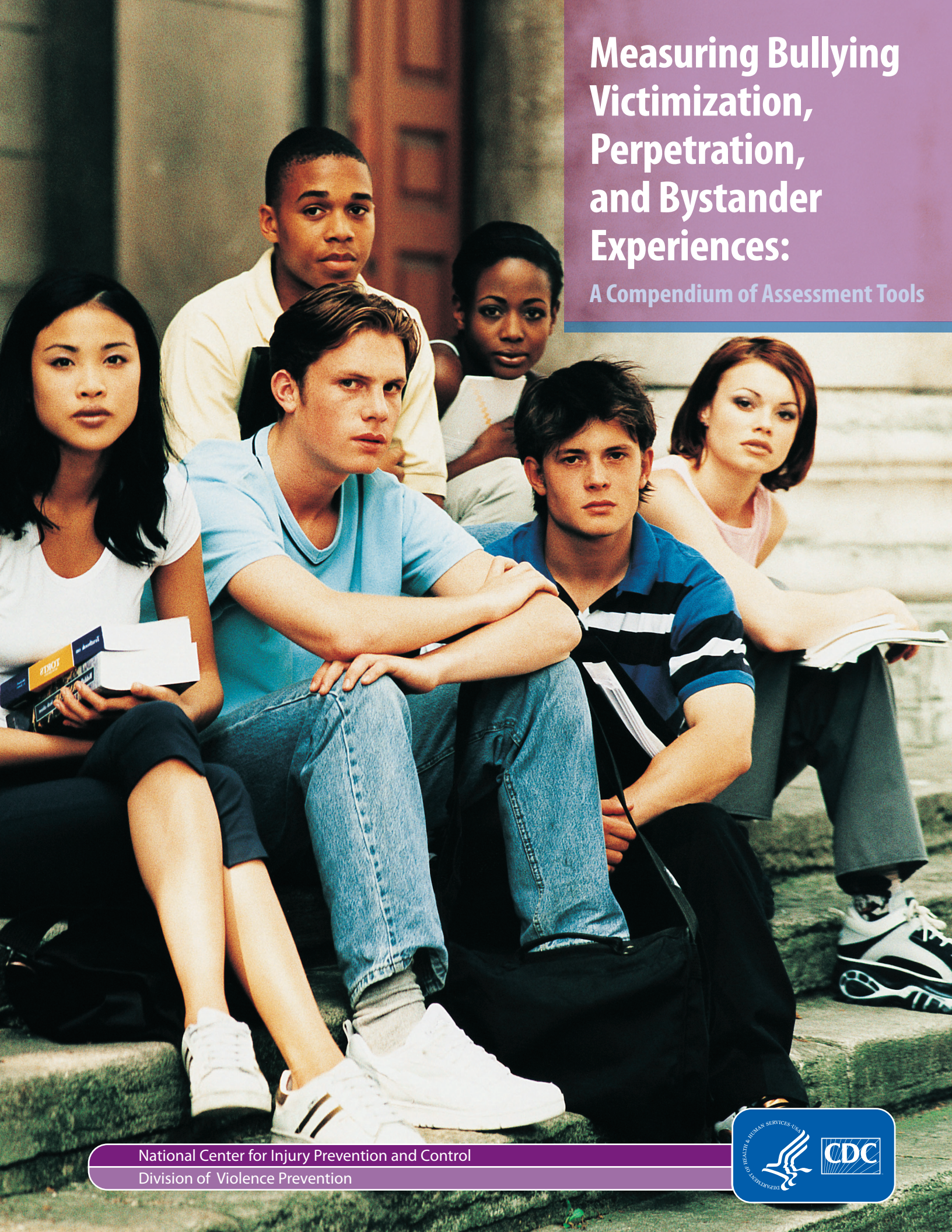


Measuring Bullying Victimization, Perpetration, and Bystander Experiences:

A Compendium of Assessment Tools



National Center for Injury Prevention and Control
Division of Violence Prevention





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+

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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.

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A2. Bullying-Behavior Scale

	Really true for me	Sort of true for me				Sort of true for me	Really true for me
7	<input type="checkbox"/>	<input type="checkbox"/>	Some children do not hit and push other children about	BUT	Other children do hit and push other children about	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	Some children often bully other children	BUT	Other children do not bully other children	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	Some children do not laugh at other children	BUT	Other children often laugh at other children	<input type="checkbox"/>	<input type="checkbox"/>
31	<input type="checkbox"/>	<input type="checkbox"/>	Some children often pick on other children	BUT	Other children do not pick on other children	<input type="checkbox"/>	<input type="checkbox"/>
39	<input type="checkbox"/>	<input type="checkbox"/>	Some children often tease other children	BUT	Other children do not tease other children	<input type="checkbox"/>	<input type="checkbox"/>
47	<input type="checkbox"/>	<input type="checkbox"/>	Some children do not call other children horrible names	BUT	Other children often call other children horrible names	<input type="checkbox"/>	<input type="checkbox"/>

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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.

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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.

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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.					

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Scoring Instructions

Point values are assigned as follows:

Never = 0	Never = 0
1 or 2 times = 1	Seldom = 1
3 or 4 times = 2	Sometimes = 2
5 or more times = 3	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.

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