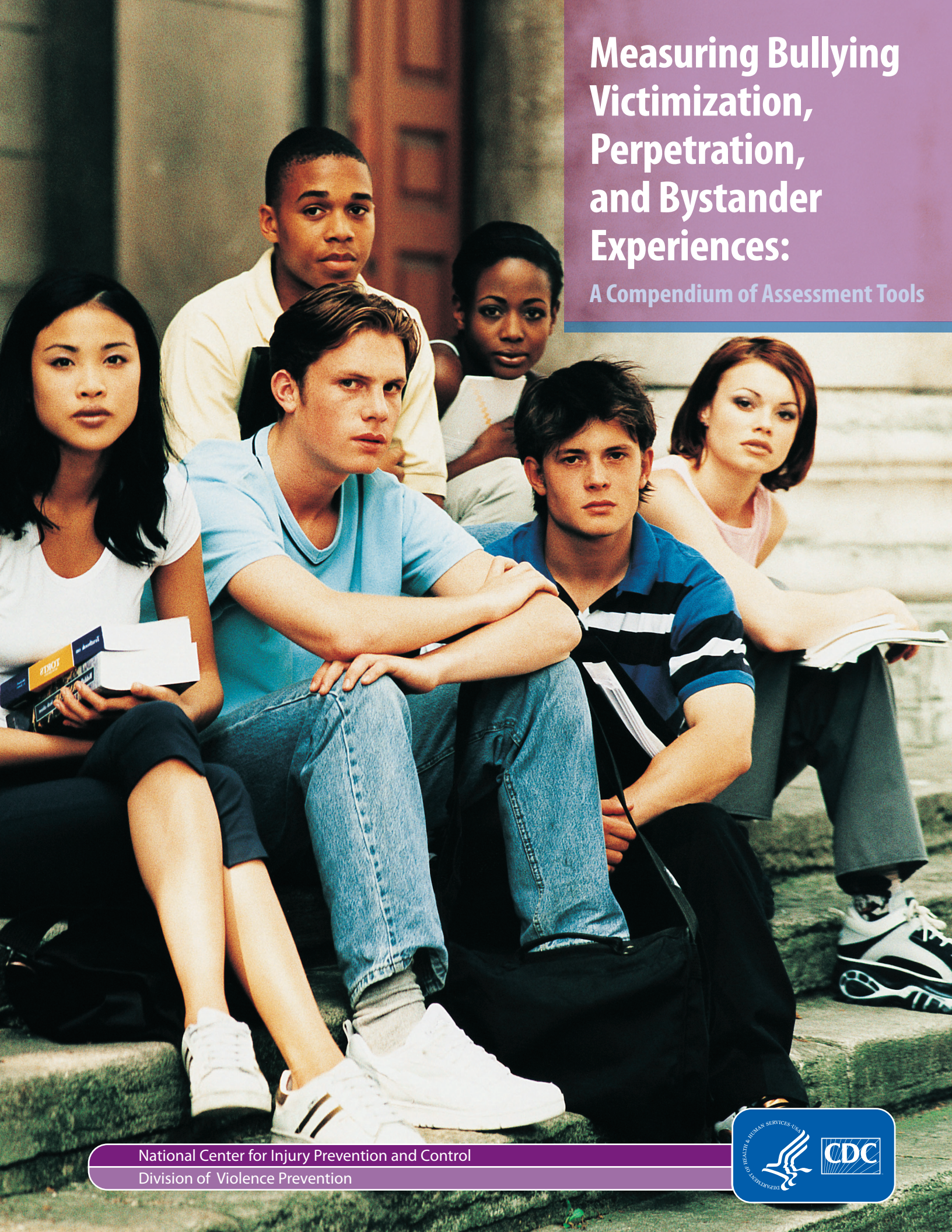


Measuring Bullying Victimization, Perpetration, and Bystander Experiences:

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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