

## The School Climate Bullying Survey: Description and Research summary

Dewey Cornell

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The purpose of the School Climate Bullying Survey (SCBS) is to assess bullying behaviors and relevant aspects of school climate in school settings, typically to help guide intervention efforts. The full version of the survey is designed for students in grades 6-12 and the shorter version is designed for students in grades 3-5.

The SCBS can be administered on an individual or group basis in approximately 20 minutes. The SCBS can be scored by hand, but it is preferable to use a scannable form or computer administration. The timeframe for bullying questions is the past month in order to identify current bullying and to monitor changes over the course of the school year.

### School Climate Bullying Survey©

Items	Item Content
1-10	Frequency of bullying or being bullied by others generally and by physical, verbal, social and cyber methods in the past month
11-15	Whom the student told about being bullied
16-24	Locations where bullying occurs
25-47	School climate scales Willingness to Seek Help (26, 29, 30, 33, 34, 37, 38, 40, 41) Prevalence of Teasing and Bullying (25, 28, 32, 44; additional item 47) Aggressive Attitudes (27, 31, 35, 39, 43, 45, 46)
36, 42	Validity items
48-52	Demographics of gender, age, grade, and ethnicity/race
54	Identification of bullied peers
55	Student suggestions

### Elementary version

Items	Item Content
1-2	Frequency of bullying or being bullied by others in past month
3-6	Whom the student told about being bullied
7-12	Locations where bullying occurs
13-21	School climate items Willingness to Seek Help (16, 17) Prevalence of Teasing and Bullying (13, 14, 15) Aggressive Attitudes ( 18, 19, 20, 21)
22-26	Demographics of gender, age, grade, and ethnicity/race
27	Identification of bullied peers

*In recent years we have shifted to online administration, so the questions are in a more user-friendly format. For high school administration, questions about age and grade should be modified from middle school to high school ranges. Note that we periodically revise the survey and update this description.*

## School Climate Bullying Survey©

(Grades 6-12)

Do not write your name on this survey, so that your answers remain private and confidential. Your teachers will turn in the surveys without reading them. The results of this survey will be used to improve how students get along with one another at our school. *Please answer these questions honestly.*

<b>Definition of Bullying:</b> Bullying is defined as the use of one's strength or popularity to injure, threaten, or embarrass another person on purpose. Bullying can be physical, verbal, or social. It is <b>not bullying</b> when two students who are about the same in strength or power have a fight or argument.	Never	Once or twice	About once per week	Several times per week
1. By this definition, I have <i>been bullied</i> at school in the past month.	A	B	C	D
2. By this definition, I have <i>bullied others</i> at school in the past month.	A	B	C	D
<b>Physical Bullying</b> involves repeatedly hitting, kicking, or shoving someone weaker on purpose. During the past month (30 days) at school:				
3. I have been physically bullied or threatened with physical bullying.	A	B	C	D
4. I have physically bullied or threatened to physically bully another student.	A	B	C	D
<b>Verbal bullying</b> involves repeatedly teasing, putting down, or insulting someone on purpose. During the past month (30 days) at school:				
5. I have been verbally bullied.	A	B	C	D
6. I have verbally bullied another student.	A	B	C	D
<b>Social bullying</b> involves getting others repeatedly to ignore or leave someone out on purpose. During the past month (30 days) at school:				
7. I have been socially bullied.	A	B	C	D
8. I have socially bullied another student.	A	B	C	D
<b>Cyber bullying</b> involves using technology (cell phone, email, internet chat and posting, etc.) to tease or put down someone. During the past month (30 days) at school or home:				
9. I have been cyber bullied.	A	B	C	D
10. I have cyber bullied another student.	A	B	C	D
11. Have you told anyone that you were bullied in the past 30 days at school?				
A. I have not been bullied.    B. I have been bullied, but I have not told anyone.    C. I have told someone.				
If you told someone that you were bullied in the previous question, whom did you tell? (Note: If you choose A or B as your answer in Question 11, you should answer "No" to questions 12, 13, and 14.)				
12. A. No    B. Yes, I have told a friend.		13. A. No    B. Yes, I have told a teacher or other adult at school.		
14. A. No    B. Yes, I have told a parent.				
15. What is the main reason why you didn't tell anyone you were bullied?		A. It was not that serious.		
		B. I can handle it myself.		
		C. I did not think anyone could help.		
		D. I did not want others to think I was a snitch.		
		E. The person would hurt me even more.		
		F. Some other reason (write in _____)		
16. Does bullying take place anywhere at school?    A. No    B. Yes    Check where it occurs below.				
17. A. No    B. Yes    Going to/from school		21. A. No    B. Yes    Cafeteria		
18. A. No    B. Yes    Hallways		22. A. No    B. Yes    Gym/locker room		
19. A. No    B. Yes    Classrooms		23. A. No    B. Yes    Outside (parking lot, play field, etc.)		
20. A. No    B. Yes    Restrooms		24. A. No    B. Yes    Other places (write: _____)		

