (bullying) among Japanese students. *School Psychology International, 9*, 189–195.
- Reid, K. (1983). Retrospection and persistent school absenteeism. *Educational Research, 25*, 110–115.
- Rigby, K. (1999). Peer victimization at school and the health of secondary school students. *British Journal of Educational Psychology, 69*, 95–104.
- Rigby, K., & Johnson, B. (2006). Expressed readiness of Australian schoolchildren to act as bystanders in support of children who are being bullied. *Educational Psychology, 3*, 425-440.
- Roland, E. (1980). *Terror i skolen*. Stavenger, Norway: Rogalandsforskning.
- Ross, D. M. (2002). Bullying. In J. Sandoval (Ed.), *Handbook of crisis counseling, intervention, and prevention in schools* (pp.105-135). Mahwah, NJ: Erlbaum.
- Sainio, M., Veenstra, R., Huitsing, G., & Salmivalli, C. (2011). Victims and their defenders: A dyadic approach. *International Journal of Behavioral Development, 2*, 144-151.
- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior, 15*, 112-120.
- 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., Lappalainen, M., & Lagerspetz, K. (1998). Stability and change of behavior in connection with bullying in schools: A two-year follow-up. *Aggressive Behavior, 3*, 205-218.
- Sanders C., & Phye, G. (2004). What is bullying? *Bullying: implications for the classroom* (pp. 1-13) San Diego, CA: Elsevier/Academic Press.

BULLYING, VICTIM, AND AGGRESSOR

Slee, T. (1994). Situational and interpersonal correlates of anxiety associated with peer victimization. *Child Psychiatry and Human Development*, 25, 97-107.

Slee, T. (1995). Bullying in the playground: The impact of inter-personal violence on Australian children's perceptions of their play environment. *Children's Environments*, 12, 320-327.

Smith, P. K., Morita, Y., Junger-Tas, J., Olweus, D., Catalano, R., & Slee, P. (1999). *The nature of school bullying: A cross-national perspective*. New York: Routledge.

Sutton, J., & Smith, P. K. (1999). Bullying as a group process: An adaptation of the participant role approach. *Aggressive Behavior*, 25, 97-111.

Swearer, S. M., & Doll, B. (2001). Bullying in schools: An ecological framework. *Journal of Emotional Abuse*, 2, 7-23.

Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the united states: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45, 368-375.

Whitney, I., & Smith, P. K. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research*, 35, 3-25.

Volk, A., Camilleri, J., Dane, A., & Marini, Z. (2012). Is adolescent bullying an evolutionary adaptation?. *Aggressive Behavior*, 38, 222-238.

Xie, H., Farmer, T. W., & Cairns, B. D. (2003). Different forms of aggression among inner-city African-American children: Gender, configurations, and school social networks. *Journal of School Psychology*, 41, 355-375.

BULLYING, VICTIM, AND AGGRESSOR

Tables & Figures

Table 1

Prevalence of Involvement by Bullying Assessment Item

Forms	Items	Bully		Victim	
		Total %	M (SD)	Total %	M (SD)
Relational					
	Spread rumor	84.2	1.29 (0.854)	89.2	1.71 (1.048)
	Ignore peers	80	1.19 (0.901)	81.7	1.51 (1.123)
	Exclude peer group	63.3	0.87 (0.829)	74.2	1.43 (1.164)
	Withdraw friendship	38.3	0.48 (0.71)	61.7	1.02 (0.996)
	Overall	66.45	0.958 (0.561)	76.7	1.415 (0.8)
Physical					
	Threat with violence	23.3	0.34 (0.728)	35.8	0.53 (0.83)
	Physical attack	14.4	0.18 (0.479)	24.1	0.31 (0.605)
	Overall	18.85	0.258 (0.538)	29.95	0.417 (0.646)

Table 2

Correlations between Bullying and Victimization

	1	2	3	4
1. Relational victim experience	—			
2. Physical victim experience	.258**	—		
3. Relational aggressor experience	.404**	.208*	—	
4. Physical aggressor experience	.086	.250**	.161	—

Note. N = 120.

** $p < 0.01$ level.

* $p < 0.05$ level.

BULLYING, VICTIM, AND AGGRESSOR

Table 3

Factor Loadings: for 12 Raw Items in Bullying

	Factors			
	General	Physical	Bully	
Relational	Bully/Victim	Bully/Victim	Not Victim	Bully
Gossip spread about you	0.601			
Withdraw friendship	0.602			
Excluded from peer group	0.549			-0.570
Ignored by peers	0.627	-0.452		-0.427
Threatened with physical violence	0.538		-0.615	
Physically attacked	0.465	0.535	-0.461	
Spread gossip about others				0.614
Withdraw your friendship				0.572
Exclude others from group	0.638		0.542	
Ignore other	0.684			
Threaten other with violence		0.685		
You physically hurt other		0.693		

Note. Scores below 0.40 were excluded.

