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The Role of Traditional and Cyberbullying Victimization in Predicting Emotional Difficulties in Elementary Schools

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THE ROLE OF TRADITIONAL AND CYBERBULLYING VICTIMIZATION IN
PREDICTING EMOTIONAL DIFFICULTIES IN ELEMENTARY SCHOOLS

A Capstone Experience/Thesis Project

Presented in Partial Fulfillment of the Requirements of

the Degree Bachelor of Arts with

Honors College Graduate at Western Kentucky University

By
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2018

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Dedicated to my parents who encouraged me
to defend and befriend life's victims,
my sister who taught me advocacy and authentic living,
and my fiancé whose grace and joy I strive to imitate.

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ABSTRACT

Bullying victimization is a pressing concern in schools across the United States. Victimization to bullying has been associated with various negative outcomes in a child's life. Of concern, victims can experience emotional difficulties, such as anxiety and depression, that can have lifelong implications for a child. For this reason, identifying victimization as a contributing factor is imperative for successful intervention in schools.

We measured traditional and cyberbullying victimization experiences and emotional difficulties in 214 fourth and fifth grade students in the Southeastern United States. A multiple linear regression and sequential regression analysis identified that traditional and cyber victimization contributed to 30 percent of the variance in emotional difficulties in students when controlling for demographic variables. Additionally, a disparity between traditional and cyber victimization frequency was found with this sample. These findings support the association between bullying victimization and emotional difficulties, therefore additional research and intervention is essential to intercede on behalf of students' mental health and social functioning in schools. Implications to researchers, school administration, and educators are discussed.

Keywords: Thesis, Bullying, Victimization, Mental Health, Emotional, Elementary

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The Role of Traditional and Cyberbullying Victimization in Predicting Emotional Difficulties in Elementary Schools

Introduction

Bullying is a problem among school-aged children (Olweus, 2017). Bullying victims experience intentionally harmful, repeated acts of aggression. Additionally, perpetrators of bullying typically have more social or physical power than the individual being victimized. This imbalance of power manifests itself through direct bullying or indirect bullying. Direct bullying includes verbal or physical acts of aggression such as name-calling or physical assault, while indirect bullying includes relational acts of aggression such as exclusion from a group. Likewise, cyberbullying victimization typically mirrors traditional victimization, however cyber victimization occurs through electronic communication such as contact through cellphones, email, and online gaming (Olweus, 2017). This can include threatening text messages or emails or posting pictures of someone with intended harm (Patchin & Hinduja, 2010). Not only are children exposed to indirect and direct bullying at school, but also, they are subject to bullying behaviors through electronic mediums with the emergence of social media as a platform for communication. With the proliferation of bullying from school to media, children face the risk of victimization from multiple mediums.

Unfortunately, victimization is common, particularly in schools. In a large, U.S. sample of over one million students, the National Center of Education Statistics found 20.8 percent of the students self-reported being victims of traditional bullying during one

school year (Lessne & Cidade, 2013). This sample included data derived from questionnaires administered to students 12 to 18 years of age, indicating the expansiveness of bullying behaviors across various age groups. More recently, the Center for Disease Control and Prevention (2016) surveyed 125 public and private schools across the U.S. and similarly found 20 percent of the students indicated victimization to traditional bullying. Nationally, statistics suggest the totality of traditional bullying victimization (direct and indirect) in schools can range from 20 to 28 percent of students, growing in frequency from elementary school to high school (National Center for Education Statistics and Bureau of Justice Statistics, 2011). Victimization to cyberbullying was reported substantially less than traditional victimization with an average of 4.5 percent according to Olweus (2017) and an average of nine percent per the National Center for Education Statistics and Bureau of Justice Statistics (2011). However, discrepancies exist between various studies with some authors finding cyberbullying victimization rates higher than the national average (Depaolis & Williford, 2015; Kowalski & Limber, 2007; Patchin & Hinduja, 2010; Williams & Guerra, 2007) across elementary and middle schools. There is, overall, a general lack of consensus with towards the frequency of cyberbullying, however data supports that cyberbullying could emerge with increased frequency in relation to a decreasing trend in traditional bullying (Waasdorp, Pas, Zablotzky, & Bradshaw, 2017).