	Strongly Disagree	Disagree	Agree	Strongly Agree
25. Bullying is a problem at this school.	A	B	C	D
26. If another student was bullying me, I would tell one of the teachers or staff at school.	A	B	C	D
27. It feels good when I hit someone.	A	B	C	D
28. Students here often get teased about their clothing or physical appearance.	A	B	C	D
29. Students here try to stop bullying when they see it happening.	A	B	C	D
30. If another student brought a gun to school, I would tell one of the teachers or staff at school.	A	B	C	D
31. If you fight a lot, everyone will look up to you.	A	B	C	D
32. Students here often get put down because of their race or ethnicity.	A	B	C	D
33. Teachers here make it clear to students that bullying is not tolerated.	A	B	C	D
34. If another student talked about killing someone, I would tell one of the teachers or staff at school.	A	B	C	D
35. Sometimes you only have two choices – get punched or punch the other person first.	A	B	C	D
36. I am telling the truth on this survey.	A	B	C	D
37. If I tell a teacher that someone is bullying me, the teacher will do something to help.	A	B	C	D
38. There are adults at this school I could go to if I had a personal problem.	A	B	C	D
39. If you are afraid to fight, you won't have many friends.	A	B	C	D
40. Students tell teachers when other students are being bullied.	A	B	C	D
41. The teachers at this school genuinely care about me doing well.	A	B	C	D
42. I am not paying attention to how I answer this survey.	A	B	C	D
43. If someone threatens you, it is okay to hit that person.	A	B	C	D
44. There is a lot of teasing about sexual topics at this school.	A	B	C	D
45. Students who are bullied or teased mostly deserve it.	A	B	C	D
46. Bullying is sometimes fun to do.	A	B	C	D
47. Students in this school belong to groups that don't get along with one another.	A	B	C	D

48. A. Male B. Female	49. Age: A. 11 B. 12 C. 13 D. 14 E. 15	50. Grade: A. 6 B. 7 C. 8
51. Are you Hispanic?	A. Yes.	B. No

52. Ethnicity/Race: A. American Indian/Alaskan B. Asian C. Black D. White E. Multi-racial F. Other:
53. The answers I have given on this survey are true. A. Yes B. No

In this format there is a question about Hispanic ethnicity separate from a question about other racial/ethnic groups. This two-question format is consistent with recent government practice, but it has been confusing to many students, some of whom regard it as racist or unfair to single out the Hispanic students in this way. Consequently, some school authorities have asked us to return to a single question about race/ethnicity.

**Who is being bullied?  
Help us stop bullying at this school.**

**Definition of Bullying.** Bullying is defined as the use of one's strength or popularity to injure, threaten, or embarrass another person. Bullying can be physical, verbal, or social. *Physical bullying* is when a student hits, kicks, grabs, or shoves you on purpose. *Verbal bullying* is when a student threatens or teases you in a hurtful way. *Social bullying* is 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.

54. Based on this definition of bullying, write the names of any students who have been bullied at school during the past month. If you are not sure of the student's full name, give some way to identify the student, such as the student's bus number, grade, or teacher's name. Please do not list someone's name as a joke. We want to have enough time to work with students in need of help.