Table 4

Past Experience Scores with Intervention Choices

Mean		Relational	Physical	Relational	Physical
Contact Action	n (%)	Victim	Victim	Aggressor	Aggressor
		Experience	Experience	Experience	Experience
Contact Neither	13 (10.83)	1.6731	0.3846	1.2692	0.3846
Aggressor Only	15 (12.50)	1.65	0.2333	0.9167	0.1
Victim Only	24 (20.00)	1.4375	0.4792	0.8437	0.3125
Contact Both	68 (56.67)	1.3051	0.4412	0.9485	0.25

BULLYING, VICTIM, AND AGGRESSOR

Total	120 (100)	1.4146	0.4167	0.9583	0.2583
-------	-----------	--------	--------	--------	--------

Table 5

Intervention Choices with Past Experience Factors

	Contact Neither	Aggressor Only	Victim Only	Contact Both
1. General Bully/Victim Experience	0.4837	-0.0222	-0.0288	-0.0774
2. Physical Bully/Victim Experience	-0.1054	-0.4108	0.1216	0.0679
3. Bully not Victim	0.5635*	-0.9895	-0.22293	-0.0072
4. Relational Bully	-0.1255	-0.0384	0.0195	0.0256

* $p < 0.05$ level.

Figure 1

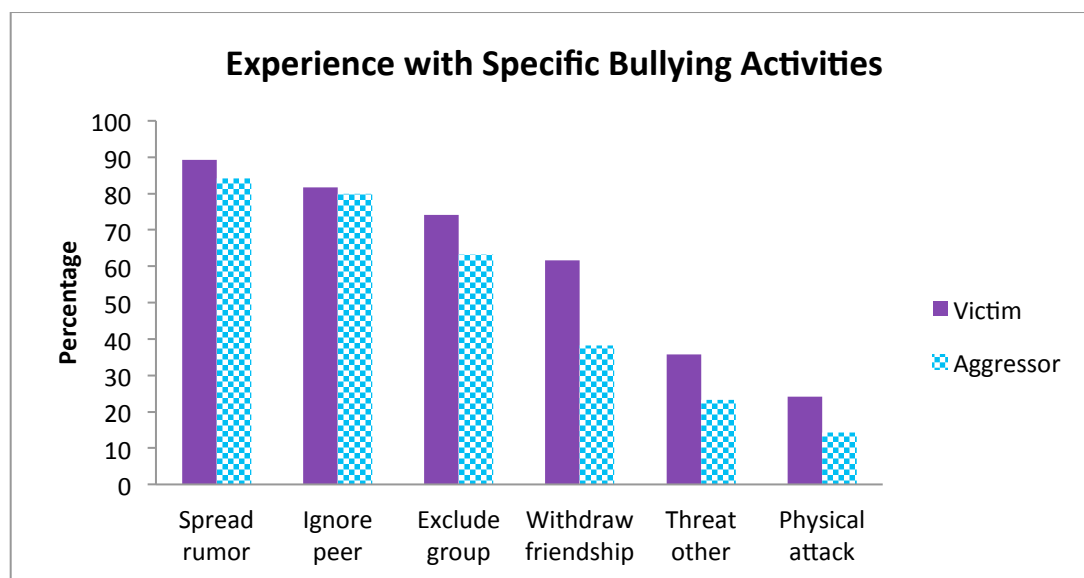
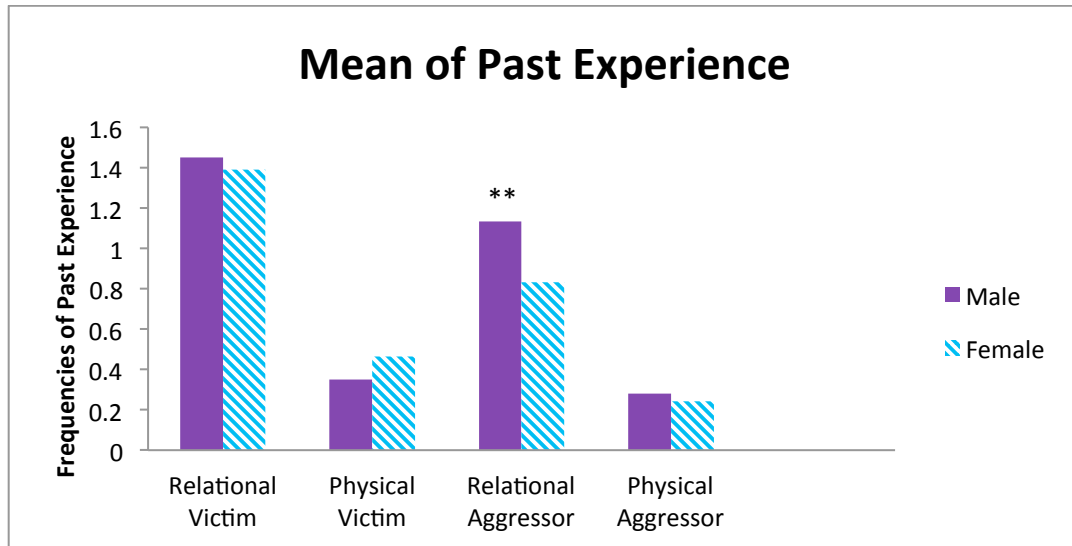