There is also considerable overlap between cyberbullying victimization and traditional bullying victimization with children (Depaolis & Williford, 2015; Olweus, 2017; Patchin & Hinduja, 2012; Wigderson & Lynch, 2013). In Olweus' national sample, 88 percent of cyberbullied children also experienced a form of traditional bullying

(2012). Given that adolescents are increasing their digital communication use both at home and school, victimization through electronic mediums can create seemingly inescapable circumstances for a child who is also experiencing bullying. In return, such circumstances can have various negative outcomes — namely, attributable negative mental health outcomes (Hase, Goldberg, Smith, Stuck, & Campain, 2015)

Bullying Victimization and Negative Mental Health Outcomes

Victimization in any form can have long-term, negative effects on a child's overall well-being and mental health. Previous cross-sectional and longitudinal data supports a substantial connection between emotional difficulties — often evidenced by anxiety and depression — and bullying victimization with elementary, middle, and high school students (Fullchange & Furlong, 2016; Haltigan & Vaillancourt, 2014; Hemphill, Kotevski, & Heerde, 2015).

Hase et al. surveyed 1,225 adolescents from middle and high schools in the Northeastern United States to inquire about their self-reported traditional victimization and cyber victimization frequencies as well as psychological symptoms, as measured by Goodman's Strengths and Difficulties Questionnaire (2015). Participants self-reported greater frequencies of traditional victimization (44.57%) than cyber victimization (16.32%); this finding is substantially supported by previous data. While analyzing both concurrent victimization and individual victimization experiences, both traditional and cyber victimization were significantly associated with and significantly predicted psychological symptoms by at least 21 percent. However, when paired together in a regression model, traditional victimization had a significant effect in predicting negative outcomes, while cyber victimization's effect was small and rather insignificant.

This study supports data finding a disparity between victimization frequencies and argues that overlap between traditional and cyber victimization contribute to emotional difficulties in students. Overall, traditional victimization had been found more frequently to be a significant predictor when considering the substantial overlap between the two types of victimization. Regardless, emotional difficulties when paired with bullying victimization experiences can mediate other significant negative variables.

Wigderson and Lynch surveyed 388 students in rural, secondary schools in the Northeastern United States to investigate the correlation of co-occurring traditional and cyber victimization with depression, anxiety, and self-esteem (2013). In this study, students self-reported victimization experiences and answered questions regarding emotional symptomology. Traditional victimization frequency was significantly greater than cyber victimization. Additionally, traditional victimization, cyber victimization, and demographic information (gender and age) significantly contributed to 37 percent of the variance in self-reported emotional problems with relational victimization having the greatest effect on emotional problems ($\beta = .52$). Emotional problems, in return, had a significant effect on self-esteem; with an increase in victimization and concurrent emotional problems, self-esteem had a noticeable decrease.

The study by Wigderson and Lynch (2013) is generally consistent with other studies in the bullying literature (Evans, Smokowski, & Cotter, 2014; Patchin & Hinduja, 2012; Rueger & Jenkins, 2014; Sampasa-Kanyinga, 2017). Specifically, overlapping frequency of traditional and cyber victimization has been positively related to negative mental health outcomes (Evans et al., 2014) – an increase in concurrent victimization

predicted worse outcomes in children. Often, these outcomes can also mediate outcomes of other significant variables such as low self-esteem (Wigderson & Lynch, 2013).

Emotional problems can also mediate the relationship between victimization and academic performance (Rueger & Jenkins, 2014; Wigderson & Lynch, 2013). A longitudinal study examined the interplay of externalizing problems (aggression, conduct disorders, etc.), internalizing problems (anxiety, depression, etc.), academic problems (grade point average), and traditional victimization outcomes (verbal, relational, and physical) with 1,558 students from ages six to eight annually for three years (Van Lier, Vitaro, Barker, Brendgen, Tremblay, & Boivin, 2012). Using both teacher and student reports of social, emotional, and academic problems, both traditional victimization and academic difficulties played a mediating role in concurrent internalizing and externalizing problems in the participants over the course of three years. Specifically, low academic achievement had the strongest correlation with anxiety and depression in eight-year-olds, more so than victimization alone. This study supports that the concurrent depression and anxiety symptoms with the participant's victimization experiences can account for long-term academic difficulties.