First and last name of any student who has been a <b>victim</b> of bullying in the past month.

**55. Optional Comments**

Here you can write any comments or suggestions on school safety. If a student is bullying others, you can ask for help for that student.

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Our current practice is to show students a short video before answering the peer nomination question above.

<http://www.youtube.com/watch?v=s6lBeN8OmS4>

We ask school counselors to tabulate the names of nominated students and conduct follow-up interviews guided by another video:

<http://www.youtube.com/watch?v=UCeV3qJL7IU&feature=youtube>

## Elementary School Climate Survey

Welcome to the school climate survey. Your answers will be private. Your teachers will not know your answers.

**What is bullying?** There are lots of ways to bully someone. Bullying means hurting someone who is smaller or weaker.

- A bully can hurt you by teasing or calling you names.
- A bully can hurt you by hitting you or threatening to hit you.
- A bully can hurt you by getting everyone to be mean to you.

It is not bullying when two students have a fight or argument and are about the same in strength or power.

1. Have you been bullied at school in the past month?	A. Never	B. Once or twice	C. About once per week	D. Several times per week
2. Have you bullied someone at school in the past month?	A. Never	B. Once or twice	C. About once per week	D. Several times per week

3. Have you told anyone that you were bullied in the past month? A. Yes      B. No

**If you answered the last question "No", you should also answer the next three questions (#4-6) "No."**

4. Have you told a friend that you were bullied in the past month? A. Yes      B. No

5. Have you told your parent that you were bullied in the past month? A. Yes      B. No

6. Have you told your teacher or another adult at school that you were bullied in the past month? A. Yes      B. No

**Where have you seen bullying in the past month?**

7. I have seen bullying in the classrooms. A. Yes      B. No

8. I have seen bullying in the hallways. A. Yes      B. No

9. I have seen bullying in the rest rooms. A. Yes      B. No

10. I have seen bullying in the cafeteria. A. Yes      B. No

11. I have seen bullying outside the school building. A. Yes      B. No

12. I have seen bullying on the bus or at the bus stop. A. Yes      B. No

13. Students at this school get teased about how they look. A. Yes      B. No

14. Students at this school get teased about their clothing. A. Yes      B. No

15. Students at this school are teased or put down for their race. A. Yes      B. No

16. If I tell a teacher about bullying, that teacher will help. A. Yes      B. No

17. There is an adult at this school I can talk to if I have a problem. A. Yes      B. No

18. Bullying is sometimes fun to do. A. Yes      B. No

19. If you are afraid to fight, you won't have many friends. A. Yes      B. No

20. If you fight a lot, everyone will look up to you. A. Yes      B. No

21. It feels good when I hit someone. A. Yes      B. No

22. Are you a boy or a girl?    A. Boy                      B. Girl

23. How old are you?        A. 7                      B. 8                      C. 9                      D. 10                    E. 11

24. What grade are you in?    A. 2                      B. 3                      C. 4                      D. 5

25. Are you Hispanic? A. Yes                      B. No

26. What is your race? A. American Indian/Alaskan    B. Asian    C. Black    E. White    F. Multi-racial    G. Other \_\_\_\_\_

27. **Who is being bullied?** Help us stop bullying. Write the first and last name of any students who have been bullied at school in the past month. If you are not sure of the student's full name, give some way to identify the student, such as the student's bus number, grade, or teacher's name.

28. Optional Comments: On the back you can write your suggestions on school safety. If a student is bullying others, you can ask for help for that student.

## Additional Scales

We have also administered the SCBS in combination with risk behaviors from the YRBS and scales from other instruments, such as risk behaviors from the YRBS and the scales below:

### Commitment to School (Thornberry, Lizotte, Krohn, Farnworth, & Jang, 1991)

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
You like school a lot.				
School is boring to you.				
You do poorly at school.				
You don't really belong at school.				
Homework is a waste of time.				
You try hard at school.				
You usually finish your homework.				
Getting good grades is very important to you.				
Sometimes you do extra work to improve your grades.				