Figure 2



** Significantly different, $p < 0.01$.

BULLYING, VICTIM, AND AGGRESSOR

Appendix**Scenario:****Out-group offender****Male & Majority Male Condition:**

Imagine that those of you here today are at a popular student restaurant with Jeremiah, another member of your group. Before you have placed your orders, Andrew, someone who is not in your group but you all know casually, stops by your table to say hello on his way out of the restaurant. You have all been chatting with Andrew for a minute or so when Jeremiah's phone rings and he leaves the restaurant to take his call outside. As soon as Jeremiah is outside, Andrew relates a vicious accusation about Jeremiah, noting at the end "just don't tell him you heard it from me!" and then leaves the restaurant himself. This accusation is a surprise to all of you, and you suspect it is not true. If people believed it, however, it could really damage Jeremiah's relationship with other people in your group. Before you have a chance to talk over what just happened, Jeremiah calls one of you to say he has an emergency and has to leave right away.

Female & Majority Female Condition:

Use Janelle in place of Jeremiah; Ann in place of Andrew

In-group offender**Male & Majority Male Condition:**

Imagine that those of you here today are at a popular student restaurant with Jeremiah, another member of your group. Before you have placed your orders, Andrew, whom you all know because he is also a member of your group, stops by your table to say hello on his way out of the restaurant. You have all been chatting with Andrew for a minute or so when Jeremiah's phone rings and he leaves the restaurant to take his call outside. As soon as Jeremiah is outside, Andrew relates a vicious accusation about Jeremiah, noting at the end "just don't tell him you heard it from me!" and then leaves the restaurant himself. This accusation is a surprise to all of you, and you suspect it is not true. If people believed it, however, it could really damage Jeremiah's relationship with other people in your group. Before you have a chance to talk over what just happened, Jeremiah calls one of you to say he has an emergency and has to leave right away.

Female & Majority Female Condition:

BULLYING, VICTIM, AND AGGRESSOR

Use Janelle in place of Jeremiah; Ann in place of Andrew

Scenario Questions:

Responding to the scenario and answer whether you would intervene by contacting.

Male & Majority Male Condition:

1. Contact Jeremiah (Victim)
2. Contact Andrew (Aggressor)

Female & Majority Female Condition:

1. Contact Janelle (Victim)
2. Contact Ann (Aggressor)

Post-Scenario Questionnaire:

Past Aggression Experience as Victim

Think back to if you were ever a victim of social or physical aggression by a classmate. Below are questions regarding a past incident aggression. Rate each response option on a scale of 0 (*never happened*) to 4 (*happened a lot*).

How often did the following happen to you?

Gossip and rumors were spread about you	0	1	2	3	4
Someone threatened not to be your friend anymore	0	1	2	3	4
You were excluded from a peer group	0	1	2	3	4
You were ignored by peers	0	1	2	3	4
You were threatened with physical violence	0	1	2	3	4
You were physically attacked (hit, slapped, beaten, stabbed, etc.)	0	1	2	3	4

BULLYING, VICTIM, AND AGGRESSOR

Past Aggression Experience Interview: Aggressor

The next questions refer to your past experience with social or physical aggression. Rate each response option on a scale of 0 (*never*) to 4 (*frequently*).

How often have you done the following?

Spread gossip and rumors about others	0 1 2 3 4
Threatened to withdraw your friendship	0 1 2 3 4
Excluded someone from a peer group	0 1 2 3 4
Ignore a peer	0 1 2 3 4
Threatened someone with physical violence	0 1 2 3 4
Physically attacked someone (hit, slapped, beaten, stabbed, etc.)	0 1 2 3 4