Furthermore, increased frequency of victimization of traditional and cyberbullying victimization has also been correlated with greater suicidality, often an indicator of emotional difficulty (Bannink, Broeren, Van de Looji-Jansen, De Waart, & Raat, 2014; Evans et al., 2014; Kodish, Herres, Shearer, Atte, Fein, & Diamond, 2016). Kodish and colleagues (2016) investigated depression, suicide risk, and suicide attempt with bullying victimization of all types with 5,429 youth from 14 to 24 years old in primary care facilities in the Northeastern United States. When controlling for

depression, traditional and cyber victimization predicted higher levels of suicide risk. Verbal bullying victimization was uniquely associated with suicide attempt. The authors assert that depression serves as a mediator between victimization and suicide risk, therefore increasing the potential risk of suicidality in youth.

Reasoning for the Current Study

As mentioned previously, both bullying victimization and emotional difficulties triangulate with other negative variables such as low self-esteem (Wigderson & Lynch, 2013), academic difficulties (Van Lier et al., 2012), and suicidality (Kodish et al., 2016). Additionally, traditional bullying serves as a key variable for displayed negative mental health outcomes, especially with additive cyber victimization. For this reason, research and intervention is essential to intercede on behalf of students' mental health and social functioning in schools. Not many studies have investigated bullying victimization and emotional difficulties specifically with fourth and fifth grade students, a transitional period between primary and secondary school, as bullying victimization typically increases in middle school (Bradshaw, Waasdorp, & Johnson, 2015).

To that end, the purpose of this current study was to investigate and analyze the relationships between traditional and cyberbullying victimization and emotional difficulties in fourth and fifth grade students in hopes to contribute to and support potential school-wide social-emotional interventions to improve mental health outcomes in schools. We hypothesized the following:

H1) Self-reported traditional victimization frequency would be greater than cyber victimization frequency.

H2) Victimization to both traditional and cyberbullying would significantly predict emotional difficulties in students.

Methods

Participants

Data were collected from 214 fourth and fifth grade students in a rural, Southeastern school district in the United States with a total of 654 students. Of the students, 94 students were from the fourth grade, and 118 students were from the fifth grade. Most of the students identified as White/Caucasian (56.1%; n=120). The remaining identified as Black/African American (14.0%; n= 30), Middle Eastern/North African (2.8%; n=6), Asian/Pacific Islander (3.7%; n=8), Hispanic/Latino (9.3%; n=20), Mixed/Biracial (5.1%; n=11), and the remaining students' ethnicities were not provided (8.9%; n=19). Approximately half of the students (50.9 %; n = 109) were female.

Procedures

Once IRB approval was obtained, superintendents of local school districts were solicited and asked to provide a letter signifying their support for their schools to participate in the study. Once permission to enter the schools and classrooms was obtained, all students were provided with parent and student consent forms describing the nature of the study. Incentives in the form of small gift cards were given to teachers who returned the most parent consent forms. Students, with parental permission, who consented to participate in the study (n=214) were instructed to complete several questionnaires via Qualtrics, an online survey software, in their school's computer lab. Before beginning the surveys, a student assent form (Flesch-Kincaid Level of 4.4) was administered on the computer screen and verbally read aloud with age appropriate language. Those who assented to complete the survey continued to participate; any

students who withdrew their assent during the process were instructed to raise their hand to return to their classroom with a research assistant. All data were collected during a non-instructional period. Assistants were available to students who needed assistance reading or understanding the questions. At the end of the survey, students were directed to raise their hands; a research team member assisted the student in completing the last two survey questions regarding their ethnicity and special education classification (if applicable). Students were then returned to their classroom.

All completed surveys and datasets contained de-identified information to maintain confidentiality of the students. Additionally, all data and research related material was kept securely at Western Kentucky University and handled only by either a principal investigator or trained member of the research team.

Measures

Demographic Questionnaire. Participants were asked to report information regarding gender, age, grade, ethnicity, and special education status (see Appendix A).

Traditional Bullying Victimization. This Personal Experiences Checklist (PECK) measured how often, if at all, a student was victimized via direct and indirect traditional bullying in the past three months (Hunt, Peters, and Rapee, 2012). Students responded to statements with a Likert Scale with the following options: *Never, Once, A few times, Many times.* The internal consistency reliability for this sample, as measured by Cronbach's Alpha (α), was moderate to high ($\alpha = 0.77$ [0.73 to 0.82]).

Cyberbullying and Online Aggression Survey Instrument. Hinduja and Patchin's (2015) instrument was utilized as a measure of students' cyberbullying victimization frequency. Students responded to statements with a Likert Scale with the following

options: *Never, Once, A few times, Many times*. The internal consistency reliability for this sample was high ($\alpha = 0.83$ [0.80 to 0.86]).