### Supportive Climate (Austin & Duerr, 2005)

How much do you agree that adults in this school...	Strongly Disagree	Disagree	Somewh at Agree	Agree	Strongly Agree
Really care about all students.					
Acknowledge and pay attention to students.					
Want all students to do their best.					
Listen to what students have to say.					
Believe that every student can be a success.					
Treat all students fairly.					
Support and treat students with respect.					
Feel a responsibility to improve the school.					

### Experience of School Rules (NCES, 2005)

Thinking about your school over the last 6 months, would you strongly agree, agree, disagree, or strongly disagree with the following...	Strongly Disagree	Disagree	Agree	Strongly Agree
Everyone knows the school rules for student conduct.				
The school rules are fair.				
The punishment for breaking school rules is the same no matter who you are.				
The school rules are strictly enforced.				
If a school rule is broken, students know what kind of punishment will follow.				
We have a strict dress code at school.				
If a student breaks the rules at this school, he or she will be punished.				

## Optional Questions Regarding Threats

<p>1. Has another student threatened to harm you in the past 30 days at school? If you have been threatened more than once, choose the most serious threat in answering these questions.</p> <p>A. I have not been threatened. B. I have been threatened, but the person did not really mean it. C. I have been threatened and it was serious.</p>
<p>2. What did the other student threaten to do to you?</p> <p>A. Injure me without a weapon (for example, hit me). B. Injure me with a weapon such as a club, knife, or gun. C. Nothing specific, just a threat to hurt or harm me.</p>
<p>3. What happened with the threat?</p> <p>A. The threat is over and nothing happened. B. The threat is not over and might be carried out. C. The threat was carried out and the person tried to hurt me or did hurt me.</p>
<p>4. Did you tell someone you had been threatened?</p> <p>A. Yes B. No</p>
<p>5. If you told someone you had been threatened, whom did you tell? (check all that apply)</p> <p>A. I told a friend. B. I told a teacher or another adult at school. C. I told my parent.</p>
<p>6. What is the main reason why you didn't tell anyone you were threatened?</p> <p>A. It was not that serious. B. I can handle it myself. C. I did not think anyone could help. D. I did not want others to think I was a snitch. E. The person would hurt me even more. F. Some other reason (write in _____)</p>

## Research Using the SCBS

The SCBS was developed by Dewey Cornell, initially in collaboration with Peter Sheras and with ongoing assistance from their graduate students. The SCBS builds upon the seminal research on bullying conducted by Olweus (Olweus, 1993; Olweus & Limber, 2000) and other youth aggression researchers (e.g., Rigby 1996; Slaby & Guerra, 1988). There have been changes in item content over the years in response to user feedback and research findings. The most recent version of the survey is presented here.

McConville, D., & Cornell, D. (2003). Attitudes toward aggression and aggressive behavior among middle school students. *Journal of Emotional and Behavioral Disorders, 11*, 179-187.

Are student attitudes toward peer aggression predictive of aggressive behavior in middle school? This prospective study found that self-reported attitudes toward peer aggression among 403 middle school students were both internally consistent (Cronbach's alphas = .81 and .82) and stable over time (seven month test-retest  $r = .66$ ). Most notably, aggressive attitudes were correlated with four outcome criteria for aggressive behavior: student self-report of peer aggression, peer and teacher nominations of bullying, and school discipline referrals. Significant correlations ranged from  $r = .09$  to  $.37$ . Receiver operating characteristic analyses resulted in effect sizes ranging from  $.59$  to  $.75$ . Overall, this study demonstrates that assessment of student attitudes toward aggression yields concurrent and predictive information related to a range of aggressive and disruptive behaviors in middle school.

Cornell, D., & Brockenbrough, K. (2004). Identification of bullies and victims: A comparison of methods. *Journal of School Violence, 3*, 63-87.