Strengths and Difficulties Questionnaire. Goodman's (1997) child self-report 25-item behavioral screening questionnaire was used, which includes five scales measuring emotional symptoms, conduct problems, hyperactivity, peer relationship problems, and prosocial behavior. For this study, the emotional symptoms scale (five items) was utilized to measure emotional difficulties (depression and anxiety) of the students for the past six months. Students responded to statements that applied to them with a Likert scale with the options of *Not True, Somewhat True, and Certainly True*. The internal consistency reliability for Emotional Problems Scale was moderate to high ($\alpha = 0.78$ [0.74 to 0.82]). A copy of the questionnaire is included in Appendix A.

Results

Prevalence of Victimization

Within our sample, 70 students (32.7%) reported victimization to traditional bullying ($m=13.4$, $SD=4.5$) and 13 students (6.1%) reported victimization to cyberbullying ($m=1.1$, $SD=2.6$). Additional demographic variables are described in Table 1 in Appendix B.

Victimization and Emotional Problems

A sequential regression analysis was used to evaluate the R^2 change between the base model and the nested model. First, for the base model, demographic variables were included. R^2 was evaluated along with Cohen's f^2 (Cohen, 1988), a measure of global and local effect size using the formula provided by Selya, Rose, Dierker, Hedeker, & Mermelstein (2012). Once the initial model was entered, traditional bullying

victimization and cyberbullying victimization were added to the model and regressed on the demographic variables. Both R^2 and Cohen's f^2 were evaluated to determine whether traditional bullying victimization and cyberbullying victimization significantly contributed to the model. A post-hoc power analysis was completed given three predictors (control and nested models), a sample size of 214, and a small Cohen's f^2 ($f^2 = .15$), the estimated power for this analysis is .99, indicating a strong likelihood of finding an effect if one truly exists. Archival data was inputted into Jamovi version 0.8.3.0.

Following the data analysis, 33 percent of the variance in emotional difficulties was explained by both traditional and cyber victimization ($r^2 = 0.331$, $p < .001$), which is statistically significant predictive power. Self-reported demographics did not significantly explain variance in the model ($r^2 = 0.03$, $p = .093$), therefore they did not significantly contribute to the predictive power of the model. Overall, the change in variance was 30 percent ($\Delta r^2 = 0.30$). Table 2 illustrating the results is included in Appendix C.

Our effect size was .494 with a 95 percent confidence interval. According to Cohen's (1988) guidelines, an effect size greater than .35 is considered a large effect size. Therefore, adding bullying victimization to the model had a large effect in differentiating emotional difficulties in students. Demographics including gender, grade, and age had a small effect size ($f^2 = .031$). Lastly, our beta coefficients for Model 2 were 0.159 for cyber victimization and 0.381 for traditional victimization. Traditional victimization was a statistically significant predictor, while cyber victimization was a less significant predictor.

Discussion

The present study investigates the relationship of traditional and cyber victimization and emotional difficulties in a fourth and fifth grade sample. We hypothesized that students would self-report higher frequency of traditional victimization than cyber victimization. This hypothesis was supported, as 32.7 percent of students reported victimization to traditional bullying, and 6.1 percent of students reported victimization to cyberbullying. This is consistent with data supporting the disparity between traditional and cyber victimization experiences (Olweus, 2017; Patchin & Hinduja, 2010). In comparison to national averages, traditional victimization frequency was above average, and cyber victimization was average (Lessne & Cidade, 2013).

We also hypothesized victimization to both traditional bullying and cyberbullying would significantly predict emotional difficulties in students. This hypothesis was also supported, as bullying victimization contributed to 30 percent of the demonstrated variance in emotional difficulties in students. Additionally, traditional victimization had a greater effect in differentiating emotional difficulties than cyber victimization. These findings are consistent with data supporting the positive relationship of victimization and emotional difficulties (Haltigan & Vaillancourt, 2014; Wigderson & Lynch, 2013), however this study supports this relationship specifically with fourth and fifth grade students. Typically, bullying victims in this age group report an increase in internalizing symptomology as they transition to middle school (Bradshaw, et al., 2015; Cook, Williams, Guerra, Kim, & Sadek, 2010), therefore, our results further defend that victimization to bullying contributes to emotional difficulties at this age.

An interesting finding from this study is that demographics did not significantly contribute to the demonstrated variance in emotional difficulties. Female identification

(Ledwell & King, 2015) and older age (Bradshaw et. al., 2015) has previously been linked to higher frequency of emotional difficulties in youth; these demographics did not yield significant results in our sample. This result indicates a potential moderating variable between these three variables.