Bullying studies frequently rely on student self-report to identify bullies and victims of bullying, but research in the broader field of peer aggression makes greater use of other informants, especially peers, to identify aggressors and victims. This study compared self, peer, and teacher identification of bullies and bully victims in a sample of 416 middle school students. Overall, there was poor correspondence between self-reports and reports made by peers or teachers, but consistently better agreement between peers and teachers, in identifying both bullies and victims of bullying. Peer and teacher identification of bullies were more consistently associated with subsequent school disciplinary infractions than were self-reports. These results raise concern about reliance on student self-reports of bullying and bully victimization.

Cole, J., Cornell, D., & Sheras, P. (2006). Identification of school bullies by survey methods. *Professional School Counseling, 9*, 305-313.

How can middle school counselors identify bullies? This study compared two methods of identifying bullies in a sample of 386 middle school students. A peer nomination survey identified many more bullies than did student self-report. Moreover, self-reported and peer-nominated bullies differed in their types of bullying behaviors, level of general self-concept, attitudes toward aggression, and disciplinary infractions. Overall, this study raises concern about reliance on student self-report and supports the use of peer nomination as a means of identifying school bullies. These findings have implications for school counselors in undertaking efforts to reduce school bullying.

Williams, F., & Cornell, D. (2006). Student willingness to seek help for threats of violence. *Journal of School Violence, 5*, 35-49.

This study examined factors that influence a student's willingness to seek help for a threat of violence. The sample consisted of 542 middle school students who completed an anonymous survey that asked students how likely they would be to seek help in response to being bullied or threatened. The survey also included measures of type of bullying, attitudes toward aggressive behavior, and perceptions of teacher tolerance for

bullying. Stepwise multiple regression analyses indicated that willingness to seek help is lower in higher grade levels and among males. Students who hold aggressive attitudes and perceive the school climate to be tolerant of bullying were less likely to report a willingness to seek help. Implications for improving student willingness to seek help are discussed.

Ashbaugh, L., & Cornell, D. (2008). Sexual harassment and bullying behaviors in sixth graders. *Journal of School Violence, 7*, 21-38.

Sexual harassment is widely viewed as a form of bullying, but has received little attention in studies of middle school students. A survey of 109 6<sup>th</sup> grade students found that 29% of students reported at least one sexual harassment experience in the past 30 days, with 11% reporting harassment once per week or more. Although boys and girls reported similar rates of harassment, there were important gender differences—boys were more likely than girls to try to ignore sexual harassment, but girls were more likely to tell someone about their experience and to tell the perpetrator to stop. There was high concordance between sexual harassment and bullying for both boys and girls. These findings indicate the need to recognize the role of sexual harassment in bullying in middle school.

Thunfors, P., & Cornell, D. (2008). The popularity of middle school bullies. *Journal of School Violence, 7*, 65-82.

This study investigated the peer popularity of middle school students involved in bullying. Bullying was assessed by peer report using the School Climate Bullying Survey (SCBS) and popularity was assessed through peer nominations from a student roster. In a sample of 379 middle school students, bullies were among the most popular students in the school, receiving more peer nominations on average (21) than students uninvolved in bullying (13) or victims (4). Comparisons of popular and non-popular bullies found few differences, except that a) popular bullies were less likely to be victimized and b) female bullies had a greater likelihood of being popular than their male counterparts.

Branson, C., & Cornell, D. (2009). A comparison of self and peer reports in the assessment of middle school bullying. *Journal of Applied School Psychology, 25*, 5-27.

Researchers examining the effectiveness of schoolwide anti-bullying programs typically use student self-reports to measure reductions in bullying. In contrast, researchers who study peer aggression frequently employ peer nominations. This study compared self-reports of bullying with peer nominations in a sample of 355 middle school students. Self-report demonstrated low to moderate correspondence with peer nominations for bullying others ( $r = .18$ ) and for victimization (.32). More than twice as many students were categorized as bullies using peer nomination (11%) as compared to self-report (5%). Despite their limited agreement, both self and peer-reported bullying/victimization were associated with school maladjustment. These results raise concern about the reliance on self or peer reports alone to assess the prevalence of middle school bullying.