Though our study addressed the positive relationship and strength of bullying victimization as a predictor of emotional difficulty, there are limitations to the methodology behind our results. Our sample was taken from one school district in the southeastern United States, thus our results may not generalize to other student populations. Additionally, our correlational methodology (utilizing self-report questionnaires) indicates association between the variables we investigated. As we did not manipulate any variables, we cannot claim or assume causation. Students were not asked about technology access or usage when questioned about cyberbullying experiences. Because of this, we did not control for these variables, which could have influenced the results of reported cyber victimization. Lastly, this study did not address possible overlap between traditional and cyber victimization; rather, this study addressed the predictive roles of both types rather than addressing them individually.

Despite these limitations, this study has several educationally significant implications. These results further support the relationship between emotional difficulties and traditional and cyber victimization frequencies. Though this relationship has been well-established, intervention methods commonly utilized in schools address behavioral problems at this age. As school administrators are looking to school psychologists to implement bullying interventions, programs and screening methods addressing negative mental health outcomes such as emotional difficulties should be considered concurrently

with behavioral intervention. Furthermore, both traditional and cyber victimization contributed to the variance in emotional difficulties; interventions aimed at addressing both types of bullying should be addressed. However, with higher frequencies of traditional victimization and traditional victimization largely influencing the model, school administrators should predominantly look at addressing direct and indirect bullying in schools. Cyberbullying should also be addressed in school interventions concurrently with traditional victimization.

Future research should investigate moderating factors between bullying victimization and emotional difficulties with various age groups. Moderating factors were not addressed in this study; however, they can serve to promote resilience to victimization (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). Furthermore, identifying healthy coping strategies for children could assist in alleviating negative outcomes. Researchers should address the relationships between these variables at younger elementary ages to contribute to earlier interventions and prevention in elementary schools. Finally, research investigating the role of bullying in the development of emotional difficulties should be continued to support intervention and prevention methods in the future.

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Appendix A

Copy of Qualtrics Questionnaire Questions

Default Question Block

We are asking you to take some surveys for us so that we can help kids in your school and in other schools. Please answer the questions the best you can. If you have questions during the survey, raise your hand and an adult will come to help you. This is not a test, and your teacher will not see how you answer the questions.

Please raise your hand and wait for an adult.

Please mark how often the following has happened to you:

	Never	Once	A few times	Many times
Someone has spread bad rumors about me, so that others in my school will dislike me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone in my school has called me names or made fun of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone in my school has teased or provoked me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone in my school purposefully kept me from playing with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Once	A few times	Many times
Someone in my school made fun of the way I look or act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone in my school has hit or kicked me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone in my school has hidden or stolen my money or belongings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cyberbullying is when someone repeatedly harasses, mistreats, or makes fun of another person (on purpose to hurt them) online or while using cell phones or other electronic devices.

	Never	Once	A few times	Many times
In the last 3 MONTHS, I have been cyberbullied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cyberbullying is when someone repeatedly harasses, mistreats, or makes fun of another person (on purpose to hurt them) online or while using cell phones or other electronic devices.

In the last 3 MONTHS, I have been cyberbullied in these ways...

	Never	Once	A few times	Many times
Someone posted mean or hurtful comments about me online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone posted a mean or hurtful picture online of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Once	A few times	Many times
Someone posted a mean or hurtful video online of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone created a mean or hurtful web page about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone spread rumors about me online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Once	A few times	Many times
Someone threatened to hurt me through a cell phone text message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone threatened to hurt me online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone pretended to be me online and acted in a way that was mean or hurtful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone posted mean names or comments online about my appearance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Here are some questions that ask students, like you, about what they think, feel, and do at school. Read each sentence and click on the one response that tells how true the sentence is for you.

	Almost Never	Sometimes	Often	Very Often
I am lucky to go to my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am thankful that I get to learn new things at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are lucky to have nice teachers at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel thankful for my good friends at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost Never	Sometimes	Often	Very Often
When I have problems at school, I know they will get better in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect good things to happen at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each week, I expect to feel happy in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to have fun with my friends at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost Never	Sometimes	Often	Very Often
I get excited when I learn something new at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get really excited about my school projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wake up in the morning excited to go to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get excited when I am doing my class assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Here are some questions that ask students, like you, about what they think, feel, and do at school. Read each sentence and click on the one response that tells how true the sentence is for you.

	Almost Never	Sometimes	Often	Very Often
I finish all my class assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I get a bad (low) grade, I try even harder the next time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep working until I get my schoolwork right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Almost Never	Sometimes	Often	Very Often
I do my class assignments even when they are really hard for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow the classroom rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow the playground rules at recess and lunch (break times) times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I listen when my teacher is talking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am nice to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each item, please mark the box for Not True, Somewhat True or Certainly True. Please give your answers on the basis of how things have been for you over the last 6 MONTHS.

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am restless, I cannot stay still for long.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get a lot of headaches, stomach-aches, or sickness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually share with others, for example, CDs, games, food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get very angry and lose my temper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would rather be alone than with people my age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually do as I am told.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am helpful if someone is hurt, upset, or feeling ill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am constantly fidgeting or squirming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have one good friend or more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I fight a lot. I can make people do what I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 1

For each item, please mark the box for Not True, Somewhat True or Certainly True. Please give your answers on the basis of how things have been for you over the last 6 MONTHS.

	Not True	Somewhat True	Certainly True
I am often unhappy, depressed, or fearful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people my age generally like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Select the answer that best matches what you think.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Bullies and victims are types of people that really can't be changed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone is either a winner or a loser in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You can't change people who are jerks in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullies can try acting nice, but deep down they're just bullies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are two types of people: bullies and victims.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 7

Choose how much you agree or disagree with each sentence.

	Strongly Disagree	Slightly Disagree	Disagree	Agree	Slightly Agree	Strongly Agree
It is important for others to see me as popular.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for others to see me as having many friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to be friends with those who are popular.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I meet with friends, my goal is to leave a good impression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I meet with friends, my goal is to have them not make fun of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Slightly Disagree	Disagree	Agree	Slightly Agree	Strongly Agree
I try not to be seen as stupid while playing with friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hope my friends don't know I'm bad at making friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hope I won't be seen as stupid when I am with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me not be seen as stupid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm afraid that others may think I'm a failure or loser.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 8

What is your gender?

- Male
- Female
-

Other

What grade are you in?

- 4th Grade
 5th Grade

How old are you?

- 7
 8
 9
 10
 11
 12
 13

Please raise your hand and wait for an adult.

School Name

- T.C. Cherry ES
 Dishman McGinnis ES
 W.R. McNeill ES
 Parker Bennett Curry ES
 Potter Gray ES

Class Size of Student

School Size of Student

Student Ethnicity

- White
 Hispanic/Latino/a
 Black/African-American
 Asian/Pacific Islander
 American Indian

- Middle Eastern/North African
- Mixed
- Other

Does the student receive Special Education Services?

- Yes
- No

Select the special education eligibility of the student.

- Autism
- Deaf-Blindness
- Emotional-behavioral Disability (EBD)
- Hearing Impairment
- Mental Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Speech or Language Impairment
- Traumatic Brain Injury (TBI)
- Visual Impairment
- Developmental Delay
- Other
- Don't know or Unavailable

Block 6

Thank you for taking this survey!

Appendix B

Table 1

Victimization Frequency and Percentages

Identification	TV Frequency	CV Frequency
<i>Gender</i>		
Male	29	7
Female	41	6
<i>Grade</i>		
Fourth Grade	24	6
Fifth Grade	46	7
<i>Ethnicity</i>		
White/Caucasian	38	n/a
Hispanic/Latino	4	n/a
Black/African American	10	n/a
Asian/Pacific Islander	3	n/a
Middle Eastern/North African	4	n/a
Mixed/Biracial	4	n/a
Not Provided	8	n/a
Total Victimized	70	13

Table 1. This table demonstrates the frequency of traditional bullying victimization and cyber bullying victimization in relation to gender, grade, and ethnicity. Total frequencies of traditional and cyber victimization are also included. Frequencies for ethnic identity with cyber victimization was not provided.

Appendix C

Table 2.

Sequential Multiple Regression Analysis Predicting Emotional Difficulties by Control Variables, Cyber Victimization, and Traditional Victimization.

Model	R^2	ΔR^2	Cohen's f^2	β
Model 1	0.030*	-	0.030	
Control Variable ^a				
Model 2	0.33**	0.301**	0.494	
Cyber Victimization				0.159*
Traditional Victimization				0.3812**

a Control variables include Sex, Grade, and Age.

* $p \leq .05$; ** $p \leq .001$.