Eliot, M., & Cornell, D. (2009). Bullying in middle school as a function of insecure attachment and aggressive attitudes. *School Psychology International, 30*, 201-214.

This study tested a model for understanding peer bullying as the product of aggressive attitudes and insecure attachment. A sample of 110 sixth grade students completed self-report measures that assessed attitudes toward the use of aggressive behavior with peers and distinguished secure from insecure parental attachment. Bullying behavior was assessed using self and peer-report. Path analyses indicated that aggressive attitudes mediated a relationship between insecure attachment and bullying behavior. These findings have theoretical and applied implications for bullying prevention.

Bandyopadhyay, S., Cornell, D., & Konold, T. (2009). Internal and external validity of three school climate scales from the School Climate Bullying Survey. *School Psychology Review, 38*, 338-355.

The School Climate Bullying Survey (SCBS; Cornell & Sheras, 2003) is a self-report survey used to measure attitudes and behaviors associated with school bullying. Two studies were conducted to examine the valid use of its three school climate scales: (1) Prevalence of Teasing and Bullying; (2) Aggressive Attitudes; and (3) Willingness to Seek Help. In Study 1, exploratory and confirmatory factor analyses were performed with a sample of 2,111 students from four middle schools and established reasonable fit for 20 items with their hypothesized scales. Multi-group confirmatory factor analyses revealed good overall model fit. In Study 2, regression analyses using school-level measures aggregated from 7,318 ninth grade students attending 291 Virginia public high schools indicated that the three scales were related to meaningful criteria for school disorder.

Gregory, A., Cornell, D., Fan, X., Sheras, P., & Shih, T. (2010). Authoritative school discipline: High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology, 102*, 483-496.

This study used several scales from the SCBS as part of a longer school climate survey used in a study of high school safety conditions. The study tested Authoritative Discipline Theory, which posits that two complementary aspects of school climate – structure and support – are important for adolescents’ safety in school. Using a statewide sample of over 7,300 ninth grade students and 2,900 teachers randomly selected from 290 high schools, hierarchical linear modeling showed that consistent enforcement of school discipline (structure) and availability of caring adults (support) were associated with school safety. Structure and support were associated with less bullying and victimization after controlling for size of school enrollment and the proportion of ethnic minority and low income students. These findings suggest that discipline practices should not be polarized into a “get tough” versus “give support” debate because both structure and support contribute to school safety for adolescents.

Eliot, M., Cornell, D., Gregory, A., Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology, 48*, 533-553.

This study used several scales from the SCBS as part of a longer school climate survey used in a study of high school safety conditions. The study investigated the relations between student perceptions of support and student willingness to seek help for bullying and threats of violence in a sample of 7,318 ninth-grade students from 291 high schools who participated in the Virginia High School Safety Study. Hierarchical linear modeling indicated that students who perceived their teachers and other school staff to be supportive were more likely to endorse positive attitudes toward seeking help for bullying and threats of violence. In schools with more perceived support, there was less of a discrepancy in help-seeking attitudes between girls and boys. Findings suggest that school staff efforts to provide a supportive climate are a potentially valuable strategy for engaging students in the prevention of bullying and threats of violence.

Baly, M., & Cornell, D. (2011). Effects of an educational video on student reports of bullying. *Journal of School Violence, 10*, 221-238. DOI:10.1080/15388220.2011.578275

This study of 1,283 middle school students examined the effect of an educational video designed to distinguish bullying from ordinary peer conflict. Randomly assigned classrooms of students either watched or did not watch a video prior to completing a self-report bullying survey. Compared to the control group, students who watched the video reported 32% less social bullying and boys who watched the video reported 54% less physical bullying. These results indicate that student self-reports could yield inflated estimates of the prevalence of bullying if students are not adequately educated about the distinction between bullying and other forms of peer conflict.

Cornell, D., & Mehta, S. (2011). Counselor confirmation of middle school student self-reports of bullying victimization. *Professional School Counseling, 14*, 261-270

School counselors frequently use self-report surveys to assess bullying despite little research on their accuracy. This study raises concern that schools not rely on single self-report items to determine prevalence rates for bully victimization. In this study, counselor follow-up interviews found that only 24 (56%) of 43 middle school students who self-identified as victims of bullying could be confirmed as actual victims. Some students described peer conflicts that did not constitute bullying, mismarked the survey, or reported previous bullying that was outside the 30-day timeframe for the survey. Counselor judgments were supported by peer-nomination data and other survey responses indicative of victimization. These findings underscore the need to educate students about the definition of bullying and to use multiple sources of information in measuring the prevalence of bullying.

Cornell, D., Klein, J., Konold, T., & Huang, F. (2012). Effects of validity screening items on adolescent survey data. *Psychological Assessment 24*, 21-3. doi: 10.1037/a0024824

Two studies examined the use of validity screening items in adolescent survey data. In each study, adolescent respondents were asked whether they were telling the truth and paying attention in answering survey questions. In Study 1 (N = 7,801), the prevalence rates of student risk behaviors were significantly lower after inappropriate (“invalid”) responders were screened out of the sample. In addition, confirmatory and multi-group factor analyses demonstrated significant differences between the factor structures of school climate scales using valid versus invalid responders. In Study 2, student perceptions of school climate were correlated with teacher perceptions in 291 schools. A bootstrap resampling procedure compared the correlations obtained using valid versus invalid responding students in each school and found that valid responders had more positive views of school conditions and produced higher correlations with teacher perceptions. These findings support the value of validity screening items to improve the quality of adolescent survey data.

Phillips, V., & Cornell, D. (in press). Identifying victims of bullying: Use of counselor interviews to confirm peer nominations. *Professional School Counseling*.

Schools often rely on anonymous self-report methods to measure bullying victimization, but these methods prevents school personnel from identifying those students who may require support. In contrast, this study employed peer nominations to identify student victims of bullying and used school counselor interviews to confirm the students’ victim status. A sample of 1,178 middle school students completed a confidential peer nomination form as part of a standard bullying survey. Students with multiple nominations were interviewed by school counselors to confirm victim status. The proportion of students confirmed as victims increased from 43% for students with two or more nominations to 90% for students with nine or more nominations.

Lacey, A., & Cornell, D. (submitted). The impact of bullying climate on schoolwide academic performance.

This study found that the prevalence of bullying and teasing in a high school was predictive of schoolwide performance on state-mandated achievement testing used to meet No Child Left Behind requirements. Measures of the prevalence of bullying and teasing were obtained from a statewide survey of 7,304 ninth grade students and 2,918 teachers randomly selected from 284 Virginia high schools. Hierarchical regression analyses found that the perceived prevalence bullying and teasing was predictive of schoolwide passing rates on Virginia's Standards of Learning (SOL) tests for Algebra I, Earth Science, World History, Biology, and Geometry. These findings could not be attributed to the proportion of minority students in the school, student poverty, school size, or personal victimization, which were statistically controlled. These results support the need for greater attention to the impact of bullying and teasing on high school student performance on high stakes testing.

Cornell, D., Gregory, A., Huang, F., & Fan, X. (submitted). Perceived prevalence of teasing and bullying predicts high school dropout rates.

This study of 281 Virginia public high schools found that the prevalence of bullying and teasing perceived by ninth grade students was predictive of dropout rates for this cohort four years later. Negative binomial regression indicated that a one SD increase in a scale measuring perceptions of bullying and teasing was associated with a 21% increase in the number of dropouts, after controlling for the effects of other predictors, including school size, student body poverty and minority composition, and performance on standardized achievement testing. The predictive value of student perceptions of bullying and teasing was comparable in magnitude to the predictive value for other commonly recognized correlates of dropout rates. These results provide new evidence that the prevalence of bullying and teasing in high school is an important factor in high school academic performance.

Klein, J., Cornell, D., Konold, T. (submitted). Relationships between school climate and student risk behaviors.

This study examined whether characteristics of a positive school climate were associated with lower student risk behavior in a sample of 3,687 high school students who completed the School Climate Bullying Survey and questions about risk behavior from the Youth Risk Behavior Surveillance Survey (YRBS). Confirmatory factor analyses established reasonable fit for 20 items with three hypothesized school climate scales measuring (1) prevalence of bullying and teasing; (2) aggressive attitudes; and (3) student willingness to seek help. Structural equation modeling established the relationship of these measures with student reports of risk behavior. Multi-group analyses identified differential effects across gender and race. A positive school climate could be an important protective factor in preventing student risk behavior.

## Comparison of the School Climate Bullying Survey with the Olweus Bullying Victimization Questionnaire.

One question that often arises is how the School Climate Bullying Survey compares to the Olweus Bullying Victimization Questionnaire. The SCBS was designed to be a brief instrument that covered aspects of school climate not included in the BVQ. There are some important differences between the Olweus BVQ and the SCBS. The BVQ was developed in Norway and translated into English by Olweus. Although the BVQ is widely used in the United States, there are some qualities of the BVQ that make it difficult to interpret. First, the BVQ presents a lengthy (174 words) and complex definition of bullying that may be difficult for students to apply in a consistent manner. The SCBS definition is shorter, but intended to define the same behaviors as bullying as the BVQ. Second, the BVQ asks students to report on bullying that has occurred during “the past couple of months,” whereas the SCBS asks about bullying “in the past month (30 days).”

Another important difference between the two surveys is that they use different response categories. The SCBS asks students if they have been bullied “never,” “once or twice,” “about once per week,” or “several times per week.” In contrast, the Olweus BVQ uses five response categories: “it hasn’t happened to me in the past couple months,” “only once or twice,” “2 or 3 times a month,” “about once a week,” and “several times a week.” The two most frequent categories (“about once a week” and “several times a week”) are identical in the two surveys, so the most direct comparisons can be made using these two categories to define bullying. However, Olweus researchers typically include the third category (“2 or 3 times a month”) in their definition of bullying, which conceivably could produce higher estimates of bullying than the SCBS.

We compared the BVQ with the SCBS in a middle school of 388 students. In each classroom, half of the students received the BVQ (193) and the other half (195) received the SCBS. The two surveys produced quite similar estimates of the prevalence of bullying.

*Bullying others.* On both instruments, the percentage of students identifying themselves as bullies is low. On the SCBS, 1.5% of students said they had bullied others at least once per week in the past month. A similar percentage (2.5%) of students said they had bullied others 2 or 3 times a month or more on the BVQ.

Olweus Survey		School Climate Bullying Survey	
How often have you taken part in bullying another student(s) at school the past couple of months?		I have <i>bullied others</i> in the past month	
It hasn’t happened to me in the past couple months	88.9	80.8	Never
Only once or twice	8.5	17.6	Once or twice
2 or 3 times a month	1.6	NA	
About once a week	0.5	0.5	About once a week
Several times a week	0.5	1.0	Several times a week

*Being bullied.* On the SCBS, only 3.6% of students reported being victimized about once per week or more. In comparison, a higher percentage of students (6.8%) reported being victimized 2 or 3 times a month or more on the BVQ. The difference in rates of victimization found on the Olweus and School Climate surveys are largely due to the different cutoff points used to identify victims. The Olweus survey has a lower threshold than the SCBS for the frequency of victimization (2 or 3 times a month) used to classify students as victims. There is closer correspondence if you examine only the two highest categories for each instrument. For the Olweus BVQ, 4.2 students reported being bullied “about once a week” or “several times a week,” similarly, for the SCBS 3.7% of students reported being bullied “about once a week” or “several times a week.”

<b>Olweus Survey</b> How often have you <u>been bullied</u> at school in the past couple of months?		<b>School Climate Bullying Survey</b> I have been <i>bullied</i> in the past month.	
It hasn't happened to me in the past couple months	83.2	72.8	Never
Only once or twice	10.0	23.6	Once or twice
2 or 3 times a month	2.6	NA	
About once a week	2.1	3.1	About once a week
Several times a week	2.1	0.5	Several times a week

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